

Indiana State University

2005 - 2006 Administrative Annual Report

Career Center

Year in Review

Achievements

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-07 year that will contribute to this effort? (Please list in priority order and limit to no more than 8.)

- Conducted 3,776 individual student/alumni appointments, meeting with 2,521 distinct individuals
- Served 1,841 individual distinct freshmen, sophomore, junior and senior students representing a Career Center impact on 22.9% of the 8,039 undergraduate students enrolled
- Served minority students at rates greater than their percentage of the student body as a whole. Nearly 23% of the total student visits in the Career Center were made by U.S. minority students. This is significant when compared to the 14.7% of the entire student body represented by U.S. Minority students.
- Based on published research that indicates a positive correlation between early engagement with career services and student retention, the Career Center made a number of focused efforts to bring freshmen students to the Career Center during the 05-06 academic year. With over 26.9% of the total student visits to the Career Center made by freshmen, we feel certain our efforts were successful. The results are even more impressive when considering individual distinct student visits, 776 of 1,841 distinct undergraduate visits, or 42%.
- 18.65% of the students attending the Fall 05 fair were from recognized minority groups. This is significant compared to the 14.7% of the student body from minority groups.
- In spring '06, the percentage of recognized minority students attending the fair was 16.54%, still greater than the 14.7% of the student body from minority groups.
- 640 students participated in the Network Etiquette Workshop program during the '05-'06 academic year, or nearly 8% of the 8,039 undergraduate students enrolled.
- During the '05-'06 academic year, we presented over 170 times to a total audience of over 8,000 people. The average attendance in these presentations was 47. Additionally, we partnered with the psychology and sociology departments, providing 63 individual assessment workshop presentations to 313 students, mostly freshmen.
- In the fall semester of 2005, 40 different employers visited our campus and conducted over 125 in-person interviews with our students. Additionally during the fall, we hosted 4 employer-sponsored "info sessions" for students. During the spring 2006 semester, 27 different employers held over 150 individual student interviews plus 4 "info sessions".
- As of the end of the 2006 fiscal year, we identified 1,961 ISU students (nearly ¼ of the undergraduate student body) actively registered in Sycamore CAREERLink, an on-line forum and marketplace where employers and potential employees meet. Of this total number, 1,072 were registered during the '05-'06 academic year, representing substantial growth over previous years. Additionally, our students had access to 2,729 individually registered employers.
- Dianna Cooper-Bolinskey (Associate Director for Experiential Learning) developed and fielded the first-ever ISU Internship Repository during the '05-'06 academic year. This comprehensive management tool captures a wealth of previously unavailable information on each individual internship experience as well as the ability to perform aggregate analysis of the campus-wide internship program. Nearly 875 ISU students completed internships during the '05-'06 academic year. Of this number, 187 were fully managed by the Career Center; the balance were developed and managed by the various academic departments.

Action Steps

Do you have any further progress you would like to report?

EL - Both the University-wide Internship Handbook and the Internship Repository are complete and fully implemented. The improved management of the University's drive toward increased experiential learning opportunities for all students is evident. IM - The Career Center still does not have a fully developed and published integrated marketing plan. However, some components have been developed and deployed with evident improvement. CE - The Career Center continues to nurture the relationship with the Wabash Valley Advanced Manufacturing Cluster. Additionally, this enhanced relationship with local employers has resulted in a significant increase in full-time employment and internship opportunities for our students.

Assessment

What are two ways in which you evaluated the quality or effectiveness in your area last year? What changes did you make based on those assessments?

First, in order to evaluate our effectiveness and efficiency, it was critically important that we look internally and honestly evaluate our current status. Consequently, the fall 2005 semester was marked by a comprehensive internal self-assessment. The vehicle used in this extensive assessment was the COUNCIL for the ADVANCEMENT of STANDARDS in HIGHER EDUCATION (CAS) standards applicable to career services, dated August 2004. All thirteen components and the individual criterion measures within each component were thoroughly reviewed and evaluated by a 4-person team of Career Center staff members. This process was spread over a number of months and was marked by a series of lengthy meetings where team members worked through each and every portion of the standard. The process was marked by open, frank, and often spirited discussion with a goal of reaching consensus for the rating in each area. In some cases, when consensus was not reached, either a simple majority of the team prevailed, or in a few cases, the Director simply selected the rating he thought was appropriate. The results of this internal review identified areas of solid accomplishment along with challenges and opportunities for significant improvement. To help ensure the validity and applicability of the internal assessment, an Administrative Unit Review (AUR) was completed during the spring 2006 semester. A six-person review committee, comprised of three University staff/faculty members and three employer representatives, was formed to review the self assessment. The AUR report confirmed the validity of the original assessment and identified some critical needs requiring immediate attention, including a thorough re-write of the Career Center Mission Statement, establishment of appropriate goals and objectives, and the need to re-engineer the design structure and operation of the Career Center itself. Secondly, based on the findings of the internal review, validated by the objective Administrative Unit Review, a new mission statement was developed and published. Additionally, all new goals and objectives were developed in support of the new mission statement. Lastly, the Career Center was completely reorganized with new lines of authority and specific areas of responsibility assigned.

Budget

As you know, ISU is facing significant budget challenges. Finding ways to overcome these while increasing efficiency requires innovation. How are you overcoming your budget challenges this year?

As our relationships with employers and other external constituencies have matured, we have learned that many of our partners have interest in sponsoring some of our events and activities. Consequently, the Director will be focusing on developing an integrated sponsorship program during the '06-'07 academic year. By actively offering sponsorship opportunities and seeking constituents genuinely interested in participating as sponsors, we envision a significant flow of external funds in support of our programs.

Future Goals

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Have you considered any action steps your department could make to enhance Indiana State University's reputation as a University of choice? If so, please indicate what you are planning to do and tell us which area of planning your steps fall under.

OTHER(Student Development & Learning) -- Goal #1. Provide learning opportunities, comprehensive services, and informational resources that enable students to take active, personal responsibility for their career development decisions and job search activities. Objective 1-1. Increase integration with academic courses like the existing relationship with Psych 101. Objective 1-2. Increase student awareness and usage of Sycamore CAREERLink. Objective 1-3. Improve the appearance and academic validity of hard-copy materials (handouts, monographs, etc). Objective 1-4. Continue to provide effective technical support services, such as resume and cover letter reviews and practice interviews. Objective 1-5. Continue to provide professional development opportunities and specific programming for career counselors to maintain quality of service.

OTHER (Student Development & Learning) -- Goal #2. Equip students with the skills for making purposeful career plans by teaching awareness of their work related strengths, interests, and values, coupled with a realistic expectation and understanding of the dynamic world-of-work. Objective 2-1. Provide effective career counseling and individual student assessment services when appropriate. Objective 2-2. Develop programming specifically focused to help students learn and apply the concept of "transferable skills" as a vital component in their career development. Objective 2-3. Provide students with valuable and realistic insight into the world-of-work by increasing employer involvement as support participants in Career Center programming, such as the Networking Etiquette Workshops, the "Interview Review", Alumni Mentors Day, and the Rex Breeden Internship Institute. EL & CE -- Goal #3. Prepare students for finding suitable employment by teaching job search skills and the capacity to express the relevance of their individual strengths and competitive advantage to employers. Objective 3-1. Increase the number of students establishing and maintaining a continuing relationship with the Career Center throughout their college career. Objective 3-2. Become more purposeful in applying support services like resume and cover letter development and practice interviews as valid learning experiences, focused on capturing and highlighting the student's individual competitive advantage. EL -- Goal #4. Educate students concerning the practical value of appropriate experiential learning opportunities in an experience-driven job marketplace. Objective 4-1. Increase student awareness of the critical importance of internship experiences as a vital component in any student's career development by highlighting internship specific "events" or program elements. Objective 4-2. Increase student exposure to internship opportunities and enhance the understanding of the employer point of view on internship value by encouraging student participation in the Rex Breeden Internship Institute.

OTHER (Staff Professional Development) -- Goal #5. Teach students to become more reflective and to better understand and effectively apply the totality of their life and college experiences as a fully integrated approach to their personal career development. Objective 5-1. Design a facilitator training program for staff members and others who work directly with students to help them develop their ability of self-examination, reflection, and globalization. Objective 5-2. Train Career Center staff facilitators using the program developed in Objective 5-1. Objective 5-3. Apply the methods and techniques detailed above in one-on-one student appointments and small group environments.

CE -- Goal #6. Foster and create relationships with employers that provide students with unique opportunities to develop professional skills, integrate academic learning with work, and find rewarding career opportunities, while participating in the financial support of Career Center programming. Objective 6-1. Increase the number "special" internship partnerships like the relationship we currently enjoy with Clarian Health Systems. Objective 6-2. Increase the number of

employers actively recruiting at the two Career Opportunity Fairs, the Teacher Recruitment Fair, and as on-campus recruiters. Objective 6-3. Develop and field a comprehensive sponsorship program, which provides genuine value and benefit to our employer partners, while serving as a source of developmental revenue for the Career Center. OTHER (Institutionalized Assessment) -- Goal #7. Formulate and activate a plan of assessment that will measure the unit's effectiveness in supporting student growth, development and learning (GDL). Objective 7-1. Draw from existing literature and research to construct a set of objective learning outcomes to measure student GDL. Objective 7-2. Construct a Master Plan of Assessment that folds in all aspects of Career Center services to assure comprehensive assessment along all service domains. Objective 7-3. Construct Policies and Procedures to assure assessment findings are used when developing and revising the Master Unit Strategic Plan. Objective 7-4. Include an "assessment of assessment" in the Career Center Master Unit Strategic Plan to measure effectiveness of the unit's Master Plan of Assessment.