Career Services

Department: Career Services/Student Success **Year:** FY 2019
Contact Name: Cheryl Stuart **Contact Title:** Director, Career Services

Unit Overview/Mission

Career Services connects people with people, and people with resources. We empower students to transform their education and ambitions into meaningful work over the course of their lifetime. We educate students to cultivate personal networks that shape their professional journey. Career Services must also advance the mission of the institution as well as collaborate with academic and experiential programs to promote student learning and student development. Within this context, the primary purpose of Career Services is to assist students in developing, evaluating, and/or implementing career, education, and employment decisions and plans. Career Services helps students to:

- develop self-knowledge related to career choice by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.
- obtain educational and occupational information to aid their career and educational planning and to develop their understanding of the world of work.
- select academic programs and experiential opportunities that optimize future educational and employment options.
- develop career decisions, graduate/professional school plans and/or employment plans, and job-search competencies.
- prepare to find employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and occupational requirements.
- gain experience through student activities, community service, student employment, service learning, study abroad, research projects, cooperative education, internships, and other experiential opportunities.
- link with alumni, employers, professional organizations, and professional networks which provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.
- use technology to enhance the career development process.
- seek a desired employment opportunity or entry into graduate, or professional program.
- prepare to manage their careers after graduation.

Staffing

	FY17	FY18	FY19	FY20
# Full Time Staff	12	12	12	17
# Student Employee FTE	1	1	1	.5

Success Outcome 1:

Engage and assist students with career development. Make comprehensive career education, career advising and career and job search resources accessible to students as they explore and make career decisions. Career education includes: • self-assessment and career planning • occupational and job

market information • graduate/professional schools options • employment/job search • resources and strategies for revising career plans • job, experiential learning, co-op & internship, and career employment opportunities • employer and industry information • guidance on using emerging tools and resources.

KPI 1.1

Data:
Volume (percent of enrollment) metrics: measure student utilization of career services.

Result:
Report # of students utilizing one or more career services via activated account access. Report # of students as a percentage of enrollment.

Activated Accounts	WSU Enrollment	FY 2019 Activation Rate
9,195	11,042	83.27%

Undergraduate School Year	FY 2019 Activated Accounts
1-Freshman	986
2-Sophomore	1,048
3-Junior	1,278
4-Senior	3,727
Graduate student	2,156
	9,195

Source: Handshake database system

Action Plan: *description of plan to improve or maintain results*
Establish FY 2019 as a baseline data collection. Evaluate results each subsequent FY, comparing annual totals with previous year's data and reporting % increase or decrease. Acknowledge increased or decreased activity, evaluate and document possible impacts, implement possible process improvements utilizing available resources.

Success Outcome 2:

Develop and maintain relationships with employers that provide job; career-related experiential learning, co-op & internship; and career employment opportunities for students.

KPI 2.1

Data:

Volume (ratio) metrics: measure employer job posting activity.

Result:
Report #'s of job postings, including breakdown by job type categories.

Job Type Name	FY 2019 Postings Count
Job	16,137
Internship	3,770
On Campus Student Employment	397
Fellowship	305
Cooperative Education	242
Volunteer	66
Experiential Learning	66
	20,983

Source: Handshake database system

Action Plan: *description of plan to improve or maintain results*
Establish FY 2019 as a baseline data collection. Evaluate results each subsequent FY, comparing annual totals with previous year's data and reporting % increase or decrease. Acknowledge increased or decreased activity, evaluate and document possible impacts, implement possible process improvements utilizing available resources.

Success Outcome 3:

Implement and maintain NACE Compliant industry standards and protocols for the collection and dissemination of graduating student initial career Outcomes.

KPI 3.1

Data:
Compliance metrics & student outcomes metrics: annually comply with the NACE standards to survey the graduating class to include those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program.

Result:
Report career outcomes raw data to WSU Institutional Research unit and publically post via the university web site, aggregate information about each graduating class, upon the closure of each class survey, 6-months post-graduation.

The Classes of 2015 and 2016 reports are based on 12-month post-graduation data collection and reporting cycle. The 2017 graduating Class data collection through December of 2018 – this data set is not yet available from IR. The next Cycle of data has transitioned to a new data collection tool and reporting format, and the next set of data output will appear in the new format. Most recent reports available via the link:

https://www.wright.edu/student-success/career-services/did-you-graduate-in-the-past-year

Source: Handshake database system raw survey data & IR reporting

Action Plan: *description of plan to maintain results*
Annually review and comply with survey updates regarding NACE career Outcomes reporting categories.

Additional Information: *clarifying information& limitations*
The National Association of Colleges and Employers (NACE) is the preeminent national organization focused on the employment of the college educated. As such, it has a singular responsibility to the profession and the public to provide thought leadership on the relevant issues and trends affecting the college-educated work force. In light of escalating higher education costs and perceived returns on the significant investment of time, effort, and resources expended by students and their families, NACE recognizes the critically important public discourse concerning the value and effectiveness of higher education as it relates to preparing the next generation work force. NACE further recognizes the growing importance of institutional outcomes assessment efforts as they relate to improving higher education performance and achieving institutional and academic program accreditation standards.

Success Outcome 4:
Implement and maintain Campus Student Employment OPERS Compliance. Section 145.03, Ohio Revised Code, states that students who are employed with the school, college, or university where they are enrolled and regularly attending classes may choose to be exempt from the Ohio Public Employees Retirement System of Ohio by signing a Request For Optional Exemption As A Student (F-3) within the first month of employment and filing the Request with OPERS.

KPI 4.1

Data:
Compliance metrics: annually comply with OPERS exemption and enrollment requirements for all student employees on-boarded via the student employee payroll system by the Career Center (distinctly separate from student staff on-boarded by the Graduate School unit).

Result:
Report the number of incidents requiring exemption and enrollment filings. Report any incidents of non-compliance.

	Sum 2018	Fall 2018	Spring 2019
Regular			
One position	468	881	934
Multi positions			
2	39	154	181
3	3	21	36
4		23	22
5		9	11
6		1	4
7			1
8			
9			
Total Regular	510	1,089	1,189
Work Study			
One position	63	294	265
Total Head count	565	1,330	1,395
Total Active positions	618	1,689	1,843

Source: Banner

Action Plan: *description of plan to improve or maintain results*
Evaluate results annually. Compare with previous year's data. Identify, if any, need for process improvements and develop any necessary changes to operating procedures.

Additional Information: *clarifying information*
An exemption will remain valid as long as the student continues to be employed by and attending the school which certifies the F-3; changing positions or departments within the institution does not affect the exemption. The language found in Section 145.03 Ohio Revised Code, is intended to parallel the exemption for students found in the Internal Revenue Code for Social Security purposes. There should never be a situation in which a student exempted from OPERS membership would be subject to Social Security coverage. If a student who meets the student exemption requirement is working for a school, college or university, the student will contribute to neither OPERS nor to Social Security. If OPERS requirements are not met, the student must contribute to OPERS, not to Social Security. To maintain OPERS exemption status

during summer semester, student employees must be enrolled at least half-time (a minimum of 6 undergraduate; 3 graduate credit hours). Students may work during summer semester if they are not enrolled for classes; however, this option is at the discretion of the supervisor, as it requires contributions to OPERS by the department as well as by the student employee.