

Assessment Purpose

The purpose of our program assessment is to measure the effectiveness of the Graduate Intern Program in the areas of training, support and development of professional competencies.

Methodology

Evaluation Analysis: An assessment team of three Career Center staff completed review and analysis of **five years** of graduate intern year-end program evaluations. Evaluations were themed and coded and organized into topics related to our program assessment goals.

Interviews with Past Interns: Interviews were conducted with past interns regarding their experience in the Career Center Graduate Intern Program. Questions were designed to obtain further information on the grad intern program from the perspective of entering full-time professional life or moving to new responsibilities.

Learning Outcomes Assessed

The professional competencies that are central to the grad intern program are a) career counseling and advising, b) presentation skills, c) campus outreach and liaison relationship building d) planning and implementing career education programs.

Review of the assessment materials was undertaken to determine to what extent interns reported growth in these areas, and in what ways training and support toward the development of these learning outcomes had been effective.



Results: Learning Outcomes

Career Counseling and Advising: Interns reported increased confidence in the development of listening skills, advising and counseling abilities, and taking a flexible approach to the individual, becoming less formulaic and trusting instincts and intuition more as they progressed.

Presentation Skills: In post-intern interviews and program assessments, interns often indicated that they had experienced significant discomfort with the presentation requirements of the position in the initial phases of the program. Workshop training, staff feedback and repetition of presentations consistently improved confidence and presentation skills throughout the year.

Campus Outreach and Liaison Functions: Interns reported a positive experience in being able to reach out to the campus community through club and classroom presentations. Interns were mixed in response to questions about their liaison roles to academic departments. Not all responses were positive. Interns expressed the need for more information about their liaison role in their initial training.

Planning and Implementing Career Education Programs: Interns had the opportunity to plan and implement career education programs, including "Resumaniac", job search workshop series, and assisting with CPU 100 (Career and Personal Development Class). Interns used words like "challenged and stretched", "amazing experience" and "appreciate the opportunity to work autonomously" in describing their involvement in planning and implementing career education programs.

Results: Program Components

Training: The feedback from Interns was that the initial two week training was effective and provided sufficient information on goals, expectations and duties for the position. Students commented that it was 'excellent training' "very beneficial" "very effective" "provided a good foundation" and "liked the depth and breadth of the training"

Support: Interns indicated, both in writing and interviews, high levels of satisfaction with the level of support they received throughout their internship, particularly in one-on-one meetings with supervisors.

Suggestions for Improvement of initial training included more role-playing, more time to process information, provide more information on their role as liaisons, and more time spent on dealing with students with mental health issues. Other suggestion overall, included more time spent on training in career assessments (MBTI, Strong, StrengthsQuest).

Conclusions/Implications for Practice

- Maintain intensive two week initial training, providing more time for assimilation of the information and more role play opportunities.
- Provide more information during training about liaison roles, expectations and best practices. Provide more ongoing support in this area.
- Provide more mental health referral information during initial training.
- Provide additional training on utilizing career assessments.
- Continue emphasis on consistent one-on-one meetings with supervisor for ongoing training and support.

