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## Career Services Assessment 2019-2020 ( year end)

### Abstract

Career Services Assessment 2019-2020 ( year end)

### Keywords

Career Services, Assessment

# 2019-2020 Annual Assessment Results and Recommendations Report

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Unit: Career Services

Director: Jessica Goldsmith Barzilay

## **PART I**

### **Career Services**

Mission Statement:

Career Services is committed to empowering, preparing and positioning Kean University students and alumni to identify and achieve their career goals. We equip students with the tools and skills needed for lifelong career development. We explore career options and pathways, develop career readiness skills for the 21st century, create connections between employers, students and alumni, and provide high quality internships and professional employment opportunities.

Vision Statement:

### **Goals and Objectives**

A) 2013-2020 Strategic Plan Goal1 : Expand and Strengthen Academic Initiatives

1) Objective 1.3.4 Enhance the role of the University Career Services Office

- 1.3.4.2 Develop internship co-curricular experience for Kean Students, with progression through service and professional opportunities, culminating in graduation.
  - 1.3.4.3 Design a web-portal and presence to support students before they arrive at the Career Services physical office.
    - Action 1: Create on campus internships- professional experiences take place on and off campus and so too can internships)
    - Action 2: Employers recruit interns and staff directly on campus (“Hiring Days” and Information Sessions)
    - Action 3: Student Teacher Clinical Internship Process automated from application to placement to assessment
- a) Responsible: Jessica Goldsmith Barzilay, Director, Managing Assistant Directors- Lauren Delance, Paul Casey, Joanne Beiter, Susan Kandell, NAHS Vacant
- b) Measures: number of internship placements for credit and co-curricular, number of employers on campus at recruiting and information events, number of students successfully placed electronically from application to placement

c) Timeline with milestones:

Action 1

- Spring 2020 PDD focused on on-campus internship
- Spring 2020 create internships from on campus initiatives ( i.e. JumpStart, LEAP, Research Recruits)
- Spring 2020 create internships for Student Workers
- Fall 2020 Launch new incentive

Action 2

- Spring/Summer 2020 Create employer outreach plan including replacing Spring Fair with targeted employers (5 or more) on campus to interview, give information, recruit interns
- Spring 2020 bring principals and school districts to campus and classroom for recruiting
  - i. Measure number of students directly hired
  - ii. Measure number employers participating

Action 3

- Spring 2020 Applications submitted for Fall 2020 electronically through Chalk & Wire
- Spring 2020 Placements stakeholders notified electronically through Chalk & Wire

d) Implementation plan for this objective: Broaden the world of internships for students by offering opportunities on campus- this makes interning accessible, allows students to explore higher education, forces us to enhance the student worker experience. Use new methods that create larger partnerships and more efficient pipelines with the employment community in ways that benefits students and employers.

B) 2013-2020 Strategic Plan Goal 2: Attract and Retain Students

1) Objective 2.4: To support student retention and graduation rates throughout our community by building or strengthening programs that embed each individual into 'communities of care' -- from a First Year Experience program, through ongoing Learning Communities that works in conjunction with, residential life, co-curricular and career-related programming

- Objective 2.4.7 Develop and centrally coordinate the internship process for students, so that students can come to one office to search for, investigate, prepare and apply for internships.

- Action 1: College of Education Placement Office move to Career Services ( CAS)
- Action 2: Redesign workflow of Career Service for all students looking for internships

a) Responsible: Jessica Goldsmith Barzilay, Director, Managing Assistant Directors- Lauren Delance, Paul Casey, Joanne Beiter, Susan Kandell, NAHS Vacant

b) Measures: Student satisfaction surveys, replicability and scalability of processes

c) Timeline with Milestones:

Action 1

- Spring 2020 COE/CS collaborative fully moved to CAS

Action 2

- Spring 2020 All student workers trained in new processes
- Spring 2020 Data collected on reason for visit to Career Services
- Spring 2020 Satisfaction surveys sent to users of Career Services

d) Implementation plan for this objective: move of office, workflow chart, update Advisor Trac/Advise take place before students return for Spring 2020 so the semester starts with clear direction and location

C) 2013-2020 Strategic Plan Goal 5 : Cultivate Partnerships

- 1) Objective 5.7: Cultivate partnership sites and establish affiliation agreements for internships, externships, and field placements with state-wide school districts as well as businesses, hospitals and nonprofit agencies across the tri-state region to promote participation in related career advancement
  - Action 1: Expand partnerships with school districts for Student Teacher placements and other internships
  - Action 2: Create partnerships with hospitals and health professions by offering internships to science majors with health profession track (include internships in all departments of these health settings to include other majors as well.)
- a. Responsible: Jessica Goldsmith Barzilay, Director, Managing Assistant Directors- Lauren Delance, Susan Kandell, NAHS Vacant
- b. Measurements: number of school districts with placements, number of health profession track interns, number of health facilities with interns
- c. Timeline with milestones
  - Action 1
    - Summer 2020 Meet with new school districts
    - Spring/Fall 2020 School districts to campus to interact/interview students onsite
    - Summer 2020 Additional affiliation agreements
  - Action 2
    - Spring 2020 Convert health profession program to internships
    - Spring 2020 offer health profession internship in at least 2 locations
    - Spring 2020 partner with Bio major with health profession track advisor
- d. Implementation plan for this objective: sciences are looking for greater opportunities for shadowing, students need shadowing experience to apply to medical school- partnering will help students, create partnerships, create internships

## Part II: Summary of the State of the Unit

### A. Overall Summary of the Year

In the 2019-2020 Academic Year, Career Services focused on Objective 1.3.4 to enhance the role of the University Career Services Office; Develop internship co-curricular experience for Kean Students; Design a web-portal and presence to support students before they arrive at the Career Services physical office.

For the Spring 2020 Career Services was impacted along with the rest of the Kean community by the COVID-19 pandemic and having to transition remotely, this made an impact on certain internship related goals for the spring with employers shutting operations and going remote as well. The Career Services team worked with interns and employers to transition to remote internships if possible for the duration of the Spring 2020 semester.

In June of 2019 Kean's Online Employment & Internship job portal was fully operational as the method for finding, registering, approving, tracking internships for all non-required internships. These internships include those for academic credit and those for co-curricular credit. In addition, there was a focus on making internships more accessible by creating on campus internships and by allowing student workers to intern. In Fall 2020 there were just over 30 on campus interns, and in Spring 2020 over 100 students and numerous departments benefitted from on campus internships. In order to be better understood, accepted and promoted as a professional experience, the on campus internship was presented to faculty and staff in Winter Professional Development Days.

Job fairs, presentations, individual appointments were conducted throughout the year. Internship Essentials, held once before June 2019, was held 21 times this academic year for over 100 students embarking on internships.

The Placement Office aka Career Services & College of Education Partnership, entered its first full academic year in Career Service. The Placement Office physically moved from Dorothy Hennings Hall to the Career Services Office in CAS. In Spring of 2020 the Lecturers began reviewing resumes for COE students to ensure the proper expertise for their job searches. The Automated Application System for all student teacher clinical placement applications was launched in Chalk & Wire in the Spring of 2020. This launch not only transformed an outdated, inefficient paper process, it retired an outdated Access database, and aligned placements with the Chalk & Wire Assessment System allowing us to capture additional assessment information for the College of Education.. In Spring of 2020, 100% of applications were accepted online. During this time the COE Automated the application process for both student submission and faculty advisor approval.

There was steady progress, increase in numbers, automated systems put in place, but this academic year has been different from any other and needs to be noted as pre and post Covid-19. Although the challenges facing students, staff and the department were too many to count, so too were the lessons learned, and new best practices have been put in place as we pivoted to remote work. Students pivoted as well and switched from in person internships to virtual internships or completed career related assignments given by Career Services. For the Career Service managed interns, 92% successfully completed their internships in the Spring 2020 COVID-19 pandemic environment.

Career Services learned that our services transition easily to a remote environment, in some cases even better. It is notable that there were 318 virtual visits to Career Services in the 3 months of Work from Home ( March 18th- June 15th). During this time the Lecturers began seeing students for career appointments as well. Customer satisfaction surveys were launched for all virtual appointments allowing the department to continually assess and improve our work with students.

Student teachers faced some of the biggest challenges of all students as we worked on achieving the clinical hours needed for certification. Supported by Lecturers and supervisors, the students began offering all types of services remotely. They faced challenges with districts that were not online or would not give them access, overwhelmed cooperating teachers, restrictions on zoom with classrooms. But they were able to offer support in the areas and modes that it was most needed. And to be assured we could get clinical credit we created logs for students and supervisors. These were reviewed weekly and allowed us to see what students were doing and even when students were not reaching their hours. These logs are being worked into the University' plan for the state to waive edTPA requirements for some students and still allow certification. This is a tool that we will continue to use.

Due to Covid-19, we cancelled March's Teacher and Education Job Fair. This event is traditionally well attended and important to school districts and graduating COE students. We pivoted and held our first Virtual Career Fair in May for these teacher and education students.

Career Services, out of the need for students to connect remotely to networks, launched Kean's first affiliated LinkedIn page and in just six weeks has over 450 followers.

## **B. Summary of Outcomes Assessment resulting recommendations**

### **Detailed Statistics on Internships**

In the 2019-2020 Academic Year, 4.2 % of students held an internship for a total of 458 interns.

- Summer 2019: 84
- Fall 2019: 162
- Spring 2020: 212

There was a 31% increase in internships from fall to spring.

Of the total internships, twice as many were managed by Career Services.

- 306 Career Services Managed
- 152 Academic Managed

More than twice as many internships were for academic credit than co-curricular credit.

- 352 for academic credit internships
- 106 co-curricular credit internships

Internship Essentials was presented to 104 students

- 79% of students who took the survey said the workshop provided valuable information related to their internship
- 85% of those who took survey said they felt more prepared to deal with conflict and knew who to turn to on internship
- 65% of those who took survey said they were more likely to turn to Career Services for future assistance

### **Detailed Statistics on Appointments with Career Services**

In 2019-2020 Academic Year Career Services held appointments, gave presentations and did classroom visits on resumes, internships, mock interviews and other career related services ( over 3,300 direct touches)

- 2,213 visits to Career Services
- 1,069 workshop or classroom visit attendees
- 104 Internship Essential attendees

Customer Satisfaction surveyed recently launched- low response rate ( 14 completed)

- 88% of those responded strongly agreed that Advisor was professional and knowledgeable
- 88% strongly agreed that the experience was positive and they would recommend to a friend
- 82% strongly agreed the information received in visit was valuable to their career development

Recommendation: Embracing different types of internships across the University can be a challenge. But there are different types of employment and this should be reflected in our internships. Just as on campus internships took training and are now a large percentage of internships, so too will virtual internships be the next frontier. They are not new. All industries have been increasing work from home options and remote internships have been increasing as well. With the onset of COVID-19, these internships are rapidly increasing and being accepted. We need to include these as regular offerings for our students. They will allow our students to intern in ways and places that cannot be achieved in person. The cost of travel and the restriction of distance is removed. In addition to embracing the virtual internship, Career Services and International need to find opportunities for international, virtual internships. Also, the economy has seen an increase in gig work and sees gig work as offering professional opportunities. With this we have seen an increase in micro internships. These internships allow companies to utilize mostly virtual internships for short term projects. These internships may equal one credit, but also usually come with small stipends.

### **Detailed Statistics for Clinical Practice and Placement Office**

The Placement Team placed

Fall 2019

- Clinical 1 Students
- Clinical 2 Students

Spring 2020

- Clinical 1 Students- 142
- Clinical 2 Students - 159

Seminars were conducted for Clinical 1 and Clinical 2 students

- Virtual attendees ( 2 months) - 1,184

### **Virtual Job Fair Statistics**

Virtual Teacher & Education job fair was held after in person fair cancelled due to COVID

- School Districts Attended: 35
- % of School Districts that Attended Virtual from Original Fair Numbers: 51%
- Students/Alumni Attended: 133
- Hired from Fair:
- Interviewed from Fair:

Recommendation: Continue seminars online even when we transition back to on campus learning. Coordinate seminars with classroom learning. Logs were added out of necessity during the COVID-19 pandemic which proved to be essential in proving hours in the new environment and in allowing waivers



for edTPA. Continue using logs but automate them in Chalk & Wire. This method will tie to assessment and will be the system that is familiar to the students. End of semester classroom internships will now be added to Summer I for teaching students who often could not take additional internships because of their clinical requirements. Depending on findings from the Spring 2020 virtual job fair, we will evaluate offering virtual major specific fairs moving forward.

## General Planning

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Using the information analyzed, discuss the following:

Career Services will switch data collection from AdvisorTrac to Advise to ensure relational data. Also, data will begin to include measures of impact and effectiveness. Which methods yielded the most internships or visits to Career Services? Did those who had internships have improved grades, retention rates, graduation rates?

Career Services and Clinical Placements started the 2019-2020 academic year with 5 Managing Assistant Directors and 1 vacancy, plus 5 Lecturers and 1 vacancy. Due to COVID-19 and the ensuing budget shortfalls and cuts we will start 2020-2021 with 3 Managing Assistant Directors and 4 Lecturers.

These changes will necessitate focused, efficient, sometimes less personalized services. Lecturers will give seminars online rather than in individual schools. Based on the success of this, we will transition all presentations online. But we will do more of the presentations during class time or for already set groups. This will alleviate some of the presentations that attract smaller numbers. We will also offer virtual group resume sessions and online tools. We will still offer 1:1 appointments but now there will be other less time consuming options for those who do not need the individual meetings. Virtual fairs will become more sophisticated but will allow us to do more effective, target fairs.

- What does the Strategic Plan say we should do next?
- Should we make any changes to this Strategy? Why? (please relate to your overall summary of outcomes for the year, as above)
- What actions will be taken to strengthen the units over the coming year?
- Are there any other major changes indicated that should be made within your units?
- Are there any additional concerns or data that we should consider?
- Which of the above actions need to be supported with more resources?

## Resource Needs

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### A. Staff Resource Needs

For the upcoming 2020-21 academic year, Career Services is not requesting any staff resource needs. The unit will be utilizing interns to assist in various projects and planning efforts throughout the year in coordination with Career Services.

**B. General Resource Needs**

For the upcoming 2020-21 academic year Career Services is not requesting any additional resource needs.

## Professional Development Needs

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**Staff development issues**

In an effort to save funding in these tight economic times, Career Services is not seeking any additional professional development funding for 2020-21.

## Budget Request Line Items

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Unit	Description of Resource Request	Page # Reference (for Rationale)	Quantity Requested (where relevant)	Unit Cost (where relevant)	Total Cost (to nearest dollar)	Strategic Plan Goal (2013-2020)
