



**Career Development Center  
2011-2012 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:** Create a greater awareness of Career Cluster Model with faculty and students so students will be better prepared for the job search process.

**Person(s) Responsible:** All

**Completion Date:** 04/15/2012

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

- A. Redesign Career Cluster pages on CDC web site by adding information and graphics. Include Career Cluster link as a key component on the CDC home page.
- B. Develop brochure focusing on Career Clusters and/or getting started with career exploration.
- C. Create a career exploration workshop on Choosing Your Cluster. Focus on what students can do with their major. Develop, market, implement, and evaluate program seeking necessary assistance from staff.
- D. Each Career Cluster Advisor is to create at least one career program targeted to one of their clusters, or a pathway within their cluster (i.e. Job Searching for Accountants vs. Job Searching). Each advisor is to target students, student organizations, and faculty who may partner or assist.
- E. Research the technical feasibility of integrating the 16 clusters as a profile choice in LJS in addition to, or in place of, job function or industry.

**Outcome Results #1:**

- A. Goal Met: Logo was added to home page and a new Career Cluster page was created explaining the Cluster Model and supporting state and national organizations.
- B. Goal Met: A profession tri-fold brochure was developed in conjunction with Creative and Visual Services.
- C. Goal Met: Created workshop and piloted in U1010 class, February 2012. Assessed Holland types and related career cluster and majors associated with each cluster. Also created a worksheet to use with students in combination with <http://www.mynextmove.org/> website.
- D. Goal Met: We had several presentations targeting specific career clusters. However, most of these were presented to classes or student groups and not stand-alone CDC workshops. We continue to struggle with student attendance at CDC workshops that are not attached to a class or student organization. Successful targeted programs included the Careers in Psychology Class, Resume Writing for Physics Majors, Interviewing for Medical School with the Student Medical Assn., Job Search for IT with AITP student group, Career Pathway: Police & Detectives, for CJA class.
- E. Goal Not Met: Due to staff a vacancy in the employer relations area, this goal was not completed this year.

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

- A. In our 2010 restructuring, we changed our advising model from advising based upon major to advising based upon careers grouped in similar clusters. Having the information on our web site creates a higher profile for our advising model and provides the necessary information needed in promoting a career development model to students and faculty. The web site is easily referenced in communications about how we advise students.

- B. We have already printed and distributed on 2,000 copies of new brochure. All faculty received a copy via campus mail. Students received copies at orientation booths and Customs events.
- C. Workshop will be presented again as part of UCAC's Academic Success Series in April. We will market it to Univ. 1010 instructors in August to further emphasize the relationship between choosing a major and choosing a career. The My Next Move worksheet has been useful to advisors in UCAC and also for use in various careers in survey classes.
- D. Cluster programming was successful when it can be presented in conjunction with a class or student organization.

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

- D. It is difficult to attract students to stand-alone workshops or programs. We adjusted the time and frequency of workshop offerings over the past several years for the CDC stand-alone workshops. Nothing seems to attract students. The few students we get take a lot of human resources to generate. We will have to consider whether stand-alone workshops provide the necessary ROI for a staff our size.
- E. Creating the physical space for the cluster notation on the job posting is easily obtainable. The challenge is that every position (over 2,200 annually) would have to be assigned to at least one cluster. This creates work flow issues that need further attention.

**Recommendation for Measure #1, if any**

Promote the *Career Success Model* and the importance of the first two stages of self-assessment and career exploration to U1010/2020 instructors and our ability to deliver presentations to their students.

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

N/A

**Describe Changes, if any**

N/A

**Measure #2:** Implement formal follow-up program for Document Drop and Walk-in advising programs encouraging students to take the next step in the career planning process.

**Person(s) Responsible:** Joe

**Completion Date:** 04/01/2012

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

Have PCAs follow-up by email with students who use Document Drop or Walk-in Advising to encourage students to participate in workshops or schedule an individual advising appointment.

**Outcome Results #2**

Goal Partially Met: Developed and piloted a survey to students using walk-in services only.

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

Provided opportunity to cross sell other programs and workshops.

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

Follow up email sent to only a small population. Response to the open-ended questions was minimal. Difficult to track individual students to see if individualized follow-up produces ROI

**Recommendation for Measure #2, if any**

Strengthen follow-up procedures with students using Walk-in Advising and Document Drop Program - if not to survey them, then to at least market upcoming programs and services.

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

Continue to develop follow-up procedures with students using Walk-in Advising and Document Drop Programming. Redevelop instrument and integrate into Peer Career Advising Program.

**Describe Changes, if any**

Analyze purpose and message in follow-up. Have PCAs conduct as part of daily/weekly routine. Determine if Lightning JobSource can assist in automating reply to students.

**Measure 3:** Increase total CDC class presentations (Non Univ. 1010/2020 Courses) by 33%.

**Person(s) Responsible:** All

**Completion Date:** 04/01/2012

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

- A. Each Career Cluster Advisor is to develop a Class Outreach Plan. The Plan will include a list of upper level classes, their faculty contact, whether the advisor did or did not speak to that class last year, and all outreach communications throughout the 11-12 year. The Plan will be reviewed at each 1:1 meeting with the director.
- B. Develop marketing campaign over the summer targeting U1010/2020, general education courses, and lower level courses encouraging class presentations. The summer time would allow faculty to include on their syllabus.

**Outcome Results 3:**

- A. Goal Met: With 3 out of 5 advising staff being new to the CDC this year, the Class Outreach Plans were helpful in targeting major-specific courses. Non U1010/2020 class presentations increased from 62 to 88 or 41.9%.
- B. Goal Met: Contact was initiated with University Studies to organize and promote class presentations and how the instructors should request presentations, using the online form. Event though the goal of developing a marketing campaign was met, the U1010/2020 class presentations decreased from 53 to 39 or 26.4%.

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

- A. With CDC staffing levels below the national average for a university our size, it is important to provide services to students in group settings. Reaching the major-specific (Non U1010/2020) classes is critical.

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

- B. Both major-specific and U1010/2020 classes are important to our mission for different reasons. We need to maintain or increase the U1010/2020 classes while encouraging adjunct instructors teaching these courses to provide developmentally appropriate career content. Often instructors request resume, cover letter, and job searching content which is geared to students beyond the first semester of their first year.

**Recommendation for Measure #3, if any**

Work with CSIL to create stronger ties with student organizations in which to collaborate on career programming. Continue to work with faculty advisors of student academic organizations.

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

- B.) Contact Director of University Studies program to inquire about strategies of how to increase presentations for U1010/2020 classes while providing appropriate developmental level content.

**Describe Changes, if any**

N/A

**Measure #4:** Develop a target list of student organizations. This is not a comprehensive list but rather a strategic list of key organizations.

**Person(s) Responsible:** All

**Completion Date:** 12/15/2011

**Extent of Outcome's Achievement/Results for Measure #4:**

Each Career Cluster Advisor is to develop a Student Organization Outreach Plan. The Plan will include a list of student orgs relevant to their clusters, the org president, the faculty advisor, and all outreach communications throughout the 11-12 year. The Plan will be reviewed at each 1:1 meeting with the director.

**Outcome Results #4**

The Student Org. Outreach Plans were helpful in meeting with advisors in 1:1 meetings. For the year we had 26 presentations to student organizations. This is up from 14 last year and 21 the year before that.

**What strengths were displayed through the assessments of measure #4?**

Presentations to student organizations have rebounded which is essential to providing services with limited staff.

**What weaknesses were displayed through the assessments of measure #4?**

Even though student org presentations have increased, one would expect more than 26 presentations given the size of our student body

**Recommendation for Measure #4, if any**

N/A

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

Now that the CDC reports to CSIL, leverage opportunity to develop collaborative programming.

**Describe Changes, if any**

N/A

**Goal/Outcome:**

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

**Measure #1:** Implement Banner integration with Lightning JobSource so students will have immediate access to their accounts and access to employers.

**Person(s) Responsible:** Dusty

**Completion Date:** 06/30/2012

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

This process has been ongoing for 14 months. It involves two departments at Symplicity (the software vendor) and two areas in ITD, with the CDC as facilitator. In the midst of this, the two CDC staff members heading this initiative left. There have been numerous meetings in person and by phone. The deadline has been pushed back to 6/30/12. All parties have been determining data sets needed, testing the nightly feeds, and testing the LDAP process.

**Outcome Results #1:**

The Banner integration project is about 75% complete. The integration should go live the first week in July. Ongoing troubleshooting will be necessary.

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

The vendor has been difficult to work with on this initiative. It has taken much back-and-forth between the CDC and ITD and them to get, and keep, this project moving. Regardless of this, we anticipate we will still have troubleshooting to resolve after the integration goes live.

**Recommendation for Measure #1, if any**

Once the integration goes live, we will have to test the system to verify the integrity of the data. New office policies and procedures will have to be put in place quickly to assist students in the new log on procedures.

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

Once integrated, this will have widespread impact on all operations in the CDC. Having all students in Lightning JobSource will impact how we market the program, how we collect employment outcomes, and how we track student interactions. Is should streamline many of the data entry processes we currently have.

**Describe Changes, if any**

We will be able to collect employment and GPS outcomes more efficiently using Lightning JobSource. We will start promoting use of account instead of merely setting up account and will be able to track who is using the program. Student interaction will be more easily tracked as all students will have accounts and it will not require staff time to set them up.

**Measure #2:** Develop a priority or target list of employers for our Employer Relations Program.

**Person(s) Responsible:** Dusty

**Completion Date:** 04/15/2012

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

Due to staff changes in the employer relations area, this goal was not completed. Further progress in this area will have to wait until after successful integration of Banner and Lightning JobSource.

**Outcome Results #2:**

N/A

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

N/A

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

N/A

**Recommendation for Measure #2, if any**

N/A

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

N/A

**Describe Changes, if any**

N/A

**Measure #3:** Audit MTSUs web site for current and possible listings for the CDC regarding career and internship services in an effort to create a greater awareness by students and faculty of CDC Services.

**Person(s) Responsible:** Bill**Completion Date:** 04/15/2012**Extent of Outcome's Achievement/Results for Measure #3:**

Review all academic, department and university pages. Identify broken links, incorrect information and areas where CDC is not listed at all. Reach out to those department where corrections and/or additions are needed, supplying wording and resources.

**Outcome Results #3:**

We identified 38 links where the CDC was listed incorrectly; links were broken; or the CDC was not listed at all when other career resources were listed. We began the process of reaching out and recommending corrections this spring term. However, the switching to a new web content management system by the University limited everyone's ability to make routine web site updates for most of the spring term.

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

N/A

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

This measure illustrates the lack of presence the CDC has on campus. Our greatest challenge is outreach to students. Having a clear and consistent message on the University's website is necessary.

**Recommendation for Measure #3, if any**

Continue to use the spreadsheet with 38 identified areas for continual follow-up throughout the next year.

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

Continue to contact departments identified with inaccurate links and suggest corrections.

**Describe Changes, if any**

N/A