Objective 2:
Foster student engagement, intellectual achievement, personal growth, well-being, lifelong learning and professional development.

Objective 2g:
- All Students will develop career decision-making skills needed to successfully transition to post-graduate plans (career/graduate/professional school) in their major.

Sub-Objectives & Metrics

Objective 2gi:
- By beginning of sophomore year, 80% of students will have an intended or declared major.

Metric – PAWS data will provide this measure

Level 1 - Formative Assessment driven by completion of following activities:
- Formalized collaboration between College/School Academic Advisors and Career Planning & Resource Center to support Academic Advisor planning
- Action plan for exploring students to complete based on above discussion may include: requirement for EdPsych 110/212 course; requirement for utilization of MyPlan Assessments and research; individual meetings with CPaRC counselors to clarify student career goals and major decisions; requirement to complete informational interviews or job shadowing opportunities.
- Approval to register for sophomore level classes in the major: completion of above action plan

Objective 2gii:
- By the completion of 60 credits, 80% of students will have completed their career/graduate/professional transition plan as determined by the college or school

Metric – each college/school will develop a range of activities allowed to indicate completion.

Level 2 Formative Assessment driven by completion of following activities:
- College/School Academic Advisors will work with faculty to create career path information packets for students in each major
- Students will complete career plan action steps as determined by faculty and academic advisors prior to registering for junior level classes in their chosen majors: job shadowing; individual meeting with faculty or career professional in the field; applying for at least one internship/co-op opportunity; researching at least one graduate school or company with positions in the field to determine necessary transition efforts

Summative Assessment may include a written transition plan
Level 1 - Current status and near future intentions:

Wendy VanDyke, Graduate Student Intern with Career Planning & Resource Center, has met with Advisors and Assistant Deans of Student Services from seven of the ten colleges and schools that have undergraduate programs.

The meetings have allowed CPaRC to ask questions of advising staff regarding how we might best work together to support sub-objective 2gi. The three remaining schools and AOC/SSS Advisors are scheduled to take place within two weeks.

Beginning in late May-early June, CPaRC staff will follow-up with draft collaboration plans unique to each college or school’s needs; further discussions and draft revisions will be necessary to ensure agreement and understanding.

Example: Plan Differences

Level 1 College of Health Sciences ‘undecided’
- Complete research via MyPlan (or another approved tool) to more fully understand differences in careers within Health Sciences
- Job Shadow at least one professional in the fields of interest after research is completed

Level 1 College of Letters & Sciences ‘exploring’
- Required first semester course – EdPsych 110
- Meet with CPaRC counselor to review and clarify interests and skills
- Meet with academic advisor in chosen field to review academic plan for chosen field
- Report back to L&S academic advisor

Level 2 - Current Status and future intentions:

Ideally, the formalized collaboration among CPaRC and Colleges and Schools will allow for a deeper connection to development of faculty-driven career information that will be supported virtually on either UWM’s webpages or College and School webpages.

Faculty-Advisor collaborations to determine the constitution of a student’s career/graduate/professional transition plan will also be necessary for this process to occur.