

Institutional Effectiveness Report

Assessment Summary

Administrative Unit: *Career Services*

Contact Person: Ms. Winifred V. Collins, *Director*

Email: wcollins@valdosta.edu

Phone: (229) 333 – 5942

Assessment Cycle: Academic Year

Mission: The Office of Career Services provides a comprehensive array of services designed to educate VSU students and alumni about career planning and decision making, experiential opportunities, and advanced educational opportunities. Professional staff are available to administer and interpret career assessments as well as provide informative seminars and individual assistance in topics such as resume development, job search strategies, and interviewing skills. In addition, the office is actively engaged in providing students with post-graduate employment opportunities by offering on-campus interviews, several career expos, and maintaining listings of full-time employment opportunities.

Assessment History: In 2002, the Vice President of Student Affairs developed the Student Affairs Assessment Committee and charged this committee with coordinating and facilitating “the development of a high quality and comprehensive assessment process for Student Affairs programs, services, and facilities.” Prior to the formulation of this committee, the Office of Career Services routinely collected frequency data and satisfaction surveys on a daily, annual, or bi-annual basis as appropriate. Following the creation of the Student Affairs Assessment Committee, the office created its first formalized assessment plan in 2005-2006 and has continued to do so annually thereafter. All data is collected, tabulated, and disseminated as appropriate by departmental staff.

Goals for the Unit:

2005 – 2006

1. Organize and promote four successful career expos as measured by employer and student satisfaction surveys. (On-going goal for all three assessment cycles)
2. Expand current assessment practices to incorporate both frequency and outcome measures.

2006 – 2007

3. Develop new survey to measure student and alumni satisfaction with overall services and resources provided by office.
4. Identify and develop new programming based on feedback from office surveys/evaluations. (On-going goal)

2007 - 2008

5. Collaborate with VSU Dining Services (Sodexo) to successfully implement a Dining Etiquette Program.
6. Implement online graduate survey, in place of previously utilized paper version, to increase efficiency and response set.

Assessments

- **Staff Contact Logs, Visitor Sign-in Sheets, and Intake Forms** – completed daily by visitors and office staff as appropriate.
- **New Graduate Survey** – Completed annually by students who have recently graduated or are approaching graduation as identified by the Registrar's office. All students/alumni registered with the Office of Career Services are also sent a survey. (Goal 6)
- **Workshop Surveys and Learning Outcomes** – Completed by workshop attendees every Fall and Spring when workshops are offered. (Goals 2, 4, & 5)
- **Career Expo Evaluations** – completed by students and vendors at each event to solicit information on areas of satisfaction and needed improvement. (Goals 1 & 4)

Assessment Year: 2005 – 2006

- **Assessment Results:**
 - **Career Expo Evaluations** – Evaluations are completed by students/alumni attending career expo events as well as by recruiting organizations. Both recruiters and attendees provided very favorable evaluations. From the 87 organizations attending the Fall and Spring Career Expos, open to all majors, 64 returned evaluations and rated their overall satisfaction with the event as Excellent (N=30) or Good (N=30). For the Fall and Spring Education Expos, 84 evaluations were received from 150 recruiting school systems with 70 systems providing an Excellent rating and 13 systems providing a Good rating on Overall Satisfaction. The number of student surveys received for all four events were very low. However, ratings tended to mirror those of recruiters. Students rated Overall Satisfaction with the Fall and Spring Career Expos predominantly Excellent (N=36) and Good (N=45) while the Education Expos received 40 Excellent and 13 Good ratings. (Goal 1)
 - **Workshop Surveys and Learning Outcomes** – This was the first year learning outcomes were implemented as part of the evaluations conducted following completion of each in-house seminar. For each workshop offered by the office, staff members created content questions for students to answer. This has been completed for all subsequent workshops created. During this assessment cycle, 58 attendees completed evaluations and learning outcomes. Overall, the majority of attendees rated workshop facilitators and the overall value of the material very well on a scale of 1 (Poor) to 5 (Excellent). For the item measuring "Facilitator's Presentation" 52 attendees provided a rating of 5 while 48 attendees provided a rating of 5 for "Overall Value" of the workshop. (Goal 2)
 - **Staff Contact Logs, Visitor Sign-in Sheets, and Intake Forms** – Frequency data is tabulated each term and included in the semester and annual reports.

- **Discussion/Dissemination of Results:**

- **Career Expo Evaluations** – The Fall and Spring Career Expos served 333 students combined while the Education Career Expos served 505 students. This year the Expos were held in two facilities on campus according to anticipated size of each event. Whereas all previous events were held at the P. E. Complex due to sufficient space, this year's schedule resulted in also utilizing the University Center for some events. A review of recruiter comments for all events yielded overall positive statements regarding organization of event, professionalism and courteousness of staff, and cost effectiveness of events in satisfying organizational recruiting needs. Complaints centered around issues related to physical facility – extreme lack of parking at one facility and noise level/unloading process at another (one facility is a two story building with a passenger elevator and a key-operated freight elevator). Some recruiters at the Education Expos also indicated a concern with the timing of their events in relation to a few school systems recruiting schedules. For all four events, recruiter also indicated dissatisfaction with student preparation. Students/alumni, on the other hand, attending career expos indicated a desire for more variety in employers and geographic locations despite continued representation from local, state, and federal agencies/non-profits as well as regional and national businesses across multiple industries. It remains a challenge educating the general student population about the flexibility of many majors in relation to types of industries/employers. Students attending Education Expos expressed needed improvements in relation to increased system representation from specific geographic regions as well as altering the time/day of the event to better accommodate recruiting schedules and candidate travel.
- **Workshop Evaluations and Learning Outcomes** – Overall, attendee ratings and comments were very positive regarding helpfulness of seminars. Majority of respondents performed well on learning outcomes. The question found to give students significant trouble was that regarding behavioral interviews in the Interviewing workshop with 14 out of 23 respondents missing this question. Students did not suggest additional programming not already offered through this or other offices on campus.
- **Annual reports** containing a summary of frequency data gathered from multiple sources, departmental goals, and staff accomplishments are submitted to the Vice-President of Student Affairs. An office copy is also maintained by the Director of Career Services.

- **Modifications Made:**

- **Goal 1** – Ongoing; Schedule Spring Education Expo earlier in the term to better accommodate school systems' early recruiting needs. Investigate alternative event venues.
- **Goal 2** – Completed; no modifications.

Assessment Year: 2006 – 2007

- **Assessment Results:**

- **Career Expo Evaluations** – Both recruiters and attendees again provided very favorable evaluations. From the 114 organizations attending the Fall and Spring Career Expos, 68 returned evaluations and rated their overall satisfaction with the event as Excellent (N=39) or Good (N=20). For the Fall and Spring Education Expos, 68 evaluations were

received from 138 recruiting school systems with 53 systems providing an Excellent rating and 13 systems providing a Good rating on Overall Satisfaction. The number of student surveys received for the Education Expos were very low (21 out of 383 students). Student surveys returned for Fall and Spring Career Days were also low with 67 returned out of 364. However, ratings tended to mirror those of recruiters. Students rated Overall Satisfaction with the Fall and Spring Career Expos predominantly Excellent (N=33) and Good (N=28) while the Education Expos received 11 Excellent and 8 Good ratings. (Goal 1 & 4)

- **Workshop Surveys and Learning Outcomes** – During this assessment cycle, 80 attendees completed evaluations and learning outcomes. Overall, the majority of attendees rated workshop facilitators and the overall value of the material very well on a scale of 1 (Poor) to 5 (Excellent). For the item measuring “Facilitator’s Presentation” 69 attendees provided a rating of 5 while 64 attendees provided a rating of 5 for “Overall Value” of the workshop. (Goal 4)
 - **Staff Contact Logs, Visitor Sign-in Sheets, and Intake Forms** – Frequency data is tabulated each term and included in the semester and annual reports.
- **Discussion/Dissemination of Results:**
 - **Career Expo Evaluations** – Overall, employers again provided positive comments regarding helpfulness of staff, overall planning, and information provided by staff. Dissatisfaction again centered around facility characteristics, lack of student participation and preparation, and parking. Noted that it was requested that the office consider offering an event for local employers to recruit students throughout the year for seasonal/part-time recruiting needs. This will be considered for a future event. Recruiters for Educational Expos, specifically, were pleased with event being offered earlier in the year as requested to better coincide with recruiting schedules but dissatisfied with it coinciding with the university’s Spring Break (an unavoidable scheduling conflict that year). Comments from students tended to remain the same as in previous assessment cycle – students wanted more employers, also expressed some dissatisfaction with facility size and parking, and some also expressed some dissatisfaction with time of day or event being offered during Spring Break.
 - **Workshop Evaluations and Learning Outcomes** – Overall, attendee ratings and comments were very positive regarding helpfulness of seminars. For many workshops, attendees correctly answer the majority of learning outcomes. The question regarding behavioral interviews in the Interviewing workshop was again found to be troublesome with 25 out of 39 respondents missing this question. Noted that it was suggested that the Career Day Tips workshop allow for practice exercises and be offered in sessions targeted to separate disciplines.
 - **Office Satisfaction Survey** - A new office satisfaction survey was designed to measure student and alumni satisfaction with overall services and resources. In discussions with the Director, it was agreed that surveys would be disseminated to all visitors by front office staff so as not to interfere with rapport between counselor/student or student progress.
 - **Annual reports** containing a summary of frequency data gathered from multiple sources, departmental goals, and staff accomplishments are submitted to the Vice-President of Student Affairs. An office copy is also maintained by the Director of Career Services.

- **Modifications Made:**

- **Goal 1** - Three of four events have been relocated to an off campus convention center allowing events to be maintained in one room as well as providing increased parking and more convenient access to area accommodations for travelers. In addition, for the Spring Career Expo, an alternative time of day was chosen (1 pm - 5 pm) to better accommodate students' class schedules.
- **Goal 3** – Pending. The new survey is set to be implemented at the beginning of the 2007-2008 assessment cycle.
- **Goal 4** – Professional staff develop new programming based on survey feedback and conversations with students on an individualized manner. Programming reductions/changes are also made based on lack of student utilization. Despite an apparent need for educating students on appropriate preparation for career expo events, as indicated by recruiters, this seminar has consistently had a low participation rate. As a result it will be removed from the workshop schedule with plans to look at alternative presentation methods and venues at a later date.

Assessment Cycle: 2007 – 2008

- **Assessment Results:**

- **Career Expo Evaluations** – Both recruiters and attendees again provided very favorable evaluations. From the 114 organizations attending the Fall and Spring Career Expos, 78 returned evaluations and rated their overall satisfaction with the event as Excellent (N=45) or Good (N=28). For the Fall and Spring Education Expos, 81 evaluations were received from 123 recruiting school systems with 74 systems providing an Excellent rating and 7 systems providing a Good rating on Overall Satisfaction. Student surveys returned were much higher for all events with Fall and Spring Career Days resulting in collection of 150 evaluations (503 students attended). During the Education Expos, 404 students attended resulting in 143 evaluations being collected. Students rated Overall Satisfaction with the Fall and Spring Career Expos predominantly Excellent (N=57) and Good (N=79) while the Education Expos received 100 Excellent and 40 Good ratings. (Goal 1 & 4)
- **Workshop Surveys and Learning Outcomes** – During this assessment cycle, 48 attendees completed evaluations and learning outcomes. Attendees continued to rate workshop facilitators and the overall value of the material very well on a scale of 1 (Poor) to 5 (Excellent). For the item measuring “Facilitator’s Presentation” 35 attendees provided a rating of 5 while 41 attendees provided a rating of 5 for “Overall Value” of the workshop. (Goal 4 & 5)
- **Staff Contact Logs, Visitor Sign-in Sheets, and Intake Forms** – Frequency data is tabulated each term and included in the semester and annual reports.

- **Discussion/Dissemination of Results:**

- **Career Expo Evaluations** - As a whole, recruiters and students responded favorably to the change in location providing extremely positive statements about increased parking, overall physical layout/organization of event, and professional atmosphere. Also noted that there was not one complaint from recruiters about the subsequent increase in

registration fees dictated by increased costs associated with the venue change. Employers still expressed dissatisfaction with student turnout and preparation while students expressed continued dissatisfaction with variety of employers and majors represented.

- **Workshop Surveys and Learning Outcomes** - Staff continue to monitor effectiveness in clearly presenting seminar information as measured by student performance on learning outcomes and making alterations as needed. Noted that , in addition to requests for programming already in place, interest was indicated in a workshop addressing “how to gain and keep a job.” The office also began collaborative efforts with VSU Dining Services to implement a Dining Etiquette program. This collaboration was a direct result of feedback received from our Professional Etiquette workshops and a similar previously offered event which identified a need for an expanded campus wide event.

- **Modifications Made:**

- **Goal 1** - No modifications at this time.
- **Goal 3** - Not completed. No modifications. Due to recent staffing turnover, implementation has been delayed until Spring 2009 at which point a pilot survey will be conducted with plans for full implementation in Fall 2009.
- **Goal 4** - Completed but on-going; For the upcoming academic year (2008-2009), a new workshop has been implemented entitled “Guide to Professionalism” to educate students on crucial skills of successful employees and workplace ethics.
- **Goal 6** - Completed with modifications; Due to successful outcome of collaborations with Dining Services (Sodexo), programming will be expanded to include a Professional Dress Fashion Show and a second session of the Dining Etiquette program.

Unit Director

Date

President/VP for Unit

Date

Adapted from: University of Alabama SACS site (<http://sacs.ua.edu/degreeInfo2.cfm?college=2&dept=50>);

University of Western Kentucky SACS Accreditation Review Process (<http://www.wku.edu/sacs/assessmentmanual.htm>)