

DEPARTMENT MISSION STATEMENT:

The Career Center is a lead University and Student Affairs resource to help students and alumni achieve success in developing and implementing career plans. The Center partners with students, faculty, alumni, employers, academic programs and graduate schools to build bridges between our distinctive academic programs and diverse professional opportunities in the larger community.

PROGRAM/SERVICE OVERVIEW:

2013 Comprehensive Career Center Student Learning Outcomes Assessment

The purpose of the survey is to assess the learning outcomes that were reported by students who utilized these services, as part of the Division of Student Affairs initiative during 2012-2013. The domains of Professionalism and Self-Management were selected from the five domains developed by the Student Affairs Assessment Committee to focus the learning outcomes assessment.

TYPE OF ASSESSMENT:

(To check mark any box below, please double click on the square and select “checked”).

- ☐ External Reports
- ☐ Needs Assessment
- ☐ Program Evaluation
- ☒ Student Learning Outcomes
- ☒ Student Satisfaction Assessment
- ☐ Student Success
- ☐ Utilization Data

DATA COLLECTION METHODS:

The Career Center conducted a survey of 2,964 students who had utilized either walk-in advising or scheduled counseling services from July 1, 2012 to March 31, 2013. The survey was designed using the online tools available through the CampusLabs system, structured around five primary reasons that students used the services of the Career Center:

- Help with my job search (51% of respondents)
- Help with internships (40% of respondents)
- Help with career exploration (34% of respondents)
- Help with major exploration (18% of respondents)
- Help with graduate or professional school (17% of respondents)

DATA COLLECTION TIMEFRAME:

March 8, 2013 to April 5, 2013

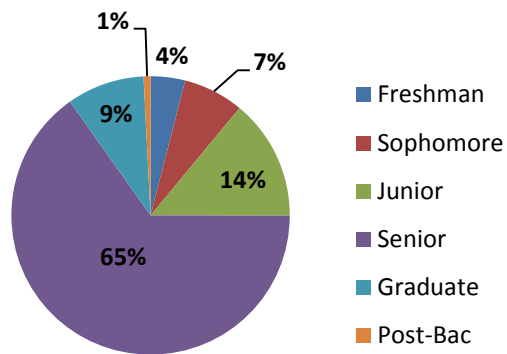
LIMITATIONS:

Learning outcomes reported are based on self-reported data from student participants

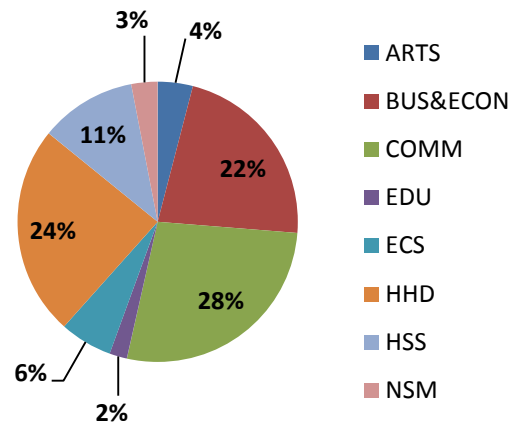
PROJECT SAMPLE:

From July 1, 2012 to March 31, 2013, 2,964 students utilized counseling resources from the Career Center. A total of 409 responses were received from the survey (14% response rate). The distribution of those responding to the survey was similar to the distribution of the overall profile of users. The demographic profile of the students and recent graduate also closely matches the overall University student profile. The profile for the 2,964 students who utilized counseling follows:

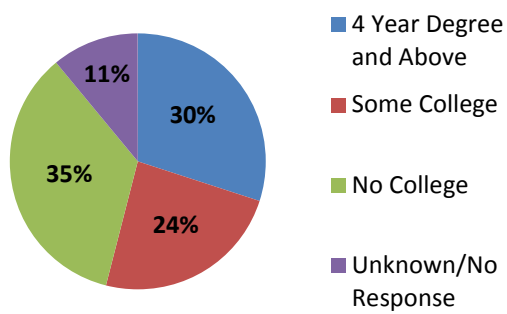
CLASS LEVEL



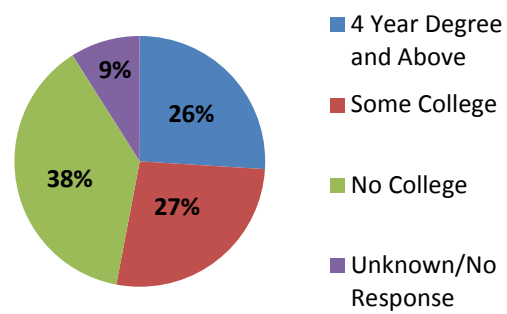
COLLEGE



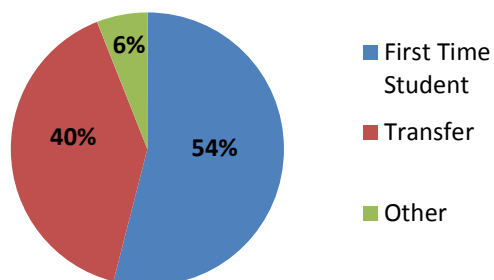
PARENTAL COLLEGE EXPERIENCE FATHER:



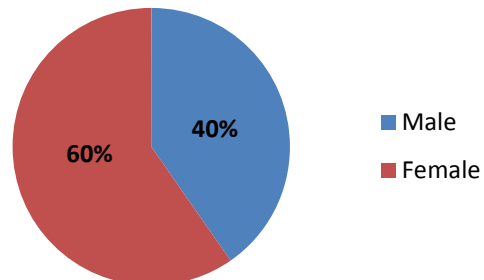
MOTHER:



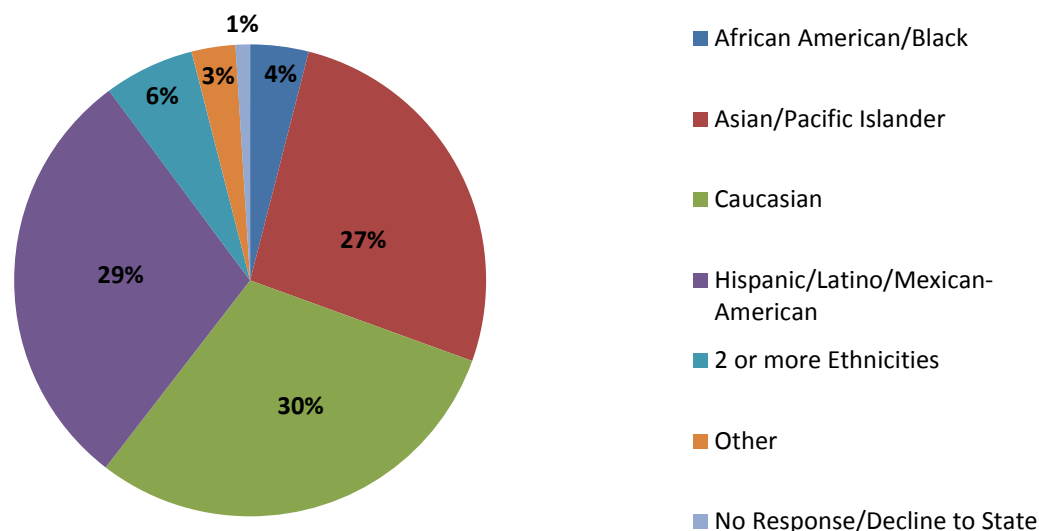
TYPE OF STUDENT



GENDER



ETHNICITY



SUMMARY OF RESULTS:

Students were asked to indicate to what degree their use of Career Center services and resources had positively impacted 27 learning outcomes, each of which was directly related to one of the five reasons for using the Career Center. In addition, they were asked to respond to four overall measures of learning and their level of satisfaction with the services they utilized during their college career. Students also indicated which Career Center services and resources they used. The survey provides strong evidence documenting student learning in both the Professionalism and Self-Management domains by students who took advantage of Drive-In drop-in counseling and scheduled counseling assistance. In particular:

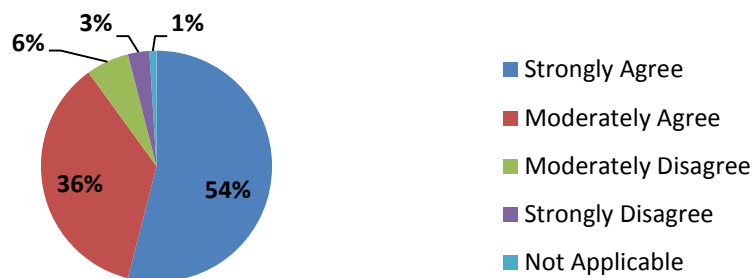
- The strongest learning outcomes were reported related to students preparing a resume and cover letter for their job and internship search and how to conduct a job and/or internship search; explaining how their major is related to career opportunities; selecting a major that fits their goals; selecting a career that fits their goals and understanding the educational training for their chosen career
- There has been a steady increase in student reported learning in the area of Graduate School resources, especially in being able to “develop a more effective personal statement”
- Though still positive, the lowest areas of student reported learning were in speaking with potential employers in the job or internship search; identifying interests that would be useful to employers in the job search; and interviewing during the job search process

KEY FINDINGS:

- Overall, students had valuable learning experiences when utilizing Career Center services and indicated the ability to apply skills they have learned to careers in the future.

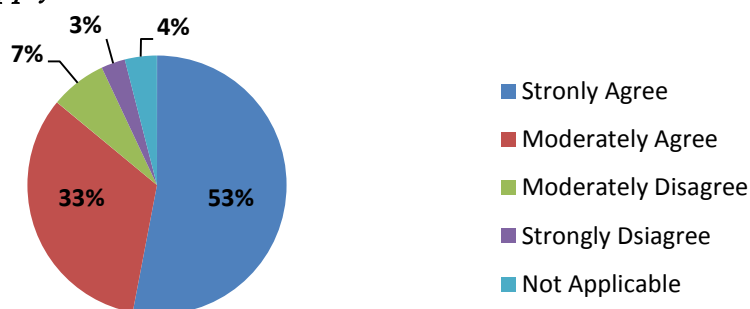
90.01% strongly agree or moderately agree with the statement

“Utilizing these services has been a valuable learning experience”



85.51% strongly agree or moderately agree with the statement

“I will be able to apply what I have learned about careers in the future”



- Review of students open ended answers related to student learning:
Please comment on what you learned as a result of using Career Center services. Most students answered that they learned how to create a strong resume and cover letter and how to utilize resources for their job and/or internship search.
 - ❖ “I was able to re-organize my resume to outline my strengths that pertained to the job. I ended up getting the internship. I don’t believe I would have got it if I hadn’t visited the career center.”
 - ❖ “My last semester at Cal State Fullerton, I started using the resources at the career center. By the end of my last semester I was offered a full-time management position.”
 - ❖ “I got better understanding of writing resumes and cover letters. The events got me better understanding of the job market and what things to pay attention to when looking for job or connecting with employers.”
 - ❖ “I have learned different techniques for job searching, and where to narrow my search for the best results. I made a great deal of progress on both my resume and cover letter thanks to honest feedback from my counselor.”
 - ❖ “I have learned how to concisely write a resume and cover letter, how to write to the job description, how to identify my major strengths that most companies look for, and how to search for internships and jobs.”
- Review of students open ended answers to area of improvement and additional support:
How might these services be improved? Are there any career-related areas in which you need support? Students indicated a need for more direct contact with employers related to their industry, major or area of interest; more industry/major specific programming, workshops and internship/job opportunities; longer drive-thru advising hours and more availability of

counselors; the need for interns and counselor to have more industry specific knowledge; and more assistance for international students

- ❖ “All the workshops are generic. If you had a few workshops specifically for engineering students, for business students etc...”
 - ❖ “Connections with professionals in companies. I think I need more direct connections with the people from the companies who could be my career mentor. Except the job fairs, we need more opportunities during the semester”
 - ❖ “For me, the most helpful event I went to that eventually got me the connection I needed to get my internship offer was the Accounting Expo that was held in Fall 2012. It provided me with one-on-one meeting with the Big 4 managers where I was able to have them look at and critique my resume. I think it may be more helpful to have more of such major-related expos and events for students.”
 - ❖ “As a graduate student it was helpful to get my resume looked over by another graduate student. However, I would’ve also liked the perspective of a pro-staff member. This could’ve been because I went through the drive thru service”
 - ❖ “It would be great if your center knew more about the situation of international students...”
 - ❖ “Maybe more industry specialists? My specialist tends to have a busy schedule of appointments with students and its difficult when the student doesn’t have much of a flexible schedule. Though she responds to e-mails as soon as she can, it’d be nice to be able to have a face-to-face.”
- Additional resources have been dedicated to increasing Graduate and Professional School support for students. Collaborations with the Graduate Studies Office, EPOCS grant, and McNair Scholars resulted in additional programming in the fall and spring semesters. Industry specialists have also been trained in the graduate and professional school application process, identifying and utilizing on-line resources, and reviewing personal statements. Students have reported an increase in student learning with a statistically significant increase in students’ ability to “*Develop a more effective personal statement.*”

	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank
<i>grad school compare</i>	3.77	---	1.22	194	64.95%	17.01%	
SP10 Student Learning Outcomes Assessment Survey	3.45	0.32	1.41	22	54.55%	31.82%	
Spring 2011 Career Center Comprehensive Learning Outcomes Survey	3.50	0.27	1.37	50	54.00%	24.00%	
Spring 2012 Career Center Comprehensive Learning Outcomes Survey	3.77	0.00	1.17	70	62.86%	15.71%	
Spring 2013 Comprehensive Career Services Assessment	4.17	-0.40*	0.92	52	82.69%	5.77%	

3.30 3.52 3.74 3.95 4.17

* Indicates statistical significance, p < .05

- ❖ “I have learned how to write an effective mission statement, which get me into graduate school.”
- ❖ “I have learned what graduate schools are specifically looking for in a statement of purpose.”
- ❖ “Helping me write my statement of purpose! Without the help I don’t think I would have gotten interviews for graduate schools.”

APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. How will you use your data to improve or enhance your program/service?
56% of students who responded to the survey received advising through our drive-thru quick 10 minute counseling services versus our scheduled counseling appointments which typically range from 30 minutes to 1 hour in length depending on the type of appointment needed. Approximately 85% of the drive-thru hours are staffed by our Graduate Interns. In

order to improve students' experiences with the Career Center, we will be revisiting the type of training and/or additional training that graduate intern's need. For example, we can require interns to shadow counselors for a longer period of time during their training before they take the lead role in advising students during Drive-Thru. To address some students' concerns of meeting with a professional staff member during Drive-Thru hours, we will consider how we can incorporate more of our full-time professional staff members at Drive-Thru during peak hours, i.e. Monday through Thursday from 11:00 am to 2:00 pm., without jeopardizing their commitment and delivery of other key responsibilities and projects that are crucial to their roles. To meet student expectations we will need to better communicate, promote, and inform students of the type of services students can expect during our Drive-Thru services i.e. more emphasis on "Quick" and or "Quick Peer Advising" or "Quick Graduate Intern Advising". Our communication and promotion of Drive-Thru services can help in managing students' expectations. This communication can be done through our various outreach and marketing efforts as well as our daily communication with students as they inquire about our services.

In this survey, students voiced frustration with having to wait up to 2 plus weeks to meet with a counselor, and when meeting with counselors or interns, expressed concerns about a lack of industry specific knowledge shared by counselors. Unfortunately, this feedback is not surprising, given that over the past few years counseling sessions have doubled while staff in the Career Center has been reduced by 25%. Services have been maintained through expansion of the Graduate Intern Program. Professional development resources for staff have also been limited, and staff has not always been able to participate in professional development conferences hosted by career related associations, such as the Mountain Pacific Association of Colleges and Employers (MPACE) and the National Association of Colleges and Employers (NACE), which provide opportunities to keep informed about the fast changing employment market for our graduates. Professional development for Industry and Career Development specialists is imperative in order to provide students with the most up to date information as it relates to career development and industry trends, including the opportunity to meet and build relationships with employers. We are optimistic that resources will be available in the year ahead to begin re-building both our Industry Specialist team and once again invest in vital staff professional development.

Students voiced a need for more connections with employers providing opportunities related to their area of interest, their major, and their career goals. With the continuing vacancy in both the Assistant Director of Employer Relations position and the Internship Specialist position, employer outreach efforts have been substantially reduced precisely at the most important time in the economic cycle to engage and re-engage employers. In the upcoming year, an office-wide effort will be made to assure at least a minimum level of employer outreach. Restoration of the vacant positions will be the minimum investment required to respond to the legitimate expectations of both students and faculty concerning robust employer development by the Career Center.

2. How did the data compare to data from prior years, if applicable?

The Career Center has completed the yearly Comprehensive Student Learning Outcomes Assessment for 4 years. During the first three years, the surveys documented a significant increase in reported learning and student satisfaction, suggesting that the service changes that were made given student feedback yielded improved learning and student satisfaction, despite the staff reductions noted above. For the 2012-2013 academic year, there has been a decrease in student reported learning in 20 of the 27 learning outcomes (indicated in red, below); but not a statistically significant decrease in student reported learning. This decrease

suggests that the efforts to maintain both quality learning and student satisfaction are no longer sufficient to assure the continual improvement to which we aspire unless staff positions are restored. There has also been a decrease of response rates from students from 23% in 2011-2012 to 14% in 2012-2013, raising concerns about the impact of “survey fatigue” on students.

Learning Outcome	2011-2012 Response	2012-2013 Response
Job Search (51%)		
Write an effective resume	4.29	4.14
Write an effective cover letter	3.94	3.64
Conduct a job search	3.79	3.6
Interview	3.63	3.39
Identify skills that will be of interest to employers	3.64	3.44
Identify my interests that will be useful to employers	3.54	3.36
Identify potential positions that fit my goals	3.53	3.4
Speak with potential employers	3.41	3.15
Major Exploration (18%)		
Explain how my major is related to career opportunities	4.11	3.69
Develop a plan to help me reach my educational goals	3.95	3.51
Select a major that fits my goals	3.97	3.68
Career Exploration (34%)		
Select a career that fits my goals	3.73	3.6
Understand the educational training for a career of my choice	3.84	3.62
Develop a plan to help me reach my career goals	3.69	3.52
Graduate School (17%)		
Identify graduate school programs now and in the future	3.5	3.7
Evaluate programs to determine how each would fit my graduate school goals	3.32	3.68
Develop a more effective personal statement	3.77	4.17
Understand the graduate school application process	3.69	3.71
Interview for graduate school programs	3.38	3.78
Internship Search (40%)		
Write an effective resume	4.29	4.21
Write an effective cover letter	3.97	3.86
Conduct an internship search	3.83	3.67
Identify my skills that will be of interest to employers	3.67	3.56
Identify my interests that will be useful to employer	3.56	3.4
Identify potential positions that fit my goals	3.46	3.39
Interview	3.41	3.44
Speak with potential employers	3.31	3.34