

Wells College

Experiential Learning and Career Services

Assessment Plan- January 2013

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.

A. OBJECTIVES

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.
2. Meet with SC101 faculty, who will serve as WLLS 190 sponsors, to ensure the timely introduction of WLLS 190.
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.
4. Schedule individual meetings with first year students to discuss academic and career interests and the WLLS 190 Liberal Arts Practicum.

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.

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.
2. Assist students to identify occupations and career fields matching their interests, abilities, values and personality through one-on-one counseling.
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.
4. Assist students with the development of academic and career goals through individual counseling.
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.
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.

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.

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

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.

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 College Central Network.
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, College Central Network, 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 College Central Network and share data with the Provost to determine subsequent subscriptions.
5. Work with Alumnae/i Office to develop a plan to market EL&CS on-line resources to graduates and alumnae.

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, 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.
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.
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.

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.

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. 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.
3. Provide internships opportunities to all academic and program areas that provide hands-on experience.
4. Make available pre-employment readiness resources available through College Central Network.

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.

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.
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.
3. Maintain and develop relationships with employers by working with regional chambers of commerce and employment centers in Cayuga, Seneca, Ontario, and Tompkins County.
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.
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.

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.

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. Establish and maintain contact with graduating students through a pre-graduation survey and the use of their Wells alumni email.
3. Create and maintain individual credentials files sending letters of recommendation to potential employers and graduate school programs.
4. 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 College Central Network and meeting notes.

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.

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.

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.
2. Identify new Henry Wells Scholars (HWS) and email HWS award letter outlining criteria for the HWS Field Experience.
3. Host workshops, tabling events and individual counseling sessions about internships, January intersession offerings, and internships.
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.
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.

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.

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.
2. Provide information and applications for internship opportunities for underrepresented students to include LBGT, students with disabilities, and minority students.
3. Meet with individual students assisting them to identify potential internship sites using the online internship database, College Central Network, alum networking and other internship resources.
4. Contact internship sponsors as needed and process internship paperwork (internship learning contract, student internship agreements, evaluations etc.)
5. Send the “thank you letter” to internship sponsors providing internship guidelines and sponsor evaluation.
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.

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.

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.
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.
6. Maintain and update internship database.

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

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.
2. Provide transportation, information, and provide resources for students to attend off campus graduate fairs at Ithaca College and Cornell University.

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.
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.
5. Host pre-professional and articulation program (health, law, engineering; business administration, and education) meetings and presentations.
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.

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.

d. 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

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

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.

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.

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