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COMPLETE

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Page 1: GCU Unit Assessment Plan

Q1 Name of Administrative Unit.

Career Services

Q2 Name of the person completing this report. (Last, First)

Ceceilia O'Callaghan

Q3 To which Cabinet Member does this unit report? **Provost**

Q4 Calendar Years for the Plan **2018-2020**

Q5 State Goal 1 for your administrative unit.

• Advance Student Awareness of Career Services as a resource for on-campus, internship and post-graduation employment opportunities and completing service learning agreements.

Q6 State the Outcomes for Goal 1.

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|-----|---|
| 1.1 | Students will understand the procedure for and rationale to activate their GCU CareerLink accounts. |
| 1.2 | Students will become familiar with GCU CareerLink through use of the Experiential Learning Module. |
| 1.3 | GCU CareerLink will become the campus hub for internships by moving all internship record keeping processes to the system. |
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Q7 State Goal 2 for your administrative unit.

Career Services will serve as the hub for career preparation and attainment.

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Q8 State the Outcomes for Goal 2.

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|-----|---|
| 2.1 | Academic departments will incorporate Career Services into their academic program plans for students. |
| 2.2 | Career Services will collaborate with Student Success and Student Life to provide career programming in co-curricular settings. |
| 2.3 | Students and alumni will be able to successfully conduct and internship or employment search and/or graduate school application process. |
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Q9 State Goal 3 for your administrative unit.

Students and alumni will seek and secure career related positions in their fields of interest.

Q10 State the Outcomes for goal 3.

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| 3.1 | Students and alumni who utilize Career Services will have professional resumes that enable them to secure interviews. |
| 3.2 | Students and alumni will be able to interview for career positions competently and confidently. |
| 3.3 | Students and alumni will be able to obtain career related opportunities through Career Services. |
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Q11 Give the Mission alignment for Goal 1.

Georgian Court provides it students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;

Q12 Give the Mission alignment for Goal 2.

Georgian Court provides it students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;

Q13 Give the Mission alignment for Goal 3.

Georgian Court provides it students with a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;

Q14 Give the alignment with the GCU Strategic Compass Point (s) for Goal 1.

Mission Fulfillment through Academic Excellence.

Q15 Give the alignment with the GCU Strategic Compass Point (s) for Goal 2.

Mission Fulfillment through Academic Excellence.

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Q16 Give the alignment with the GCU Strategic Compass Point (s) for Goal 3.

Mission Fulfillment through Academic Excellence.

Q17 With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 1 most closely align?

Standard IV. Support of the Student Experience

Q18 With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 2 most closely align?

Standard IV. Support of the Student Experience

Q19 With which MSCHE (Middle States Commission on Higher Education) Standard does Goal 3 most closely align?

Standard IV. Support of the Student Experience

Q20 What metrics will be used to measure results of Goal 1?

GCU Career Link activation data.

Q21 What metrics will be used to measure results of Goal 2?

Number of students and alumni participating in career counseling appointments, workshops, career events, and resume critiques.

Q22 What metrics will be used to measure results of Goal 3?

Class of 2019 survey data; GCU CareerLink data on resume uploads and resume submissions.

Q23 What will be the benchmark for successfully meeting Goal 1?

In comparison with CY17 data, student activation in CY18 of accounts will increase by 20%.

Q24 What will be the benchmark for successfully meeting Goal 2?

Collaborative programming efforts with campus partners in FY 19 will increase by 10%, in comparison to FY18; student participation in Career Services programs and services – counseling, workshops and utilization of on-line resources will increase by 10% in FY19, in comparison with FY18.

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Q25 What will be the benchmark for successfully meeting Goal 3?

50% of students working full time will report that they are not continuing to seek employment*; 50% of students working full time will report that they are working directly or indirectly in their field of study.*

* Class of 2019 will be the first class asked these questions.

Students uploading their resumes into GCU CareerLink will increase by 300% in comparison with FY18 and 50% of those who uploaded their resumes will have submitted for at least one job posting.

Q26 Name the person(s) responsible for Goal 1.

Ceceilia O'Callaghan

Q27 Name the person(s) responsible for Goal 2.

Ceceilia O'Callaghan

Q28 Name the person(s) responsible for Goal 3.

Ceceilia O'Callaghan

Q29 In which year will Goal 1 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year. **Year 1: Calendar year 2018**

Q30 In which year will Goal 2 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year. **Year 2: Calendar year 2019**

Q31 In which year will Goal 3 be assessed? Note: Data is collected annually, but analysis is done on a three-year cycle, one goal per year. **Year 3: Calendar year 2020**

Q32 Are there any additional comments you would like to add to this report?

The benchmark for Goal 3 in year 3 has been developed with no baseline information and may need to be adjusted as we develop baseline data to utilize.
