



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT-SERVICE UNITS AY 2008-2009

**Report Date:** June 1, 2009  
**Division/Office:** University Life  
**Department/Program:** Career Services Center  
**Person completing the Report:** James Catiggay

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
  - a. which program learning outcomes were assessed this year.
  - b. who in your department/program was involved in the assessment of the above learning outcomes

2008-09

Goal 1. To teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.

- 1A. As a function of participating in a classroom outreach presentation, students will increase their knowledge of CSC's career counseling process, career center events, and DonsCareers & Internship Exchange/UCAN (e.g., jobs, internships, volunteer online databases).

2009-10

Goal 2. To plan, organize, and implement CSC Signature Fairs to provide an opportunity for students to interact with a variety of for-profit, government, and nonprofit employer organizations, as well as graduate school program representatives.

- 2A. As a function of participating in the CSC Signature Fairs, students will develop increased understanding of career choices/options.

2010-11

Goal 3. To provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.

- 3A. As a function of undergoing a self-assessment process, students will report



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better understanding of how interests relate to their career decision-making process.

- 3B. As a function of participating in individual career counseling sessions, students will report increased understanding of the 6 components of proactive career planning.

### 2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

#### a. What did you do?

In taking a hard look at CSC's standard program/event) assessment/evaluation tool during the Assessment Liaison Team (ALT) process, it became clear to us that we needed to modify the tool in order to better measure the impact of CSC's in-class and club presentations. This modification was implemented in Spring 2009. By adding a close-ended question to our evaluation designed to measure "increased knowledge in CSC services," we now have a better understanding of our impact. Early results are encouraging.

#### b. What did the staff in the department or program learn?

This updated evaluation has been used for 225 students who attended in-class or club presentations and a total of 168 (75%) completed an evaluation. CSC estimated that 20% of respondents would report a "significant increase" in their knowledge of CSC services and events, but actually 69% reported a "significant increase" exceeding expectations by 49%. However, CSC estimated that 60% of respondents would report a "moderate increase" in their knowledge of CSC services and events, but actually 25% reported a "moderate increase." Therefore, 94% of respondents reported either a moderate or significant increase in their knowledge of CSC services and events, compared to the combined estimate of 80% reporting moderate or significant increases, exceeding estimates by 14%. Also, CSC estimated that 20% of respondents would report "no increase" in their knowledge of CSC services and events, but actually only 6% of respondents reported "no increase."

#### c. What will be done differently as a result of what was learned?

CSC's learning has taken place on two levels. First, per the ALT process, CSC learned more about what was missing from our evaluation tool and have added a question to better gauge our impact (see above). For the 09-10 AY, CSC will continue with the new evaluation that we have implemented for in-class and club presentations and debut a new evaluation, with a similar question regarding impact, for our three signature fairs/events. Throughout the upcoming year, CSC will also be designing an evaluation tool that will assist CSC in measuring one to one career counseling sessions. We hope to implement this during the 10-11 AY. Energized by the ALT process of the past year, CSC is



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reexamining other parts of our evaluation for the 09-10 AY and is considering adding a question regarding “next steps” or “plans” the students will take after attending a CSC program. Second, we have learned from our early results utilizing our new evaluation that we are on the right track regarding the types of presentations that CSC is offering and the style in which we are conducting them (see above). From the evaluation data, it is clear that students respond favorably to learning about CSC’s overall services and to resume/cover letter presentations. CSC will continue to offer these subjects and perhaps will suggest these topics to professors asking for a CSC presentation, as students’ preferred topics. The results overwhelmingly demonstrate that CSC already is helping students to overcome weaknesses and improve strengths regarding their personal career development. At this time based on the assessment data, CSC does not plan to do anything differently through our in-class and clubs presentations service.

**3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**

a. Program Mission

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation and recruiting activities.

b. Program Learning Goals (see below- “Time Frame (3 Year Plan)”)

c. Program Learning Outcomes (see below- “Time Frame (3 Year Plan)”)

d. Program Learning Rubrics aligned with outcomes (see below I. Assessment Methods)

e. Curriculum map that shows the programs that pertain to the outcome (see attached document- “UL Curriculum Mapping CSC021309”)

**I. ASSESSMENT METHOD(S) (Program Learning Rubrics)**

Outcome	Poor Achievement	Average Achievement	Very Good Achievement
<b>1. To teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.</b>			
1A. As a function of participating in a classroom	20% of the students participating in a	60% of the students participating in a	20% of the students participating in a



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<p>outreach presentation, students will increase their knowledge of CSC's career counseling process, career center events, and DonsCareers &amp; Internship Exchange/UCAN (e.g., jobs, internships, volunteer online databases).</p>	<p>classroom outreach presentation will report "no increase" in their knowledge of CSC services and events.</p>	<p>classroom outreach presentation will report "moderate increase" in their knowledge of CSC services and events.</p>	<p>classroom outreach presentation will report "significant increase" in their knowledge of CSC services and events.</p>
<p><b>2. To plan, organize, and implement CSC Signature Fairs to provide an opportunity for students to interact with a variety of for-profit, government, and nonprofit employer organizations, as well as graduate school program representatives.</b></p>			
<p>2A. As a function of participating in the CSC Signature Fairs, students will develop increased understanding of career choices and options.</p>	<p>20% of students will report "no increase" in understanding of career choices and options.</p>	<p>60% of students will report "moderate increase" in understanding of career choices and options.</p>	<p>20% of students will report "significant increase" in their understanding of career choices and options.</p>
<p><b>3. To provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.</b></p>			
<p>3A. As a function of undergoing a self-assessment process utilizing the Strong Interest Inventory, students will report better understanding of how interests relate to their career decision-making process.</p>	<p>Students who complete the self-assessment process are unable to identify potential career paths and/or goals as related to interests.</p>	<p>Students can name a few potential career paths/goals but cannot elaborate why they chose the career path/goal or how they relate to interests.</p>	<p>Students can clearly identify a career path(s) and are able to clearly communicate why this path was chosen and how they relate to interests.</p>
<p>3B. As a function of participating in individual career counseling sessions, students will report increased understanding of the 6 components of proactive career planning.</p>	<p>Students are unable to identify any components of proactive career planning.</p>	<p>Students are able to identify some (1-3) components of proactive career planning.</p>	<p>Students are able to identify all 6 components of proactive career planning.</p>



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### MEASUREMENT METHODS

- 1A. Presentation/Workshop Survey
- 2A. Fair Experience Survey
- 3A. Post Strong Interest Inventory Survey
- 3B. Individual Counseling Survey

### II. TIME FRAME (3-YEAR PLAN) (Program Learning Goals and Outcomes)

#### 2008-09

Goal 1. To teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.

- 1A. As a function of participating in an outreach presentation, students will report an increase in their knowledge of CSC's career counseling process, career center events, and DonsCareers & Internship Exchange/UCAN (e.g., jobs, internships, volunteer online databases).

#### 2009-2010

Goal 2 To plan, organize, and implement CSC Signature Fairs to provide an opportunity for students to interact with a variety of for-profit, government, and nonprofit employer organizations, as well as graduate school program representatives.

- 2A. As a function of participating in the CSC Signature Fairs, students will report increased understanding of career choices/options.

#### 2010-2011

Goal 3 To provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.

- 3A. As a function of undergoing a self-assessment process using the Strong Interest Inventory, students will report better understanding of how interests relate to their career decision-making process.
- 3B. As a function of participating in individual career counseling sessions, students will report increased understanding of the 6 components of proactive career planning.



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**Please return to: Provost Office by June 1, 2009**

**You can send your replies as either a Word attachment (to: [marin@usfca.edu](mailto:marin@usfca.edu)) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4<sup>th</sup> floor.**

**If you have any questions, please contact: William Murry, Director of Institutional Assessment ([wmurry@usfca.edu](mailto:wmurry@usfca.edu) or x5486).**