

CAREER SERVICES ASSESSMENT PLAN

Summer 2011 – Spring 2012

1) Tracking

The first component of a student affairs assessment program is keeping track of who uses your student services, programs and facilities. Furthermore, how many clients are using student affairs offerings, and how are they described by gender, race, age, class standing, residence, and other important variables.

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) CAREER COUNSELING PROFILE DATA SHEET - All individuals seen by a Career Counselor complete a Profile Data Sheet to obtain information on student demographic data, classification, major, and referral source. Information is maintained in an in-house database and updated yearly as individuals continue to seek services.
- (b) COLLEGE CENTRAL NETWORK STUDENT & EMPLOYER REGISTRATIONS/RESUME REFERRAL HISTORY – College Central Network (CCN) is a web-based office management system allowing students/alumni to create credential files with the office, maintain a current resume, access job listings posted by employers to VSU as well as a national network of job listings, and obtain current information regarding career events sponsored by Career Services. An electronic record is completed when students register with the office via CCN to begin seeking full-time professional employment opportunities. Reports are generated from CCN and an in-house database to provide information on number of students/employers registered, number of jobs posted, number of times credential files have been sent out, number of students participating in on-campus interviews, and reported hires.
- (c) OFFICE SIGN-IN SHEET – Due to the variety of services offered and multiple tracking methods involved, all office visitors sign-in upon arrival to provide an end of term count of the total number of visitors to the office which is then broken down accordingly by services utilized.
- (d) PRESENTATION HEADCOUNTS – Workshop attendees are asked to sign up in advance and are checked off upon arrival to provide a total number of workshop attendants at the end of each term. When conducting presentations throughout campus and in the community, staff members obtain as accurate a headcount as possible of attendees.
- (e) PART-TIME JOBS STUDENT REFERRAL TRACKING CARD – Students who wish to take advantage of the off-campus part-time job listings are asked to produce their student ID and complete a Student Referral Tracking Card. Information is obtained regarding student classification, major, demographic data, and number of job listings the student will follow up on. In addition, information is maintained regarding number of jobs posted and number of students hired each term.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

No proposed changes at this time.

2) Needs

The second component of this model is assessing student and other clientele needs. The basic principle is that we should meet the needs of our students and other clientele.

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) DEPARTMENTAL EVENT EVALUATIONS – Students and employers are asked to complete evaluations of workshops and career fairs immediately following their participation in such events. Though such evaluations are primarily meant to measure satisfaction, each one requests the evaluator's feedback regarding additional programming or services desired.
- (b) INFORMAL NEEDS ASSESSMENT – In the area of employment/career counseling, client needs are also assessed informally through a review of literature as it relates to current events and trends in career development. Though many services are staples among Career Services offices, changes in the economy, overall labor market, technology, etc. will affect programming and the manner in which services are provided.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

Office staff will develop a formal needs assessment to assess office visitors' feedback on ease of appointment scheduling, resource availability, programming, etc. The assessment is tentatively planned to be piloted in Spring 2012 over several weeks around mid-term with the goal for full implementation in the next assessment cycle (Summer 2012 – Spring 2013).

3) Satisfaction

The third component is assessing student and other clientele satisfaction with our services, programs and facilities, and demonstrating that those experiences are consistent with the institution's goals.

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) CAREER SERVICES WORKSHOP EVALUATIONS – All workshop participants are asked to complete an evaluation form at the conclusion of each workshop conducted. Surveys are distributed to participants by the presenter and completed in the presenter's absence. Students are asked to leave completed surveys in the room for collection by another staff member. Results are analyzed to determine level of satisfaction with material presented and timing of event, as well as, overall effectiveness of presenter.
- (b) CAREER FAIR EVALUATIONS – Employers and student participants complete evaluations of career events four times annually, at the Fall Expo, Fall Education Career Day, Spring Expo, and the Spring Education Career Day prior to leaving each event. Surveys are examined for overall participant satisfaction with the event, location, time, professionalism of staff, and overall event organization.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

No additional means of assessment at this time. However, evaluations have been revised to obtain additional specific information from participants.

4) Student Cultures and Campus Environments

It is important to examine the collective perceptions of a campus and the student cultures where they conduct their day-to-day lives. Remember each student lives in his/her own cultural environment and all students do not have the same interests, friends, and classes. Assessing the campus environment determines and evaluates how the conditions and elements of the campus affect student learning and growth. Each campus is unique and different.

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) Career Services staff informally assesses current student cultures/campus environments through interactions with faculty and student organizations during campus events and while collaborating in the planning of presentations, as well as through one on one appointments with students.
- (b) The Director also serves in the role of Advisor to the National Society of Student Success & Leadership and has been meeting regularly with the President of the student organization to discuss membership, activities, and organizational structure.
- (c) Staff members utilize industry articles and professional development resources/opportunities available through the National Association of Colleges and Employers to remain current on issues affecting today's college student.
- (d) Valdosta State University's Office of Strategic Research and Advancement - Student and Alumni surveys measuring employment status, job search methods, etc.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

No changes at this time.

5) Outcomes

A fifth critical component is assessing outcomes. For those who use our services, programs and facilities, is there an effect on their academic success, learning, or development, particularly when compared to those non-users? Not all outcomes important to student services and programs are learning outcomes. There may be other outcomes important to effective student services, such as the delivery of services in a timely and efficient manner.

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) GRADUATING CLASS SURVEY – An online survey of graduating students is conducted annually to assess employment status, salary levels, method for securing jobs, office services utilized, future educational plans, etc. Results are analyzed to determine employment/career outcomes of graduates; identify which job-search processes worked; measure the utility of various services offered by the office; and provide comparative salary information, broken down by majors, to students and employers.
- (b) WORKSHOP LEARNING OUTCOMES – In addition to completing questions designed to provide feedback on the individual workshops, workshop participants also complete questions designed to measure what the participant learned in the workshop. Questions are content specific and in a multiple choice and true/false format.

- (c) **TESTING PROGRAM OUTCOMES** - This survey is administered to testing students coming in for their third appointment (the follow-up meeting after reviewing their career assessment results). The survey is designed to provide information on students' initial goals and assess how successfully the goals have been met. This information will be measured against the amount of effort the student reports putting forth during the decision-making process (attained by self report on the survey as well). It has been agreed that the survey will be administered by the Administrative Secretary the day of the student's appointment prior to being seen by a Career Counselor.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

No proposed changes at this time.

6) Benchmarking

How does the quality of our services, programs and facilities compare with like institutions? The key is to compare ourselves to like institutions that have good assessment programs and collect good data.

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) Board of Regents Career Counseling Survey
- (b) National Association of Colleges and Employers (NACE) Benchmarking Survey – Completed annually for review by member institutions.
- (c) Informal review of websites and services provided by institutions with recognized, quality Career Services offices (i.e. University of Georgia, Florida State University, Georgia Southern University, etc.)

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

No proposed changes at this time.

7) Measuring Effectiveness

A seventh component is assessing effectiveness through reference to national or professional standards and/or through measuring cost effectiveness. How do our services, programs and facilities compare to accepted national standards (Council for the Advancement of Standards- [CAS] - for Student Services/Development Programs), various national and regional accrediting agencies, and professional organizations? Are the benefits students derive from what we offer worth the cost, and how do we know that?

Current Means of Assessment (who, what, when, how reported, etc.)

- (a) National Association of Colleges and Employers – multiple resources including an annual Student Survey assessing employment status, job search methods, etc.
- (b) University System Committee on Career Services and Cooperative Education (USC-CACE) – Professional Standards document

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

No proposed changes at this time.