

Graduate Intern Program Assessment



**CAREER CENTER
CAL POLY POMONA
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David Craig, Judy Juarez, Umera Ameen

Program Description



- The Career Center employs one to three graduate interns each year to assist the career counselors and employer relations team.
- Graduate Interns are second or third year students enrolled in higher education leadership/counseling graduate program in the area.
- Graduate interns assist with the Career Center Drop-In Program, present workshops, conduct individual career counseling appointments and help with events and projects.
- They have a designated staff supervisor and attend all departmental meetings.

Program Components Assessed



- Effective Promotion of Professional Competencies
- Training: Both initial and ongoing
- Support: Providing optimal support environment for growth.

Learning Outcomes Assessed



Growth in Professional Competencies:

- Career Counseling and Advising
- Presentation Skills
- Campus Outreach and Liaison Relationship Building
- Planning and Implementing Educational Programs

Past Grad Interns 2008-2013



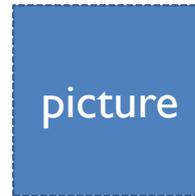
Thomas Eng
Azusa Pacific 2008-09



Umera Ameen
CSU Long Beach 2011-12



Vanessa Janovick
Azusa Pacific 2009-10



Clara Ross
CSU Long Beach 2011-12



Patty Mucino
CSU Long Beach 2010-11



Danny Peraza
CSU Long Beach 2012-13



Grace Kim
Azusa Pacific 2010-11



Christine Waugh
Azusa Pacific 2012-13

Methodology



Evaluation Narrative Analysis:

- Assessment team of three Career Center staff completed review and analysis of five years of graduate intern end of year program evaluations. (2008-09 to 2012-13)
- Evaluations are two-three page narratives based on consistent questions each year.
- Evaluations were themed and coded and organized into topics related to our program assessment goals.
- Outline of findings was created with supporting documentation from evaluations.

Interviews:

- Interviews were conducted with past interns. Q/A Summaries were recorded.
- 75% Participation (face to face, phone, written survey)

Assessment Report:

- After Interviews and further review, assessment report was written.

Career Counseling and Advising



- Increased confidence in listening skills, advising and counseling skills.
- Moved from methodical to flexible approach to the individual.
- Consistent Theme: Using the career assessments (MBTI and Strong Interest Inventory) was challenging but eventually effective and a satisfying learning experience.
- Observing counselor conduct assessment appointments was helpful.
- Some expression of need for more knowledge of/training in assessments.

Career Counseling and Advising



“Through the internship program, I have grown significantly in the counseling and assessment areas.”

“By observing the career counselors and receiving feedback from their observations, I have learned new counseling techniques and skills that I will adapt to my personal counseling style and use in my future work”

“(I became) comfortable working with, counseling, and advising students. I also learned the big picture, and have moved away from a (set) agenda in my counseling style”

“...incorporation of the assessments that were challenging. It was important to provide a clear understanding of the results in a way that made sense for the student.”

Presentation Skills



- Gained confidence in presenting before groups by giving numerous presentations.
- Learned new interactive presentation skills and tools.
- Learned how to tailor presentation to the needs of the group.
- Improved in their own unique presentation style.

Presentation Skills



“The workshops strengthened and sharpened my presentation skills.”

“I have developed in my presentation skills. Mostly in the area of personalizing workshop content according to the needs of the audience.”

“I feel much more comfortable in front of a class...I have a toolkit of ways to engage them. These techniques have worked great, so thank you for helping us enhance these skills!!”

“I was petrified when I had to be in front of a group when I first came to this internship. Having no choice but present on a regular basis, I found that I did not die, and I began to be able to do it”.

Campus Outreach and Liaison Functions



- Interns indicate a positive response their involvement in outreach to clubs and campus organizations, most specifically through presenting requested workshops to those groups.
- There is some positive response to reaching out to academic departments, particularly with smaller colleges.
- There is more negative response to the liaison role and expectations with regard to academic departments than positive

Campus Outreach and Liaison Functions



“College of _____ was extremely welcoming to my ideas (and) helped create workshop series and panel presentation”

“I feel that my role as a liaison was a function that was limited and not really utilized...I felt out of the loop“

(paraphrased from interview) “I did not feel adequately supported” in my liaison role especially at the point where faculty and staff were not responding to my ideas or emails.

“I think this (liaison) role should be developed more during the training in an effort to have the intern hit the ground running when the quarter starts.”

“

Planning and Implementation of Career Education Programs



- Resumaniac: Marketing the event. Interacting with employers. Working closely with Career Center staff. Creating logistics which provide a good learning experience for students.
- CPU 100: Learning curriculum overview. Leading interactive exercises. Presenting content. Grading papers. Interacting with students.
- Workshop Series: Interacting faculty and staff. Planning curriculum. Contacting speakers. Presenting content. Workshop evaluation.

Planning and Implementation of Career Education Programs



- *“putting together Resumaniac was a highlight of my internship...I was able to utilize my organizational skills and communication skills to provide quality services to our students and to our employers.”*
- *“I had the amazing opportunity to co-teach CPU 100... and enjoyed the experience.... (instructor) “pushed me to think outside the box and stretch myself in new areas...I am now teaching a class of ten students each week myself.*
- *(interview summary) Working on the Human Services Panel event was a great experience for me, especially in observing the planning process and having the opportunity to work with student leaders on the event*

Initial Two-Week Training



- Initial two week training was consistently seen as effective by graduate interns
- Provided useful information on goals, expectations and duties for the position
- Provided foundational tools to be able to complete initial responsibilities.

Initial Two-Week Training



“Training was very effective. I liked the depth and breadth of the training”

“Training was very effective, as it helped me understand goals and expectations of this position”

“Overall training was very effective; I feel that I have grown in a lot of areas where I needed improvement”

“ I thought the two week training provided a good foundation.”

“I believe I received very excellent training....(The) 2 weeks of training was very beneficial.”

Initial Two-Week Training



Suggestions for Improvement:

- Additional time spent on Assessments
- Provide more information on College liaison role and best practices in this area.
- More role-playing, mock advising sessions
- Provide more time to “debrief” and digest the material.

Initial Two-Week Training



Suggestions for Improvement:

“..I think a little more time could have also been great on the various assessments.

“While I eventually got better at interpreting assessments, I really wished that I had more time in the beginning to go over the books more.”

“The only addition I would make to the training would be to conduct more mock situations”

“maybe a little bit more break between sessions...and time to “process” the info we learned...I remember being burnt out near the end”

Ongoing Training



- Positive responses for ongoing training overall, especially as described in terms of hands on experience with follow-up advisement.
- Some expressions of preference for more defined ongoing training experience.

Ongoing Training



“Maybe schedule some mock appointments for various reasons at the beginning, middle and end of the internship to gain more skills and measure where the interns are in their professional development.”

“could have used a little more shadowing time with different counselors and different types of appointments...I think additional training for the intern would be great

“I would have liked to have additional training on interpreting the Strengths Quest assessment, I felt that we briefly went over it at the beginning of the year and never really touched on it after that.”

“The opportunities for further training on assessments and other developmental tools were plentiful from webinars, to in person training (such as StrengthQuest), and refresher meetings with other counselors.”

Support



- Consistently positive responses for overall support during the internship. High availability of Career Center Staff for assistance.
- Consistent weekly meetings with supervisor were a critical source of support, challenge and mentoring.
- Valued “Open-door” policy
- Valued support in transitioning to professional life.

Support



- “Counseling team was great, always receptive to our needs as interns... CC Staff was also very helpful throughout the entire year. I felt as though we were part of the staff, which is very different from other internship programs*
- “In the beginning of the year, I felt very overwhelmed with a combination of things... I was able to move past these insecurities because of the relationship I had with my supervisor and with the other counselors”*
- “(my) supervisor was a catalyst to my professional development... was very supportive, encouraging, positive, kind, straightforward, and honest...”*

Summary/Conclusions



- Career Center Graduate Internship provides a strong personal and professional development experience for emerging career services/student affairs professionals.
- Training and supportive environment provides for significant growth and development. Appropriate balance of challenge and support is sought.
- Ample opportunities to develop multiple key competencies for advancing in Career Services and Student Affairs
- Most components of the programs should be retained and strengthened, with some attention given to creating better campus liaison experiences, additional training in assessments and standardizing ongoing training curriculum throughout the year.

Summary / Conclusions



“This program really is one of the best internship programs I’ve seen...amount of training provided is excellent. It really is a great counseling internship, with very little other internships like this one. Interns ...learn multiple competencies through this internship.

the internship is “Awesome” ...“the best professional experience a Student Affairs professional could receive” (from interview)

“I feel very fortunate to have had this opportunity.... During my internship having the opportunities to work as a leader, team member, and autonomously helped me to develop in areas that I was not confident in.

“Wonderful learning and developmental experience”

Implications for Practice



- Maintain intensive two week initial training intact with minor changes, possibly providing more time for assimilation of the information and role plays.
- Continue to provide interns with consistent one-on-one meetings with their designated supervisor to continue to provide support, accountability and direction in their internship. One of the most consistent themes in the assessment was that these meetings were critical to their success
- Continue to involve interns planning and implementing educational programs like CPU 100, Resumaniac, Networking events with professionals, and workshop series as they consistently made reference to these opportunities as a great source of growth and preparation for professional life.
- Work to provide additional training on career assessments (MBTI, Strong, StrengthsQuest) before interns utilizes them with students.
- Provide more information in initial training about liaison roles, expectations and best practices. Give more attention to structuring the intern's process with regard to their campus liaison functions to set them up for success.

Implications for Practice



- Provide interns with training in supporting and referring student in distress or with mental health issues early their training.
- Prioritize providing time for interns to discuss counseling appointments in counselor meetings as part of ongoing training
- Consider providing a more structured ongoing training curriculum throughout the year for interns, particularly as we have a larger cohort of interns.

Addendum: Influence on Career Direction



Did your internship play a part in helping you to know what you would like to do more of in the field of Student Affairs?

“Yes, the CPP internship confirmed that counseling was my priority”

“Yes!” my experience at the career center helped me see that I want to pursue a career in the counseling field.”

(Interview summary) Yes, confirmed that he wants to continue to pursue Career Services because his internship was a vital experience in which he felt he really helped students.”

(interview summary) knew she wanted to go into career counseling ... but the CPP experience confirmed it.”

“For me it did....After my experience at CPP, I definitely like career counseling and I look for opportunities in that field all the time.”

Past Grad Interns: Where are they now?



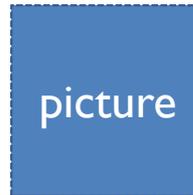
Thomas Eng
Career Counselor
Azusa Pacific



Umera Ameen
Part-Time/Temp Career
Counselor
Cal Poly Pomona



Vanessa Janovick
Career Development
Specialist
Cal State Fullerton



Clara Ross
Part-time Counselor
Saddleback College



Patty Mucino
MEP Retention
Coordinator
Cal Poly Pomona



Danny Peraza
Student Success Coach
Pasadena City College



Grace Kim
Career Counselor
UC Berkeley



Christine Waugh
Student Success Advisor
Chaffee College

Current Interns



Jocelyn Bravo
University of La Verne



Judy Juarez
Azusa Pacific University



Reggie Robles
California State
University Fullerton