

## ASSESSMENT PLAN

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| <b>Department Name:</b>                         | Career Center                  |
| <b>Assessment Period:</b>                       | July 1, 2007 – June 30, 2008   |
| <b>Date Submitted:</b>                          | July 7, 2008                   |
| <b>Representative Submitting Report:</b>        | Mike Hix                       |
| <b>Institutional/Divisional/Goal Reference:</b> | See Objective Statements Below |

### **Department Mission:**

The Career Center serves as a comprehensive career information center providing programs to enhance the career development of college-bound students, currently enrolled students, faculty, staff, and alumni. The Career Center provides counseling and testing to assist in career clarification along with opportunities to gain career-related experience, explore career goals, develop marketable skills, and make contact with employers for part- and full-time employment. The Center facilitates communication among employers, faculty, students, and alumni concerning employment and enrollment trends. The Center adheres to the code of ethics of NACE, the National Association of Colleges and Employers.

*Supports University Mission:* "... guided by the University's commitment to learning and dedication to the values of the Carolinian Creed."

*Supports Division of Student Affairs Mission:* "... promotes the intellectual, emotional, physical, spiritual, cultural, & social development of its students ..."

## 2007 – 2008 Career Center Assessment Plan

| Career Center Objective  | P - Process<br>S - Satisfaction<br>LO - Learning Outcome | Division Strategic Goal #   | Means of Assessment (Criteria for Success)   | Summary of Data  | Use of Results   |
|--|--|---|--|--|--|
| 1. Students will be able to use the USC Career Center web site as a primary source of career information and information about the Center's programs and services. | P – Process  | Supports Division Strategic Goals 2 (success & satisfaction) & 3 (career development) | <b>Final Progress Report:</b><br>Late in the spring term of 2006, a nearly 9-month update of the Career Center web site was completed. After its completion, students and alumni were asked to evaluate the redesigned site. Respondents were positive about the changes and updates that were made. Primary reasons that students and alumni visited the web site included getting career information, finding employment, writing a resume, and preparing for interviews. Best rated sections of the site were resume writing, Career Center overview, information on JobMate, interviewing, and career field information. Concerns were raised about two technical issues, flashing ads and the number of navigational bars. These concerns were addressed by the Career Center Web Team. |  |  |
|  |  |   | <b>A.</b> Surveys completed by web site visitors will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, "I find the Career Center web site easy to navigate".  | Students and alumni responded positively to the item with a mean response of 1.85. | Students and alumni are finding the Career Center web site easy to navigate.   |
|  |  |   | <b>B.</b> Surveys completed by web site visitors will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, "The Career Center web site has relevant information to assist me in career decision making".  | Students and alumni responded to the item with a mean response of 2.09.            | The mean response to this item (2.09) did not meet the desired standard (2.00). The Career Center Web Team reviewed the Exploring Majors/Careers section of the web site, added additional content and resources to assist students, and reformatted the web page. |

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|  |  |   | <p><b>C.</b> Surveys completed by web site visitors will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, "The Career Center web site has relevant information to assist me in identifying employment options".</p>  | <p>Students and alumni responded positively to the item with a mean response of 1.80.</p>   | <p>Students and alumni are finding JobMate a useful resource in identifying potential employment opportunities.</p>  |
| <p><b>2.</b> With the opening of a new satellite office in the College of Engineering &amp; Computing, student and employer participation will increase.</p> | <p>P – Process</p>                                       | <p>Supports Division Strategic Goals 2 (success &amp; satisfaction), 3 (career development), &amp; 6 (constituent outreach)</p> | <p><b>Final Progress Report:</b><br/>The joint venture between the Career Center and the College of Engineering and Computing to open a satellite career center in the college had a very successful year. With minimal staff and an exceptional remodeled space, student, faculty, and employer participation greatly increased.</p> |   |  |
|  |  |   | <p><b>A.</b> The number of Engineering and Computing student contacts will increase by at least 10% over the previous year.</p>   | <p># of College of Engineering and Computing student contacts:<br/><br/>2006-2007 = 1,358<br/>2007-2008 = 1,952<br/><br/>43.7% increase</p> | <p>The new satellite office staff has obviously had a positive impact on student participation. Staff members will continue to refine their strategies for connecting with students.</p> |

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|   |  |  | <p><b>B.</b> Engineering &amp; Computing employer participation in on-campus interviewing, job fairs, and job postings will increase by 5% over the previous year.</p>   | <p>Engineering &amp; Computing employer participation in on-campus interviewing, job fairs, and job postings<br/>           2006 – 2007 = 185<br/>           2007 – 2008 = 361<br/><br/>           95% increase</p> | <p>Staff members will build on a successful year with consistent efforts to further increase employer participation.</p> |
|   |  |  | <p><b>C.</b> At least 10 new employers who have not recruited USC Engineering &amp; Computing students in the last 3 years will participate in on-campus interviewing, job fairs, and/or resume referral.</p>  | <p>243 employers who had not recruited University of South Carolina Engineering and Computing students in the last 3 years participated in on-campus interviewing, job fairs, and/or resume referrals.</p>          | <p>Effective strategies will continue in the next academic year.</p>   |
| <p><b>3.</b> Students using newly installed JobMate system will find it easy to navigate and an effective tool in their job searches.</p> | <p>P - Process</p>                                       | <p>Supports Division Strategic Goals 2 (success &amp; satisfaction) &amp; 3 (career development)</p> | <p><b>Final Progress Report:</b><br/>           Student and alumni JobMate users were surveyed to determine the program's effectiveness and ease of use. Most responders used JobMate to help them find full-time employment or internships. They found JobMate easy to use, especially registering, gaining full access, and uploading documents. Responders had more difficulty requesting on campus interviews, navigating career events, and using the resource library. Written comments were generally favorable. Some technical issues need to be evaluated for potential improvements. Practical suggestions will be submitted to the vendor for inclusion in future updates. Staff members will review the process of introducing and orienting new users to JobMate.</p> |   |  |

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|                         | <p><b>A.</b> Surveys of JobMate users will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, "Registration with JobMate was easily completed."</p>                | <p>Students and alumni responded positively to the item with a mean response of 1.90.</p> | <p>Students and alumni are finding it easy to register with JobMate.</p>   |                 |                |
|                         | <p><b>B.</b> Surveys of JobMate users will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, "I was able to easily search for jobs and internships."</p>          | <p>Students and alumni responded to the item with a mean response of 2.20.</p>            | <p>The mean response to this item (2.20) did not meet the desired standard (2.00). Staff members will review the process and materials used to orient students to JobMate. Efforts will be made to make the search process more easily understood.</p> |                 |                |
|                         | <p><b>C.</b> Surveys of JobMate users will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, "Instructions on how to gain full access to JobMate were clear."</p> | <p>Students and alumni responded positively to the item with a mean response of 2.00.</p> | <p>Students and alumni understand the process of getting full access to JobMate.</p>   |                 |                |

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| <p>4. Students making appointments for assistance with deciding on a major will gain insight about the decision making process and available resources.</p> | <p>LO – Learning Outcomes</p>                            | <p>Supports Division Strategic Goals 2 (success &amp; satisfaction) &amp; 3 (career development)</p> | <p><b>Final Progress Report:</b></p> <p>In the spring 2008 term, students who met with program managers for an individual counseling appointment and sought assistance with deciding on a major were identified. They were surveyed the week following their appointments to determine the effectiveness of the counseling interactions. Students were very positive about the helpfulness of the counseling interactions and were effectively introduced to the key components to choosing a major.</p> |   |  |
|   |  |  | <p><b>A.</b> Surveys of students will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, “I understand the steps that are typically involved in choosing a major.”</p>  | <p>Students responded positively to the item with a mean response of 1.6.</p> | <p>Students seem to understand the process of deciding on a major.</p>                                     |
|   |  |  | <p><b>B</b> Surveys of students will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, “I was able to identify print</p>   | <p>Students responded positively to the item with a mean response of 1.5.</p> | <p>Students were effectively introduced to resources that would assist them in making a good decision.</p> |

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|                         |  |                           | and Internet resources to help me learn more about different majors and their requirements.”  |  |   |
|                         |  |                           | <b>C.</b> Surveys of students will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, “My counselor helped me evaluate potential majors to see if they would be a good fit.” | Students responded positively to the item with a mean response of 1.8. | Counselor questions and comments were helpful to students in making decisions about their majors.   |
|                         |  |                           | <b>D.</b> Surveys of students will indicate a mean response of 2.0 or lower (5-point Likert scale) to the statement, “I know the process for actually changing my major on the USC campus.”                 | Students responded to the item with a mean response of 2.3.            | The mean response to this item (2.3) did not meet the desired standard (2.00). Program managers have been encouraged to spend more time in the counseling session talking about the actual process of changing one’s major and helping students identify key campus contacts. |