

Rowan University College of Humanities & Social Sciences Center for Professional Success: Abbreviated 2020-2023 Strategic Plan

Patrick Massaro, M.A., NCC, Assistant Director

Stephen Fleming, Ed.D, Assistant Dean

Mission Statement

As a comprehensive resource, the Center for Professional Success facilitates individualized professional development opportunities and career exploration for the College of Humanities & Social Sciences students. We leverage on- and off-campus partnerships to benefit students' career wellness and create pathways for experiential learning. In doing so, we empower all students to foster their success at Rowan and beyond.

Vision

We strive to equip all students enrolled in the College of Humanities & Social Sciences to adapt their competencies within a competitive job market and attain lifelong career fulfillment.

A Center of Distinction

Unlike many centralized career centers, the Center for Professional Success is embedded within an academic college, allowing for better access and visibility to humanities & social science students and stronger collaboration with college faculty and staff. Our innovative model leverages experiential learning as a tool for career development and provides pathways to high-impact practices alongside the development of career readiness skills needed for professional success.

Defining Key Terms

For the purpose of this plan, career readiness and experiential learning are defined as follows:

- **Career Readiness** is “the attainment and demonstration of requisite competencies that broadly prepare [CHSS] graduates for a successful transition into the workplace” (National Association of Colleges & Employers, 2019)
- **High-Impact Practices** are teaching and learning experiences that have been empirically proven to increase rates of student retention and student engagement. We will focus on living-learning communities, collaborative assignments and projects, undergraduate research, service learning, and internships.
- **Experiential Learning** is the acquisition of knowledge, skills, and experience outside of the traditional classroom through the active participation in high-impact practices as defined by the National Study of Student Engagement (2018). These experiences are facilitated by the university and complement its academic mission.

Strategic Goals

Strategic Goal 1: Promote and facilitate experiential learning and the participation in high-impact practices

Strategic Goal 2: Promote and support the career readiness of all CHSS students

Strategic Goal 3: Engage public and private employers, for-profit and non-profit organizations government entities, community organizations, and higher education institutions in mutually-beneficial partnerships that

Guiding Framework

The Center for Professional Success does not exist in isolation, and this plan is informed by priorities of the institutions under which it functions.

Rowan University Rowan Core General Education Outcomes: While not embedded in the general education program of the university, services of the Center have great potential to further the outcomes of select literacies.

National Association of Colleges & Employers (NACE) Career Competencies: In advancing the career readiness of students, the Center is committed to the well-researched career competencies set forth by NACE.

Goal Mapping

In an effort to be intentional in our work and engage in a gap analysis, the first two strategic goals are mapped with both the Rowan Core outcomes and the NACE Career Competencies. The third outcome is much more functional in nature and supports the preceding two. thus, it is not mapped.

Rowan Core Outcome	Strategic Goal 1: Promote and facilitate experiential learning and the participation in high-impact practices.	Strategic Goal 2: Promote and support the career readiness of all CHSS students.
Communicative Literacy: Students can investigate, discover, evaluate and incorporate information and ideas to create rhetorically adept messages.	✓	✓
Communicative Literacy: Students can create messages in a variety of formats, modes, and genres, including visual and digital modes.	✓	✓
Communicative Literacy: Students can produce and analyze complex texts (written, oral and nonverbal) for a variety of purposes and demonstrate their understanding of rhetorical strategies, genres, and discourse community expectations, as well as the effect of evolving digital technologies on communication.	✓	
Communicative Literacy: Students can investigate, discover, evaluate and incorporate information and ideas to create authentic messages.	✓	✓
Global Literacy: Students can demonstrate civic engagement by active participation and reflection.	✓	
Global Literacy: Students can express their knowledge and understanding of another culture.	✓	

Global Literacy: Students can describe connections between local and global communities.	✓	
Global Literacy: Students can express connections between the self and community.	✓	
Global Literacy: Students can describe and appraise their civic engagement as active members and builders of multiple communities	✓	✓
Humanistic Literacy: Students can analyze and explain the factors, events, and developments that led to the contemporary world.	✓	
Humanistic Literacy: Students can incorporate intellectual and social dimensions of human experience into an analysis of local and global contexts.	✓	

Career Competency	Strategic Goal 1: Promote and facilitate experiential learning and the participation in high-impact practices.	Strategic Goal 2: Promote and support the career readiness of all CHSS students.
Critical Thinking	✓	✓
Communication	✓	✓
Teamwork	✓	
Technology		✓
Leadership	✓	
Professionalism	✓	✓
Career and Self Development	✓	✓
Equity and Inclusion	✓	

Year-by-Year Strategies

Strategic Goal 1: Promote and facilitate experiential learning and the participation in high-impact practices

2020-2021

- **Strategy 1a:** Collaborate with its advertising intern to promote the experiential learning offerings of the Center and the benefits of participating in experiential learning. In doing so, the Center will:
 - Develop a visibility plan to cultivate a new brand identity, as well as increase office exposure to CHSS students, staff, and faculty
- **Strategy 1b:** Assess and enhance access to experiential learning initiatives and high-impact practices among students from marginalized groups (e.g. immigrant students, first-generation students, racial and ethnic minorities, etc.). In doing so, the Center will:
 - Assess existing systems and processes to remove barriers to access and success
 - Intentionally recruit employers and internship sites that are representative of the student population that we serve
- **Strategy 1c:** Partner with the faculty advisor for international scholarships and fellowships to promote awareness of and application to such opportunities
- **Strategy 1d:** Support the redevelopment of the *Internship in Applied Liberal Arts* course during the spring 2021 semester. This includes the design of a cumulative supervisor evaluation to be incorporated into the course requirements

2021-2022

- **Strategy 1e:** Support students, faculty, and academic advisors in the rollout of the experiential learning requirement in Fall 2021
- **Strategy 1f:** Develop processes to facilitate the recruitment, screening, and instruction of the *Experiential Learning in the Humanities & Social Sciences* and *Interdisciplinary Case Studies in the Liberal Arts* classes
- **Strategy 1g:** Collaborate with Advertising intern to showcase CHSS student success stories and student/alumni testimonials from students who participated in experiential learning and high-impact practices
- **Strategy 1h:** Partner with the Center for Interdisciplinary Studies to systematize and promote undergraduate research opportunities as an experience to count for the experiential learning requirement
- **Strategy 1i:** Strengthen partnership with Study Abroad and Volunteerism, Community Engagement and Community Services offices to develop pathways to study abroad and service-learning experiences
- **Strategy 1j:** Evaluate the effectiveness of the redesigned *Internship in Applied Liberal Arts* course.

2022-2023

- **Strategy 1k:** Collaborate with the Faculty-in-Residence (if approved) to establish at least one Living-Learning Community (LLC) in collaboration with the Office of Residential Learning & University Housing. Students who enroll in this LLC will develop a deeper understanding of a particular theme that is integrated and interdisciplinary
- **Strategy 1l:** Offer an experiential learning fair to showcase the value of experiential learning, as well as promote opportunities for experiential learning including study abroad, service-learning, undergraduate research, and internships

	<ul style="list-style-type: none"> • Strategy 1m: Revise system for recruiting, screening, and instructing the <i>Experiential Learning in the Humanities & Social Sciences</i> and <i>Interdisciplinary Case Studies in the Liberal Arts</i> classes • Strategy 1n: Collaborate with the advertising intern to identify and implement strategies to advertise the experiential learning requirement and pathways for completion • Strategy 10: Partner with the various internship and field experience coordinators in CHSS to consider a common internship assessment tools: one completed by the intern and one completed by the employer/supervisor
Strategic Goal 2: Promote and support the career readiness of all CHSS students	2020-2021
	<ul style="list-style-type: none"> • Strategy 2a: Synthesize feedback from the Career Development Committee to introduce a career development exercise for incoming first-year students during the summer 2021 orientation College Information Sessions. The activity will illustrate the significance of utilizing the Center for Professional Success and how this service can impact their future career readiness • Strategy 2b: Engage Career Development Committee in identifying career readiness outcomes desired for all CHSS majors upon graduation with the intention of systemizing attainment of said outcomes • Strategy 2c: Collaborate with its advertising intern to promote the career development services and events such as career counseling, mock interviews, resume critiques, and events including CHSS Career Day and the Alumni Meet & Greet. • Strategy 2d: Collaborate with its advertising intern to specifically engage Rowan University transfer students due to this population accounting for nearly half of the entire CHSS student population • Strategy 2e: Assess and enhance the inclusivity of its career services to better serve students from marginalized groups (e.g. immigrant students, first-generation students, racial and ethnic minorities, etc.). In doing so, the Center will: <ul style="list-style-type: none"> ○ Partner with on-campus resources to create career resources specific to diverse populations ○ Update existing web and print material with inclusive language that is void of slang and idioms ○ Engage all student and professional staff in ongoing diversity and inclusion trainings ○ Intentionally utilize career speakers, recruiters, and alumni from diverse backgrounds for programmatic efforts • Strategy 2f: Promote micro-internships and provide training to students and academic advisors on how to utilize the Parker Dewey platform. • Strategy 2g: Collaborate with the Office of Career Advancement to coordinate activities and prevent any duplication of services
	2021-2022
<ul style="list-style-type: none"> • Strategy 2h: Apply feedback from the Career Development Committee to systematize exposure to agreed-upon career development outcomes for all CHSS majors • Strategy 2i: Collaborate with its advertising intern to create and distribute class year-specific materials to proactively engage all CHSS students and provide suggestions for maximizing their time and achieve their career goals after graduation • Strategy 2j: Collaborate with faculty to translate learning outcome language to skills language that can be promoted by students and understood by employers • Strategy 2k: Partner with the Law & Justice Studies department to combine efforts and provide a large-scale career fair for <i>all</i> humanities & sciences majors 	

	<ul style="list-style-type: none"> • Strategy 2l: Engage a committee of CHSS faculty and staff, potentially the Career Development Committee, to design and submit a course proposal for CHSS majors focused on connecting their major to a career and preparing for the world of work.
	2022-2023
	<ul style="list-style-type: none"> • Strategy 2m: Collaborate with the Faculty-in-Residence (if approved) to establish a pilot Faculty Fellows Career Readiness program in partnership with the Faculty Center. The establishment of this professional development program will provide CHSS faculty members a medium to create and discuss teaching strategies that integrate career competencies into their classes • Strategy 2n: Promote and distribute employer-sponsored professional development tracks to CHSS students, further increasing the alignment between students' preparedness (resume, cover letter, internships, etc.) and potential career opportunities • Strategy 2o: Develop a strategy to train students on how to best translate learning outcomes attained in college to skills that are desirable among employers • Strategy 2p: Identify fundraising strategies to creatively raise funds for the CHSS Career Preparation funds and systematize spending on appropriate expenditures • Strategy 2q: Offer the career development class for CHSS majors. • Strategy 2r: Design and offer a 2-3 day summer career preparation/academic preparation experience for newly accepted freshmen and/or transfer students to introduce the benefits career preparation and experiential learning early
Strategic Goal 3: Engage public and private employers, for-profit and non-profit organizations government entities, community organizations, and higher education institutions in mutually-beneficial partnerships that benefit CHSS students	2020-2021
	<ul style="list-style-type: none"> • Strategy 3a: Collaborate with its advertising intern to facilitate a visibility plan to better cultivate partnerships with employers and other affiliated stakeholders • Strategy 3b: Collaborate with its advertising intern to create a set of materials to be provided to prospective CHSS Match Internship Program partners • Strategy 3c: Ensure internship agreements are on file for all CHSS Match Internship partners. • Strategy 3d: Increase and promote internship partnerships and other pathways to experiential learning in anticipation of the Fall 2021 experiential learning requirement. In preparation for the Fall 2021 launch, the Center will develop new internship opportunities to support local businesses, nonprofit organizations, and education institutions • Strategy 3e: Collaborate with the graduate intern develop a comprehensive initiative to engage employers with CHSS faculty and students, and better understand workforce trends. Such strategies could include an Employer-in-Residence program, an advisory group, organizing COVID-19 job search resources, and integrating employers into classes • Strategy 3f: Recruit a diverse, representative group of employers to recruit at the annual CHSS Career Day
	2021-2022
<ul style="list-style-type: none"> • Strategy 3g: Collaborate with the Faculty-in-Residence (if approved) to establish employer-sponsored professional development tracks. Creating these tracks will outline a four-year professional development plan for students who want to pursue specific industries upon graduation and will be driven by employers' hiring criteria. • Strategy 3h: Collaborate with the Faculty-in-Residence (if approved) to adapt and continue Employer-in-Residence initiatives • Strategy 3i: Develop a system for referring students to non-CHSS Match partners who are seeking interns and employees 	

- **Strategy 3j:** Maintain existing employer partnerships in an effort continue their accessibility for our students via CHSS Career Day and other recruitment opportunities
- **Strategy 3k:** Partner with Parker-Dewey to further promote micro-internships as a valuable experience for our students
- **Strategy 3l:** Recruit alumni and employers to utilize the Parker Dewey platform to recruit CHSS students for micro-internships

2022-2023

- **Strategy 3m:** Promote newly-created professional development tracks as a tool for all CHSS majors
- **Strategy 3n:** Secure at least one space to be used by employers for on-campus recruiting
- **Strategy 3o:** Continue to recruit diverse internship partners for the CHSS Match Internship Program
- **Strategy 3p:** Expand upon the Employer-in-Residence program to provide CHSS majors with increasing opportunities to engage with employers
- **Strategy 3q:** Recruit a diverse, representative group of employers to recruit at the annual CHSS Career Day

Throughout the implementation of this plan, the Center will assess the extent to which this strategic plan was actualized to inform the next plan

Assessment

The Center will engage several assessment strategies not limited to, but including:

- Annual Career Needs Survey data
- Application number for and enrollment in associated courses (INTR 20390 Interdisciplinary Case Studies in the Liberal Arts, INTR 20395 Experiential Learning in the Humanities & Social Sciences, and INTR 20399 Internship in the Applied Liberal Arts)
- Growth in employer partnerships
- Number of CHSS students who engage in service learning and study abroad
- Number of applicants to international scholarships
- Views of Center for Professional Success website pages
- Number and frequency of Rowan Success Network Speednotes and referrals
- IRB-approved longitudinal study focused on the impact of experiential learning in CHSS
- Social media analytics
- Supervisor evaluation data from INTR 20399 Internship in Applied Liberal Arts class
- Attendance at sponsored and cosponsored events
- Post-meeting and post-program survey data
- Parker Dewey micro-internship analytics
- First Destination Survey data
- ProfsJobs internship postings for CHSS Match Internship Program
- Views of career development modules
- Recruitment in Faculty Fellows Career Readiness Program
- Revenue generated through the CHSS Career Preparation Fund
- Creation of various products (websites, presentations, handouts, etc.)

References

National Association of Colleges & Employers. (2019, January). *Career readiness for the new College graduate: A definition and competencies*. Retrieved from <https://www.nacweb.org/uploadedfiles/pages/knowledge/articles/career-readiness-fact-sheet-jan-2019.pdf>

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