

SACS Interim Report
Assessing Effectiveness – Career Services

1. Survey administered after each student workshop or program evaluates the following:

a. Most effective marketing strategies

As a result of a marketing question incorporated into workshop evaluations, Career Services determined that the Jobs! Jobs! Jobs! weekly email, the website, and collaboration with professors are the most successful strategies for informing students about programs and services. Considering this data, we have decreased our use of printed materials and will invest minimal time on the TV marquee and Facebook.

b. Participant satisfaction with presentations

Students responded to the question “How useful was the information provided” with a ranking system of 0 (Not useful at all) to 10 (Very useful). The average for Fall 2009 was 9.39.

Students responded to the question “How effective was the presenter’s communication” with a ranking system of 0 (Not effective at all) to 10 (very effective). The average for Fall 2009 was 9.59.

c. Learning outcomes achieved

Each workshop or program includes open ended questions addressing the learning outcomes for the event. On evaluations administered immediately following the event, students consistently provide answers indicating that have achieved the learning outcomes. For example, the evaluation for the resume workshop asks “What is the major purpose of a resume?” Ninety-five percent of the students answered accurately in Fall 2009.

d. Effectiveness of office in accomplishing career services mission as determined by the National Association of Colleges and Employers

NACE Standards specify the following categories of the career services’ missions:
Ideas for developing, evaluating, or implementing my career and educational plans
Increased understanding of my skills, interests, values, or personal characteristics
Information to assist my career development
Encouragement to take responsibility for my future career or educational plans
Improved job search tools and skills
Suggestions for gaining career-related experience
Assistance in finding employment or internship
Awareness of Career Services’ purpose

Data from Fall 2008 indicated that our lowest level of effectiveness was in the category of “Encouragement to take responsibility for future career or educational plans.” As a result of increased focus on that component, the number of students indicating they received that encouragement increased by 18% in Fall 2009. Fall 2009 data suggests that we need to address the issue of suggestions for gaining career-related experience during Spring 2010.

2. Students participating in the week-long Senior Career Academy complete a pre and post test in the form of a rubric that assesses their progress in career development processes and their development of career competencies.

During Fall 2009 the rubric assessment tool was administered for the first time. The greatest changes occurred in the categories of Networking, Strategies for First-Year-on-the-Job Success, Professional Values Awareness. Effectiveness in meeting learning outcomes will additionally be evaluated by asking participants to complete the rubric again four months after the academy week. Career Services will monitor results over time to determine which instructional strategies are effective or need improvement.

3. Number of students served is determined through data collection:
 - a. Student sign-in sheets at workshops and programs
Attendance increased from 190 participants in Fall 2008 to 353 participants in Fall 2009 (85% increase). This large increase is at least partially attributed to a new collaboration initiative with faculty members
 - b. Computerized student sign-in system in office (captures number of students or graduates and reason for visit)
Office sign-in numbers increased 33 percent from 328 in Fall 2008 to 436 in Fall 2009. The number of appointments with graduates doubled.
4. Weekly online survey is sent to all students who signed for office visit. Survey asks about satisfaction through two questions and identifies which NACE-designated mission items were accomplished.

During Fall 2009 84 percent of the respondents indicated that the information they received during their office visits was "very beneficial" or "beneficial." In response to the question "The Career Services staff communicated concern about my needs," 91 percent indicated "definitely were concerned" or "some concern." Both percentages reflected increases over the Fall 2008 numbers.

Results of the totals for the NACE-designated mission items are included in Question 1.d. above.

5. Employers complete an evaluation after being on campus for recruiting or job/career fairs. They provide information about their satisfaction with recruiting efforts and recommendations for student career development.

All employers participating in on-campus recruiting Fall 2009 reported that they will participate again. One employer's comment is representative: "I love coming here to talk to these students. I find genuine interest and generally well-qualified." Sixty percent of 2009 Career Expo participating employers indicated that the job fair is critical in their recruitment strategies. The other 40 percent indicated that the event is "helpful."

Employers who participated in the March 2009 Career Expo indicated that students who participate in the career fair need to improve in the areas of obtaining knowledge of attending organizations and expressing enthusiasm. In response to a question about skills they expect a newly-hired college graduate to possess, employers ranked the following skills highest: communication; initiative or motivation; customer service; enthusiasm, energy or drive; and professionalism. Career Services staff members use the employer feedback to educate students during presentations and individual appointments.