

EXECUTIVE SUMMARY

The mission of Rollins College is to educate students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. During a multi-year process, recommendations generated by numerous campus-wide task forces and committees demonstrated that an increased emphasis on career and life planning was a common and recurring theme. This theme was echoed by Rollins students and alumni through surveys and focus groups, and has received national attention. Thus, campus conversations around the theme of career preparation grew organically into a groundswell that primed the Rollins community for action and innovation. Following a community-wide process of narrowing the focus of our topic, developing a comprehensive action plan, and determining an effective assessment model, the *R-Compass* initiative was created to fundamentally enrich the student learning experience at Rollins and enhance the College's mission.

The mission of *R-Compass* is to empower Rollins undergraduate Arts and Sciences (A&S) and College of Professional Studies (CPS) students to pursue meaningful lives and productive careers by integrating career preparation into the academic planning process. In collaboration with their faculty advisors, students will engage in informed exploration of major and career options, devise and navigate individual curricular and co-curricular pathways to success, and articulate the value of their Rollins education. The Rollins community values the time, skills, and expertise of our faculty advisors. To ensure the success of our initiative, we will provide the professional development and resources necessary to allow faculty and staff to support our students in realizing their goals.

R-Compass is developmental in that exploring is usually a prerequisite to mapping and articulating. It also is flexible and iterative in that it embraces chaos and uncertainty as critical components in the career development process.

Two cognitive, one attitudinal, and three skills-oriented student-learning outcomes (SLOs) were identified to measure achievement of *R-Compass* goals.

1. Students will examine their abilities, skills, interests and values to make connections between academic and career choices.
2. Students will acquire knowledge of career options available to graduates in their major or field of study.
3. Students will develop individualized 4-year curricular and co-curricular plans.
4. Students will assess their major and professional goals with guidance from their faculty advisors.
5. Students will produce a résumé with content that demonstrates relevance to their field(s) of interest.
6. Students will articulate the relevance of their majors/field of study and value of their liberal arts education.

While the entire campus community strongly supports, is engaged in, and is affected by the *R-Compass* initiative, seven primary agents, in consultation with deans and vice presidents, are responsible for leading the project's implementation. These agents include A&S|CPS faculty advisors, the Director of R-Compass, the Director of Career Integration Initiatives, the Coordinator of Undergraduate Advising and Support, academic departments, the Rollins College Conference (first-year experience) Faculty Director, and the Director of the Tutoring and Writing Center. Each agent has specific roles to play and action items to facilitate achievement of desired student learning outcomes.

Assessment of learning outcomes is a critical requisite of the *R-Compass* project. A team of faculty and professional staff experienced with program evaluation developed a comprehensive assessment model comprised of direct and indirect summative and formative measures toward this end. These nationally benchmarked and institutional measures are intended to determine whether and to what degree the goals and intended outcomes of *R-Compass* have been achieved and aid in any program adjustments required. The R-Compass Director, project implementation committee, other primary agents, and the Assistant Provost for Institutional Effectiveness will review these assessments annually for the duration of the project.

For Additional Information Contact

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