


GOLDEN OPPORTUNITIES
"A MAJOR TODAY, A CAREER TOMORROW"
 A SEAMLESS AND INTEGRATED CAREER DEVELOPMENT PROGRAM


WHAT COMES AFTER COLLEGE? WILL I GET A GOOD JOB? WHY THINK ABOUT IT NOW?




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Presentation Outline

- Background Information
- Description of Program
- Marketing
- Outcomes
- Next Level
- Quiz & Prizes




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Background Information



- Original Proposal
- Assessing career Advising Services
- Establishing a Collaborative Foundation
- Changes that Paved the Way



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1. **First-year students and their parents believe that career development is very important.** (Noel-Levitz Student Satisfaction Inventory, 1998)
2. **Almost half of all FTIC parents believe that first-year students should participate in career development programs.** (Noel-Levitz Student Satisfaction Inventory, 1998)
3. **Over three-quarters of first-year students believe that Advisors should help them with career exploration (Nearly half identified Counseling Center and CRC).** (CDAT Needs Assessment, December 2001)
4. **Students indicate that they are not receiving sufficient career development help.** (Noel-Levitz Student Assessment Inventory, 1998; CDAT Needs Assessment, December, 2001)
5. **Three-quarters of UCF graduating seniors report that they have not received career assistance.** (Graduating Senior Survey, 2002)
6. **Over eight ADR Offices provide career development services, but there is little coordination.** (ADR Career Development Program Matrix, 2001)


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**Based upon these findings,
 what did we propose?**


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**Are we
 meeting the
 needs of *all*
 first-year
 students?**


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Our Goal:
Meet the career development needs of 100% of first-year students.

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A comprehensive and integrated program to develop core career skill sets in first-year students.

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Description of Program

- Developing a Model & Choosing a Name
- Creating Collaboration
- Defining a Focus for the Program
- Identifying Program Areas
- Funding the Program
- Implementation

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Golden Opportunities

Transforms first-year career development

- Creates a competency-based career development program
- Helps students make sound academic, career and life decisions
- Engages students proactively
- Integrates institutional programming efforts





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Golden Opportunities

The Power of 9

1. Academic Services for Student-Athletes
2. Career Resource Center
3. Counseling Center
4. First Year Advising and Exploration
5. First Year Transitions
6. Multicultural Academic and Support Services
7. Orientation Services
8. Student Academic Resource Center
9. Transfer Services





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RECOMMENDATIONS

1. Create Golden Opportunities, a comprehensive, competency-based career development program based upon national guidelines.
2. Implement systemic programming that addresses each competency.
3. Integrate programming into established programs and courses and establish a credit-bearing Career Planning course.
4. Expand sections of Student Success and the use of technology to deliver career development.
5. Offer engaging programming and marketing targeted to first-year students and develop incentives for participation.

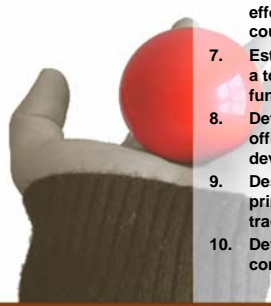




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A Report by the Career Development Action Team



RECOMMENDATIONS



6. Increase staffing through the cost-effective use of graduate and peer counseling staff.
7. Establish integration and collaboration as a top priority, and create a cross-functional coordinating committee.
8. Define career development roles for each office and create an annual career development plan.
9. Designate "undecided" students as a primary target and create a system to track major-decision status.
10. Develop effective promotional and communication plan to reach students.


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Marketing the Program

- Golden Opportunities Publication
- New Student Orientation Presentation
- Official Kick-off Event

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GOALS



The ultimate goal is for students to graduate with the competencies necessary to make self-directed, realistic and responsible decisions:


- ◆ Understand the transition to college
- ◆ Skills to maintain a positive self-concept
- ◆ Skills to maintain effective behaviors
- ◆ Skills to explore academic majors and participate in learning
- ◆ Skills to locate, evaluate and interpret career information
- ◆ Skills to make decisions


Adapted from the National Career Development Guidelines

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OUTCOMES

- ◆ Increased student retention and satisfaction rates (*measured by rate of retention in Fall of second year and satisfaction surveys*)
- ◆ Improved academic and career decision-making (*measured by Career Decision Scale Pre/Post Test*)
- ◆ Enhanced student success (*measured by progress to degree, probation rates, GPA*)



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Projects


- ◆ Online Career Portfolio
- ◆ Developmental advising program (incorporating career development) for first-year students
- ◆ Ongoing improvements in first-year career counseling
- ◆ Continued growth in Alumni Mentoring Program
- ◆ Expanded workshop offerings
- ◆ Guided career development small groups
- ◆ 3-credit Career Planning course
- ◆ Career-oriented Learning Communities
- ◆ Career Development infusion in general education courses




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Outcomes of the Program

- Career Development Facilitator Training
- New Programs Created
- Additional Staff Hires
- Career Peer Advisor Program
- Stronger Collaboration among Departments
- Increased Attendance at CRC Workshops
- Administration of CDS to all New Students




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RESOURCES



- ◆ Submitted a proposal and received \$140,000 in new university funding.
- ◆ Gained two new A&P positions:
 - ✓ Assistant Director for Graduate Student Career Services
 - ✓ Assistant Director for Online Career Services
- ◆ Hired four Graduate Assistants and four peer counselors
- ◆ Provided Career Development Facilitation Training (NCDA) to 50 academic advisors, Counseling Center and CRC staff.
- ◆ Funded marketing publications and materials.
- ◆ Jump started developmental advising model, enhanced career development skills of staff, created more collaborative and integrated efforts among student services offices, and highlighted the CRC.

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Students track their progress through the career passport.



Questions??



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