

# ARMF – Academic Resource Management Form

Effective Spring 2016

**Directions:** This form should be completed using **11-point font** or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the resource review, forms may be forwarded electronically by the initiator and from one administrative level to another.

## Procedures:

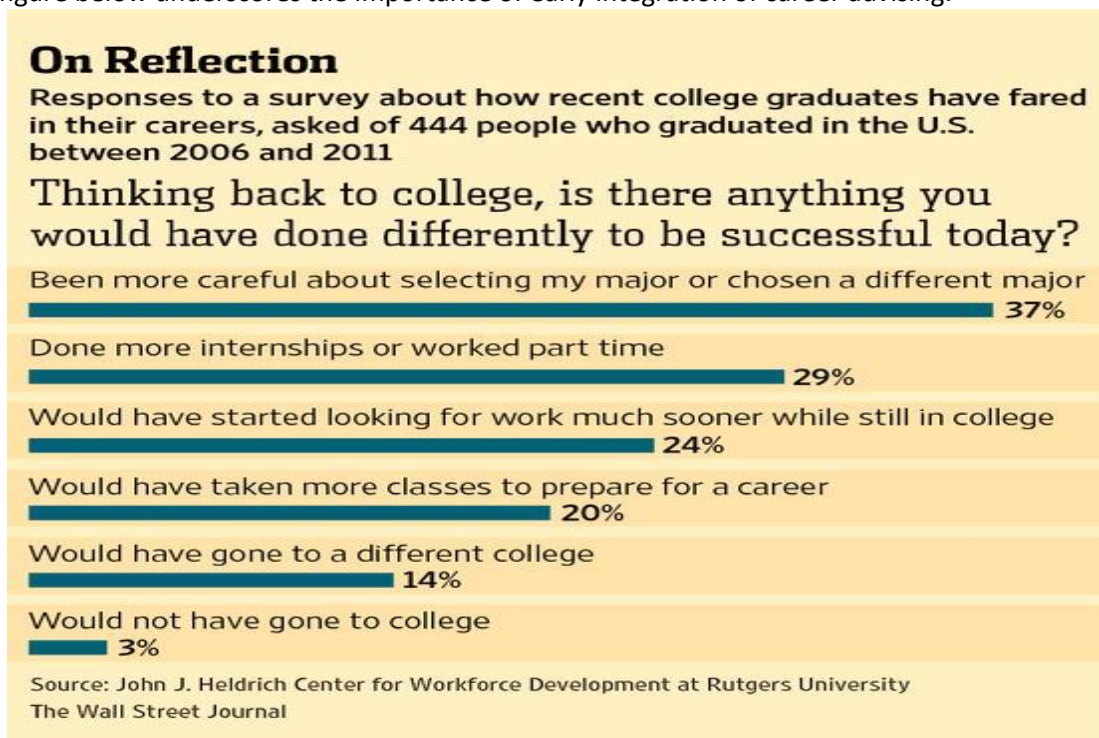
1. Initiator of proposal for curriculum/program change completes ARMF and submits to appropriate chairperson/supervisor.
2. Chairperson/supervisor reviews ARMF, provides comments, and forwards to appropriate Dean.
3. Dean reviews ARMF, provides comments, and forwards to Office of Provost.
4. Office of Provost sends electronic copies of ARMF to a committee called the Academic Resource Management Committee (ARMC) composed of the Provost, Academic Deans, Vice President of Finance and Administration (or designee), and University Faculty Senate President (or designee).
5. Office of the Provost will schedule a meeting. An electronic copy of the proposal will be sent to all faculty five working days in advance of the meeting.
6. Meeting dates will be held on a regular schedule – third Tuesday of the month - during the academic year beginning in September and ending in April. An additional meeting date will be offered in July.
7. During the meeting, the initiator will present information on his/her proposal to the ARMC. The initiator may invite others to present information on behalf of the proposal.
8. Following the presentation, the ARMC will vote on the proposal. The vote will determine whether the Committee:
  - a. recommends immediate use of resources in support of the proposal,
  - b. recommends that the proposal be held in abeyance until such time when resources may be available, or
  - c. does not recommend use of resources for the proposal.
9. Recommendation is forwarded by ARMC to initiator.

Name(s) of proposal initiator(s): Nikki Karabinis
Department(s)/College(s): <b>Student Career Development/University College</b>
<b>Type of curriculum change (check one):</b>
<input checked="" type="checkbox"/> New major requiring new courses/resources: Two Career Coaches
<input type="checkbox"/> New Concentration in existing degree/program
<input type="checkbox"/> Curricular customization of existing program for off-campus cohort group
<input type="checkbox"/> New Minor or certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/> Existing program redirection or shift in emphasis (3 or more new courses and/or new resources). If program is adding the same number of courses as it is eliminating (= no net change in number of courses), no ARMF is necessary.

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template. This ARMF is in support of hiring two, part-time (10 month contract, 20 – 29 hours a week) 10 month contract Career Coaches. These positions would report to the Director of Student Career Development. The roles of Career Coaches is supporting enrolled SSU students and our alumni in making informed decisions about their career development and trajectory, as well as offer various tools that they can use—résumés, cover letters, LinkedIn profiles—to meet those goals. The Career Coaches will serve as a career advisors to all students and provides career coaching primarily to undergraduate students as well as graduate students and alumni, regarding academic/career decision-making, experiential learning opportunities, full-time professional job search strategies and techniques, and career/life planning. They will also plan and deliver career-related presentations and programs to varied audiences, develop career-related programming for students, employers, and faculty/staff and build/maintain relationships with employers.
  2. Target date for implementation. August 2016
1. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization. According to the results of the 2014 – 2015 National Association of Colleges and Employers (NACE) Career Services survey, an institution our size is staffed by an average of 5 full-time staff members in professional positions and 1 full-time staff member in administrative positions. Currently, the Student Career Development office is staffed by 1 full-time director, a half time (20 hours a week) administrative staff member and 9 student staff who work an average of 60 hours in the fall and 84 hours a week in the spring as members of the peer career team. The peer career team offers paraprofessional career counseling services and assists the director to plan, coordinate and host events. This staffing structure is just enough to keep the office afloat, but not functioning as efficiently and as effectively as possible. Some of the challenges presented by a largely student staff are balancing work schedules around class schedules, varying abilities to assist their peers, and a high turnover rate. Furthermore, hiring additional professional staff members is essential to meeting Career Services the CAS Standards for Career Services (Council for the Advancement of Standards in Higher Education <http://www.cas.edu/>).
  2. Are there similar programs at other Ohio or regional universities? If so, where? What is the enrollment in the other programs? Yes, the diagram below shows staffing averages reported from the 2014 – 2015 NACE Career Services Survey.

		Number of Staff Members							
		FT Professional		FT Clerical		FT Total		Certified Career Counselors	
		Mean	Median	Mean	Median	Mean	Median	Mean	Median
<b>Overall</b>		<b>6</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>1</b>
Master's-degree institutions	ML	5	4	1	1	7	5	1	0
	MM	3	3	1	0	4	3	1	0
	MS	4	3	1	1	6	3	1	1
Baccalaureate-degree institutions	A&S	3	3	1	1	5	4	0	0
	Diverse	2	2	0	0	3	2	1	1
	Bac/Assoc	2	1	0	0	3	1	–	–
<b>Total respondents</b>		<b>679</b>						<b>283</b>	

3. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established SSU programs: N/A.
4. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data. Students of all disciplines and class levels utilize services offered by Student Career Development throughout their collegiate career. Services include but are not limited to major and career exploration, establish career development plans, professional skill building (i.e.: interviewing, networking, et cetera), internship/job/graduate school search, resume and cover letter development, and job offer analysis, all of which lead to successful careers.
5. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data. Vincent Tinto (1993) hypothesized that students' commitment to occupational and educational goals and commitment to the institution in which they enroll have a significant influence on their academic performance and persistence. The stronger the goal and institutional commitment, the more likely the student will graduate. The figure below underscores the importance of early integration of career advising:



6. To what extent will this initiative draw new students to SSU? To what extent will it draw students from existing programs? Student Career Development engages students of all disciplines and class levels. The above listed services provided by the Student Career Development office are essential to ensuring that our graduates are ready to enter the workforce, they are becoming more and more in demand by students and faculty. Current and prospective students and their parents are now more than ever concerned with their return on investment; they constantly ask how employable our students are and what services we provide to assist students in their internship/job search. During the 2013 – 2014 academic year, made contact with 1,297 students. Last academic year that number increased by almost 400 students and we are already close to surpassing that number this year in

mid-April due to an increase in classroom presentation requests and Resident Assistant (RA) and graduate student support.

7. Approximately how many students are expected to enroll? Include rationale for estimates.

YEAR	STUDENT Count	RECORDS MAINTAINED by
Academic year 2015-16 (as of 4/8/16)	1600	Tracked by Career Dev Office
Academic year 2016-17 (projected)	2100	Tracked by Career Dev Office
Academic year 2017-18 (projected)	2350	Tracked by Career Dev Office
Academic year 2018-19 (projected)	2600	Tracked by Career Dev Office

The largest increase will be in the first year as the career coaches will be assigned to new groups/activities on campus. The next two years will continue the growth with focus on recent graduates (graduate school or employment follow-up)

8. At which SSU campuses/regional centers or other sites will the initiative be offered? Main Campus
9. Will Internet or other distance learning technology be used for course/program delivery? Describe. Yes. We will need computers and access to the internet.

**Complete questions 12, 13, 14 in consultation with department administrator and/or dean.**

1. Provide a rough estimate of the resources needed to implement the initiative. Please attach a three year budget to include faculty salaries plus benefits, library materials estimate, equipment and classroom materials estimate, and renovation estimate. **10 month contract, \$28,000/\$29,000 annually or 20 – 29 hours a week (part time), \$17,500 - \$25,600 annually**

#### **Resources—3 Year Budget**

Salary and Benefits	\$84,000/\$87,000 annually OR \$52,500 - \$76,800 <b>(no benefits)</b>
Equipment	\$2,000 (computers)
Library & Classroom Materials	\$0 (current Student Career Development budget will be sufficient to support the 2 career coaches)

2. Project the resources that could come from reallocation within the department or college and the new resources that would be required. Space and/or furniture (furniture could be relocated from surplus).
3. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary? Yes. I'll need a bigger office space. We could make it work in our current office space, but we're currently shuffling 9 student employees between 3 desks which is challenging enough as it is. When the two career coaches are hired, I anticipate having fewer students on staff which should make finding desk space easier.
4. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one- time and ongoing costs of accreditation? N/A.

5. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback? There has been discussion with the Deans and previous Provost (part of KPI metrics). The information will be needed for accreditation as well as providing information to colleges on student survey results, use of specific programming, etc.

**Department Faculty's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

Note: Faculty signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments: [Click here to enter text.](#)

**Department Chair's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

Note: If this is an interdepartmental initiative, include additional Department Chairs' signatures

Comments: [Click here to enter text.](#)

**Dean's signature:** Brenda S. Haas **Date** 4/11/2016

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and Deans' signatures

Comments: The reorganization of the Student Career Development office three years ago has increased the student access. The increase in access has stretched this one person office to the maximum. Director Nikki Karabinis has maintained quality and quantity of outstanding programming but she has reached her capacity to grow or expand services needed for the students at SSU. She has an operational plan for the next five years outlining the anticipated needs of the SSU from enrollment through alumni. This plan is available for review. I support her request for additional personnel. Brenda Haas 4/11/2016

**Provost's Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

☐ Recommendation of immediate availability of resources in support of the proposal.

Comments and/or suggestions: [Click here to enter text.](#)

☐ Recommendation for proposal to be held in abeyance.

Comments and/or suggestions: [Click here to enter text.](#)

☐ Not recommended for use of resources.

Comments and/or suggestions: [Click here to enter text.](#)

