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Career Readiness for First Year General Education Students: A Curricular Pilot

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Career readiness for first year general education students: A curricular pilot

Meredith Michaud, Sarah Dougher,
Sarah Wolf Newlands, Alexander Sager,
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Portland State University
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Executive Summary

In winter 2023, University Studies formed a working group to develop and pilot embedded career readiness within first year general education courses. The working group collaborated to create and pilot the curriculum in spring 2023. After the pilot, the working group collected and analyzed student, faculty, and mentor observations and course evaluation data, identified key themes, made recommendations, and created an online repository and website interface for career readiness curriculum and resources.

The working group and pilot participants successfully developed curriculum and piloted it in their courses, gained feedback and insight from students, mentors, and faculty, and created resources for career readiness curriculum. This curriculum and the experience of implementing it provide the groundwork for moving forward with development of career readiness curriculum in first year general education courses and additional levels of general education.

Recommendations

1. Deepen and expand the integration of career readiness in FRINQ courses.
2. Expand career readiness curriculum throughout UNST courses at other levels.
3. Make the learning and transferability of NACE competencies explicit throughout UNST courses at other levels.
4. Develop stronger and more consistent connections to the campus Career Center



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Introduction

Results of national surveys indicate that the primary goal for most students pursuing a college degree is to improve post-graduate employment opportunities (Strada Education Network & Gallup, 2018) with 58% reporting job and career outcomes as their primary motivation. This is true across all higher education pathways and demographic subgroups.

Students come to Portland State University (PSU) because it offers a quality education at a good price. Sixty-nine percent of respondents to the 2023 Student Experience Survey rated their education at PSU as a good or great value. Nevertheless, we also know that students who attend PSU work at outside jobs in addition to attending school, and that they see a college degree as essential for post-university life in the workforce. PSU's general education program, University Studies (UNST), reaches nearly every student who comes to our university, so it is an excellent environment to connect university learning and the world of work.¹

To address the fact that students don't always see (and faculty don't always make explicit) the connections between their skill-building in UNST courses and their prospects for post-university employment, we developed curricular materials that would begin to address this.

Most incoming freshman students at PSU take our courses.² Therefore, we decided to focus our efforts on career readiness at this level, because it impacts approximately 80% of our incoming first year students, with the potential of leading to larger cultural and pedagogical changes across campus.

This paper describes the context for our career readiness initiative, our working group and pilot, includes a summary of the results, and recommendations for higher education professionals at PSU and at other institutions.

1 According to the 2023 Student Experience Survey (Garrity & Watkins, 2023), more than 20% of respondents work full-time (35+ hours per week), 60% of respondents work part-time (less than 35 hours per week) and 26% of respondents spend 20 or more hours per week caring for family members

2 According to Portland State University institutional data, there were 1511 new first-year students in Fall 2022, and 1202 of the new first-year students (79.5%) enrolled in our first year general education courses (Freshman Inquiry).

General Education and Career Readiness

General education is traditionally the place where students are invited to become oriented to college coursework (reading, writing and other communication skills; research methods and resources; psycho-social supports for independent living in a campus setting). The objective is to create opportunities for a breadth of education. PSU's year-long Freshman Inquiry course (FRINQ) does this work in a cohorted, interdisciplinary, theme-based learning environment. Students participate in general education classes as a requirement for their advancement toward their majors, and ultimately their degrees.

When creating the new curriculum for the pilot in FRINQ classes in 2023, we were guided by an urgency to help students understand the links between their learning in their general education courses, and their pathways toward major and career pathways and skills. It is not only university instructors who make this argument (Peasley, 2021); employers frequently refer directly to the skills learned in the Gen Ed classroom, most recently in surveys conducted for the Association for American Colleges & Universities (Finley 2021). Unfortunately, students do not always recognize the relevance of general education to their career goals because instructors do not consistently or meaningfully articulate it.

We were guided by pedagogical recommendations made by Winkelmes et al.(2016) and Taylor & Haras (2020) who outline the importance of describing the *why* of assignments to students, and in particular how skills such as collaboration, critical thinking and problem-solving, and specific genres of writing not only apply to specific assignments, but to the world of communication beyond the classroom.



Pilot Description

Freshman Inquiry (FRINQ) is a uniquely structured general education course. It has a main session, in which the full roster of up to 36 students attends a class with the instructor, twice weekly. In addition it has a mentor session, in which a small group of up to 12 students meets once weekly with the peer mentor associated with the course.



Our first step in the pilot was to assemble a working group in Winter term 2023. The working group included three faculty-mentor pairs, and four administrators in supportive roles: the University Studies Executive Director, the Director of University Career Services, the Director of Research and Assessment for University Studies, and the Associate Director of Mentor Programs in University Studies.

The working group met three times during the Winter term, and the faculty-mentor pairs took the lead in designing specific curriculum to pilot in their Spring quarter FRINQs. After the design period, the faculty-mentor pairs shared detailed instructions for the activities with an additional six faculty-mentor pairs who agreed to pilot activities in their spring FRINQs. In total, nine faculty-mentor pairs took part in the spring phase of the pilot. Faculty-mentor pairs worked to adapt the planned curriculum to best suit their class makeup, including deciding which assignments required faculty assessment, and which assignments worked best in the smaller conversational setting of the mentor session and did not need direct faculty assessment.

Curriculum designed for pilot

Career Readiness Curriculum	UNST Goals and NACE Competencies
<p>OPTION 1: Aspirational Resume</p> <p>Objectives and Features: This lesson is designed to help students identify, organize, and align the experiences, skills, and education required to get their dream job or internship. Activities guide students in creating an effective and compelling aspirational resume that reflects their future career goals. Students choose between a job and an internship. Instructors use resources from the Career Center to share information about crafting resumes and the positive impact on career trajectories. As a final part of this activity, students write their own aspirational resume for a dream job or internship.</p>	<p>UNST Goals: Communication, Inquiry & Critical Thinking, Diversity, Equity, and Social Justice, Ethics, Agency, & Community</p> <p>NACE Competencies: Career & Self Development, Communication, Teamwork, Technology; Critical Thinking, Equity & Inclusion, Leadership</p>
<p>OPTION 2: My Dream Internship</p> <p>Objectives and Features: This lesson is designed to encourage student thinking about internships as a valuable part of career development/ readiness and personal growth. Through a series of questions and peer-to-peer conversation, students will identify a "dream" internship connected to their pathway or interests. Instructors use resources from the Career Center to share information about internships and their positive impact on career trajectories. As a final part of this activity, students write a reflective "job description" for their dream internship which includes specific details about their dream internship.</p>	<p>UNST Goals: Critical Thinking, Communication</p> <p>NACE Competencies: Career and Self Development, Critical Thinking; Career Goals</p>
<p>OPTION 3: Inquiry into Student Values about Work</p> <p>Objectives and Features: This lesson is designed to encourage student thinking about how they know what they know about the world of work. Through reflective writing and conversation, it encourages students to describe their assumptions, values and personal experiences with paid and unpaid work. Instructors use resources from the Career Center to present current statistics and information about career categories, employment tracks, and the role of education in these, connecting students both to pertinent information about their possible futures, as well as the Career Center at Portland State.</p>	<p>UNST Goals: Ethics, Agency and Community; Communication Inquiry and Critical Thinking.</p> <p>NACE Competencies: Career & Self Development; Critical Thinking</p>
<p>OPTION 4: Welcoming Working People into the Classroom</p> <p>Objectives and Features: This lesson is designed to teach students skills to (1) communicate their areas of career interest; (2) locate and contact people who they would like to learn from and (3) invite and host these people in conversation in the FRINQ classroom (the assignment requires that students research who they would like to invite and extend the invitation).</p>	<p>UNST Goals: Inquiry and Critical Thinking; Communication; Diversity, Equity, and Social Justice; Ethics, Agency, & Community</p> <p>NACE Competencies: Career & Self Development, Critical Thinking; Communication, Professionalism; Leadership, Equity and Inclusion; Teamwork</p>

Rationale for the Pilot

Portland State University (PSU), serves a diverse population in which 46.2% of students are first-generation (typically defined as neither parent completing a four-year college degree) and 50% of PSU students identify as BIPOC. Our students come to PSU with many diverse life experiences, including work experience. Students come to PSU to build their skills and abilities, and for the social mobility for which our institution is known (Fishman, 2015).

Portland State University's University Studies (UNST) program is particularly well-situated to prepare students for careers that align with their values and purpose. Our commitment to access and equity makes it imperative that we provide students with the skills, attitudes, experiences, and social and cultural capital needed to maximize their employment potential, in addition to the content knowledge for a future career. This commitment to our students is the fundamental reason that we chose to look at bolstering our career readiness for first year students, with the goal of eventually extending our focus to additional years of our program.

What is Career Readiness?

Across the United States, universities have adopted the National Association of Colleges and Employers (NACE) Career Readiness Competencies: Career & Self-Development, Communication, Critical Thinking, Equity & Inclusion, Leadership, Professionalism, Teamwork, and Technology, in developing career readiness programs. The NACE framework is a useful structure in assessing and defining the direction of our work. Career readiness is a foundation of requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management. Over the last few years, NACE has defined what it means for students to be 'career ready'. This collaboration between colleges and employers across the country provides a useful guide for our investigation into how to lean into career readiness most effectively.

NACE Competencies and UNST Goals

Through instruction in both main and mentor sessions, Freshman Inquiry students gain skills and competencies while working toward the four University Studies Program Learning Goals: Communication, Inquiry and Critical Thinking; Diversity, Equity, and Social Justice; and Ethics, Agency, and Community. As recently outlined in a Chronicle of Higher Education publication, "The New Pathways from College to Career: Preparing students for a rapidly changing workforce" (2022), new graduates must demonstrate the competencies they have acquired in college – the degree is not enough, and non-technical skills such as problem solving, collaboration, analysis and critical thinking are increasingly cited as most desired qualities in new hires. In this project, we considered the eight NACE competencies along with our UNST goals in creating learning objectives and outcomes for the career readiness curriculum.³

After the completion of the pilot in Spring 2023, we collected data from course evaluations and from mentors and faculty who had participated in the pilot in their main and mentor sessions.

Data from the Pilot

Data sources from pilot	
Students	Final course evaluation question Student work, reflections, and exit tickets
Mentors	Feedback conversations and survey
Faculty	Feedback conversations and survey

3. This pilot is part of ongoing efforts towards career readiness by FRINQ faculty and mentors. Since its inception, University Studies interdisciplinary inquiry based coursework prepares students for the workforce. Recent and current efforts bind career readiness with learning outcomes and classroom and programmatic assessments. In 2021 Interim UNST Executive Director Dr. Linda George proposed the Re-Imagine project Integrating career-readiness into UNST/Honors and departmental curricula with a faculty-driven approach (George, 2021). This pilot, a third phase of that project, furthers George's endeavor to "explore a faculty-driven career readiness approach that advances intentional preparation for careers throughout our curriculum, from the time students enter PSU to the time they graduate." Our findings align with data collected in the report prepared by Dr. Veronica Cano and Elif Sari Genc, PhD Candidate (Center for Public Service) in the second phase of the project. The findings include: internship opportunities, resume/cover letter development opportunities, and the creation of a Career Pathway embedded in majors, but housed outside of departments beginning with activities developed in University Studies (Cano & Genc, 2022).

Course Evaluation Question

During spring term our working group added a question about career readiness to our departmental end-of-term course evaluation, with the objective of comparing the experiences of FRINQ students in the pilot with those who did not participate. The end-of-term evaluation is sent via email during week eight to every student enrolled in a FRINQ, and includes 26 questions about their experiences with their course, faculty, mentor, and the university.

The working group of faculty and mentors collaborated to create the question, and it was added to the survey by Rowanna Carpenter, UNST Director of Research and Assessment. We compared the students whose faculty-mentor pairs took part in the career readiness pilot, and students whose faculty-mentor pairs were not a part of the pilot. The tables below show the averages of the responses on a 5-point Likert scale and the percentage of students who agreed or strongly agreed with the statement: My FRINQ provided me with the opportunity to learn about career paths that interest me.

	Percent of pilot participants agree and strongly agree	Percent of non-pilot participants agree and strongly agree
My FRINQ provided me with the opportunity to learn about career paths that interest me. (Strongly disagree/ disagree/ neutral/ agree/strongly agree)	63.5%	46.9%

“

I have a better understanding of what influences my career choices. I now want to help people and make a positive change while I'm here.

Student feedback from pilot course

”

Student work, reflections, and exit tickets

Through reflective writing, exit tickets in mentor and main session, and through feedback conversations and a survey, we were able to gather a diverse set of qualitative data from students, faculty and mentors that inform the recommendations we make later in this paper.

In organizing information, we paid close attention to both the student view of the value of the materials, as well as the faculty and mentor comments about incorporating this curriculum into already-established FRINQ themes and course structures.

Faculty and mentors participating in the project submitted student reflections, exit tickets, and notes on feedback. The student work and feedback illustrated a wide variety of life experiences and views around careers and college. From this body of submitted student work and feedback, we identified six thematic categories.

Student observations of skills built through career readiness curriculum in FRINQ

- Research
- Proper conduct in professional environments
- Self advocacy
- Identifying values, interests, goals
- Confidence in communication
- Creative problem solving
- Collaboration
- Active community participation
- Collaboration
- Time management



I really liked how real [our visitor] was. She told us her experiences with accepting when you mess up and that's it's critical for improvement. I found it also very interesting how she got such good connections throughout her career through small interactions.

-Student reflection about a visit through the "Working People in the Classroom" activity (the visitor was Jennifer Yocom, Local Government Affairs Director, NW Natural)



Themes from student data

- Financial Security
- Family
- Agency
- Ethics
- Community
- Learning and Skill-building

Financial security

Many students wrote about a desire for financial security in a career, mentioning previous family or personal experiences with financial/housing/food insecurity. They expressed wanting to find a career that allowed them to do both meaningful work while allowing them to take care of themselves and their families financially. In addition, students wrote about their previous and current jobs and many students were currently employed, demonstrating the financial needs that many students are called on to solve, even while starting their first year of university. Many students expressed that the capacity for making money was an important factor in their career pathway interests.

Family

Students spoke about the influence of their family/parents/guardians on their career pathway interests. Some students wrote about expectations their families had for them, while others spoke of the responsibility they felt towards their families. Students were also influenced by their observations of their family/parent/guardian experiences with work, and with their work/life balance (e.g. not having enough time to spend with their children because of work).

Agency

Many students described that the career readiness curriculum in the main and mentor sessions helped them realize that they could take action and make different choices about their career pathways, for example, or that they wanted to learn more about opportunities or to pursue experience for their future careers, such as internships. Some students expressed their intentions for next steps towards finding out more or pursuing a career pathway, or had more of a direction.

Ethics

Students' consideration of ethics was reflected in the ways they wrote about career choices and how work could be meaningful and align with their values, including their responsibilities towards family and community.

Community

The feedback and exit tickets articulated the community-building aspect of some of the career readiness activities, particularly those in which students could share their experiences. Many students wrote that it was interesting and/or helpful to hear about the similarities and differences of each others' and/or guest speakers' experiences. Students had diverse experiences with familial values regarding work, and in many cases through their own employment, which impacted their career choices

Learning & Skill-building

Students had varied responses to the activities. A few students said they did not learn anything; however, most students expressed that they had learned something about themselves and/or their career path. Our assignments asked students not only to develop practical, job-seeking skills. They were also challenged to address their own visions for their futures through a series of projects related to aspirational resumes and internships. Students really liked hearing from people who have had varied career paths, educational paths, and life experiences, including near peers and people from the community.

“

“I was really interested in hearing about [our visitor’s] journey switching from a healthcare career/major to a more business/corporate career. It made me realize I can do both in a way, as she is doing!”

-Student reflection about a visit through the “Working People in the Classroom” activity
(the visitor was Jennifer Yocom, Local Government Affairs Director, NW Natural)

”

Student Work: Aspirational Resumes

August Harrington

(123) 456-7890 | xxx@pdx.edu | Portland, OR. 90000 | He/Him

Objective

Working as a self-employed graphic designer and clothing brand owner.

Aspirational Experience

Lucidity Instagram Accounts

- Cultivated 12k followers among 3 accounts including an archive page, fashion/modeling page, and a clothing brand account.
- Created and managed a Shopify website.
- Screen printed and hand-sewn several different clothing pieces.
- Developed and sold merchandise.

Modeling

- Modeled for Imran Potato, Rick Owens, Warren Lotas, Billy Hill, and Jean Paul Gaultier.

Collaborations

- Worked with high-end fashion brands to create polarizing clothing pieces inspired by our interests and passions.
 - Created designs for James Wallace, Asspizza, and Imran Potato.
-

Education

Bachelor of Fine Arts in Graphic Design - Portland State University, OR
GPA:4.0 Anticipated Graduation:2026

Skills

Familiar with Adobe Illustrator, InDesign, and Photoshop
Knowledgeable on Shopify
Screen printing, Hand sewing/embroidery
Clean & orderly

Student Work: Aspirational Resumes

Olivia Erickson

Artist

☒ SW Jackson St
Portland, OR 97201
(503) ☒ - 9797
☒@pdx.edu

Penguin
Random
House



SKILLS

- Adobe Creative Suite
- Attention to Detail
- Market Knowledge
- Graphic Design
- Time Management

EXPERIENCE

Penguin Random House Publishers, Seattle - *Book Cover Designer*

JUNE 2026 - PRESENT

- **Conceptualizing and Creating Designs:** I am responsible for coming up with concepts for book covers based on the author's vision, the genre of the book, and the target audience. I use my design skills to create visually appealing covers that effectively communicate the message and tone of the book.
- **Collaborating with Authors and Publishers:** I work closely with authors, publishers, and other stakeholders to understand their needs and expectations and to incorporate their feedback into the design process. I communicate clearly and effectively to ensure that everyone is on the same page.
- **Researching Trends and Best Practices:** I stay up-to-date on current design trends and best practices in the book industry. This helps me create covers that are visually appealing and effective at grabbing the attention of potential readers.
- **Managing Multiple Projects:** As a book cover designer, I often have multiple projects on my plate at once. I manage my time effectively and prioritize my workload to ensure that I meet all deadlines.
- **Maintaining a portfolio that showcases my best and current projects.**

EDUCATION

Portland State, OR - *Bachelor of Fine Arts*

SEP 2022 - JUNE 2026

Faculty and Mentor Feedback on Pilot

Themes from faculty and mentor feedback on pilot

- Pedagogy
- Sequencing of assignments
- Faculty and mentor roles
- Role of career pathway development in articulation of UNST Goals
- Faculty and mentor challenges

Pedagogy

Many faculty recognized that identification of transferable skills was a key component in career readiness lessons. Faculty suggested that this could look like students being able to describe their learning about career readiness competencies, and/or faculty describing career readiness learning outcomes in syllabus or assignments. Although the career readiness activities were written out in some detail, many instructors and mentors noted that they were able to take elements of the activities and improvise within their class communities to best address where their students were, and what their students were learning in the course. Many faculty saw that their students bring a lot of lived experience about work/careers into the classroom, so emphasized valuing the assets present in the classroom community. Faculty and mentors saw that the identification of student needs should come from students, mentors and instructors. Instructors and mentors saw that grounding activities on needs that students identify and relying on students' lived experience gave students a very tangible way into the material. An example mentioned is inviting guest speakers into the classroom, including alumni, working people from the community (for profit and nonprofit sectors), unions, current students with varied experiences and majors, experts in aspects of career readiness (internship coordinator, etc.).

Sequencing of Assignments

The pilot took place over the spring quarter. Many mentors and instructors noted that they would implement tools related to career readiness in a different manner if they were planning over the course of a whole year, keeping in mind the degree of community development within the class community as well as the other kinds of assignments and community-based learning that they had planned. They suggested scaffolding transferable skills for life-long learning throughout the year: different quarters call for different kinds of assignments, planning, etc.

Faculty and mentor roles

Mentors and faculty suggested that they could better clarify mentor and faculty roles, especially with respect to assessment and accountability. They suggested asking how is this work integrated into assignment structures vs. how is it in-class/mentor session activity. Additionally, pieces of this learning could be made available to students using online resources so that if students miss a class or mentor session, they would not lose out on the learning.

Role of career pathway development in articulation of UNST Goals

Faculty noted that the assignments in the pilot gave their students opportunities to recognize transferable skills in all aspects of their learning across the UNST goals. Instructors noted that it was important to make outcomes legible and compelling to students, to clarify the WHY for this learning.



Faculty and Mentor Challenges

Student hesitancy

Faculty and mentors observed student hesitancy in particular with activities that were “not real” (e.g., envisioning themselves in a imagined internship, or writing a resume that they hoped to have one day) or ones in which they had to leave their comfort zone (e.g., introverted students who were expected to speak about their work lives and aspirations).

Having “another thing” to do in FRINQ

Because FRINQ faculty and mentors have a lot of material to cover, some faculty were initially resistant to adding activities to already full schedules; however, the portability of elements with clear learning outcomes rendered these critiques less potent.

Curricular integration

Faculty have already established their curriculum and integrating career readiness could be a challenge, for example needing to define the mentor’s role, designating the right placement for each part of the activity (e.g., mentor session, main session, at career center, in community), and needing to restructure their curriculum to integrate career readiness and/or the NACE competencies.



Conclusions and Recommendations

University Studies should continue to develop an integrated approach to career readiness. Overall, students were engaged and interested in career readiness curriculum, especially when it 1) allowed them to share and reflect on their own values from family and community (e.g. exploration of students' and cultural values about work) and 2) provided opportunities to develop practical skills and materials to further their career exploration and paths (e.g., resume writing; internship panel).

Our long term goal in focusing on career readiness in University Studies is for it to lead to larger cultural and pedagogical changes across campus. We believe that the integrated curricular approach can be effective for highlighting and helping students articulate the NACE competencies for career readiness. Our approach is not one-size-fits-all. Rather, we think instructors should tailor their career readiness curriculum towards their class theme and the needs of their specific students.

Instructors would like a kind of smorgasbord of options for sparking ideas about this topic. Some options work better than others for specific themes and class contexts. For example, the Portland theme may want to consider exploring common careers in the Portland area, while the Work of Art may want to examine how a career pathway in the Arts may unfold.

As a long-term vision, we imagine career readiness scaffolded from FRINQ, Sophomore Inquiry (SINQ), junior level general education courses, and culminating in the Capstone. By the end of their Freshman year, students should be learning skills that will prepare them for potential internships and co-ops and by the end of Sophomore year they should begin exploring Capstone experiences that will further their career and personal goals. This will also lay the groundwork for collaborations with the Career Center to initiate partnerships with future employers.



*Internship lesson zine cover
Michelle Swinehart*

Recommendations

1. Deepen and expand the integration of career readiness in FRINQ courses.
2. Expand career readiness curriculum throughout UNST courses at other levels.
3. Make the learning and transferability of NACE competencies explicit throughout UNST courses at other levels.
4. Develop stronger and more consistent connections to the campus Career Center



Description of Recommendations

Deepen and expand the integration of career readiness in FRINQ courses.

While reviewing student assignments and feedback, it became evident that students find career readiness highly relevant, and they are interested in participating in related activities and planning for their future life and work. In addition to a continued focus on the themes of financial security, the influences of family and culture, the importance of personal ethics and values, the impact of peers and community, and students' development of transferable skills, we recommend scheduling and scaffolding career readiness activities throughout the UNST curriculum, and the academic year. Expanding curriculum from one to three terms over the academic year would give students a deeper career preparedness experience, helping them better understand their career goals and how their PSU education can support those goals.

Make the learning and transferability of NACE competencies explicit

Many of the NACE competencies are contained and addressed by our UNST Goals. The next step is to enable students to articulate how their learning and specific skill development will support them in a career. The connections may be clear to us as educators and curriculum designers; we need to be sure that they are clear to students, who may need to demonstrate to potential employers that they have learned the NACE competencies. Likewise, it may be clear to UNST faculty that they are teaching NACE competencies by teaching the UNST Goals, but for students who are not as familiar with UNST Goals, articulation of how the NACE competencies are covered by specific UNST Goals in the syllabus and learning objectives for a course may be helpful. We recommend that the NACE competencies are shared with students as part of the career readiness curriculum, for example, when introducing a resume writing workshop. There is no one-size-fits-all approach to when and how the NACE competencies should be shared with students; rather, it should be embedded in a way that makes sense for the course theme and curriculum.

Description of Recommendations

Expand career readiness curriculum throughout UNST courses at other levels

Based on feedback from students, faculty, and mentors, we recommend the expansion of first-year career readiness activities to all levels of the program. We recommend continued focus on the themes of financial security, the influences of family and culture, the importance of personal ethics and values, the impact of peers and community, and students' development of transferable skills. We recommend scheduling and scaffolding career readiness activities throughout the UNST curriculum, and the academic year. For example, we recommend initiating a similar project with faculty and mentors in our second year courses (SINQs). In addition, our integration throughout levels of UNST could include the development of relevant ways of advising and coaching interested faculty in the translation of skills within existing curricular structures and contexts.



Develop stronger and more consistent connections to the Campus Career Center

Our working group was able to benefit from resources and ideas from our Career Center. The wealth of information available from these professionals is an underutilized resource for FRINQs (from our experience). Students could benefit from a better curricular integration of the services of this office, such as inviting representatives from the Career Center to speak in their courses, and consulting with Career Center staff on tailoring career readiness curriculum and resources to the needs of their specific group of students.

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Material from this pilot is housed at <https://sites.google.com/pdx.edu/careerreadiness/career-readiness-resources>