

Career Development Center 2009-2010 Institutional Effectiveness Achievements Report

Unit head: Bill Fletcher Reports to: Student Affairs

Mission: The new mission of the Career Development Center is to prepare and engage students in a comprehensive career development process with a focus on lifelong learning. This is accomplished by providing innovative resources and integrated technology, which will assist students to effectively transition from an academic setting into their career field.

Graduating Student Learning Outcomes

Expected Outcomes of Educational Programs/General Goals

<p><u>Program Outcome/Goal 1:</u> Establish advising appointment goals for each College/Career Coordinator with an emphasis on balancing the workload among coordinators and improving underperforming advising areas. Goals were established based upon previous year's numbers. Some were set slightly higher and some slightly lower in order to balance out workload. All combined goals would result in a 5% increase in overall advising. Goals are: Education and Behavioral Science 250, Liberal Arts 200, Mass Comm 375, Basic and Applied Sciences 345, and Business 300 for a total of 1,470.</p>	<p><u>Type:</u> Advising <u>Related MTSU Goals:</u> 8 <u>Related Student Affairs Goals:</u> 1</p>	<p><u>Measurement 1:</u> Coordinators to promote individual advising to each of their respective colleges and to accurately enter all advising appointments into Lightning JobSource.</p>	<p><u>Responsible person(s):</u> Coordinators <u>Completion Date:</u> 5/30/2010</p>	<p><u>Extent of Outcome's Achievement/Results:</u> Every Coordinator, except one, exceeded their goal. The actual appointments for all coordinators were more closely grouped resulting in a more balanced advising load. Overall, total appointments increased 10.3% surpassing the goal of 5%.</p>	<p><u>Use of Results for Educational Improvement/Use of Results:</u> To determine if/how workload balances are achieved. To determine the effectiveness of the "one coordinator per college" model by allowing us to review the actual student contact hours involved in the model. To evaluate each coordinator's annual performance. To support the plan for restructuring the Career Center.</p>
<p><u>Program Outcome/Goal 2:</u> Administer the 1st and 3rd Employment Survey to December graduates in the College under the signature of the Academic Chair person in an effort to increase the student response rate. • Solicit Chair's approval to administer survey under their name. • Develop and send targeted Emma campaign under the signature of academic department chair emphasizing the importance of the survey and data collection.</p>	<p><u>Type:</u> Employment Outcome Survey <u>Related MTSU Goals:</u> 3 8 <u>Related Student Affairs Goals:</u> 2</p>	<p><u>Measurement 1:</u> Compare the response rates between the new method and old method to see if there is an increase in students reporting their employment/graduate school offers.</p>	<p><u>Responsible person(s):</u> Coordinators, Director <u>Completion Date:</u> 5/30/2010</p>	<p><u>Extent of Outcome's Achievement/Results:</u> We were unable to compare December 2008 to December 2009 because the data collected before 2009 was kept in an Access database and would not easily compare to our current survey methodology. We adjusted the goal to survey May 2009 to May 2010 so that we could compare data that was administered through, and</p>	<p><u>Use of Results for Educational Improvement/Use of Results:</u> Will distribute results to University Administration to support the belief that MTSU students respond more favorably to surveys from academic departments than from one central office (Career Center). Also, that academic departments should assume the responsibility for survey their students as their students must interact with each department head but do not have</p>

<ul style="list-style-type: none"> • Work with Career Center Secretary to analyze the response rates of December 2009 graduates in comparison to December 2008, which was administered under regular procedures by the Career Center. • Share results with Dean and Academic Chairs. 				<p>stored in, Emma.</p> <p>Each coordinator contacted their department chairpersons to participate in the survey. Approximately 36 individualized surveys were developed in Emma for each survey mailing. Nursing, Social Work and Criminal Justice collect their own data and so surveys did not go out to their students.</p> <p>Incentives of iTunes gift cards and leather MTSU portfolios were paid for by the CDC to encourage participation.</p> <p>Nursing forwarded their survey results to the CDC and it is included in the CDC Annual Report. Social Work and Criminal Justice results are not included in the CDC Annual Report.</p> <p>By sending the survey out from the department chair instead of the Career Center, the response rate increased from 3.8% to 9.9% or 160%. Even with the dramatic increase, overall response rate did not break double digits. It further illustrates the challenges the University as a whole, and each College individually, faces to increase the response rate in collecting this data.</p>	<p>to interact with other University offices or the Career Center. In addition, surveying the entire graduating class puts a burden on the Career Center with its limited resources.</p>
--	--	--	--	--	--

<p><u>Program Outcome/Goal 3:</u> Have each Coordinator exceed last year's number of class, workshop and student organization presentations</p>	<p><u>Type:</u> -Presentations</p> <p><u>Related MTSU Goals:</u> 7 8</p>	<p><u>Measurement 1:</u> All coordinators enter their presentations (Classes,</p>	<p><u>Responsible person(s):</u> Coordinators,</p>	<p><u>Extent of Outcome's Achievement/Results:</u> Between 08-09 and 09-10:</p>	<p><u>Use of Results for Educational Improvement/Use of Results:</u> To determine the effectiveness of the</p>
---	---	---	--	---	--

<p>in their College (does not include U1010, U2020 and non Mass Comm classes). Track all presentations and student contact numbers on the Career Center Presentation Log Spreadsheet.</p>	<p>Related Student Affairs Goals: 2 3</p>	<p>Campus, & Student Organization) into a database. At the end of the year, results can be analyzed to see if student contact through presentations has increased or not.</p>	<p>Director Completion Date: 5/30/2010</p>	<ul style="list-style-type: none"> • Class Presentations decreased by 22 presentations and 834 students. • Campus Presentation decreased by 9 presentations and 138 students. • Student Organization Presentations increased by 12 presentations and 639 students. • Overall Coordinator Presentations decreased from 155 to 145 for a decrease of 10 presentations or -6.5%. • Over Students decreased from 4256 to 3923 for a decrease of 333 or -7.8%. 	<p>"one coordinator per college" model by allowing us to review the actual student contact hours through presentations involved in the model. To determine if/how workload balances are achieved. To evaluate each coordinator's annual performance. To support the plan for restructuring the Career Center.</p>
---	---	---	--	--	---

[Summary of 2009-2010 Institutional Effectiveness Achievements:](#) By establishing advising goals for each coordinator, it did balance the workload and increase the advising efforts of those who had previously had low numbers. However, two issues were identified in this process. The first, coordinators were "hoarding" appointments to increase numbers instead of having students attend walk-in hours where they may or may not get "credit" for the advising. Second, an outstanding number of appointments were for basic information that could be provided effectively through other means and not through individual coordinator appointments.

The employment survey demonstrated that students respond most favorably to their academic departments. Whereas the surveying by department would minimally increase the workload of each department, centralizing this in one department (the Career Center) created a great burden by increasing the survey instrument from one to over 35.

In reviewing the data for the goal on increasing coordinator presentations, it highlighted that we needed a new method for tracking presentations. That was quickly implemented at the beginning of 09-10 and greatly enhanced the coordination of data to compare to 08-09. Although U1010 and U2020 presentations were not included in this goal, in reviewing the data, it was determined that these are a large part of the coordinators' presentations. It was also determined that a large number of our presentations were short in duration and covered the services of the center. Thus, not much high-level content is covered through presentation.

These goals have yielded data that supports the Career Center's new restructuring plan for 10-11.