WELLS COLLEGE
Career Development Services Assessment Plan

MISSION STATEMENT

In support of the mission of Wells College to "equip students for lifelong learning," Career Development Services (CDS) assists students in developing skills and gaining experiences they will need for future success in academic and work settings. CDS provides the resources for students and alumnae to explore career, post-graduate education and employment opportunities. The Wells College Internship Program, coordinated through CDS, allows students to "practice the ideals of the liberal arts" by applying classroom learning in real life situations. As a member of the National Association of Colleges and Employers (NACE), the CDS staff has agreed to apply the association's professional standards to facilitate excellence in the creation, maintenance, and delivery of programs and services; to understand the legal responsibilities inherent in working with students and employers; and adhere to the spirit and intent of equal opportunity laws in all activities.

The goals of Career Development Services at Wells College relate to the following functional areas: Career Advising and Counseling; Career Information; Internships; Employment Services; and Graduate and Professional School Planning.

GOAL I: To provide career advising and counseling to students and alumnae.

A. Objectives

Objective 1: Students will be introduced to the concept of career development as early as freshman year.
   a. **CDS Actions**
      1) Market career development services provided by CDS through the CDS web pages, "Direction" newsletter, flyers, and posters.   (COMPLETED)
      2) Introduce CDS staff and career development services in group settings to include orientation (freshman and transfer students), WLLS 111, WLLS 101 and the Transfer Open House.   (COMPLETED)
      3) Schedule individual meetings with freshmen to discuss academic and career interests and the WLLS 190 Liberal Arts Practicum. (COMPLETED)
      4)   Meet with WLLS 101 faculty, who will serve as WLLS 190 sponsors, to ensure the timely introduction of WLLS 190. (COMPLETED)
   b. **Measurable Outcome(s):** 75% of first year (freshman and transfer) students will identify the steps in the career development process and recognize services provided by the CDS Office.
   c. **Assessment:**
      1) Track number and of students accessing career development services using career resource library Student Activity Log *(Attachment 1)* and individual counseling notes.
      2) Gather information on student demographics and services provided using the CDS Data Collection tool *(Attachment 2).*
      3) Monitor individual career development and services provided using Jenzabar.

Objective 2. Students will develop understanding of self (interests, abilities, values, etc.) and relation to the world of work.
   a. CDS Actions:
   1) Administer and interpret career development assessment tools i.e. Self Directed Search(SDS), Myers-Briggs Type Indicator (MBTI).   (NOT COMPLETED)
   2) Assist students to identify occupations and career fields matching their interests, abilities, values and personality through one-on-one counseling. (COMPLETED)
   3) Provide access to up-to-date occupation and career information, via printed resources, career presentations, Vault On-line Career Library and other internet resources. *(See Goal II).* (COMPLETED)
   4) Assist students with the development of academic and career goals through individual counseling. (COMPLETED)
   b. Measurable Outcome(s):
   1) 60 % of students will complete formal or informal career development assessment, identify and research related occupations and develop academic and career goals and objectives.
   2) CDS staff will attend one professional development training seminar on the administration and analysis of career assessment tools.
   c. Assessment:
   1) Monitor individual student's results of career development assessment tools.
   2) Track students accessing occupational, job market and career information using the CDS Student Activity Log *(Attachment 1)*, individual counseling notes, CDS Data Collection *(Attachment 2),* and Vault On-line Career Library reports *(See Goal II).*
   3) Monitor individual career development and services provided using the Jenzabar database system
   4) Upon completion of training, CDS staff will maintain copies of professional development certificates of training and/or conference registration forms.

Objective 3: CDS professionals will use current research, theories, and methodologies of the career development process
   a. CDS Actions:
   1) Access printed and on-line materials from professional career organizations such as NACE, EACE, and NSEE.   (COMPLETED) (Membership in NSEE will not be renewed).
   2) Attend national and regional conferences; professional development seminars, audio conferencing and on-line trainings related to career development theory and practices. (NOT COMPLETED)
   b. Measurable Outcome(s): Each year, CDS staff will attend one national or regional conference and/or professional development training seminar on current practices and theories related to career development for the liberal arts student.
   c. Assessment: Professional development certificates of training; conference registration, agenda and attendance forms.

B. Use of Assessment Data:
   1. Develop a plan to improve first year student marketing and outreach.
   2. Create a career development timeline for each class level to ensure students have

completed career and academic objectives before graduation.
3. Identify, select, and attend conferences and professional development seminars highlighting the career development process for the liberal arts student.
4. Share information on students' interests in a career field and/or occupation with the academic department heads and program advisors.

GOAL II: Make available career development resources providing up-to-date information on careers and occupations, job market trends, employment tools and graduate and professional school planning.

A. Objectives

Objective 1: Students will have access to career development resources that are current and relevant to the liberal arts education via the Career Resource Library.

   a. CDS Actions:
   1) Provide easy access to up-to-date CDS printed materials (books, periodicals, handouts, etc.) in the career resource library. (COMPLETED)
   2) Maintain, update and provide access to internship files by city and state and by career field. (COMPLETED)
   3) CDS student workers provide assistance in finding resources during daily operations and evening hours. Student workers will be trained in all aspects of the career resource library. (COMPLETED)
   4) Provide career information reflecting a diverse student population by providing access to a variety of printed resources (*Equal Opportunity: The Career Magazine for Minority Graduates, Professional Woman's Magazine, Hispanic Network,* etc) (COMPLETED)
   b. Measurable Outcome(s): 80% of students will visit the career resource library and identify printed material related to their career goals and objectives.
   c. Assessment:
   1) Monitor the number and demographics of students using printed materials through the Career Resource Library Student Activity Log *(Attachment 1)* and student worker feedback.
   2) Track resources used by students via career resource library check-out cards.
   3) Monitor and evaluate effectiveness and relevance of hand-outs by number of copies printed at the beginning of the semester and the number remaining at the end of the semester. (CDS needs to develop and evaluation tool to measure effectiveness in addition to number of handouts used).

Objective 2: Wells College will provide access to the latest and best in information technology to support career development.
   a. CDS Actions:
   1) Provide students and alumnae with 24/7 access to downloadable career guides, company, industry and occupational profiles, career articles, and career message boards through the Vault Online Career Library. (COMPLETED)
   2) Ensure students and alumnae have access to online career development, employment and post-graduate resources through links on the CDS web pages. (NOT

COMPLETED)

    b. Measurable Outcome(s): 30 % of students will have accessed the Vault Online Career Library during the first year of subscription (2007-2008).

    c. Assessment:

        1) The Vault Online Career Library administrative tools allow CDS staff to track and generate quarterly reports on student and alumnae usage.

        2) Develop automated, on-line survey to assess student and alumnae satisfaction with CDS online services.

B. Use of Assessment Data

1. Identify and eliminate obsolete material; order up-to-date resources as necessary; develop handouts based on student use.
2. Work with IT staff to ensure maximum student and alumnae access to online career resources without security or copyright violations.
3. Determine cost-effectiveness and student/alumnae satisfaction with Vault Online Career Library and share data with Associate VP of Library and Information Services and Associate Dean of College to determine subsequent subscriptions.
4. Consult with Student Diversity Council and the Director of Institutional Diversity to ensure online and printed materials meet the needs of a diverse student body.
5. Work with Alumnae Office to develop a plan to market CDS printed and on-line resources to graduates and alumnae.
6. Continue to research and select on-line career development resources (low or no cost) and provide links on the Career Services web pages.

GOAL III: Provide students and alumnae with the employment readiness skills to compete in a global market.

A. Objectives:

Objective 1: Familiarize students and alumnae with all aspects of an effective job search to include networking, traditional search methods (job vacancies, newspaper listings, etc), on-line search engines and employment websites.

    a. CDS Actions:

        1) Administer "Are You Ready" programming for juniors and seniors during spring semester which includes: the Job Readiness Fair; Alumnae Networking Program and a variety of pre-employment workshops. (COMPLETED)

        2) Ensure on-line job search tools (NACE, Career Builder, MonsterTrak, etc.) are available as links on the Career Services web pages. (COMPLETED)

        3) Job openings are posted on the career service bulletin boards, in the job vacancy binders; and in the "Direction" newsletter. (COMPLETED)

        4) Electronic job notices are forwarded to interested students, alumnae, and faculty. (COMPLETED)

        5) Provide students with access to recruitment directed to females, minorities, veterans and disabled persons to include publications the *Affirmative Action Register*, NACE *Jobs Choices Diversity Edition*, *Hispanic Network*. (COMPLETED)

        6) Provide on-line and printed job search information (COMPLETED)

    b. Measurable Outcomes: 40% of students have completed a job search using one or a

combination of the following methods: networking; on-line job search tools; accessing job vacancies posted on CDS bulletin boards, in the job vacancy binder and in the "Direction" newsletter; access electronic job notices forwarded by CDS staff; one-on-one counseling.

   c. Assessment:

     1) Determine student participation in "Are You Ready" pre-employment programming using Job Readiness Fair and workshops attendance sheets.

     2) Gather information on student and alumnae demographics and services provided using the CDS Student Activity Log *(Attachment 1)* and CDS Data Collection tool *(Attachment 2),* and email records.

     3) Generate quarterly reports using the administrative tools provided by Vault Online

     4) Develop student evaluation tools for all of the "Are You Ready" pre-employment programming components.

     5) Track student attendance in employment readiness workshops, fairs and presentations using the Jenzabar database system.

Objective 2: Students and alumnae will demonstrate the competencies and skills to effectively present themselves for employment.

   a. CDS Actions:

     1) Present "Are You Ready" programming for juniors and seniors during spring semester which includes: Job Readiness Fair; and workshops on resume/cover letter writing, interview preparation, dressing for success and business etiquette. (COMPLETED)

     2) CDS staff will provide one-on-one assistance in resume/cover letter preparation and writing, resume/cover letter review; and mock interviews. (COMPLETED)

     3) Provide internships opportunities that provide hands-on experience. (COMPLETED)

     4) Make available pre-employment readiness resources via the Career Resource Library and the Vault Online Career Library. (COMPLETED)

   b. Measurable Outcome(s): 50% of graduating students will identify the elements of an effective resume and cover letter and prepare for employment and informational interviews.

   c. Assessment:

     1) Determine student participation in "Are You Ready" pre-employment programming using Job Readiness Fair and workshops attendance sheets.

     2) Gather information on student and alumnae demographics and services provided using the CDS Student Activity Log *(Attachment 1)* and CDS Data Collection tool *(Attachment 2),* and email records.

     3) Generate quarterly reports using the administrative tools provided by Vault Online

     4) Compare before and after resumes and cover letters.

     5) Develop student evaluation tools for all of the "Are You Ready" pre-employment programming components.

     6) Track student attendance in employment readiness workshops, fairs and presentations using the Jenzabar database system.

Objective 3: Students will connect with prospective employers.
   a. CDS Actions:
   1) Provide access to regional and national employment opportunities through membership in NACE, RACDA and Central New York Career Development Association (CNYCDA). (NOT COMPLETED)
   2) Assist in the planning and marketing of the annual Teacher Recruitment Day. (COMPLETED)
   3) Maintain and develop relationships with employers by working with regional chambers of commerce and employment centers. (NOT COMPLETED)
   4) Provide students access to a variety of employers by providing transportation to the Ithaca College Job Fair during the spring semester. (COMPLETED)
   5) Working in conjunction with the Alumnae Office, provide students opportunities to network with alumnae through internships, contact lists, and on/off-campus events such as Alumnae Networking Day. (COMPLETED)
   b. Measurable Outcome(s): - 80% of students will have accessed employers via job fairs, alumnae networking, and internships prior to graduation.
   c. Assessment:
   1) Track students attending job fairs using attendance sheets and registration forms.
   2) Determine students' success in communicating with internship sponsor and staff using the Internship Sponsor Evaluation *(Attachment 3).*
   3) Identify students who have received offers of employment through their internship using the Student Internship Evaluation *(Attachment 4).*
   4) Track student-employer contacts using the CDS Data Collection tool and the Jenzabar database system.

Objective 3: Alumnae will have continued (life-long) access to services of CDS.
   a. CDS Actions:
   1) Provide seniors information on CDS alumnae services before graduation. (COMPLETED)
   2) Establish and maintain contact with graduating students through the Alumnae Office. (NOT COMPLETED)
   3) Create and maintain individual credentials files sending transcripts and letters of recommendation to potential employers and graduate school programs. (COMPLETED)
   4) Market services to alumnae through CDS website, *Direction* newsletter and the *Express*. (COMPLETED website only)
   b. Measurable Outcome(s): 10 % of alumnae will access CDS services via email, telephone, CDS web pages and links, one-on-one counseling, career resource library and mail.
   c. Assessment:
   1) Identify total number of alumnae requests, sources of request and services provided via the CDS Data Collection tool.
   2) Monitor requests for sending letters of recommendation and transcripts using the credential files tracking sheets.
   3) Develop automated, on-line survey to assess alumnae satisfaction with CDS web

pages and links.
4) Work with the Alumnae Office to develop follow-up surveys to determine alumnae success, as it relates to employment and/or post-graduate work (closing the loop).

B. Use of Assessment Data
1. Work with Alumnae Office and Library Information Services to develop areas of responsibility, modes of providing information, and email access for alumnae.
2. Update and develop employment readiness library materials, on-line resources and workshops.
3. Consult with Student Diversity Council and the Director of Institutional Diversity to ensure employment workshops and information are relevant to and reflect the diversity of the student body.
4. Research and analyze feasibility of a formal on-campus recruitment program looking at our ability to attract employers and identify potential industries.
5. Develop plan to market employment resources available to students and alumnae.

GOAL IV: Provide opportunities for experiential learning by administering the Wells College Internship Program and the Henry Wells Scholars Program

A. Objectives

Objective 1: Introduce students to the concept of experiential learning and the Wells College Experiential Learning requirement during their first and subsequent years.
   a. CDS Actions:
   1) CDS will participate in Orientation for first-year (freshmen and transfers) providing information on the Experiential Learning Requirement, WLLS 190 and academic internships. (COMPLETED for transfers)
   2) Coordinate introduction of WLLS 190 to first year students through WLLS 101 faculty and WLLS 111 sessions. (COMPLETED)
   3) Identify new Henry Wells Scholars (HWS) and mail HWS award letter outlining criteria for the HWS Field Experience. (COMPLETED)
   4) Provide information on the internship application process via one-on-one counseling; experiential learning fair; hand-outs and referring students to college catalog for internship requirements for major, minors and programs. (COMPLETED)
   b. Measurable Outcomes:- 75% of first year students will identify the Wells College experiential learning requirement and available CDS programs and services.
   c. Assessment:
   1) Monitor the number of students receiving information on CDS programs and services that support the experiential learning requirement through individual counseling appointments (staff planners); internship tracking forms; and counseling notes.
   2) Identify students who have participated in the experiential learning fair, orientation, and/or WLLS 111 using attendance and sign-in sheets.
   3) Shared information between CDS staff and WLLS 101 advisors, faculty advisors and faculty internship sponsors.
   4) Track student demographics and CDS services provided using the CDS Data

Collection tool and the Jenzabar database system.

Objective 2: Provide assistance necessary to set-up internships.
    a. CDS Actions:
        1) Create and maintain up-to-date internship files (paper) and on-line database of previously completed internships. (COMPLETED)
        2) Provide information and applications for internship opportunities for underrepresented students to include LBGT, students with disabilities, and minority students.
        3) Meet with individual students assisting them to identify potential internship sites using the Career Resource Library, the on-line internship database, alumnae networking and other internship resources. (COMPLETED)
        4) Contact internship sponsors as needed and process internship paperwork (application forms, liability waiver, evaluations etc.) (COMPLETED)
        5) Send the "thank you letter" to internship sponsors providing internship guidelines and sponsor evaluation. (COMPLETED)
        6) Manage the internship grant application and award process. (COMPLETED)
    b. Measurable Outcome(s): Achieve a 90% success rate in securing internship sponsors and sites for students requesting assistance.
    c. Assessment:
        1) Track internship contacts using the internship tracking forms, counseling notes, email records; and internship agreement forms and liability waivers.
        2) Identify success rate using the student evaluations, sponsor evaluations, semester and yearly internship reports; and internship database.
        3) Track internship services provided to students using the CDS Data Collection tool and the Jenzabar database system.

Objective 3: Students recognize the connection between the liberal arts education and the world of work.
    a. CDS Actions:
        1) Work closely with faculty and the Associate Dean of the College to provide internship opportunities connected to the academic curriculum through the WLLS 190 Liberal Arts Practicum and the academic 290/390 internships. (COMPLETED)
        2) Provide students the opportunity to meet with faculty sponsors and gather information on internships connected to the academic departments at the annual Experiential Learning Fair. (COMPLETED)
        3) Provide individual counseling to assist students with setting short and long-term career goals connected to their internship experiences.
        4) Encourage students to meet with their advisors to ensure academic and career goals are complementary. (COMPLETED)
        5) Review and process the Internship Agreement Forms ensuring the Learning Contract and Internship Description is completed and signed by student, faculty sponsor and the on-site sponsor. (COMPLETED)
        6) Host the annual WLLS 190 Luncheon inviting faculty sponsors and students to discuss and celebrate their internship experience. (COMPLETED)
        7) Maintain and update internship database. (COMPLETED)

b. Measurable Outcome(s):
1) 50% of all freshman students will complete the WLLS 190 Liberal Arts Practicum.
2) 95% of Henry Wells Scholars will complete an internship before applying for the Henry Wells Field Experience.
3) 90% of students will complete one internship before graduation.

c. Assessment:
1) Track the number of students completing the WLLS 190 Liberal Arts Practicum and academic internships using the Internship Agreement Form, student and sponsor evaluation, and counseling notes.
2) Complete end-of-year internship reports using the internship database.
3) Review students' reflection of their WLLS 190 experience through writing assignments nominated for best essay.
4) Track internship services provided to students using the CDS Data Collection tool and the Jenzabar database system.

B. Use of Assessment Data
1. Meet with faculty sponsors to redesign Internship Agreement Form and standardize learning contract.
2. Work with the WLLS 101 faculty to update and standardize the academic assignment for WLLS 190.
3. Develop internship contacts by analyzing internship trends related to majors/minors and career fields and identify possible internship sites.

GOAL V: Students will make informed decisions in the graduate and professional school planning process.

A. Objectives

Objective 1: Students will identify graduate and professional school programs that match their career goals.

a. CDS Actions:
1) Plan and host the annual Graduate School Fair in the fall semester. (COMPLETED)
2) Arrange on-campus visits for representatives of graduate programs and Service programs (PeaceCorps, AmeriCorps/VISTA, Teach for America, etc.) throughout the fall and spring semesters. (COMPLETED)
3) Provide students with information on the graduate school application process through workshops, one-on-one counseling, printed material available in the Career Resource Library, CDS bulletin board and on-line resources. (COMPLETED)
4) Host pre-professional and articulation program (health, law, engineering; business administration, and education) meetings and presentations. (COMPLETED for health and pre-law)
5) Meet with students and assist them in the development of academic and career goals and objectives, and referring them to academic and pre-professional program advisors. (COMPLETED)

b. Measurable Outcome(s):
50% of students will have attended the graduate fair, graduate application workshop, pre-professional/articulation program meeting, and/or

individual counseling session before graduation.

   c. **Assessment:**
      1) Track students attending the Graduate School Fair, graduate school application workshops and pre-professional program meetings via sign-in sheets.
      2) The Vault Online Career Library administrative tools allow CDS staff to track and generate quarterly reports on student and alumnae usage.
      3) Monitor the number and demographics of students using printed materials through the Career Resource Library Student Activity Log (Attachment 1).
      4) Identify demographic information and provided services related to the graduate school application process using the CDS Data Collection tool and the Jenzabar database system.

Objective 2: Students will identify graduate and professional school admission requirements.

   a. **CDS Actions:**
      1) Provide students with access to graduate school admission requirements via the Graduate School Fair; campus visits, graduate application workshop, and individual counseling sessions. (COMPLETED)
      2) Host pre-professional and articulation program (health, law, engineering; business administration, and education) advising group meetings and presentations. (COMPLETED)
      3) Maintain and update graduate school information via the CDS Career Resource Library, web pages and links, bulletin boards and *Direction* newsletter. (COMPLETED)
      4) Sponsor the Kaplan practice tests (GRE/GMAT/MCAT/LSAT/DAT) in the fall and spring semesters and provide students with results and recommendations. (COMPLETED)
      5) Assist students with centralized application services (LSDAS, MCAS), personal essay, application review and resume writing.
      6) Create and maintain individual credentials files sending transcripts and letters of recommendation to potential graduate school programs admissions. (COMPLETED)

   b. **Measurable Outcome(s):** 50% of seniors applying to graduate school will identify the admission requirements for each program.

   c. **Assessment]**
      1) Track students attending the Graduate School Fair, graduate school application workshops and pre-professional program meetings via sign-in sheets.
      2) The Vault Online Career Library administrative tools allow CDS staff to track and generate quarterly reports on student and alumnae usage.
      3) Review students' practice test results, completed graduate school applications, personal essays and resumes.
      4) Review reports from centralized application services i.e. LSAS.
      4) Monitor the number and demographics of students using printed materials through the Career Resource Library Student Activity Log *(Attachment 1).*
      5) Identify demographic information and provided services related to the graduate school application process using the CDS Data Collection tool and the Jenzabar database system.

B. Use of Assessment Data
   1. Provide students with graduate school testing results and study materials, assist them in identifying strengths and weaknesses, and refer them to faculty and pre-professional program advisors.
   2. Develop Graduate School Fair and workshop evaluations for program participants to improve current programming and identify areas for improvement.
   3. Work with Alumnae Office and Associate Dean of College Office to develop graduate and alumnae surveys.

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