

## Middle States Accreditation Self-Study

**Office of Career Services and Experiential Learning**

### INTRODUCTION

The Office of Career Services and Experiential Learning strives to assist Trinity students & Trinity graduates in aspects of career planning, career development, internships and job attainment. We also provide the necessary tools and resources that meet the individual career and educational goals of our students and graduates. In the spring of 2012, this office was rebranded and restructured and procedures were reorganized to ensure effective outcome measurements. As a result of these executed efforts, student awareness and usage of services increased by 72% within the first two semesters. Based on a recent report of completed appointments, 60% of our interactions were with the College of Arts & Sciences, followed by 30% interaction with School of Professional Studies. We are committed to empowering our students and graduates for lifelong learning that leads to employment and we work to prepare students for the workforce in a variety of ways. Namely, our most popular service, resume/cover letter writing, is a high quality, interactive service (e.g. career office hours, individual appointments, class presentations, career workshops, etc.) that is used by students from all academic areas and a number of students, faculty and staff anecdotally share it has helped students and graduates obtain employment. Furthermore, our office provides a variety of high-touch services to assist students with employment (e.g. resume writing, interview preparation, job searching) while enrolled, as well as after graduation. We attribute our effective levels of interaction with students to the strong faculty partnerships that exist. Together, we stress the importance of job performance, career readiness, and experiential learning before graduation.

### Career Services Support of Academic Programs

Additionally, efforts were created in 2012 to establish this office as the university’s appointed official for maintenance and tracking of credit-bearing experiential learning opportunities. A key goal for the Office of Career Services and Experiential Learning is to capture and measure workforce readiness through an evaluation of student learning outcomes for credited internships. As a result, a new internship approval system was introduced in the fall of 2012 and is now required for all students participating in an internship. In an effort to support our institution’s emphasis on learning and our office’s commitment to workforce preparation, the Office of Career Services and Experiential Learning continues to develop partnerships with key faculty members to strategize and implement ways to incorporate career development into curriculum. To this end, the synergy between our office and key faculty members has grown and we’ve developed a number of best practices for tracking and assessment purposes. Once an internship has been obtained, students must work with a faculty supervisor and Career Services to complete an [Internship\_Learning\_Agreement\_09](http://www.trinitydc.edu/career/files/2010/10/Internship_Learning_Agreement_091.pdf) form. The agreement form requires a job description on company letterhead (outlining duties and responsibilities), in addition to an explanation of learning outcomes using the [Learning Outcomes Skill List](http://www.trinitydc.edu/career/files/2010/10/Internship-Learning-Outcomes-Skills-List.pdf) created by the Office of Career Services, and based on skill sets desired by employers through the National Association of Colleges and Employers (NACE). Students are expected to consult with Career Services for assistance with appropriate signatures and supplementary paperwork before submitting the agreement for approval. Students seeking credit for the internship must enroll in the appropriate class associated with the internship, and an evaluation is to be completed by a faculty supervisor once the internship is complete. Through our partnership we’ve been able to increase the approval and collection of student internships for credit with a total of 499 agreements on file compared to a count of 60 in 2012. The numbers below reflect approved forms that were submitted directly to our office.

Internships for Credit during Academic Year 2013-14 and Academic Year 2014-15

*Includes forms completed and data submitted by a number of key faculty members who teach internship and/or practicum courses.*

* *indicates data that has not been submitted to Career Services yet for a comprehensive collection of overall placements*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester/Date** | **CAS** | **EDU** | **SPS** | **NHP** |
| Summer 2013 | 16 | 89 | 2 | \* |
| Fall 2013 | 29 | 3 | 4 | 2 |
| Spring 2014 | 43 | \* | \* | 236 |
| Fall 2014 | 31 | \* | \* | \* |
| Spring 2015 | 44 | \* | \* | \* |
|  |  |  | **Total Number of Internship Placements:** | **499** |

### Assessment of Career Services Programming

*Career Development Student Learning Outcomes Assessment – Strategic Goals #3, #9*

As a result of key partnerships, our office, with support from Academic Affairs, developed and piloted the university’s first post-internship student evaluation form during academic year 2013-14. After fine-tuning the assessment, with help from faculty, the evaluation was fully implemented during academic year 2014-15. The objective of this evaluation is to assess student learning outcomes and workforce readiness based on the student’s internship experience and the learning outcomes listed on the internship approval form. The evaluation is based on several criteria (e.g. oral/written communication skills, teamwork skills, interpersonal skills, computer skills, problem solving/critical thinking skills, and work ethic/professional skills) grounded on the [Learning Outcomes Skill List](http://www.trinitydc.edu/career/files/2010/10/Internship-Learning-Outcomes-Skills-List.pdf) and faculty members, who instruct each internship course, measure each student’s ability based on a Likert-scale of options. In return, the findings of this assessment are used as best practices to help students “unpack” and process their experience for employment purposes. The analysis of this assessment yielded both qualitative and quantitative outcomes. The qualitative outcomes indicate students who completed a credit-baring internship during academic year 2014-2015 advanced in critical thinking skills and work ethic, while areas of improvement were writing, communication, time management and ambition. Weaknesses in writing, communication, and time management are synonymous outcomes for other assessment areas across campus, which support the ongoing development of cross-departmental partnerships and collaborations to increase student success.

Format of Assessment (located in [Moodle](http://moodle.trinitydc.edu/mod/quiz/attempt.php?attempt=111049&amp;page=2))

Questions 1 – 9: Student Background (e.g. name, academic year, major, class, etc.) Questions 10-16: Quantitative Questions

Questions 17-18: Qualitative Questions

### Outcomes of Assessment (QUAL/QUANT Analysis)

Fall 2014 Faculty Assessment: 48% response rate

Spring 2015 Faculty Assessment: 75% response rate

|  |  |
| --- | --- |
| **Partnerships: Internship Courses for Credit** | **Faculty Instructor** |
| COM 391/COM 691 | Dr. Jamey Piland |
| POLS 491 | Dr. Shelley Tomkin |
| EDTE 490 |  Dr. Cynthia Calderone |
| SOCY 491 | Dr. Roxana Moayedi |
| INAF 491 | Dr. Susan Farnsworth |
| PSYC 490 | Dr. Chris Bishop |
| PHIL 491 | Dr. Minerva San Juan |
| EXSC 491 | Ms. Karlita Warren |
| BADM 329/ BADM 491 | Dr. Diana Watts/Dr. Lynda Jackson |
| CJUS 303/CJUS 492 | Prof. Vernon Scott |
| EDTE 491 | EDU Faculty |
| EDTE 491 | EDU Faculty |
| NURS 350C Weekly 1 | NHP Faculty |
| NURS 350C Day 2 | NHP Faculty |
|  |  |

### *Table 1*. Qualitative Data from Question 17 (Measurement of Strengths for Fall 2014/Spring 2015)

Open-ended Question: What are the student’s strengths?

|  |  |  |  |
| --- | --- | --- | --- |
| **Concepts** | **Frequencies** | **Categories** | **Overall Themes** |
| Personable | 4 | Critical Thinking | Critical Thinking |
| Critical Thinking | 11 | Work Ethic | Work Ethic |
| Hard working/Work Ethic | 17 | Personable |  |
| Problem Solving | 1 |  |  |
| Computer Skills | 1 |  |  |
| Application of Theory | 4 |  |  |
| Teamwork | 4 |  |  |
| Interpersonal Skills | 2 |  |  |
| Motivation | 1 |  |  |

*\*Please note: this question was not answered by every faculty member*

### *Table 2.* Qualitative Data from Question 18 (Measurement of Weaknesses for Fall 2014/Spring 2015)

Open-ended Question: What are the student’s weaknesses?

*\*Please note: this question was not answered by every faculty member*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concepts** | **Frequencies** | **Categories** | **Overall Themes** |
| Conflict Resolution | 1 | Writing Skills | Writing Skills/Communication |
| Writing Skills | 4 | Time Management | Time Management |
| Critical Analysis | 2 | Confidence | Ambition |
| Time Management Skills | 7 | Ambition |  |
| Drive & Ambition | 8 | Communication |  |
| Confidence | 3 |  |  |
| Communication | 4 |  |  |

### *Table 3*. Quantitative Data from Questions 10 – 16

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Q.10 Oral Communication | Q. 11 Written Communication | Q.12Teamwork | Q.13Interpersonal Skills | Q.14Computer Skills | Q.15Problem Solving Skills | Q. 16Work Ethic/ Professionalism | Average Score |
| Fall 2014 | 3.86 | 3.64 | 4.29 | 4.36 | 3.64 | 3.64 | 4.00 | 3.66 |
| Spring 2015 | 3.97 | 3.91 | 4.56 | 4.50 | 3.09 | 3.94 | 4.34 | 4.34 |

***Legend of Likert-Scale Options***

1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent 6 = N/A (not able to assess)

### Additional services leading to employment and employer satisfaction

In an effort to provide a variety of services to our students, the following programs and services are provided through the Office of Career Services. It is well known within the career services industry that employer budgets have dwindled and oftentimes employers cannot afford to pay for recruitment programs. As a result, all of these services are carried out at no cost to the employers, which in many cases increases satisfaction and interest in recruiting at Trinity.

* + Created [Jobs Board](http://www.trinitydc.edu/career/hot-new-jobs-internships-of-the-week/) on Career Services website
		- This is a supplementary service provided to employers seeking Trinity students, in addition to [Trinity Connections](http://www.trinitydc.edu/career/online-career-center/) (our online job/internship database) and our [Career Related Web Links.](http://www.trinitydc.edu/career/find-a-job/) Employers send lists of vacancies (e.g. fairs, jobs, and resources) to Career Services and gain visibility amongst students through a brief email that goes out every couple of weeks, along with a link to the Jobs Board on our website
	+ Continue to encourage employers to post in Trinity Connections, our free Job/Internship database
	+ Employer sponsored Resume & Interview Clinics
	+ Employer-in-Residence Program
		- Employers share information regarding current vacancies, conduct on-campus interviews, provide feedback on industry trends and expectations, in addition to sharing what they look for in a candidate. Additionally, employers participate by providing career advice to students on issues ranging from interviewing techniques to answering the question "How do I get a job like yours?”
	+ Employer Information Sessions

**Title IX Compliance**

# Title IX Compliance

The university’s Title IX Coordinator provides consultation and information regarding Title IX requirements, receives formal grievances, provides moderation for grievance procedures and notification to complainants, and monitors compliance of all federal requirements. Moreover, the Title IX Coordinator partners with key faculty, staff, and community advocates to provide programming on the prevention of sexual misconduct. Specifically, through these partnerships, the Title IX Coordinator provides a number of trainings to student populations throughout the school year. With that in mind, our university had a total of four reports for Fall 2014 and four reports for Spring 2015. While none of these instances occurred on campus, each student received adequate attention to the matter, services and accommodations were offered, and key faculty and staff partnered to help each complaint transition back into their academic studies.

Total number of reports for Academic Year 2014-15: 8

**Career Services Usage Report Academic Year 2013- 2014 - Submitted: May 2014**

## Student Contact

As the data below indicates, our office has had a productive season. Excitingly, our appointments continue to grow as we’ve **completed 74% of our scheduled appointments**, which is an increase from last year. In addition, the number of **no-show occurrences maintains its reduction of 15%** from a previous 19%. Our most popular requests continue to be job/internship searching and resume writing, which are also increases from last year. Our no-show reduction is largely connected to our no-show policy, which helps students understand the importance of their appointment and holds them responsible for their commitment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Summer 2013** | **Fall 2013** | **Spring 2014** | **Total** |
|  | *May* | *June* | *July* | *Aug.* | *Sept.* | *Oct.* | *Nov.* | *Dec.* | *Jan.* | *Feb.* | *Mar.* | *Apr.* | YTD |
| **Total Appointments Scheduled** | **24** | **17** | **11** | **25** | **44** | **41** | **38** | **31** | **40** | **34** | **32** | **25** | **362** |
| Total Number of No-show | 3 | 5 | 0 | 3 | 4 | 8 | 4 | 4 | 7 | 9 | 5 | 2 | 54 |
| Total Number of Cancellations | 4 | 1 | 1 | 2 | 2 | 6 | 5 | 5 | 4 | 3 | 6 | 2 | 41 |
| **Total Appointments Completed** | **17** | **9** | **9** | **21** | **38** | **31** | **29** | **20** | **29** | **21** | **25** | **18** | **267** |
| Assisting with Job Search | 5 | 3 | 5 | 19 | 19 | 15 | 6 | 9 | 17 | 7 | 11 | 5 | 121 |
| Resume Critiques | 6 | 5 | 2 | 2 | 12 | 10 | 13 | 6 | 8 | 10 | 12 | 11 | 97 |
| Info about careers/majors | 6 | 1 | 2 | 1 | 7 | 6 | 9 | 5 | 4 | 4 | 2 | 2 | 49 |

**Cumulative Number of Student Contact**

(Inclusive of scheduled appointments, first-year workshops, internship approvals, info sessions, and workshops)

Total for Academic Year 2013-14: **970\***

*\* Please note: this is an estimated number and is not a unique count per student.*

**Number of Students by Academic College/School** (Completed Appointments)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Summer 2013** |  |  | **Fall 2013** |  |  | **Spring 2014**  |  |  | **Total** |
|  | *May* | *June* | *July* | *Aug.* | *Sept.* | *Oct.* | *Nov.* | *Dec.* | *Jan.* | *Feb.* | *Mar.* | *Apr.* | YTD |
| College of Arts & Sciences | 6 | 4 | 3 |  | 17 | 20 | 20 | 15 | 15 | 19 | 11 | 12 | 17 | 159 |
| School of Professional Studies | 7 | 4 | 6 |  | 3 | 13 | 10 | 11 | 5 | 8 | 9 | 4 | 1 | 81 |
| School of Education | 5 | 1 | 1 |  | 1 | 2 | 1 |  | 3 | 0 | 0 | 0 | 8 | 0 | 22 |
| School of Nursing &Health Professions | 0 | 0 | 0 |  | 0 | 1 | 0 |  | 0 | 0 | 2 | 1 | 1 | 0 | 5 |
|  |  |  |  |  |  |  |  |  |  | **Total:** |  |  | **267** |

Based on the number of completed appointments, **60% of our interactions were with the College of Arts & Sciences**, followed by **30% interaction with School of Professional Studies**. We attribute this high level of interaction to student career appointments and faculty partnerships that stress the importance of job performance and career readiness before graduation.

**Student Contact by Academic Class** (Completed Appointments)

Based on the number of completed appointments, **37% of our interactions were with the senior class**, followed by **24% interaction with the junior class**. We also attribute this high level of interaction to special programming and faculty partnerships. Moreover, the data also shows a rate of 17% interaction with graduate students, which we believe is a result of graduate students seeking and/or maintaining full-time employment while completing their academic studies.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Summer 2013** |  |  | **Fall 2013** |  |  | **Spring 2014** |  | **Total** |
|  | *May* | *June* | *July* | *Aug.* | *Sept.* | *Oct.* | *Nov.* | *Dec.* | *Jan.* | *Feb.* | *Mar.* | *Apr.* | YTD |
| Freshman | 0 | 0 | 1 |  | 2 | 5 | 5 |  | 0 | 0 | 3 | 1 | 1 | 2 | 20 |
| Sophomore | 0 | 1 | 3 |  | 0 | 5 | 3 |  | 4 | 0 | 3 | 3 | 3 | 2 | 27 |
| Junior | 6 | 1 | 3 |  | 3 | 7 | 7 | 10 | 5 | 4 | 7 | 3 | 7 | 63 |
| Senior | 5 | 5 | 2 |  | 11 | 11 | 8 | 11 | 10 | 14 | 5 | 9 | 7 | 98 |
| Graduate | 6 | 2 | 1 |  | 3 | 9 | 2 |  | 3 | 3 | 5 | 4 | 8 | 0 | 46 |
| Alumnae/i | 1 | 0 | 0 |  | 2 | 0 | 5 |  | 1 | 2 | 0 | 1 | 1 | 0 | 13 |
|  |  |  |  |  |  |  |  |  |  |  |  | **Total:** | **267** |

**First –Year Experience Orientation** (CAS)

This data represents our level of contact with the incoming freshman class of 2013-14. Based on the number of students who participated in first-year orientation activities, our office interacted with approximately **44% of the first-year student population**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester/Date** | **Topic** | **Department** | **Quantity** |
| Summer 2013 (Aug.19) | Title IX Workshop | Student Affairs | Approx. 10 |
| Summer 2012 (Aug.21) | Title IX Workshop | Student Affairs | Approx. 8 |
| Summer 2012 (Aug.20) | Reflections of You Workshop (Miss Representation) | Academic Affairs | Approx. 30 |
| Summer 2012 (Aug.21) | Reflections of You Workshop (Miss Representation) | Academic Affairs | Approx. 30 |
| Summer 2012 (Aug.22) | Reflections of You Workshop (Miss Representation) | Academic Affairs | Approx. 30 |
| Summer 2012 (Aug.26) | Reflections of You Workshop (Miss Representation) | Academic Affairs | Approx. 15 |
|  |  | **Total** | **123** |

**Faculty Partnerships**

Faculty partnerships are a critical part of career development, as they help students understand the important connection between academic achievement and their chosen career. As we continue to place strategic emphasis on linking academic programs to internships, service, experiential, and career opportunities, we enhance the recruitment, enrollment, and retention of our students. These partnerships consist of classroom presentations, special-topic focus groups, management of internship approvals, and special programming for targeted groups, and are typically maintained on an on-going basis.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Dept./Class** | **Task** | **Date** |
| Dr. Roberta Goldberg | HUMR Senior Seminar | Variety of topics | 2012-2014 |
| Dr. Mark Bolden & EDU Team | EDU Transitions Seminar | Overview of Programs & Services | Reoccurring |
| Dean Telaekah Brooks | SPS | SPS Career Programming | 2012-2014 |
| Dr. Karlita Chambers | NHP Internship Course | Resume Writing & Internship Approvals | Reoccurring |
| Dean Mary Romanello | NHP | NHP Career Programming | Reoccurring |
| Dr. Shelley Tomkin | POLS Internship Course | Student Internship Approvals | Reoccurring |
| Drs. Lynda Jackson/Diana Watts | BMGT Senior Seminar | Student Internship Approvals | Reoccurring |
| Dr. Minerva San Juan | PHIL Internship Course | Student Internship Approvals | Reoccurring |
| Prof. Vernon Scott | CJUS Internship Course | Student Internship Approvals | Reoccurring |
| Dr. Roxana Moayedi | SOCY Internship Course | Student Internship Approvals | Reoccurring |
| Dr. Jamey Piland | COM Internship Course | Student Internship Approvals | Reoccurring |
| Dr. Susan Farnsworth | INAF Internship Course | Student Internship Approvals | Reoccurring |
| Prof. James Stocker | International Affairs | Industry-specific career planning | Reoccurring |
| Dr. Carlota Ocampo | CAS | CAS Career Planning/Student Learning Outcomes (Middle States) | Reoccurring |
| Dr. Cynthia Calderone | EDTE 491 | Student Internship Approvals | Reoccurring |
| Drs. Gladys Williams  | EDU | EDU Career Planning | Reoccurring |
| Dr. Christopher Bishop | PSYC Practicum | Student Internship Approvals & Practicum Placement Partnership | Reoccurring |

**Employer Sessions & Events**

Our employer information sessions aim to help students strengthen their networking skills, while also gaining an awareness of various careers to consider. This year we decided to focus more of our attention on faculty partnerships and individual career assistance, but we were still able to partner with some of our key employers as they sponsored workshops for our students.

Girl Scouts Visits (2 visits - Fall 2013) Baltimore County Public School Information Session (1 visit - Spring 2014)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CAS | SPS | NHP | EDU | **Total** |
| 25 | -- | -- | -- | **25** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CAS | SPS | NHP | EDU | **Total** |
| 2 | -- | -- | 7 | **9** |

**Trinity Connections (Symplicity)**

Trinity Connections is our web-based service providing students access to full-time jobs, internships, and part-time jobs posted by employers looking for Trinity students. Fortunately, our office has been able to **sustain our large number of postings by 95%** (which includes current and archived postings).

**Employer Job Openings Posted** *(data is approximate)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Summer**  |  **2013** |  |  |  | **Fall 2013** |  |  | **Spring 2** | **014** |  | **Total** |
| *May* | *June* | *July* | *Aug.* | *Sept.* | *Oct.* | *Nov.* | *Dec.* | *Jan.* | *Feb.* | *Mar.* | *Apr.* | YTD |
| 95 | 61 | 76 |  | 78 | 51 | 75 | 66 | 57 | 80 | 51 | 89 | 53 | 832 |

# Programming & Career Workshops

The goals of our Career Readiness Series Workshops are to equip students with the skills needed for effective career planning and internship/job attainment. Our programs provide the necessary tools and resources that meet their career and educational goals, while also promoting lifelong learning that builds the self- confidence needed for success. This year we decided to focus more of our attention on faculty partnerships and individual career assistance, but we were still able to partner with some of our key employers as they sponsored resume workshops for our students.

KIPP DC Off-Campus Resume Workshop (1 visit - Fall 2013) U.S. Secret Service Resume Workshop (1 visit - Spring 2014)

|  |  |  |
| --- | --- | --- |
| CAS | Other Institutions | **Total** |
| 5 | 15 | **20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CAS | SPS | NHP | EDU | **Total** |
| 6 | 16 | -- | -- | **22** |