



Career & Student Development Center

#1 Plan cycle - 1
Plan cycle 2019/2020
7/1/19 - 6/30/20

Performance Objective 1 **Develop relationships with employers that are proportional to the number of students in each academic discipline.**

1 **Assessment and Benchmark**

Data were collected over the course of the 2019-2020 academic year based upon posted or advertised permanent jobs and experiential learning (e.g., internship, co-op, service learning). This data were collected from two primary sources: 1). postings on our online job board, Handshake. 2). on-campus recruiting events, such as career fairs, teacher's fairs, and internship soirees in which employers indicated specific majors and graduate programs from which they were recruiting. Jobs or employers who required "any major" were not counted.

Major-specific enrollment was calculated from Factbook data for the 2019-2020 years. Since enrollment in any particular degree plan is fluid at any point in time and changes between semesters, the median between the fall and spring snapshots was calculated as a comparator.

Proportions were calculated for three parameters:

- 1). program enrollment : online job postings
- 2). program enrollment : on-campus recruiting opportunities
- 3). Program enrollment : total job opportunities

Benchmarks for 2020-2021 are online, in-person, and total job/internship recruiting opportunities that match or exceed enrollment per program.

1.1 **Data**

2019-2020:

[Performance Objective 1](#) [XLSX 14 KB 7/14/20]

1.1.1 **Analysis of Data**

2019-2020:

Moving forward, this measurement should be refined to job/internship opportunity as proportion to students in each academic discipline rather than simply employer as proportion to number of students in each academic discipline as that former provides a much more nuanced overview of how students are being served.

The data reveal that online postings and total job opportunities far exceed discipline-specific enrollment. However, on-campus recruiting opportunities lag behind for most disciplines. This finding, however, may not be totally negative, since discipline enrollment is calculated for all students, from freshman to graduate student. Freshmen and sophomores may not be job hunting. This is most prevalent with education students, who aren't going to be searching for a job until near graduation.

Still, while online and overall opportunities are quite healthy, more emphasis needs to be placed on on-campus recruiting opportunities, as many students wish to stay in the local geographic area. On-campus recruiting also theoretically means students are competing with less individuals for the same jobs than they would be for online postings.

Students in vocational (e.g., engineering, nursing, teaching) and business disciplines have greater recruitment opportunities than students in liberal arts, most notably performance-based arts. Some health majors are underrepresented, particularly medical laboratory sciences and radiologic sciences, which may be a result of employers advertising positions that do not use those discipline codes in online posting or they are not communicating they are looking for those majors when registering for career fairs.

1.1.2 **Plan for Continuous Improvement**

2019-2020:

Currently, Career and Student Development is increasing connections with employers through Handshake

with an eventual goal of having almost all legitimate employers across the U.S. added to the platform within three years. Any employer who posts a job will then be advertising to McNeese students and alumni using the system.

On-campus recruitment for opportunities will be cultivated by expanding outreach to employers. The spring 2020 career fair saw an increase in registered vendors from approximately 77 to 108, from the previous semester, including more employers recruiting for agriculture, mass comm, and health-related disciplines. With Covid-19 most likely forcing the fall 2020 career fair online, the opportunity to reach out to employers who may not consider physically coming to McNeese to recruit will be a major marketing strategy.

Spring Internship Soiree was cancelled due to Covid-19. With contingencies in place to hold the event in the new academic year, increased opportunities for recruitment are expected.

Increasing opportunities for liberal arts students rests on two interventions:

1. Educating employers about the value of a liberal arts degree
2. Providing a specific avenue for liberal arts students to market themselves to employers

First, in partnership with Public Relations, our office endeavors to create marketing materials aimed at employers to provide a value proposition for hiring McNeese students, particularly liberal arts students. Second, our office plans to conduct a “reversed career fair” in which students highlight portfolios to interested employers (note: this plan may be postponed due to Covid-19).

Performance Objective 2 Increase faculty interactions with the Career and Student Development Center.

1 Assessment and Benchmark

All in-class invitations to present, committee work, and joint staff-faculty meetings in which the Career and Student Development Center were logged and calculated.

Benchmark for 2020-2021 is 85 interactions in the form of physical or virtual classroom visits, meetings, and committee work.

1.1 Data

2019-2020:

[Performance Objective 2](#) [XLSX 8 KB 7/14/20]

1.1.1 Analysis of Data

2019-2020:

No benchmark was set for the current year. Interactions with faculty began steady in fall 2019 and continued through 2020, even maintaining strong once quarantine was put in place. Much of the in-class presentations were in liberal arts and social science classes, where students may need the most career intervention and development to best market their unique skillsets—particularly if they are not immediately planning for graduate school.

The Career and Student Development office partnered with the Department of Mass Communication and The Write to Excellence Center to present a number of academic writing seminars. Additionally, the office is currently working with faculty on numerous committees on campus, including Bridge the Gap Fund, Life 101, and Wrap-Around. The Career Counselor & Coordinator took part in the University of Louisiana System Bridge the Divide summer series by developing an online training module to implement curricular career development concepts. Many of the module’s participants were faculty.

1.1.2 Plan for Continuous Improvement

2019-2020:

The Career and Student Development Center is planning to benchmark a faculty interaction plan similar to

one that is successful at the University of Denver. This interaction plan will leverage skills from graduate assistants and work-student students to help partner with faculty in order to be career development champions. Further, the office plans to build relationships with internship coordinators around campus, many who have faculty designations.

Performance Objective 3 Increase student interactions with the Career and Student Development Center.

1 Assessment and Benchmark

All student advising sessions, including pre-scheduled and walk-in appointments were logged and summed. After classes moved online in mid-spring 2020, any advising conducted over email was additionally logged.

Benchmark for 2020-2021 is 500 advising visits (which may include Zoom, phone, or email advising during quarantine procedures) and mass career information distributions (see Plan for Continuous Improvement).

1.1 Data

2019-2020:

[Performance Objective 3](#) [XLSX 8 KB 7/14/20]

1.1.1 Analysis of Data

2019-2020:

No benchmark was set from the prior year. Reaching the current number of interactions was considered positive considering that much Career and Student Development traffic consists of walk-ins and we lost walk-in traffic once the university pivoted to virtual formats in response to Covid-19. Advising steadily continued through phone, virtual format, and email after quarantine began. Summer advising has decreased, but that is to be expected as less students are taking classes at that time.

1.1.2 Plan for Continuous Improvement

2019-2020:

With Covid-19 still an issue, we are looking at novel ways to interact with students. Scalability has become central to the office's plans. As such, we plan to send out mass career development information to engage students, including industry cluster career plans, videos, and a career-oriented newsletter. Using graduate assistant and work-study students, we intend to ramp up marketing initiatives to get students to schedule advising with tabling events, increasing social media presence, and marketing materials. Intrusive advising methods will become a mainstay in the new academic year as the office will target students who have uploaded subpar resumes to Handshake to provide intervention. At-risk populations, such as student athletes, will be reached out to in order to facilitate advising.