

Wells College Career Development Services

Annual Assessment Report for Academic Year 2007-2008

I. Executive Summary

The Assessment Plan for Career Development Services was written to make us think about, ideally, what we can, should and would like to do for our students. As I look at it now, its scope was probably too broad, and it was almost impossible to meet all the goals. Our focus as always was to respond to the needs of our students and hopefully teach them some of the life-long skills they will need to live and work in today's economy. I feel this happened by virtue of the numbers of students we reached through programs (groups) and individually. Since we did not keep records of student contacts prior to this past year, I can't prove it, but we must have set a record with the number of students who passed through this office and the number of students we assisted on an individual basis. The Assessment Plan was written on the premise that staffing would remain consistent and that what we did not accomplish the first year would be looked at this coming year. We also realized that a major career development resource we purchased was not used enough by students and alumnae to warrant renewal of the contract. Thus, the Vault Online Career Library will not be available. Also, we were not successful in discussions with Assoc. VP of Information Services in determining what and how other online resources could be useful for students and alumnae. The response rate for evaluations of programs was not good, but the comments will be helpful as planning for this year takes place. Also, we did not evaluate some of the major, early in the semester, programs such as the Graduate School Fair, Experiential Learning Fair and the presentation to WLLS 111. From the programs we did evaluate, there were no red flags, and we successfully responded to a major complaint from the previous year regarding diversity of speakers (particularly alumnae). Jenzabar is mentioned throughout the Plan, but we did not use it (we met to discuss how to use it, but it is still a work in progress.)

II. NA

III. Upcoming Year Focus

The focus in the coming year will be to establish priorities for the programs provided students mindful of the reality of increased numbers of students and decreased staffing in Career Services. The Internship Program is a priority, so we are thinking about how students receive information about the process so as to make them more responsible for arranging their internships and how to involve the faculty who sponsor internships in their respective areas (including the WLLS 101 advisors). We will continue to track student contacts as last year and use the data collected then and now to compare new and old ways of working. On the Career Development side of things, there has been an increase this fall of alumnae calls and emails for assistance with the job search, so we will track these contacts. The reality of the downturn in the economy will impact not only internship placements but our graduates' job searches. There is a huge need for connecting students with alumni and alumni with each other during these difficult times, so the challenge of accessing the alumnae database will need to be solved. Assistance provided on an individual basis before will be provided in group settings, but this should allow for easier evaluation. CDS participated with others in Transfer Orientation (was there an

evaluation for this?) Focus also will be on methods of communicating with students and alumni (Globe, website, Express, other ways), but assessment related to this is not developed.

IV. Updated Assessment Plan is not available at this time.

V. Summary of data

In addition to the notes on the Assessment Plan showing actions completed and not completed, data relating to various Goals and Outcomes (Career Development, Internships, Employment, Graduate Programs, and Henry Wells Scholars) were collected and are shown on the attached Table of Student Contacts. These data are derived from the sign-in sheets used throughout the year which ask for student name, class year, reason for visit to Career Services. We did not measure satisfaction, although we can assume that many needs were met particularly as related to internship planning by using the final Internship Report numbers. The data do not reflect student contacts in ways other than office visits, i.e. email, campus mail, phone, and we cannot show alumnae contacts. This is obviously a gaping hole in the assessment plan and methods will be used to rectify that in the coming year. Other data collection and program results are as follows:

Transfer Open House, September 2007 – Fifteen (15) new student transfer students attended.

Graduate School Fair, October 2007 – Eighty (80) students attended.

Experiential Learning Fair, October 2007 - Internship Faculty Sponsors, Study Abroad Programs and January Experiential Learning Trips participated. Student attendance was not tracked.

CDS Participation in WLLS 101 and WLLS 111, October 2007 – Met with WLLS 101 faculty to discuss WLLS 190 process. Presented “Making the Most of Internships” to WLLS 111 section with alumna guest and one senior speaker.

Careers in Publishing, Alumna speaker, October 2007 – Approximately 10 students attended with two English faculty. One senior participated, also.

Seniors Are You Ready Series, Spring semester 2008 –Resume Workshop (8 attended; 3 seniors), Electronic Job Search (8 attended; 8 seniors), Interview Seminar (18 attended; 10 seniors), Public Speaking Workshop (11 attended; 5 seniors), Alumnae Etiquette and Networking Dinner (36 students attended; 20 seniors).

Assessment – Following the final event, program evaluations were sent to all students who participated in any of the events. Responses were received from 10.

Internship Expo, March 2008 – One staff attended this event at FLCC to showcase our internship program to employers from the Rochester area. New possibilities added to internship files.

Teacher Recruitment Day, April 2008 – Three Wells students attended the event and all received interviews with school districts. Anecdotal information from the students indicated they thought the interview experience was excellent.

Graduate School Exams Practice Test Drive administered by Kaplan, Ithaca. Offered to students in October 2007 – 40 students pre-registered, 23 students participated; exam results reviewed by CDS staff with 23 students. April 2008 – 9 students pre-registered, 5 students participated and reviewed results with CDS staff. Plans for Fall 2008 are incomplete at this point, as we are having difficulty agreeing on a date. Results show that the fall test drive attracts the most students.

Class 2008 Commencement Questionnaire was sent electronically before graduation (and before email accounts expired at the end of May, 2008). Responses were received from 25 seniors (28% response rate). Results were shared with the Alumnae Office. The plan was to keep the survey on the website but that did not happen.

The Internship Program (Fall, January, and Spring) results are shown in the attached Report. Additionally, during spring semester, CDS worked with students to set-up summer internships resulting in 61 internships. Twenty-two (22) of these were Henry Wells Scholar experiences. We have an 82% response rate for on-site sponsor evaluations to this date for summer internships, and we are currently receiving student evaluations (samples attached).

Submitted by Nancy Karpinski

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