Transforming Careers and Experiential Learning
A Trent Perspective
Outline

• Who are we?
• Evolution of the Career Centre
• Exploring Careers | Facilitating Experiences
• New Additions
• Next Steps
• Q&A
Meet the Team

• **Tom Phillips** | Director, Co-op, Careers & Experiential Learning

• **Jason Dennison** | Careers & Workforce Analyst

• **Kelly Zatorski** | Manager, Careers & Experiential Learning
Evolution of the Career Centre

- From
- To:
What have we been up to?
- New team members, process improvements, team rebranding, new website, program expansion, increased services, documentation and EL tagging

What next?
- Orbis Outcome, office relocation, further integration of services, expansion of EL working group, expansion of EL opportunities
Experiential Learning | What is it?

“In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.” Lewis and Williams (1994, p.5)

Experiential Learning | Types

• Co-op - the most commonly discussed, and most ‘popular’ form of experiential learning; (a program which alternates periods of academic study with periods of work experience in appropriate field)
• Field Placement;
• Community based or applied research;
• Community Service Learning;
• Professional Practica;
• Internships;
• On (or off) campus work and volunteer experience.
Experiential Learning | Tagging

• Identified and inventoried experiential learning opportunities within all undergraduate departments and programs based on definitions created through OCAV/COU pilot project;

• Consulted with department chairs and faculty to collect data for each course;

• Created a database of all EL in each course, including number of hours/term.
CAREERSPACE | Services

• CAREERSPACE helps students build bridges between the classroom and the working world.
• We are fostering a community of knowledge and connections to give our students the best possible opportunities.
• Our main goal is to assist students to gain experience during and after their program by offering:
  • career counselling appointments;
  • resume and cover letter critiques;
  • interview preparation;
  • career planning, work search, and further education workshops;
  • a student job board;
  • and a variety of events that connect students with employers and recruiters;
  • labour market information for trends in hiring and required skills.
Careers + Experiences = Success!

• Each student will have an official record of experiential learning that will complement their academic transcript;
• A student’s record of experiential learning can be a valuable addition to the information provided prospective employers;

The Goal?
To ensure that all graduating students have at least one relevant, practical, and recorded experiential learning experience that will be a positive addition as they enter the workforce.
EL Spotlight

Trent Community Research Centre (TCRC)
A different way of thinking about research

• Driven by community need;
• CBR re-conceptualizes what research can be, and who it is for.
• Brings together host organizations, students, faculty, and CBR project coordinator.

trentu.ca/tcrc
TCRC Project Cycle

- **Project Development**
  (Proposals from community groups)

- **Sharing Information**
  (Forums, Library Articles etc.)

- **Project Matching**
  (Promote Projects to students)

- **Research & Service Work**
  (On-going project support)
Testimonials

Community-based research is more than a supplement to my education. It has shaped how I look at the world, how I think, and how I interact with my community.

-Martine Cleary, student researcher

The TCRC expands both our credibility and effectiveness. We’ll be in a better position to deliver our mission.

– Community partner

The results were beyond anything I could have achieved on my own.

– Community partner
Labour Market Information
Identifying the Audience

- Students
- Alumni
- Departments and senior management
Students

- LMI 101 Training
- Development of Electronic Resources
- Consultations with students
Sample: Business Administration

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Hourly Wage</th>
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</thead>
<tbody>
<tr>
<td>Tax technician</td>
<td>$18.23</td>
</tr>
<tr>
<td>General accountant</td>
<td>$28.44</td>
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<tr>
<td>Restricted funds accountant</td>
<td>$37.53</td>
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<tr>
<td>Corporate accountant</td>
<td>$38.34</td>
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<tr>
<td>Public accountant</td>
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<tr>
<td>Chief accountant</td>
<td>$53.03</td>
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</table>
Wages don’t tell us

• Experience requirements

• Certifications needed

• Skills needs
Sample: Skills Needs in Nursing

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Soft Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Electrocardiogram</td>
<td>1) Communication skills</td>
</tr>
<tr>
<td>2) Hand grips</td>
<td>2) Interpersonal skills</td>
</tr>
<tr>
<td>3) Ventilators</td>
<td>3) Teamwork</td>
</tr>
<tr>
<td>4) Chest tubes</td>
<td>4) Problem Solving</td>
</tr>
<tr>
<td>5) Pacemakers</td>
<td>5) Leadership</td>
</tr>
</tbody>
</table>
Alumni

- Alumni networking events
- Advancement opportunities
- Mentoring opportunities
Sample: Forensics Info for Alumni


<table>
<thead>
<tr>
<th>Employer</th>
<th>Job Title</th>
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</thead>
<tbody>
<tr>
<td>Ontario Centre for Forensic Science</td>
<td>Forensic Analyst</td>
</tr>
<tr>
<td>Maxxam Analytics</td>
<td>Forensic and Paternity DNA Technician</td>
</tr>
<tr>
<td>Scotiabank</td>
<td>Investigator, Technical Crime &amp; Forensics</td>
</tr>
<tr>
<td>Ontario Ministry of Finance</td>
<td>Computer Forensic Investigator</td>
</tr>
<tr>
<td>Trent University</td>
<td>Laboratory Technician (Forensic Science)</td>
</tr>
<tr>
<td>Edge Pharmacy Services, LLC</td>
<td>Compounding Technician</td>
</tr>
</tbody>
</table>
Departments and Senior Management

• Headcounts

• Graduate numbers

• Labour market outcomes
Sample: Trent Durham Graduates

**Fall Headcounts at Trent Durham**
(Full-time and Part-time)

- 2012: 841
- 2013: 856
- 2014: 825
- 2015: 869
- 2016: 1032
- 2017: 1216
- 2018: 1,398

**Trent Durham Graduates (2001-2018)**
(average = 127.1)

- 2001: 70
- 2002: 85
- 2003: 90
- 2004: 100
- 2005: 120
- 2006: 140
- 2007: 150
- 2008: 130
- 2009: 100
- 2010: 120
- 2011: 140
- 2012: 160
- 2013: 180
- 2014: 200
- 2015: 220
- 2016: 198
- 2017: 198

CAREERSPACE
CAREERS & EXPERIENCES

![Diagram of Fall Headcounts at Trent Durham](image-url)

![Diagram of Trent Durham Graduates (2001-2018)](image-url)
Benefits of LMI Collection and Dissemination
Framework for LMI Dissemination

- Information Need
- Triage
- Collection and Analysis
- LMI Repository

Dissemination
LMI Requests

- Graduates: 3
- Faculty: 5
- External Organization: 4
- Director, Experiential Learning: 6
- Student: 7
- Trent Staff: 7
- Careers Centre Staff: 10
Continuous improvement

• Connecting with students;

• Connecting with Career Space staff;

• Connecting with departments and senior management;
Closing Slide
Questions | Contact

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