

Assessing Career Center Student Learning Outcomes: Getting Traction and Results

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Why Evaluate? Why Measure? Why Assess?

- ✓ Program impact – Is the program making a difference?
- ✓ Program effectiveness – Is the program reaching a pre-defined goal?
- ✓ Resource use – Is this the best use of a defined resource?
- ✓ Process improvement – Does the process need tweaking?
- ✓ Student learning – Are students learning what you want them to learn?

Assessment of SLOs is about several “things”

Is the student learning what we want them to learn?

How can we improve the teaching and learning processes?

How well are we teaching the students what we want them to learn?

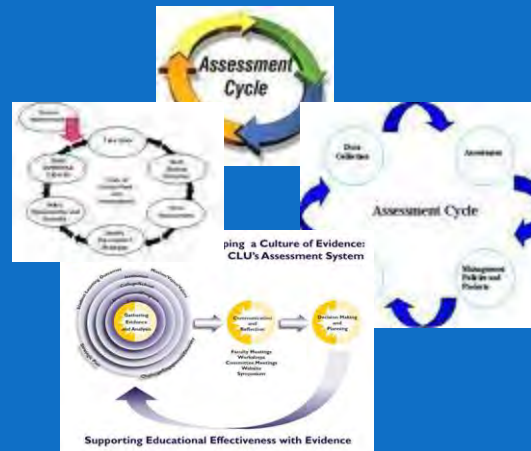
Define/
Redefine SLOs

Identify/Design
Delivery System

Write up Results –
Recommendations for
Improvement

Design
Assessment
Tools

Interpret Data -
Results, Gaps
& Successes



Data Cleaning
and Analysis

Gather Data
with Assessment
Tools

Run the
Learning
Opportunity

What are the outcomes that result from students using services?



Student Learning and Development Outcomes

- CAS -

- Intellectual Growth ✓
- Effective Communication ✓
- Enhanced Self-Esteem ✓
- Realistic Self-Appraisal ✓
- Clarified Values ✓
- Career Choices ✓
- Leadership Development ✓
- Healthy Behavior ✓
- Meaningful Interpersonal Relationships ✓
- Independence ✓
- Collaboration ✓
- Social Responsibility
- Satisfying and Productive Lifestyle ✓
- Appreciating Diversity ✓
- Spiritual Awareness ✓
- Personal and Educational Goals ✓

Career Choices - CAS

Articulates career choices based on assessment of interests, values, skills and abilities

Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences

Makes the connections between classroom and out-of-classroom learning

Can construct a résumé with clear job objectives and evidence of related knowledge, skills and accomplishments

Articulates the characteristics of a preferred work environment

Comprehends the world of work

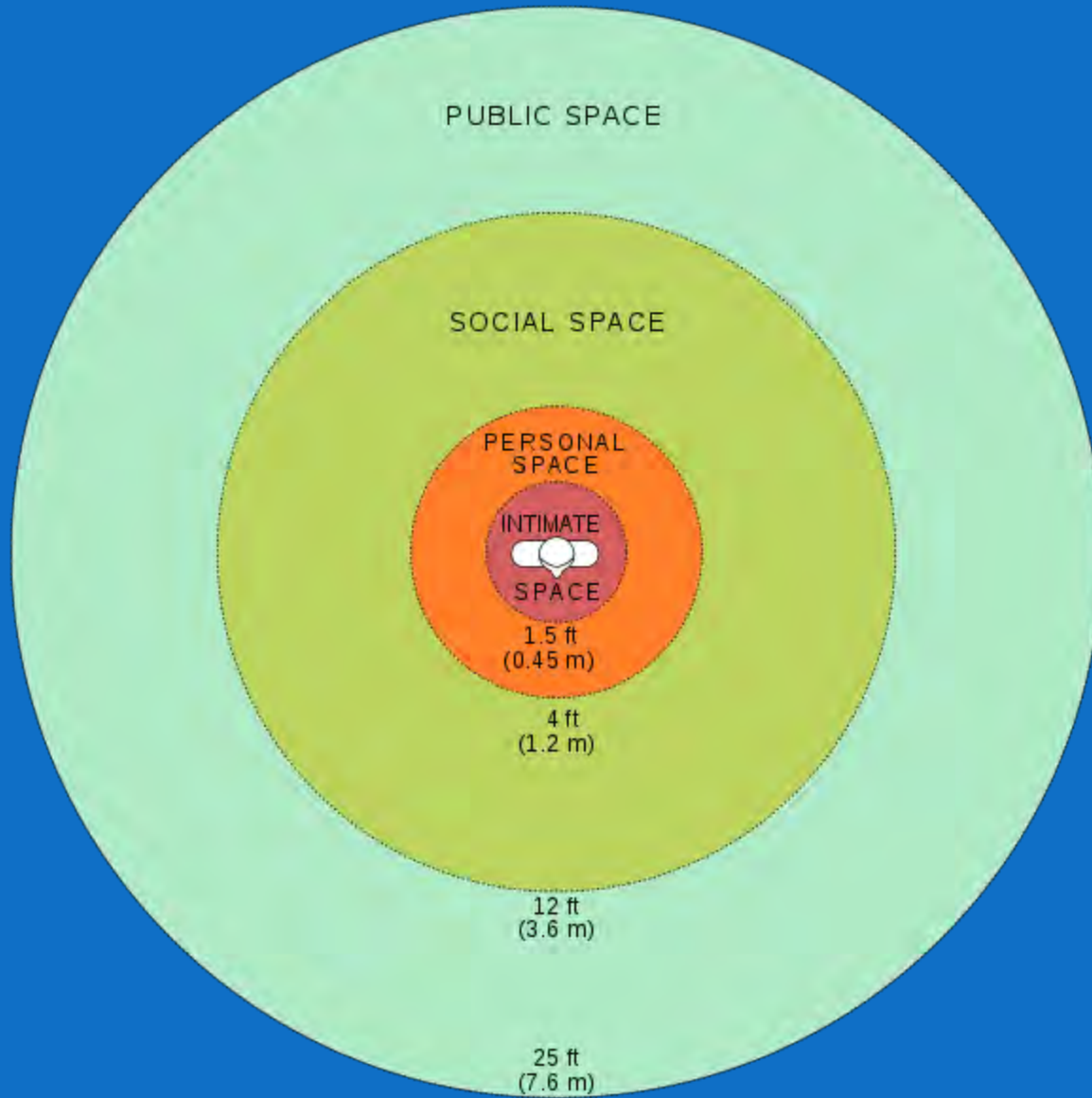
Takes steps to initiate a job search or seek advanced education

Common Additional SLO “Targets”

- ✓ Expression of Career Plans
- ✓ Declaration of a Major
- ✓ Ability to Market Career Readiness
- ✓ Demonstration of Job Search Skills
- ✓ Expression of Personal & Work Values
- ✓ Presentation and Networking Skills
- ✓ Self-referrals

Other Assessment “Targets” (but aren’t SLOs)

- ✓ Placement Data
- ✓ Number of Job/Internship Offers
- ✓ Number of Interviews
- ✓ Student satisfaction with Services
- ✓ Number of Faculty Referrals
- ✓ Employer Satisfaction



An Operational Definition Of Human Space

Operationally Defining an SLO

Articulates career choices based on assessment of interests, values, skills and abilities

What is the “variable”
we will manipulate?

(Independent
Variable)

What is the “variable”
we will observe and
measure?

(Dependent Variable)

Operationally Defining an SLO

Articulates career choices based on assessment of interests, values, skills and abilities

What makes up “career choice”?

How much expressed “choice” is enough to be considered sufficient?

How many students will it take to be successful as an SLO?

Operationally Defining an SLO

Articulates career choices based on assessment of interests, values, skills and abilities

What makes up “assessment”?

Will what we do to help students
“articulate” career choices?

Operationally Defining an SLO



Articulates career choices based on assessment of interests, values, skills and abilities

90% of students with whom we work will be able to state their desired career plan based on the assessment of their interests, values, skills and abilities.

Career Planning

90% of students with whom we work will be able to identify the next steps in their career planning based on their career counseling experience.

98% say they are able to identify their next steps

4. Are you able to identify the next steps you want to take in your career planning?		Response Percent	Response Count
Yes		97.9%	141
No		2.1%	3
		answered question	144
		skipped question	0

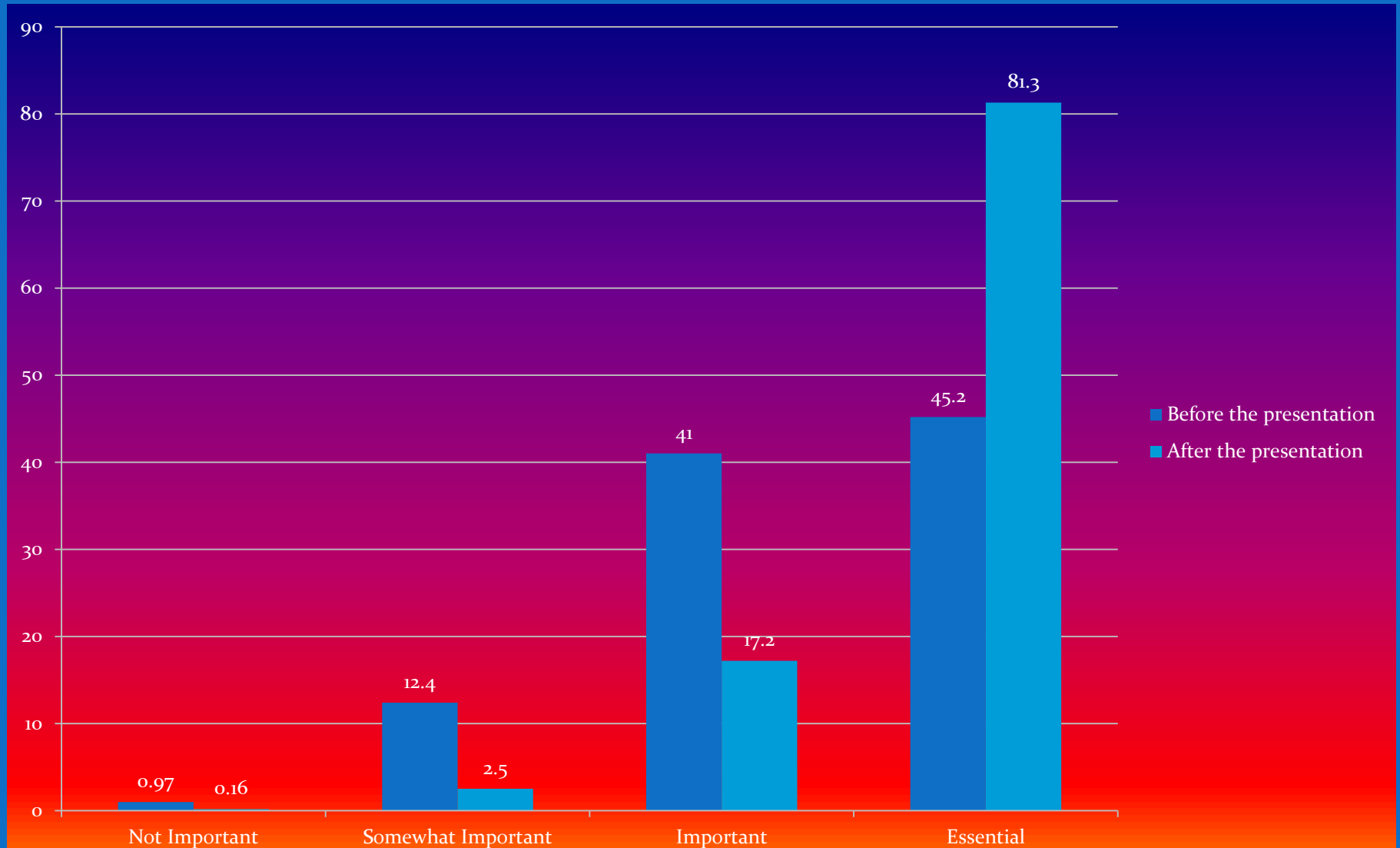
Career Planning

Students who attend the UCS GSU 1010 classroom presentation will learn the importance of career planning.

How important is Career Planning?

How important is Career Planning?

(N = 1,240)



“...students will be able to...”





- **Self-Knowledge**
- **Leadership and Communication**
- **Social Responsibility**
- **Life Skills Application**

Life Skills Application:

As a result of participating in Career Center programs and services, students will be able to take ownership of their career direction and independently manage their career implementation.



What are the DVs? What's the IV?

Demonstrated by 100% of internship students named an occupation or employer of interest

Demonstrated by 93% of students reported researching companies prior to the career fair

As a result of participating in the XYZ Career Services workshop, the students will demonstrate the ability to access basic career information (job description, salary, and occupation outlook) on the Career Service's website.

What is the learning outcome?

What is being measured to assess the SLO (DV)?

What is being "manipulated" (IV)?

What constitutes success on this SLO?

Makes the connections between classroom and out-of-classroom learning

What is the desired learning outcome?

What could be measured? (DV?)

What are we manipulating/controlling? (IV?)

What constitutes success for this SLO?

Candidate Skills and Qualities Employers Want

(NACE Job Outlook 2011)

Top 5 (>4.5)

Verbal Communication Skills
Strong Work Ethic
Teamwork Skills
Analytical Skills
Initiative

...and the Next 9 (>4.0)

Problem-solving Skills
Communication Skills (written)
Interpersonal Skills (relates well to others)
Computer Skills
Flexibility/Adaptability
Detail-oriented
Technical Skills
Organizational Skills
Leadership Skills

5-Point scale:

- 1 = Not Important
- 2 = Not very Important
- 3 = Somewhat Important
- 4 = Very Important
- 5 = Extremely Important

Candidate Skills and Qualities Employers Want

(NACE Job Outlook 2011)

Top 5

Verbal Communication Skills

Initiative

Strong Work Ethic

Teamwork Skills

Analytical Skills

How to Measure?

1. Write the SLO – use observable terms
2. Develop a delivery system (“intervention”)
3. Design assessment tool(s)
4. Run the “intervention”
5. Measure! (collect the data)
6. Enter the data, then clean it up
7. Analyze the data – did it work?
8. Write a summary – make decisions and statements

VISTA:

Candidate skills that
put you in the lead

Candidate Skills and Qualities Employers Want

(NACE Job Outlook 2011)

VISTA:

Candidate skills that
put you in the lead

Verbal Communication Skills
Initiative
Strong Work Ethic
Teamwork Skills
Analytical Skills

What do you want to measure?

What is the intervention?

What is success for this SLO?

As a result of participating in the VISTA Series, all students will understand and will be able to personally demonstrate, using the STAR system, the VISTA candidate skills and qualities.

SLO: Students will be able to present themselves effectively during OCR interviews.

25% of the students participating in OCR interviews will receive a “Likely” or “Definitely” rating for the likelihood of moving on in the employer hiring process.

“Based on the interview with the above student, how likely will the student proceed to the next step in the interview process?”

0 = Not at all
1 = Unsure
2 = Likely
3 = Definitely

SLO: Students who complete UCS résumé preparation activities will learn how to write an effective résumé.

75% of the students completing UCS résumé preparation activities, including a critique by a staff member, will receive a 2.0 or higher on a 4 point scale.

0 = Not effective (Needs a lot of work)

1 = Slightly effective (Average – needs improvement)

2 = Effective (Yet can improve)

3 = Very effective (Good Job!)

Elements of a Tight Résumé

-SCORING MATRIX-

The Résumé Matrix

Core Headings



3

GOOD JOB!!

2

Hmmm...

you *can* improve this résumé!

1

Average effort and this needs improvement

0

Your résumé needs **LOTS** of work

FORMAT _____

CONTACT INFO _____

EDUCATION _____

Has appropriate spacing, borders, line spacing, and no spelling or grammar errors. Headings bolded & in proper sequence – from top to bottom, important to less important. Clean, easy to read on white, off-white, or cream color paper. Good balance between text and blank space. No wasted space – balances look with half to 1” margins all around. If 2 pages, relevant information; not just history. Does not exceed 10 years experience.

Name larger and bolded, balanced contact information, appropriate email, one address and one or two phone numbers identified as (home)&(cell) (full area code is used), on campus addresses have PO Box listed

Honors, study abroad, formal internship, related coursework ALL relate to objective, appropriate # of relevant courses listed, minimum amount of bolding, university/college spelled out, degree and major spelled out, GPA (overall or major) listed appropriately (3.0 or higher)

One spelling or grammar error, line spacing appropriate, one to two pages – depending on traditional/non-traditional student, limited use of italics, heading font one size larger, use of industry standard fonts (Times New Roman, Arial), limited white space

Everything is present but is congested (columnar), using too much space, making unnecessarily two pages, should be balanced, restructured for clarity

University/College spelled out, degree and major spelled out, city and state provided, appropriate GPA (3.0 or higher) or Major GPA (3.0 or higher)

Spelling and grammar errors minimal, use of abbreviations, varying of fonts, effective use of headings (capitalized, bolded, one font size larger than the rest of the text, use of margins, Unnecessarily runs 2 pages, balanced use of formatting and spacing needed. One/two personal pronouns

No area code or 7), 6), 4). If using an on campus address there is no PO Box listed. Name not bolded. Use of underscore in e-mail

3 to 5 relevant courses or a number appropriate to major, degree and/or major missing, limited use of bold, appropriate degree stated

No defined headings, name not listed, education not listed, no margins, spelling/grammar errors (including punctuation), unbalanced use of white space, font size too small, excessive use of italics and bold, 3 or more personal pronouns, unnecessarily 2 pages (traditional student)3

No email, inappropriate email, partial email, too many addresses and phone numbers

High school or previous college listed first, (listing of college, no degree) listing personal financing of education, graduation dates missing from most recent degree, not completely spelling out degree (ex. BS, BA, BBA) or major (ex. Bio, MIS, CS) too many relevant courses listed, too much bold

The Résumé Matrix

Core Headings



3

GOOD JOB!!

2

Hmmm...
you *can* improve
this résumé!

1

Average effort and
this needs
improvement

0

Your résumé needs
LOTS
of work

EXPERIENCE _____

(or SKILLS, if never worked)

SKILLS _____

Very easy to review, information presented in a clear and concise manner that relates to objective (including internships/coops) dates in order, job titles accurate, locations clear, excellent use of bullets & action verbs, good brief descriptive statements which include accomplishments, quantified accomplishments and outcomes, clearly relates transferrable skills to objective

Hard skills, relevant and detailed transferable skills – including proficiency or basic second language and writing skills

Identifies employer, title, and date, consistent in listing employer and title throughout experience heading, correctly use bullets as opposed to asterisks, stars, squares, arrows, action verbs used appropriately, missing accomplishment

Listed some hard skills and transferable skills, basic or conversational 2nd language not relating it to the objective of the résumé

3 to 5 bullets for most recent employment, consistent use of phrases or sentences, good use of action verbs, not all job experiences relate to objective, describes experiences related to transferrable skills vs. duties

Lists only soft skills and/or basic computer skills

Too many bullets, only listing duties and responsibilities, dates out of order (chronological), not identifying job titles and locations, personal pronouns used, overuse of adjectives and verbs, inappropriate bullets used (asterisks, stars, squares, arrows)

Nothing is listed

The Résumé
Matrix
Optional
Headings



3

GOOD JOB!!

2

Hmmm...
you *can* improve
this résumé!

1

Average effort and
this needs
improvement

0

Your résumé
needs
LOTS
of work

OBJECTIVE _____

(if present)

**ACADEMIC ACHIEVEMENT &
RECOGNITION** _____

(if present)

LEADERSHIP ACTIVITIES _____

(if present)

1 line, short, succinct-names target position for traditional student. Non-traditional student may have "Profile or Summary" statement. (generally > 5 yrs in same profession)

Meaningful awards and/or recognitions listed including dates in reverse chronological order

Meaningful experiences listed, reverse chronological order, format matches experience section with use of short bullet statements that focus on transferable skills, clearly identifies any leadership titles and quantitative outcomes if applicable

Objective states part-time, full-time or internship job type. Objective is vague.

Information is listed in a paragraph format , difficult to grasp quickly , needs better use of white space of this area

Name or organizations, dates, activity statements and transferable skills clearly noted. Missing mention of leadership titles and/or quantitative outcomes

Objective is in narrative form discussing career goals and not job parameters.

Reflecting college related achievements and recognitions, not in reverse chronological order, descriptions are unclear

Has 1 or 2 statements of skills learned
Not in reverse chronological order. Missing dates, title

Objective is not present for résumé posting or distribution purposes. Or, objective is listed in addition to a cover letter.

High School information is noted on résumés of Sophomores – Seniors, achievements listed are not relevant to the objective of the résumé. If relevant, can be listed in the Education area.

Vague titles or use of acronyms only . No dates.

The Résumé
Matrix
Optional
Headings



3

GOOD JOB!!

2

Hmmm...
you *can* improve
this résumé!

1

Average effort
and this needs
improvement

0

Your résumé
needs
LOTS
of work

REFERENCES/RELOCATION ____

(if Present)

OTHER RELEVANT INFO ____

(if present)

Correctly does not mention references or their availability.

Willingness to relocate may be noted/ or nothing is noted at all

Certifications, related travel , outside related training, professional training relationships, tests passed: Real Estate, NCC etc... (Relevant to objective or career direction)

Recent related conferences, continuing education and special interests. (Dates organized)

No mention of references

“Relocation Negotiable” is stated

Relevant items listed with dates when appropriate, but still too many items. Needs condensing.

“References available upon request” is stated but no contact information is listed.

No dates (when needed), at least one relevant item but unclear, or too many items listed.

References are listed with or without contact information.

No relevance to objective or stated career direction

OVERALL **AVERAGE SCORE**


Résumé SCORED BY:

HIGHLIGHT POSITIVE AREAS OF THIS
Résumé:

KEY AREAS OF IMPROVEMENT NEEDED:

PCN Résumé APPROVED BY:

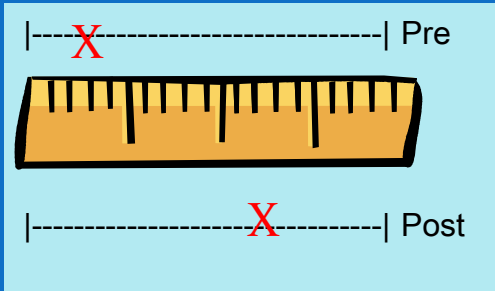
Scaling



1 = Not Important
2 = Not very Important
3 = Somewhat Important
4 = Very Important
5 = Extremely Important

0 = Not Important
1 = Somewhat Important
2 = Important
3 = Very Important
4 = Extremely Important

1 = Very Unhappy
2 = Unhappy
3 = Happy
4 = Very Happy



0 = No career plan stated
1 = Stated a vague plan with no specifics
2 = Stated 2 of the 4: what, where, how and why
3 = Stated the what, where, how and why

Student Learning Outcomes

What you want students to learn as a result of an activity or event you run.

Action – Doing Something

Verbal – Articulating Something

Thought – Awareness or Knowledge of Something