

Wells College
Experiential Learning and Career Services
Annual Report and Assessment Plan Updates from 2013-2014 Academic Year

MISSION STATEMENT

In support of the mission of Wells College to “equip students for lifelong learning,” Experiential Learning and Career Services assists students in developing skills and gaining experiences they will need for future success in academic and work settings. EL&CS provides the resources for students and alumni to explore career, post-graduate education and employment opportunities. The Wells College Internship Program, coordinated through EL&CS, 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 EL&CS 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 Experiential Learning and Career Services at Wells College relate to the following functional areas: Career Advising and Counseling; Career Information; Internships and other Experiential Learning Opportunities; Employment Services; Graduate and Professional School Planning; and Employment Preparation and Skill Development through the College’s Student Employment Program.

APPOINTMENTS/MEETINGS

- **Appointments-**
 1. 263 Scheduled Appointments from August 28, 2013-December 31, 2013, ranging from Resume Review, Majority were assistance with internships, Mock Interviews, Student Employment Assistance, Graduate School Information, etc.
 2. 255 Scheduled Appointments as of January 1, 2014- May 28, 2014, ranging from Resume Review and development, Majority were assistance with internships, Mock Interviews, Student Employment Assistance, Graduate School Information, etc.
- **Drop-In Questions-** Over 400 walk-in questions since August 2013. Assisted students with everything from student employment assistance to quick questions about internship paperwork and the experiential learning requirements.

PROGRAMS

Programs Participated and Hosted

- RA Training Session- Fall 2013 & Spring 2014
- Summer 2013 Internship Poster Session- 9/6/13
- SC 101 Class Sessions- September & October
- SOC/ANTH Senior Thesis Class Visit- 9/9/13

- January Intersession Tabling Events- PLEN, Genealogy, Hawaii, and London Theatre Trip- Week of September 9th
 - Ithaca College Job, Internship, and Volunteer Fair- 9/16/2013
 - PSY 403 Resume and Career Prep Workshop- 9/27/2013
 - Wells College Graduate and Professional Schools Fair- 9/30/2013
 - Cornell Law Day- 10/1/2013
 - Ithaca College Graduate School Fair- 10/1/2013
 - Volunteer Alumnae/i Weekend Alumnae/I Panel and Networking Lunch- 10/5/2013
 - John Bourdage-Interpersonal Skills Presentation- 9/23/2013
 - Bloomberg Exam partnering with ECON- 10/21/2013
 - Conducted 5 information sessions to assist with the internship process- Early November
 - Athletic Resume, Internship, and Involvement Session- 11/11/13
 - Fall Mini Conference for Future Educators at Nazareth College- 12/6/13 & 12/9/13
 - Community Arts Partnership Tabling Event- 12/12/13
 - Alumnae/i Event in NY City- Career Presentation- 1/13/14
 - January 2014 Poster Session- 1/31/14
 - Networking Skills with John Bourdage and Alumni Networking Event at the Aurora Inn- 2/4/14
-
- Health Professions Information Session- 2/17/14
 - Rochester Area Career Expo- RACE- 2/27/14
 - Kaplan Tabling Event- 3/21/14
 - Resume, Cover Letter, and Job Search Strategies Month- March 2014 (Total of 10 programs)
 - Teacher Recruitment Day at SUNY Cortland- 4/1-4/2
 - Networking and Etiquette Dinner with John Bourdage- 4/14/14
 - Student Employment Week Appreciation Event- 4/17/14
 - Spring Semester Poster Session- 5/6/14

INTERNSHIPS

- 84 internships completed during the Summer 2013
- 20 internships completed during the Fall 2013 Semester
- 38 internships completed during the January Intersession 2014
- 76 internships completed during the Spring 2014 Semester
- 85 internships registered for the Summer 2014
- Attached is a list of all internships completed for credit during the 2013-2014 academic year.

Pre-Health and Pre-Law

- Attended the Cornell Law School Day in October of 2013.

- Coordinated information sessions for Health Profession and Pre-Law students to provide information about how these programs can assist students interested in careers in health and law throughout their Wells experience.
- Hosted the 1st Rural Health Immersion Program with CNYAHEC, NAHEC, and Clifton-Fine Hospital. 6 students (5 BCS and 1 Psychology Major) participated in the week long program in Star Lake, NY.
- Wells will be participating in the 2nd Rural Health Immersion Program in Alex Bay, NY in August 2014.

STUDENT EMPLOYMENT

- Updated the Student Employment Manual for Students during the Summer of 2013
- Employed over 324 students through the Wells College Work Study/Student Employment program during the 2013-2014 Academic Year.
- Spent \$348,302.83 on Student Employment during the 2013-2014 Academic Year.

PROFESSIONAL DEVELOPMENT

Member of the following local Career Development Associations

RACDA- Rochester Area Career Development Association- Attended three meetings with RACDA in 2013-2014. Participated in the RACE- Rochester Area Career Expo and had four students participate in the career expo.

Served as professional development chair for the 2013-2014 academic year with a team of five from other Rochester area colleges and universities.

CNYCDA- Central New York Career Development Association. Attended two meeting and participated in the 2014 Teacher Recruitment Day in April. Wells had two student participants this academic year.

Directors Summit at The Lodge in Skaneateles, NY. I attended the Directors Summit for the second time and networked with other career service directors from around New York State. This one day conference allowed me to hear best practices and possible solutions to career service concerns various campuses were having.

National Membership

NACE- National Association of Colleges and Employers

I attended the NACE Management Leadership Institute in Scottsdale, AZ the week of July 14th. The institute focused on leadership, ethics, strategic management, financial management, marketing and branding, and professional growth. 61 career service professionals from around the county were in attendance. The program assisted me greatly in seeing my vision.

PROJECTS FOR 2014-2015

- Implement and train the campus community on the new CSO Research program that will serve as the offices management system and will house all paperwork for the internship program

- Continue to develop a 3-Year Strategic Plan for Experiential Learning and Career Services with assistance from students, faculty, staff, alums, and employers.
- Continue work on the permanent Wall of Success display in the Long Library. Work with Brian Brown, Lisa Hoff, Ann Rollo, Katie Waugh, and two-three student representatives.
- Continue to implement the new ADP system for Student Employment and provide training to staff and faculty.

Updates for January 2013 Assessment Plan

GOAL 1: To provide career advising and counseling to students and alumni.

Objective 1: Students will be introduced to the concept of career development as early as their freshman year.

a. EL&CS Actions

1. Market experiential learning and career development services provided by EL&CS through the EL&CS web pages, email messages, Facebook Group, digital advertising, flyers, and posters. **~Completed**
2. Meet with SC101 faculty, who will serve as WLLS 190 sponsors, to ensure the timely introduction of WLLS 190. **~Completed**
3. Introduce EL&CS staff and services provided by Experiential Learning and Career Services in group settings to include Wells WarmUp, SC 101, and other classroom visits. **~Completed**
4. Schedule individual meetings with first year students to discuss academic and career interests and the WLLS 190 Liberal Arts Practicum. **~Completed**

b. Measurable Outcome(s):

80% of first year (freshman and transfer) students will identify the steps in the career development process and recognize services provided by the EL&CS Office. Goal of 100% by the end of the 2013-2014 academic year.

c. Assessment:

1. Track number and of students accessing career development services using career resource various career resources including Optimal Resume and College Central Network and also through scheduled class visits to SC 101 and documented scheduled appointments students participated in.
2. Track number of students participating in internship and other experiential learning opportunities.

d. Update on Plan:

Successfully completed objective 1 of goal 1. Visited all SC 101 classes except for Professor Brad Frazier. Contacted Professor Frazier on a number of occasions, but was unable to schedule a visit with his students. At least half of his students did visit my office through the fall and spring semester. Shared information with all first year students on the four year career plan, developing goals, and how to start

the internship process. These class visits were very successful and helped to see an increase in January and Summer internship opportunities being completed by first year students. Will continue to schedule visits with all SC 101 classes for the future.

Objective 2: Students will develop understanding of self (interests, abilities, values, etc.) and relation to the world of work.

a. EL&CS Actions:

1. Administer and interpret career development assessment tools i.e. Campbell Interest and Skills Survey and the Strong Interest Inventory. **~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 Optimal Resume, online resources including links to various internet sites and up-to-date materials posted and maintained on The Globe. **~ 50% Completed- Will be launching new CSO Research site for Fall 2014, which will be the portal for all career services resources for all students and alumni.**
4. Assist students with the development of academic and career goals through individual counseling. **~Continued process**
5. Work with students to assist them in locating and completing an internship experience to explore various areas of interest during their first two years at Wells through a WLLS 190 internship. **~Continued process**
6. Coordinate a student employment program similar to what students will experience post Wells and assist them in identifying possible career choices through the choice of employment opportunities available at Wells. **~Continued process**

b. Measurable Outcome(s):

1. Undecided students will complete formal or informal career development assessment, identify and research related occupations and develop academic and career goals and objectives.
2. Undecided students will complete at least one internship experience to explore possible career choices.
3. EL&CS staff will become certified to provide the Strong Interest Inventory to students.
4. At least half of the student body will be employed through the student employment on campus.

c. Assessment:

1. Monitor individual student's results of career development assessment tools.
2. Track students accessing occupational, job market and career information using individual counseling notes, Optimal Resume, and data gathering.
3. Monitor individual career development and services provided using the College Central Network system.
4. Upon completion of training, EL&CS staff will promote certifications to the campus community to enlist use of the assessments and services.

5. Perform annual performance reviews for student employees and allow them to comment on their work experience. Allow students to change employment positions and apply for new opportunities through student employment.

d. Update on Plan:

Became a certified facilitator of the Strong Interest Inventory during the summer of 2013. Participated in a ten week online course to become certified. Training also assisted me in better understand the Campbell Interest and Skills Inventory, which we have purchased access accounts for students to utilize if they identify as needing help and guidance in discovering job interests to explore.

Developed a goals packet that was used in all SC 101 visits to help engage students in thinking about future career and professional goals. Students were encouraged to develop a list of potential career interests to explore through completing a WLLS 190 internship. There was a slight increase in WLLS 190 internships over the January Intersession and a modest increase for spring and summer internships.

To strengthen the student employment experience, we have continued to have all supervisors complete at least one performance review with student employees. This assessment assists students in better understanding areas of strength and areas that need improvement. Students and supervisors have embraced this assessment to assist students in growing and developing within their position.

Objective 3: EL&CS professionals will use current research, theories, and methodologies of the career development process.

a. EL&CS Actions:

1. Maintain membership and review materials distributed and available through NACE and NEASEA. **~Completed and will continue**
2. Attend NACE, EACE, and/or NEASEA in 2013 to expand current knowledge and discover new ideas. **~Completed and will continue**
3. Participate and maintain membership with the Rochester Area Career Development Association (RACDA) and the Central New York Career Development Association (CNYCDA). **~Completed and will continue**
4. Participate in free online webinars relevant to the work being completed in the office to stay fresh on her new processes or practices. **~Completed and will continue**

b. Measurable Outcome(s):

1. 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.
2. Attend and participate in the annual professional development days hosted by RACDA and CNYCDA.

c. Assessment:

1. Develop new and innovative programs that will assist students and alums in reaching career and post graduate education.
2. Identify, select, and attend conferences and professional development seminars highlighting the career development process for the liberal arts student.
3. Share information on students' interests in a career field and/or occupation with the academic department heads and program advisors.

d. Update on Plan:

Attended the NACE Management Leadership Conference in July of 2013 and the CSO Research Conference in May 2014. The NACE Management Leadership Conference focused on budgeting, strategic planning, program and marketing development, and allowed me the opportunity to network with career professionals across the United States. The CSO Research Conference allowed me to attend sessions and interact with staff at CSO Research, Wells new online career management program. The new program will house all information about student appointments, job & internship opportunities, the college's mentoring program, programming information, and internship paperwork for all campus and off-campus experiences.

B. USE OF ASSESSMENT DATA

1. Develop a plan to improve first year student marketing and outreach. **~Partially completed**
2. Create programming and workshops for each class level to ensure students are ready for post undergraduate work or employment after Wells. Experiential Learning and Career Services. **~Partially completed**
3. Identify, select, and attend conferences and professional development seminars highlighting the career development process for the liberal arts student. **~Partially completed**
4. Share information on students' interests in a career field and/or occupation with the academic department heads and program advisors. **~Partially completed**
5. Further develop the student employment program to enhance students' academic, professional, and career skills. **~Partially completed**

Update on Plan:

Provided information on career services and internships to all first year students except for one section of SC 101. Will continue to provide presentations to all new students through SC 101 and encourage them to participate in the new I-CAN course to prepare and apply for internships .

Need to continue to develop programming for each class level at Wells to better prepare them for graduate school and/or employment after Wells. Will enlist alums and employers in the area to help with career and graduate school programs during the 2014-2015 academic year.

Attended the NACE Management Leadership Conference, RACDA Professional Development Day, and the CSO Research Conference during the 2013-2014

academic year. The NACE Management Leadership Conference focused on goal development, leadership management, budgeting, programming and marketing management and development, and provided me with the opportunity to network with professionals throughout the United States. The RACDA Professional Development Day provided information on alumni programming and using technology to better assist students in achieving their academic and career goals. The CSO Research Conference provided me with the opportunity to explore and learn more about our new career services management program and features that will allow us to spend more time with students and less time running and developing reports. Each of the conferences that I attended have provided me great tips and assistance for helping Wells College students. I feel these programs have been very helpful in better assisting me in running the department.

I continually work with Wells faculty to help provide assistance to students who are undeclared or who may need help in discovering career options. We purchased "What Can I do with this Major" this academic year to help show students what they could do with a particular major. We have used this in conjunction with the Strong Interest Survey.

We were not able to develop new workshops or programs in reference to student employment programs, but did continue to provide various programs toward career services needs overall. Provided networking, resume & cover letter writing, career exploration, and internship exploration programs during the 2013-2014 academic year.

GOAL 2: Make available various experiential learning and career development resources providing up-to-date information on internships, U.S. based learning experiences, careers and occupations, job market trends, employment tools and graduate and professional school planning.

A. OBJECTIVES

Objective 1: Students will have access to internship information and career development resources 24 hours a day that are current and relevant to the liberal arts education via the Experiential Learning and Career Services Globe page and Career Resource Library.

a. EL&CS Actions:

1. Provide easy access to up-to-date experiential learning and career development resources on the Globe, Optimal Resume, and through College Central Network. **~Partially Completed**
2. Develop innovative programs and workshops to students and alums that will assist them to be better prepared and marketable post Wells. **~Partially Completed**
3. Maintain, update and provide access to previously completed internships on a searchable internship database on The Globe. **~ Completed**
4. Train the Experiential Learning and Career Services Assistants (student workers) to provide assistance in finding resources during daily operations and evening hours.

Student workers will be trained in all aspects of all available resources offered by the office. **~Partially Completed**

5. 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.*).

~Partially Completed

b. Measurable Outcome(s):

80% of students will either visit the office located in the Long Library or visit the resources housed online through The Globe. At least 80% of the student body will participate in one or more programs hosted by the department each year.

c. Assessment:

1. Monitor the number and demographics of students using the services offered through the office, The Globe, College Central Network, and Optimal Resume.
2. Take attendance at programs and workshops.

d. Update on plan:

Continue to post and provide internship opportunities on College Central Network, but will be transitioning over to CSO Research, which will allow better management of internship opportunities for students and employers. CSO Research will also house all the offices resources and data to better assist students throughout their college experience and after. Will be transitioning materials from off the Globe to CSO Research.

During the 2013-2014 academic year, we provided on-campus and online programs for both current students and alums. We continued programming for students in the traditional career areas including locating internship opportunities, resume & cover letter writing, using LinkedIn, developing communication and networking skills, graduate school preparation, and partner with faculty to assist with programming for students interested in health and pre-law. We also introduced a new Alumni Career Speaker Series that helped to provide career services to alums and students at their convenience online. The series focused on networking, using social media in the job search, job search strategies, and developing your elevator pitch. The department also launched a new internship course during the spring semester to provide students with assistance in developing the skills to prepare and search for internships. The course had a total of about 35 participants. The I-CAN internship course has already seen success in students locating internships.

We continue to update the online internship database for students to search for internship opportunities. This has been a useful tool in helping students to better locate internships and discover options available.

We continue to train the student workers to assist with daily tasks within the office. This year, I trained the student workers to assist students in developing

resumes using Optimal Resume. The student workers also helped to organize and post internship opportunities. We continue to also go through office files to help in transitioning to a paperless office.

The office continues to get published materials with a multicultural and diverse focus. We will be expanding these options online over the next year to provide important information to the campus community. I also will continue to work with faculty and staff to promote the importance of diversity in the workplace.

B. USE OF ASSESSMENT DATA

1. Identify and eliminate obsolete material; order up-to-date resources as necessary; develop handouts based on student use. **~Partially complete and will continue into 2014-2015**
2. Work with IT staff to ensure maximum student and alumnae access to online career resources without security or copyright violations. **~Partially complete and will continue into 2014-2015**
3. Determine cost-effectiveness and student/alumnae satisfaction with Optimal Resume and College Central Network and share data with the Provost to determine subsequent subscriptions. **~ Almost complete. Will be accessing new programs during the 2014-2015 academic year.**
5. Work with Alumnae/i Office to develop a plan to market EL&CS on-line resources to graduates and alumnae. **~Complete**

GOAL 3: Provide students and alumnae with the employment readiness skills to compete in a global market.

A. OBJECTIVES

Objective 1: Familiarize students and alumni with all aspects of an effective internship and job search to include resume and cover letter development, networking, employment search methods (internship & job vacancies, newspaper listings, online resources, etc)

a. EL&CS Actions:

1. Administer "Next Step" programming for juniors and seniors during the fall and spring semesters which includes: **~Partially complete**
2. Ensure on-line job search tools (NACE, College Central Network, Optimal Resume, etc.) are available as links on the Experiential Learning and Career Services web page and on The Globe. 3. Internship and Employment openings are posted on College Central Network and advertised on the digital signage available in the library and in the dining hall. **~Partially complete- Updating online management system during summer 2014.**
4. 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*. **~Partially complete**
5. Provide on-line and printed job search information. **~Partially complete**

6. Celebrate students' success and graduation by inviting all senior class students to participate in the annual Networking and Etiquette Dinner held in April. Seniors will learn the proper dining etiquette that can be used during interviews and dining out employment meetings. **~Complete**

b. Measurable Outcomes:

1. 50% of students have completed a job search using one or a 5 combination of the following methods: networking with alums and or employers; on-line job search tools; accessing job vacancies posted on College Central Network, career fairs, and/or one-on-one career counseling.
2. 50% of the graduating senior class will participate in the annual Networking and Etiquette Dinner and will learn the skills that will help them be prepared for the dinner interview or employer dinner meeting out of the office.

c. Assessment:

1. Maintain attendance sheets from departmental programming and follow up with students after the program to promote return visits to the office and future programs.
2. Gather information on student and alumnae demographics and services provided using the data collected during individual in person and over the phone meetings, email records, and the pre and post graduate survey conducted each year for the graduating class.
3. Develop student evaluation tools
4. Track student attendance in Experiential Learning and Career Service programs, fairs, and class visits.

Update on plan:

Continue to provide programming for juniors and seniors to prepare for next steps after Wells. Provided programming on job search strategies including resume and cover letter writing, communication and networking skills, and preparing to search and apply for graduate school. Only about 45% of seniors participated in events provided by Experiential Learning and Career Services. The students have requested additional programming for the upcoming year and will provide a day of career preparation for students with employers and alums presenting on career and graduate school preparation.

Online and diverse resources are an important aspect of the departments move to provide resources available throughout the academic year. We continue to provide various resources for all students and alums and incorporated "Alumni Career Speaker Series" to provide video based resources to students and alums when the office is not open.

Had about 45% of the senior class participate in the annual Networking and Etiquette Dinner.

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

a. EL&CS Actions:

1. Present “Are You Ready” programming for juniors and seniors during the fall and spring semesters which includes: Preparing for the Next Step; and workshops on resume/cover letter writing, interview preparation, graduate/professional schools search, dressing for success and business etiquette. **~Partially complete and continuing**
2. The EL&CS staff will provide one-on-one assistance in resume/cover letter preparation and writing, resume/cover letter review; and mock interviews. Students also will have access to Optimal Resume to assist them in creating and editing resume/cover letters and also for interview preparation. **~Complete and continuing**
3. Provide internships opportunities to all academic and program areas that provide hands-on experience. **~Complete and continuing**
4. Make available pre-employment readiness resources available through College Central Network. **~Partially complete and continuing**

b. Measurable Outcome(s): 60% 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 College Central Network, data collected during meetings, and Optimal Resume.
3. Compare before and after resumes and cover letters with students. Follow-up with students and review drafts and edits of resumes and cover letters in a timely manner.
4. Collect data from graduating seniors prior to graduation and 6 months post Wells to track student’s employment and graduate school success post wells.
5. Track student attendance in employment readiness workshops, fairs and presentations using College Central Network.

Update on plan:

We will continue to offer programming for all Wells students. For the 2014-2015 academic year, we will focus on a career success program in the fall to help prepare students for career and graduate school. The program will involve bringing back employers and alums to help provide personal stories and advice to current Wells students. We will invite alums from the past 5 years to also participate in this event.

Objective 3: Students will connect with prospective employers.

a. EL&CS Actions:

1. Provide access to regional and national employment opportunities through College Central Network, alumni of Wells and membership in NACE, RACDA and CNYCDA. **~Partially completed and will continue over the next year.**
2. Assist in the planning and marketing of the annual Teacher Recruitment Day sponsored by CNYCDA. Also assist in promoting and volunteering at the annual Teacher Min-Conference held each year through RACDA at Nazareth College. **~Complete**
3. Maintain and develop relationships with employers by working with regional chambers of commerce and employment centers in Cayuga, Seneca, Ontario, and Tompkins County. **~Not complete, will work with Business Center & Sustainability Office to begin this over the next year.**
4. Provide students' access to a variety of employers by providing transportation to the Ithaca College Volunteer, Internship, and Job Fair during the fall semester and to the Ithaca Job Fair during the spring semester. **~Complete**
5. Working in conjunction with the Alumnae/i Office, provide students opportunities to network with alumnae through internships, contact lists, and on/off-campus events. **~Complete**

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 and internship fairs using attendance sheets and registration forms.
2. Determine students' success in communicating with internship sponsor and staff using the Internship Sponsor Evaluation
3. Identify students who have received offers of employment through their internship using the Student Internship Evaluation
4. Track student-employer contacts using College Central Network.

Update on plan:

Continue to provide internship and employment opportunities for students and alums through the department's weekly newsletter and also through College Central Network. We will be moving the department's management and internship and jobs board to CSO Research over the summer of 2014, which will allow for greater employment and internship opportunities.

Worked with the faculty and staff in the education department to promote the Teacher Recruitment Fair and Mini Conference for Future Educators and had ten students participate in both events combined. Susan Talbot is requiring the Mini Conference for Future Educators for all her education students. This program focuses on preparing students for applying, interviewing, and landing a job in education.

Was not able to begin the work of networking with the local Chamber of Commerce offices during the academic year, but will work with Kevin Miles and the new director of sustainability for the upcoming academic year to accomplish this task. Developing strong relationships with these organizations will be key to promoting the college's programs and opportunities.

The office continues to provide van transportation to all career & graduate school fairs within the area. Each event has at least 5-10 students participating in the events. I also attended each event and gathered information and resources for students that were unable to attend.

Experiential Learning and Career Services saw an increase in employment and internship offerings from alums over the 2013-2014 academic year. This increase has assisted a number of students with landing internship opportunities. In addition, alums were very involved with networking events throughout the academic year. Bringing alums back and sharing personal experiences can and will assist the college greatly in showcasing the importance of the liberal arts education.

Objective 4: Alumnae/i will have continued (life-long) access to various career resources upon graduation.

a. EL&CS Actions:

1. Provide seniors information on EL&CS services that will be available to them post-graduation. **~Partially completed**
2. Establish and maintain contact with graduating students through a pre-graduation survey and the use of their Wells alumni email. **~Completed**
3. Create and maintain individual credentials files sending letters of recommendation to potential employers and graduate school programs. **~Completed**
4. Market services to alums through the Wells Alumni web page, Wells Notes, Constant Contact, and the *Express*. **~Not complete, continue during the 2014-2015 academic year**

b. Measurable Outcome(s):

Experiential Learning and Career Services will assist 100% of the alums that reach out to the office for assistance.

c. Assessment:

1. Identify total number of alum requests, sources of request and services provided via College Central Network and meeting notes. Experiential Learning and Career Services Assessment Plan
2. Monitor requests for sending letters of recommendation and transcripts using College Central Network.
3. Maintain and send out the 6-month post graduate survey to alums that graduated the previous May and provide and share data with the Advancement Department and Alumnae/I Office.

Update on actions:

Had over 50% of the graduating class from 2013 complete the online graduate survey. We gathered an additional 25% from information online, through student, faculty, and staff contact.

Had the class of 2014 complete the survey electronically and during graduation rehearsal and gathered data and stats on at least 95% of the graduating class. We will look at transitioning this online through CSO over the summer.

Continue to communication via email and through College Central Network with recent graduates to provide career and graduate assistance. Currently hear from about 10% of each graduating class for assistance in these areas.

Will need to continue to develop resources for alums to assist with employment and graduate school searches post Wells. I spoke with Michael McGreevy about the possibility of putting some of this in the job description for the next director of alumni relations.

B. USE OF ASSESSMENT DATA

1. Work with Alumnae/i Office and the Office of Information Technology to develop areas of responsibility, modes of providing information, and email access for Wells alums. **~Complete**
2. Update and develop employment readiness materials, on-line resources and workshops. **~Not complete**
3. Research employers in the local area and host information sessions, tabling events, and/or networking events to bring students, alums, and employers together. **~Partially complete**
5. Develop plan to market employment resources available to students and alums. **~Not complete**

GOAL 4: Provide opportunities for experiential learning by administering the Wells College Internship Program, Henry Wells Scholars Program, and January Intersession offerings.

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. EL&CS Actions:

1. EL&CS will participate in all SC 101 classes for first-year (freshmen) providing information on the Experiential Learning Requirement, WLLS 190 and academic internships. **~Complete**
2. Identify new Henry Wells Scholars (HWS) and email HWS award letter outlining criteria for the HWS Field Experience. **~Complete**

3. Host workshops, tabling events and individual counseling sessions about internships, January intersession offerings, and internships. **~Complete**
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. **~Complete**
5. Promote the Class of 1970 Internship Stipend to students to apply for funding for internship opportunities where they may need funding to complete the internship experience. **~Complete**

b. Measurable Outcomes:

80% of first year students will identify the Wells College experiential learning requirement and available EL&CS programs and services. 100% of first year students will identify the Wells College experiential learning requirement and available EL&CS programs and services by 2013-2014.

c. Assessment:

1. Monitor the number of students receiving information on EL&CS 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 SC 101 presentation using attendance and sign-in sheets.
3. Shared information between EL&CS staff and SC 101 advisors, faculty advisors and faculty internship sponsors.
- 4) Track student demographics and EL&CS services provided using College Central Network.

Update on actions:

Completed all actions within this objective over the 2013-2014 academic year. Visited all but one of the SC 101 classes and promoted the experiential learning requirement and emphasized the importance of internships throughout their college experience.

Reached out to all new students who received the Henry Wells Stipend with a letter outlining the scholarship and the parameters of the stipend. This has helped, but will need to continue to educate and promote the stipend and encourage students to develop goals to use the funding. We had over 20 students use their Henry Wells Stipend during the 2013-2014 academic year.

Hosted over 40 events and tabling events during the 2013-2014 academic year. Experiential Learning and Career Services expanded the number of employers on campus, which included the Army, the Marist Internship Program,

Objective 2: Provide assistance necessary to set-up internships.

a. EL&CS Actions:

1. Maintain and add new internships to the on-line database of previously completed internships. **~Complete**
2. Provide information and applications for internship opportunities for underrepresented students to include LBGT, students with disabilities, and minority students. **~Partially complete, continue to develop and promote in 2014-2015**
3. Meet with individual students assisting them to identify potential internship sites using the online internship database, College Central Network, alum networking and other internship resources. **~Complete**
4. Contact internship sponsors as needed and process internship paperwork (internship learning contract, student internship agreements, evaluations etc.) **~Complete**
5. Send the “thank you letter” to internship sponsors providing internship guidelines and sponsor evaluation. **~Complete**
5. Manage applications for the Henry Wells Stipend and the Class of 1970 Experiential Learning Stipend. Decide on the Class of 1970 Experiential Learning Stipend with the assistance of the Advising and Academic Standings (ASA) Committee. **~Complete**

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 learning contract
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 College Central Network, meeting notes, and internship tracking database.

Update on action:

Provide assistance to all students needing assistance with locating an internship. 219 internships were completed during the 2013-2014 and already see a significant increase for the summer of 2014.

Objective 3: Students recognize the connection between the liberal arts education and the world of work.

a. EL&CS Actions:

1. Work closely with faculty to provide internship opportunities connected to the academic curriculum through the WLLS 190 Liberal Arts Practicum and the academic 290/390 internships. **~50% complete, will continue**
2. Provide students with internship opportunities through internship postings, alumni connections, internship fairs, and tabling events. **~Complete and continue**
3. Provide individual counseling to assist students with setting short and long-term career goals connected to their internship experiences. **~Complete and continue**

4. Encourage students to meet with their advisors to ensure academic and career goals are complementary. **~Complete and continue**
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. **~Complete and continue**
6. Maintain and update internship database. **~Complete and continue**

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 at least 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' internship experience through either a poster or portfolio and have student present poster or portfolio at a designated poster presentation day.
4. Track internship services provided to students using College Central Network

d. Update of actions:

Setup one on one and group meetings with faculty to discuss the internship process and review the reflection and sharing components of the internship process. About half of the faculty have submitted to me 290/390 syllabi and will be working with faculty over the 2014-2015 academic year to complete a syllabi to ensure the students know what needs to be completed during the internship in regards to reflection and sharing.

We continually provide students with internship opportunities through the departments online career management system, College Central Network and will be expanding this service in the fall with CSO Research. All opportunities will be posted in the system and allow students to directly apply for experiences using the website. We also introduced a newsletter to promote internship opportunities, The Internship, Volunteer, and Employment Update from EL&CS.

Conducted group sessions with students in the fall and spring semesters to discuss internship paperwork requirements and how to setup an internship experience. These sessions were very productive and reduced the amount of retroactive internship paperwork.

B. USE OF ASSESSMENT DATA

1. Meet with faculty sponsors to redesign Internship Agreement Form and standardize learning contract.

2. Work with the SC 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 5: 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. EL&CS Actions:

1. Plan and host the annual Graduate School Fair in the fall semester. **~Complete**
2. Provide transportation, information, and provide resources for students to attend off campus graduate fairs at Ithaca College and Cornell University. **~Complete**
3. 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. **~Complete**
4. Provide students with information on the graduate school application process through workshops, one-on-one counseling, printed material available in the Career Resource Library, EL&CS bulletin board and on-line resources. **~Complete**
5. Host pre-professional and articulation program (health, law, engineering; business administration, and education) meetings and presentations. **~Partially Complete**
6. 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. **~Complete and continue**

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. Identify demographic information and provided services related to the graduate school application process using College Central Network

d. Update on Action:

Wells College hosted its 8th Graduate School Fair in 2013 and had over 30 schools attend and also 75 students participate. We also provided transportation to the Ithaca College Graduate Fair and Cornell University Law Day. Approximately 18

students participated in these combined fair trips and exposed students to over 100 different law and graduate programs.

We continue to provide printed materials for all students interested in graduate school and have worked with Kaplan to obtain free test materials that are available and on reserve for students at the library's main desk.

The department continues to promote law and health programs and offers individual group sessions for students interested in these topics. The health professions group offered four sessions during the academic year and law provided two sessions to students.

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

a. EL&CS 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. **~Complete**
2. Host pre-professional and articulation program (health, law, engineering; business administration, and education) advising group meetings and presentations. **~Partially complete**
3. Maintain and update graduate school information via the EL&CS Career Resource Library, web pages, Globe page, and links, and bulletin boards. **~Partially complete**
4. Sponsor the Kaplan practice tests (GRE/GMAT/MCAT/LSAT/DAT) in the fall and spring semesters and provide students with results and recommendations. **~Complete**
5. Assist students with centralized application services (LSDAS, MCAS), personal essay, application review and resume writing. **~Complete**
6. Create and maintain individual credentials files sending transcripts and letters of recommendation to potential graduate school programs admissions. **~Complete**

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. Review students' practice test results, completed graduate school applications, personal essays and resumes.
3. Review reports from centralized application services i.e. LSAS.
4. Identify demographic information and provided services related to the graduate school application process using College Central Network and meeting notes.

d. Update on Action:

Provided graduate school programs to help students with identifying programs and what is required to apply. Kaplan also presented an informational session for students on preparing for graduate school admission tests and what services are available to individuals looking to prepare for the exam or improve their score.

In addition to Kaplan's information, we have also placed important information concerning graduate school on The Globe for students to reference.

Provided one-on-one appointments with students this academic year with questions regarding applications, personal statements and interviews for graduate school. Many more students from the class of 2014 will be attending graduate school in the fall of 2014.

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 recent graduates, Advancement Office, Alumnae/I Office, faculty, and current students to gather data on graduates post six months of graduation.