Center for Career & Leadership Development

Office or Department of Student Affairs
Administrative Unit Assessment
Year Reporting: FY 20 (July 2019-July 2020)

Department and Assessment Report Information

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For which department or area are you reporting?	**Center for Career & Leadership Development**
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Departmental Mission and Goals
The mission and goals of the department should be consistent over a 5 year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, you will report the mission statement for your department as well as the long term goals (5 year range) for the department.

What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.	The Center for Career & Leadership Development provides innovative, student-centered career, leadership, and professional development programs and services that prepare and empower students to identify, build, and articulate career and leadership competencies needed to be successful in a competitive, global marketplace. Using best practices from the student affairs profession, we address the holistic needs of students and collaborate with faculty, staff, employers, graduate programs, and community leaders to ensure post-graduation success.

What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	1. Increase Center outreach to academic areas to support student participation in career development and student leadership programs. 2. Expand student access and participation in internships. 3. Prepare students for a global workforce through Student Leadership Programs focused on the NACE Career Competencies and the Social Change Model.

	4. Use technology to increase student access to career development resources across the five campuses. 5. Create a culture that supports early and frequent career, professional, and leadership development preparation for students.

Objectives

Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY20. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY21.

Objective 1

Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Launch and implement the Knights LEAD program for first-year students.
Objective 1: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Number of applicants, Number of participants, Number of facilitated sessions
Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	We will collect at least 50 applications in order to launch 2 cohorts of 25 students each in Macon and Cochran who will complete 8 sessions each semester
Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	We collected 58 applications (18 – Macon; 40 – Cochran) and launched 2 cohorts of 15 students in Macon (60% at target) and 25 in Cochran (100% at target). 16 total sessions were offered to each cohort in the fall (in-person) and the spring (in-person and
Objective 1: Did your department meet this objective?	The department met this objective.
Objective 1: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We learned that more time for recruitment is needed to increase the number of quality applicants. By being able to recruit newly admitted students in spring 2020, we so far have 77 applications. Adjusting the program to a virtual format in the spring helped us see the possibilities for conducting virtual make-up sessions in order to maximize time for staff and students. We did experience attrition in the program. The main causes were lack of commitment to the program early on, scheduling conflicts, financial challenges that occurred mid-semester, health/personal reasons, and transportation limitations if attending classes on another campus. We will be implementing a kick-off event to provide initial information to new program participants and engage them early with mentors and resources. Without a first year experience program on campus, Knights LEAD is

	one place where we can intervene with a group of students early

Objective 2

Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase current student and alumni account activation of Handshake by 50%.
Objective 2: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Use Handshake Student Insights Report to compare number of students with activated accounts compared to last year's reported number.
Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	50% (1,116) increase in current student and alumni account activation (Began July 1 with 744 activated accounts).
Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	We exceeded our target, increasing activated accounts to 2,491 or by 235%.
Objective 2: Did your department meet this objective?	The department exceeded this objective.
Objective 2: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We learned that the department was not using Handshake to its full capacity and that students were not imported correctly or as an automated process upon implemented. New fall 2019 students were not included in Handshake until December. Since working with Staff in IR and OTR in the spring and summer, the import is now correct and a weekly, automated import will begin on August 3. Improved data in Handshake means that we can reach more students and engage them in the resource. We also learned that to increase student use the we must implement consistent campaign efforts to market the service to students and the staff must fully adopt the system as our main way for managing data and information pertaining to student and employer interactions. In April we hit 2000, and since then, we have added 491 by sending weekly emails and requiring students to register for events. In the fall, students will also be required to use Handshake to schedule career advising appointments.

Objective 3

Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Implement an outreach plan to academic department and student support areas to support student participation in student leadership programs.
Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Implement an outreach plan to academic department and student support areas to support student participation in student leadership programs. We will have a plan for communicating information with faculty and staff to establish a baseline for student participation in leadership programs.
Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	Using emails, presentations, an open house event, and social media to establish faculty and staff awareness of student leadership programs, this year we established a baseline for student participation in Student Leadership Programs so that we set goals f
Objective 3: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	Using participation numbers from this year, we have set a baseline of 189 (planning for 50 participants in Emerging Leaders). This baseline number will allow us to set a target for increasing participation for 2021.
Objective 3: Did your department meet this objective?	The department met this objective.
Objective 3: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We learned that early and frequent outreach across campus to students, faculty, and staff to faculty resulted in increased student registrations for the annual Student Leadership Conference. In addition, we believe if we had more time to promote Knights LEAD mentoring opportunities to faculty and staff prior to the launch, we would have had more participation. We also learned that even when student application and registration numbers are high, student melt occurs and participation numbers will be different. For SLC, we had 170 registrations but only 80 attendees. Students who apply to and are accepted into the Knights LEAD and other leadership programs may not be committed to the program once it begins. Identifying opportunities to present leadership topics to classes could be a new way to expand interest and recruit students who are committed to developing their leadership skills. We had several

	faculty and staff members serve as mentors, facilitators, and volunteers this year, so creating a list of faculty who already support and encourage student participation and then expanding on that list each year will be another way to increase student participation.

Objective 4

Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Implement an outreach plan to academic department and student support areas to support student participation in career development.
Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	We will have a plan for communicating information with faculty and staff to establish a baseline for student participation in career development programs and services.
Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	Using emails, presentations, an open house event, social media, and semester all campus program calendars to establish faculty and staff awareness of career development, this year we established a baseline for student participation in career advising (463), career education workshops (192), student outreach activities (425), and employer/networking activities (175) for total of 1,255.
Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	Using participation numbers from this year, we have set a baseline of 1,255 student participations.
Objective 4: Did your department meet this objective?	The department met this objective.
Objective 4: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We learned that using Google docs to track student participation is not an effective way of measuring participation from year to year. Starting August 2020, we will use Handshake to track all career development interactions so that we can report on unique numbers of student use of career development. We also learned that we need to be more strategic in how we promote our programs and services so that faculty and staff can help encourage student participation. We learned that sending a program calendar and an invitation for class presentations at the beginning of the semester is well-received and should be implemented through mass email as well as individualized, targeted emails. Creating a list of faculty who already support and encourage student participation will help the department focus on levering existing relationships rather than relying only on mass emails. Expanded and ongoing communication with academic advisors through their coordinator can also expand student use of services, particularly at the one-on-one career advising level. In addition, a

	proactive approach to scheduling class presentations must be implemented in the department, which should include following up with faculty members who have requested presentations in the past.

Future Plans

Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples.1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.	1. Student Leadership Programs will launch the Emerging Leaders program with 25 participants in Macon and 25 participants in Cochran. 2. The Office of Career Development will increase Handshake activations, measured by 40% of current undergraduate students imported into Handshake will have activated accounts. 3. Student Leadership Programs will use targeted outreach to faculty and staff (in addition to students) in order to increase participation in the Student Leadership Conference to 90 students. 4. The Office of Career Development will use targeted outreach to faculty and staff (in addition to students) to increase student participations by 25%/1568 students.
Based on this assessment, please share your thoughts on the current status and future direction of this department or area.	Despite the challenges present with Covid-19, the newly formed Center for Career & Leadership Development and our offices, Office of Career Development and Student Leadership Programs are positioned for success and growth. The full implementation of Handshake for managing student and employer information and relationships for career development should increase engagement between these two groups. By having more data available to them on student use of career development, staff can use that information to leverage conversations with faculty and staff as we work to increase participation. The willingness to adopt new technology practices has been a weakness of the department in the past, but the silver lining to Covid-19 was that it created the necessity for providing virtual resources, which we need anyway in order to serve five campuses with a limited staff. We are also launching a comprehensive career assessment, Focus 2, which should add value to our part in advising students on major and career options. We were unable to hire an Internship Coordinator, which delays our ability to expand internship opportunities. However, we are utilizing existing career advising staff to implement an internship preparation program that students will be able to sign up for in the fall. With more career education focus on internships, then perhaps we

	can increase the number of students pursuing internships. I anticipate an increase in student use of career development services, particularly as more students are unsure of the current economic climate and their opportunities after graduation. When feasible, increasing the number of career advisors and adding an internship coordinator will allow us to focus on the needs of students by their school or major rather than just campuses. In its first year, students as well as faculty and staff have shown a strong interest in Student Leadership Programs. Even though recruiting and retaining faculty and staff mentors was probably one of our biggest challenges, the support we've received from across campus makes us optimistic for those numbers to grow. We have a coordinator who has strong skills in planning and implementation; therefore, these new programs have been executed on time and with active student participants. Obviously Covid-19 impacted final numbers, but we also lost students in the fall due to financial hardships. In terms of university retention, some students were committed to the program but not as committed to their academics. Early exposure to academic support resources and check-ins on academics could be implemented but addressing financial hardships needs a proactive approach as we grow the program in the future. For students who are working and attending schools, our staff being able to use virtual means to facilitate the final months of Knights LEAD shed light on how using virtual resources to facilitate make-up sessions could increase retention and completion of the individual leadership programs. By using technology in the summer to facilitate a campus wide workshop, the coordinator also had an opportunity to test out the idea of scaling leadership training in a virtual environment. This experience has prepared us in case we must transform the Student Leadership Conference into a virtual event in spring 2021.

Open Box for Additional Comments

Open Text Box For Assessment Comments:	While spring numbers were impacted by Covid-19, fall numbers for career development participation was impacted by the department not having a director until October or a career advisor in Cochran from September to December. Programs continued in the fall but individual career advising appointments decreased. By hiring a Coordinator for Student Leadership Programs in time for August 1, our numbers for Knights LEAD and the Student Leadership Conference participation were strong despite time constraints, creating a solid benchmark for increasing the numbers in the future. Long-term goals surround internship development and preparation is dependent on adding a coordinator or assistant director focused on internships. To increase the number of students receiving career advising services, adding additional career advisors who liaison with the individual schools would be needed as well. Staffing is key for the success and implementation of all programs and services in the Center for Career & Leadership Development.
If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	Student participation numbers for career development were affected since we canceled 12 events. Cancellations included the Aviation Career Fair, which typically attracts 250 – 300 students. For the Knights LEAD program, 19 students were still active in the program in January, but in March, participation dropped among some students who were balancing school, work, and family obligations. 12 completed the program this year despite the challenges of moving to an online environment. Moving forward, we are planning our programs so that they can all be done virtually when needed because of changes or when required because of social distancing reasons. On a positive note, Covid-19 helped us see how to serve our five campuses more effectively with a limited staff, making it easier for students to get career advising any day of the week and not just when we offer a program.