

STUDENTAFFAIRS ASSESSMENT PLAN

2007 -2008

Department: CAREER SERVICES

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

WHEN IS ASSESSMENT DONE: When the student arrives for an appointment, prior to seeing a counselor.

WHO DOES THE ASSESSMENT: All students requesting career counseling complete a Profile Data Sheet. Each data sheet is reviewed by a counselor, with the student, during the intake interview.

WHAT/WHO IS ASSESSED: Student utilization of career counseling services.

HOW ARE THE RESULTS ANALYZED: Data is reviewed to determine a profile of students utilizing career counseling services.

HOW THE RESULTS ARE COMMUNICATED AND TO WHOM: Results are documented in counselor semester reports and given to the director.

HOW ARE THE RESULTS USED: Profiles of student utilization are reviewed to determine under utilization of services by students Le., race, gender, class, etc. Outreach activities are identified to make contact with those underutilizing services.

(b) GEORGIAHIRE.COM E-REGISTRATION RECORD

WHEN IS ASSESSMENT DONE: A record is created when students begin to search for full-time after graduation employment usually during the student's senior year.

WHO DOES THE ASSESSMENT: Any student who wants to create an official placement record/file.

WHAT/WHO IS ASSESSED: Students seeking after-graduation employment/job-search assistance through career services.

HOW ARE THEY/IT ASSESSED: Records are reviewed for completeness, areas of employment being sought, services desired, Le., resume critique, interview assistance, resume referral, career workshops, etc. .

HOW ARE THE RESULTS ANALYZED: By staff to determine which services are in most demand or are under-utilized.

HOW THE RESULTS ARE COMMUNICATED AND TO WHOM: Staff semester reports given to the director.

HOW ARE THE RESULTS USED: Services expanded/eliminated based on request levels.

(c) OFFICE SIGN-IN SHEETS

WHEN IS ASSESSMENT DONE: Upon visitor's arrival to the office.

WHO DOES THE ASSESSMENT: All office visitors

WHAT/WHO IS ASSESSED: The number of visitors to the office during a specific period, services requested, status of visitor Le., freshman-alumni, community member.

HOW ARE THEY/IT ASSESSED: The data are reviewed to determine the frequency with which students visit the office to assess specific services.

HOW ARE THE RESULTS ANALYZED: The data are reviewed to determine the purpose of office visits and the level of utilization of services.

HOW THE RESULTS ARE COMMUNICATED AND TO WHOM: Data are documented in semester reports and forwarded to the director.

HOW ARE THE RESULTS USED: To determine which services are being best utilized so that resources may be adjusted as necessary.

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

NOT APPLICABLE 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.)

. CAREER SERVICE EVENT EVALUATIONS WHEN ASSESSMENT IS DONE: At each career service event-career fairs and

workshops WHO DOES THE ASSESSMENT: All participants

WHAT/WHO IS ASSESSED: While this survey is primarily a satisfaction survey a section of the survey asks for feedback as to what additional services would be desired.

HOW ARE THEY/IT ASSESSED: Surveys are distributed to all participants and are collected at the event.

HOW THE RESULTS ARE ANALYZED: Staff reviews data noting significant suggestions of requested services.

HOW ARE THE RESULTS COMMUNICATED AND TO WHOM: Results are collated by staff and submitted to the director.

HOW ARE THE RESULTS USED: New programs are implemented and format changes are made based on feedback.

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

Two additional methods of assessing student needs have been proposed by staff. They are: 1).

A student survey to determine self-identified career service needs 2). An event planning council/committee made up of students, faculty/staff and employers to aid in identifying unmet needs.

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 SERVICE WORKSHOP EVALUATIONS

WHEN IS ASSESSMENT DONE: At the conclusion of each workshop.

WHO DOES THE ASSESSMENT: All Participants of the workshop(s)

WHAT/WHO IS ASSESSED: The level of satisfaction with the material presented during the workshop. Also assessed is what the participant appeared to have learned at the conclusion of the workshop.

HOW ARE THEY ASSESSED: Surveys are distributed to all participants at the conclusion of the event. The presenter leaves the room, the surveys are completed and left in the room by the participants. Surveys are then collected by another staff member when the last participant leaves.

HOW THE RESULTS ARE ANALYZED: To determine how much of the information presented the participants retained.

HOW ARE THE RESULTS COMMUNICATED AND TO WHOM: Results are collated by the staff and submitted to the director.

HOW ARE THE RESULTS USED: Changes are made in material presentation if surveys consistently indicate that participants not understand important sections.

(b) CAREER FAIR EVALUATIONS

WHEN ASSESSEMENT IS DONE: Four times annually, at the Fall Expo, Fall Education Career Day, Spring Expo, and the Spring Education Career Day.

WHO DOES THE ASSESSEMENT: Employer and student participants

WHAT/WHO IS ASSESSED: The level of satisfaction with various aspects of events.

HOW ARE THEY ASSESSED: Paper surveys are distributed to all participants (employers and students) during the event. They are collected by having the participants leave them at a specific point.

HOW THE RESULTS ARE ANALYZED: The data are summarized in a report to determine the levels of satisfaction.

HOW THE RESULTS ARE COMMUNICATED AND TO WHOM: Results are collated by staff and submitted to the director.

HOW ARE THE RESULTS USED: Staff makes changes based on feedback.

(c) GRADUATING CLASS SURVEY

WHEN IS ASSESSEMENT DONE: Bi-annually

WHO DOES THE ASSESSMENT: Graduating students

WHAT/WHO IS ASSESSED: Employment status of graduates, salary levels, how they secured their jobs, what services of the office did they utilize, their future educational plans, the relevance of their studies to their job.

HOW ARE THEY ASSESSED: Surveys are mailed to all students who have applied for graduation each spring and fall. Return envelopes are provided. Students are assured that their privacy will be respected and that no names are associated with salary data. It is believed that this reassurance aids in greater compliance in reporting salary data.

HOW THE RESULTS ARE ANALYZED: Results are analyzed to determine initial employment/career outcomes of graduates; to identify which job-search/employment process worked; to measure the utility of various services offered by the office.

HOW THE RESULTS ARE COMMUNICATED AND TO WHOM: Responses are collated and disseminated throughout the university.

HOW ARE THE RESULTS USED: Changes are made within career services based on information learned from the surveys.

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

NOT APPLICABLE AT THIS TIME

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) CLASS / STUDENT ORGANIZATION PRESENTATIONS

Career Service staff makes frequent presentations to various classes at the invitation of faculty and student leaders. Among the topics requested to be covered during the presentations are: resumes and cover letters, interviewing skills, job search and networking. Mock interviews are conducted for entire classes at the request of faculty, which, depending upon the size of the class, may take an entire week to complete.

Presentations are made to classes in all colleges of the university.

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.)

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

Outcomes for services are currently being reviewed.

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 Benchmarking Survey

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

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

(b) University System Committee on Colleges and Cooperative Education

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