

Stark State College

Career Development Office Assessment Report

Program/Department Name: Career Development Office

Individual Completing Report: Kristin Hannon

Date: June 27, 1014

Program/ Departmental Self-Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Competencies/Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes X No

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes X No

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes X No

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes No

5. Review Process

Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes No

6. Proposed Actions

Are recommendations acted upon?

Yes No

7. Improvements

Have actions resulted in documented improvements in student learning or academic/ student services?

Yes No

Assessment Measures Inventory

Purpose: To identify benchmarked outcome measures and the benchmarking level (internal, state, national).

Instructions: Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes, No, NA)	Has a performance benchmark(s) been identified for the measure? (Yes, No, NA)	Type of performance benchmark (check all that apply)		
			SSC (Internal)	State-level (OACC, OBR, etc.)	National (Professional Org., accrediting group, etc.)
Goal 1, Outcome Measure 1: Employment Outcomes	Yes	Yes			X, Based on Peer-aspirant list
Goal 1, Outcome Measure 2: Employer Survey	No	Yes	X		
Goal 1, Outcome Measure 3: Job Fair Evaluation	No	No	X		
Goal 1, Outcome Measure 4: Mock Interview Rubric	Yes	Yes	X		
Goal 2, Outcome Measure 1: ACT Student Opinion Survey	Yes	Yes			X
Goal 2, Outcome Measure 2: Testimonials	NA	NA	X		
Goal 2, Outcome Measure 3: Employment Outcomes	Yes	Yes			X, Based on Peer-aspirant list
Goal 2, Outcome Measure 4: Five-year Alumni Survey	Yes	No			X
Goal 2, Outcome Measure 5: Employer Survey	Yes	No	X		
Goal 2, Outcome Measure 6: Resume Rubric	Yes	Yes	X		
Goal 2, Outcome Measure 7: Mock Interview Rubric	Yes	Yes	X		
Goal 2, Outcome Measure 8: Job Fair Evaluation	No	No	X		

Goal 2, Outcome Measure 9: Point of service survey	Yes	Yes	X		
Goal 2, Outcome Measure 10: Five-year Alumni Survey	Yes	No	X		
Goal 2, Outcome Measure 11: Alumni case studies	NA	NA	X		
Goal 3, Outcome Measure 1: ACT Student Opinion Survey	Yes	Yes			X
Goal 3, Outcome Measure 2: Employment Outcomes	Yes	Yes			X, Based on Peer-aspirant list
Goal 3, Outcome Measure 3: Five-year Alumni Survey	Yes	No			X
Goal 3, Outcome Measure 4: Employer Survey	Yes	No	X		
Goal 3, Outcome Measure 5: Resume Rubric	Yes	Yes	X		
Goal 3, Outcome Measure 6: Mock Interview Rubric	Yes	Yes	X		
Goal 3, Outcome Measure 7: Job Fair Evaluation	NA	NA	X		
Goal 3, Outcome Measure 8: Point of service survey	Yes	Yes	X		
Goal 3, Outcome Measure 9: Five-year Alumni Survey	Yes	NA	X		
Goal 3, Outcome Measure 10: Alumni case studies	NA	NA	X		

Student Service Goals

Goal 1: To build relationships between the College community and employers

Goal 2: To provide high value career guidance services to students, alumni, and community

Goal 3: To continuously enhance the quality of the Career Development Office

Summary Narrative

The Stark State Career Development Department offers comprehensive centralized support to students and alumni who are seeking guidance in the areas of individual career counseling; mock interviews; career assessments; resume writing and job search assistance. In addition to these core functions, the Career Development Department provides classroom assistance to faculty by conducting classroom presentations. The Department is also a resource to the community and is active in providing its outreach and services to community agencies and constituents. It should be noted that during this assessment period, there have been several staff changes impacting the department. During the last assessment period, two new positions were created to reach various demographics and to increase employment outcomes. An Internship Coordinator was added to help cultivate additional relationships with employers and provide students with experiential learning opportunities to increase the employment outcomes. When the Coordinator left to pursue other opportunities, it was determined that the office needed another Career Development Specialist. At the time of this report, the new Specialist had just started. It is the intent to divide the work for Specialists by division. Each will be responsible for all part-time/full-time/internships for their division. This will allow for consistency when working with employers and more in-depth knowledge and understanding of employer needs and expectations. An Alumni Affairs Coordinator had been added to the department to establish relationships with alumni to create mentorships for students to increase employment and internship opportunities. This position was moved to another office with another focus.

A number of assessment instruments were developed to collect both indirect and direct qualitative and quantitative data. These include: a mock interview rubric, a resume rubric, and point-of-service surveys. In addition, two case studies were used to highlight the effectiveness of service for actual recipients. Currently we are not doing the ACT Opinion Survey. It has been decided by Stark State College that beginning in the fall term, the Noel Levitz Student Satisfaction Inventory will be used. Also, the Five Year Alumni and the Employer Survey were conducted in Spring 2014. The results will not be available until Fall 2014. Therefore, the results will be discussed in the next assessment. Finally, the Job Fair Committee made the decision to stop the Job Fair Evaluation. Past history showed that the results collected had less to do with the items that the committee had within its control and more to do with extenuating circumstances. For example, students may have expressed displeasure with employers who required the student to apply online. Another example is frustration with other job fairs being held at the same facility. Reviews of the outcomes from each of the assessments that were used indicate a continued need to focus in the key areas of faculty engagement and utilization and student engagement and utilization.

The first goal, building relationships between the College community and employers, is a strength of this department. The staff members are involved in the community through various activities and memberships. Examples of partnerships that help to build relationships include membership in the Stark County Human Resources Association and attendance at various chamber events. In addition, the partnership the office has with

NOCHE expands outreach to any employer in Northeast Ohio. The impact of these relationships can be found in the annual Graduate Statistics Report as well as the number of internships available for students and alumni. It also can be found in the number of employer registrations in the online job board, College Central Network. Relationship building is an integral part of the mission for the Career Development and the results show that the office continues to excel in accomplishing this goal.

Providing high value career guidance services to students, alumni and the community is the second goal of the Career Development Office. The department is often called upon by various departments within the college to participate in activities that impact current or potential students. In addition, the office is frequently asked to provide its services in conjunction with community initiatives. Some examples include participating in Upward Bound Math and Science workshops and the Bridges Out of Poverty initiative. The data illustrates that, overall, the satisfaction of those using the Career Development Office was high. Comments expressed following visits centered on pleasure at the items they learned during their interaction in the office. They also shared that they did not know why they did not use the services sooner. The department has taken steps since the last assessment to make sure that all students and alumni are aware of the services provided. There is a Career Development Brochure, outlining all services, in every orientation packet. Students in the Student Success Course are told of Career Development and assignments are given to complete the career planning tool, MyPlan. Admissions and advisors are aware of the department and direct students to the office.

An additional assessment opportunity for the office presented itself in the form of a classroom assignment. One of the faculty, teaching Small Group Communications, assigned a Major Group Project to their students. The Purpose was to apply and demonstrate group theory/concepts/skills from the course, to develop a professional and creative presentation. The presentation was to provide innovative ideas, strategies or events to help assist in solving the issues identified by the Director of Career Development. Over the assessment period, approximately 80 students sat through a presentation given by the Director, discussing the resources available through the department. Most of these students also indicated they did not know of all the services offered by the department. Students were then asked to address the issue of student engagement and utilization. The Director then attended the presentations and was given written reports that gave suggestions on how the Career Development Office could improve. Although there were several excellent ideas presented by the students, all required funding which is not currently available to the department. It is interesting to note that although these students learned of the services and found value, less than 20 took the opportunity to use the services themselves.

To address the final goal of continuously enhancing the quality of Career Development Office, a few areas show an opportunity for improvement. The assessment continues to identify that marketing as well as student utilization is a key opportunity for the department. While the level of marketing is a factor, we can see from the students in the Small Group Communications course that students who are aware of the services, still are not utilizing the services. In the upcoming assessment period, the office would like to hold focus groups to ask students why they are not using the services. One method for conducting these focus groups may be to use the Student Ambassadors. These Ambassadors have been exposed to the Career Development Office and would be an ideal resource to help tap into the thought process of our students. We know that people are more inclined to complete those things which are a requirement. Having some sort of experiential learning requirement imbedded into each program, in addition to the Student Success Course, would go a long way in preparing our students for employment and employer expectations. Experiential learning encompasses not just internships but also, co-ops, externships/job shadowing, practicums, clinicals, directed-practice and class projects. While there

is currently an initiative through the Ohio Board of Regents to reduce the number of credit hours required to earn a higher education credential, it should not be at the expense of these experiences. It is expected that a formal opinion regarding this will be coming from the Ohio Board of Regents in the near future.

In addition, as the office moves forward, it will look at efforts taking place with Completion by Design (CBD) to implement Division Mentors/Career Advisors. This role would be listed in College Central Network Database as Career Mentor for their field or division and would assist students in career planning. They would attend regular meeting with the Career Development Office to receive training on career tools and to share information on employers and employment trends in their division. They would be a contact for Career Development to ask questions regarding program specific requirements and mentor/connect the department to new faculty within the division. In addition, they would visit Intro classes within their division and satellite locations to explain their role and offer a connection to the Career Development Office. Career Development could then continue to do general workshops, meet with students regarding specific issues and have more time to meet with employers. This would also help us get a better handle on increasing internships for our individual divisions. Finally, this approach will help us collect data from each division that is required to report back for state funding. The Career Development Office is a strong advocate of this model.

Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To build relationships between the College community and employers

Outcome Measure 1: Employment Outcomes

Terms of Assessment: Summer _____ Fall X Spring _____ Annual X

Findings: Each graduating class is surveyed to learn key information such as the number of graduates with employment in their major; out of their major; those continuing their education; those still seeking employment; and those who are going to the military. It should be noted that the data is based on total number respondents. Not all students chose to complete the survey or may not have reported employment once they had been graduated for a year or more. A review of the numbers indicate strong in-field employment in the medical and engineering field. This illustrates that graduates in fields that

are technical or specialized in nature are sought after by employers for their specific needs. The numbers also show a strong partnership with employers who are seeking graduates in fields not as technical, however the employment numbers are not as high as those in the specialized majors.

Review Committee/ Process: This report is reviewed each year by the Director of Career Development and the Career Development Specialist. Information from this report is also reflected in the College Dashboard as in-field employment.

Proposed actions for next term/academic year: There are plans to review the process by which data is collected to get higher student participation. Some ideas include using IR to collect data through their methods; using faculty more prior to the end of each semester; pop-ups on MyStarkState.

Improvements: The department has also sat through the NACE webinar on best practices in First Destination Surveys and learned that they have all the recommended components in their report.

Outcome Measure 2: Employer Survey

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings: The Employer Satisfaction Survey is conducted every three years. The last survey took place in Spring 2011 with a response rate of 34%. The sample was comprised of employers who hired multiple graduates over the preceding two years and were registered on the College Central Network.

- 94% of the employer respondents reported that graduates were working within their technical major area of education.
- 61% indicated the reason graduates were hired was the focused technical education
- 50 of respondents cited the interview as a main reason for hiring the graduate

These numbers show that although the office is engaged with employers from all industries, the highest level of engagement is from those who are seeking specialized, technical skills. If those employers also have a need to seek candidates in more general fields, they are likely to consider Stark State College as an option.

Review Committee/ Process: Upon completion of the survey, the Director of Career Development and the Career Development Specialist review results.

Proposed actions for next term/academic year:

- Review the Graduation Status Report for those degrees who need to increase their in-field employment rates
- Provide additional training to faculty so they can direct students/alumni to postings on College Central Network, our online job board. There are many jobs posted but there are not number of students applying.
- Partner with current employers to provide additional mock interview opportunities for students
- Form additional partnerships with employers who may not be represented in current schedule of mock interviews

Improvements: Compared to the previous administration of the survey (2008), the sample size was larger (90 v. 76) and the response rate slightly higher (34% v. 29%). Employers indicated that interviewing skills weigh heavily on their staffing decisions. To make sure the opportunity to practice

interviewing was available to all students, the department purchased Interview Stream which is a web based practice tool. Anyone can create an account and practice from any location where they have a computer with a webcam and internet access.

Outcome Measure 3: Job Fair Evaluation

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual _____

Findings: The Job Fair Committee elected to discontinue the collection of evaluations and has instead focused on collecting student attendance data.

Review Committee/ Process: NA

Proposed actions for next term/academic year: NA

Improvements: NA

Outcome Measure 4: Mock Interview Rubric

Terms of Assessment: Summer _____ Fall X Spring _____ Annual X

Findings: In addition to the mock interviews that are conducted by Career Development Staff, there are also mock interviews conducted by employers who volunteered their time. This has been an effective way for us to maintain relationships with employers and allow them access to students for their recruitment needs.

Review Committee/ Process: This process is reviewed by the Career Development Staff (Director; Specialist). Appropriate actions taken as needed.

Proposed actions for next term/academic year:

We will be looking to see if we can expand our employer network to include those majors with low in-field employment data. We will be reaching out to those employers to ask them to participate in mock interviews. We will also include a mock interview assessment for employers to complete at the end of their day.

Improvements: The office began using a mock interview rubric for the first time in 2011. This allowed for a more streamlined and consistent manner in which feedback could be identified and delivered. It also helped with evaluating the improvements made by students.

Competency/Goal 2: To provide high value career guidance services to students and alumni

Outcome Measure 1: ACT Student Opinion Survey

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual _____

Findings: NA

Review Committee/ Process: NA

Proposed actions for next term/academic year: This survey is being replaced by another instrument which is described in the narrative.

Improvements: NA

Outcome Measure 2: Testimonials

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: While there is an option on the website for students/alumni and employers to leave a testimonial, most do not use this feature. However, many times, we do receive follow up phone calls or emails from those we have helped letting us know that our intervention has helped them to achieve a goal.

Review Committee/ Process: Will continuously be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year:

- Plan to get testimonials from employers who have participated in the Ohio Means Internship and Co-ops grant to illustrate to students the benefits of using the Career Development office and completing an internship.
- Possibly creating business size card to hand out at the end of an appointment with the link to the testimonial page.

Improvements: NA

Outcome Measure 3: Employment Outcomes

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings: 2012

- 1134 Total Grads
- 69% (781) responded to the survey
 - 34% (390) working in major
 - 10% (109) working outside of major
 - 8% (89) not employed
 - 1 in the military
 - 17% (192) continuing their education

In reviewing the numbers of students that the Career Development Staff met with over the assessment period, we can infer that the services provided help in the employment outcomes by making services known to students and by providing tools and skills to aid in the employment search.

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year:

- Provide additional training to faculty so they can direct students/alumni to postings on College Central Network, our online job board. There are many jobs posted but there are not number of students applying

Improvements: In the last two years, the Career Development office has gone through staffing changes. At the time of the last assessment, two new positions were added to the department to assist with gaining traction in this area. These positions were the Alumni Affairs Coordinator and the Internship Coordinator. These two positions are no longer in the department though we did see some uplift while they were staffed. Another Career Development Specialist has been added to the team. The plan is to align the Specialists by division in the hopes that we will gain more useful data and employment outcomes.

Outcome Measure 4: Five-year Alumni Survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: NA

Review Committee/ Process: NA

Proposed actions for next term/academic year: Alumni Survey conducted in Spring 2014. Results will be in the next assessment.

Improvements: NA

Outcome Measure 5: Employer Survey

Terms of Assessment: Summer _____ Fall X Spring X Annual _____

Findings: Na

Review Committee/ Process: NA

Proposed actions for next term/academic year: Employer Survey conducted in Spring 2014. Results will be in the next assessment.

Improvements: NA

Outcome Measure 6: Resume Rubric

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings:

- 43 students agreed to have resume evaluated
- Positive increase of 7+ points shown following counseling from Career Development

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year: Training to be provided to Graduate Assistant and Internship Ambassadors for use in peer to peer advising situations.

Improvements: The resume rubric was expanded to include more than just those from class assignments.

Outcome Measure 7: Mock Interview Rubric

Terms of Assessment: Summer _____ Fall X Spring _____ Annual X

Findings: Mock interviews were conducted for the faculty: Wyck Howland, Amy Tracy, Helen Mandalenich, Eugene Starr, and Sue Bennett. 74 mock interviews were conducted for these classes. There were also mock interviews conducted by employers who volunteered their time as well as ones conducted by Career Development Staff. Students who came on their own to practice mock interviews, overall, appeared to be more prepared for the questions. This could be attributed to the fact that those students typically had an upcoming interview for which they were trying to prepare. The findings show that interventions from Career Development staff have a positive impact in the improving interview skills for those who participate. During these sessions, participants often learn techniques specific to their career goals.

Review Committee/ Process: This process is reviewed by the Career Development Staff (Director; Specialist). Appropriate actions taken as needed.

Proposed actions for next term/academic year: In the past, students were invited to come back for a follow up mock interview. Though students were enthusiastic at the time, very few, on their own, set up a follow up appointment. It is proposed that going forward, the appointment for a follow up be made at that time, or the student be given the option to complete Interview Stream and email it to the Career Development Office.

Improvements: The office began using a mock interview rubric for the first time in 2011. This allowed for a more streamlined and consistent manner in which feedback could be identified and delivered. It also helped with evaluating the improvements made by students.

Outcome Measure 8: Job Fair Evaluation

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual _____

Findings: The Job Fair Committee elected to discontinue the collection of evaluations and has instead focused on collecting student attendance data.

Review Committee/ Process: NA

Proposed actions for next term/academic year: NA

Improvements: NA

Outcome Measure 9: Point of service survey

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings:

- 84 total responses:
- 75% of students were in the office for their first visit
- 89% of students felt the staff was helpful
- 57% utilized College Central Network or the job board in the hallway
- 33% utilized resume and cover letter assistance
- 19% utilized mock interviews
- 14% utilized the interview practice tool
- 39% utilized the career planning tool

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year:

- Increase awareness of MyPlan to faculty, students and alumni.
- Additional marketing of mock interviews and Interview Stream tool.
- Evaluate additional methods of reaching students at satellite locations.
- Utilizing the Ambassadors more in marketing and outreach efforts

Improvements: There have been improvements in the number of students coming to the Career Development Office for general career counseling. It is believed that this increase is connected with interventions taking place in Financial Aid and other intrusive advising activities.

Outcome Measure 10: Five-year Alumni Survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: NA

Review Committee/ Process: NA

Proposed actions for next term/academic year: Alumni Survey conducted in Spring 2014. Results will be in the next assessment.

Improvements: NA

Outcome Measure 11: Alumni Case Study

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: 2 case studies were conducted during the assessment period. Both cases involved non-traditional students with work experience. Though both students had been in the work force, both had issues that were impacting their career progression. In both cases, several appointments were made to address these issues and give them the guidance needed for their success. At the time of the assessment period, once student was waiting on an outcome and another was prepared for future opportunities.

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year: Obtain additional case students to represent a larger cross section of students and alumni.

Improvements: NA

Goal 3: To continuously enhance the quality of the Career Services Office

Outcome Measure 1: ACT Student Opinion Survey

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual _____

Findings: NA

Review Committee/ Process: NA

Proposed actions for next term/academic year: This survey is being replaced by another instrument which is described in the narrative.

Improvements: NA

Outcome Measure 2: Employment Outcomes

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings: 2012

- 1134 Total Grads
- 69% (781) responded to the survey
 - 34% (390) working in major
 - 10% (109) working outside of major
 - 8% (89) not employed
 - 1 in the military
 - 17% (192) continuing their education

The results would suggest that although the Career Development Office does a good job of connecting students with employers, there is an opportunity to obtain more data in this area. A 69% response rate is not bad but could be higher if additional resources were put to this area. Another finding is that required visits with the career development office would impact in-field employment data.

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year:

- Provide additional training to faculty so they can direct students/alumni to postings on College Central Network, our online job board. There are many jobs posted but there are not number of students applying
- A desired enhancement would be to have a “gatekeeper” popup appear on the screen whenever a graduate goes online to request a transcript. Pop-up would require them to input employment outcomes information before being moved to the transcript request screen. Another idea is to incorporate questions regarding employment outcomes as part of the transcript request.

Improvements: In the last two years, the Career Development office has gone through staffing changes. At the time of the last assessment, two new positions were added to the department to assist with gaining traction in this area. These positions were the Alumni Affairs Coordinator and the Internship Coordinator. These two positions are no longer in the department though we did see some uplift while they were staffed. Another Career Development Specialist has been added to the team. The plan is to align the Specialists by division in the hopes that we will gain more useful data and employment outcomes.

Outcome Measure 3: Five-year Alumni Survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: NA

Review Committee/ Process: NA

Proposed actions for next term/academic year: Alumni Survey conducted in Spring 2014. Results will be in the next assessment.

Improvements: NA

Outcome Measure 4: Employer Survey

Terms of Assessment: Summer _____ Fall X Spring X Annual _____

Findings: NA

Review Committee/ Process: NA

Proposed actions for next term/academic year: Employer Survey conducted in Spring 2014. Results will be in the next assessment.

Improvements: NA

Outcome Measure 5: Resume Rubric

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings:

- 43 students agreed to have resume evaluated
- Positive increase of 7+ points shown following counseling from Career Development

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year: Training to be provided to Graduate Assistant and Internship Ambassadors for use in peer to peer advising situations.

Improvements: The resume rubric was expanded to include more than just those from class assignments.

Outcome Measure 6: Mock Interview Rubric

Terms of Assessment: Summer _____ Fall X Spring _____ Annual X

Findings: Mock interviews have shown to be a valuable tool in preparing students for interviews with employers and to prepare them for expectations of the work force. Our findings show that those who utilize the mock interviews are more prepared for interactions with employers. The findings show that the office could utilize other ways to prepare students in this area. For example, there could be specific workshops set up prior to the job and internship fair. Also, individual clinics per division could be created.

Review Committee/ Process: This process is reviewed by the Career Development Staff (Director; Specialist). Appropriate actions taken as needed.

Proposed actions for next term/academic year:

In the past, students were invited to come back for a follow up mock interview. Though students were enthusiastic at the time, very few, on their own, set up a follow up appointment. It is proposed that going forward, the appointment for a follow up be made at that time, or the student be given the option to complete Interview Stream and email it to the Career Development Office.

Improvements: The office began using a mock interview rubric for the first time in 2011. This allowed for a more streamlined and consistent manner in which feedback could be identified and delivered. It also helped with evaluating the improvements made by students.

Outcome Measure 7: Job Fair Evaluation

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual _____

Findings: The Job Fair Committee elected to discontinue the collection of evaluations and has instead focused on collecting student attendance data.

Review Committee/ Process: NA

Proposed actions for next term/academic year: NA

Improvements: NA

Outcome Measure 8: Point of service survey

Terms of Assessment: Summer _____ Fall X Spring _____ Annual _____

Findings:

- 84 total responses:
- 75% of students were in the office for their first visit
- 89% of students felt the staff was helpful
- 57% utilized College Central Network or the job board in the hallway
- 33% utilized resume and cover letter assistance
- 19% utilized mock interviews
- 14% utilized the interview practice tool
- 39% utilized the career planning tool

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year:

- Increase awareness of MyPlan to faculty, students and alumni.
- Additional marketing of mock interviews and Interview Stream tool.
- Evaluate additional methods of reaching students at satellite locations.
- Utilizing the Ambassadors more in marketing and outreach efforts

Improvements: There have been improvements in the number of students coming to the Career Development Office for general career counseling. It is believed that this increase is connected with interventions taking place in Financial Aid and other intrusive advising activities.

Outcome Measure 9: Five-year Alumni Survey

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings:

Review Committee/ Process:

Proposed actions for next term/academic year: Alumni Survey conducted in Spring 2014. Results will be in the next assessment.

Improvements:

Outcome Measure 10: Alumni Case Study

Terms of Assessment: Summer _____ Fall _____ Spring X Annual _____

Findings: 2 case studies were conducted during the assessment period. Both cases involved non-traditional students with work experience. Though both students had been in the work force, both had issues that were impacting their career progression. In both cases, several appointments were made to address these issues and give them the guidance needed for their success. At the time of the assessment period, once student was waiting on an outcome and another was prepared for future opportunities. The case studies illustrated the positive impact that career development interventions can have. It revealed also that utilizing the College Central Network database on a consistent basis can help the Career Development Specialists to provide ongoing support to students and alumni.

Review Committee/ Process: Will be reviewed by the Career Development Staff (Director; Specialist). Committee will discuss and implement appropriate actions as needs.

Proposed actions for next term/academic year: Obtain additional case students to represent a larger cross section of students and alumni.

Improvements: NA

Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measurable?

Yes X No _____

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes No

Comments:

Was research conducted and findings determined for each goal?

Yes No

Comments:

Is there a review process in place for the department/ service area?

Yes No

Comments:

Are action steps outlined where applicable?

Yes No

Comments:

Was the self-assessment and action plan completed?

Yes No

Comments:

Was the assessment measures inventory completed?

Yes No

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, and artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of *Direct Measures of Student Learning/Services*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of Indirect Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]