

Investment Fund for Core Needs (IFCN)

Entry #212

A. PROPOSAL SUMMARY

Title: Investing in a Career Advising Community

Project Lead Name: Chris O'Connor
Career Services

Project Lead email address: cmoconno@brockport.edu

Amount Requested: \$4075

Checked
Checked

Name of Sponsor 1: Katy Wilson
Enrollment Management and Student Affairs

Name of Sponsor 2: Tom Hernandez
Education & Human Services

Name of Sponsor 3:

A-1. Description of the Initiative

On the 2015 Student Opinion Survey, students reported, on average, that advisors assisted them with career plans in the range of “never” (1.0 “never” out 4.0 “very often”) to “sometimes” (2.0 “sometimes”). Student responses ranged by school from 1.55 to 2.21 (3.0 “often”), with standard deviations +/- 1.0. Affirmative responses to the question my “Advisor assisted me with grad school plans” were even lower, ranging from 1.56 to 1.89.

Although Career Services is a focal point for career development activity on campus, assisting students to transition successfully from college to career is a whole campus activity. Career services staff, based on conversations with faculty and other staff, believe that there is interest in having deeper career related conversations with students. We think that some of the barriers to having these discussions may be resolved making targeted training available to advisors.

Given that students are required to meet with their advisors prior to registering each semester there is an opportunity for a coaching relationship to develop. While career services staff would welcome the opportunity to see each student each semester, the office is not staffed to be able to do so and have no mechanism to use to require students to meet with us. Therefore, it would be ideal to provide interested advisors with training focused on developing their fluency in talking with students about graduate school and careers. As part of this training, advisors would also become more familiar with the resources offered to students by career services, which will help with making referrals to us. We

recognize that faculty members are often pressed for time during advising sessions and hope that this training will increase the efficiency of their work with students rather than add another item to be addressed.

Career Services staff has reached out to Mark Danaher, a master trainer from the National Career Development Association (www.ncda.org), to modify the Career Development Facilitator training into a shorter format for advisors. He has provide two options – a one-day workshop and a two-day workshop. Our plan is to offer the first day twice and the second day once. We also plan, using our own professional development funds, to pursue Career Development Facilitator certification for staff members in order to have more flexibility for training options in the future.

A-2. Impact Statement: What change will this project deliver in the short term? What are the expected longer term impacts?

We hope that in the short term that this project will help advisors to be more proactive in engaging their advisees in conversations around graduate school and career plans. In the longer term, we hope that additional conversations related to career will help students to increase the clarity of the career decisions, allow career services to make better resource decisions based on feedback from students and advisors, and aid in retention by helping students to see a clearer connection between college and career.

B. STRATEGIC ALIGNMENT

B-1. To be a Great College at which to Learn

Based on feedback from student on the 2015 Student Opinion Survey, we are falling short of excellent in how we approach advising students on career and graduation school plans. We hope that providing additional support for advisors regarding how to talk with students about career will help the students to feel more comfortable in their majors as well as take more advantage of the resources that Brockport has to offer.

B-2. To be a College engaged with its Community

Advisors will engage in training that will allow them to cultivate deeper connections with their advisees. The community pillar also focuses on “dialogue across disciplines and cultural differences.” We believe that this proposal touches on both of these aspects. As an advisor has a career related conversation with an advisee, they may find that the student’s area of interest would be facilitated by a minor in another area of the college or that it coincides with another faculty member’s research interests. To help reach across cultural differences, one of the areas addressed by the training is how career needs vary by individual and group.

B-3. To be a Sustainable Institution for the 21st Century

B-4. To be a Great College at which to Work

C. IMPLEMENTATION PLAN AND BUDGET

C-1. Identify the specific activities to be funded from the Investment Fund, estimated time-line for implementation, and for activities anticipated to be ongoing, plans for continued funding.

Item 1: One Day Workshop (20 - 30 participants)

Item 1 Amount: \$2200

Item 2: Two Day Workshop (20 -30 participants)

Item 2 Amount: \$3750

Item 3: Presenter Travel

Item 3 Amount: \$1000

Item 4: Workshop Catering

Item 4 Amount: \$1200

Item 5:

Item 5 Amount: \$

Item 6:

Item 6 Amount: \$

Item 7:

Item 7 Amount: \$

Item 8:

Item 8 Amount: \$

Item 9:

Item 9 Amount: \$

Item 10:

Item 10 Amount: \$

TOTAL EXPENSES, ALL ITEMS: \$8150

Matching Fund: \$4075

**In-Kind Services: Provide FTE and name of personnel who have committed to in-kind services.
Checked**

D. ASSESSMENT PLAN:

D-1. What are the anticipated outcomes and specific measurements for success?

1. Increase in scores on the Student Opinion Survey relative to advisor assistance with graduate school plans
2. Increase in scores on the Student Opinion Survey relative to advisor assistance with career plans
3. Conduct focus groups with students to understand better career components of the advising relationship. Follow-up periodically with additional focus group conversations to see if language around advising session and career discussions have changed and, if so, how.

E. ADDITIONAL INFORMATION

E-1. Please provide any additional information to assist in the review of the proposal, including why the initiative cannot be funded from divisional resources.

Training career services staff to be Career Development Facilitators will be an additional \$4,000 beyond what has been requested in this proposal. Career services is willing to commit a significant level of funding to the project, but funding the entire proposal would take resources away from other important projects.

In addition, funding part of the project through the grant process will also be a further signal to the campus that career development is a shared responsibility and, hopefully, increase interest in participation in the project.

We view this proposal as a pilot to gauge campus interest and willingness to participate. We also hope that it will provide a model that we may be able to execute without the cost of outside trainers going forward (unless the volume of training and conflict with other responsibilities would make that essential).

Upload up to three supplemental files here (not required): [On file]

Signature of Project Lead: [on file]

Email: cmoconno@brockport.edu

Signatures of sponsors are on file in the Administration and Finance Division.

Sponsor 1 Comments:

Sponsor 2 comments: Approved by attached email from Tom Hernandez.

Sponsor 3 Comments:

Date Created: 2017-03-21 17:47:40