

CCSU-FACULTY SENATE TASK FORCE ON STUDENT CAREER PREPARATION 2014-2015 REPORT

Task Force Members

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INTRODUCTION

In January 2014 Provost Carl Lovitt and Faculty Senate President Stephen Cohen charged the Task Force on Student Career Preparation to develop recommendations for ensuring that all CCSU students identify an intended career path and have adequate opportunities to prepare for employment in their chosen field.

The Task Force met regularly throughout the year to gather and discuss information that would help us understand this issue and allow us to make informed recommendations. After meeting regularly and conducting research on current practices regarding student career preparation both within and outside of the university, we have organized our report around the following questions:

What do we do now?

Where do we need to go?

How do we get there?

All three of these questions address the larger issue of how do students prepare themselves for 21st Century careers, and what role should administrators, faculty, alumni and the larger community play in the process?

We all agree that CCSU already has many career preparation programs in place, but that many of these programs are underutilized by students and faculty often remain uncertain about their precise role when it comes to giving advice about career preparation. Any changes to the existing career advising programs at CCSU must be accompanied by a campus-wide systemic shift in mindset.

In the end, nearly every point of contact that a student has on campus could help them prepare for a career. Structuring a system that makes it easier for all of these points of contact—student clubs, faculty advisors, CACE and more—to work with each other for the benefit of each student will improve the efficiency and efficacy of existing programs.

The Task Force believes that CCSU can provide a broad Liberal Arts education and substantial career advising and preparation. It's vital that the university not neglect the importance of one over the other. It's tempting to push for easily accessed skills, such as passing the nursing exam, over more abstract ones, such as creative thinking, but all national studies on long-term employment trends of college graduates make clear that students with firm training in both concrete and abstract thinking skills have the most fulfilling careers over the long haul. (Sample study: <http://www.aacu.org/nchems-report>) The social worker must problem solve. The engineer must write. The mortgage officer must be able to look at patterns and come to clear conclusions.

To help put the general recommendations summarized in this report into action the Task Force created an interactive online career planning guide that students, and faculty and administrators advising those students, can use. The guide provides suggested steps at four different credit load levels—0-30, 31-60, 61-80- and 91+ credits—in five key categories: **Advising/Exploration, Working/Volunteering, Networking, Leadership/Initiative, Global Awareness.** The guide has the potential to be programmed to register the activity of each individual student, so if a woman with 35 completed credit hours clicks on her Career Planning Guide it will summarize what she has done to date under the various categories and what steps she should consider next to stay on track with her career preparation goals while still in college.

The Task Force believes this guide will help maximize existing services at CCSU by serving as a clearinghouse for all the disparate pieces a student must consider as he or she prepares for the world of work. It will truly serve as a personally tailored map for success.

WHAT DO WE DO NOW?

From the early 1980s to 2009, CCSU built up a Cooperative Education program that was the second largest in New England, behind only Northeastern University. Co-op staff worked with their caseload of students to prepare them for the job search and interview process. They sustained relationships with area employers and required attendance at career development seminars for students competing for Co-op positions.

In the early 1990s the Career Services function was added to the Cooperative Education Office. One individual handled the bulk of the “Career Services” work, including career fairs, on-campus recruiting, resume referrals, workshops, job listings for part-time jobs and internships and more, which proved too much to handle. In 2009, a new model was introduced in an attempt to improve first and second year retention. The Center for Advising and Career Exploration (CACE) was formed by merging the Advising Center and Career Services/Cooperative Education offices. It was obvious from the start that although CACE had a multi-function charge, the highest priority had to be given to providing academic advising services to incoming first-time students and the large population of continuing students who were Undeclared. The unexpected secondary consequence: Career services had to take a back seat to academic advising and the offerings related to career services greatly diminished.

Another unintended consequence of the new format for CACE is that employers no longer could identify who they may contact for assistance in connecting with students and alumni. The name of the office made it difficult to recognize where career services’ functions are housed. Additionally, the staffing at the new office does not allow delivery of consistent career services throughout the year. The National Association of Colleges and Employers (NACE) notes in its 2012-2013 *Career Services Benchmark Survey* that, “the average student-to-professional staff level is 1,889 students to each career services professional.” For CACE to meet this ratio, it would need an additional four to five full-time staffers, as the current staffing levels just meet NACADA’s caseload standard for Academic Advisors.

Currently, all incoming students are given an account in Central Connections, the jobs and employer database system. The message we try to convey to students and their parents is “Don’t Wait Until You’re a Senior!” Again and again we emphasize how important it is to get involved on campus and to integrate experiential education into their overall career plan. First-time students are told that, although their academic advising relationship with CACE will end after the first year, career development assistance will always be available. Continuing students, graduating seniors and alumni may use CACE’s resources and attend career fairs, attend resume and career services seminars, and the Central Connections job posting system.

Despite all of these resources, CACE struggles to provide consistent career services to students and employers. The vacuum left encourages individual departments to craft their own career advising plans, which has led to tremendous inconsistency across the university. Some majors, especially professional programs, such as educational leadership, nursing and engineering, integrate career development steps into every aspect of the curriculum, with concrete goals and often paid internships or internships for course credit required. Other departments work on an as-needed basis and work with a student if he or she has a proposal for an internship and is seeking credit. There’s no internship application form, no list of potential employers interested in working with students from the major and no faculty member that serves as a point person for inquiries.

The Role of Alumni

The CCSU Alumni office works with the office of Institutional Advancement each year to host a program that pairs alumni and students for a mentoring event, which includes a keynote speaker and/or alumni panel discussions on career readiness. There are often as many as 100 students and 30 alumni in attendance.

Many departments work with their alumni and tap into that talent pool for department-specific career-related events. Majors and minors can use social media, such as Linked In and Facebook pages, to make it easier for graduates to share where they’re living and working and whether or not they are willing to mentor other CCSU students and graduates. The Task Force encourages departments to work more closely with the Alumni Office and CACE to keep tabs on alumni and host more career-oriented events. Alumni are a key resource for students seeking to build a career network but all three units—Alumni Office, CACE and departments—must work together to maximize the potential.

Summary of Career Preparation Best Practices across CCSU Campus

We conducted an informal survey by contacting deans, department chairs, and individual members of all departments asking them to share with us their best practices for preparing their majors for future careers. Although we did not hear from all departments, faculty from across the CCSU campus provided many examples of good practices in this area (see *Appendix* for listing by school).

Some common practices included hosting annual workshops, alumni career panels, and career fairs; posting job and career information on websites and in brochures or newsletters; embedding career exploration and job skills training into the curriculum via specialized courses for majors or capstone courses; requiring or encouraging internships and field experiences; requiring or encouraging independent research with presentations at local and regional conferences; and discussing career opportunities in the context of advising.

Examples of great faculty involvement include departments where faculty have relationships with professionals in their field and stay current with the latest trends in their profession. Some departments have Industrial/Professional Advisory Boards where professionals come and advise the faculty on what is required in the industry/profession. Faculty passionate about helping students acquire key career-building skills often adjust curriculum to fill gaps. For example the Industrial Advisory Board notified the Department of Engineering that CCSU students lacked strong written and oral communication skills. In response, the department created *ENGR 290-Engineering Technical Writing & Presentation*.

Another example of how faculty commit to students' career success is that real world experience is strongly encouraged if not required by the faculty in many departments. These experiences can take many forms from traditional internships to community engagement and service learning projects embedded into specific courses. For example, in Sociology faculty developed a new course sequence, "Community Research Methods." Students sign up for a substantive reading course alongside a community research methods course. Working closely with a community organization, students conduct the evaluation research for the organization by interviewing community members, coding and then analyzing the results.

Preparing students for their careers and managing the various opportunities available is not a task that faculty can do on their own. When the administrators recognize this and dedicate resources to this effort, the students are well prepared. One example is in the School of Engineering & Technology. With CACE focusing more on academic advising, there was a recognized need for career services efforts within the school. The Dean sought out and supported a dedicated career services position, which provided much needed structural support to faculty and improved the opportunities for the students. Dedicated career services professionals do a lot to promote the employment of students. For example in the School of Engineering, Science & Technology, the Career Services Coordinator prepares students for their careers in a variety of ways:

- Offers career counseling and job search advice
- Helps students with their resumes and interviewing skills
- Sets up focused career fairs, seminars & workshops
- Seeks out and posts job opportunities for internships, co-ops and entry level positions
- Establishes relationships with industry professionals to further enhance opportunities for students

- Communicates regularly with the career services individuals in other schools at CCSU (i.e. School of Business) to share job and event postings when appropriate
- Communicates regularly with faculty and students about opportunities that exist for them
- Encourages students to get involved with resume building activities; clubs, projects, etc.

The Task Force recommends career advising positions for each school given the unique needs and approaches of different majors.

These examples show that working together, faculty, administrators, and career professionals can have a positive impact on student success with regard to their future careers. Many wonderful things are already happening on campus, yet much more can be done to consolidate efforts and improve communication among faculty, administration, and students.

WHERE DO WE NEED TO GO?

Unemployment reached historic levels for male college graduates in 2009 at 26.6 percent but has improved for all adults over 25 since then, with 16 percent of college educated men and 11 percent of college educated women unemployed in 2014, according to the Bureau of Labor. College graduates fare much better in the *underemployed* category, where just 8 percent of those working are underemployed versus 16 percent of high school graduates.

Of course, playing the numbers game can be misleading. Many of the polls that show poor employment rates for certain majors often look at graduates just one to three years out of school, which in no way mirrors the long term trends. Counter to the prevailing stereotype that Liberal Arts majors have more trouble finding work, a recent study by the Association of American Colleges and Universities (AAC&U) found that over their working lifetime, liberal arts majors had lower unemployment rates than other graduates and were more apt to have earned a graduate degree. **In the end, the Task Force believes it's vital to advocate for a *complete* education in both the liberal arts and in specialized skills and not to value one over the other.**

As CCSU moves forward on a plan to prepare its students for careers in the 21st Century, campus programs should acknowledge and celebrate the long-term benefits of a broad education. Study after study shows that what many employers call “soft skills,” such as working with a team, thinking creatively and critically, and communicating well, are far more accurate determinants of a student’s long term success in the workforce than his or her major. Working with a mentor and securing an internship while still in school—either for course credit or pay—has a greater impact on student success in employment than what school he or she attends.

Based on this cultural context, the Task Force recommends:

- Encouraging all departments in all schools to organize an internship program and appoint a faculty member as an official career liaison that would work with CACE. Each department could determine whether or not an internship is required, for course credit, part of a class, for pay, or purely volunteer.
- Encourage departments to organize a more formal mentor program, which extends the role of academic advisor to include career advising for faculty who volunteer to take on this expanded role.
- Separate Career Services from Academic Advising and Career Exploration and tap into the new cohort of faculty career advisors from each department to develop a strong net of resources and to improve communication among all schools.
- Hire a career advisor for all schools.
- Build on the connection between the Alumni Office, Career Services and Academic Departments.
- Make career preparation in the soft skill area in particular a part of the conversation for first year students and have all new students—first year and transfers—initiate their Career Planning Guide, which the report outlines in more detail below.

HOW DO WE GET THERE?

CCSU students have a proven work ethic, a selling point that the university needs to emphasize more strongly when we market our students and programs. Many of our students come from families that helped make the state one of the most productive areas in the country for generations. A sizable percentage work to put themselves through school and juggle family, jobs, a full course load, and substantial commutes. In short, they have a prodigious *working intelligence* that our public regional university should celebrate with great pride.

The Task Force has built an interactive online Career Planning Guide that will sustain and nurture this working intelligence and foster an entrepreneurial spirit that will help drive students to be self-actualizing and responsible for preparing themselves for 21st Century careers. CACE can offer seminars and career fairs. Faculty can mentor and advise. But in the end, it's up to each individual student to find out what resources exist on campus, what path he or she needs to take to secure the required skills and how best to manage their time at CCSU from the first credit hour to the 120th credit hour.

ONLINE INTERACTIVE CAREER PLANNING GUIDE: A PRIMER

The Categories:

After much discussion, the Task Force agreed on five core subject areas that students need to focus on to properly prepare for a career while still in college:

Advising/Exploration

All students seek academic advising during their first year on campus, but many do not pair that with a serious exploration of career advising options. The new guide outlines steps that will encourage all CCSU students to visit CACE from first year to graduation. The Task Force paired Exploration with Advising to emphasize the need for an entrepreneurial spirit when it comes to shaping a career. The workforce increasingly requires a constantly shifting skill set and a mindset where the individual, rather than a company, shapes his or her career path.

Work/Volunteering

Most CCSU students work while going through college, but they need more direction on how to capitalize on and manage that experience as both an asset and a potential obstacle. So many of them have a terrific work ethic, something that should be celebrated, but they can also struggle to strike the proper balance between income they need in the short term and skills they might need in the long term to realize a fulfilling career. How do they manage the cost of books, food and clothes against the need for an internship that might provide them a specialized skill? Students, faculty and administrators need to have more engaged and detailed discussions about such choices. In the end, all students should seek to advance the type of responsibilities they take on at any job or as a volunteer or intern.

Many academic departments already have very organized internship programs in place, but many do not, which makes the entire process extremely inconsistent for CCSU students. While each department and school must iron out its own unique plan for career preparation for its students, the Task Force believes that prior to graduation as many students as possible should be exposed to real world work environments that require complex skills such as working with a team, writing, problem solving, meeting deadlines and learning complex information. Some departments may prefer to challenge students in classes via community engagement projects while others may want to place students in specialized internships on location at relevant worksites, such as an engineering project at UTC. Few things better prepare a student for work than internships, volunteering and community engagement projects.

Networking

Far too many CCSU students never think about building a network of professional contacts while still in school. The online interactive Career Planning Guide can really help students lock in much earlier to this vital long-term career planning step. They can join professional organizations at student rates, take advantage of alumni events, and

arrange informational interviews not just in their final year, but anywhere along the credit hour continuum.

CCSU needs to do more to foster an official mentoring program across all academic departments. The alumni office can help identify potential mentors but it's up to the departments to reach out and recruit both CCSU graduates and faculty on campus. A mentor moves another step beyond an advisor and proactively seeks out ways to identify opportunities and skills a student might need and then finds a way to close that gap, perhaps by connecting the student with a professional or encouraging him or her to attend a conference or organizational meeting. The Task Force believes this is a key area of need for our particular student population.

Leadership/Initiative

Students that participate in student activities, take charge of organizations and/or publications like the *Helix*, show potential employers that they have initiative, embrace responsibility and care about being a part of their community. As a commuter campus, CCSU must work harder to emphasize how vital it is for students to deliberately seek out ways to develop and showcase leadership skills. The Career Planning Guide sets out an ever more complex series of steps for students to follow, since often someone must first participate and learn before they can lead.

Global Awareness

CIE and CCSU in general have made tremendous progress in the last 10 years in terms of enrolling more students in overseas programs and classes. The job market has gone global--something a regional public university must grapple with just as much as a private university. The Career Planning Guide makes Global Awareness a vital link in the overall career preparation for any student in any field, and also encourages them to recognize that many opportunities exist right on campus and in Connecticut to expand their cultural understanding of the world.

The Credit Hours

Since most CCSU students do not complete their degree in four years and the university receives so many transfer students, the Task Force elected to organize the progression for career preparation around key credit hour ranges rather than first-year, second-year etc.

How to Use the Guide

Initially the Career Planning Guide will exist as a website with the general grid available to anyone that visits the site, but eventually the Task Force foresees having a customized Career Planning Guide for each student. The guide will sync with a student's list of classes and automatically update whether or not the student has taken an International class, for example, which is suggested under the Global Awareness category. The student in turn will input various activities that meet set guidelines, such participating in an internship or a community engagement project. The chart will provide guided steps and

remind the student to consider career preparation from the moment he or she steps on campus.

Faculty that might feel ill-equipped to offer career advice can work to make sure the student is aware of the guide, keeps his or her information up-to-date in the guide, and uses resources all across the campus for career preparation (e.g. Career Services, the Writing Center, alumni networking events). The Task Force hopes to sync the Career Planning Guides to a link that posts career-related events on campus and resources.

If each school appointed a career advisor, who would work closely with Career Services, then faculty advisors would also work with that advisor to make sure all majors and minors have fully operational and updated Career Planning Guides. This one-stop shopping approach will consolidate information and make it much easier for both students and faculty advisors to work together. Each academic department may find they want to tailor their Career Planning Guides for their majors and minors.

SUMMARY OF RESPONSE FROM STUDENT FOCUS GROUP

In March 2015 the Task Force invited seven students (2 juniors, 5 seniors; 3 men and 4 women) to a demonstration of the Career Planning Guide. They met in the Instructional Design and Technology Resource Center. After a brief introduction from some Task Force members, the students watched IDTRC Director David Oyanadel move through the template for the Career Planning Guide, which is not yet fully functional, but developed enough to show the overall intent and direction of the Guide.

Using a 5-point Likert-type scale (1=*not at all likely*, 5=*very likely*), students responded to the following questions:

1. If it were available, how likely would you be to use this tool: on your own; with the help of a CACE advisor; and with the help from a faculty advisor? [Students reported that they would be most likely to use the tool with help from a faculty advisor ($M = 4.3$, $SD = .95$) or on their own ($M = 4.4$, $SD = .80$).]
2. In addition, students responded to several open ended questions. Several themes emerged which we will summarize here:
 - a. They really liked the simplicity and convenience of the cell phone ready tool and the fact that it consolidated information and resource links in one location.
 - b. They really liked the possibility of making it an interactive tool so that they could track their progress with regard to both academic and career goals all in one place.
3. Suggestions for improvement:
 - a. Give it a snappier name
 - b. Use better graphics

With proper design and marketing, they envisioned it as an app that could provide a roadmap for all students to make the journey from student to professional.

Sample comments from their comment sheets:

- *The tool is helpful because it is easily accessible via smart phones.*

- *It consolidates information and could develop into a more interactive resource.*
- *The app draws a clear but general path to becoming a professional.*
- *I really wish something like this had existed my freshman year.*
- *It is easy to access, fun, helps students organize and a way to help them keep track of their college success.*

The Task Force understands that it had a small pool of students responding to the prototype; the product needs to go through more test runs as we move forward on the overall design. But the fact the students that did attend the Focus Group were so uniformly positive really underscored for us that we have an exceptional idea here for a tool that has amazing potential for CCSU and beyond.

CONCLUSION

CCSU already has so much to offer students interested in building career skills, but right now much of it remains scattered in various nooks and crannies across departments and administrative offices. The Task Force aspires to pull the threads together via the Career Planning Guide, which makes it clear that volunteering in New Britain, getting resume writing advice from Career Services, and traveling abroad all play a part in preparing an individual for career success. Most professional adults know this but students must be shown.

While academic advising and course selection are intrinsically linked to career preparation, the Task Force strongly advises that Career Services return to its two-tiered structure prior to the changes in 2009. Career advising involves so many things other than class selection, much of it very labor intensive work, such as building a network of contacts with employers in Connecticut that might want to work with CCSU students. The career advising office needs an internal structure that allows it to give these many tasks its full attention.

Each school and department needs to reflect more on what it can do to help majors and minors with career preparation. In some instances, it might simply be a conference on how to use abstract thinking skills in a range of professional fields, in other instances it might be a specific job fair for accountants. Appointing an official career advisor for each school would be an excellent first step towards establishing a bit more consistency across all majors.

The Task Force recognizes Connecticut's tight financial times but most of its recommendations encourage some restructuring of existing organizations (CACE) or streamlining the information flow in the five key topic areas in the Career Planning Guide. A restructured CACE or adding career advisors to each school may involve some new personnel or credit hour relief for faculty, but overall the Task Force believes that the vital framework for graduating more career ready CCSU students is here, underutilized, but has tremendous potential.

APPENDIX

CCSU-Faculty Senate Task Force on Student Employment Best Practices by School

Please Note: This is not an exhaustive list but represents best practices submitted by departments who responded to our request for information.

CAROL A. AMMON COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Anthropology (Abigail Adams)

1. Every fall we run a program called “Your Future in Anthropology” where we talk about the pros and cons of graduate school and a panel of alumni (all anthropology majors) discuss possible careers.
2. We have a Careers in Anthropology pamphlet.
3. We have a Careers in Anthropology website.
4. All majors have an internship, independent study, or field school experience.
5. All majors do a senior thesis and publicly present their work. Hands on experience is built in and all students develop a portfolio.

English (Mary Collins)

1. The English Department added an Internship link to the department homepage on its redesigned site (fall 2014), which provides students with basic information about job lines for students with strong writing, editing and critical thinking skills. It also provides contact information for the internship advisor, Associate Professor Mary Collins, who placed three students in internships for the spring of 2015 (two for course credit and one paid).
2. The English Department has always allowed motivated students who propose an internship plan to take an internship for course credit, but the newly designed program streamlines the process with an official internship advisor, a link to an official application, and a place to receive advising for how to prepare and choose an internship. For the first time the English Department is developing relationships with official partners so that the intern advisor can recommend an assignment to a student rather than have the entire process start with the student. Partners include a literary book publishing company, two museums, a social policy think tank and the veterans’ history project.
3. The English Department recently updated its Minor in Writing program with several new classes, including Writing for Digital Platforms and a four-course Publishing class that includes a lab and will involve running and publishing a literary online journal each term.

4. The department published a pamphlet that highlights its many minors as well as the internship/career advising program.
5. The department hosted the first Power of the Pen: Careers in Writing, Literature and Publishing in March 2015, which drew more than 65 people, including many alumni. The department hopes to make it an annual event.

History (Katherine Hermes)

1. The History Department is changing some of its general education to offer Reacting to the Past (™) courses in which students recreate an event from the past and play roles in a competitive game. Our hope is that these classes increase verbal and written communication skills, negotiations skills, critical thinking and thinking ahead.
2. We put out a department newsletter each semester and we highlight successful alums as well as discuss where people with history majors find employment. We post employment information from actual jobs to articles about careers and jobs to several Facebook pages and groups.
3. CCSU Public Historians: <https://www.facebook.com/groups/151800244846697>; CCSU Historians: <https://www.facebook.com/ccsu.historians>; CCSU Graduate Programs: <https://www.facebook.com/HistoryGraduateProgramsCCSU>.
4. We discuss employment with students at advising appointments.

Music (Carlotta Parr)

1. All of our students who are in the B.S. in Music Education program participate in student teaching. We currently do not have internships for students in the B.A. programs. Students in the B.S. Program receive help with their resumes, and the student teaching seminar includes discussions about career options, job openings, etc.
2. We currently do not have plans for activities that ensure students in the B.A. Programs receive career information beyond individual advisee/advisor meetings each semester.

Psychological Science (Carrie Andreoletti)

1. All Psychology majors are required to take PSY 113 – Exploring Psychology. This one-credit course is an introduction to the academic, professional, and ethical aspects of the field of psychology. It develops critical thinking, research, library, and information acquisition for psychology. It also helps students explore career options.
2. Every year our Student-Faculty Relations Committee offers one or more workshops:
 - a. How to Get into Graduate School
 - b. Resume/Vita Writing Workshop
 - c. Interviewing/Presentation Skills Workshop
 - d. What to Do with a BA in Psychology
3. Psychology Day – annual conference that rotates among Eastern, Western, Southern, and Central – gives psychology students an opportunity to gain experience presenting

their PSY 222 (Research Methods) or other research in a professional venue. All students are encouraged to participate.

4. Eastern Psychological Association (EPA) Annual Meeting – this is a regional conference. Psychology Club sends a group of students every year and many students present original research in collaboration with faculty.
5. We offer PSY 225 – Peer Tutoring in Research Methods to qualified students who receive tutor training, become CRLA certified, and serve as peer tutors.
6. Our Psi Chi (National Honor Society in Psychology) Chapter started a Research Stories Initiative that gives students an opportunity to present their research to their peers as part of a colloquium series. The idea is based on peer-modeling theory, which has been demonstrated to increase self-efficacy, a trait correlated with academic success. The goal is to videotape the presentations and make them available on the YouTube Psi Chi channel, which will provide students with the opportunity to share the presentation with potential employers or graduate schools.
7. PSY 496 – Internships in Psychological Applications – Students do 120 hours of supervised work in public and private agencies and institutions requiring the application of psychological principles. Our department is currently limited to offering 6 credits per semester (18 internships).
8. PSY 499 - Independent Reading and Research in Psychology – Independent studies in our department are primarily used for students to gain experience in conducting research in collaboration with a single faculty member or as part of a research team. These experiences are crucial for students who want to attend graduate school but also allow for the development of skills that would be valued in business and industry. Our department is currently limited to offering 4 credits per semester (12 students).
9. Our Strategic Planning Committee is currently considering ways to improve advising/mentoring (beyond providing PIN) within our department.

Gerontology Minor (housed in Psychological Science)

1. GERO 495 – Internship in Gerontology (4 credits) 120 hours of supervision in a setting that serves older adults and weekly seminar with some focus on professional development and careers in aging. Required for all Gerontology minors but open to all students with an interest in aging.
2. Careers in Aging Week – An annual event sponsored by Association for Gerontology in Higher Education (AGHE) intended to bring greater awareness and visibility to the wide-ranging career opportunities in aging and aging research. Universities and colleges across the world participate by sponsoring events at their schools or in their communities. We typically participate each year by sponsoring information booths, organizing career panels, etc.

Political Science (Robbin Smith)

1. We do have an extensive internship program both in CT and in Washington, DC. (In fact, I know that 2 of our grads are still in DC working professionally on legislative

issues.) Our Public Admin majors are required to complete internships if they are academically eligible. We also require an internship seminar that focuses on the relationship between the internship site and the realm of social scientists while also helping our students network and develop professional skills.

2. We require all majors to enroll in PS 250, a PS methodology course that teaches students how to complete a research paper while they are still relatively early in the major; a skill that is useful if they choose to go on to graduate school.
3. The skills obtained in PS 250 may then be applied in PS 448, a four-credit research course. The students must complete an original research project utilizing some of the methodological skills mastered in PS 250. Last year, that class had 10 students. 5 of the 10 are considering (or are already in) graduate programs, including law school, Ph.D. programs, and masters programs in DC. All of the papers were strong and a few were exceptional.

Sociology (Beth Merenstein)

1. All students are required to take an advanced methods course. Students choose from the following: qualitative methods, quantitative methods, oral history, or community research methods. These courses provide students with skills that can be applied to a variety of careers.
2. Students can apply for SOC 490 – Community Internship and Seminar. Accepted students are assigned to work in either a profit or a nonprofit community based organization for 8 to 10 hours per week and attend a once weekly seminar to discuss assigned readings and research projects related to internship placement.
3. Sociology requires a 4-credit capstone course, SOC 499 - Senior Seminar in Sociology. This capstone course for majors provides students with a structured environment in which to complete an independent research project. Students will engage in peer workshops, and reflect upon the knowledge they have acquired in the discipline while honing their research and communication skills.

SCHOOL OF BUSINESS

School of Business (Sharon Braverman, Assistant Dean)

1. SPA (Student Professional Advancement) sessions – these consist of a series of seminars put on by industry professionals. Topics include learning professional skills necessary for a career in business and other areas. Students from other schools are also invited to attend.
2. Post jobs on Finals site
 - a. Posts jobs for students and has students apply to S.Braverman
 - b. Collect and review resumes
 - c. Meet with students to revise resumes as needed
 - d. Send resumes to employers
3. Travelers Office Hours – 1-on-1 career counseling by industry professionals.

Accounting (Lawrence Grasso and Monique Durant)

1. We believe all of our courses are preparing students for their professional careers.
2. With regard to acquiring an entry-level professional position, we have MC207, a required core business course, in which students prepare resumes and work on oral and written communications skills.
3. In accounting, our Accounting Society has about twenty meetings per year with professionals talking about career paths in the profession, professional examinations (CPA, CMA) and exam preparation, and continuing education beyond the bachelor's degree. In addition, Monique Durant, our internship coordinator has done a tremendous job making contacts with Accounting Firms and expanding student internship opportunities. She also works directly with our aspiring interns giving them individual feedback on their resumes and coaching them on presentation and interviewing. This year, she has expanded and formalized those efforts, creating an internship web page, and organizing three workshops to be conducted by accounting professionals to prepare students who are seeking internships or full time positions upon graduation. Monique can supply you with some added information if you need it.
4. We have recently rolled out an internship page, designed to provide students with information about upcoming events and opportunities. This page can be accessed through the Accounting Department webpage at <http://www.ccsu.edu/accounting/> which can also be found easily through clicking on Accounting (Academic) on the A-Z Index. Links to Internship Opportunities are on both the right (Internships) and left sides (Internship Opportunities) of the page. If you access through the link on the left, you see a statement about the importance of Accounting Internships first.

SCHOOL OF EDUCATION & PROFESSIONAL STUDIES

SEPS Advising Center (Kimberly Kostelis)

1. Host graduate students in the Student Development in Higher Education track of Counseling for practicum and internship opportunities.
2. Offer assistance with resume writing, both through workshops and individually.
3. Encourage students to incorporate a study abroad experience in their education.
4. Take students abroad on Passport to Global Citizenship Programs (London, China, Jamaica) related to their programs.
5. Advised Kappa Delta Pi, an international honor society for teachers, for over 15 years.
6. Advise students on obtaining cross-endorsements to broaden their career opportunities.

Nursing (Meg Levvis)

1. The Nursing Program is a 3- year program, commencing in the sophomore year. During this 3-year period, nursing students do 540 hours of supervised clinical experiences. A number of other events/experiences take place as well.
2. Each year, we have a Career Day where recruiters from area hospitals and other health care organizations come to meet with our senior students. Students must dress professionally and be prepared to be interviewed. Many of these recruiters are also members of our Professional Advisory Committee.
3. Members of the Connecticut Nursing Association volunteer their time to conduct “mock” interviews with our senior students during the end of the Fall semester.
4. Also in the Fall semester is Connecticut League for Nursing Student Day. Students meet with area hospital organizations to discuss job opportunities.
5. Students have the opportunity to meet area health care professionals in their classes, on-campus events, as well as off-campus events such as Connecticut Nurses Legislative Day. The focus of this event is for students to be aware of bills pending before the legislature that will affect nursing care.
6. Students also have the opportunity to compete for limited summer clinical internships during their junior year.

Physical Education and Human Performance (Kimberly Kostelis)

1. Introductory classes for Athletic Training (EXS 112), Exercise Science (EXS 113), and Physical Education (PE 111) have observational field experience assignments to find out more about their job. Additionally, these courses discuss professional organizations in the field. Lastly, guest speakers from the field attend classes.
2. Community Engagement initiatives in various courses integrate our students with not only community partners, but also provide opportunities for students to be a professional in the field. Athletic Training students volunteer their First Aid and EMS Training at various events, such as the senior games. Exercise Science students in EXS 215 lead senior exercise classes at Saint Lucian’s Residence in New Britain. Physical

Education students help organize Jump Rope for Heart events and assist with New Britain Behavior Incentive Days at Lincoln Elementary School. Additionally, students involved with the Dance minor and DanceCentral help coordinate with New Britain public schools to attend the Nutcracker or other special dance performances.

3. Athletic Training and Exercise Science students are taught how to implement stress management techniques and strategies for clients in settings such as Athletic Training, Physical Therapy, Occupational Therapy, Strength and Conditioning, and Personal Training to separate themselves professionally and enrich their programming.
4. Various courses in all majors (EXS 112, EXS 113, PE 111, and PE 416) teach how to write a Cover letter and develop resume writing.
5. Physical Education students in PE 416 conduct Mock Interviews with current administrators who are a part of hiring Physical Education teachers in their district.
6. Numerous courses in the Physical Education curriculum have field experience hours attached to the course. Additionally, students interview out in the district before their placements are confirmed.
7. Numerous class projects in all majors mirror what is done out in the workforce. An example is developing a Physical Education program that includes various aspects, such as budgeting and scheduling, preparing and executing Professional Development workshops, developing an intramural program, as well as developing a newsletter or website. Additional examples in AT and EXS include putting together a Health Promotion Plan or conducting and presenting research at the Undergraduate Research and Creative Activity Day.
8. All majors have a final semester of field or internship experiences. Athletic Training (EXS 445) complete 400 hours of supervised work in an off campus AT setting. Exercise Students (EXS 450 and EXS 470) complete 150 hours in EXS 450 and in EXS 470 a minimum of 520 hours must be completed. Physical Education students complete a full semester of student teaching; 8 weeks at the elementary level and 8 weeks at the secondary level.
9. AT, EXS, and PE all have separate Professional Advisory Boards that meet regularly to discuss strengths and weakness that the employers, cooperating teachers, and site supervisors identify among our students.
10. AT, EXS, and PE students are encouraged to attend and present at conferences. Professional Development opportunities are embraced among all majors. Examples include our AT students attending and help planning the Sports Medicine Symposium on campus every year. EXS Students attend, present, and compete at a "College Bowl" during the New England American College of Sports Medicine conference. PE Students attend and present at the state conference (CT Association for Health, PE, Recreation, and Dance). Additionally, our PE Club assists with funding for PE Students to attend the National Convention, SHAPE America.

Social Work (D. J. González Sanders)

The social work department has accreditation core competency requirements. Students must demonstrate social work skills and competencies in the following areas during their professional development in the program:

1. In sophomore/junior year, employment interviewing skills and social work competencies are taught in 6-core courses (2 pre-major & 2 major courses) to assist students in:
 - a. Writing: A social work professional writing course is required as a co-requisite with one pre-major courses at the pre-major level to assist students to learn to write for the social work profession in the beginning of their professional and academic career enabling them to practice writing in all subsequent courses in the major.
 - b. Interviewing and obtaining 70-hour volunteer service learning community placements to meet social work course requirements.
 - c. Students are also required to learn to build student/supervisor, student/colleague relationships in the volunteer settings.
 - d. Students are required to secure a different community agency, school or hospital setting for each of the 4 required 70-hour volunteer experiences which means interviewing skills are practiced multiple times prior to entering senior level internship status.
 - e. Students complete projects in the volunteer placements related to professional skill competency requirements congruent with the particular agency, school or hospital setting contributing to the setting.
 - f. Students are evaluated at the end of each semester in a con-joint meeting with the volunteer placement supervisor & evaluation is sent electronically to social work program.
 - g. Students are required to interview with the faculty and prepare an academic and volunteer placement portfolio to provide a self-reflection of their learned skills demonstrated in the classroom and in their volunteer learning outcomes and discuss their learning when applying to the social work major.
2. Senior year - Students are required to interview with the Field Education Coordinator and approved by Department Chair when applying for senior field internship and placement.
3. Senior academic year internship – In senior year, employment interviewing skills and social work competencies are taught in 4-core senior courses (2 seminar & 2 field experience courses) to assist students in:
 - a. Interviewing and securing service learning community internship placements for a minimum of 400 hours per student for senior academic year to meet professional social work skill and competency course requirements.
 - b. Students required to build student/supervisor and build student/colleague relationship as part of social work competencies taught in the 4-core senior level courses (2 seminar & 2 field education courses). This strengthens the graduating student's ability to demonstrate learned professional skill competencies and transferring them to community internships placement to future employment settings.

- c. Students complete projects in the senior internship placements related to professional skill competency requirements congruent with the particular agency, school or hospital setting contributing to the setting
 - d. Students are evaluated at the end of each semester in a con-joint meeting with the senior internship placement supervisor & evaluation is sent electronically to social work program.
- 4. Stipend award via a grant obtained from Department of Children and Families (DCF) Stipend to help prepare 5 eligible, qualified and interested students for work in child welfare. When awarded the stipend the student is accepted as a senior intern and placed on a “fast track” toward employment at DCF after graduation from CCSU. To qualify:
 - a. Students must have earned an overall GPA of 3.0 or above
 - b. Be recommended by both the Department Chair and the Field Education Coordinator
 - c. Interview with the DCF Stipend Award committee and the Regional director for DCF
 - d. Have an interest in child welfare
- 5. Social work professionals are invited as guest speakers in core social work courses
 - a. Pre-major courses
 - b. Initial major courses
 - c. Senior courses
- 6. Students are included in professional development opportunities on campus
 - a. Participate as volunteers in annual professional conferences sponsored by the social work department
 - b. Are required to contribute to the conference content
- 7. National Association of Social Workers Connecticut Chapter -CT (NASW-CT) provides annual training for students which is strongly supported by SW faculty:
 - a. Learn political advocacy and lobby training by attending professional organization lobby training opportunities through the National Association of Social Workers Connecticut Chapter -CT
 - b. Meet with other college & university social work undergraduate and graduate students to build professional relationships
- 8. Students are encouraged to volunteer at or attend the 2 – annual (NASW-CT) professional conferences (student rates are available)
 - a. The Social Work Club engages in fund raising efforts to help pay for student registrations
 - b. Social Work Department supports some additional student registrations
- 9. Students are informed of professional development conferences sponsored by other colleges and universities via email and postings in the Social Work Department bulletin boards.
- 10. Social Work Club keeps students informed on:
 - a. Other community service opportunities for additional professional learning
 - b. Establishes on campus projects to engage students

- c. Invites guest speakers to provide students with professional development and professional competency learning
- 11. Emails are sent out to students notifying all of:
 - a. Professional conference opportunities on and off campus
 - b. Employment opportunities received in the department
- 12. Annual Alumni event is held to foster mentoring relationships between CCSU professionals working in the field and students preparing for graduation.
 - a. Alumni committee is developing professional continuing education credit programs to strengthen alumni participation
 - b. Build mentoring relationships with students in all levels of professional development

Teacher Education (Aram Ayalon):

1. First our future teachers are heavily involved in schools in such activities as mentoring children, observing classrooms, teaching lessons and units, sitting in department and team meetings, and more (secondary get at least 100 hours and elementary 140 hours).
2. The experience culminates in a semester-long student teaching, which involves increasingly taking over several classes and teaching under the tutelage of a cooperative teaching and a college supervisor.
3. Our future teachers also get support in developing electronic portfolios, resumes, and other aspects that will help them in the process of seeking teaching jobs.

SCHOOL OF ENGINEERING, SCIENCE & TECHNOLOGY

SEST Career Services (Diane Hunter)

1. Career Fairs targeted to specific majors (Engr, MCM, CEGT, & CS departments)
 - a. Advertise via e-mail, on website, bulletin board
 - b. Free for employers to encourage more to attend – service to our students so departments pay for it
 - c. Make it easy for students and employers to sign up
2. Industry professionals come in as guest speakers
 - a. In classes
 - b. Separate presentations to students outside of the classroom
 - c. Present at club meetings
3. Field trips to explore career options and experience a professional environment
 - a. In classes
 - b. Clubs set up tours
4. Cover career options in introductory courses to help students to be aware of options within their major
5. Professional skills geared toward major are incorporated within the curriculum (i.e. Technical Writing course – writing, resume, presentations, etc.)
6. Some majors require internships (or student teaching) for graduation – we strongly encourage all students to do an internship even if not required
7. Send out e-mail to all students every semester with link to our career website and what is offered for SE&T Career Services
8. Faculty encourage all students to join activities or clubs within their field
9. Senior design projects are done by all students in engineering which provide real world, hands-on experience (Engr Dept)
10. Developing relationships with some employers to establish more meaningful internship opportunities and project opportunities
11. Developed a smaller scale, more user friendly job posting database – uses Finals site (jobs listed by major as well as entry level, internship or co-op) – *still room for improvement*
12. Survey employers and students to make improvements all around (in some areas; career fair, career services) – *still room for improvement*
13. All faculty are supportive of preparing students for the professional environment and most faculty have professional industry experience
14. Have regular Industrial Advisory Board meetings to stay current with industry needs and help with program assessment

Biomolecular Sciences (Kathy Martin)

1. BMS has designed a course (BMS 190/290) taken by all students for two semesters. It is a Friday seminar series in which students are exposed to career options and the requirements for them. People in charge of hiring at biotech

- companies and admissions people from medical schools are brought in to advise students about augmenting their academic profile to be successful in their pursuits.
2. Further, each student in BMS does a minimum of two semesters of research to prepare them for career options upon graduation. Each student meets individually with faculty in group advising sessions to help insure that they are developing the skills they need to get where they want. Each student develops a portfolio (resume, narrative, research abstract) as they work toward their degree and this portfolio is a requirement for graduation.
 3. We also have a Biotech Institute which is our formal mechanism for maintaining ties with the Connecticut biotech industry. (BMS Dept)

Math (Cheryl Fox)

1. Spring Career Day with Alumni

Physics and Earth Science (Mark Evans)

1. Industry professionals come in as guest speakers for the Friday Brown Bag Lunch Series
 - a. Organized by the Geology and Planetary Science Club
2. Every year we take 15-20 students to the Northeast Section Meeting of the Geological Society of America.
 - a. Students can meet with professionals in mentoring luncheons.
 - b. 7-10 students usually present their research (in collaboration with faculty) and can meet professionals during poster presentations
 - c. Organized by the Geology and Planetary Science Club
3. We cover career options in introductory courses to help students to be aware of options within their major
4. Professional skills geared toward major are incorporated within the curriculum
 - a. Research Methods course (1cr) - abstract writing, poster preparation, proposal preparation, etc.
 - b. Field Methods course (2cr.) – standard field data gathering techniques
 - c. Hydrogeology – professional grade scientific reports are required.
5. We take interested students on a 2-3 day field trip for the New England Intercollegiate Geological Conference. Here they meet professionals in a very informal setting.
6. The current Chair (Evans) is working with local industry and government agencies to develop internship opportunities and a professional network for students.
7. We encourage students to join at least one professional society for free or reduced student rates
8. We encourage our students to apply for research grants through the American Institute of Professional Geologists (one student received a grant in 2013-2014)