Student Service's Role in Facilitating a StrengthsQuest Curriculum as part of the First-Year Experience Initiative in CEHD

February 16, 2011
Focusing on the First Year Conference

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Session Agenda

• Introductions
• Context of SQ Initiative in CEHD Student Services
• 2010 SQ Curriculum
• Big Picture Considerations
• Activity/Q & A
PURPOSE OF SESSION

To share CEHD Student Services role in a StrengthsQuest model.

To explain our collaborative model.

To share lessons learned.

To have audience members experience a SQ activity.
Context of SQ Initiative

• To deliver a meaningful, engaging, developmentally-appropriate and strengths-based curriculum to our 450 first-year students in the College of Education and Human Development.

• To establish model honoring the spirit of close collaboration between faculty and staff in the former General College during transition to CEHD.
2008 – Use of StrengthsQuest

- “Know Your Strengths” workshops facilitated as part of Advising Fridays.

- Workshops delivered by Student Services advisers and career counselors.
  - Advising Friday topics included:
    - Language of Responsibility
    - Financial Literacy
    - Time and Stress Management
    - Study Abroad
“Made me feel more positive about my strengths and what types of classes I might be interested in next year.”

“How to be responsible for my language and what the outcomes of my choices are.”
Fall 2009 – Use of StrengthsQuest

- Use of StrengthsQuest assessment
- In-class curriculum delivery (PSTL 1525W – First Year Inquiry course)
  - 6 in-class sessions throughout semester
    - SQ activities included:
      - Verifying talent themes
      - Applying talent themes to major and career exploration
      - Applying talent themes to study techniques and academic skills
      - Discovering and defining all 34 talent themes
- Required student/adviser meetings
- Assigned faculty/Student Services staff partners
- Improved and more thorough assessment of process
2009 Results

- For Student Services staff:
  - workload issues
  - various levels of training/interest
  - beneficial professional development
  - strengthened some faculty/advising relationships

- Student responses to SQ material overall positive
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<td>I am more aware of my strengths.</td>
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<td>I have learned words that help me describe the strengths I’ve always known I had.</td>
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<td>My Student Services partner was effective in teaching and facilitating the StrengthsQuest Activities.</td>
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Fall 2010– Use of StrengthsQuest

• Updated SQ curriculum delivered in fewer sessions.
  – In-class topics:
    • Knowing and verifying your signature themes
    • Learning about the themes of others
    • Increasing awareness of how themes are used daily
• New assignment linking common book with StrengthsQuest curriculum for class credit.
• Assignment linked to CAPE action guides.
• Writing assignment focused on understanding strengths and a “good experience”.

College of Education + Human Development
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Big Picture Considerations

- Complexity of model/lack of planning timeline
- Consistent leadership
- Staff and faculty buy-in
- Workload for both faculty and Student Services staff
- Incorporation of SLO/SDO with StrengthsQuest
- Opportunities for students to explore strengths beyond FYI class
- What is the best delivery model and timing for the SQ curriculum?
- Student development issues/needs
We need three volunteers....please!
Thank you!

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