

Governors State University

Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: CAREER SERVICES & GRADUATE STUDENT PROGRAMMING

Leader(s): DARCIE CAMPOS

Implementation Year: 2016-2017

GOAL 2: Develop, implement and assess comprehensive career mentoring and internship opportunities focused on the development and enhancement of transferable real-world skills associated with exemplary leaders and citizens, and career ready professionals.

Objective 1:	Initiate hands-on opportunities available to students, in addition to workshops that target specific student populations. For example, international students, student employees, graduate assistants, interns and so on.
Action Items	<ul style="list-style-type: none"> • Implementation of a Professional Learning Series. • Develop workshops for specific audiences. For example, implementing a professional etiquette in western culture workshop specifically for international students. Alternatively, a series of workshops that address how to identify and develop transitional skill sets as part of the student employment experience. • Conduct a Professional Etiquette Luncheon for African-American students as part of the Equity Mini-Grant. • As part of the COSF grant, we will develop an on-campus student employment program and a summer internship program.
Desired Outcomes and Achievements (Identify results expected)	<ul style="list-style-type: none"> • To implement of a Professional Learning Series covering a wide variety of professional development topics, such as destressing in the workplace, diversity, bullying, etc. • Develop workshops for specific audiences. For example, implementing a professional etiquette in western culture workshop specifically for international students. Alternatively, a series of workshops that address how to identify and develop transitional skill sets as part of the student employment experience. • Upon completion of the Etiquette Luncheon, students will have mastered all points included on the assessment (handshake, introductions, napkin use, passing dishes, American vs. European dining) and have an increased level of confidence in executing these points. • As part of the COSF grant, we will develop an on campus student employment program and a summer internship program
Achieved Outcomes and Results	<ul style="list-style-type: none"> • The Professional Learning Series and workshops for a specific audience proved to be a success. The International students who attended the “Professional Etiquette in a Western Culture” expressed an appreciation for the tips and strategies they acquired through the workshop. The attendees stated that they found the information to be useful for future opportunities. Some of the participants went on to schedule one on one appointments to get coaching on some of the strategies presented in the workshop. • In addition, the Professional Learning series helped students to identify and address issues affecting various populations such as; African Americans wearing natural hair, diversity, how to de-stress and bullying in the workplace. Students expressed appreciation for the workshops through evaluations filled out directly following the presentations. Dartina secured and maintained collaborations with 9 departments in which student employment and internships were established. She completed a workshop for Liberal Art majors that identified transferable skills unique to their experiences and how they can be applied to finding opportunities as an English major.

	<ul style="list-style-type: none"> • OCS held the 2017 Student Employee Recognition Reception, where all GSU students had an opportunity to attend at least Career Services workshops and receive a certificate of professional development. • The Career Preparation grant is moving forward successfully. We had 5 students participate in the student employment piece in the fall and spring, with 5 planning to return in the fall of 17. We also placed 5 students in summer internships, which have just begun. All of these student employee experiences are in the process of being evaluated, and will have a comprehensive outcomes report submitted to the Career Preparation foundation and the President of GSU by early August. • The Etiquette luncheon results noted 20 participants attended the networking/professional etiquette workshop held in April 2017. 15 (75%) completed the assessment put in place to review student learning outcomes. 13 (87%) were able to identify the proper definition of a hand shake. 14 (93%) were able to identify how to make a proper introduction. 14 (93%) were able to identify what to do with your napkin when leaving the table 12 (80%) were able to identify which way to sip from the spoon when eating soup 13 (87%) were able to identify how to properly pass a dish at the meal 11 (73%) were able to identify the other name for the American Style of dining. 11 (73%) were able to identify that the European style of dining encourages you to cut several pieces of meat at a time.
Analysis of Results	<ul style="list-style-type: none"> • The Professional Learning Series was received with very positive feedback and appreciation from those in attendance. As a result, we will be moving forward with a continuance of the learning series in the fall, where we will bring fresh new topics to the students and staff to continue their professional development. • The Career Preparation grant in the data collection phase and will have a full report highlighting the student and employer experience as well as an overview of the workshop feedback by the beginning of August. From what we can tell thus far there has been a lot of positive feedback, but like any first year program there will be room for improvements to be made along the way. • The Student Employee Recognition reception expectations were to increase the number of student employees receiving their certificate of professional development, meaning that students would have had to attend at least three OCS professional development activities to qualify for the certificate. We exceeded our expectations and nearly doubled the number of student employees who received certificates (from 14 to 26 students). Based on our successful results, we look to continue to provide this program and expand the number of programs being offered by possibly collaborating with other areas of student affairs, such as the Academic Resource Center, to include some of their activities to qualify for the certificate. We will also continue to offer programs to specific audiences as requested or needed. • The Etiquette luncheon quantitative responses showed this workshop to be moderately successful based on 13-14 (87% or higher) correct responses on 4 of the 7 questions answered. The remaining 3 questions had either 11 (80%) or 12 (73%) correct responses. The students should be better prepared to identify and implement proper networking strategies and professional etiquette techniques which is necessary to keep a competitive edge within today's global workplace. In future events, I plan to implement more time discussing the two different dining styles to ensure students understand the core components of both and the differences between these two styles.

Objective 2:	Collaborate with academic and student affairs divisions and departments across campus to provide focused programming and events for divisional and departmental needs.
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<p>Action Items</p>	<ul style="list-style-type: none"> • Provide workshops that highlight some of the months specific to diversity. For example, we look to develop a “Natural Hair in the Workplace” session to be highlighted during Black History Month. • Provide a training session for Center for Junior Year Peer Mentors. • Examples of potential action items include: Partnering with the College of Business to work on developing opportunities for students in Supply Chain. Or, partnering with Public Administration to host a program for their students that better educates students on our services offered, and the internship process. We look to develop several partnerships throughout the course of the year. • Develop and lead the Bullying in the Workplace Workshop. • Provide an interviewing/resume tips workshop to the student ambassadors working in the admissions office. • Implement a “What can you do with your English major?” presentation to senior seminar class. • Lead presentation during open-house for prospective students on what career services has to offer and career exploration strategies. • Partner with DDP and provide workshops on creating effective resumes. • Collaborate with the Department of Community Standards to provide a workshop on Finding a Job that Fits Your Values. • Partner with the admissions department to extend our services to prospective high school students. • Provide a workshop to civil service employees on creating effective resumes. • Present to communication seminar students on job search strategies and resume building. • Provide a workshop to International Students during their orientation about career services and what we have to offer. • Facilitate the Sophomore Career Compass Workshop during Jaguar Jump Week.
<p>Desired Outcomes and Achievements (Identify results expected)</p>	<ul style="list-style-type: none"> • To provide workshops that highlight some of the months specific to diversity. For example, we look to develop a “Natural Hair in the Workplace” session to be highlighted during Black History Month. • To provide a training session for Center for Junior Year Peer Mentors. • Look to collaborate more across campus. For example, perhaps partnering with the College of Business to work on developing opportunities for students in Supply Chain. Or, partnering with Public Administration to host a program for their students that better educates students on our services offered, and the internship process. We look to develop several partnerships throughout the course of the year. • Assist students with identifying bullying behaviors and addressing them effectively. • Help expand professional development of Student Ambassadors and continue to build relationship with admissions department. • Provide career direction for students that are getting ready to graduate to help them to prepare for seeking employment. • Provide perspective students with information about our department and help them to start thinking about their career plan and how they would benefit from our services. • Conduct two workshops during the DDP Get Jobs! Symposium to help DDP students enhance their job search correspondence. • Collaborate with the Department of Community Standards to provide a workshop that leads students through interactive activities to help them to identify their values and connect them to potential career options. • Lead a workshop to prospective students that helps them learn how to create a resume to use specifically for scholarship applications. • Assist our civil service employees with their job search correspondence and professional development. • Present to junior and senior seminar communication students on job search strategies and resume building to help prepare them to enter the working world.

	<ul style="list-style-type: none"> • Provide a workshop to International Students during their orientation about career services and what we have to offer to expose this population of students to the help that we can provide and the importance of making an appointment early in their career planning process. • Facilitate the Sophomore Career Compass Workshop during Jaguar Jump Week to help sophomore students see how they can use the career compass to guide them during this year and help them stay on track with working towards their career goals.
<p>Achieved Outcomes and Results</p>	<ul style="list-style-type: none"> • OCS co-presented with Dr. Ned Laff from the Center for Junior Year to Professor Daniel Cortese's ANSO class on how ANSO students could specifically transition their schools to the world of work after graduation. OCS planned a presentation specifically for future Business Administration students to discuss how they could benefit from a career in Logistics and Supply Chain Management (but program was tabled until a later date by COB). OCS also designed and presented tailored workshops to the Student Education Association (SEA) regarding career preparation specific to future educators as well as an individualized presentation to the Media Studies students for Professor Debbie James. • OCS also continued to partner with divisions across the university, such as with the new Media Studies program to collaborate on what type of programming would be essential for students as they moved through the program each year to graduation. OCS met with many professors as needed to discuss strategies on how best to serve specific groups of students and maximize strategies utilized by both OCS and Academic-specific faculty, such as Dr. Anne Morlet, who would like to see students gain more Actuarial Science internships. • Assisted students/staff members with identifying bullying behaviors and addressing them effectively. 10 people participated in this workshop. • Helped expand professional development of Student Ambassadors and continue to build relationship with admissions department. 5 Student Ambassadors attended this workshop. • Provided career direction for students that are getting ready to graduate to help them to prepare for seeking employment. 16 students were part of this class presentation. • Provided perspective students with information about our department and helped them to start thinking about their career plan and how they would benefit from our services. • Conducted two workshops during the DDP Get Jobs! Symposium to help DDP students enhance their job search correspondence. I had 3 students attend the first session and 7 total students attend the second session. • Led students through interactive activities to help them to identify their values and connect them to potential career options. 3 students attended this workshop. • Led a workshop to prospective students that helps them learn how to create a resume to use specifically for scholarship applications. 25 students attended this event. • Assisted our civil service employees with their job search correspondence and professional development. 8 employees attended this workshop. • Presented to junior and senior seminar communication classes on job search strategies and resume building to help prepare them to enter the working world. 16 students were in attendance from the junior communication course. 15 students were in attendance from the senior seminar communication course. • Provided a workshop to International Students during their orientation about career services and what we have to offer and exposed this population of students to the help that we can provide and the importance of making an appointment early in their career planning process. 50 students attended this presentation. • Facilitated the Sophomore Career Compass Workshop during Jaguar Jump Week to help sophomore students see how they can use the career compass to guide them during this year and help them stay on track with working towards their career goals. Seven sophomore students attended workshop.

	<ul style="list-style-type: none"> • Career Services collaborated with Financial Aid and The Center for Junior Year to provide programming that promotes professional development. The Financial Aid staff participated in a Strengths Finder workshop that highlighted their strengths and how they can be used in their role and or positions within Financial Aid rendering optimum services for students and staff. • The Center for Junior Year participated in a training for peer mentoring gathering strategies and techniques on how to work with mentees successfully. Helping them to navigate the services and resources available to their peers through the university.
Analysis of Results	<ul style="list-style-type: none"> • We met our initial expectations to deliver additional programming and workshops through collaborating with faculty and staff across the university. For all programs delivered, the specific student populations targeted were able to identify additional resources and ways to be more effective in their internship and career seeking strategies. While we have increased in collaboration across the university, there is still much more that needs to be done as we look to build more relationships across academic disciplines, as there is a great need to reach a wider audience of students for career preparation. • Many students and staff members provided verbal feedback at the end saying that they learned some new ways to handle bullying and that the workshop validated some of their feelings with past and present experiences. There were additional students and staff members that contacted me after asking for the PowerPoint which showed that there is a strong interest in this topic. • The student ambassadors that attended were very engaged throughout the presentation and asked numerous questions showing interest in their professional development. I also had 2 of the 5 students make appointments with me after the workshop for resume critiques. • The students and Dr. White expressed that it was helpful to begin the discussion of what they are planning to do with their English degree upon graduation. The students commented that they did not realize all of the transferable skills they have from their education and how that can connect to so many different kinds of careers. • While only 6 of the students attended this workshop due to another session still being in progress, the feedback from them showed that it was valuable. A few of them mentioned that they now plan to make an appointment with a career counselor during their freshman year • to start on the steps needed for their career plan. I think it showed that is helpful for prospective students to know about career services and the help that they can receive being a GSU student. • The outcomes of these workshops were relatively successful. Although the number of attendees for the first session limited the amount of students we were able to reach, the students that came did say they felt like they gained a lot of new information from attending. • The students that attended engaged in a lively discussion about the topic and all mentioned that the workshop helped them to clarify some of their own values and career goals. While the discussion was strong, the attendance was low. I plan to lead this workshop again but spend more time doing some strategic marketing before the event takes place so we can impact a larger pool of students. • The teacher provided verbal feedback to us after the workshop stating that information was extremely helpful for his students and wanted to connect again and do more workshops at the high school. The students also verbally expressed their appreciation for the information and the handouts provided. • The civil service members that attended said that they learned a lot of new information to regards to demonstrating their skills on their resume. A handful of them made follow-up appointments with me for resume critiques, LinkedIn account setups, and job search strategies. • The students seemed eager to learn about how we can assist them with planning for their future careers. I had several students reach out to me that I met in that workshop to

assist with their resume. It seemed like after talking to some of these students one-on-one that the workshop was very eye-opening in regards to all of the different kinds of things we can assist them with. I would like to continue to reach out to this population to spread awareness on how we can help.

- The students commented that they haven't thought about joining student organizations and professional associations to start to connect their major to the career field they are seeking. They also talked about how they have not used career services at all yet which reiterates the importance of holding workshops for sophomore and freshman students to make sure they are aware of the services that are available to them.