



Career Development Center 2012-2013 Goals

Outcome/Goal:

To provide innovative technology, resources, and programs that educate and engage students in a targeted, self-directed job search process.

Measure #1: Develop a career exploration program for undeclared students participating in Customs during time slots when declared students are meeting with their deans. Program will emphasize self-assessment, career exploration and next steps for choosing a major and/or career cluster. Resources will be provided which students can use with their academic and career advisors. We will track student participation in Career Center programming throughout their freshman year.

Person(s) Responsible: Joe

Completion Date: 12/01/2012

Extent of Outcome's Achievement/Results for Measure #1:

Developed a 23 page work book titled "Make Your Move" to guide undeclared Customs students through the "My Next Move" online assessment and engage them in occupational and educational exploration. Students completed the online assessments in the computer lab then reconvened for an interpretation session. The CDC conducted 34 assessment sessions and 30 interpretation sessions for 695 undeclared students. Work book was designed in a step-by-step format so students could continue with their exploration when they got home from Customs.

Outcome Results #1:

What strengths were displayed through the assessments of measure #1?

Measure 1: A total of 695 undeclared students received targeted career and academic programming during freshman orientation (Customs) at a time when other students were meeting with the deans of their colleges. This provided the Career Development Center, which usually has limited exposure to students during Customs, with over 60 minutes with undeclared students to provide information.

What weaknesses were displayed through the assessments of measure #1?

Measure 1: It was our original intention to follow up with all students on targeted programming that might be of interest according to their Holland Codes. All Holland Codes and student MTSU email addresses and M#s were collected during all sessions. Because undeclared student advising is not the direct responsibility of the CDC, it was decided not to pursue the follow up programming and to give the data to the UCAC.

Recommendation for Measure #1, if any

Measure 1: We feel like it was a missed opportunity to provide programming to 695 undeclared students during customs and not have the ability to follow up, even electronically, with additional career exploration information. We recommend that there be programming during Customs for undeclared majors and that some type of follow up occur between then and the start of school. Appropriate resources should be provided to whichever department is charged with this retention (as well as recruitment) strategy.

What did you do with the assessment results that you obtained last year (added a course, changed the curriculum, changed a test, etc.)?

Measure 1: Continue to advocate for the unique needs of undeclared students as a necessary retention strategy for the University.

Describe Changes, if any

Measure 1: Additional staff are completing MBTI and SII training for this upcoming year.

Measure #2: Integrate leading career assessment instruments of Myers-Briggs Type Indicator and the Strong Interest Inventory into the Career Assessment Program. Budget for purchase of assessments, develop staff training, and create administration program and procedures.

Person(s) Responsible: Joe and Dusty

Completion Date: 04/30/2013

Extent of Outcome's Achievement/Results for Measure #2:

Purchased license to Skills One administration site from Consulting Psychological Press (CPP) for SII and MBTI. Six classroom presentation using the MBTI results to enhance communication in the workplace were conducted. This involved collaboration with faculty and the administration and interpretation of over 100 MBTI. Over 25 Strong Interest Inventories were interpreted for those students/alumni seeking in-depth career planning. One staff member completed MBTI Certification program for a total of two certified staff plus one with graduate coursework in testing and measurements and 25 years of MBTI administration and interpretation.

Outcome Results #2

What strengths were displayed through the assessments of Measure #2?

Measure 2: The MBTI and SII are leading personality and career assessment instruments. According to the 2012-2013 Career Services Benchmark Survey by the National Association of Colleges and Employers, over 91% of career centers reported providing career assessment tools. Seventy-six percent reported using the MBTI followed by over 66% using the SII. A distant third was Focus, which is what the CDC used before onboarding the MBTI and SII.

What weaknesses were displayed through the assessments of Measure #2?

Measure 2: Both the MBTI and SII, as leading assessment instruments, are also more expensive to administer and require additional staff training and certification.

Recommendation for Measure #2, if any

Measure 2: The MBTI is more of a personality assessment and less of a career assessment (although some use it as a career assessment). We believe the MBTI is very useful for students entering into their first internship work experience or their first post-graduate full-time position. It is very effective in exploring teamwork, communications, and work preferences. It is also more effectively administered in group settings so we will want to explore its utilization with faculty in class settings where there is ample time to interpret and explain the richness of the results.

What did you do with the assessment results that you obtained last year (added a course, changed the curriculum, changed a test, etc.)?

Measure 2: Continue to explore the use of the MBTI in group settings as preparation for internships and entry-level post-graduate positions. Discontinue the license for Focus online career assessment and reallocate funding for the purchase of SII.

Describe Changes, if any

Measure 3: Create and brand a comprehensive internship website portal that provides students with information on preparing for, and obtaining, the appropriate number and type of internships required in today's competitive job market.

Person(s) Responsible: Bill, Intern

Completion Date: 04/30/2013

Extent of Outcome's Achievement/Results for Measure 3:

Web site was created (<http://www.mtsu.edu/career/internships/>) with 6 major sections: Internships Defined; Research, Data & Trends on Internships; Tools for Employers and Faculty; Student Preparation; Finding Internships; and links to Academic Internship Programs at MTSU. Student intern design logo for Internship Advantage program and all web site images. Content was developed and linked under the first three sections (Definition, Research and Tools). Email was sent to faculty introducing the project and soliciting information on all academic internship programs at MTSU.

Outcome Results 3:

What strengths were displayed through the assessments of measure #3?

Measure 3: Scores of research and journal articles report internships (and co-op programs) as not just effective employment strategies (now called gainful employment) but also equally effective as recruitment and retention strategies. Having a centralized source for MTSU internship information will more effectively connect students and employers to the 25+ academic internship programs (exact number not known at this time).

What weaknesses were displayed through the assessments of measure #3?

Measure 3: Part of this goal was to survey the different academic internship programs across campus to determine number and degree of structure. Initial results show that, as expected, internships vary greatly from department to department. This is challenging for employers who are have an interest in intern recruitment, especially across academic disciplines.

Recommendation for Measure #3, if any

Measure 3: To promote internships (and co-ops) as the "win-win-win" that it is between faculty, students and employers, more attention is needed in the varying internship programs offered at the departmental level across the University. To more fully engage employers in the process, early results seem to indicate some streamline, or at least, best practices are needed.

What did you do with the assessment results that you obtained last year (added a course, changed the curriculum, changed a test, etc.)?

Measure 3: Continue to promote the Internship Advantage Program to the University's academic internship programs to promote best practices. Further develop programming that can be utilized by all students and internship programs to prepare for obtaining the number and quality of internships needed to be competitive in today's market.

Describe Changes, if any

Measure 3: Service delivery, including developing new services and use of technology is being considered for creating programming that prepares students for interning. Personnel changes, at a minimum, would be to engage existing staff in the development of modules to prepare students. At some point, within 2 years, need to explore whether additional staffing is needed to coordinate the valuable internship opportunities necessary in today's competitive market.

Goal/Outcome:

To provide innovative technology, resources, and programs that connect students and employers for career opportunities.

Measure #1: Assess student and employer connections through the collection of post-graduation data for the December 2012 graduating class. Develop a multi-faceted marketing program that engages campus-wide constituents in increasing response rates through a variety of methods as compared to a single survey instrument.

Person(s) Responsible: Bill

Completion Date: 05/01/2013

Extent of Outcome's Achievement/Results for Measure #1:

An email newsletter was sent via Emma email marketing campaign to 1,124 faculty and staff introducing the 1st Destination Survey. 96.6% of the emails were delivered. Links included how the data was used, what the survey looked like, a copy of the first students mailing, and a link to a printable flyer. Faculty and staff were provided with tips on how they could assist in increasing the response rate. 37 or 3.3% of faculty/staff clicked on a link. 2 forwarded the email or shared on social media. The first and second mailings of the survey were sent out to students using Emma email marketing campaigns. The second mailing was sent out behind schedule. The third one is also behind schedule and has not been sent yet. The first survey was sent on 11/21/12 to the primary and secondary email addresses of students who anticipated graduating in December per a list provided by the Registrar's Office. A total of 3,861 emails were sent with 92.3% or 3,563 being delivered. 155 or 4.4% of graduates clicked on links; 2 graduates opted out of receiving future emails; and 20 forwarded the email or shared on social media. The second survey was sent on 5/23/13 to the primary and secondary email addresses of students who actually graduated in December per a list provided by the Registrar's Office. A total of 3,575 emails were sent with 98.5% or 3,520 being delivered. 187 or 5.3% of graduates clicked on links; 5 graduates opted out of receiving future emails; and 0 forwarded the email or shared on social media. The 1st Destination Logo and a message were prominently located on the CDC's home page where graduates could complete the survey.

Outcome Results #1:

Measure 1: Two of three surveys were administered. The list of actual December graduates provided by the Registrar's Office totaled 1,934 (1,628 bachelors, 306 grad). The 1DS yielded 293 unduplicated responses. Assuming all 293 responses were actual graduates, this would be a 15.2% response rate.

The following is a breakdown of Primary Plans:

37.20%	seeking employment
21.16%	accepted a new position
08.43%	continuing in a position held prior to graduation
10.58%	enrolled in graduate or professional school
04.78%	other
02.73%	haven't decided yet
01.71%	starting/continuing own business or self-employed
01.37%	taking time off
01.02%	completing a fellowship/service/volunteer opportunity
00.68%	taking additional coursework, not in a degree program
00.34%	entered military service

What strengths were displayed through the assessments of measure #1?

Measure 1:

1. The revised survey questions focusing on a singular primary plan after graduation made it easier to tabulate responses. Under the old survey, a respondent could select multiple categories (i.e. still searching, continuing in a position, and going to graduate school).
2. We are able to get a better estimate of response rate.
3. Even with only two of the three surveys implemented, the survey response rate appears better than in the past at 15.2%. In the past, a response rate was never calculated. Past estimates are 8-12%.
4. 55.29% of graduates have plans in place (new position, continuing in a position, grad school, starting a business or self-employed, time off, fellowship, additional coursework, and military service).
5. Previous surveys never looked at other plans beyond seeking, employed (new and previous combined), and grad school.
6. 39.93% are still seeking or have not decided anything.

What weaknesses were displayed through the assessments of measure #1?

Measure 1:

1. Due to May 2010 restructuring, the surveying duties defaulted back to the director and student workers. With three graduations and three surveys each, the CDC was not staffed to efficiently administer the survey.
2. The survey results still have to be manually entered into Lightning JobSource which requires staff data entry time. Banner is now integrated with LJS, which was completed in December 2012, so every student/graduate has an account. This will save time but the implementation has set the staff back many months. Much of this year was spent on combing through the data from last year's old survey to come up with those calculations.
3. Even though the new survey is providing better information at the macro level, with only 15.2% response rate, analysis cannot be done on individual majors as there is not enough data. It is the major data that is needed for various departmental accreditations and forthcoming gainful employment requirements.
4. Additional marketing strategies are needed to promote the ongoing survey. There will always be 2 surveys open at any given time. It is not clear if there was faculty endorsement of the survey.
5. Current survey schedule (when on schedule) only surveys three months out. According to the National Association of Colleges and Employers, 2012-2013 Career Services Benchmark Survey, the median is 6 months after graduation. Interestingly, in that same NACE benchmark survey, only 69.6% of institutions survey graduates at graduation and 67.3% survey after graduation. In 2012, the average response rate was 63% and the median was 67%. Thus, MTSU still has a long way to go from 15.2%.

Because the survey is behind schedule, more analysis is needed on the data at time.

Recommendation for Measure #1, if any

Measure 1: A goal has already been submitted for 2013-2014 to look at best practices on survey administration and benchmark against peer institutions. Develop a better staffing model for the ongoing administration of the survey. Collaborate with Institutional Effectiveness and Testing Services on the first administration as part of the General Exam procedures. Explore additional marketing alternatives and student incentives

What did you do with the assessment results that you obtained last year (added a course, changed the curriculum, changed a test, etc.)?

Measure 1: Administer final survey for December. At start of fall, when student workers are present, have them focus solely on entering data into system so analysis can be conducted and the survey administration can get back on schedule. Develop a proposal for additional staffing for this initiative.

Describe Changes, if any

Measure 1: Request funding for Graduate Assistant to provide a more consistent staffing solution and to supervise data entry.

Measure #2: Create and brand a comprehensive internship website portal that provides faculty and employers with current trends in internship administration covering topics such as legal issues with unpaid internships, definition of internships, differentiation from other experiential learning programs, and Fair Labor Standards Act (FLSA). Provide sample learning agreements, student learning outcomes, evaluations, and other administrative instruments from leading organizations. Provide students and employers with links to various MTSU academic internship programs.

Person(s) Responsible: Bill

Completion Date: 04/30/2013

Extent of Outcome's Achievement/Results for Measure #2:

Web site was created (<http://www.mtsu.edu/career/internships/>) with 6 major sections: Internships Defined; Research, Data & Trends on Internships; Tools for Employers and Faculty; Student Preparation; Finding Internships; and links to Academic Internship Programs at MTSU. Student intern design logo for Internship Advantage program and all web site images. Content was developed and linked under the first three sections (Definition, Research and Tools). Email was sent to faculty introducing the project and soliciting information on all academic internship programs at MTSU.

Outcome Results #2:

Measure 2: Development of Internship Advantage web site was met.

What strengths were displayed through the assessments of measure #2?

Measure 2: Scores of research and journal articles report internships (and co-op programs) as not just effective employment strategies (now called gainful employment) but also equally effective as recruitment and retention strategies. Having a centralized source for MTSU internship information will more effectively connect students and employers to the 25+ academic internship programs (exact number not really known at this time). Also, this site will be helpful in educating employers at for-profit organizations on the issues involving unpaid internships and the advantages of paying interns. The CCD receives several unpaid postings a week (with for profit) for which we do not post.

What weaknesses were displayed through the assessments of measure #2?

Measure 2: Part of this goal was to survey the different academic internship programs across campus to determine number and degree of structure. Initial results show that, as expected, internships vary greatly from department to department. This is challenging for employers who are have an interest in internship recruitment, especially across academic disciplines.

Recommendation for Measure #2, if any

Measure 2: To promote internships (and co-ops) as the “win-win-win” that it is between faculty, students and employers, more attention is needed in the varying internship programs offered at the departmental level across the University. To more fully engage employers in the process, early results seem to indicate some streamline, or at least, best practices are needed. Ongoing discussion is needed with employers to address the unpaid internship issue. Recent court rulings are advancing this discussion.

What did you do with the assessment results that you obtained last year (added a course, changed the curriculum, changed a test, etc.)?

Measure 2: Continue to promote the Internship Advantage Program to the University's academic internship programs to promote best practices. Further develop programming that can be utilized by all students and internship programs to prepare for obtaining the number and quality of internships needed to be competitive in today's market. Introduce web site to employers who recruit with the CDC via an Emma email marketing campaign.

Describe Changes, if any