

Topical Module: Transferable Skills, Career, and Workforce Development



This module is a result of collaborations between NSSE and Strada Education Network and a pilot survey developed by the American Association of State Colleges and Universities. This module examines activities that contribute to students' career plans, influences their career goals, increases confidence in work-related skills, and transferable skills for the workplace and beyond. This module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas.

1. During the current school year, whether course-related or not, to what extent have you encouraged students you teach or advise to do the following?

Response options: Very much, Quite a bit, Some, Very little, Not at all

- a. Discuss or debate an issue of social, political, or philosophical importance
- b. Make a speech to a group
- c. Work in a group with people who differ from them in terms of background, political orientation, points of view, etc.
- d. Discuss the ethical consequences of a course of action
- e. Evaluate the credibility of information sources
- f. Discuss complex problems with others to develop a better solution
- g. Generate multiple solutions to a problem or task
- h. Combine dissimilar concepts to create a novel idea
- i. Adapt a previously used solution to a new situation
- j. Refer to online content (tutorial, forum, webpage, etc.) to solve a problem
- k. Refer to online content (tutorial, forum, webpage, etc.) to learn a new skill or procedure
- l. Use project management tools to plan, organize, or schedule tasks
- m. Use a daily or weekly "to do" list
- n. Prioritize what tasks need to be accomplished
- o. Work longer hours than usual to meet deadlines (i.e., after midnight, before dawn)

2. During the current school year, whether course-related or not, to what extent have you encouraged students you teach or advise to do the following?

Response options: Very much, Quite a bit, Some, Very little, Not at all

- a. Overcome obstacles in finding and using career-related resources at your institution
- b. Demonstrate effective work habits (punctuality, working productively with others, time and workload management, etc.)
- c. Network with alumni or professionals to make potential career connections
- d. Communicate your knowledge, skills, and experiences to potential employers
- e. Use career-specific technology (devices, programs, or tools used by those in the field)
- f. Work effectively with people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- g. Address ethical issues they might face in their career
- h. Analyze a case, scenario, or simulation of a real-life situation
- i. Research a career interest, a potential employer, or the job market
- j. Learn about a career or industry from practicing professionals
- k. Observe employees in action at a place of work (clinics, offices, schools, etc.)
- l. Connect their learning to how they can impact their community and society

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3. During the current school year, whether course related or not, about how often have students you teach or advise written something (paper, report, article, etc.) that:

Response options: Very often, Often, Sometimes, Never

- a. Used information from a variety of sources (books, journals, Internet, databases, etc.)
- b. Assessed the conclusions of a published work
- c. Included ideas from more than one academic discipline
- d. Presented multiple viewpoints or perspectives

4. During the current school year, whether course-related or not, have you encouraged students you teach or advise to do the following?

Response options: Yes, No

- a. Take a career exploration, planning, or development course
- b. Complete a career profile or self-assessment to identify occupations that match their strengths and interests
- c. Attend a talk, panel discussion, or workshop about careers
- d. Discuss their career interests with other faculty members
- e. Interview or shadow someone in a career that they are considering
- f. Participate in a major- or career-related co-curricular activity (student organization, professional or honor society, etc.)
- g. Meet with an advisor, success coach, and/or career services staff member to explore your interests and plan your future
- h. Get help with their résumé
- i. Participate in a mock or practice interview
- j. Participate in a career fair
- k. Complete a paid internship
- l. Network with alumni or professionals in a field related to their career interests

5. During a typical school year, how many letters of recommendation of the following types do you write for undergraduate students?

Response options: None, 1-4, 5-9, 10-14, 15 or more

- a. Graduate or professional school
- b. Post-graduation employment
- c. Pre-graduation job experience (internships, practicum, etc.)
- d. Academic honors or awards