



Co-curricular Assessment Report

Program/Department Name: Career Development
Year of CAR Completion: 2016-17
CAR Cycle: 2014-15 through 2016-17

Co-curricular Assessment Report

Organization of Program Review Materials:

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-Curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Program/Department Summary Work Plan

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. *(Please enter NA in these areas if this is your first CAR.)* ****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.**

Program/Department: Career Development

Strengths:

- Personalized career counseling that includes – job-search assistance, resume development, –interview guidance and post-selection skill development.
- Classroom assistance to faculty providing presentations to inform students about our services.
- Career advising assistance to Deans, Department Chairs and other members of management
- Workforce development assistance to employers
- Building unique talent-building pipelines with select employers.

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Areas of improvement:

- Greater use of College Central Network to connect students and alumni with employers.
- Improving the connection between students and employers.
- Greater access to the growing number of students at Stark State Akron
- College Credit Plus and one-year industry-specific certifications.

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Threats:

- Declining enrollment

Progress to Date:

Faced with the potential of declining enrollment, the Career Development department has been more fully engaged with faculty and other divisions to provide greater exposure of our services to existing students. Additionally, working with Enrollment, we've been more engaged with ~~their~~ recruiting efforts for new students—, particularly those involved in College Credit Plus.

Component II

Review of Previous Assessment Data

*****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

1. What changes have been recommended that have had a positive effect on your program's outcomes? (Please be specific.)

Our department has continued to build upon the goal of strengthening relationships with employers. Since the previous CAR, we have been engaged with employers through a variety of both on- and off-campus events. ~~The M~~most significant ~~development~~ is the relationship with two employers to build talent pipelines between Stark State and the companies— DRB Systems, — a manufacturer of car wash point-of-sales equipment, and ~~telecommunications giant—~~ Spectrum (formerly Time Warner Cable). ~~a telecommunications -company have formed these relationships.~~ As our department interacts with students with backgrounds in IT-related help-desk support, ~~we're working to we work to get them placed~~place them with these companies.

2. What changes to your program/department were made based on findings from the previous CAR?

In addition to Item 1 above, another significant change is the better use of employers for on-campus events. Companies like Cintas, Huntington Bank, Arconic (formerly Alcoa) have made presentations ~~here~~ on campus as a part of larger events. For example, ~~this year in conjunction with the Student Success Division's Focus on the Finish event,~~ several companies participated in our "Featured Employer Speaker Series" ~~which was offered in conjunction with the Student Success Division event, Focus on the Finish.~~ This ~~was a~~ pilot program ~~was~~ created by Career Development to allow employers a chance to give a more detailed overview of their companies and the various career opportunities. This was a significant change and perfectly aligned with our goal of building relationships between the College and employers.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: The mission of the Career Development Office is to impact employment outcomes by empowering students and alumni in developing career planning and job search skills and facilitating mutually beneficial relationships between employers, students, alumni and the community.

Values: Stark State College will be a leader in higher education and a catalyst for economic growth and prosperity in the communities we serve.

Goals: *These goals align with Goal 6 of the Strategic Plan: Improve student persistence, retention and goal attainment.

Goal 1: Build relationships between the College community and employers

Goal 2: Provide high-value career guidance services to students, alumni and community

Goal 3: Continuously improve the quality of services provided Career Development office

*Goals should align with current SSC Strategic Plan.

***Note if any changes have been made to the mission, values, and/or goals since the last CAR.**

Criterion 2.0 Baseline Data

1.) What baseline data has your Program/Department collected during this CAR term?

Data has been collected in the following key areas related to the goal of providing high-value career guidance services to students, alumni and the community:

- a. Resume Evaluations
- b. Mock Interview Evaluations
- c. Point-of-Service Surveys

2.) How is that data used to evaluate the Program/Department?

Resume Evaluations - One of the first steps in the job-search process is ~~the have to create~~ a resume that attracts the attention of employers and makes them want to know more a candidate's qualifications. The data collected from our resume evaluations allowed us to provide not only qualitative but also quantitative feedback to students, alumni and others. When individuals contacted ~~ed by~~ our office for advice on how to either write or improve a resume – we critiqued ~~d~~ their work using a rubric ~~containing with~~ the following criteria:

- Function/Target – is the resume customized to the job posting.
- Education – does the resume reflect education, certifications and other knowledge?
- Skills/Experience – are the skills and experience relevant to the job opening.
- Effectiveness – does the resume have a professional format-is it easy to follow.
- Grammar and mechanics – error-free with proper spelling and punctuation.

Mock Interview Evaluations - ~~Secondly we used d~~Data ~~contained-obtained~~ from ~~a~~ mock interviews was utilized to evaluate program effectiveness. With a rubric similar to the one used for resume evaluations, ~~—~~ students participated in mock interviews and were critiqued on the following criteria:

- Communications – sounding articulate, upbeat and confident during the interview.
- Knowledge of the position and the employer
- Body Language – displaying good posture and eye-contact.
- Preparedness - the extent to which they asked questions during the interview.

This data provided our department a way to “measure” progress on delivering improved interview results.

Point-of-Service Surveys - One of the best ways of determining the extent to which we are achieving goals 2 and 3 ~~—~~ is Point-of-Service surveys. In an effort to be most accessible to our constituents, our services are available through in-person scheduled appointments and/or over the telephone. We also have a number of “walk-ins” ~~—meetings that are comprised of students~~ ~~these~~ with no appointment scheduled ~~but would like to receive~~ seeking our assistance.

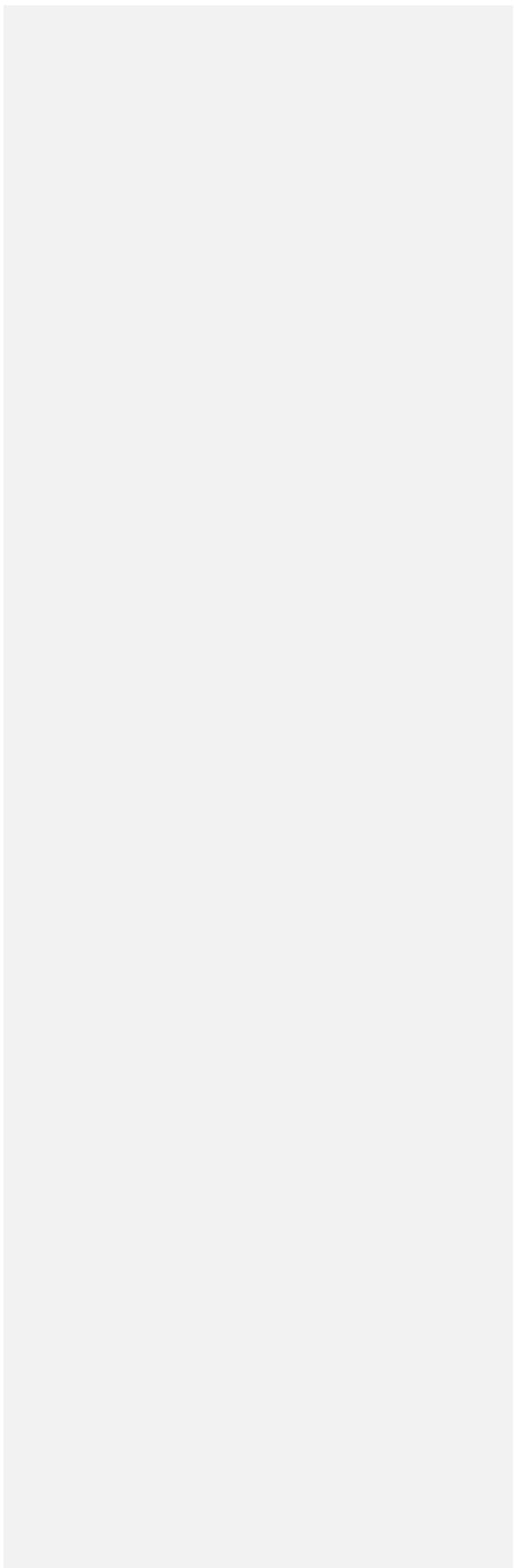
During either visits to our office or in ~~a~~ telephone responses, students were asked to complete a questionnaire and rate the quality of services received using the following rating scale:

Very Somewhat Not Very Not at All

These questions were used to give feedback on our services:

- How productive was the review of your resume?
- How useful did you find the Career Development webpage?
- How useful do you find the Career Development on-line job board (College Central Network)
- How helpful to you find the mock interview process?

Additionally, students provide some general biographical information like major, anticipated graduation date, current grade level and gender.



Criterion 2.0 Program/ Departmental Assessment Procedure and Action Plan

Program/Department Name: Career Development
Individual Completing Report: Stanley V. Williams – Career Development Specialist
Individual(s) Reviewing Report:
Date: May 25, 2017

Program/ Departmental 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 assessment process. A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a three-year cycle (two years of assessment and one year of implementation).

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.

Assessment Criteria

Goals:

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

Yes No

Outcome Measures:

Are direct and indirect outcome measures identified for each goal?

Yes No

Research:

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

Yes No

Findings:

Are research results analyzed and interpreted and findings determined?

Yes No

Review Process:

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

Yes No

If no, what are the proposed action steps to meet the Criteria?

Proposed Actions:

Are recommendations acted upon?

Yes No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Improvements:

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

Yes No

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Assessment Measures Inventory

*The matrix should contain all goals as they pertain to the CAR.

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 - SSC (internal), State-level (OACC, OBR, Etc.), National (Professional Org., accrediting group, etc.) List all that apply
Goal 1, Outcome Measure 1: Employment Outcomes	Yes	Yes	SSC – College Central Network
Goal 1, Outcome Measure 2: Employer Survey	Yes	Yes	SSC – Graduate Status Survey
Goal 1, Outcome Measure 3: Mock Interview Rubric	No	No	SSC – job-fair attendance, on-campus activities and presentations.
Goal 2: Outcome Measure 1: Noel-Levitz SSI (Item # 30, 47, 76)	Yes	Yes	SSC
Goal 2: Outcome Measure 2: Testimonials	Yes	Yes	SSC
Goal 2: Outcome Measure 3: Employment Outcomes	Yes	Yes	
Goal 2: Outcome Measure 4: Five-year Alumni Survey	Yes	No	SSC
Goal 2: Outcome Measure 5: Employer Survey	Yes	Yes	
Goal 2: Outcome Measure 6: Resume Rubric	Yes	Yes	
Goal 2: Outcome Measure 7: Mock Interview Rubric	Yes	Yes	
Goal 2: Outcome Measure 8: Point of Service Survey	Yes	Yes	
Goal 2: Outcome Measure 9: Case Studies	Yes	Yes	

Criterion 3.0: 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 Program/Department on an annual basis. As an 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.

Provide a brief summary of baseline data collected by the Program/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review 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/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: Build relationships between the College community and employers

Outcome Measure 1: Employment Outcomes

Terms of Assessment: Fall Spring Annual

Findings: College Central Network is our department's online job board. This site continues to serve as the primary way for employers to connect with alumni and students for various type of employment opportunities.

Review Committee/Review Process: The number of job postings is reflected continually from the site's "Dashboard." ~~—new positions are posted on a frequent basis.~~

Improvements: Over the past 12 months, we've average 412 job posting each month – this number hit a 12-month high in March 2017 with 569 job postings. This measure reflects positively on the interest employers have in our students ~~and alumni as we work to achieving this goal of building relationships with employers. They are demonstrated by their willingness to continuing continue~~ to post jobs on at our online job board.

Outcome Measure 2: Employer Survey

Terms of Assessment: Fall X Spring X Annual

Findings:

Jan – Dec. 2014 – 564 employers – 1,375 jobs posted
Jan – Dec. 2015 – 599 employers - 1,565 jobs posted
Jan – Dec. 2016 - 549 employers – 1,516 jobs posted
Jan - May 2017 - 219 employers – 698 jobs posted

Review Committee/Review Process: Based on reports available through the College Central Network system, these findings reflect employer activity since the May 2014 CAR report.

Improvements: We will continue seeking ways to better connect students, alumni and employers through this online job board.

Outcome Measure 3: Mock Interview Rubric

Findings: Local employers came to campus to assist with mock interviews. HR professionals from local companies such as Aultman & Mercy hospitals, manufacturing companies such as Cintas and Colfor. They interviewed over 30 students and provided direct feedback to improve interview skills. Additionally, we have 15 students used InterviewStream for mock interviews.

Review Committee/Review Process: ~~we used data contained~~ Data obtained from a mock interviews are utilized to evaluate program effectiveness. With a rubric similar to the one used for resume evaluations – students participated in mock interviews and were critiqued on the following criteria:

- Communications – sounding articulate, upbeat and confident during the interview.
- Knowledge of the position and the employer
- Body Language – displaying good posture and eye-contact.
- Preparedness - the extent to which they asked questions during the interview.

This data provided our department is used ~~as a~~ way to measure progress on delivering improved interview results.

Improvements: We used the College Central Network to contact employers about participating in on-campus mock interview. This generated a greater supply of employers looking to build relationship with the college. This improved method of soliciting employers has proved to be very effective.

Goal 2: Provide high-value career guidance services to students, alumni and community.

Outcome Measure 1: Noel-Levitz SSI (Item # 30, 47, 76)

Terms of Assessment: Fall __ Spring____ Annual __x__

30. The career services office provides students with the help they need to get a job – the mean difference between Stark State and other National Community Colleges was .32. **The metric confirms that Stark State students are more satisfied with Career Services and the difference is statistically significant.**

47. There are adequate services to help me decide upon a career. **Our measure on this item is neutral.**

76. Campus item: Overall quality of Career Development services (mock interview, resume review, job board). **Our measure on this item is 5.77 – this metric is relatively strong on the overall scale of 7.0.**

Outcome Measure 2: Testimonials

Terms of Assessment: Fall x__ Spring__x__ Annual ____

There is a large number of student and alumni testimonials located on our website. Several of them stand out as significant and the overall review of Career Development services is positive.

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Outcome Measure 3: Employment Outcomes

Terms of Assessment: Fall __ Spring____ Annual __x__

Findings:

The percentage of participation in the Graduate Status Survey remains very strong. An average rate of 77% participation over the past 3 years.

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The percentage of students employed or continuing their education is a very high, 95% in 2015 which is up from 92% in 2014 and 86% in 2013.

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Starting in Fall 2016, there is a redesign of the database for graduate tracking. A redesign of the graduate tracking database was initiated in Fall 2017. The staff is working with a faculty member to improve the reporting process.

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Outcome Measure 4: Five-year Alumni Survey

Terms of Assessment: Fall __ Spring____ Annual X

Findings: In the 2014, although overall satisfaction with the College was high, respondents reported relatively low satisfaction with career placement. Low utilization of the Career

Development Office has been reported in previous administrations of the survey as well as through other surveys, which further supports the need to assess student awareness of and internal marketing of services provided by this Office.

A significant effort has been made to increase awareness of Career Development Services – below are the most significant improvements:

- **Implementation of a social media marketing strategy**
- **Improved marketing materials distributed throughout the college**
- **Greater use of College Central Network – our colleges online job board.**

Outcome Measure 5: Employer Survey

Terms of Assessment:

Findings: The overwhelming reason why graduates were hired was the focused technical education (71%), although the result of the interview was cited in 59% of responses. This strongly supports the notion that students could benefit from mock interviews offered by the Career Development Office.

2016-2017 there were _____ number of students that participate. Greater use of internal marketing tactics – included upgrading CD website to highlight. Greater engagement from faculty that teach capstone students and broader student referrals.

Outcome Measure 6: Resume Rubric – not used. Other techniques used to evaluate.

Terms of Assessment: Fall _____ Spring _____ Annual X _____

Findings: The data collected from our resume evaluations allowed us to provide not only qualitative but also quantitative feedback to students, alumni and others.

45 student resumes evaluated

Positive increase of 8% ~~showed~~ was observed following counseling from Career Development.

Review Committee/Review Process: ~~When individuals contacted by our office for advice on how to either write or improve a resume – we~~ The following rubric is used to critique their work using a rubric containing the following criteria: resumes submitted for review:

- Function/Target – is the resume customized to the job posting-?
- Education – does the resume reflect education, certifications and other knowledge?
- Skills/Experience – are the skills and experience relevant to the job opening-?
- Effectiveness – does the resume have a professional format-is it easy to follow-?
- Grammar and mechanics – error-free with proper spelling and punctuation.

Improvements: The resume evaluation pool was expanded to include majors from Arts and Sciences Division.

Outcome Measure 7: Mock Interview Rubric

Terms of Assessment: Fall _____ Spring _____ Annual X _____

Findings: No Data

Outcome Measure 8: Point-of-Service Surveys

Terms of Assessment: Fall _____ Spring _____ Annual X _____

Findings: 69 students completed the ~~evaluations-point-of-service survey.~~ —When asked about the overall helpfulness of the Career Development staff, their responses are listed below:

Very Satisfied – 61 or 88%
Somewhat Satisfied - 7 or 10%
Not Very Satisfied - 0
Not At All 0

Improvements: This point-of-service survey has proved to be effective because of the way it's administered. Collecting feedback from students immediately following their visit to our office is extremely beneficial. In addition to the improved timeliness of the responses, this collection method assures a higher response/participation rate.

Outcome Measure 9: Case Studies

Terms of Assessment: Fall _____ Spring _____ Annual X _____

Findings: Background for two completed case studies are listed below. The complete case study can be found on the X-drive at the document name listed

Background – Document: Career Development Case Study – Date Modified – 1/11/2017

John was a 22-year-old student working on his Associate of Applied Science in Automation and Robotics degree. He anticipated graduating in December 2017. John was of Asian descent and sometimes had difficulty understanding and writing in the English language.

Background - Document: Career Development Case Study – Date Modified – 1/30/2017

The student spent the past ten years working at Walgreens and getting promoted up the ranks. These positions required him to work evenings, weekends and holidays. He had tried on several occasions to get into a corporate “8-to-5” work environment, but felt his resume was holding him back. He didn't know how to highlight the skills acquired in retail to make himself attractive for a corporate role.

Criterion 4.0 Program/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Program/Department.

Yes	No	DNA		
X			4.1	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
X			4.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			4.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other scholarly works.
X			4.4	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department.

The Director used performance evaluations to highlight strengths and opportunities for the Career Development Specialist. There was a continued effort to focus on the department’s strengths and providing the highest level of career services to students, alumni and the community at large. During the performance evaluation, the specialist was encouraged to continue interactions with faculty, employers and community organizations. Also the specialist was encourage to continue efforts relating to professional development to be better equipped and to stay abreast of activities that can be of assistance to our constituents.

2. Describe how professional development benefits the program.

Professional development allows Career Development staff to keep up-to-date with emerging trends, practices, tools, and technology within the field as well as within education and the College.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.

Employees in Career Development are encouraged to support the Colleges’ mission of lifelong learning and career success through the specific job-search and career advancement activities. Through engagement with employers to stay abreast of the latest hiring trends, Career Development Specialists further align with the college’s overall desire for students to achieve goal attainment i.e. ‘earn more” and “go further”. Finally, Career Development employees are directly involved in supporting the growth of Stark State College Akron.

Criterion 5.0 Program/Department is responsive to changes in current technology and adequate resources.

Yes	No	DNA		
X			5.1	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
X			5.2	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
X			5.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

Over the past three years, there has been a significant increase in hiring by employers to meet growing demand. Consequently, our department has had to rely even more heavily on technology to help match the needs of employers, students and alumni.

2. How are these changing conditions addressed within the Program/Department?

The changing conditions described in Item 1 above are being addressed with the technological improvements to College Central Network – our college’s online job board. We’ve expanded the use of this tool to make sure employers and students/alumni have a web-based mechanism to identify job and career-advancement opportunities.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

When students encounter any type of disruptions relative to the department’s job-search assistance tools— College Central Network, Career Coach, InterviewStream, etc.— Career Development relies on the Information Technology staff to address these issues so students can continue to benefit from the technology.

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Program/Department: Career Development

Strengths:

- Personalized career counseling that includes – job-search assistance, resume development, interview guidance and post-selection skill development.
- Classroom assistance to faculty providing presentations to inform students about our services.
- Career advising assistance to Deans, Department Chairs and other members of management
- Workforce development assistance to employers
- Building unique talent-building pipelines with select employers.

Areas for improvement:

- Greater use of College Central Network to connect students and alumni with employers.
- Improving the connection between students and employers.
- Greater access to the growing number of students at Stark State Akron
- College Credit Plus and one-year industry-specific certifications.

Opportunities:

- Building unique talent-building pipelines with select employers.
- Finding more high-school or recently-graduated students for College Credit Plus and 1-year Certificate opportunities.

Threats:

Declining enrollment continues to be a threat going forward. The opportunities listed above combined with the expansion of Stark State College - Akron is a direct counter to this threat. As we continue to find ways to understand the needs of employers and match students and alumni with opportunities, the Career Development department will stay ahead of potential threats.

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the [Summary Work Plan - Appendix A](#). Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.