

Assessment Plan for Administrative and Educational Support Units (within Division of Student Affairs)

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- Mission Statement (include linkage to University mission, DSA mission and Academic Plan): **The mission of University Career Services is to provide progressive services and resources to help students choose and prepare for their careers, learn job search skills and find employment.**
- The UCS mission relates to these aspects of the DSA Mission: **“Division must provide programs and services that promote student learning and development ...”; “the Division of Student Affairs must * Provide essential services that contribute to students' development, personal well being, and academic success. ...these services include ...counseling, career planning and employment assistance...*Provide opportunities and encouragement for students to apply and integrate knowledge acquired in both curricular and co-curricular settings; *Provide programs, activities, and information that foster understanding and beneficial relationships among faculty, staff, and students; *Provide incentives for and assistance in the development of students' leadership skills through multi-faceted, interdepartmental programs; *Challenge and enable students to become productive and responsible citizens in the campus and local community as well as in the state, nation, and world.”**
- The UCS mission relates to this aspect of the Academic plan: **“produce new generations of leaders”**

Intended Outcomes (add lines as needed)	Assessment Procedures/Methods	Data Collection Schedule (year, semester, etc.)	Actual Results		Future Improvements Based On Results
1.Through UCS' teaching of EDU 031 (Career Exploration), -students will report a higher level of understanding in the following competencies: knowledge of how to assess self (values, interests, abilities), knowledge of how to explore and evaluate career choices, knowledge of how to prepare for entry into chosen careers, and knowledge of how to make decisions about careers and majors.	Self-evaluation questionnaire asking students to use 1 (lowest) to 5 (highest) scale to rate their competencies related to the EDU 031 learning modules (self-assessment, exploration, planning, and decision-making) both at the beginning and end of the course for comparison purposes	Questionnaire is administered at the beginning and end of each semester	Section I (In this section only, students saw pre-test scores while completing post-test evaluation) Self-Assessment Pre-test average 2.59 Post-test average 4.11 58.7% increase Exploration Pre-test average 2.15 Post-test average 4.24 97.2% increase Planning/Preparation Pre-test average 2.37 Post-test average 4.38 84.8% increase Decision-Making Pre-test average 1.84 Post-test average 4.19 127.7% increase	Section II Self-Assessment Pre-test average 3.30 Post-test average 4.20 27.3% increase Exploration Pre-test average 2.77 Post-test average 4.42 59.6% increase Planning/Preparation Pre-test average 2.83 Post-test average 4.34 53.4% increase Decision-Making Pre-test average 2.51 Post-test average 4.50 79.3% increase	1. Do not show students their pre-test scores. This was an error on the part of the instructor of Section I.) 2. Teach students to not only know how to search for internships, but also make them find one internship through UCS system and tailor their assigned cover letter/resume to fit this opening. 3.Prepare new PowerPoint supplemented by adding interactive exercises relating to interpretation of Strong Interest Inventory. 4. Spend 3 instead of 2 classes going over SII results more slowly to take into account different learning styles. 5. Add small group case studies of value conflicts that students might encounter when choosing a career and large group pros/cons discussion on role of values in decision making. 6.Send students chapter questions for each textbook chapter covered to encourage them to prepare for discussing readings in class.

<p>2.Through UCS' teaching of EDU 031 (Career Exploration), students will articulate a career plan in writing which meets or exceeds written expectations</p>	<p>Rubric outlining standards expected on students' final written career plans will be used by instructor to evaluate whether plan was poor, good or excellent across several criteria</p>	<p>Career plan is due during the last or second to the last class of Fall 2005 or Spring 2006 sections</p>	<p>Section I: Summarizing the 7 detailed expectations on the rubric as graded by the instructor yielded 18-21 students as Excellent, 3-6 students as Good, and 0-3 students as Poor.</p> <p>26 students completed the career plan. The 7 expectations were:</p> <p>Discussed the day-to-day activities associated with each of the three (3) occupations chosen. (18 Excellent, 5 Good, 3 Poor)</p> <p>Identified and discussed the most appealing aspects of each occupation along with potential drawbacks / challenges. (20 E, 6 G, 0 P)</p> <p>Listed areas of study and degree requirements required and/ or recommended for the occupations chosen. Also identified courses and potential majors offered at Carolina. (19 E, 5 G, 1 P)</p> <p>Identified entry level salary ranges and advancement prospects. Discussed initial reaction to salary and advancement opportunities. (21 E, 3 G, 1 P)</p> <p>Discussed overall "before and after" reactions. (21 E, 5 G, 0 P)</p> <p>Identified career-related values and evaluated the likelihood of them being met within each of the occupations chosen. (20 E, 5 G, 1 P)</p> <p>Outlined next steps and identified additional information necessary for "informed" decision-making. (20 E, 5 G, 1 P)</p> <p>Section II: Summarizing the 5 detailed expectations on the rubric as graded by the instructor yielded 21-25 students as Very Good or Good, 4-6 students as Fair, and 1-2 students as Poor.</p> <p>29 students completed the career plan. The 5 expectations were:</p> <p>Generated list of skills developed or to be developed. (23 Very Good/Good, 4 Fair, 2 Poor)</p> <p>Classes completed and classes to take for selected majors. (24 VG/G, 4 F, 1 P)</p> <p>Investigated one occupation and submitted findings and interviewed one professional in a field of interest. (21 VG/G, 6 F, 2 P)</p>	<p>Section I: Discovered that Poor-Good-Excellent scale used on rubric needed re-wording and an extra item since there is a big jump between Poor and Good. With so few "Pooors," it is hard to evaluate where improvements need to be made. Also discovered that some of the individual items on the rubric needed to be more clearly written to help students better understand expectations and to help the instructor more precisely rate items on the rubric according to the scale. Instructors are now using four item scale, Exceptional-Accomplishes Well-Accomplishes-Does Not Accomplish, on career plan rubric for Spring 2006 section. Also have re-worded some expectations for more clarity).</p> <p>Section II: Students were not reflecting on what their needs were for career and major planning. By doing so at the beginning of course, this should improve the results of their career plan assignment. Improved plan is to have students submit their career and major questions at the beginning of the semester. Also near the end of the semester, see if they are asking more sophisticated and different questions related to career/major to ensure initial needs were met throughout semester.</p>
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			Identified student organizations and activities to pursue. (25 VG/G, 3 F, 1 P) Generated outlined steps to acquire additional career information. (25 VG/G, 2 F, 2 P)	
3. Students will learn how to write or refine a resume and other job search correspondence	Seniors are sent a survey after graduation that asks this question, among others	Survey sent in August and again in October and November to non-respondents	For the class of 2005, 51.7% of respondents who had used UCS reported that they learned how to write or refine a resume and other job search correspondence versus 49.9 % for the class of 2005	This number improved from the previous year, which was also an improvement from the prior year. To continue to increase this percentage, UCS has developed a resume template that should be of great value to students in helping them learn to write a resume.
4. Seniors will report high usage of UCS and high percentage will report receiving help from UCS	Seniors are sent a survey after graduation that asks this question among others	Survey sent in August and again in October and November to non-respondents	For the class of 2005, 82.4% of respondents reported usage of UCS, with 80.7% reporting being helped or having at least one learning outcome; For the class of 2004, 84.5 % of respondents reported usage of UCS, with 82.5 % reporting being helped or having at least one learning outcome	It is possible that the decrease in usage of UCS and reported help is due to the 4.6 % increase in the percentage of students going directly to graduate or professional school (31.2 % in 2005 vs. 26.6 % in 2004). While some students who are continuing their education do use UCS, it is not the mission of UCS to provide grad school advising, so many students do not. Plans to increase student usage in 2006-07 will be discussed by the Student Marketing Team.
5. Students seen by a UCS counselor will evaluate the meeting as useful	All students seen by a counselor are requested to complete an evaluation form (anonymously) at the end of the visit	All students seen by a counselor are requested to complete an evaluation form (anonymously) at the end of the visit	In spring 05, counselor 1008 evaluation forms were completed, with an average usefulness rating of 4.73 (on a scale with 5 being the highest rating.); In spring 04, 1137 counselor evaluation forms were completed, with an average usefulness rating of 4.76	While slightly lower than the previous year, UCS is pleased with this rating and strives to maintain or improve it by asking students for verbal feedback before the end of the visit. Also, any individual evaluation forms that are not positive are discussed with the particular counselor in an attempt to improve future counseling sessions.
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