Center for Career & Leadership Development

Office or Department of Student Affairs

Administrative Unit Assessment Report Information

Year Reporting: FY21 (July 2020 – June 2021)

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Department 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.

6. 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

7. 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. 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 FY21. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY22.

Objective 1

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Student Leadership Programs will launch the Emerging Leaders program with 25 participants in Macon and 25 participants in Cochran.
9. 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
10. 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 100 applications to launch two cohorts with 25 each for Macon and Cochran who will each complete 8 sessions.
11. 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 44 applications (37 – Macon; 17 – Cochran). From the applications, only 12 students chose were able to participate once the program launched in September. 8 sessions were facilitated from September 2020 through April 2021.
12. Objective 1: Did your department meet this objective?	The department met this objective.
13. Objective 1: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	For this program, we began collecting applications in January 2020. With the pandemic hitting in March and continuing to worsen throughout the summer, the future plans of our applicants changed, but we realized, that may also be the case in a normal year. In spring 2021, we launched the application in May to focus on students who may be serious about attending MGA in the fall. We also learned there is confusion about sophomore status and that loosening that requirement could generate more interest. We have also changed our email language to let students know that sophomores/second year students should have over 30 hours of credits, but we have also stated that undergraduates who are not freshman and have at least two more years of college are welcome to apply as well. For the next recruitment cycle, we may want to

	develop language that makes it more clear that we will accept students in the second-year or middle of their MGA undergraduate experience as long as they are not a freshmen, senior, or graduate student and want to be part of a program that will help them get involved and develop leadership skills in their campus and the community. We also learned that interest among upperclassmen is higher in Macon and that being able to recruit in person is imperative for growing numbers in Cochran. We have identified the need to focus on targeted outreach and partnerships with staff in Cochran who work with upperclassmen students. In-person recruitment events are being planned for August. Although numbers were low, 9 out of 12 students participated both fall and spring and 11/12 registered for fall classes. Online meetings worked well for Emerging Leaders because it made it easy to coordinate presentations with Community Leaders; however, the opportunity to network and make a strong connection was missing. In the future, a blend of online and in-person sessions could be implemented.

Objective 2

14. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	The Office of Career Development will increase Handshake activations, measured by 40% of current students imported into Handshake will have activated accounts.
15. Objective 2: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	% of current students imported into Handshake who have activated accounts (use Spring 2021 enrollment number as student number rather than dashboard in Handshake).
16. Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	40% of current students imported into Handshake will have activated accounts.
17. 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)	31% (2,415) of current students in Handshake that are listed as current undergraduate or graduate students have activated accounts as of 7/29/2021. We used the spring enrollment number of 7,709 to determine % since we are still cleaning up inactive accounts of students who are no longer enrolled.
18. Objective 2: Did your department meet this objective?	The department did not meet this objective.
19. Objective 2: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	The department has experienced a continued increase in active student accounts, but we did not reach our 40% target. Compared to April 2020 where we had a 25% activation rate, we will use continued outreach to increase to reach our 40% goal. In April 2020, we had 1,822 active current student users and 106 active alumni users. Today, we have 2,415 (student) and 1,256 (alumni) active users. Activations continue to increase, but we must also focus on getting students to login and use their accounts more frequently. Handshake is now a major focus of our department and is used for both career and leadership programs. To reach the 40% goal, we have to continue expanding who we're promoting Handshake to and how we engage students with it. Moving forward, we will continue using and expanding its capability of sending student newsletters for both career and leadership programs, scheduling and tracking student appointments, and tracking participation in career and leadership events. With the addition of an Assistant Director for Internships, we will also begin testing a form in Handshake Experiences that departments could use to track

	internships (credit and non-credit). However, institution-wide buy in for students to report these experiences must exist.

Objective 3

20. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	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.
21. Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Number of students who register for the event and number of students who attend the event.
22. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	90 students will attend the Student Leadership Conference.
23. 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)	69 students attended the Student Leadership Conference held in-person February 2021 during the Covid-19 pandemic. When we decided to host the Student Leadership Conference in person during the pandemic, we had to adjust our registration goal and knew it could keep us from meeting our original attendance goal. We closed registration at 120 students and 69 students attended, making it a successful event for pandemic times
24. Objective 3: Did your department meet this objective?	The department met this objective.
25. 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 much like in a regular year, the final student attendance number for the Student Leadership Conference will be a bit more than half of the registration number. This knowledge will help us plan for the future because we had a similar situation in the previous years as well. We are also learning that to increase student participation in student leadership trainings beyond what is offered in the Student Leadership Programs, multiple offerings throughout the year would expand what is offered at the Student Leadership Conference.

Objective 4

26. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	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.
27. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	We will track student appointments and participation in events/fairs/programs in Handshake.
28. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	25% increase or total of 1,568 individual student participations in career development services and programs (baseline from 2020 was 1,255 individual participations)
29. 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)	1,053 individual students used career development services and programs, which was commendable during a pandemic but fell short of our goal for a 25% increase.
30. Objective 4: Did your department meet this objective?	The department did not meet this objective.
31. 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 by tracking student use of career development services and programs in Handshake, we could now have a more streamlined way to report the number of students who have engaged with career development. The pandemic decreased student participation in events, however, individual student engagement with career advising appointments increased. All drop-in, in-person, and virtual advisement interactions are now tracked in Handshake, so for 2021, we were able to show that 550 individual students received career advising (19% increase from 2020). Adding the ability to meet with students virtually for individual appointments was needed for our students and improved our ability to serve students. For career fairs, workshops, and panels, student interest in virtual events varied by major and decreased overtime. Moving forward, we will continue to balance virtual events with in-person opportunities so that we can serve a variety of students and maximize staff time.

Future Plans

32. 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 use targeted outreach to faculty and staff (in addition to students) in order to involve 50 students in Knights LEAD. 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 involve 50 students in Emerging Leaders. 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.

Open Box for Assessment Comments

33. Based on this assessment, please share your thoughts on the current status and future direction of this department or area. Use this space to summarize overall use of assessment results for continuous improvement and open text box for assessment comments:	Despite the challenges that the department experienced as a result of Covid-19, the CCLD is positioned for success and growth. We continue to implement new ways to connect students, employers, and community leaders virtually through career fairs, panels, mock interviews, and leadership presentations. Implementing the ability for students to schedule appointments through Handshake and then choose if they want to meet in person or virtually has increased our access to students at any campus, including those online. Technology has helped us improve our data collection and ability to connect students with employers; however, we need more institutional in-person opportunities such as first-year seminar to show students that career planning is an institutional priority. With the addition of the Focus2 career assessment and supplemental resources, we are positioned to provide even more value to students in those first-year settings. With the addition of an Assistant Director for Internships & Career Readiness, we will now be able to explore how we are encouraging students to complete internships and how the institution is tracking for-credit and non-credit internships. We will

	also be able to use that position to bridge our career and leadership development programs. We went without a Student Leadership Coordinator from March – July, so we are entering August with some applications for students but will focus most of our recruitment in August. We believe that with the return to a more normal fall semester, we are poised to reach our goal for 50 students in Knights LEAD and Emerging Leaders, respectively. As we return from the pandemic, recruiting and involving more faculty/staff mentors and session facilitators will be needed but new staffing should position these programs to be more collaborative. We are also launching iLEAD Peer Educators as part of the Mental Health Initiative, providing students on each campus with a peer mentoring opportunity.
37. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	We were unable to promote opportunities to students in-person, making us dependent on email and social media. Students were flooded with information so by spring, we saw significant decreases in student engagement. Although we had to adjust participation goals for events like the Student Leadership Conference, we were able to meet the new goal. For our participation numbers, fewer in-person programs and smaller events made that number lower than usual. For one-on-one appointments, however, our numbers increased because we used Handshake and Teams to make those opportunities very accessible.

MGA's Strategic Plan

34. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)	Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Own Student Success 4. Expand student engagement and experiential learning
35. Please indicate which of the following actions you have taken as a result of the 2020/2021 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area) (Check all the apply)	Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community, Request for Additional Financial or Human Resources

Other

36. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)	USG Momentum Year, USG High Impact Practice Initiative, Complete College Georgia
38. Mindset Update (Academic Deans ONLY) Please provide an update on the implementation of your school based mindset plan/strategy. Include any adjustments to metrics for the AY20/21 as well as outcomes associated with your appraisal of your schools activities.	