**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Career Services | | | |
| This document is the | 🞏 PLAN or **🗹 REPORT** for July 1, 2011 to June 30, 2012 | | | Date Submitted: | **June 27, 2012** |
| Submitted by (Unit Representative) | | | Jim Gadzinski | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes X No** |
| The mission of Career Services is to assist current students and alumni with career exploration and job placement concerns by providing resources and services which are focused on student employment, internships and full-time careers. |

**Functions within the University:**

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| In addition to being part of NMU’s continuous improvement process, outcomes assessment plays a direct role with the AQIP Systems Portfolio (100-page document submitted every four years). To increase awareness and help gather Portfolio information, **please type “X” for all AQIP categories directly related to your unit’s core mission**. Some functions appear in more than one category. This is a first round collection of this information so do the best you can with the selection; if you want help, ask S. Poindexter. (Note: this section of the form is short-term; it will be deleted once functions have been mapped between units and the Systems Portfolio.)  **⌧** AQIP Category 1: Helping Students Learn documents the curricular and co-curricular processes and student learning support.  **🞎** AQIP Category 2: Accomplishing Other Distinctive Objectives documents the key non-curricular functions by which NMU serves the region, e.g. community engagement initiatives of students and employees, and department outreach.  **⌧** AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs documents how NMU builds relationships with students, alumni and employers and identifies, targets and meets their needs.  **🞎** AQIP Category 4: Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs.  **🞎** AQIP Category 5: Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions.  **🞎** AQIP Category 6: Supporting Institutional Operations documents student and administrative support services, safety, and facilities.  **🞎** AQIP Category 7: Measuring Effectiveness documents IT systems and institutional research NMU employs to collect, analyze, and distribute, and how departments use them to manage improvement, e.g. use of charts, “cubes,” dashboards.  **🞎** AQIP Category 8: Planning Continuous Improvement documents NMU’s strategic and administrative planning processes.  **⌧** AQIP Category 9: Building Collaborative Relationships documents how NMU works with external organizations from which we receive students (school systems) or goods and services (vendors and utilities), send our graduates (schools and employers), and support or regulate our programs (agencies).  (A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document tab.) |

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| **Administrative Objective #1** *(State an ongoing goal by which the unit gauges its overall performance in a key role year after year, i.e. your “bottom line” measure.)* |  | **Means/Evidence of Assessment for Objective** *(Describe the statistic or criteria that measures success in achieving this goal. What is the desired and/or minimum target you expect*? *What method is used to collect the data for the statistic*?) |
| Increase the number of student contacts (students seeking our services). |  | 1. Contacts are recorded each time a student attends a workshop, visits our office, or seeks our assistance on-line. The number of contacts have been “tracked” for the last two years. 2. CS staff have developed additional ways to advertise our services. 3. CS staff expect to see at least a 5% increase over last year’s contact total. |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| 1a. The contacts recorded for 2010-11 total 4,749. The contacts for the 2011-12 year total 5,011. (It should be noted; however, that the end of the reporting period is June 30, 2012. More contacts may be added to the 2011-12 total, but the increase would be minimal.)  1b. CS staff developed a “themed” poster campaign, advertised in printed and electronic media, etc.  1c. The difference from 2010-11 to 2011-12 accounted for a positive change of 262 contacts, or approximately a 5.52% increase. |  | It is assumed that, since the CS staff revamped it’s advertising plan, and an increase was evident, that the effort worked. The CS staff will then continue to look for more/better ways to increase student awareness and usage of the services offered. It is expected that as awareness rises, so will student contacts. |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |

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| *Objective*: Undergo a complete “Program Review” for the whole of Career Services on CAS\* Standards.  \*Council on the Advancement of Standards in Higher Education  *Rationale (Why you are setting this objective; mark with “X”)*:  ⌧ Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: |  | *Describe timetable plans to achieve objective*.  a. Each CS staff member will complete the CAS Standards self-assessment guide individually by the end of August, 2011.  b. In September, CS staff will begin discussion of the self-assessment guide results.  c. A formal, complete assessment based on these standards will be completed by the end of the 2011 Fall Semester.  *Beyond completing the above steps, how will you judge whether the objective was a success?[[1]](#endnote-1) Examples: If the rationale was Efficiency/cost, what is the desired and/or minimum target criteria for savings in time or cost? If the rationale was Satisfaction, what is the measure and what increase is desired*? |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| 2a. Each CS staff member completed their individual assessment guide before the end of August, 2011  2b. CS staff began discussing the combined assessment guide results in September, 2011.  2c. A formal assessment was completed by December. |  | Most of the areas that are in need of improvement are not within the control of the CS department. Institutional policies and practices that impact career services that are in need of revision have not been deemed as “priorities” and will, most likely, not be adjusted. |
| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |
| *Objective*: Find a method to collect more reliable data for the Graduate Survey.  *Rationale (Why you are setting this objective? Mark with “X”)*:  Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure ⌧ Create baseline  ⌧ Other (explain): A portion of the data collected is not of use (e.g., graduates listing part-time, temporary employment as permanent employment).  *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: |  | Describe timetable plans to achieve objective.   1. By the end of the 2011 Fall Semester, revise the graduate survey to more clearly ask for needed data. 2. By the end of the 2011 Fall Semester, develop and implement a new process for conducting the survey and follow-up. 3. Conduct the revised survey, and begin the new process, at practice for the December, 2011, Commencement Exercise.   *Beyond completing the above steps, how will you judge whether the objective was a success*?1 |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| 3a-c. Due to discussions at the state level regarding how Michigan schools collect this data, not action was taken to revise or change the survey tool or the process for collecting data. The Career Service Directors of the 15 state public institutions will be convening in April to take on the task. |  | Not applicable. (At the April meeting, the 15 Career Service Directors did NOT finalize a consistent means of reporting.) |

Many service units already use an evaluative measure and this approach is now more common in assessment theory– not everything we try works out the way as hoped and creating a target and/or success/bail out threshold is appropriate. In cases where this is a new approach for a unit, in the 2011-12 Plan consider how you *might* measure the added value of an objective; however, it is not yet a requirement. The OA committee will provide suggestions in its feedback for this year. During the year, dialogues, additional resources, one-on-one meetings and/or seminars will be held to evolve our OA process.

**Road Map Codes to Tie to Unit Objectives**

Some unit objectives may address specific operational issues. Other unit objectives are strategic initiatives that align with goals in the University strategic plan - Road Map to 2015. These latter unit objectives are potential AQIP Action Projects – giving a little more recognition to unit efforts. Listed below are Road Map categories and goals, preceded with a code. Use these codes when describing Objectives #2 and #3. (Note: Even if your objective is not an exactly itemized as a Road Map priority, still use the code if it applies to that goal.) The full Road Map is at [www.nmu.edu/roadmap2015](http://www.nmu.edu/roadmap2015).

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| ***Road Map to 2015 Goals*** | |
| ***Code*** | ***Innovation Goals*** |
| **I-1** | Balance successful programs with new offerings |
| **I-2** | Professional development program that rewards innovation and collaboration |
| **I-3** | A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad |
| **I-4** | Develop the financial resources to support innovation and student success |
|  | ***Meaningful Lives Goals*** |
| **ML-1** | A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world |
| **ML-2** | Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network |
| **ML-3** | Integrate the highest possible level of information technology skills and competencies throughout the university |
|  | ***Campus Attributes Goals*** |
| **CA-1** | Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus |
| **CA-2** | Enhance processes throughout campus operations to guide the use of resources and inform resource allocation |
| **CA-3** | Enhance the portfolio of academic programs, research and other activities that leverage the university’s location |
| **CA-4** | Be a model community for sustainable education and practices |
|  | ***Community Engagement Goals*** |
| **CE-1** | Include all units of the campus in the process of community engagement for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. |
| **CE-2** | Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives. |
| **CE-3** | Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience |
| **CE-4** | Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula. |

1. [↑](#endnote-ref-1)