

WELLS COLLEGE

Experiential Learning and Career Services

Annual Report and Assessment Plan

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.

DEPARTMENT TRANSITION

In the 2014-15 academic year the Office of Experiential Learning and Career Services was led by a new director. Due to the fact that EL&CS is a department of one, the first year for the new director has been focused on learning past practices and developing new ideas for the next academic year along with streamlining out of date processes/procedures.

BY THE NUMBERS

- Scheduled appointments-216. The majority included internship assistance or graduate school help. Other appointments were for resume writing, mock interviews, student employment and general advice.
- Internship registrations: 228 Total Experiences
 - Summer 2014-96
 - Fall 2014-41
 - January 2015-25

- Spring 2015-66
 - Hours of learning through internships: 26,055
 - On campus events hosted by EL&CS: 19
 - Student Employees-271 in 315 positions

EVENTS

8/27-Wells Wrap-up-Presentation for Seniors

9/5-Poster Session for Summer 2014 Interns

9/12-Marist Program Information Session

9/26-Kaplan Graduate School Information

9/27-Army Program Information Session

9/29-Graduate/Professional School Fair-27 Schools Attended

9/30-Law School Day at Cornell-8 Students Went

10/22-Henry Wells Party for Freshman-16 attendees

11/5-Melissa Dore: Nova Southeastern University Info Session-24 attendees

11/19-Health Professions Information Session-20 attendees

12/11-Summer Discovery Program-15 attendees, 5 accepted for the summer internship program

1/6-Networking with Alumni in Syracuse

1/14-Networking with Alumni in Rochester

1/26-Major Selection Series-Session 1

1/29-Poster Session-January Interns

2/18-Major Selection Series-Session 2

2/27-Henry Wells Day Presentations

3/25-Major Selection Series-Session 3

4/1-I Have a Job, Now What?-Partner presentation with EL&CS and HR

4/15-Major Selection Series-Session 4

4/15-Student Employment Appreciation Day

4/16-The Art of Networking Event-Guest, John Bourdage-23 Attendees

4/22-Poster Presentation-Spring 2015 Interns

4/22-Guest Speaker-Attending Graduate School for Behavioral Psychology

4/30-Etiquette Dinner-Guest, John Bourdage (45 seniors attended)

ASSESSMENTS

- Ten Year Out Graduate Survey-Developed in partnership with the Office of Advancement. The survey was administered and results were compiled by EL&CS.
- Six Month Out Graduate Survey 2014-Developed, administered and compiled by EL&CS. Submitted to Dean Speaker on 3/16/2015. Additionally, the data gathered from the 2013 survey was compiled and sent at this time as well.
- I-CAN Course Survey-Developed, administered and compiled by EL&CS. Used to inform future I-CAN course development.
- Teaching Assistant Survey-Developed in partnership with the Assistant Director of Student Success. Administered and compiled by EL&CS. Submitted to Dean Speaker on 5/20/2015.

- Etiquette Dinner Survey-Developed, administered and compiled by EL&CS. Used to inform future practice.
- Senior Survey 2015-Developed, administered and compiled by EL&CS. Will be used as part of the Six Month Out Graduate Survey for the Class of 2015.

NEW INITIATIVES

- Intern of the Week-Created and written by EL&CS. Used to showcase outstanding student experiences across the campus. Also used by the Office of Admissions as a recruiting tool.
- Thursday Newsletter-This was created in an effort to reduce mass e-mails to students. The response has been positive with many students inquiring further about opportunities listed in the Newsletter.
- Major Selection Series-Created in partnership with the Office of Academic Advising and Success. Attendance was low but impact was high for the students who completed the series. To increase attendance, this will be a required component of an SC course.
- LinkedIn Photo Campaign-Created by EL&CS to give students opportunities to professional market themselves. The work study student in the Office of Communications took the photos.
- Wells_RealWorld social media campaign-Well received and used to showcase students working and interning on site.
- Don't Cancel Class-Updated in partnership with many offices on campus.
- Career Preparation Course-Written by EL&CS. Approved by the faculty and will be taught the first time in the Fall of 2015.

ON CAMPUS COMMITTEES/MEETING

- Attended all Third Thursday sessions. Hosted one on "What Goes on in EL&CS"
- Attended all Provost Forums
- Attended all faculty meetings
- Pre-Health Committee-Attended all meetings and participated in the following:
 - Planning for the August Rural Health Immersion Trip
 - Reviewing new advising software

- Updating goals and outcomes of the pre-health programs
- Creation of a pre-health students list serve
- Updated marketing information
- Streamlined the graduate/professional school application process for those entering health fields
- Updated the practice admissions interview for those going to medical/professional schools (EL&CS will conduct the practice interview with the student and provide a written summary of strengths/developmental opportunities to the student)

| GOAL 1: Provide opportunities for experiential learning by administering the Wells College Internship Program, Henry Wells Scholars Program, January Intersession offerings, and the 1970 Stipend for Experiential Learning. | | | | | |
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| INTERNSHIPS | Objective | Action | Outcome | Assessment | Assessment Data Uses |
| | Objective 1: Introduce students to the concept of experiential learning and the Wells College Experiential Learning requirement during their first year. | <ul style="list-style-type: none"> -Visit SC 101 courses -Major Selection Series (mostly freshman) -Meet individually with I-CAN course students -Identify Henry Wells Scholars and have an introductory meeting -Promote the 1970 Stipend | <ul style="list-style-type: none"> -80% of freshman will become aware of services, experiential learning requirements and resources offered in the EL&CS office. -100% Henry Wells Scholars will understand the requirements to use their stipend | <ul style="list-style-type: none"> -Track freshman participation in career planning sessions, classroom visits -Survey freshman to find out what their needs are -Track participation in the major selection series for freshman -Track who attended the HW event -All 1970 funds allotted for the year will be utilized | <ul style="list-style-type: none"> -Use the assessment data to identify the freshman still in need of information. Reach out to them by December 1st. -Provide major selection information 1 on 1 as needed for those who did not attend the larger sessions -Reach out to the HW students who did not attend the meeting to share information -Meet with ASAA to review 1970 stipend applications |
| | Objective 2: Provide assistance and information necessary to set up internship/experiential opportunities for | <ul style="list-style-type: none"> -1 on 1 counseling -Student training for CSO -Thursday Newsletters | <ul style="list-style-type: none"> -Individual appointments will increase by 20% over last year -90% success rate in securing internships for students | <ul style="list-style-type: none"> -Track students who are having difficulties setting up their internships-notes during 1 on 1 meetings | <ul style="list-style-type: none"> -Continuous follow up with students who are having difficulties finding experiences -Share results and |

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| students. | <ul style="list-style-type: none"> -Update CSO regularly -Direct students to utilize optimal resume -Post January Intersession offerings | <ul style="list-style-type: none"> -Student accounts on CSO will increase by 20% -Optimal Resume accounts will increase by 20% | <ul style="list-style-type: none"> -Track students who attend a January Intersession offering -CSO tracking tools/reports | <ul style="list-style-type: none"> resources with faculty to increase faculty/student engagement -Continuous reach out |
| Objective 3: Assist students with recognizing the connection between the liberal arts education and the world of work. | <ul style="list-style-type: none"> -Partner with faculty to identify internships that fit in the curriculum -Provide counseling on the skills liberal arts students obtain and how they can use those to secure internships/employment | <ul style="list-style-type: none"> -25% of freshman will complete an internship before the first semester of their sophomore year -95% of students will complete at least 1 internship before graduation | <ul style="list-style-type: none"> -Track freshman participation in internships -Track overall student participation in internships through the senior survey. | <ul style="list-style-type: none"> -Reach out to freshman in December and January to help them make plans for spring and summer internships. -Share highlights of the senior survey with the college community as a motivational tool. |
| GOAL 2: Develop relationships with employers to increase experiential learning opportunities for students. | | | | |
| Objective 1: Establish relationships with individuals who can provide local internships for Wells students. | <ul style="list-style-type: none"> -Reach out to local businesses to set up experiential opportunities -Share local opportunities in the Newsletter | <ul style="list-style-type: none"> -Five new relationships will be developed -All local opportunities posted will be filled by a Wells student | <ul style="list-style-type: none"> -Continuous follow up with local partners to assess the fulfillment of their needs | <ul style="list-style-type: none"> -Reach out to faculty to assist with identifying students who can or would benefit from filling a local internship/experiential need |
| Objective 2: Establish relationships with individuals who can help connect EL&CS to experiential learning opportunities. | <ul style="list-style-type: none"> -Relationship development with local business partners, community partners, faculty and staff -Visit local business to increase connection with Wells and EL&CS | <ul style="list-style-type: none"> -An overall awareness that college and community partners will send experiential learning opportunities to EL&CS for posting -Increase opportunities for local experiential | <ul style="list-style-type: none"> -Opportunities related to <i>all</i> majors will be shared in the weekly newsletter -Internship contracts | <ul style="list-style-type: none"> -Continuous reach out within majors or areas with limited opportunities for internships to create opportunities for experience |

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| | | | opportunities (walking distance) | | |
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| CAREER PREPARATION | GOAL 1: Provide career advising and counseling to students and alumni. | | | | |
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| | Objective | Action | Outcome | Assessment | Assessment Data Uses |
| | Objective 1: Students will be introduced to the concept of career development as early as their freshman year. | <ul style="list-style-type: none"> -Marketing through social media platforms -Class visits to SC 101 courses will touch on career skills -Major selection series | <ul style="list-style-type: none"> -80% of freshman will understand where to go for career development resources -80% of freshman will understand the importance of thinking about your career from freshman year | <ul style="list-style-type: none"> -Attendance in SC 101 courses -Attendance in the Major Selection Series -Followers on all social media platforms | <ul style="list-style-type: none"> -Reach out to those who missed a captive session to discuss thinking early about career planning/development -Set up 1 on 1 appointments |
| | Objective 2: Students will develop an understanding of self (interests, abilities, values, etc.) in relation to the world of work. | <ul style="list-style-type: none"> -Major Selection Series -Focus2 accounts -Internships completed | <ul style="list-style-type: none"> -80% of Freshman will create a Focus 2 account -80% of Freshman will attend at least one session of the Major Selection Series -80% of students will participate in at least one internship before the first semester of their senior year | <ul style="list-style-type: none"> -Account Tracking -Attendance at the Major Selection Series -Degree Audits for seniors | <ul style="list-style-type: none"> -Reach out via e-mail to freshman who need help -Reach out to academic advisors to collaborate on senior needs |
| | GOAL 2: Provide opportunities for students and alumni to develop employment readiness skills to compete in a global job market. | | | | |
| Objective 1: Familiarize students and alumni with all aspects of an effective internship and job | <ul style="list-style-type: none"> - Alumni will know about the career development website and resources available -1 on 1 counseling sessions | <ul style="list-style-type: none"> -Links for alumni career development resources will be published in Wells Notes -Participation in the I-CAN | <ul style="list-style-type: none"> -New accounts created by Alumni -Course registrations | <ul style="list-style-type: none"> -Continue to target alums and share information -marketing of the | |

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| <p>search.</p> | <ul style="list-style-type: none"> -I-CAN course -Career Preparation Course | <p>course will increase to 10 students per semester</p> <p>-Participation in the Career Preparation Course will be at 15 by the end of Spring</p> | <p>-Course evaluations</p> | <p>career/internship courses</p> <p>-Alterations to the career/internship courses</p> |
| <p>Objective 2: Assist students and alumni with core document development: resume, cover letter, references, and the development of a credential file.</p> | <ul style="list-style-type: none"> - Alumni will know about the career development website and resources available -1 on 1 counseling sessions -I-CAN course -Career Preparation Course | <ul style="list-style-type: none"> -Links for alumni career development resources will be published in Wells Notes -Participation in the I-CAN course will increase to 10 students per semester -Participation in the Career Preparation Course will be at 15 by the end of Spring | <ul style="list-style-type: none"> -New accounts created by Alumni -Course registrations -Course evaluations | <ul style="list-style-type: none"> -Continue to target alums and share information -marketing of the career/internship courses -Alterations to the career/internship courses |
| <p>GOAL 3: Provide opportunities for students, alumni and employers to connect.</p> | | | | |
| <p>Objective 1: Students and alumni will develop competencies and skills to effectively present themselves for employment.</p> | <ul style="list-style-type: none"> - Alumni will know about the career development website and resources available -1 on 1 counseling sessions -I-CAN course -Career Preparation Course -Optimal Resume awareness | <ul style="list-style-type: none"> -Links for alumni career development resources will be published in Wells Notes -Participation in the I-CAN course will increase to 10 students per semester -Participation in the Career Preparation Course will be at 15 by the end of Spring -Content of the two courses will be viewed as valuable by students | <ul style="list-style-type: none"> -New accounts created by Alumni -Course registrations -Course evaluations -OR reporting tools -Senior survey | <ul style="list-style-type: none"> -Continue to target alums and share information -marketing of the career/internship courses -Alterations to the career/internship courses -Courses will be reviewed to create a scaffold approach to |

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| | | | -Optimal Resume accounts will increase by 20% | | learning about career development |
| Objective 2: Host events that allow networking to take place. | <ul style="list-style-type: none"> -Networking Nights with Advancement -Etiquette Dinner -Alumni Visits | <ul style="list-style-type: none"> -10% of the student body will attend a networking session in January -60% of seniors will attend the Etiquette Dinner -8 Alumni will present on their career in the next academic year | Attendance tracking at all events | <ul style="list-style-type: none"> -Alter methods of reach out -Early and frequent reach out by EL&CS to plan events | |
| Objective 3: Share career related information with students and alumni. | <ul style="list-style-type: none"> -Alumni Visits -LinkedIn page -Thursday Newsletter -Updating CSO | <ul style="list-style-type: none"> -8 Alumni will present on their career in the next academic year -Career related information will be posted on social media weekly -The Thursday Newsletter will contain a link to at least one article on career development/networking -CSO will contain new content on a weekly basis | <ul style="list-style-type: none"> -Attendance tracking at events -Likes, followers and profile views on social media -Feedback on the Thursday Newsletter | <ul style="list-style-type: none"> -Alter marketing methods -Increase awareness of social media and CSO software as a tool for professional development | |

| GOAL 1: Students will make informed decisions in the graduate and professional school planning process. | | | | | |
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| GRADUATE SCHOOL | Objective | Action | Outcome | Assessment | Assessment Data Uses |
| GRADUATE SCHOOL | Objective 1: Students will identify graduate and professional school programs that match their career goals. | <ul style="list-style-type: none"> -On campus Graduate Fair -Law School Day-Cornell -Marketing of resources on campus -One on one counseling -Update resources on the GLOBE | <ul style="list-style-type: none"> -10% of students will attend the Graduate Fair -10 students will attend Law School Day -Resources in the Library and online will be used -The GLOBE will contain all new, up to date information on graduate schools | <ul style="list-style-type: none"> -Attendance Tracking -Senior survey -Student feedback on resources available -Midpoint senior check | <ul style="list-style-type: none"> -Alter marketing strategies and/or invite different colleges -Update resources on campus -Create a graduate school section for resources -Set up one on one counseling with seniors who indicate a desire to attend graduate school but still need assistance |
| GRADUATE SCHOOL | Objective 2: Students will identify graduate and professional school admissions requirements. | <ul style="list-style-type: none"> -On campus Graduate Fair -Law School Day-Cornell -Marketing of resources on campus -One on one counseling | <ul style="list-style-type: none"> -10% of students will attend the Graduate Fair -10 students will attend Law School Day -Resources in the Library and online will be used | <ul style="list-style-type: none"> -Attendance Tracking -Senior survey -Student feedback on resources available -Midpoint senior checks | <ul style="list-style-type: none"> -Alter marketing strategies and/or invite different colleges -Update resources on campus -Create a graduate school section for |

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| | | | | resources |
| Objective 3: Students will take the appropriate graduate school/professional school entrance exam. | <ul style="list-style-type: none"> -Send out information on free exams -Have a Kaplan rep here twice during the Fall semester -Share a grid with test dates with students -Targeted e-mails to juniors and seniors | <ul style="list-style-type: none"> -90% of seniors who must take a graduate exam will take one by the end of their first senior semester -Students will meet with a Kaplan rep to hear about testing options | <ul style="list-style-type: none"> -Senior survey results -Attendance tracking | <ul style="list-style-type: none"> -Change approach to information sharing |
| GOAL2: Assist students in preparation for graduate and professional school. | | | | |
| Objective 1: Provide developmental 'mock' interviewing sessions for students preparing for an admissions interview. | <ul style="list-style-type: none"> -Share information with students about practice exams at the graduate fair. -Targeted e-mails to students encouraging practice sessions | <ul style="list-style-type: none"> -10% of students who are going to graduate school immediately following Wells will complete a practice admissions interview | <ul style="list-style-type: none"> -Senior Survey Results | <ul style="list-style-type: none"> -Better marketing strategies |
| Objective 2: Assist students in preparing their personal statement for entrance into graduate and professional school. | <ul style="list-style-type: none"> -Share information with students via the web and direct e-mail about the need for personal statements | <ul style="list-style-type: none"> -10% of students who are going to graduate school will have received help with their personal statement from EL&CS | <ul style="list-style-type: none"> -Senior Survey Results | <ul style="list-style-type: none"> -Collaboration with faculty to inform students earlier and of the need for the development of a strong personal statement |

| GOAL1: Share information with the campus community regarding student employment. | | | | | |
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| STUDENT EMPLOYMENT | Objective | Action | Outcome | Assessment | Assessment Data Uses |
| | Objective 1: Create up to date documents to act as guide for the campus community. | <ul style="list-style-type: none"> -Update supervisor and student employee handbooks. -Host training for supervisors on ADP, performance reviews and student employee discipline procedures -Monitor department budgets monthly | <ul style="list-style-type: none"> -Students and supervisors will know where the handbook is and will refer to it as needed. -60% of student supervisors will utilize ADP fully and correctly -Supervisor actions across campus will be consistent -100% of student employees will have a performance appraisal completed by the end of the year | <ul style="list-style-type: none"> -Data gathered about handbook downloads from the GLOBE -ADP-tracking of issues/appraisals -ADP reports | <ul style="list-style-type: none"> -Follow up from EL&CS through e-mail and meetings for ADP training/information sharing -Review reports frequently to check department procedures |
| | Objective 2: Guide students when applying for positions. | <ul style="list-style-type: none"> -Provide information at Wells Warm-Up about student employment -Assist students with core document development | <ul style="list-style-type: none"> -90% of incoming freshman will understand student employment and how to apply for openings -90% of students will submit all desired documents when applying for an on campus job through ADP | <ul style="list-style-type: none"> -Check for questions about student employment while visiting SC 101 courses -Wells Warm Up reflection -ADP tracking | <ul style="list-style-type: none"> -Provide additional opportunities for training if needed -Participate in the Wells Warm Up debriefing session -Work with supervisors to encourage students to submit all requested documents for student |

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| | | | | employment application purposes |
| GOAL 2: Manage all aspects of student employment. | | | | |
| Objective 1: Gather job requisitions from the campus community and post requisitions to ADP for students to apply. | <ul style="list-style-type: none"> -Gather requisitions -Post student employment openings on the Globe | <ul style="list-style-type: none"> -All new/old job requisitions will be gathered from the campus community by April 1st -All job requisitions for the upcoming year will be posted by May 1st | -ADP Tracking | -The gathering and posting of requisitions for students will be streamlined which will allow students to apply before they leave campus. |
| Objective 2: Act as an intermediary when performance disputes arise. | -Communicate with supervisors the need for consistency of treatment and the necessity of following appropriate procedures | -The director of EL&CS will be informed and part of all discussions regarding poor performance or termination of student workers | -Supervisor reporting procedures | -Supporting student employment as a professional development experience. |
| Objective 3: Student employment will be a professional development experience for students. | <ul style="list-style-type: none"> -Communicate with supervisors appropriate procedures -Provide resources for supervisors on conducting professional development conversations with student workers -Encourage student workers to put their student employment position and duties/responsibilities on their resume | <ul style="list-style-type: none"> -50% of student employment supervisors will have at least one formal developmental conversation with their students worker(s) during the year -All student workers will understand that student employment is a professional development experience and that professional workplace behaviors (based on industry standards) are required | <ul style="list-style-type: none"> -ADP tracking -Individual meetings with students | <ul style="list-style-type: none"> -Create better supervisor training sessions -Increase discussions with students about the value of their student employment experience and how to use that to market themselves |

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| | | | -80% of student resumes will contain their student employment position as part of their work experience/history | | |
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OVERARCHING GENERAL GOALS FOR THE 2015-16 ACADEMIC YEAR

- Awareness and use of all online software systems and social media platforms will increase.
- More students will come to EL&CS for counseling sessions.
- Seniors will be better prepared to enter their career compared to this year.
- Attendance at events will increase.
- Student employment as a professional development experience will be embraced by the campus.
- The utilization of ADP reports and tracking by supervisors will increase.
- Support opportunities for supervisor needs regarding student employment will increase.
- More on campus events regarding career preparation and graduate school will take place.
- Students will complete their internship requirements earlier.
- Students will engage in their career earlier.
- Partnerships with the campus community will continue to develop.
- Community partners will support experiential learning needs of Wells students.
- Timing of events, requests for information and sharing of information will be appropriate for campus needs.

