

# Governors State University

Student Affairs and Enrollment Management: Reaching Vision 2020

**Focus Area: Career Services and Graduate Student Programming**

**Leader(s): Darcie Campos**

**Implementation Year: 2015 -2016**

**GOAL 1:** Create, promote and navigate undergraduate students through a Four-Year Career Development Plan (Four Year Career Compass) from freshman to senior year with an emphasis on fully preparing students to define their career goals and ensuring they are career ready professionals by graduation.

<b>Objective 1:</b>	<b>Rebrand existing programming to integrate the Four-Year Career Development Plan (Four Year Career Compass) throughout; exploration, discovery, experience and presentation.</b>
<b>Action Items</b>	<ul style="list-style-type: none"> <li>• Revise Four Year Career Plan brochures to use language of Four Year Career Compass, and continue to work with Roshaunda Ross to gather feedback from the transfer specialist on how to develop a transfer marketing piece specifically.</li> <li>• Begin to create new programming to accommodate areas that have not previously been addressed in Exploration, Discovery, Experience and Presentation.</li> </ul>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	We expected to revise the Four Year Career Compass brochures with graphic art that would jump out to the reader as themes in Exploration, Discovery, Experience and Presentation. It was a consideration to potentially design a transfer piece that would align with the Four Year Compass. We also wanted to link the Four Year Career Compass icons with our Upcoming Events listings on the Career Services website to show students how our events connect to the Four Year Career Compass. We also planned to create some additional programming in areas that have fewer offerings than others, across our Four Year Career Compass model.
<b>Achieved Outcomes and Results</b>	<p>We were successful in revising the brochures and the artwork looks great! It was also determined that a transfer piece was not necessary as the Junior year piece already covered material necessary for transfer students.</p> <p>When we attempted to add the icons to the workshops online we were unsuccessful. When we reached out to the Help Desk for assistance in accomplishing this task and we were informed by the help desk support that we would be unable to insert these icons as hoped and we had to table this idea.</p> <p>We have however created some new programming to address areas where we previously lacked in the freshmen and sophomore year, educating students about strengths and also preparing them for the student employment experience, how to utilize jobs for jaguars. In the coming year we will continue to develop out some additional programming for students in their first or second year of their compass journey.</p>
<b>Analysis of Results</b>	Overall, we met the goals we set out to meet, but we acknowledge that continued

<p>(Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)</p>	<p>efforts must be made toward the development of new programming and that will be at the forefront for the coming year.</p>
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<b>Objective 2:</b>	<b>Facilitate students career planning and correspondence preparation through academic and career decision making courses and career preparation workshops.</b>
<b>Action Items</b>	<ul style="list-style-type: none"> <li>• Expand upon current programming</li> <li>• Career Fair (resume) Prep Labs</li> <li>• Present the Student Teacher Workshop to specifically prepare future educators on how to maximize their professional identity on their resumes and cover letters</li> <li>• Present a workshop available to all students on How to Get the Best Out of Career Fairs</li> <li>• Implementation of the COUN 2100 course in the spring semester.</li> </ul>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	<p>We intended to design and implement a new student teacher workshop, known as the Future Educators Workshop. We looked to collaborate with the Education faculty to promote the event. We also looked to schedule a series of Career Fair (resume) Prep labs throughout the academic school year and market to all students, as well as present workshops as part of programming in other areas, such as through the Dual Degree Program. We also planned to teach sections of COUN 2100 that had originally been designed by the Office of Career Services and then reviewed and edited by Professor Becky Michel. The course is designed to help students discover what specific career field would be the best fit through a series of activities and lesson plans taught both online and on campus.</p>
<b>Achieved Outcomes and Results</b>	<p>Cynthia and Dartina held several Career Fair (Resume) Prep Labs, one in Fall 2015 and one in Spring 2016 for students who needed additional preparation for the November and April Career and Internship Fairs. Both fairs had moderate attendance with eight attendees in the fall and seven attendees in the spring.</p> <p>Cynthia designed a resume and cover letter workshop specifically for future teachers and worked closely with a student club, the Student Educators Association (SEA) and their supervising faculty member, Katy Hisrich, to target all upcoming and current student teachers to participate in the event. Additionally, Cynthia collaborated with Matt Gentry, Graduate Professional Network Co-Chairperson, to bring in a speaker to discuss professional teaching opportunities with students after the resume and cover letter presentation. Matt marketed the event through Blackboard for all GPN members who were also Education Majors and Cynthia marketed via email to student teachers.</p> <p>Additionally, Cynthia designed and implemented a presentation titled “How to Get the Best Out of Career Fairs” and presented to DDP students as an embedded workshop within their programming in February as well as separately again in March 2016. Students were given strategies and tips on how to successfully navigate the career fair and how to promote themselves within their particular academic field. Both workshops were well attended by 19 participants each.</p>

	<p>Darcie taught the COUN 2100 course during the Fall semester but Cynthia's class was cancelled due to low enrollment. The spring section was the first section to successfully get off the ground. Notes on how to make the course more effective were shared with Dr. Becky Michel when she returned. Enrollment was low and some of the students didn't actively engage as they should have, but I do feel there were a few that gleaned some insight and grew as a result of their experience.</p>
<p><b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)</p>	<p>Dartina and Cynthia promoted and presented several <b>Career Fair (Resume) Prep Labs</b> before the Fall 2015 and Spring 2016 Career and Internship fairs to better assist students in being ready to present themselves as aspiring professionals to employers within their academic specific fields. While attendance was only moderate, students did meet the expectation of preparing their resumes for the upcoming career fairs and this should be an ongoing workshop offering going forward to continue to meet the needs of students preparing for upcoming career fairs.</p> <p><b>The Future Educators Career Workshop</b> met the expectations of educating the intended target of GSU future teachers. According to the assessment provided after the presentation, most students (89%-100%) were able to answer a majority of the questions correctly and identify what was appropriate behavior and preparation for a career fair as well as identify how to specifically market themselves as teachers in their resumes and cover letters. Based on the success of this workshop, it would be beneficial to offer this workshop again for student teachers in the 2016-2017 academic year.</p> <p>Cynthia designed and offered the workshop, "<b>Getting the Best Out of Career Fairs</b>" and presented both to DDP students as part of their programming as well as an independent workshop. Between both workshops, 19 students participated, and the materials were well received. Based on the survey outcome results, between 90-100% of the students had increased their skills, answering a majority of the assessment questions correctly. Students were able to identify what were appropriate questions to ask during the interview process as well as how to prepare for a career fair interview overall. Based on the high interest and positive assessment results, this workshop exceeded expectations, especially for students transferring into GSU, and this workshop should be continually offered, especially as part of the DDP Orientation programming.</p> <p>Based on the low enrollment and classroom feedback, it is suggested that the <b>COUN 2100 course</b> offerings be revised to more closely adapt to the needs of incoming GSU students, especially Freshman and Sophomores. How the course can be better strategically placed into the curriculum for student offerings should be reviewed to also encourage a higher attendance. While the COUN 2100 is needed to help students achieve their goals, the current class is not meeting the expectations to fulfill the current outcomes and needs to be revised in order to continue during the next academic year. One suggestion would be to change it from a hybrid to an on campus course.</p>

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<b>Objective 3:</b>	<b>Promote Four Year Career Compass through university website and printed promotional materials at on campus events and in class presentations.</b>
<b>Action Items</b>	<ul style="list-style-type: none"> <li>• Distribute the Four Year Career Compass materials at OCS events, in class presentation, Career Fairs, etc.</li> <li>• Continue to include sessions to introduce 4 year career compass to mastering college students, orientation, resource fairs and on website</li> <li>• Include compass theme on marketing of future programming; help to draw particular audience for certain programs</li> </ul>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	The expectation was to present the Four Year Career Compass materials at all student orientations and resource fairs to expose GSU's potential and existing students to the services offered by OCS (specific to their academic year enrolled). Additionally, the icons representing the Four Year Compass materials will be embedded in the website marketing materials so that students can easily identify the events that correspond to the yearly Compass goals.
<b>Achieved Outcomes and Results</b>	The Four Year Career Compass materials were presented at all student orientations and resource fairs to introduce the materials to future and existing GSU students. Additionally, Career Services attempted to include the individual Four Year Career Compass icons next to each upcoming event on the website but were unable to do so due to website limitations. We were however able to upload pdf files for each brochure to have those included online via our website. We also made our materials available to some of the mastering college classes, faculty orientation, and some of the career service workshops offered throughout the year.
<b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	While the outcomes were met to promote the materials during Four Year Career Compass workshops as well as to hand out as brochures during events such as mastering college students, orientations and resource fairs, there needs to be increased visibility of the icons embedded within the online marketing materials. Initial results were not as transparent because use on the website was not as user friendly as we originally thought. The initial goals to market the Four Year Career Compass icons was successfully met via all OCS printed materials but more research will be needed to determine how to use the icons in a more website friendly manner.

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<b>Objective 4:</b>	<b>Utilize technology to better promote career services offerings, assess student learning outcomes, and provide professional development to meet the needs of the GSU student population.</b>
<b>Action Items</b>	<ul style="list-style-type: none"> <li>• Expand our utilization of social media to increase promotion of opportunities and resources offered. (utilizing GSU Facebook, twitter, and LinkedIn)</li> <li>• Increase student opportunities for exploration and professional development through the utilization of current and new online assessment tools. (StrengthsQuest, MbtI, Strong, and to also utilize Survey Monkey for all assessments.)</li> </ul>
<b>Desired Outcomes and Achievements</b> (Identify results expected)	<p>We expected to see an increase in our utilization of social media to promote our opportunities and resources provided. We also planned to utilize online assessments for the career fair evaluations for employers to respond to questions regarding the results of their career fair experiences. Additionally, the Internship Community Placement Survey as expected to be exclusively an online assessment to gather internship information from all participating faculty and staff that assist students with internships. We also anticipated an increase in the number of online assessment tools we used to serve our student population.</p>
<b>Achieved Outcomes and Results</b>	<p>We did see an increase in the use of some social media outlets to promote offerings, some outlets were utilized more than others. For instance, we sent marketing our events to post to the GSU Facebook page on a regular basis and pushed out some of our events through personal staff twitter pages and LinkedIn but these sites were utilized much less than that of Facebook.</p> <p>The initial career fair evaluations were still in paper format initially to assist employers who were used to filling out the evaluation directly after the career fair, but all attending employers were also sent a link to the evaluation via survey monkey in order to increase the response rate.</p> <p>The Internship Community Placement Survey was placed online via survey monkey for the second year.</p>
<b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)	<p>While we did see an increase in the use of social media to market opportunities, there could be additional efforts to push out more marketing via twitter or LinkedIn. But overall, we are happy with the exposure linking our events to Facebook gave us. While not all evaluations were originally filled out online for the career fair, about 22 of the evaluations were collected via the paper format and when the link was sent to all of the participating employers, the number of surveys increased, with approximately 33 out of 54 the employers participating in the survey. Although using both venues increased the amount of employer participation this year, which does indicate progress towards the goal of having all assessments online, we are still in a growth curve to get employers used to filling out online evaluations. Going forward the career fair</p>

evaluation will be completely online and employers will also be notified in their registration letters and materials that the evaluation is now completely online and encouraged to respond during several instances throughout the correspondence

The Internship Community Placement Survey had a total of 30 participants, representing all faculty and staff in divisions across the university that work with students who have internships in their respective areas, which met the original goal of reaching stakeholders. The survey was distributed via email and there was 100% engagement of members, making comparison to last year's efforts a more manageable task.

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<p><b>Objective 5:</b></p>	<p>Maintain network of faculty and advising professionals from across campus to ensure four-year career development plan continues to reflect timely steps towards degree completion and obtaining a career position in one’s respective field. <i>(i.e., the Internship Advisory Council and “Connecting Advisors Across Campus” to ensure our methods match up with program requirements, student needs, etc…)</i></p>
<p><b>Action Items</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with Internship Advisory Council members on Internship topics three times per the fall and spring semesters</li> <li>• Meet regularly each semester with faculty members and other stakeholders of each division to discuss particular ways that OCS can assist with meeting specific needs through a variety of programming and event planning</li> <li>• Collaborate with OCS colleagues to discuss topics of interest related to Academic Advisors through “Connecting Advisors Across Campus”</li> </ul>
<p><b>Desired Outcomes and Achievements</b> (Identify results expected)</p>	<p>It was expected that Cynthia and Darcie will hold several Internship Advisory Council Meetings both in the fall and spring semesters to cover a variety of topics of interests for IAC members, as well as create an opportunity for IAC members to address their concerns and future interests. As the need arises and upon request, Cynthia, Darcie and Dartina will meet with GSU faculty and staff members across the university to continue to build relationships and serve the diverse needs in and outside the classroom.</p>
<p><b>Achieved Outcomes and Results</b></p>	<p>Cynthia and Darcie planned three meetings each semester for the IAC Council Members and brought in guest speakers to discuss internship opportunities and best practices within their specialized areas of business. OCS staff members would meet regularly on an ongoing basis with various university stakeholders as needed or requested to discuss either best practices regarding internships or event programming requested.</p>
<p><b>Analysis of Results</b> (Where outcomes met? Exceeded? Progress towards goal. Implications for AY17 Objectives.)</p>	<p>We met and at times, exceeded our expectations through our efforts, as many more relationships across campus were deepened through collaborative ventures. In the IAC meetings, faculty and staff members shared some of their personal goals and ideas that became takeaways for other members present. Several outside employers and partners somewhat increased participation. The only area where progress could still be made is in the efforts to increase IAC meetings attendance. The topic of how to boost attendance will be a further discussion between OCS members.</p>