Career Development Center

Assessment Plan

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2/24/2010

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Introduction

This document describes the assessment plan of the Career Development Center (CDC) at California State University, Los Angeles. This plan represents a comprehensive approach to gather data on the outcomes of our efforts to serve students; analyze the data to see if the outcomes are fulfilling our mission; and act in response to the data to improve our programs and services to better fulfill our mission. This is an ongoing, cyclic process, as shown in the diagram below;
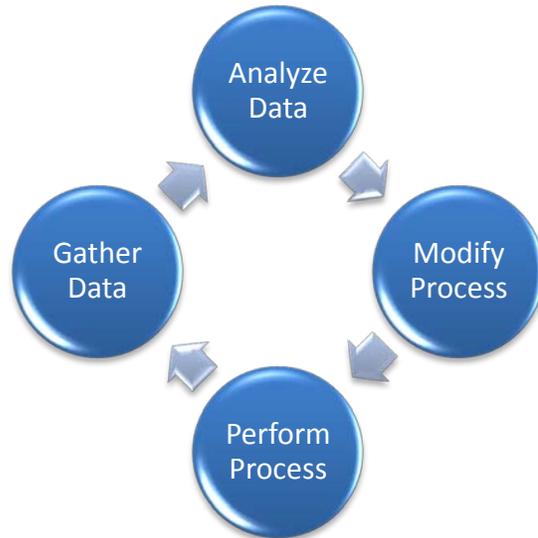
Assessment is a manifestation of a Continuous Quality Approach to organizational functioning. The purpose of assessment is primarily to ensure that we are in fact accomplishing what we have stated as our mission. By relying on clearly specified outcomes and the collection of concrete data to measure the achievement of those outcomes, it provides consistent, clear and valid information on how well we are doing. It allows us to go beyond that as well, by suggesting ways to improve what we do, and provides evidence to relevant stakeholders, both internal and external, that public resources are being effectively utilized. Finally, because assessment is driven by the mission, it provides a means for evaluating institutional alignment to ascertain the degree to which our programs support the institutional mission and goals.

Several forces are driving CDC toward assessing outcomes, especially student learning outcomes. State legislatures nationwide are demanding greater accountability from academic institutions; accrediting agencies, including the Western Association of Schools and Colleges (WASC), are requiring student learning outcomes assessment as part of the accrediting process; and researchers in education are linking pedagogical quality to the use of student learning outcomes. In response, the CSU system has committed itself to outcomes assessment, starting with the "Cornerstones" project in 1998 and continuing with "Access to Excellence" in 2006.

The assessment plan of the CDC consists of a number of phases, which begins with the mission, and flows from there. The mission is a broad statement of the "work" that we do at the Career Development

Center (CDC); our *raison d'etre*. From the mission statement we develop general goals that we seek to achieve in fulfillment of the mission. This follows with the development of specific outcomes which will demonstrate goal achievement. The plan then turns to ways to measure the outcomes, analyze the data, and utilize the data in a systematic, formal manner.

This document describes each of those phases, and will serve not only to describe the assessment plan to interested parties, but as a resource guide to staff as the plan is implemented.

The Career Development Center supports the goals of the Western Association of Schools and Colleges (WASC) and Access to Excellence (ATE), and demonstrates to the public and educational community our commitment to student learning and to services that exceed standards of quality. The specific methods and outcomes adopted in the development of this plan drew from a number of sources, such as the CSULA Assessment website, the National Association of Colleges and Employers (NACE), the National Career Development Guidelines (NCDG), the Council for the Advancement of Standards in Higher Education (CAS), and the University of Central Florida Administrative Assessment Handbook. The CDC's student learning outcomes and assessment program align with the CSULA Mission Statement and University Learning Objectives (Appendix A).

Mission Statement

Since the assessment plan flows from the mission, the first phase in creating this assessment plan was to review the CDC mission. This review included the participation of all CDC staff.

The review of the existing mission statement in light of the assessment framework revealed that the existing mission was more a statement of goals. An online review was done of mission statements for other career centers nationwide, at both public and private institutions. The review continued until there was frequent repetition of mission statement elements.

The mission statements were then analyzed to identify component elements, and those component elements were then grouped and evaluated. Those that harmonized with the spirit and direction of the CDC were then incorporated, using different language, into a new mission statement, as follows:

> The mission of the Career Development Center is to empower students to make enlightened career decisions throughout the lifespan; to connect them with employers; and provide skills to successfully obtain employment in a rapidly changing, complex, and competitive world.

Goals & Outcomes

Having established the mission statement, the next phase was to identify goals that flow naturally as a result of the mission statement. The goals are broad statements of what we seek to achieve in fulfillment of the mission.

In conceptualizing the **goals**, we distinguish between two types: mission goals and process goals. Mission goals are those that pertain directly to the mission itself, which is centered on supporting

students. Additionally, in order for the CDC to deliver service, there are also administrative functions that must occur, which we also seek to be of high quality. Therefore, additional "process goals" were specified, that pertain to such things as customer service.

After identifying the broad goals, specific **outcomes** were developed for each, which will serve to demonstrate goal achievement. For the mission goals, these outcomes are conceptualized as Student Learning Outcomes. Accomplishing the mission of the Career Center necessarily includes educating students, and in order to assess educational progress, we need to specify what we want students to learn. The "3 M" approach was employed while developing both the process outcomes as well as the Student Learning Outcomes, which was to make them meaningful, measurable, and manageable.

In the presentation below, each goal is indicated by an Arabic numeral. Under each goal are the objectives associated with that goal, numbered in the format 1.1, 1.2, etc.

Mission Goals & Student Learning Outcomes

1. Provide students with greater understanding of self in regard to identifying career goals
    1.1. Using career assessment results, students will be able to identify their personality type and/or interest code
    1.2. Using career assessment results, students will understand how to apply personality type and/or interests to career decision making
    1.3. Using career assessment results, students will be able to identify at least one specific career that matches their personality and interests.
    1.4. As a result of career assessment, students will increase their self-awareness of their career goals.
2. Assist students with learning how to effectively obtain employment (i.e. job search strategies, resume writing, and interviewing).
    As a result of participating in the following workshops, students will:
    ### Resume
    2.1. State that there are multiple resume formats
    2.2. Be able to specify major components of a resume
    2.3. Understand the purpose of a resume
    2.4. State that resumes should be targeted
    2.5. Increase their knowledge of resume writing

    ### Interview
    2.6. Be able to name two actions that make a strong first impression
    2.7. Be able to describe appropriate interview attire
    2.8. Be able to identify the largest shortcoming reported by employers
    2.9. Accurately describe the importance of practicing for interviews
    2.10. Increase their knowledge of interviewing

Job Search

2.11.   Articulate three qualities employers find highly desirable

2.12.   Accurately describe the importance for a structured approach to job search

2.13.   Accurately describe the importance the importance of researching employers

2.14.   List three sources of jobs

2.15.   Increase their knowledge of job search strategies

Process Goals & Outcomes

3.   Provide avenues to connect employers and students

   3.1. The CDC will develop, maintain, and market to the campus community an online jobs website

   3.2. The CDC will develop and provide a variety of events to connect students and employers, such as career fairs, information booths, information sessions, and on campus interview program.

4.   Facilitate and foster relationships between Career Services and employers.

   4.1. The CDC will develop relationships with employers by outreach in the community

5.   Provide informational networks that involve alumni and business professionals as resources in support of the career development of students

   5.1. The CDC will provide an online mentor system for alumni and businesspeople to connect with students

6.   Provide high quality, high value service that meets student needs

   6.1. The CDC will maintain high quality service delivery as measured by customer satisfaction

7.   Maintain a professional staff, with high morale

   7.1. The CDC staff will engage in ongoing training and development

Delivery of Outcomes

While developing goals and outcomes in accord with the mission statement are necessary for an assessment plan, they are not sufficient. It is also crucial to specify how the goals will be delivered, as it those delivery mechanisms that will need to be evaluated and modified in response to analysis of the outcomes. This section describes how the desired goals and their associated outcomes will be delivered.

The following goal, with the associated outcomes, will be delivered via:

- **Individual career counseling appointments**
- **"Choices" software on computers in Career Center resource library**
- **Print materials in Career Center resource library**
- **Career center website**

1. Provide students with greater understanding of self in regard to identifying career goals

The following goal and its associated outcomes will be delivered via:
- **Workshops on topic areas (i.e. resume, interview & job search)**
- **Career Center Website**
- **Printed materials in Career Center library**
- **Specialized software (WinWay Resume, PerfectInterview, Choices)**
- **Printed handouts**

2. Assist students with learning how to effectively obtain employment (i.e. job search strategies, resume writing, and interviewing).

The following goals, with the associated outcomes, will be achieved by allocating staff (e.g. to manage events), and/or resources to (e.g. license job board website):

3. Provide avenues to connect employers and students
4. Facilitate and foster relationships between Career Services and employers.
5. Provide informational networks that involve alumni and business professionals as resources in support of the career development of students
6. Provide high quality, high value service that meets student needs
7. Maintain a professional staff, with high morale

Assessment Tools

Having determined what we are trying to achieve and how we will go about achieving it, the next phase of the assessment plan was to develop tools for gathering outcome data.

There are a variety of assessment approaches available, which can be broadly distinguished as either direct or indirect. Direct measures gather data on actual outcome achievement. For example, if an outcome for physical training is that a student can run a mile under six minutes, a direct assessment would be timing the student during a mile run. Indirect measures, on the other hand, do not directly measure the outcome. For example, if the outcome sought in a personal finance class was increased knowledge of planning for retirement, a direct measure might ask the student to identify three types of retirement tools. Being able to do so would directly demonstrate increased knowledge. An indirect measure, on the other hand, would be to ask the student if their knowledge of personal finance had increased.

Another type of indirect measure applies to process goals. One way to measure quality is directly, by looking at factors such as time to delivery of services. An indirect measure would be customer satisfaction.

The tools developed to measure outcomes for the CDC will utilize both direct & indirect methods, as follows:

Mission Objectives – direct = e.g. "name three resume formats"; indirect = e.g. "I have increased my knowledge of resume writing by attending this workshop."
Process Objectives – direct = e.g. stats on usage; indirect = e.g. satisfaction survey

One of the considerations in developing assessment tools is to minimize administrative burden on the staff by not creating a large number of new things and accompanying processes. Therefore, the plan seeks to use existing tools whenever possible. The following existing tools were incorporated into the assessment plan:

> Chancellor's Office Student Satisfaction survey
> Career Fair Employer Satisfaction Survey
> Suggestion box
> Quarterly usage data

A future part of implementing the assessment plan will be to also evaluate the data collection tools employed, to verify that they are continuing to provide the kind and quality of data that we seek to accurately measure our outcomes. Below is a summary table relating the assessment tools to the CDC goals.

CDC Goals and Associated Assessment Tools

GOALS	ASSESSMENT TOOL
1. Provide students with greater understanding of self in regard to identifying career goals	Testing Appointment Summary* (*Appendix B)*
2. Assist students with learning how to effectively obtain employment (i.e. job search strategies, resume writing, and interviewing).	• Resume Workshop Survey* (*Appendix C)* • Interviewing Workshop Survey* (*Appendix D*) • Job Search Workshop* (*Appendix E*)
3. Provide avenues to connect employers and students	• Quarterly Usage Statistics/Eagle iJobs data (# Job & Internship Postings; # of employers; # of students, *Appendix F*) • Quarterly Usage Statistics/Event Data (# of events; # of employers, *Appendix F*) • Quarterly Usage Statistics/On Campus Interview Statistics (# of employers; # of students, *Appendix F*)
4. Facilitate and foster relationships between Career Services and employers.	• Qualitative assessment by Employer Relations Coordinator (*Appendix I*) • Career Fair Employer Survey (*Appendix G*)
5. Provide informational networks that involve alumni and business professionals as resources in support of the career development of students	Quarterly Usage Statistics/Eagle iJobs data (# of mentors, *Appendix F*)
6. Provide high quality, high value service that meets student needs	• Workshop Surveys (*Appendices J*) • Chancellor's Office Survey (*Appendix H*) • CDC suggestion box (*Appendix I*) • Quarterly Usage Statistics (*Appendix F*)
7. Maintain professional staff, with high morale	• Staff Training Log – **TBD** (*Appendix I*) • Staff Survey – **TBD** (*Appendix I*)

* Has associated rubric; follows in Appendices

Assessment Plan

This phase of the planning process describes how all of the forgoing components come together in operation.

Data Collection

Several of the tools for data collection are paper forms that will be completed by students or staff. These will be completed at the conclusion of the associated service. For example, the Assessment Counseling Summary will be completed by the counselor at the conclusion of the counseling appointment. The Various workshop surveys will be completed by students at the conclusion of the workshops.

Internal statistical reports summarize data that is collected through a variety of means. For example, Eagle iJobs usage data is tracked electronically as a function of the website, and career center staff then pulls reports from the website. Workshop attendance, student employment requisitions, and so on, that comprise the different sections of the Quarterly Usage report are collected by the various offices. Generally, the data is collected manually and entered into excel spreadsheets.

The table below summarizes how data is collected.

Tool	Collection Mode	Collection Method
Surveys		
Workshop	Paper form	Manual
Counseling	Paper form	Manual
Career Fair/Employer	Paper form	Manual
Staff	Paper form	Manual
Chancellor's Office	Online	Electronic
Statistical Reports		
Quarterly Usage	Paper & Electronic	Manual & Automated
Staff training	Paper	Manual
Employer Relations Report	Verbal	Meeting with Director
Suggestion Box	Paper forms	Manual

Data Collection & Reporting Time frames

Different types of data are collected and reported at different times. Some collection is on-going, while other is periodic. Reporting is periodic, with most being done on a quarterly basis. Details of the data collection and reporting time frames are in the table below:

Tool	Time Frame for Collection	Time Frame for Reporting
Surveys		
Workshop	Ongoing: at time of service	Quarterly
Counseling	Ongoing: at time of service	Quarterly
Career Fair/Employer	Ongoing: at time of service	After Event
Staff	Annually	Annually
Chancellor's Office	Bi-Annually	Bi-Annually
Statistical Reports		
Quarterly Usage	Quarterly	Quarterly
Staff training	Ongoing	Annually
Employer Relations	Ad hoc	Annually
Suggestion Box	Ongoing	Quarterly

Data Storage

The physical survey forms will be stored in secure cabinets. Associated data will be entered into Excel spreadsheets and stored electronically.

Data Analysis

Learning Outcomes & Goals

Data analysis for each of the learning outcomes (under goals 1 – 4) will begin with calculating descriptive statistics e.g. frequencies and percentages, for the reporting period. The goal will be to ascertain how many students are achieving at each level. This data will be reviewed by the staff to determine if delivery mechanisms for the outcome measured need to be reevaluated.

Average scores for each of the goals will also be calculated. In other words, a weighted average of all of the learning outcome scores for each goal will be determined, to give a sense of the overall strength of goal achievement. This data will be used to obtain a broader, composite view of goal achievement.

Process Outcomes & Goals

Process outcomes (under goals 5 – 8) are primarily reported by survey data, and will be reported as frequencies and percentages. Additional tools are qualitative report, such as employer relationships, which is summarized annually via a narrative report, and written comments from students in the CDC suggestion box.

Presentation and Analysis

All of the data will be reviewed by the director and shared with staff via e-mail. The data will then be evaluated at regularly scheduled staff meetings. The group will examine the data for any significant negative changes, or any evidence of negative trends, as well as opportunities for improvement. Should a significant change or new trend be identified, the group will first explore the context surrounding the change in order to eliminate extrinsic factors. Once extrinsic factors are eliminated, the group will examine processes and procedures relevant to the changed outcome, in order to identify the cause of the change, and to develop actions to rectify the change. If an opportunity for improvement is

identified, the group will develop an appropriate action to effect the improvement. The actions developed shall be clearly stated, have a lead person responsible, clear goal, and a time frame for achievement. After the change is implemented, data collection will continue as before, with reporting and analysis at the end of the next cycle to evaluate the effectiveness of the changes made.

Initial data collection will be focused on establishing baseline data, and will continue for one year. Data analysis in subsequent years will make year to year comparisons for the period, as well as look at trends in the data.

Analysis will look at data for each specific outcome, as well as aggregate data for the goals associated with groups of outcomes.

Documentation

All documentation regarding the assessment plan and ongoing assessment cycle will be stored on the staff server in a shared folder. All staff shall have access to the data. The documentation will consist of:

- Assessment reference materials (folder)
- Assessment Plan (file)
- Templates for Data Collection Tools (folder)
- Assessment Results & Review (folder, with sub-folders for academic year)

Appendix A

Matrix Relating CDC Outcomes to CSULA Institutional Learning Outcomes and Strategic Goals

Career Center Learning Goals	Associated Institutional Learning Goals	Associated Campus Strategic Directions and Goals
Goal 1. Provide students with greater understanding of self in regard to identifying career goals	*Goal 2.* Students can reason critically across a variety of disciplines *Goal 7.* Students have knowledge and skills for lifelong understanding and self-development	*Goal 3.* Establish Cal State L.A. as a nationally recognized institution for supporting the transformation of traditional and non-traditional students into well educated highly competitive graduates. *Goal 4.* Make the University a thriving place to learn, work and live.
Goal 2. Assist students with learning how to effectively obtain employment	*Goal 1.* Students can integrate and express ideas in written and oral forms in English. *Goal 2.* Students can reason critically across a variety of disciplines. *Goal 4.* Students have the knowledge, abilities, and values necessary for participation in American society and government. *Goal 6.* Students understand and appreciate diversity, and develop a greater awareness of ethical and social concerns, and respect for others. *Goal* 7. Students have knowledge and skills for lifelong understanding and self-development.	*Goal 3.* Establish Cal State L.A. as a nationally recognized institution for supporting the transformation of traditional and non-traditional students into well educated highly competitive graduates. *Goal 4.* Make the University a thriving place to learn, work and live.

The following CSULA Process Goals measure processes rather than learning outcomes, but by their nature they indirectly support CSULA Institutional Learning Outcomes and directly support Institutional Strategic Goals as indicated.

Career Center Process Goals	Associated Institutional Learning Goals	Associated Campus Strategic Directions and Goals
Goal 3. Provide avenues to connect employers and students	*Goal 1.* Students can integrate and express ideas in written and oral forms in English. Goal 6. Students understand and appreciate diversity, and develop a	*Goal 1.* Strengthen and develop excellent programs for the local, regional and global communities. *Goal 3.* Establish Cal State L.A.

	greater awareness of ethical and social concerns, and respect for others. *Goal 7.* Students have knowledge and skills for lifelong understanding and self-development.	as a nationally recognized institution for supporting the transformation of traditional and non-traditional students into well educated highly competitive graduates. *Goal 4.* Make the University a thriving place to learn, work and live.
Goal 4. Facilitate and foster relationships between Career Services and employers	*Goal 6.* Students understand and appreciate diversity, and develop a greater awareness of ethical and social concerns, and respect for others. *Goal 7.* Students have knowledge and skills for lifelong understanding and self-development.	*Goal 1.* Strengthen and develop excellent programs for the local, regional and global communities. *Goal 3.* Establish Cal State L.A. as a nationally recognized institution for supporting the transformation of traditional and non-traditional students into well educated highly competitive graduates. *Goal 4.* Make the University a thriving place to learn, work and live.
Goal 5. Provide informational networks that involve alumni and business professionals as resources in support of the career development of students	*Goal 1.* Students can integrate and express ideas in written and oral forms in English. *Goal 2.* Students can reason critically across a variety of disciplines. *Goal 6.* Students understand and appreciate diversity, and develop a greater awareness of ethical and social concerns, and respect for others. *Goal 7.* Students have knowledge and skills for lifelong understanding and self-development	*Goal 1.* Strengthen and develop excellent programs for the local, regional and global communities. *Goal 3.* Establish Cal State L.A. as a nationally recognized institution for supporting the transformation of traditional and non-traditional students into well educated highly competitive graduates. *Goal 4.* Make the University a thriving place to learn, work and live.
Goal 6. Provide high quality, high value service that meets student needs		*Goal 2.* Create a culture where decisions and actions are openly made. *Goal 3.* Establish Cal State L.A. as a nationally recognized institution for supporting the transformation of traditional and non-traditional students into well educated highly competitive graduates. *Goal 4.* Make the University a

		thriving place to learn, work and live.
Goal78. Maintain a professional staff, with high morale		*Goal 1.* Strengthen and develop excellent programs for the local, regional and global communities. *Goal 2.* Create a culture where decisions and actions are openly made. *Goal 4.* Make the University a thriving place to learn, work and live.

Appendix B

Testing Appointment Summary

Using career assessment results, can the student:

1. Identify their personality type and/or interest code?

  ☐ Yes   ☐ No

2. Does the student understand how to apply personality type and/or interests to career decision making?

  ☐ Yes   ☐ No

3. Can the student identify at least one specific career that matches their personality and/or interests?

  ☐ Yes   ☐ No

4. Has the student's self-awareness of their career goals increased as a result of this appointment?

  ☐ Yes   ☐ No

Testing Appointment Summary Scoring

Outcome	Item #	Scoring*	Interpretation
Provide students with greater understanding of self in regard to identifying career goals	1	Yes = 1; No = 0	0 = Poor
	2	Yes = 1; No = 0	1 = Weak
	3	Yes = 1; No = 0	2 = Good
	4	Yes = 1; No = 0	3 = Very Good
			4 = Outstanding

* To arrive at a score for the outcome, add up the response scores for the associated items

Appendix C

1. Is there more than one kind of resume format?

    A. Yes   B. No

2. Please list three essential items that should be on your resume

    A. _____

    B. _____

    C. _____

3. What is the main purpose the resume? (check one)

    __   For an employer to make the final job selection

    __   To obtain an interview

    __   For the employer to assess your personality

    __   To satisfy background check requirements

4. Should you tailor the resume for each position you apply to?

    A. Yes   B. No

5. How much has your knowledge of resume writing increased by attending this workshop? (circle one)

    Very much   *A lot*   *Somewhat*   *A little*   *Not at all*

Resume Scoring

Outcome	Item #	Answers	Scoring	Interpretation
Aware there are different resume formats	1	A. Yes	1 pt. for correct response	Pass/Fail 0 or 1
Be able to specify the major components of a resume	2	Name/Contact Info. Experience Education Objective	1 pt. for ea. valid response	0 = Very Poor 1 = Poor 2 = Adequate 3 = Good
Understand the purpose of a resume	3	Obtain Interview	1 pt. for correct response	Pass/Fail 0 or 1
Aware the resume should be specific to position	4	A. Yes	1 pt. for correct response	Pass/Fail 0 or 1
Increase their knowledge of resume writing	5	Likert Scale	4 = Very much 3 = A lot 2 = Somewhat 1 = A little 0 = Not at all	Indicated by score

Appendix D

Interview Workshop Survey

1. List two actions that make a strong first impression

    A. _____

    B. _____

2. How should you dress for a professional interview?

3. According to interviewers, what is the biggest mistake you can make in an interview?

4. How important is it to practice interviewing?

       Very much   A lot   Somewhat   A little   Not at all

5. How much has your knowledge of interviewing increased by attending this workshop? (circle one)

       Very much   A lot   Somewhat   A little   Not at all

Inteview Scoring

Outcome	Item #	Answers	Scoring	Interpretation
Be able to name at least two actions for an effective first impression	1	Eye contact Smile Firm handshake Clear introduction	1 pt. for ea. valid response	0 = Poor 1 = Average 2 = Good
Be able to describe appropriate interview attire	2	Professional Clean Gender appropriate	1 pt. for valid response	Pass/Fail
Identify biggest interviewing mistake	3	Knowing little to nothing about the company	1 pt. for valid response	Pass/Fail
Aware of importance of interviewing	4	Likert Scale	4 = Very much 3 = A lot 2 = Somewhat 1 = A little 0 = Not at all	Indicated by score
Increase their knowledge of interviewing	5	Likert Scale	4 = Very much 3 = A lot 2 = Somewhat 1 = A little 0 = Not at all	Indicated by score

Appendix E

1. List three qualities employers find highly desirable in applicants:

    A. _____

    B. _____

    C. _____

2. How important is it to have a structured approach to your job search? (circle one)

    Very Important   Important   Somewhat Important   Not Important   No Opinion

3. How important is it to research employers for your job search? (circle one)

    Very Important   Important   Somewhat Important   Not Important   No Opinion

4. List three ways to find jobs

    A. _____

    B. _____

    C. _____

5. How much has your knowledge of job search strategies increased by attending this workshop? (circle one)

    Very much   A lot   Somewhat   A little   Not at all

List three qualities employers find highly desirable **Job Search Scoring**

Outcome	Item #	Answers	Scoring	Interpretation
Awareness of qualities employers find highly desirable	1	Communication skills Honesty/integrity Interpersonal skills Strong work ethic Teamwork skills Analytical skills Motiviation & initiative Flexibility & Adaptability Computer skills Detail oriented Leadership skills	1 pt. for ea. valid response	0 = Very Poor 1 = Poor 2 = Adequate 3 = Good
Have increased awareness of the need for a structured approach to job search	2	Likert Scale	4 = Very much 3= A lot 2 = Somewhat 1 = A little 0 = Not at all	Indicated by score
Aware of the importance of	3	Likert Scale	4 = Very much	Indicated by score

researching employers			3= A lot 2 = Somewhat 1 = A little 0 = Not at all	
Aware of multiple sources for jobs	4	Networking Online job boards Employment agencies Job fairs State employment offices Newspaper want ads	1 point for each valid response	0 = Very Poor 1 = Poor 2 = Adequate 3 = Good
Increase their knowledge of job search strategies	5	Likert Scale	4 = Very much 3= A lot 2 = Somewhat 1 = A little 0 = Not at all	Indicated by score

Appendix F

CDC Quarterly Usage Report

Academic Year 2008-2009	Summer	Fall	Winter	Spring	Total
Counseling					
Confirmed Appointments					896
Walk-In' Sessions					502
Workshops & Presentations					
Workshops					66
Workshop Participants					663
On-Campus Interview Orientations					39
On-Campus Interview Orientation Attendees					793
Information Sessions Presented					18
Information Session Participants					18
Employer Info. Booths					127
Employer Info. Booth Participants *(est.)*					1,905
Campus Outreach					
Classroom Presentations					54
Classroom Presentation Participants					1,375
Summer Bridge Presentations					2
Summer Bridge Participants					25
Student Orientations					0
Student Orientation Participants					265
Parent Orientations (via Orientation Office) [4]					10
Parent Participants					476
Total Workshops/Presentations					**316**
Total Participants					**5,507**
Events (including Career Fairs)					
Events presented					3
Participating Students *(est.)*					10,250
Participating Employers					172
On-Campus Interview Program [5]					
Participating Students					669
Participating Employers					48
Student Employment Service					
Job Postings					1,700
Applications Received & Processed					8,361
Hires					337

Student Employment Orientation [6]					
Orientations Presented					2
Student Employment Supervisor Participants					333
Eagle iJobs					
Employers					
Job Postings					
On Campus					
Off Campus					
Internships					
Students					
Alums					
Mentors					
Summary					
Total Served [1]					**18,494**
Total Services Provided [2]					**1,719**
Total Participating Employers [3]					**553**

1. Total of Counseling, Workshops, Events, OCI, Number of Hires, & Student Employment Supervisors
2. Total of Counseling, Workshops, Events, OCI, & Student Employment
3. Total of Events, and OCI
4. Offered in summer quarter only
5. Offered in fall and spring quarter only.
6. Offered in spring quarter only

Appendix G

Career Fair Employer Survey

CALIFORNIA STATE UNIVERSITY, LOS ANGELES · CAREER DEVELOPMENT CENTER

Career/Job Fair

Spring 2009

Thank you for participating in today's Career/Job fair. Your comments are important for us to continue to improve our program. Please turn in this form prior to leaving campus.

	Excellent ❹	Above average ❸	Average ❷	Poor ❶	N/A
1. **Pre-event communication** *(Registration process, correspondence, directions, etc.)* Comments: _____	○	○	○	○	○
2. **Event check-in** Comments: _____	○	○	○	○	○
3. **Was the staff courteous, helpful, knowledgeable?** Comments: _____	○	○	○	○	○
4. **Did the students meet your expectations?** Comments: _____	○	○	○	○	○
5. **Overall impression of today's event** Comments: _____	○	○	○	○	○

6. **Would you like information on our On-Campus Interview program?**   ○ Yes   ○ No

7. **Would you like more information on other employer services, such as: information table, information sessions, Eagle iJobs, presenting at workshops and classes?**   ○ Yes   ○ No

8. **Will you consider returning for next fall's Career Fair?**   ○ Yes   ○ No

How can the Career Center better assist you with your recruiting efforts?

_____

_____

Additional comments (please use other side if additional space is needed):

_____

_____

_____

Name of organization: _____

Your Name: _____   Phone number: (_____) _____

Appendix H

Chancellor's Office Survey

CAREER SERVICES CUSTOMER SATISFACTION SURVEY
Student
1. Have you used Career Services during the last 12 months?
Yes
No
2. If no, why?
Didn't know about the services
Haven't needed to use it
Not a priority right now
Hours not conducive to schedule
Previously had a negative experience
Heard negative things from others
Other: (Please indicate)
3. Please rate satisfaction with the following items:
Career counseling and advisement
Outcome of career counseling sessions
Assistance in finding potential employment after graduation
Overall quality of service from staff
Usefulness of the Career Services website and on-line services
Computers in Career Centers for electronic resources
Quality of career resources (publications, flyers, handouts)
Availability of graduate/professional school resources/assistance
Career and employment-related workshops

Career days and job fairs
Quality of job listings (career, part-time, co-op, internships)
On-campus Employer Interviews
Hours of operation and availability of Career Center services
Overall quality of Career Services
4. Have you used the Career Center to find an internship/co-op, summer, full, or part-time employment?
Yes
No
5. If yes, please rate your satisfaction on the following questions:
Assistance in obtaining internships/co-op positions
Assistance with finding summer employment
Assistance in obtaining full- or part-time employment
6. Please rate the level of importance for the following items:
Career counseling and advisement
Outcome of career counseling sessions
Assistance in finding potential employment after graduation
Overall quality of service from staff
Career Services website and on-line services
Computers in Career Centers for electronic resources
Career resources (publications, flyers, handouts)
Graduate/professional school resources/assistance
Career and employment-related workshops
Career days and job fairs
Job listings (career, part-time, co-op, internships)
On campus Employer Interviews

Assistance in obtaining internships/co-op positions
Assistance with finding summer employment
Assistance in obtaining full- or part-time work
Hours of operation and availability of Career Center services
Overall quality of Career Services
7. In your opinion, to what level have you enhanced your career plans and goals by participating in services provided by the Career Center?
(Not at all - Extremely)

Faculty/Staff

1. Have you used Career Services or referred any students to the Career Services office during the past 12 months?
Yes
No
2. Listed below are possible reasons for not using Career Services. Please mark any that apply:
Didn't know about the services
Not a priority right now
Haven't needed to use it
Previously had a negative experience
Heard negative things from others
Had to wait too long for services
Other: (Please specify)
3. Listed below are services provided by Career Services. Please rate your level of satisfaction with the following items. If you cannot rate this item, or it is not applicable, select "Don't Know":
Classroom presentation
Job search skill development/resources for students
Career consulting/counseling for students
Career services-career and job fairs

Career services web site
Career services programs and workshops
Internships and co-op positions
Employment opportunities
On campus recruiting
Partnership opportunities with employers who hire students in your field
Career counselor's expertise of the labor market/job search process
Overall quality of service from Career Center Staff
Other

Additional Campus Specific Student Questions
1. Please rate satisfaction with the following items:
Timeliness of delivery of Career Services
Usefulness of class presentations by Career Services
Usefulness of email communication from Career Center
Quality of on-campus interview
Quality of class presentations (if applicable)
Resume Clinics
2. Please rate the level of importance for the following items:
Timeliness of delivery of Career Services
Usefulness of email communication from Career Center
Quality of on-campus interview
Quality of class presentations (if applicable)
8. Has anything prevented you from using Career Services? If so, what:
9. How can Career Development Services better communicate our services to you:
10. What services that are currently not offered by Career Development Services would you like to see:
11. What is the best way to notify you of upcoming Career Services events

Email
Flyers/posters
Banners
Faculty announcement
Other
13. Did you know that Career Services also included volunteer and service information and opportunities:
Yes
No
14. Are there any other services not currently provided that you'd like to see offered:
Yes
No
Please specify
18. Are there any other services you would like to see offered by Career Services:
22. What times of the day would you most likely use the Career Center:
8am-12 noon
12 noon-4pm
4pm-8pm
23. How can Career Center make their website better:
25. What types of companies (industries) would you like to see more recruiting on campus
Additional Questions:

Appendix I

Additional Assessment Tools

Qualitative assessment by Employer Relations Coordinator

Employer relations constitute an array of activities such as personal contacts, phone calls, attending meetings, coordinating activities, scheduling events, responding to requests, and so on. Because of the diverse and heterogeneous nature of the data, quantitative analytical techniques are not appropriate. Instead, qualititative techniques will be employed, primarily narrative reports by the Employer Relations Coordinator to the Director. All activity will be summarized in a written annual report.

CDC suggestion box

The CDC maintains a physical suggestion box in the library, where students may submit anonymous comments. The box is checked on a regular basis, and suggestions are forwarded to the Director.

Staff Training Log

Staff attends a variety of training through the year. These activities will be collected and summarized in an Excel spreadsheet by the assistant to the director.

Staff Survey

A survey instrument will be developed to assess staff attitudes and desires about the workplace. The survey will be anonymous and administered once a year. Results will be summarized, reviewed by the director and shared with staff.

Appendix J

Workshop Customer Survey Items

All workshop survey forms contain items specific to the student learning outcomes associated with that workshop (appendices B – D). In addition, all of the survey forms contain the following items, related to customer satisfaction and improving services:

5. What is your major? _____

6. What year are you in college? *Freshman   Sophomore   Junior   Senior   Graduate   Alumni*

7. How satisfied are you with your experience at the career center? (circle one)

   Very Satisfied   Satisfied   Neutral   Not Satisfied   Very Unsatisfied

8. How important is it for this campus to have career services for students? (circle one)

   Very Important   Important   Somewhat Important   Not Important   No Opinion

9. Are there any other services you would like us to offer?

_____

_____