



# Data Done Your Way:

## Accountability, Practice, and Trends in Career Services Assessment

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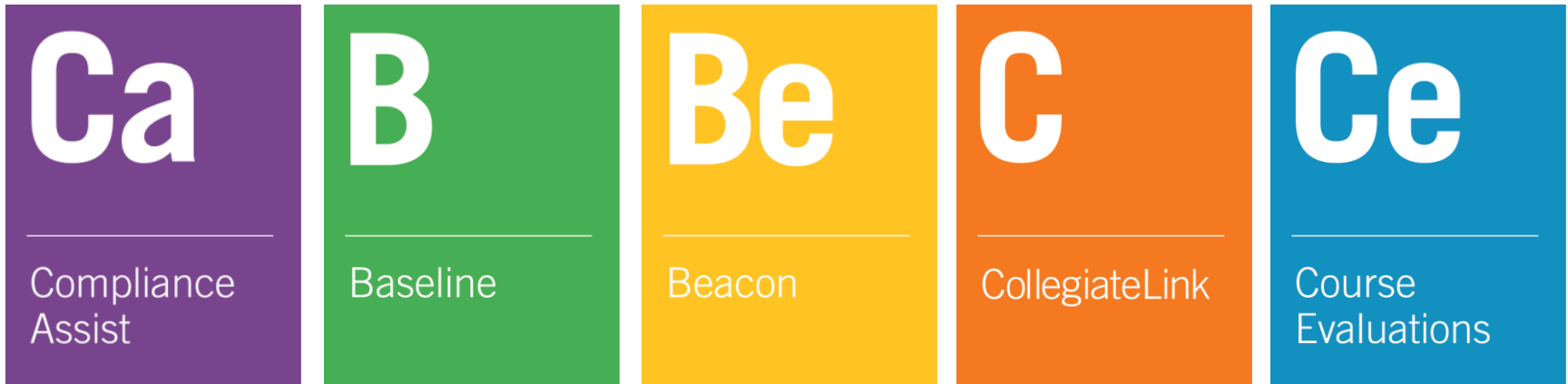


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# Agenda

1. Intentional planning to get the data you want
2. Best practices and trends in assessment
3. Innovative practices of assessment in Career Services

# THE ELEMENTS OF CAMPUS SUCCESS



# What is assessment?

Any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness.

(Upcraft & Schuh, 2001)

# What is assessment?

- Ongoing process aimed at understanding and improving student learning.
- Assessment involves:
  - Making our expectations explicit, clear, and public
  - Setting appropriate criteria and high standards for learning quality
  - Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches expectations and standards
  - Using the resulting information to document, explain, and improve performance

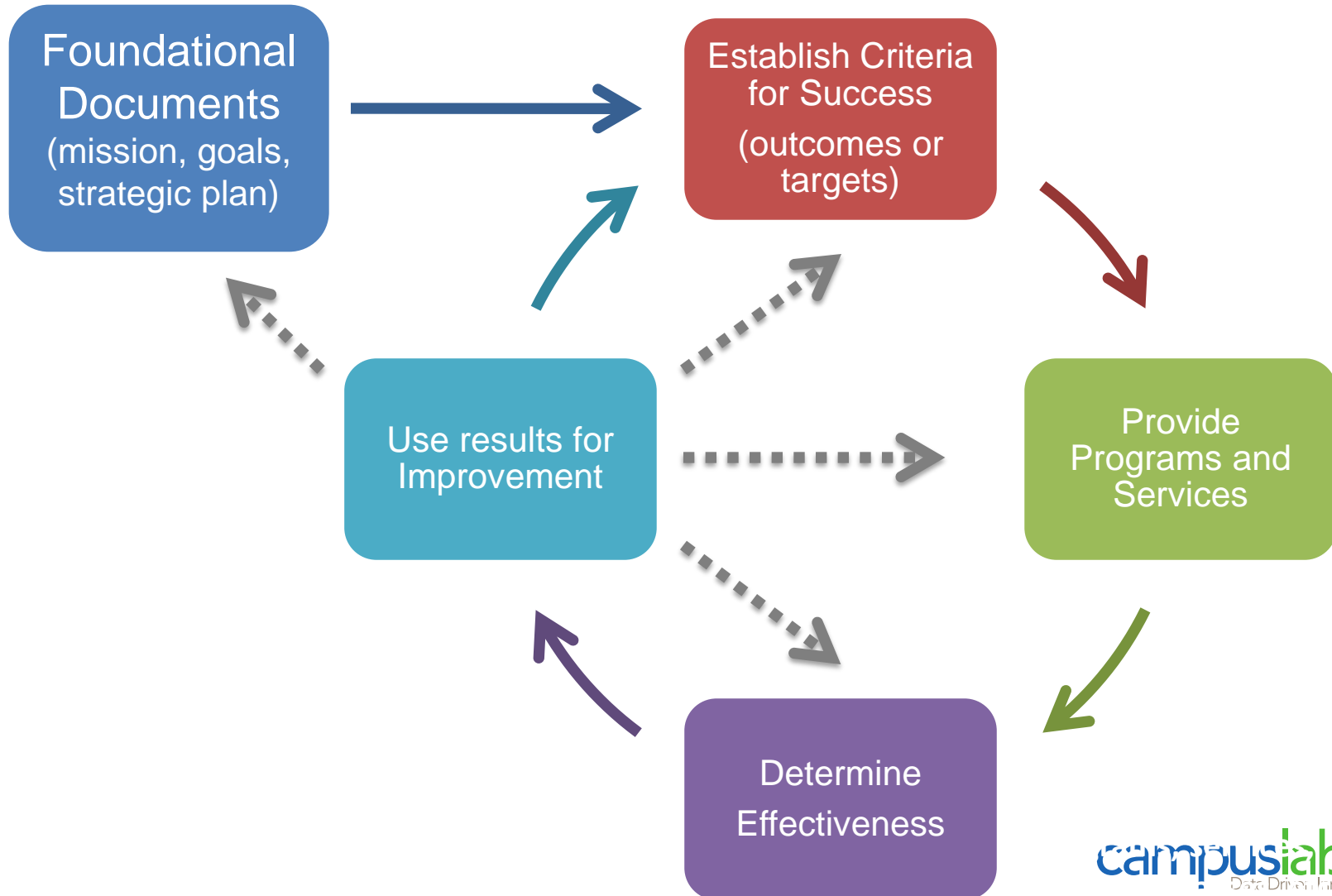
# Intentional planning



# Intentional planning

- The assessment cycle
- Assessment planning
- Learning outcome frameworks
- Demonstrating connection to goals
- Developing learning outcomes

# Focus on the assessment cycle





# A comprehensive assessment plan...

Answers these questions:

- How can we be better stewards of resources?
- Are we improving our quality where necessary?
- Are we providing the support needed for students to be retained and successful?
- What student trends or issues are emerging to which we need to adjust?
- How can we articulate what we do to outside parties?
- What are students learning?

# Common elements of assessment plans

- Statement of your **mission/goals**
- Student learning **outcomes** or program outcomes
- Related **program or service**
- **Purpose** of the assessment
- Assessment **methods** used to demonstrate the attainment of each outcome/goal
- **Implementation Plan** including timeline, and who is responsible for carrying out the assessment
- Plan for **reporting & sharing results**
- **Key findings & recommendations** based on findings (optional)

[http://studentaffairs.unc.edu/what\\_we\\_know/resources/terminology.pdf](http://studentaffairs.unc.edu/what_we_know/resources/terminology.pdf)

# Example: Oregon State University

1. Mission Statement
2. Statements of Goals
3. Statements of Outcomes
  - Operational/business
  - Learning
4. Assessment Methods
5. Implementation of Assessment Plan (table)
6. Results
7. Decisions and Recommendations



- <http://oregonstate.edu/studentaffairs/assessment/assessformatsexamples.html>

# Oregon State University

## Department Assessment Plan Template

### Oregon State University Division of Student Affairs

#### Departmental Assessment Plan

Dates Plan Covers: \_\_\_\_\_

Date:

Department:

Director:

Assessment Contact:

Email:

Phone:

**Mission:** (The mission describes the purpose of the organization and the constituents served. The mission of the Department or Unit will support the missions of the College or Division and the University.)

**Goals:** (Program goals are overarching statements that describe what a program is trying to accomplish. Educational goals are broad statements describing what learners are expected to learn; sometimes they describe a state of being. While educational goals should be stated as specifically as possible, sometimes it's difficult to do so; as a result, goals are often a bit vague and open to interpretation. Key words that typify educational goals are: know, appreciate, understand, etc.)

**Outcomes:** (Outcomes are specific statements derived from goals; they help clarify and define the meaning of the goal. **Learning outcomes** articulate the measurable expected results of an instructional activity or program effort. Outcomes are not knowing, thinking and understanding, but rather a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved using active verbs such as: arrange, define, explain, calculate, design, synthesize, evaluate, etc. **Operational/Business outcomes** describe those elements of a program or activity that can be counted such as: research dollars per faculty, number of students served, level of satisfaction, number of advisees, number and type of appointments with students, etc.)

**Assessment Methods:** (Assessment methods include the criteria, process, and tools used to determine if the intended outcomes were reached. Assessment methods articulate the target audience of the assessment, the methods and tools for data collection, criteria or targets that specify that the outcome has been met, and how the data will be analyzed. A combination of methods to measure outcomes is desirable. Assessing the effectiveness of instructional methods (lecture, team learning, discussion, etc) and student learning methods (note taking, reading, computer lessons, etc.) are critical components of the assessment process.)

**Implementation of Assessment Plan:** (This describes who is responsible, what is being assessed, how data are collected, and the timeline for assessment activities. Not all assessments must be conducted annually. A table is often useful for visualizing the process.)

**Results:** (Report results for each outcome based on established criteria.)

**Decisions and Recommendations:** (Based on the results, describe any decisions made or actions taken regarding programs, policies, and services as well as improvements/refinements to the assessment process. Include a plan for assessing the effectiveness of these decisions or actions.)

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## Assessment

The assessment strategy in place at Career Services is designed to:

- evaluate each program offering;
- utilize satisfaction surveys;
- perform research as needed to identify opportunities for growth;
- effectively prepare for each accreditation review;
- and provide support and data for colleges and departments.

This strategy is accomplished through qualitative and quantitative data gathering which is then used for program review and the creation of action plans. Ultimately, this information is reviewed annually to revise strategic goals for the coming years. Furthermore, all staff is involved in state, regional, and national associations in order to benchmark with peer institutions.

Beginning with the intake process through the satisfaction survey, students' goals are supported by the programming, advising, coaching, events, and services offered. Outcomes are ultimately determined by ensuring students leave with a complete bundle of skills that enable them to successfully develop lifelong job search skills.

**Assessment Grid for Career Services  
Survey Instruments**

<i>Goal, Objective or Problem</i>	<i>Type of Assessment</i>	<i>Population</i>	<i>Method</i>	<i>Frequency</i>	<i>Timeline</i>
<i>Assess Satisfaction of Services</i>	Satisfaction Survey	All students who have accounts in <i>CareerAggie</i> and/or who complete an online satisfaction survey	Email Survey On-line Survey	Spring	May
<i>Assess Job Placements &amp; Continuing Ed.</i>	Graduation Survey	All students who graduate	Email Survey On-line Survey Paper Survey	0,3, & 6 months after graduation	May September January
<i>Assess Fair/Expo Success (employers)</i>	Satisfaction Survey Grad. School Fair Tech Expo Career Fair	All employers/grad school representatives attending each event	Paper Surveys	Grad. Fair – Fall Tech Expo – Fall Career Fair – Spring	Grad. Fair – October Tech Expo – November Career Fair – March
<i>Assess Fair/Expo Success (students &amp; alumni)</i>	Satisfaction Survey Grad. School Fair Tech Expo Career Fair	All students/alumni attending each event	Paper Surveys	Grad. Fair – Fall Tech Expo – Fall Career Fair – Spring	Grad. Fair – October Tech Expo – November Career Fair – March

# Example: UNC Chapel Hill

## UNC Chapel Hill - Assessment Plan Template



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

Unit Name: \_\_\_\_\_

Name of Primary Contact: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### Unit Mission or Purpose:

\_\_\_\_\_  
\_\_\_\_\_

### Connections to Strategic Plan

A. Area of Excellence: \_\_\_\_\_

B. Goal: \_\_\_\_\_

C. Division-level outcome: \_\_\_\_\_

D. Related Unit Outcomes:

1. \_\_\_\_\_

a. Assessment Method(s) for Outcome 1:

\_\_\_\_\_

b. Implementation Details for Outcome 1:

What: \_\_\_\_\_

Who: \_\_\_\_\_

When: \_\_\_\_\_

How: \_\_\_\_\_

Why: \_\_\_\_\_

c. Results for Outcome 1:

\_\_\_\_\_



# Co-curricular mapping for a dept

1							
2	Learning Domains →	Personal Growth and Achievement					
3	Learning Objectives →	LO: a	LO: b	LO: c	LO: d	LO: e	LO: f
4	Career Services Center						
5	Career Fairs				✓	X	
6	Career Counseling	X			X		X
7	Career Assessments	X			X	✓	X
8	Drop-Ins				✓		
9	Career Related Workshops				X		✓
10	Graduate School Advising				X		X
11	Blue Hen Careers				X	X	
12	Networking w/ Alumni	✓			✓	✓	✓
13	Campus Interview Program				✓	X	
14	Career MAP (my action plan)	X	✓	✓	X		X
15							
16							
17							

Exercise technological integrity.







## Department of STUDENT AFFAIRS ASSESSMENT

at the University of Georgia

[About DSAA](#)[DSAA Projects](#)[Assessment Support](#)[Annual Processes](#)[Assessment Team](#)[Student Pulse](#)[UGA Resources](#)[External Resources](#)[DSAA HOME](#) > [SALDOS](#) >

The *Student Pulse* serves to introduce the University community to the unique research being conducted on college students both at UGA and in the field of Student Affairs. [Read more >>](#)

**The Division of Student Affairs** enhances the learning environment for students. We accomplish this by stimulating the learning process, integrating in-class and out-of-class experiences, promoting an environment conducive to growth and discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural, and emotional development.



As a means for facilitating learning for our students, the Division has identified specific areas, referred to as objectives, in which we seek to promote student growth and development through intentionally structured Student Affairs programs and services. We are committed to the success of each student; therefore, we are systematically integrating the objectives throughout the Division at all levels. Students who engage in our programs and services will have a deliberately structured curriculum that advances their knowledge in these key areas.

Descriptions of the objectives and examples are provided below. The examples are not intended to be comprehensive; rather, they provide a more tangible means to understand the objectives and serve as stems to inspire the construction of specific outcomes for individual departments, programs, or services.

It is important to note that the creation of the Student Affairs Learning and Development Objectives was a year long process. Initially, the Student Affairs Leadership Team (SALT) created a set of learning and development outcomes. These statements were then compared to the professional literature, specifically the *Frameworks for Assessing Learning and Development Outcomes* (FALDO), a new resource published by the Council for the Advancement of Standards in 2006.

FALDO offers a valuable framework for expanding the scope of these objectives by providing theoretical context, outcome indicators, quantitative and qualitative case study examples, and relevant assessment instruments. Additionally, *Learning Reconsidered 2*, a nationally recognized philosophical document, also served as a resource in the creation of

The Division has identified specific areas, referred to as objectives, in which we seek to promote student





# *The University of Georgia Career Center*

## **Career Center Vision**

Students whose career choices and educational experiences maximize lifelong professional impact and personal satisfaction.

## **Career Center Mission**

The career center staff facilitates, motivates, and empowers students to explore options and pursue careers. The center provides a comprehensive range of services, programs, and materials focusing on career exploration & decision-making, skill development, experiential learning, and career employment. The career center is committed to assisting employing organizations and establishing university partnerships for the benefit of University of Georgia students.

## **Career Center Goals**

### **Career Exploration & Decision Making**

1. Students who have fully explored the variety of educational and career options and made a decision that is consistent with their interests, skills, and values.

### **Skill Development**

2. Students who are highly skilled in self-directed job or internship search techniques and become active participants in the career employment process.
3. Students who possess the professional, leadership, and interpersonal skills to ensure future career growth and success.

### **Experiential Learning**

4. Students who value experiential learning and have participated in internships; campus, summer, part-time employment; on-site education; or community service opportunities.

# Components of a Learning Outcome

## Audience/Who

Who does the outcome pertain to?

## Behavior/What

What do you expect the audience to know/be able to do?

## Condition/How

Under what conditions or circumstances will the learning occur?

## Degree/How much

How much will be accomplished, how well will **the behavior** need to be performed, and to what level?

# Learning Outcome Examples

- Audience, Behavior, Condition, Degree
- At the conclusion of the Greek Life Anti-Hazing presentation, students in attendance will be able to identify 5 behaviors or activities that constitute hazing.
- At the conclusion of the Greek Life Anti-Hazing presentation, students in attendance will be able to identify 5 behaviors or activities that constitute hazing.

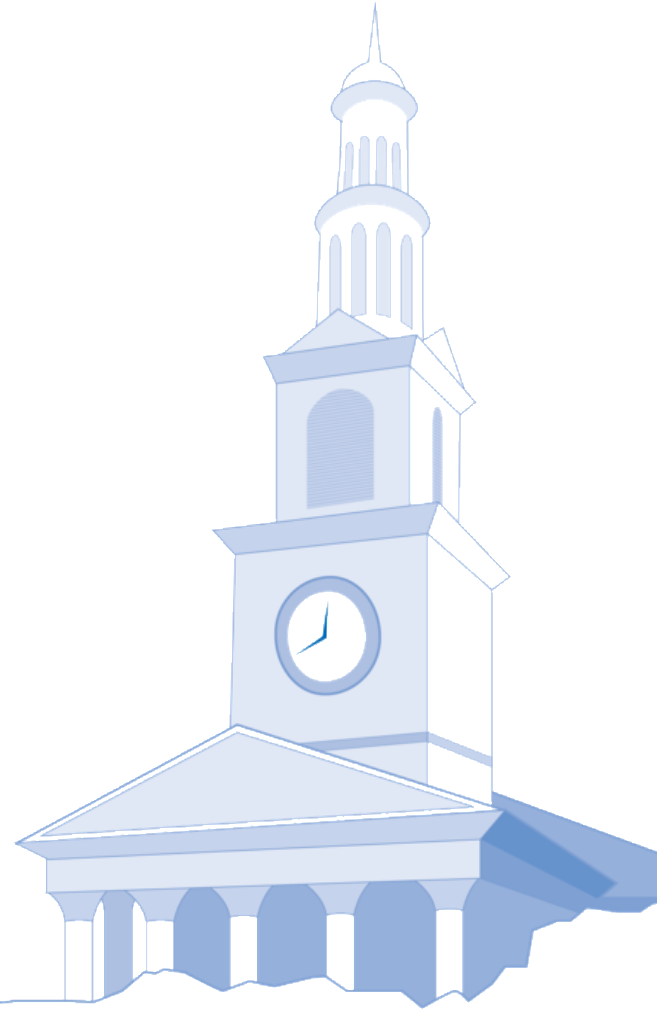
# Outcome Writing: The 3 Ms

1. Meaningful: How does the outcome support the departmental mission or goal?
2. Manageable: What is needed to foster the achievement of the outcome? Is the outcome realistic?
3. Measurable: How will you know if the outcome is achieved? What will be the assessment method?

# Career Outcomes

- As a result of completing a self-assessment test and counseling session, students will be able to articulate at least 3 skills.
- As a result of participating in an interview workshop, students will be able to employ all 4 elements of the STAR method in a mock interview.
- As a result of attending the Finding your Path session at Orientation, first-year students will be able to independently locate the online Career Resources library.

















# Best practices and trends



# Best Practices/Trends in Assessment

- Thinking outside the survey “box” with rubrics
- Mobile data collection
- Participating in nationally benchmarked studies
- Sharing results

## Student Interview Competencies

	1 - Beginner	2 - Developing	3 - Accomplished	4 - Advanced
<b>Verbal communication skills</b>	 <ul style="list-style-type: none"> <li>Nervous, incomplete thoughts, not articulate; No use of professional language; Response riddled with "um's, uh's, er's" etc.</li> </ul>	 <ul style="list-style-type: none"> <li>Spoke in a somewhat nervous manner; Lacked confidence in knowledge; Occasional use of professional language; Many "um's, uh's, er's" etc.</li> </ul>	 <ul style="list-style-type: none"> <li>Spoke articulately most of the time; Used general words instead of details; Integrated a good amount of professional knowledge throughout response; Some "um's, uh's, er's" etc.</li> </ul>	 <ul style="list-style-type: none"> <li>Spoke clearly and articulately; Was confident in knowledge; Integrated professional language throughout the response; No "um's, uh's, er's" etc.</li> </ul>
<b>Listening skills</b>	 <ul style="list-style-type: none"> <li>Does not demonstrate an understanding of the question asked or answered an unasked question.</li> </ul>	 <ul style="list-style-type: none"> <li>Answer reflected a partial understanding of the question asked.</li> </ul>	 <ul style="list-style-type: none"> <li>Answer reflected a general understanding of the question; May have missed a detail.</li> </ul>	 <ul style="list-style-type: none"> <li>Answer reflected an explicit understanding of the question asked.</li> </ul>
<b>Non-Verbal Communication</b>	 <ul style="list-style-type: none"> <li>Body language conveyed disinterest or extreme nervousness. Slouched or moved nervously through the interview. Limited or no eye contact. Gestures were not evident or distracting.</li> </ul>	 <ul style="list-style-type: none"> <li>Body language was difficult to interpret. Sat upright at times, but slouched occasionally. Intermittent or inconsistent eye contact. Gestures were somewhat limited, unnatural or stiff.</li> </ul>	 <ul style="list-style-type: none"> <li>Body language conveyed interest in responding, sat in an upright manner, seemed fairly natural. Appropriate and consistent eye contact, Gestures were appropriate and added to the effectiveness of the response.</li> </ul>	 <ul style="list-style-type: none"> <li>Body language conveyed eagerness to respond, sat upright in an alert manner, seemed natural and at ease. Sustained appropriate and natural eye contact, conveyed interest in the topic and the listener. Gestures enhanced the responses.</li> </ul>
<b>Ability to link academic background to position</b>	 <ul style="list-style-type: none"> <li>Does not connect academic background and skill sets to position/industry. Can not</li> </ul>	 <ul style="list-style-type: none"> <li>Occasionally connects academic background and skill sets to position/industry. Has</li> </ul>	 <ul style="list-style-type: none"> <li>Often connects academic background and skill sets to position/industry. Clearly</li> </ul>	 <ul style="list-style-type: none"> <li>Consistently connects academic background and skill sets to position/industry. Has</li> </ul>



## Internship Resume Rubric

	1 - Beginner	2 - Developing	3 - Accomplished	4 - Advanced	
Content	<p>●</p> <ul style="list-style-type: none"> <li>• Resume includes little to none of the SPECIFIC suggested information (e.g. education info, work experience, community service, extra-curricular activities, related experience)</li> <li>• Little to none of the information presented demonstrates ability to perform job</li> <li>• Little to none of the information presented is relevant to field/position</li> <li>• No dates, titles, and locations are listed</li> </ul>	<p>●</p> <ul style="list-style-type: none"> <li>• Resume includes some of the SPECIFIC suggested information</li> <li>• Some of the information presented demonstrates ability to perform job</li> <li>• Some of the information presented is relevant to purpose of internship</li> <li>• Dates, titles, and locations are listed for a few items</li> </ul>	<p>●</p> <ul style="list-style-type: none"> <li>• Resume includes SPECIFIC suggested information</li> <li>• Most of the information presented demonstrates ability to perform job</li> <li>• Most of the information presented is relevant to purpose of internship</li> <li>• Dates, titles, and locations are listed for most items</li> </ul>	<p>●</p> <ul style="list-style-type: none"> <li>• Resume includes SPECIFIC suggested information and additional sections to enhance resume</li> <li>• All of the information presented demonstrates ability to perform job</li> <li>• All of the information presented is relevant to purpose of internship</li> <li>• Dates, titles, and locations are listed for every item</li> </ul>	
Phrasing	<p>●</p> <ul style="list-style-type: none"> <li>• No descriptions use action verbs</li> <li>• Descriptions are excessively wordy or unclear</li> </ul>	<p>●</p> <ul style="list-style-type: none"> <li>• A few descriptions use action verbs</li> <li>• Descriptions are wordy or somewhat unclear</li> </ul>	<p>●</p> <ul style="list-style-type: none"> <li>• Most descriptions use action verbs</li> <li>• Descriptions are mostly brief and clear</li> </ul>	<p>●</p> <ul style="list-style-type: none"> <li>• All descriptions use action verbs</li> <li>• Descriptions are brief and clear</li> </ul>	
	<p>●</p>	<p>●</p>	<p>●</p>	<p>●</p>	

# SELO Learning Outcomes

3

Student uses career services purposefully and intentionally.

2

Student sometimes takes advantage of career opportunities.

1

Student is aware of career opportunities “out there.”

---


## Observable behaviors





- *Engages in systematic conscious process of gathering information and experience relevant to future career goals.*
- *Purposefully schedules participation in career activities and uses career services appropriately.*
- *Takes responsibility for own career development.*





- *Has registered with ZebraNet.*
- *Has had a resume reviewed.*
- *Attended Career Center programs.*
- *Browsed online job boards.*

- *Knows we have a database of options (ZebraNet).*
- *Saw promotions for Job & Internship Fairs.*
- *Viewed first page of CC website.*
- *Expressed relief that family member may have a connection.*
- *Knows a resume is important for future.*

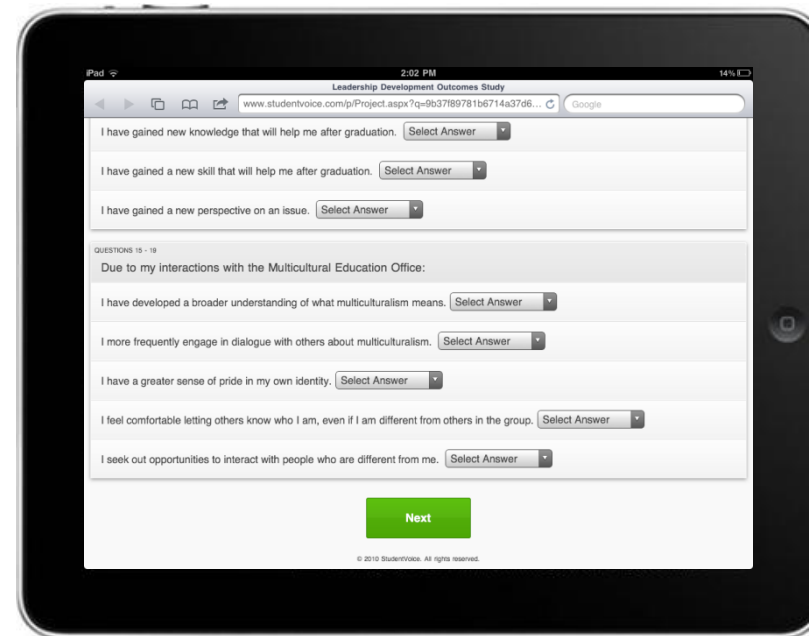
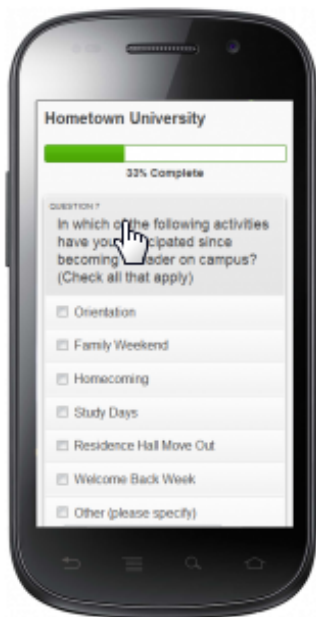
# Please rate the education of the resume:

 Graph

	Mean	Difference	Std Dev	N	Top 1	Bottom 1	Rank
<b>Career Services Resume Rubric - Visit 1</b> 	1.85	---	0.69	65	16.92%	32.31%	4
Career Services Resume Rubric - Visit 2 	2.61	-0.76*	0.63	28	67.86%	7.14%	3
Career Services Resume Rubric - Visit 3 	2.75	-0.90*	0.45	16	75.00%	0.00%	2
Career Services Resume Rubric - Visit 4 	3.00	-1.15*	0.00	3	100.00%	0.00%	1
1.70      2.03      2.35      2.68      3.00							
* Indicates statistical significance, p < .05							

	 Career Services Resume Rubric - Visit 1	 Career Services Resume Rubric - Visit 2	 Career Services Resume Rubric - Visit 3	 Career Services Resume Rubric - Visit 4
<b>1 - Resume needs significant improvement and would be discarded during screening.:</b> Section is missing educational information. Institution is listed without location. Information is in incorrect order.	32.31%	7.14%	0.00%	0.00%
<b>2 - Resume is below the standard, and needs improvement to rise to the "top of the stack.":</b> Education is included but information is incomplete or includes too much information. Major is included, but not degree. Most important information does not stand out.	50.77%	25.00%	25.00%	0.00%
<b>3 - Resume has the potential to land you an interview.:</b> Degree and major listed accurately and in appropriate order with expected graduation month and year, name and	16.92%	67.86%	75.00%	100.00%

# Mobile Data Collection and QR codes



Faculty Course Evaluations  
Now Available to **ALL** Students!  
Nov. 28<sup>th</sup> to Dec. 9<sup>th</sup> at 5:00pm

**Four Easy Ways to Access**

1. Check your Okramail account!
2. Check your Blackboard popup messages!
3. Use the below URL!
4. Scan the below QR code with your smart phone!



Don't Fight It!  
It's so easy, any  
Okra can Do It!



[deltastate.campuslabs.com/courseeval](http://deltastate.campuslabs.com/courseeval)

Must use Okramail login (View username and reset password):

<http://www.deltastate.edu/pages/3378.asp>

**Course  
evaluations  
matter!**



Go to **courseevals.towson.edu**  
starting Dec. 2 until Dec. 14.

## THE STUDIES

## Assessment Areas include:

The Profile: A study of the college student experience

Campus Activities

**Career & Professional Aspirations**

Fraternity &amp; Sorority Life

Mental Health &amp; Counseling

Orientation

Recreation &amp; Wellness

Residence Life

Student Conduct

Student Union Programming

**Career and Professional Aspirations Benchmark**

The Career and Professional Aspirations Benchmark is an online assessment that is administered during the spring semester or term to a sample of undergraduate students. Although some questions are designed for graduating seniors, the majority of the questions are appropriate for all undergraduate students. The assessment provides actionable data on:

- **Utilization of Career Services' offerings**
- **Outcomes of utilizing Career Services and other career-related information/advice**
- **Sources of career advice and mentoring and the perceived helpfulness of that information**

Participating campuses have access to:

- **Real-time data through a secure, online reporting site**
- **Sophisticated data analysis tools for creating institution-specific reports**
- **Benchmarking tools for peer and national comparison reports**
- **Data exports into Excel or SPSS for more advanced analysis**

The Career and Professional Aspirations Benchmark is one of the ten Consortium studies that institutions can choose from when they participate in the NASPA Assessment & Knowledge Consortium.



0% Complete

## Consortium: Career and Professional Aspirations Student Survey

Please Note:

**Please answer questions to progress through the online survey. Due to skip patterns based on responses, you will need to respond to the survey multiple times to see all questions.**

[CLICK HERE](#) for a printable version of the survey that includes all skip logic.

[CLICK HERE](#) to sign-up.

Question 1

Please indicate your current class standing:

- ☐ First year/Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate student
- ☐ Non-degree seeking
- ☐ Other

# Techniques for Closing the Loop

Retreat

PR campaign

Assessment  
Awards

Roadshows

Short report  
template

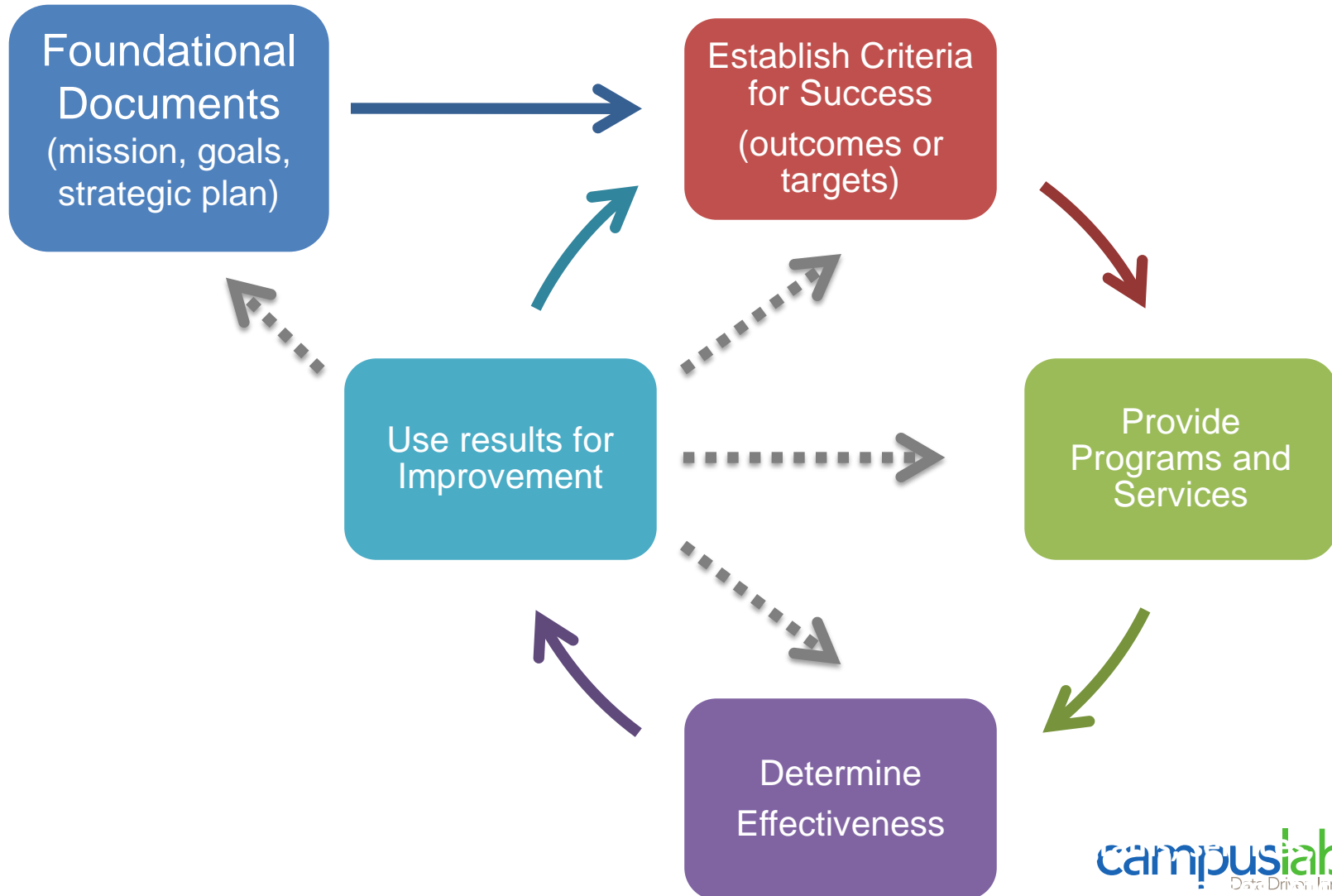
“Yearbook”  
annual report

Website

Periodic  
emails to staff




# Focus on the assessment cycle




# Sharing Internally

## • Poster Sessions, Brown Bags and Drive-Ins



student affairs  
with Student Affairs, the only subject is you



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▼ assessment

- assessment & research in student affairs
- current research
- completed projects
- ▼ professional development opportunities
  - ethics course
  - ▼ seminar series
    - fall line-up
    - **spring line-up**
    - remote workshops
    - certificate program
  - student voice
  - staff

### spring line-up

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**Wednesday 3 February**, Jennifer Massey, Coordinator - Assessment, Evaluation and Outreach  
*Closing the Loop and Remaining Vibrant: Understanding How Research and Assessment is Put into Practice!*

ABSTRACT: With the goal of understanding how data gained from Research and Assessment at Queen's is put "to work" in Student Affairs Departments, a new research project is being planned for Spring 2010. The proposed Closing the Loop study will investigate how individual departments synthesize the information gained from Research and Assessment into specific programs and improvements. By "Closing the Loop," Student Affairs hopes to ensure that future Research and Assessment at Queen's remains vibrant and useful. Student Affairs Research and Assessment invites all Student Affairs Staff and members of the Queen's community to help us design this study that will assist Research and Assessment in remaining relevant to their needs and to the continued well-being of Queen's University.

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**Wednesday 10 February**, Jennifer Massey, Coordinator - Assessment, Evaluation and Outreach  
*Collecting Data Using Online Surveys*

ABSTRACT: StudentVoice! is a company that provides the tools and technology to help design and deliver electronic surveys. Through Student Affairs Research and Assessment Queen's faculty, staff and graduate students have free access to the services provided by StudentVoice! We also can download the survey platform onto your iPhone or iPod touch so that you can conduct surveys at a particular site (e.g. at an event, door-to-door, etc.)

Using Student Voice, you can:

- create on-line web-based surveys and have instant access to the results;
- create mobile based surveys and upload results to the Student Voice site;
- access sample survey tools from the Student Voice toolkit;
- conduct analyses using cross-tabs and filters, and
- report your results using graphs and charts.



## •Assessment Emmys

# Involve Students

## “We’ve Heard Your Voice” in Transition Programs

The goal of “We’ve Heard Your Voice” is to communicate how students’ and parents’ feedback has been used to improve activities, services, and programs in the Division of Student Affairs. This article focuses on the changes made in the Office of Transition Programs to meet the needs of students and parents. This past year, The Office of Transition Programs reviewed all of the recommendations and survey data they had collected and found that changes could be made to the areas of orientation, SPLASH, Family Weekend, Seahawk Links, and commencement.

The largest initiatives undertaken by the Office of Transition Programs have been for orientation, which have helped to address three major recommendations. First, students and parents asked how orientation could be better adapted to the needs of transfer students. Those concerns were addressed by including optional breakout sessions, tours, and opportunities to meet other transfer students. Next, parents and students had lots of questions about Financial Aid and Student Accounts. Transition Programs responded by including sessions on Financial Aid, Student Accounts, and Auxiliary services earlier in the program. These include breakout sessions where it is easier to ask questions, as well as a clarifying handout. Finally, people asked if there is a single source of contact information for each of the offices presenting at orientation. Transition Programs has a resource sheet that is distributed at orientation that includes all the con-

tact information.

Aside from orientation, the Office of Transition Programs has worked to make enhancements to SPLASH, Family Weekend, the Seahawk Link program, and commencement. Parents asked if SPLASH could be expanded to include more information. Over the past year, the number of articles and regular columns increased.

Several recommendations have also been made concerning Family Weekend. Information about Family and Alumni Weekend is sent sooner, participants register on-line, Ghost Walk Tours are back in the schedule, and there’s a Meet and Greet on Saturday. In addition, the menu now features hamburgers, hot dogs, cotton candy, candy apples and other state fair type foods.

Parents and students asked if commencement could be expanded so students could invite more guests. Three new ceremonies (one in December, and two in May) were added, which allows students to invite as many guests as they wish.

It is essential for students and parents to know that the time taken to complete surveys is worth it, and that the information from the surveys to enhance their overall experience.

*Nathan Lindsay & Jonathan Peterson  
Director & Graduate Assistant  
Office of Student Assessment*

*The Office of Transition Programs provides a comprehensive array of programs designed to meet the unique needs of undergraduate students and parents from orientation*

**We’ve heard *your* voice...  
and taken *action*.**

### **CHANGE #1**

**You said:** “An internship is important to my career future”

**We responded:** The number of internship listings on SeaWork has doubled since last year.

**Thank You**  
for your feedback and time  
spent taking surveys about  
your UNCW experience.





Did you know that 86% of UAlbany graduates stay in New York State?

Check out what else UAlbany graduates had to say at

<http://www.albany.edu/studentaffairs/assessment/>



# Annual Report: Yearbook style

## The Career Center



### OUR MISSION

We are career educators dedicated to facilitating career development and career-based experiential education opportunities that empower students to discover their unique calling and to engage in lifelong career management. Utilizing faculty, employer and alumni networks, we provide a practical learning environment to ensure that our students are prepared for professional success and service to the common good.

### FROM THE DIRECTOR, JACQUILINE CHAFFIN

The Career Center's comprehensive range of career education programs and recruiting services are evidence of our dedication to making a difference in our students' lives and our commitment to offering excellent service to our employers and alumni.

Our talented career professionals help guide students in selecting an academic major, discovering one's calling, defining career goals and preparing to secure an internship or professional employment.

Internships play a significant role in our students' academic and co-curricular experiences. We work closely with the colleges to support students in preparing for and securing these invaluable learning experiences.

Our alumni and employer partners are integral to preparing students for the world of work, and are regularly invited to campus to talk with students about their career paths. The Pirate Mentoring Program offers access to 300+ alumni volunteers who serve as career mentors to students and fellow alumni.

### HIGHLIGHTS 2008-09

- More than 2372 individualized career advising/counseling sessions were held with more than 1427 students and alumni.
- Each year, 450+ university approved internships are reported by undergraduate and graduate students.
- By graduation, more than 70 percent of undergraduates participated in a university-sponsored, career-based experiential education program (i.e., clinical, internship, practicum and/or student teaching assignment).
- Each year, more than 600 organizations attend on-campus career recruiting events and multi-school career fairs collaborations.

*"The Career Center was persistent in helping me find the internship that was right for me. I was extremely impressed with the amount of effort put into the process. I would recommend this service to every student."*

—> NALIN BENNETT  
PSYCHOLOGY, CLASS OF 2011

### ASSESSMENT RESULTS

- About 65 percent of first-year students participated in a career educational program or held an individual meeting with a career professional.
- 90 percent of participating first-year students "Strongly Agreed" or "Agreed" that the "Careers in... Roundtable Discussion" series assisted them "in planning their personal career paths" and "increased their understanding of career possibilities."
- 100 percent of the internship employers rated interns' performance as "Exceeds Expectations" or "Meets Expectations."
- 91 percent of internship employers indicated that — circumstances permitting — they would hire their intern for a full-time opportunity.
- Approximately 65 to 70 percent of graduates pursued full-time employment while 30 to 35 percent pursued graduate school.
- 76 percent of graduating seniors had utilized The Career Center and 86 percent indicated they were either "Very Satisfied" or "Satisfied" with Career Center programs/services.

### GOALS 2010

- 1 Increase usage of Pirate Mentoring Program.
- 2 Increase career programs and resources for alumni.
- 3 Increase use of online professional networking sites for all constituencies.
- 4 Offer career assessment workshops to all entering undeclared/pre-major students.
- 5 Work with Freshman Studies to require a career education program or career assessment experience of all first-year students.
- 6 Continue to increase at-graduation employment rates for graduates.

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# Career Center Student Employee Learning Outcomes Assessment

## Fall 2009 - Spring 2010

Fall 2009 (n = 15)

Spring 2010 (n=15)

### I. LEARNING DOMAIN: INTELLECTUAL AND PRACTICAL SKILLS

**Learning Outcome:** The student employee is able to gather, evaluate and apply information to solve work related problems.

#### OUTCOME:

Student Interns

Fall 2009

Spring 2010

Increase

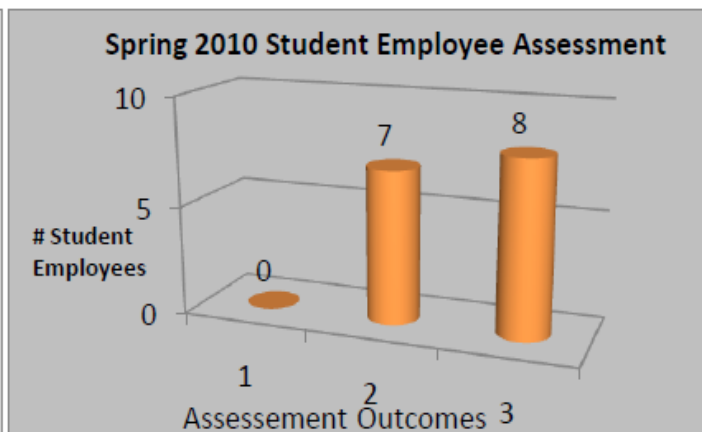
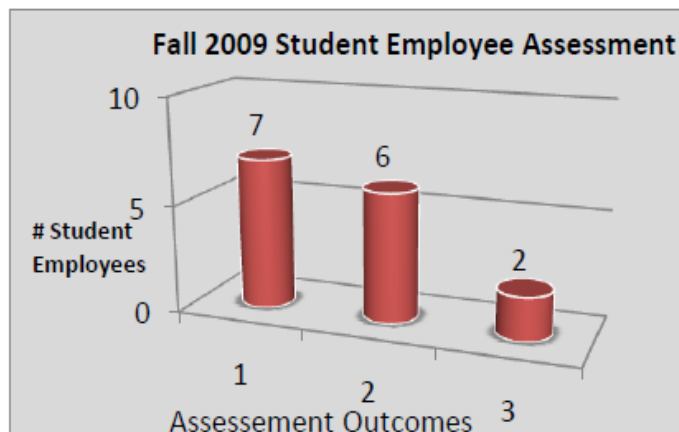
F15/S15

13%

53%

300%

Student interns increased their ability to gather, evaluate and apply information to solve work related problems by 300% over the course of the 2009-2010 academic year.



### II. LEARNING DOMAIN: PERSONAL AND SOCIAL RESPONSIBILITY

**Learning Outcome:** The student employee takes responsibility for own choices and behaviors.

# Innovative examples: Career Services





60% Complete

Questions 6 - 11

How interested would you be to attend each of the following career planning workshops?

	Extremely interested	Very interested	Moderately interested	Slightly interested	Not at all interested
	5	4	3	2	1
<b>Who am I and how do I choose my major or career?:</b> The best career choices are made when students understand their own interests, abilities, and values related to the world of work, and they know the basic steps of decision-making.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>MarketTrends:</b> Hear a lot of rumors about the job market? Get the facts! Find out about the blooming industries and hottest jobs -- and learn how to market yourself in a competitive	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0% Complete

## Career Services Center: Serving Student Veterans

### Needs Assessment Survey

You are asked to voluntarily participate in a study designed to assess the career development needs of student veterans at UCSD. All responses are confidential. This survey will take approximately 10 minutes to complete. No compensation is provided.

The results will be used to better meet the career development needs of student veterans.

How interested are you in having the Career Services Center at UCSD help you with . . . ?

	Very interested	Moderately interested	Somewhat interested	Not at all interested
	4	3	2	1
Developing a career action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploring how your major relates to possible careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploring how personality, values, and skills relate to possible careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Event	Size (# of Students)	Hours	Data Collection Method
Resume Review	Approximately 130	28 hours	Rubric
Career Day @ Orientation	Approximately 130	24-28 hours	New Learning (Post-It Notes)
Myers-Briggs Type Indicator Workshop	150	20-24 hours	1 Minutes Prompts
Night with Industry	150	23-28 hours	New Learning and Compare & Contrast
Career Bootcamp	100 total (50 each session)	31-36 hours	New Learning (Carbon Copies)

# Employer Assessments

- Satisfaction, needs, interests, event specific
- Leverage captive audiences
- Keep your emailed surveys short and to the point
- Make use of existing data sources



0% Complete

## 2011-2012 OCI Employer Evaluation Survey

Question 4

What types of interview questions did you ask today? (Check all that apply)

- ☐ Basic interview questions (i.e., tell me about yourself, strengths and weaknesses, future plans)
- ☐ Technical or field-related questions
- ☐ Behavioral based interview questions (i.e., rely on specific examples from past experiences)
- ☐ Hypothetical questions (i.e., rely on what candidates would do if they encountered certain situations)
- ☐ Case-style or problem to solve

Questions 5 - 8

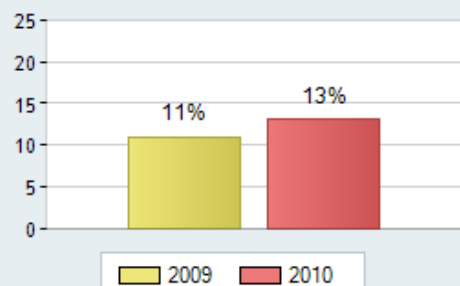
Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
Candidate resumes were professional in format and presented relevant qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidates appeared knowledgeable of company literature, applications, and other materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Candidates presented their skills and qualifications in a way that made them distinguishable as applicants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Using existing data sources

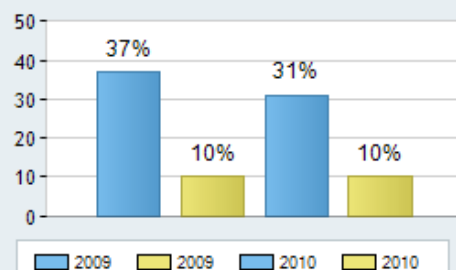
- NACE – Job Outlook Survey
- NACE – Internship and Co-Op Survey
- NACE – Student Survey
- Intern Bridge – white papers
- College Employment Research Institute at Michigan State University-[www.ceri.msu.edu/](http://www.ceri.msu.edu/)
- Colleagues in your professional organizations

Senior Survey: Work/Graduate School Combination



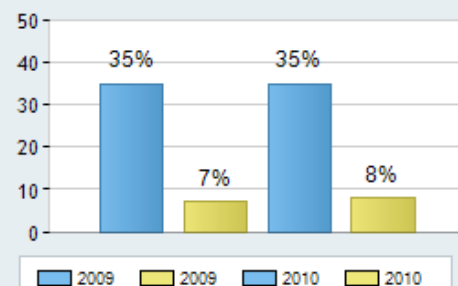
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Senior Survey: Admitted/Started Graduate School vs. Not Admitted Yet



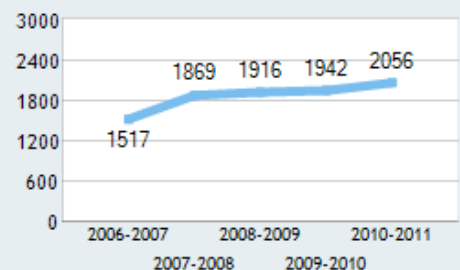
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Senior Survey: Job Offer Received/Working vs. Still Looking



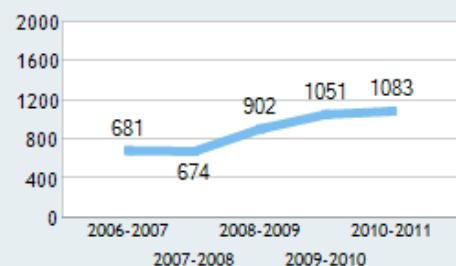
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Career Counseling Appointments



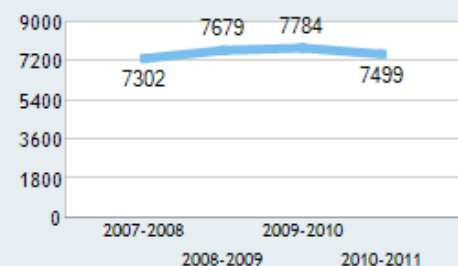
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Drop-in Appointments



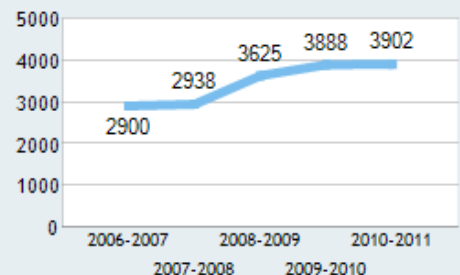
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Career Events Attendance



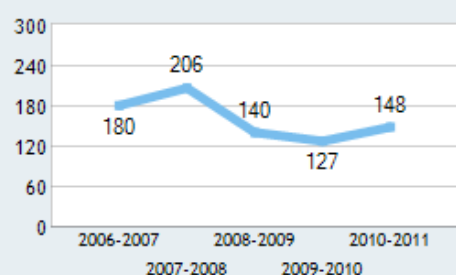
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Number of Students Registered with Career Services



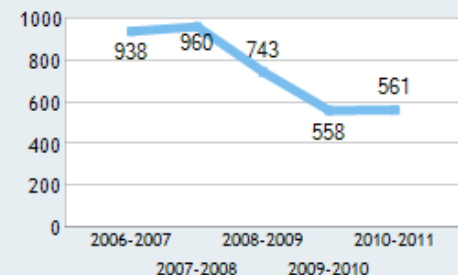
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On-Campus Recruiting Companies



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On-Campus Recruiting Student Interviews



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# QUESTIONS?

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