

Student Leadership Transcript

Insalaco Center for Career Development, Misericordia University

So What Exactly is a Student Leadership Transcript?

The Student Leadership Transcript (SLT) is a dynamic way for students to assess, organize, and internalize their accomplishments and experiences outside the classroom. The utilization of the tool enables students to demonstrate their active participation and achievements within Misericordia University's extra-curricular opportunities. The completed transcript may be used to showcase a student's extra-curricular involvement to potential employers and graduate schools. Students are highly encouraged to begin utilizing their personal SLT account starting freshmen year.

So in English, this means... ***YOU FINALLY RECEIVE THE CREDIT YOU DESERVE FOR BEING INVOLVED!***

Well, what do I include in my SLT?

It is important to keep in mind that an SLT is a self-reported document that may be accessed and updated anywhere web access is available. The SLT can be used to record, reflect on, and build connections between your academic and co-curricular accomplishments and experiences. The following main categories (with specific examples) are what make up the SLT:

Leadership Experience

- Campus Activities
- Student Organization Memberships
- Volunteer and Community Service Activities
- Multicultural Activities

Preprofessional Work Experience

- Public Speaking and Writing Skills
- Creative and Design Skills
- Computer and Technical Skills
- Problem Solving and Decision Making Skills
- Adaptive Skills
- Training and Management Skills
- Marketing and Public Relation Skills
- Volunteering/Non-credit Internships/Job Shadowing

Honors, Awards, and Recognition

- Academic Honor Societies
- Specific Financial Aid Awards
- Community Service Awards
- Dean's List

Professional and Educational Development

- Student Development Workshops
- Professional Organization Conferences
- Academic Club Sponsored Workshops
- Professional Guest Speakers
- Campus Awareness Activities
- Residential Life Training
- Job Shadowing/Volunteering

Participation in Student Organizations and Activities

- Misericordia University student government sanctioned clubs and organizations
- Campus Sponsored co-curricular activities

Benefits and Uses for the Students

- Enables students to organize experiences and document accomplishments.
- Assists students with targeting specific skill areas and competencies thereby focusing on goal setting and attainment.
- Helps students connect with Misericordia University by involving them in a unique learning forum.
- Assists students in communicating their campus involvement during advising sessions.
- Assists students with college and university applications, internship and employment interview preparation, resume development, and job search strategies.
- Increases students' proactive educational planning, self-awareness, and confidence to support decision making/goal setting.
- Helps students communicate and effectively articulate their college experiences to potential employers and/or graduate/professional schools.
- Helps students develop personal contacts with professional staff from student affairs and across campus who would be of assistance to them in choosing areas of involvement which meet personal and career goals.

Benefits and Uses for Colleges and Universities

- Allows prospective colleges and universities to view different aspects of a student's ability.
- Provides colleges and universities with information complementing a student's academic transcript and resume.
- Presents colleges and universities with an understanding of the technology available to students and allows students to demonstrate their technological skills by creating and designing their own unique SLT.

Benefits and Uses for University Advisors, Faculty & Staff

- Serves as a recruitment and retention tool.
- Enhances accessibility to self-reported student information regarding a wide range of co-curricular and life experiences that may be helpful in providing and improving student services and assistance.
- Documents student competencies for accreditation and outcome assessments.
- Provides advisors, faculty, and staff with information that can assist in fostering student development, decision making and retention to graduation.

Utilizing SLT in Academic Advising

- View the SLT on the web during advising sessions to facilitate rapport building and an interactive communication process.
- Help students assess and develop connections between academic and co-curricular learning opportunities. Refer to campus and community resources as necessary. Encourage goal setting and planning strategies. Provide for follow-up contact to assess progress.
- Ask students how they might gain experiences in "weaker" dimensions of their co-curricular campus involvement. Provide suggestions and referrals as necessary.

Utilizing Portfolios in Leadership Development

- Staff may wish to request to review a SLT in order to provide assistance by developing a more holistic understanding of the student. University staff advocating for individual students in a variety of specialized ways may benefit from the scope of information that a student can present in a SLT.
- Encourage students to see the "process" involved in completing their college education. The building blocks of a college degree and related career preparation are comprised not only of individual courses but selected life experiences initiated by the student.
- School staff are encouraged to provide feedback to students regarding both the content and written quality of their SLT.

How do I create my SLT?

1. Enter and update activities regularly. It is important to review your SLT and record new experiences as they occur so that you don't forget them. Do not undervalue an activity or accomplishment. We learn and grow from the experiences and knowledge that we acquire and give meaning to them over time.
2. You may begin with any section of your SLT you feel ready to write about. Remember, your SLT is a tool to help you record all the experiences, activities, and accomplishments you achieve in college. You may include what was great about an experience, what was disappointing, what you learned for the activity, and what direction you want to take next in a particular area. The most important concept to remember is to record/update your extra-curricular activities in the SLT after you participate. For the majority of your college experience, the SLT will simply record and document your activities.
3. When you are starting to think about "life after college", you will begin to develop your "official SLT". This process will take place with the guidance of a Student Services Professional. They will assist you in looking for connections between SLT components. As you begin to write about your campus experiences, for example, think about what professional skills you are beginning to develop. This will allow you to begin filling in the Reflective Commentary section of your SLT.
4. Be careful to check your spelling, punctuation and grammar. Always remember to craft your SLT with careful attention to these details so that both what you say and how you say it are equally positive reflections of your capabilities

"What Goes Where?"

If you are stumped about what to put in the specific sections of your SLT or you aren't quite sure what a category heading means, take a look at the detailed explanations below or refer to the Quick Reference Guide at the end of this section.

Leadership Development:

- Seminars, Lectures and Workshops—What activities have you participated in and how have they impacted your leadership abilities.
- Campus Activities—What activities do you participate in on campus or may want to consider getting involved in? These activities may be academic, social, or service nature, and can include attendance at department sponsored educational programs, cultural events such as art exhibits, international movies, folk music festivals, or residence hall events.
- Student Organization Memberships—Do you know Misericordia University has over 250 student organizations? Do you belong to a club related to your major? Do you not only go to campus movies, but also help organize campus film club activities. Are you involved in campus politics? Describe your involvement here, including dates.
- Misericordia University Community Activities—Mention activities that you enjoy and devote time to an on and off-campus organizations to which you belong. Describe your activities, how they have meaning for you, and remember to include dates of participation.
- Misericordia University Volunteer/Community Service Activities—This category can include involvement in activities such as Big Brother or Sister, volunteering for the Animal Protective League, or picking up litter in the park. Include a reflection on the experience. Remember to include dates!

Preprofessional Work Experience

- This category may include areas such as job shadowing experiences, informational interviewing, volunteering at a specific professional organization/agency, internships, work study positions, and other related campus employment experiences.

Honors, Awards, and Recognition

- Includes any student recognition for outstanding achievement, contribution, or participation within academics and/or campus activity. Examples may include academic honor societies, specific financial aid awards, community service activities, dean's list, etc.

Professional and Educational Development

- Public speaking skills
 - Leading or facilitating meetings
 - Participating on a debate team or theater production
 - Communicating with the public in a work or service role
 - Significant class presentations
 - Successful public speaking strategies
 - Experiences that required interpersonal skills
- Writing skills
 - Descriptions of school newspaper or club newsletter articles
 - Descriptions of fiction, non-fiction, or poetry writing samples
 - Descriptions of writing you've done for your job or internship
 - Link to writing examples on your personal web page
 - Description of significant class projects
- Creative and design skills
 - Art projects, including paintings, drawings, and crafts
 - Dance choreography and performance
 - Fashion design
 - Graphic design
 - Bulletin boards
 - Newspaper ads
- Organization and planning skills
 - Social, service, or academic events you have organized
 - Group products which required collaboration and cooperation
 - Academic support activities
- Problem solving/Decision making skills
 - How you decided on your major
 - Example of a time you had to "think on your feet"
 - How you offered a solution to a problem at work
 - A decision that involved some calculated risk that paid off
- Marketing/Public Relations skills
 - Products, services and ideas you have sold to the public
 - Work on a political campaign
 - Customer service work experience
 - Design of brochures and signs
 - Strategies you have used to market or sell an idea or service
- Research skills
 - Projects that you have completed that required research
 - Projects in which you used unusual or unique ways of researching information

Reflection

"How has my experiences affected me?"

Student Self-Reflection

It is often said that the hardest subject to write about is yourself. This is often the case because either you have a hard time organizing your many thoughts or you are just not used to thinking about yourself as the primary subject.

The goal for self-reflection is for students to assess their own progress and development. Taking time for reflection immediately after an activity generally produces the best reflection results for the individual student. In our rush to get things completed, we often forget this very important step. A few simple questions can serve as a guide and a springboard for self-reflection:

- What was I trying to accomplish?
- How did I go about completing the assignment and solving problems I had along the way?
- What did I do well?
- What did I have difficulty with?
- What have I learned/What would I do differently?

Components of Reflection

- A type of "thought"
- Thinking about your "self" or what you have done
- Represents a time gap—a "then" vs. "now" distinction
- Shows change from one state to the next
- Recognizes something new
- Interpretation of meaning/significance

The "Thinking" Must Be There!

- One can present vivid experience without stating or implying what it means.
- Meaning can also be generalized without presenting experience in any dramatic way.
- Experience and meaning must be balance for reflection to occur.

The Key is Change!!!

If the thinking concerns an image or experience that you only now understand...one that causes you to stop and think, as well as reminisce...one that has truly changed you...then you have experienced **REFLECTION!**