

**Wells College**  
**Experiential Learning and Career Services**  
**Assessment Plan for the 2014-2015 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.

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

**Objective 1:** Students will develop understanding of self (interests, abilities, values, etc.) and relation to the world of work.

**a. EL&CS Actions:**

1. 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.
2. Assist students with the development of academic and career goals through individual counseling.
3. 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.
4. 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.

**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 use the Strong and Campbell Interest Inventory to assist students in making academic and career goals that match their interest and skills.
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 CSO Research 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.

**B. USE OF ASSESSMENT DATA**

1. Develop a plan to improve first year student marketing and outreach.
2. Create programming and workshops for each class level to ensure students are ready for post undergraduate work or employment after Wells.
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.
5. Further develop the student employment program to enhance students' academic, professional, and career skills.

**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 CSO Research.
2. Develop innovative programs and workshops to students and alums that will assist them to be better prepared and marketable post Wells.
3. Maintain, update and provide access to previously completed internships on a searchable internship database on The Globe.

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.
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.*).

**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, CSO Research, and Optimal Resume.
2. Take attendance at programs and workshops.

**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 Optimal Resume and CSO Research and share data with the Provost to determine subsequent subscriptions.

**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:
2. Ensure on-line job search tools (NACE, CSO Research, 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 CSO Research and advertised on the digital signage available in the library and in the dining hall.

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*.
5. Provide on-line and printed job search information.

**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 CSO Research, career fairs, and/or one-on-one career counseling.

**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.

**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.
2. Make available pre-employment readiness resources available through CSO Research.

**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 CSO Research, 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 CSO Research.

**Objective 3:** Students will connect with prospective employers.

**a. EL&CS Actions:**

1. Provide access to regional and national employment opportunities through CSO Research, alumni of Wells and membership in NACE, RACDA and CNYCDA.
2. Maintain and develop relationships with employers by working with regional chambers of commerce and employment centers in Cayuga, Seneca, Ontario, and Tompkins County.

**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 CSO Research.

**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.
2. Market services to alums through the Wells Alumni web page, Wells Notes, Constant Contact, and the *Express*.

**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 CSO Research and meeting notes. Experiential Learning and Career Services Assessment Plan
2. Monitor requests for sending letters of recommendation and transcripts using CSO Research.

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.

**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.
2. Update and develop employment readiness materials, on-line resources and workshops.
3. Research employers in the local area and host information sessions, tabling events, and/or networking events to bring students, alums, and employers together.
5. Develop plan to market employment resources available to students and alums.

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

**Objective 1:** Provide assistance necessary to set-up internships.

**a. EL&CS Actions:**

1. Provide information and applications for internship opportunities for underrepresented students to include LBGT, students with disabilities, and minority students.
2. Meet with individual students assisting them to identify potential internship sites using the online internship database, CSO Research, alum networking and other internship resources.

**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 CSO Research, meeting notes, and internship tracking database.

**Objective 2:** 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.

2. Provide students with internship opportunities through internship postings, alumni connections, internship fairs, and tabling events.
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.
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.

**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 CSO Research

**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.