

# Project CEO 2015 Brief

## Purpose:

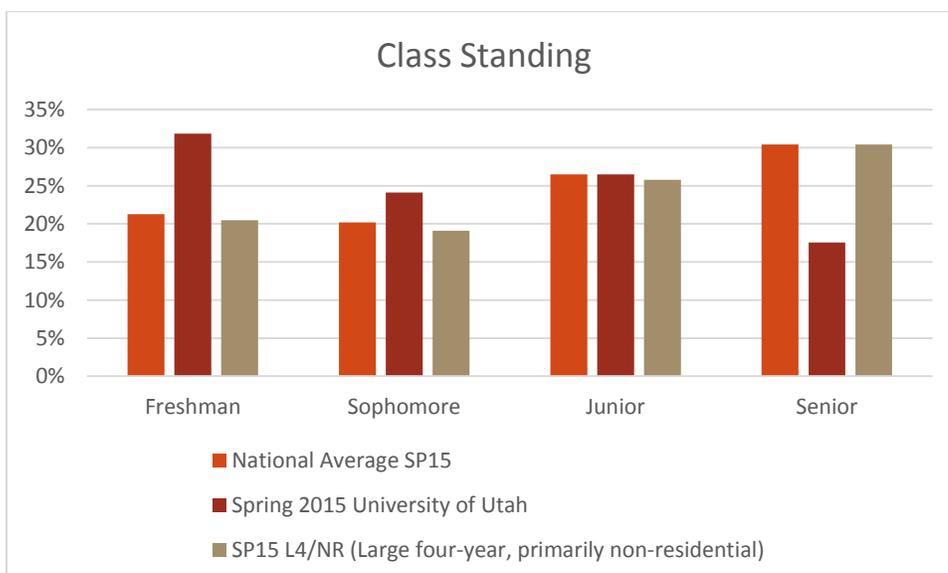
The purpose of this brief is to present preliminary data from this study to develop further collaborative inquiry into these results and to develop practice recommendations for the Division of Student Affairs.

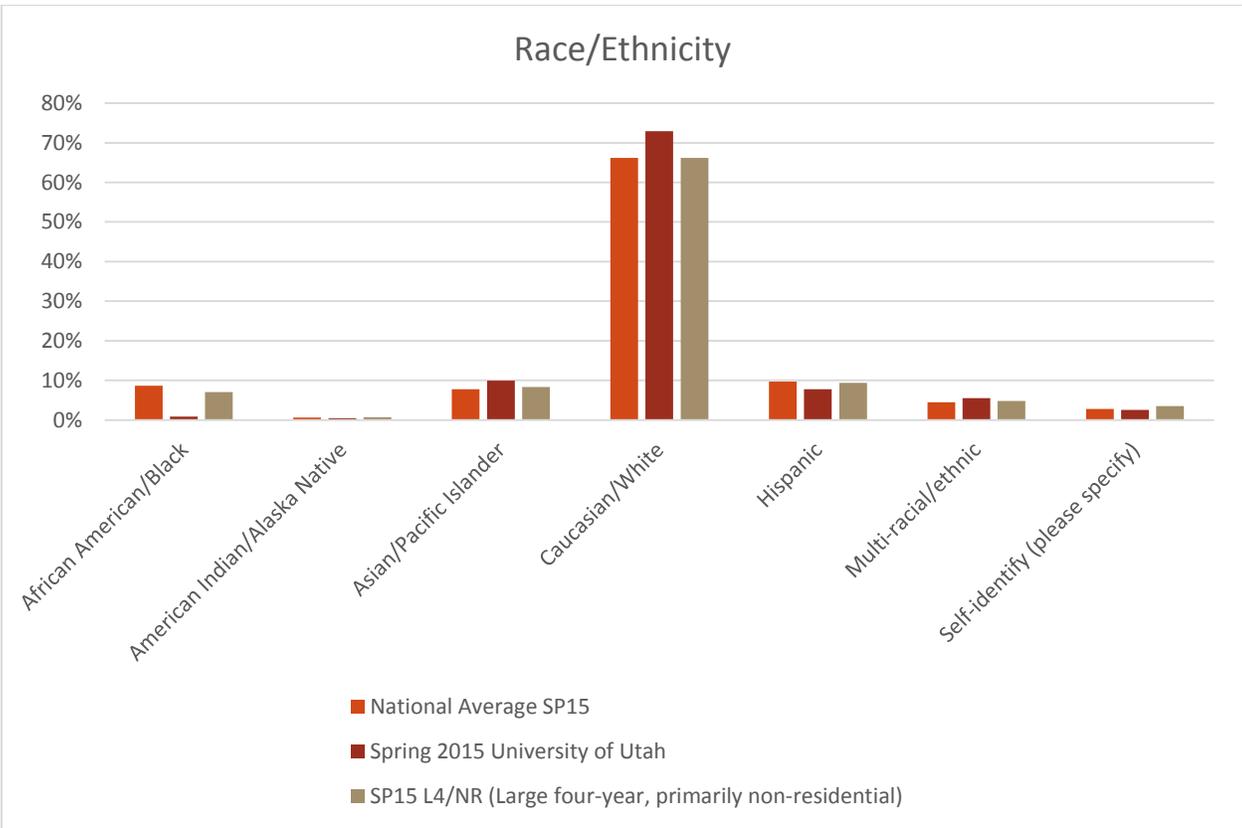
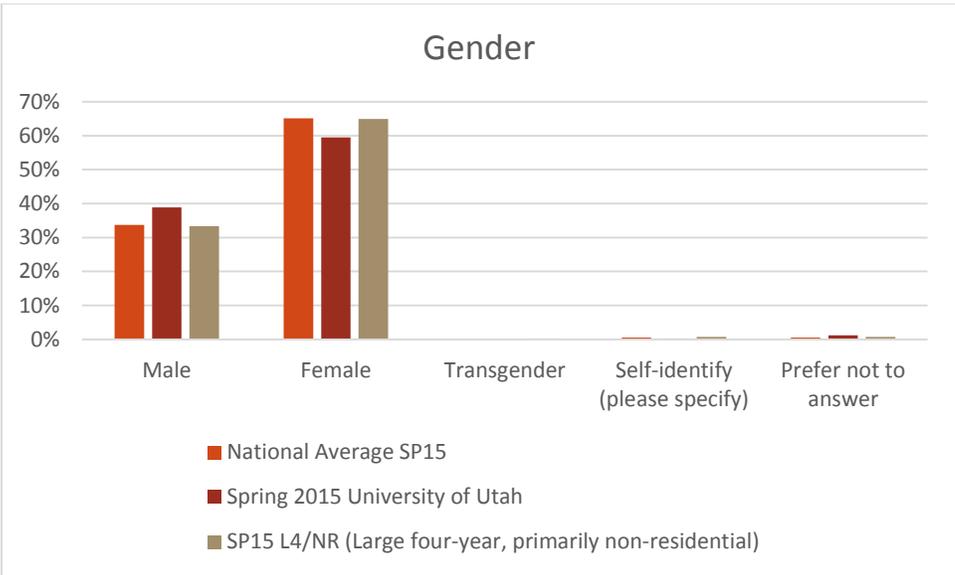
## Overview:

Project CEO (Co-curricular Experience Outcomes) was developed as a partnership between the National Association of Colleges and Employers (NACE) and Stephen F. Austin University. The University of Utah, along with 57 other institutions, participated in this benchmarking study to provide both institution-specific information and an opportunity to benchmark nationally and with similar peers (see list of participating institutions at end of report). The outcomes assessed were skills that employers find most desirable when hiring college graduate students. These skills consisted of the following: (a) communicate verbally, (b) work in a team structure, (c) make decisions and solve problems, (d) plan and organize work, (e) obtain and process information, (f) analyze quantitative data, (g) use software programs, (h) write and edit written reports, and (i) influence or sell to others. Students were also expected to have some technical knowledge related to their future career. Students were asked to indicate if they had developed these skills from their classes, co-curricular experiences, employment, or not at all. More information about the study can be found here: <http://www.sfasu.edu/universityaffairs/344.asp>. Following are key results from the study.

## Respondents:

This survey was administered during spring 2015 with a total number of 627 students participating from the University of Utah, stratified by class. Nationally a total of 17,137 students participated. Of those who participated at the University of Utah, fewer seniors participated than at other institutions and more females participated.



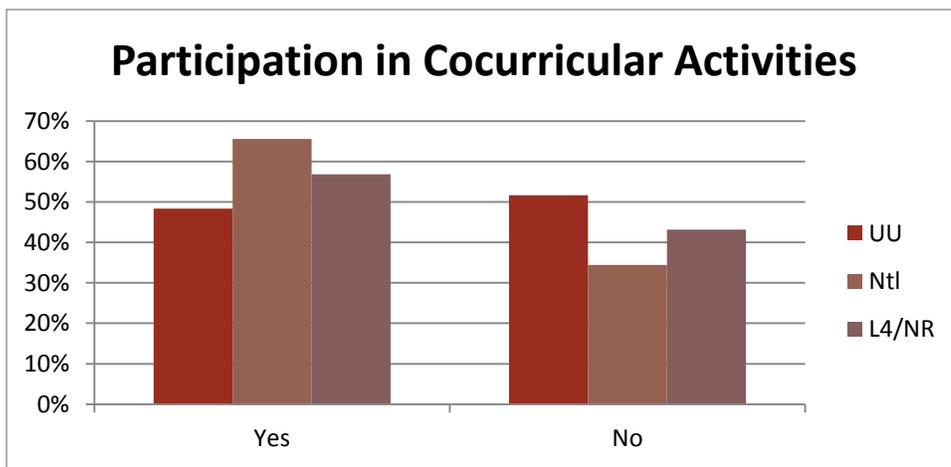
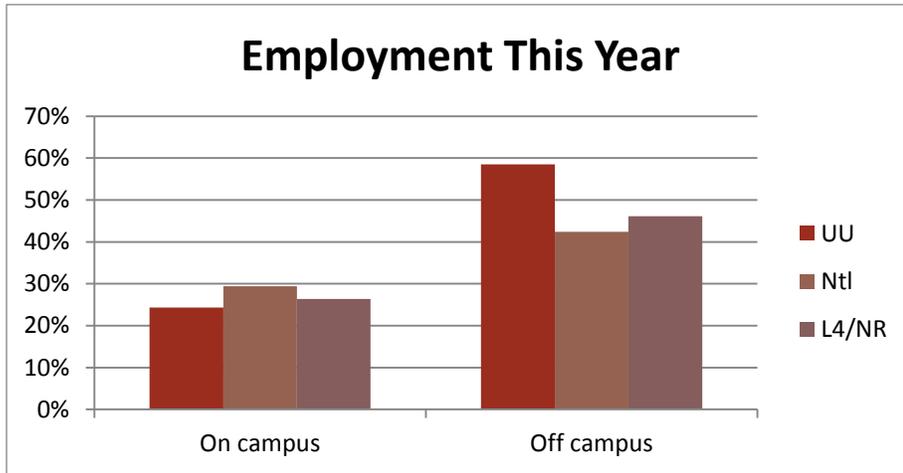


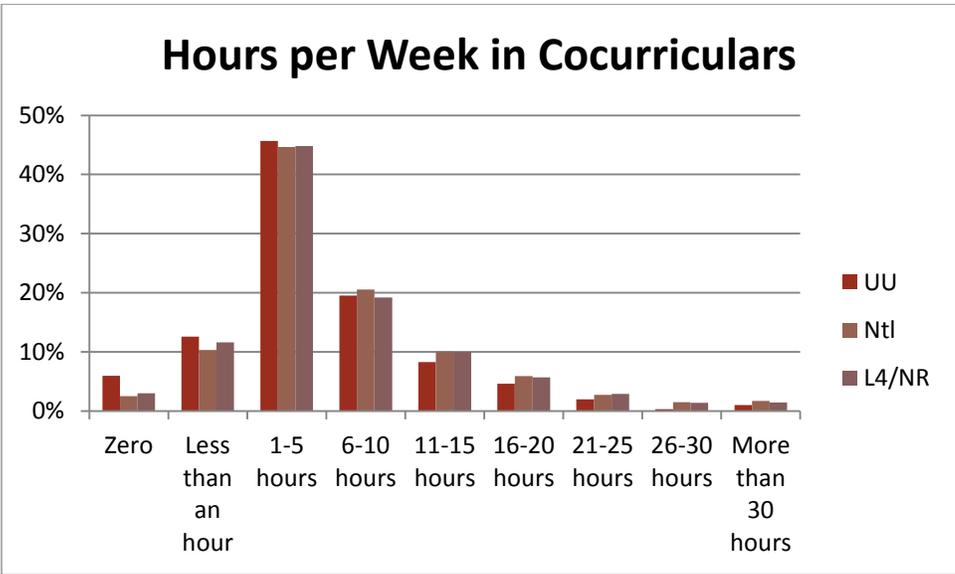
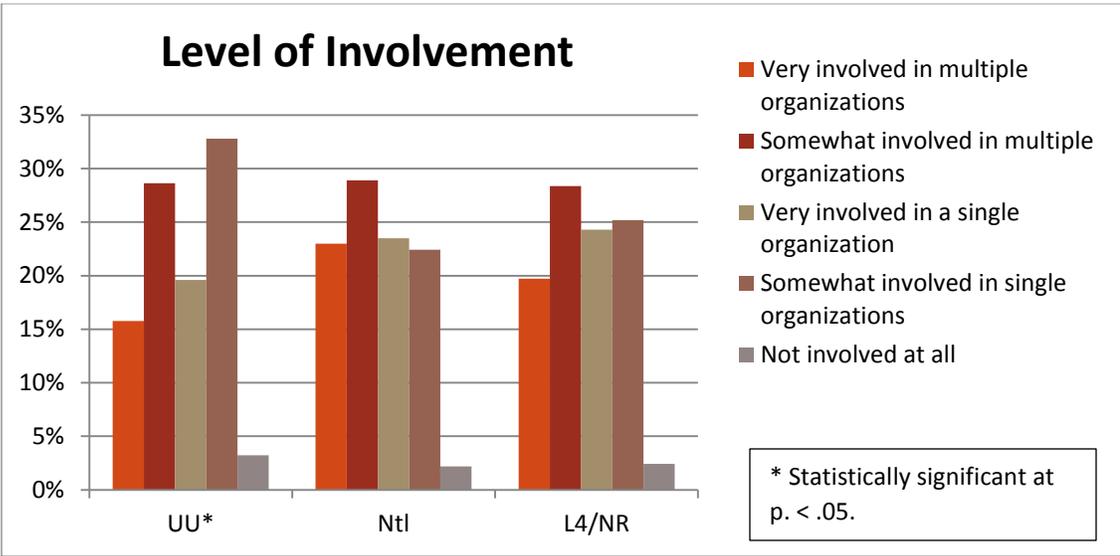
**Key Findings:**

In this report, two comparison groups are presented. First is the national that represents all institutions who participated in this study. The second group is classified as Large Four Year, Primarily Non-Residential (L4/NR). A list of institutions defined in both of these segments is provided at the end of this document.

Differences between the University of Utah, large four-year primarily non-residential, and national data

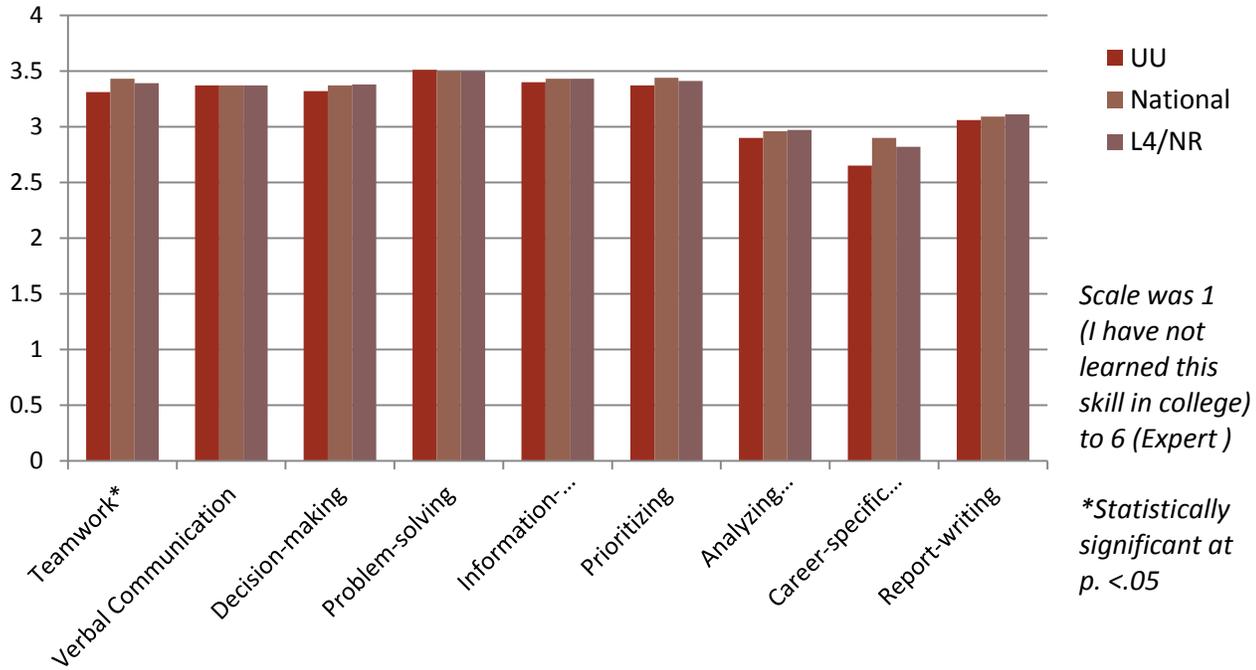
In comparing University of Utah students with both the national average and with other institutions classified as L4/NR, a larger percentage of University of Utah report working off campus than students at other institutions. Not surprisingly, a lower percentage of students at the University of Utah report engagement in co-curricular activities. Students' level of involvement in student organizations was also significantly less than students both nationally and at similar institution types. Interestingly, for students who do participate in co-curricular activities, students at the University of Utah show similar participation patterns.





Students were asked to rate their skill levels. Students at the University of Utah were similar to students in both comparison groups on verbal communication, decision-making, problem solving, information processing, prioritizing, analyzing quantitative data, computer-proficiency and report-writing. University of Utah students were lower on team-work, career-specific knowledge and influence and sell to others. More exploration is needed to understand what other factors may be related to these differences.

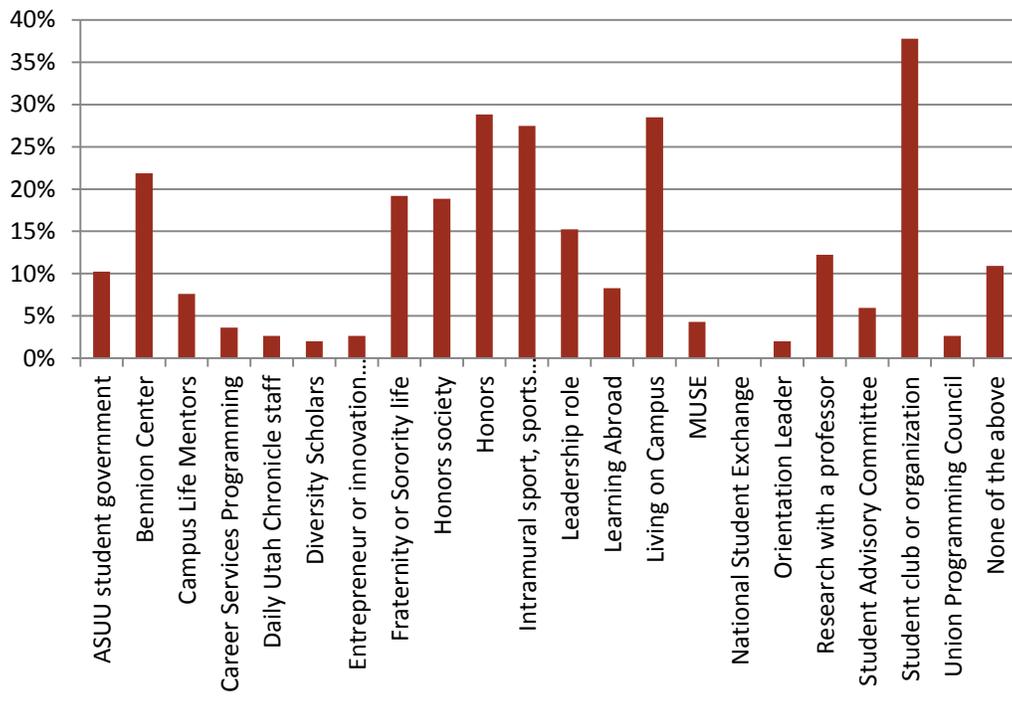
## Mean Ratings of Skill Level



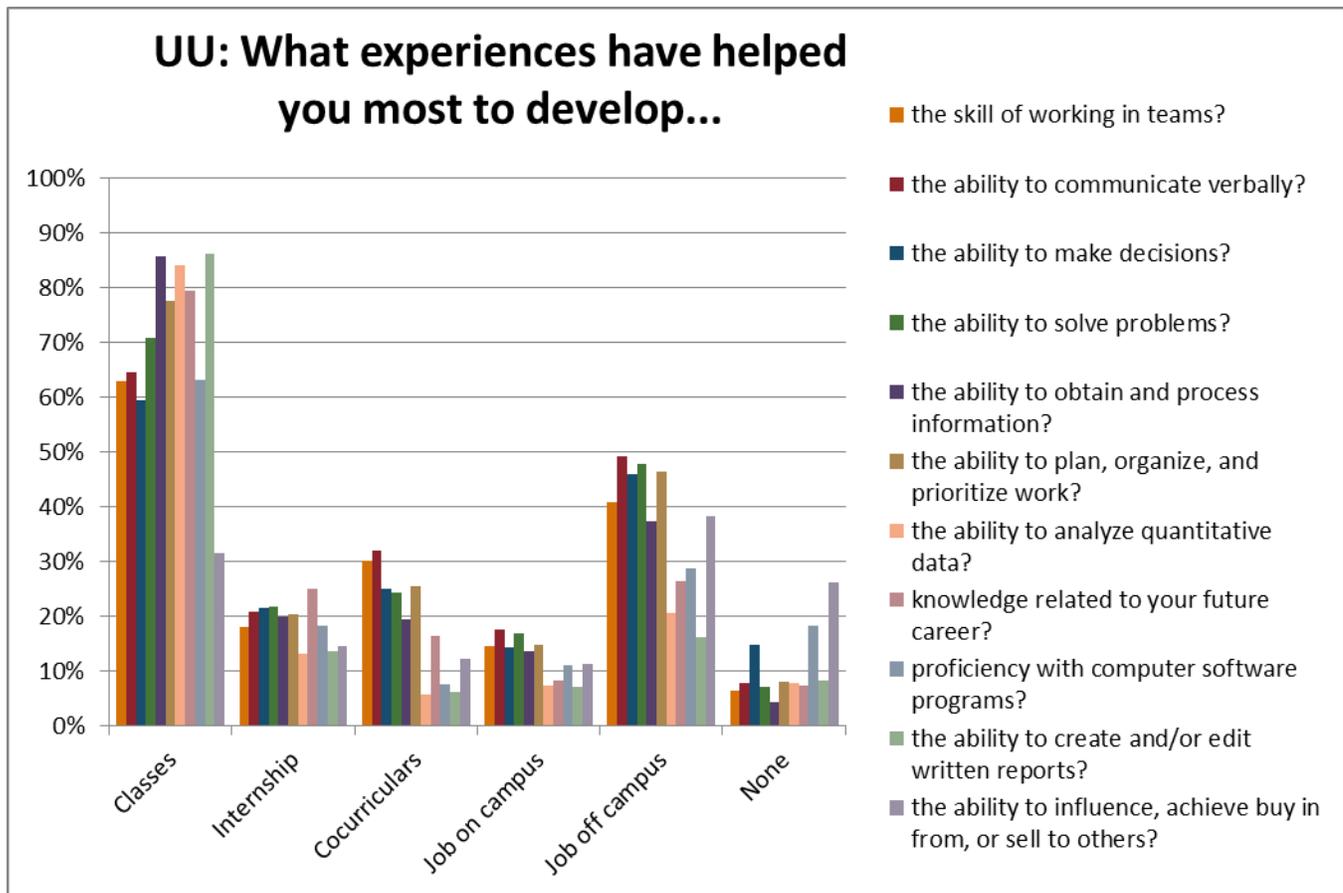
## U Student Data

University of Utah students reported the highest level of co-curricular activities through student clubs and organizations, living on campus, the Honors program, and living on campus.

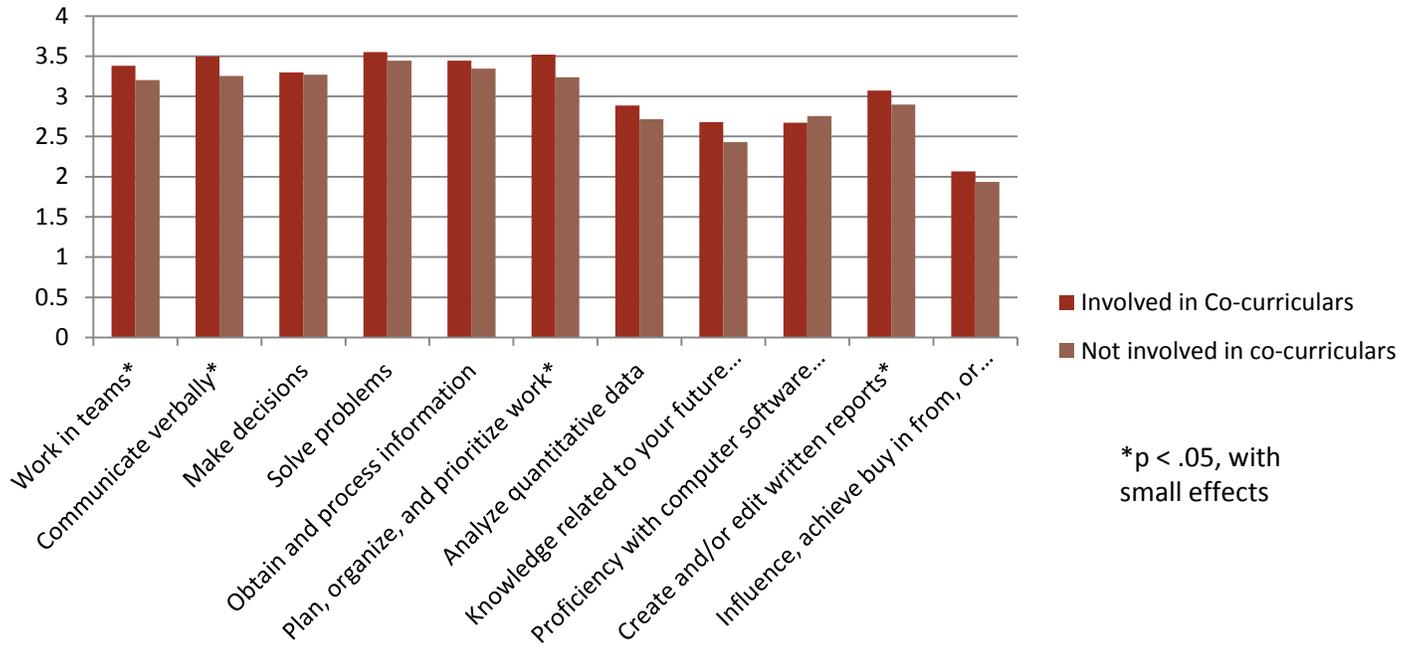
## Cocurricular Activities



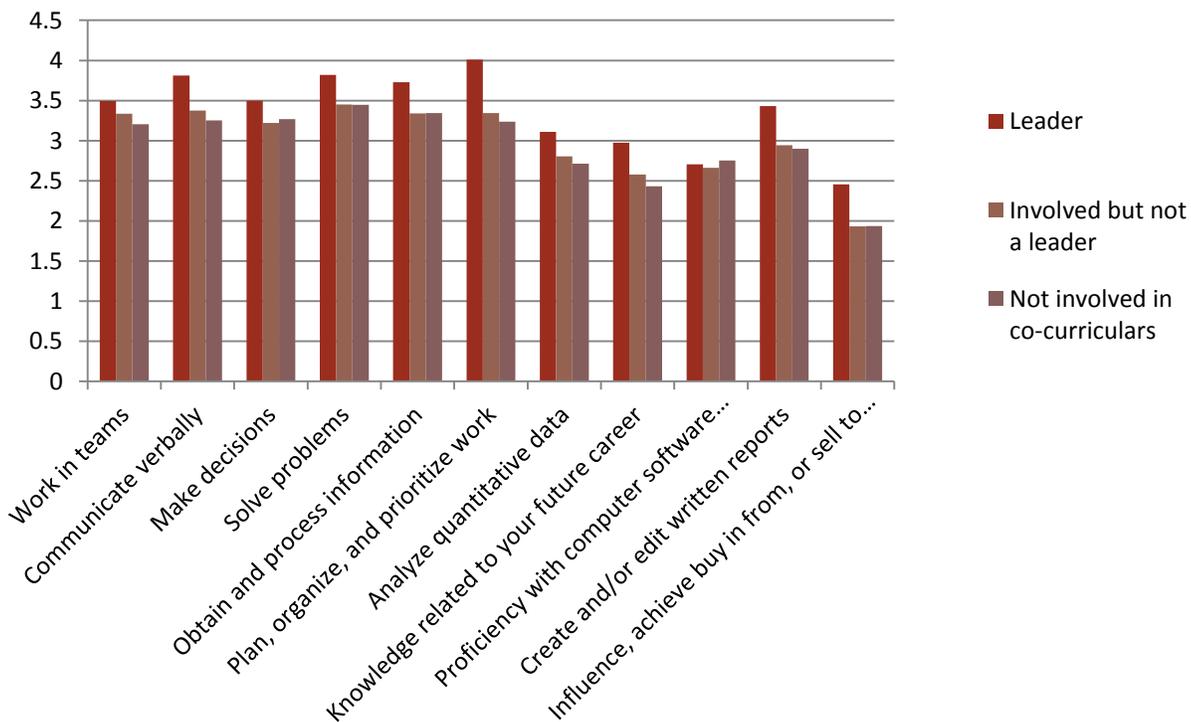
The following chart shows a breakdown of where students report developing key skills. Not surprisingly, classes were identified as the primary site where students develop skills. Interestingly, our students also indicated that working off-campus and co-curricular experiences have helped them develop abilities. However, students who worked did not report a higher level of abilities on any of the dimensions. Students who were involved in co-curricular learning reported a higher level of skills as compared to students who are not involved. Students who had a leadership role reported a higher level of ability than students who are involved but not as a leader or who do not participate at all.



## Students' Mean Rating of Ability (Scale 0-5)



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Preliminary analyses were conducted using t-tests and ANOVA and the following significant findings emerged:

- Students involved in co-curriculars for a longer amount of time reported a higher level of decision-making ability than those who were not.
- Students who spent time each week engaged in co-curricular activities reported a higher level of both problem-solving and ability in creating/editing written reports.
- Students who reported holding a leadership role also reported a higher level of ability to plan, organize and prioritize work.

### Next Steps:

The findings presented in this brief are preliminary and further analyses are planned. Involving key stakeholders from across Student Affairs and other affiliates is planned to further our understanding as an institution of the learning outcomes related to co-curricular engagement. Additionally, this information will be shared with students to assist them in planning and considering how co-curricular learning may increase their preparation to join the workforce.

## List of Participating Institutions

Following is a list of institutions that participated in Spring 2015 and if they are included within the LR/NR (Large Research/Non Residential) segment.

Participating Institutions (National Segment)	LR/NR Segment
Alfred University	
Assumption College	
Bowling Green State University	
<b>California State University - Northridge</b>	●
<b>California State University, Chico</b>	●
College at Brockport	
Eastern Connecticut State University	
Embry-Riddle Aeronautical University - Daytona Beach	
Faulkner University	
Fordham University	
Fort Hays State University	
Frostburg State University	
Georgia College & State University	
Illinois State University	
Jacksonville University	
John Jay College of Criminal Justice	
Kean University	
Langston University	
Massachusetts College of Art	
<b>Missouri State University</b>	●
Newberry College	
Northern State University	
Rutgers-New Brunswick	
Saint Peter's University	
<b>Sam Houston State University</b>	●
Southeastern University	
Southern Connecticut State University	
Stephen F. Austin State University	
Stony Brook University	
SUNY Farmingdale	
SUNY Fredonia	
Texas Christian University	
University at Albany	
University of California - Berkeley	
<b>University of Central Florida</b>	●
University of Illinois at Urbana-Champaign	
University of Indianapolis	
<b>University of Kansas</b>	●
<b>University of Memphis</b>	●
University of Minnesota-Duluth	
<b>University of Montana</b>	●
University of Nebraska-Lincoln	
University of New Haven	
<b>University of New Mexico</b>	●
<b>University of Oregon</b>	●

<b>University of Utah</b>	●
University of Vermont	
University of West Florida	
<b>University of Wisconsin - Milwaukee</b>	●
University of Wisconsin-Platteville	
Villanova University	
<b>Wayne State University</b>	●
<b>Weber State University</b>	●
<b>Western Michigan University</b>	●
Western Oregon University	
Western Washington University	
William Paterson University	

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