



# Aligning Career Readiness Outcomes and High Impact Experiences for Student Success and Assessment

Wednesday, June 18, 2025

11:30 am-12:20 pm

# Session Overview



## Introduction

- James DeVita, Assistant Vice President for Academic Partnerships & High Impact Experiences at the University of Maryland, Baltimore County (UMBC)
- Jaime Russell, Director of Student Community Engagement at the University of North Carolina at Wilmington (UNCW)

## Career Skills/Competencies & High Impact Experiences

### Example Mapping

- UMBC: On-Campus Employment
- UNCW: Community Engagement

## Mapping Activity & Discussion

## Q &A

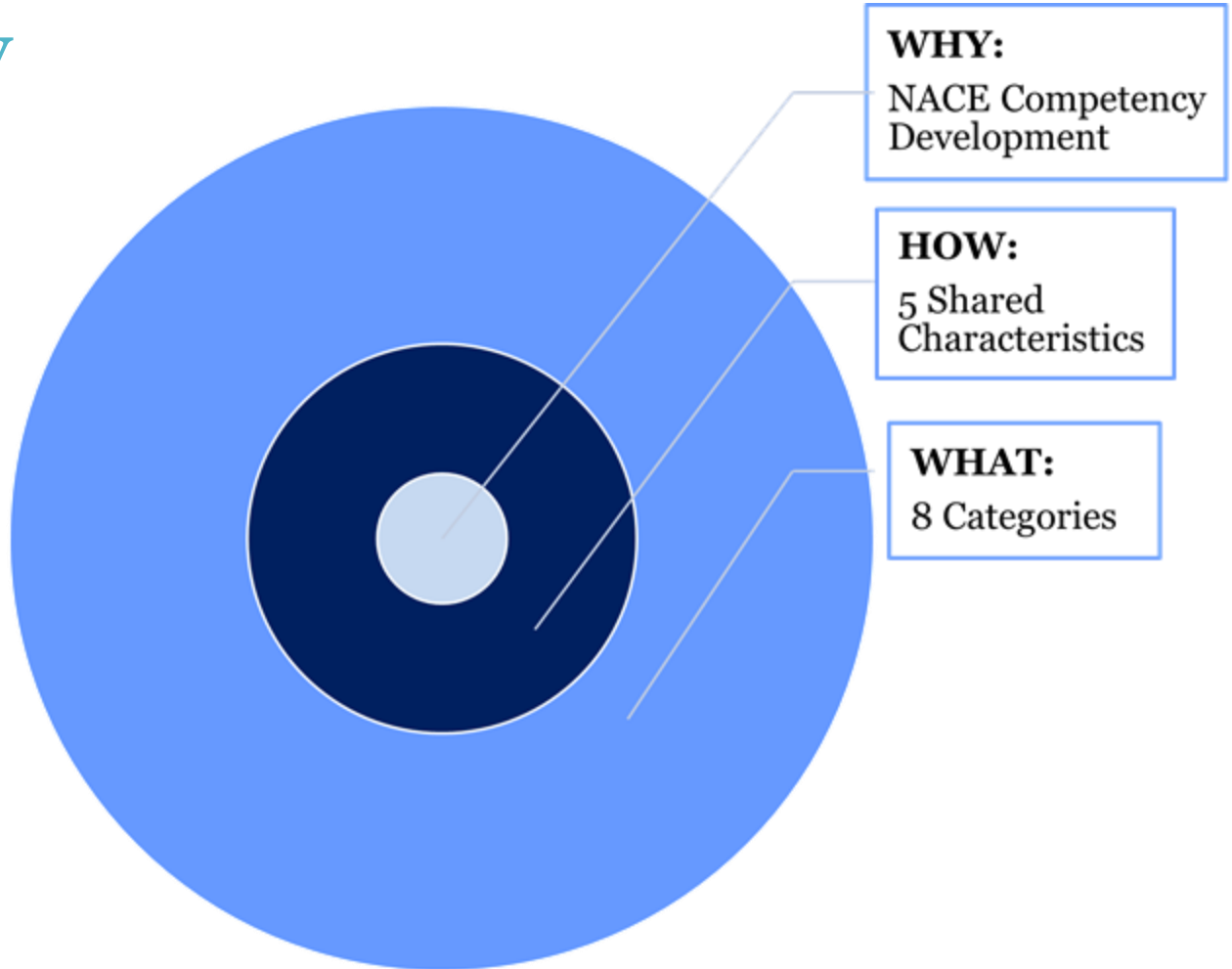


# Start with Why

**WHY:** The purpose, cause or belief behind what you are doing.

**HOW:** The actions taken to realize the WHY

**WHAT:** The product, service or job function. Provides tangible proof of your purpose.



# 3 Components of HIPs/HIEs

## 8 Categories [What]

- Arts Integrated Learning
- Community Engaged Learning
- Global Learning
- Living Learning Communities (LLCs)
- Research & Scholarship
- Student Engagement & Leadership
- Work Based Learning
- Writing Intensive Courses

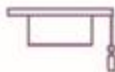
## 5 Shared Characteristics [How]

- Intentional Design
- Meaningful Interactions
- Applied Learning
- Reflective Practice
- Demonstration of Impact

## NACE Competencies [Why]

- Career & Self-Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

# NACE Career Readiness Competencies



## Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



## Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



## Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



## Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



## Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



## Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



## Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



## Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

# Example Mapping

NACE Competency	Community Engagement	On-Campus Employment
Career & Self Development	Students utilize service projects as a way to network with, and learn from, community members	Students engaged in work-based learning experiences that engage them in development of durable/transferable skills
Communication	Students communicate via email, phone and in-person to coordinate community projects	Students learn and practice appropriate communication for workplace, including interactions with colleagues & supervisors
Critical Thinking	Students engage in problem solving when planning and implementing community projects (e.g., coordinating availability, indement weather)	Students must think critically about how positions that don't directly apply to major provide transferable skills; some positions may encourage task-based critical thinking
Equity & Inclusion	Students engage with diverse members of the community as well as peers, staff, and faculty when working on projects; utilize community expertise when planning projects	Engage with diverse groups of stakeholders on campus that may include faculty, staff, students, and external partners (e.g., parents, alumni)
Leadership	Students learn to be adaptable and to lead from a strengths-based perspective when working collaboratively on community projects	Students learn to lead from various levels of positional authority and observe examples of different leaders in the workplace
Professionalism	Students learn workplace culture and appropriate engagement in varied contexts by working alongside community members	Students learn workplace culture and appropriate engagement by working alongside higher ed professionals in campus units
Teamwork	Students work collaboratively on projects with their peers, campus professionals, faculty, and community members	Able to see different types of teams in practice than in classroom and to work with colleagues across different generations
Technology	Students learn to use technology to facilitate efficient work and information sharing when planning and implementing projects	Opportunities to utilize and apply technical knowledge from major and/or to learn workplace technologies & their applications

# On-Campus Employment & Skills Assessment

Expectation/Goal Setting

Reflection (pre-post)

- Embedded within required PRAC course

Growth Mindset

- Examine perceived growth in competencies/skills
  - How have your skills grown or changed as a result of engaging in your on-campus employment experience?
- Includes self (student) and supervisor assessment

Training Workshops

Student-led  
Presentations

End of Term Evaluations

Surveys

Community  
Engagement  
& Skills  
Assessment



# Sample Survey Items

**In the past 2-3 months, how often have you done the following?**

*Scale = Very often, often, sometimes, never*

## Communication

- Explained a complicated or difficult topic to someone else as part of your job.
- Asked for help, guidance, or clarification while performing a challenging task.
- Interacted with people from diverse backgrounds in a constructive way.

## Critical Thinking

- Solved problems that involved weighing multiple sources of information or data, or multiple perspectives.
- Used your own judgment to solve a challenging problem.
- Managed multiple projects or tasks when facing deadlines.

# Mapping Activity

## Reflect-Pair-Share Activity

**Reflect** on how this work aligns with your institution

Utilize handout to map NACE competencies onto a program, initiative, unit...at your institution.

**Pair** with an attendee sitting near you

**Share** your thoughts about alignment of skills, implications for assessment, or any other reflections you have on the presentation or activity.

# Discussion and Q&A

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