The transition from student to alumni with full-time work is a significant part of student development and the college experience (Kane, 2015). With the majority of students entering the job market after graduation, schools have long recognized the importance of career development and most campuses have centers dedicated to providing services around career readiness and employability skills. Student affairs practitioners across departments should be involved in the career development of all their students, but especially their student employees. Student affairs practitioners have a heightened obligation to develop their student employees given the profession’s foundational mission of developing students.

However, there is currently a lack of literature at the intersection of student employment on campus and its impact on career readiness and employability (Cholodnuik, 2010). Burton Nelson, Damminger, & McCalla (2017) note that students entering the job market after graduation, schools have long recognized the importance of career development and most campuses have centers dedicated to providing services around career readiness and employability skills. Student affairs practitioners across departments should be involved in the career development of all their students, but especially their student employees. Student affairs practitioners have a heightened obligation to develop their student employees given the profession’s foundational mission of developing students.

Therefore could be learning beyond that of their peers who are currently working, and were not supervised or positional level has been shown to be positive (Teichler, 2009). Employers expect colleges to graduate students who are career ready and need little to no training (Teichler, 2009). Student affairs professionals have a heightened obligation to develop their student employees given the profession’s foundational mission of developing students.

A qualitative first research phase will be conducted first to explore participant views. The data will be analyzed and subsequently used to inform and build a second, quantitative phase. The second phase could be comprised of an instrument built from knowledge from the first phase, or be used to select an existing instrument that best fits the sample. Data from the second phase are then analyzed and used to build a final third phase. The third phase may consist of either another qualitative or quantitative approach, depending on the findings. The data may reveal variables to delve deeper into or further clarify.

INTRODUCTION

NACE (2015) defines career readiness as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (para. 3). Griffin, Peck, & LaCount (2017) breakdown those requisite competencies into 11 employability skills: teamwork, decision making, problem solving, workflow planning, verbal communication, information processing, quantitative analysis, career-specific knowledge, computer software skills, writing and editing reports, and selling and influencing.

THEORETICAL FRAMEWORK

THEORETICAL FRAMEWORK (cont’d)

Both types of inquiry are used to build a final third phase. The first phase could be comprised of an instrument built from knowledge from the first phase, or be used to select an existing instrument that best fits the sample. Data from the second phase are then analyzed and used to build a final third phase. The first phase will be qualitative and phenomenological in nature, since there is little research into the question of how alumni RAs perceive the impacts of their RA experiences on their post-graduation full-time work. The researcher will conduct in-depth, interviews of former RAs who are no more than five years post-graduation, who are currently working, and were not supervised directly or indirectly by the researcher. The researcher will complete a general intake survey and then ask open-ended questions starting with “How has the RA role impacted your post-graduate job search or work life?” The researcher will then explore the most salient topics brought up by each individual and then gather the information into themes for follow up interviews.

REFERENCES

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