

## **ANNUAL ASSESSMENT REPORT FOR 2006-2007**

During 2006-07, the Career Center assessed its job fairs, educational programs, and academic courses. Included in this report are assessment projects for six job fairs (EXPO; Government, Non-Profit, International, and Social Services; Supply Chain/Computer Science; Sales/Finance; Summer Job Fair; and Teacher Job Fair), two educational programs (Multicultural Career Institute and Performance Up), and three courses (UNIV 131, UNIV 141, and UNIV 331).

### **EXPO JOB AND INTERNSHIP FAIR**

#### ***Learning Outcomes –***

During active participation in a job fair, students will:

- Identify co-ops, internships, or post-graduate opportunities related to their career interests
- Recognize career paths available with different organizations
- Discuss employers' recruiting and hiring practices for interns and new college graduates
- Demonstrate knowledge of professional goals when initiating conversations with recruiters
- Understand the need for persuasive communication skills, self knowledge, and employer research to arrange interviews
- (After the job fair) Demonstrate successful interview techniques needed to obtain a position

***Methods of assessment of student learning*** - student survey and job fair observation forms

#### ***Analysis of Results, Conclusions, and Implications -***

The majority of students believed they accomplished the following intended learning outcomes for this job fair: 1) identify and gain information about co-ops, internships or jobs in the field (88.4%); 2) practice talking/discussing professional goals (85.1%); 3) make contacts in the field (81.7%); 4) discuss recruiting and hiring practices (74.8%); 5) learn about career paths (74%), and 6) arrange interviews (51.8%). The only intended learning outcome not accomplished was obtaining a co-op, internship, or job (18.9%), which generally does not happen during a job fair.

This year, a Job Fair Observation form was introduced to gather information regarding students' learning through our informal interactions talking to recruiters about employment options, position requirements, and candidate qualifications.

Based on the survey results, students need more information about how to research companies and discuss their career goals with employers.

#### ***Actions Taken Based on Assessment Findings -***

Next year, we will create targeted programming to help students prepare for EXPO. We will offer more sessions of "How to Work a Job Fair." Additionally, we will create targeted presentations, handouts, and/or articles on networking, communicating with employers, and identifying and discussing career goals. We also may want to offer a mock job fair employer interaction workshop to help students communicate effectively with employers.

## **GOVERNMENT, NON-PROFIT, INTERNATIONAL, AND SOCIAL SERVICES FAIR**

### ***Learning Outcomes –***

During active participation in a job fair, students will:

- Identify co-ops, internships, or post-graduate opportunities related to career interests
- Recognize career paths available with different organizations
- Discuss employers' recruiting and hiring practices for interns and new college graduates
- Demonstrate knowledge of professional goals when initiating conversations with recruiters
- Demonstrate the need for persuasive communication skills, self knowledge, and employer research to arrange interviews
- (After the job fair) Illustrate successful interview techniques needed to obtain a position

### ***Methods of assessment of student learning – student survey***

### ***Analysis of Results, Conclusions, and Implications –***

Demonstrating student learning, the majority of students believed they accomplished the job fair's learning outcomes

The majority of students reported accomplishing the following intended learning outcomes for job fairs: 1) identify and gain information about co-ops, internships or jobs in the field (73.0%); 2) practice talking/discussing professional goals (62.2%); 3) make contacts in the field (54.1%); 4) discuss recruiting and hiring practices (55.0%); 5) and learn about career paths (58.6%). Two intended learning outcomes were not accomplished: arrange interviews (14.4%) and obtain a co-op, internship, or job (10.8%). Obtaining a co-op, internship, or full-time position at the Government, Non-Profit, International, and Social Services Fair generally does not happen since only a few recruiters interview the day following the fair.

### ***Actions to be taken based on assessment findings –***

A separate fair for government, non-profit and social services careers will not be offered next year. Instead these organizations will be encouraged to attend the fall and spring EXPO Job and Internship Fairs. Targeted presentations on how to work a job fair and articles on networking, communicating with employers, and identifying and discussing career goals will be included in the EXPO Job Fair Guide.

## **SUPPLY CHAIN/COMPUTER SCIENCE JOB AND INTERNSHIP FAIR**

### ***Learning Outcomes –***

During active participation in a job fair, students will:

- Identify co-ops, internships, or post-graduate opportunities related to career interests
- Recognize career paths available with different organizations
- Discuss employers' recruiting and hiring practices for interns and new college graduates
- Demonstrate knowledge of professional goals when initiating conversations with recruiters
- Demonstrate the need for persuasive communication skills, self knowledge, and employer research to arrange interviews
- (After the job fair) Illustrate successful interview techniques needed to obtain a position

### ***Methods of assessment of student learning – student survey***

### ***Analysis of Results, Conclusions, and Implications –***

The majority of students reported accomplishing the following intended learning outcomes for job fairs: 1) identify and gain information about co-ops, internships or jobs in the field (94.8%); 2) practice talking/discussing professional goals (92.4%); 3) make contacts in the field (83.8%); 4) discuss recruiting and hiring practices (78.0%); 5) and learn about career paths (89.2%); 6) arrange interviews (84.7%); and 7) obtain a co-op, internship, or job (85.0%).

### ***Actions to be taken based on assessment findings –***

Students attending this fair achieved all of the learning outcomes, so we will continue to offer the same preparation opportunities (e.g., targeted job search and interviewing workshops).

## **SALES/MARKETING and FINANCE JOB AND INTERNSHIP FAIR**

### ***Learning Outcomes –***

During active participation in a job fair, students will:

- Identify co-ops, internships, or post-graduate opportunities related to career interests
- Recognize career paths available with different organizations
- Discuss employers' recruiting and hiring practices for interns and new college graduates
- Demonstrate knowledge of professional goals when initiating conversations with recruiters
- Demonstrate the need for persuasive communication skills, self knowledge, and employer research to arrange interviews
- (After the job fair) Illustrate successful interview techniques needed to obtain a position

### ***Method of assessment of student learning –*** student survey

### ***Analysis of Results, Conclusions, and Implications –***

The majority of students reported accomplishing the following intended learning outcomes for job fairs: 1) identify and gain information about co-ops, internships or jobs in the field (92.0%); 2) practice talking/discussing professional goals (90.9%); 3) make contacts in the field (81.0%); 4) discuss recruiting and hiring practices (62.0%); 5) and learn about career paths (73.7%); arrange interviews (63.0%); One intended learning outcome was not accomplished: and obtain a co-op, internship, or job. The outcome of interviews conducted at the Sales and Finance Job and Internship Fair were not known immediately following the fair.

### ***Actions to be taken based on assessment findings –***

Students appear to need more assistance with job attainment. To help students make the most of this fair, we will offer a modified "How to Work a Career Fair" presentation highlighting the similarities (e.g. professionalism) and differences (e.g. fewer opportunities to obtain interviews or job offers) between this fair and other Career Center fairs. Students will be taught how to take advantage of the unique benefits of this fair. We will also create targeted presentations, handouts, and/or articles on networking, communicating with employers, and identifying and discussing career goals. These presentations and workshops will be communicated in the targeted recruitment e-mails as part of the structured student recruitment plan.

## **SUMMER JOB FAIR**

### ***Learning Outcomes –***

During active participation in a job fair, students will:

- Identify co-ops, internships, or post-graduate opportunities related to career interests
- Recognize career paths available with different organizations
- Discuss employers' recruiting and hiring practices for interns and new college graduates
- Demonstrate knowledge of professional goals when initiating conversations with recruiters
- Demonstrate the need for persuasive communication skills, self knowledge, and employer research to arrange interviews
- (After the job fair) Illustrate successful interview techniques needed to obtain a position

### ***Methods of assessment of student learning – student survey***

### ***Analysis of Results, Conclusions, and Implications –***

The majority of students reported accomplishing the following intended learning outcomes for job fairs: 1) identify and gain information about co-ops, internships or jobs in the field (84.0%); 2) practice talking/discussing professional goals (86.4%); 3) make contacts in the field (73.4%); 4) discuss recruiting and hiring practices (71.6%); 5) and learn about career paths (78.6%); arrange interviews (69.7%); One intended learning outcome was not accomplished: and obtain a co-op, internship, or job (26.3). Typically, selection interviews are not conducted at the Summer Job Fair, thus students are unable to report success in obtaining a co-op, internship, or seasonal position at the end of the day.

### ***Actions to be taken based on assessment findings –***

Students appear to need more assistance with job attainment. To help students make the most of this fair, we will offer a modified “How to Work a Career Fair” presentation highlighting the similarities (e.g. professionalism) and differences (e.g. fewer opportunities to obtain interviews or job offers) between this fair and other Career Center fairs. Students will be taught how to take advantage of the unique benefits of this fair. We will also create targeted presentations, handouts, and/or articles on networking, communicating with employers, and identifying and discussing career goals. These presentations and workshops will be communicated in the targeted recruitment e-mails as part of the structured student recruitment plan.

## **TEACHER JOB FAIR**

### ***Learning Outcomes –***

After active use of WorkNet, students will:

- Locate current and anticipated jobs in the field of education on WorkNet related to their career interests
- Complete a Profile on WorkNet registration and upload a resume, which will be approved by the Career Center, and pre-schedule interviews with school districts

During active participation in the Teacher Job Fair, students will:

- Demonstrate the need for persuasive communication skills, self-knowledge and employer research to network and arrange additional interviews
- Identify and gain information about current or anticipated jobs in their area of licensure through the open sign up period
- State and describe professional goals when initiating conversations with employers
- Illustrate successful interviewing responses to obtain a teaching position with a district
- Generate appropriate questions based on school district research

***Methods of assessment of student learning*** – student survey, employer survey, and job fair observation form

### ***Analysis of Results, Conclusions, and Implications –***

The majority of the students indicated that the following objectives were *important*: 1) identify and gain information about teaching jobs in the field; 2) (96.3 %); make contacts in the field; 3) (99.0%); discuss recruiting and hiring practices; 4) (92.1%); practice talking/discussing professional goals (99%); 5) arrange interviews (99%); 6) obtain a job (86.8%).

The majority of students reported accomplishing the following intended learning outcomes for job fair: 1) identify and gain information about teaching jobs in the field (97.1 %); 2) make contacts in the field (95.3%); 3) discuss recruiting and hiring practices (87.9%); 4) practice talking/discussing professional goals (99.4%); and 5) arrange interviews (97.1%). One intended learning outcome was not accomplished: obtaining a job (35.7%). Typically, the outcome of interviews conducted at the Teacher Job Fair for in-state districts is not known immediately following the fair.

Significant differences between importance and accomplishment were found in the following: making contacts in field, discussing recruiting and hiring practices, and obtaining a teaching position (important was scored higher than accomplished).

After reviewing the responses to the open-ended question asking students to describe their learning at the job fair, the following themes were noted:

- Out-of-state schools need teachers
- Students reported learning better interviewing strategies
- Student reported learning about the importance of planning and preparation for Fair
- Students reported learning about the importance of networking
- There is a surplus of certain licensures (e.g., Early Childhood and Physical Education)

The employer evaluation was completed on-line under the direction of two faculty members in the College of Education and Human Development. Analysis of results is pending.

Only two staff members completed the Teacher Job Fair Observation forms. Their observations were focused on process improvements; no student learning outcomes were noted.

***Actions Taken Based on Assessment Findings –***

The time allocated for open sign-up will be extended to allow more time for students to make contacts in field and discuss recruiting and hiring practices. Job search content exclusively for educators on the Career Center web site will be developed. A Teacher Job Fair Guide (similar to the EXPO and Summer Job Fair Guides) will be published with articles on employer research and networking. Just-in-Time” workshops on interviewing and how to “work” the Open Sign-up period will be offered the week prior to the Fair.

## MULTICULTURAL CAREER INSTITUTE

### *Learning Outcomes –*

- Recognize and define individual concept of multiculturalism and its effect on career goals, relationship building, and adapting to change
- Describe ancestry and evaluate the impact of this ancestry on academic success and career choices
- Identify pragmatic, usable job skills and apply those skills on a resume
- Explain key concepts of time-management, goal setting, and decision-making
- Demonstrate professional etiquette skills
- Identify potential career options

### *Methods of assessment of student learning –*

The students completed a family ancestry project and described their ancestry to the cohort, highlighting academic success and career choices. This assessment aligns with the *describe ancestry and evaluate the impact of this ancestry on academic success and career choices* learning outcome. Through the MCI dining etiquette event, staff observed student achieving the following learning outcome: *demonstrate professional etiquette skills*.

To assess the learning outcomes of Multicultural Career Institute the spring semester, a final evaluation was distributed to participating students during the last meeting. This evaluation consisted of three types of questions. Using a Likert-scale questionnaire, students assessed their level of knowledge achievement of the fifteen learning objectives for both before and after attending the Institute. Students also responded to open-ended questions: a self-report of their learning and suggestions for future MCI topics. Results from the evaluations were compiled for all 11 participating students. Using SPSS, the first set of questions were analyzed by running a paired sample t-test to determine differences in means for the before and after levels of knowledge achievement in students.

### *Analysis of Results, Conclusions, and Implications –*

The paired samples t-test showed statistical significance on 14 of the 15 learning objectives. Below are the results of the paired samples t-test and the significant levels for each of the 15 items assessed. The Likert-scale used included the following: 1= Very Much, 2= Quite a Bit, 3= Somewhat, 4= No at All.

Statistical significance was found for the differences in the before and after mean scores of the following items ( $p < .05$  denotes statistical significance;  $df = 10$ ):

- Discuss why it is important to understand your values, skills, interests, and personality when making career and life decisions. ( $t = 3.068, p = .012$ )
- List 3-5 short and long-term goals you have established. ( $t = 4.667, p = .001$ )
- Explain what makes a goal SMART. ( $t = 3.321, p = .008$ )
- Discuss the influence of cultural traditions and values on their personal behavior in the workplace ( $t = 3.105, p = .011$ )
- Recognize and respond to challenges you may encounter as you transition from college into an internship or co-op. ( $t = 6.708, p = .000$ )

- Define the terms networking and relationship and list five key ways to identify contacts and build a professional network. (t = 3.086, p = .012)
- List 2-3 areas needing improvement. (t = 3.130, p = .011)
- Create high quality, targeted resumes. (t = 3.464, p = .006)
- Discuss the negative consequences of poor speech habits (e.g., improper diction, filler words, slang) to career success. (t = 3.993, p = .003)
- Identify five things you can do to improve your chances for admission into a graduate or professional program. (t = 4.667, p = .001)
- Demonstrate appropriate dining etiquette skills. (t = 12.264, p = .000)
- Describe office behaviors expected of interns and new professionals in the workplace. (t = 9.037, p = .000)
- List at least five mistakes in dressing for success in the workplace that interns or new professional commonly make. (t = 4.667, p = .001)
- List five ways to manage time more effectively. (t = 4.303, p = .002)

Due to the very small sample size, the results of the paired samples *t*-test should be taken lightly. The results of the paired samples *t*-test indicate that MCI sessions have sufficiently met 14 of the 15 learning objectives of the program. There are statistical significant differences in students' knowledge of the aforementioned learning objectives between sessions before and after attending MCI; whereas the students increased their agreement of the identified learning outcomes after participating in MCI.

The only item that did not have a statistically significance difference in the means before and after involved student's ability to describe their top five skills and personal strengths (t = 1.399, p = .192). The mean score before (M=1.9091) and mean score after (M=1.634) indicate that there was a difference, but that the difference was not large enough to be significant. The reason for this might be due to the fact that we did not have a specific session helping students identify their skills and personal strengths. Future activities might be able to incorporate elements of self-reflection to accomplish this objective.

#### ***Open-ended Question –***

Students responded to an open-ended question: *Tell us what you learned through MCI.* The following themes were identified: dining etiquette, communication skills, resume creation, professional dress, goal development, job searching skills, cultural difference, and networking.

#### ***Suggestions for future MCI session topics –***

- Strategies on how to work more effectively with diverse groups of people in the workplace.
- Knowledge about workplace discrimination and employer issues such as discrimination/harassment, procedures and repercussions.
- Networking tactics and concrete skills on how to communicate with employers.
- Provide options of career choices for students who are undecided.

#### ***Actions to be taken based on assessment findings –***

## **PERFORMANCE UP**

In September 2006, the Career Center offered a conference style program targeted to seniors and graduate students from College of Business student organizations. The primary goal of the conference was to offer a meaningful learning experience to enhance students' understanding of the competencies needed to manage successfully the transition from college into the first two years of post-graduate professional life. Ten employer-led sessions were offered: *What it means to be a Professional, Networking and Relationship Building, How to Sell Your Ideas, Managing Up: Building an Effective Relationship with Your Manager, Avoid Pitfalls in Your First Two Years and Maximize Your Success, Time Management, Work/Life Balance, New Professionals Panel, Taxes and Investing, and Mortgage Basics.*

### ***Learning outcomes –***

- Define professionalism and workplace success
- Recognize and respond to challenges you may encounter in the transition from college to professional life
- Define the terms networking and relationship building, and describe the benefits of both
- List five key ways to identify contacts and build a professional network
- Discuss the importance of understanding organizational needs, climate, and culture
- Describe several strategies to build support for your ideas with key stakeholders
- Describe the characteristics of effective working relationships between supervisors and employees
- Discuss why it is important to understand your supervisor's values, skills, interests, and personality
- Communicate approaches or ways to improve a difficult or challenging working relationship with a boss
- List several ways you can foster your development as a new professional
- Describe office behaviors expected of professionals in the workplace
- List at least five common mistakes made by new professionals at work
- Identify common time wasting behaviors
- List five ways to manage time more effectively
- Describe the conceptual differences between effectiveness and efficiency
- Explain the role of personal values in achieving work/life balance
- List several ways to achieve work/life balance
- Communicate your personal mission statement
- List the types of benefits commonly included in compensation packages
- Explain the types of taxes taken out of a paycheck
- Identify three investment options and describe the risks involved
- Explain the pros and cons of buying versus renting
- List ways to save time and money in the mortgage application process

### ***Methods of assessment of student learning –***

For this program, we administered pre- and post-test assessments.

***Analysis of Results, Conclusions, and Implications –***

Thirty-eight of the 70 registered students completed the pre-test assessment. After the program, we administered a post-test assessment to the 62 participants and 17 students completed this post-test assessment. Of the 17 students who completed the post-test assessment, only 11 also completed the pre-test assessment. Even with the small sample size we did find statistical significance between the pre- and post-test measures. The following were the learning outcomes for our program:

- Define professionalism and workplace success\*\*
- Recognize and respond to challenges you may encounter in the transition from college to professional life\*
- Define the terms networking and relationship building, and describe the benefits of both\*
- List five key ways to identify contacts and build a professional network\*
- Discuss the importance of understanding organizational needs, climate, and culture
- Describe several strategies to build support for your ideas with key stakeholders\*\*
- Describe the characteristics of effective working relationships between supervisors and employees\*\*
- Discuss why it is important to understand your supervisor's values, skills, interests, and personality\*\*
- Communicate approaches or ways to improve a difficult or challenging working relationship with a boss\*
- List several ways you can foster your development as a new professional\*
- Describe office behaviors expected of professionals in the workplace\*
- List at least five common mistakes made by new professionals at work
- Identify common time wasting behaviors\*
- List five ways to manage time more effectively\*
- Describe the conceptual differences between effectiveness and efficiency\*
- Explain the role of personal values in achieving work/life balance
- List several ways to achieve work/life balance\*
- Communicate your personal mission statement\*\*
- List the types of benefits commonly included in compensation packages\*
- Explain the types of taxes taken out of a paycheck
- Identify three investment options and describe the risks involved\*
- Explain the pros and cons of buying versus renting\*\*
- List ways to save time and money in the mortgage application process\*\*\*

(Please note the outcomes with a \* at the end statistically significantly increased from our pre- to post-test assessment at a  $p < .05$  level, the outcomes with \*\* at the end statistically significantly increased from our pre- to post-test assessment at a  $p < .01$  level, and the outcome with \*\*\* at the end statistically significantly increased from our pre- to post-test assessment at a  $p < .001$  level.)

***Actions to be taken based on assessment findings –***

The students who completed the pre- and post-test surveys demonstrated learning; therefore, we may want to keep a similar format for future programs.

## UNIV 131

UNIV 131, Career and Life Planning, is a two-credit course for first- and second-year students. Through the activities provided within this course, students assess their personality, interests, values, and abilities; explore world of work and requisite academic preparation, generate occupational and academic options; and make knowledgeable and self-appropriate decisions.

### *Learning Outcomes –*

After active participation in UNIV 131, students will be able to:

- explore personal interests, skills, and values and how these relate to majors and career choices;
- identify the connection between BGSU academic majors and career options;
- analyze the components of a major and occupation to determine fit with identified interests;
- utilize print and computer-based occupational resources to aid in major and occupational research; and
- create an action plan integrating self-assessment, occupational research, and career alternatives.

### *Data Collection Methods –*

Career development is a major learning outcome of UNIV 131. To assess this learning outcome, students completed the *My Vocational Situation* (MVS) assessment. MVS is designed to identify difficulties that inhibit effective occupational decision-making in the following categories:

- Vocational Identity: "...possession of a clear and stable picture of one's goals, interests, personality, and talents. This characteristic leads to relatively untroubled decision-making and confidence in one's ability to make good decisions..."
- The need for Occupational Information: "...indicate a need for vocational information, most of which is available in print [and electronic] form."
- Barriers: "...perceived external obstacles to a chosen occupational goal."

[Holland, J., Daiger, D. & Power, P. (1980). My vocational situation: Description of an experimental diagnostic form for the selection of vocational assistance. p.1. CPP, Inc.: Palo Alto, CA.]

To determine changes in vocational identity, occupational information, and barriers, we administered the MVS as a pre- and post-test to UNIV 131 students. Students who participated in the study were given an Information Sheet outlining the purpose of the study and informing them that participation was optional. Participants were pre-tested by the second class of the semester and post-tested by the last week of the semester.

### *Results summary for Fall 2006: N=68*

- Vocational Identity increased significantly from pre- to post-test (meaning students significantly increased their Vocational Identity)  $t(67) = 9.414, p < .001$
- Occupational Information increased significantly from pre- to post-test (meaning students significantly increased their Occupational Information)  $t(67) = 9.037, p < .001$

- Barriers did not increase significantly from pre- to post-test (meaning there was no significant change in students' barriers; students started off with a low number of barriers to begin with)  $t(67) = 0.574, p > .05$
- Overall *My Vocational Situation* increased significantly from pre- to post-test
- $t(67) = 10.324, p < .001$
- Women increased their Vocational Identity, Occupational Information, and Barriers more than men, but the results were not statistically significant
- Sophomores increased their Vocational Identity and Occupational Information more than first year students, but the results were not statistically significant. Sophomores statistically significantly decreased their Barriers as compared to first year students.

**Results for Spring 2007: N=105**

- Vocational Identity increased significantly from pre- to post-test (meaning students significantly increased their Vocational Identity)  $t(104) = 9.666, p < .001$
- Occupational Information increased significantly from pre- to post-test (meaning students significantly increased their Occupational Information)  $t(104) = 11.211, p < .001$
- Barriers did not increase significantly from pre- to post-test (meaning there was no significant change in students' barriers; students started off with a low number of barriers to begin with)  $t(104) = 1.749, p > .05$
- Overall *My Vocational Situation* increased significantly from pre- to post-test  $t(104) = 10.792, p < .001$
- Results for gender, age, and grade level were not statistically significant

**Analysis of Results, Conclusions, and Implications –**

From the data analysis, we can conclude that the UNIV 131: Career & Life Planning course, positively impacted the students' vocational decision making, as there was overall positive statistically significant differences between pre- and post-test results, showing improvement from taking the course.

MVS results indicate increased measure of competency among UNIV 131 students with regard to decreased need for occupational information and increase vocational identity. As a result, we conclude that UNIV 131 has a significant positive impact on students learning as it pertains to these two factors. Consistently, the mean differences of the barriers factor was much lower than the other two factors (vocational identity and need for occupational information). It may be concluded that the course had less impact on eliminating barriers, where there was no statistical significance in the pre- and post-test results. Perception of barriers on the pre-test may be low at pre-test, making the likelihood for statistically significant reductions in perceived barriers unlikely.

It may further be concluded that the curriculum changes, development and use of the Workbook, and immediacy in delivering evaluation feedback to the instructors last year have been effective with regard to MVS results, especially given the statistically significant changes identified between Spring 2005 and this Spring 2006. The use of MVS to measure vocational identity and the need for information can potentially impact both curriculum outputs (learning objectives) and outcomes (deciding on a major, retention, higher graduation rate, fewer credit hours and time in school, etc.). MVS will continue to be administered.

*Actions to be taken based on assessment findings –*

Annual and semester MVS data analysis will continue to be monitored to understand the impact of the course on the students' Vocational Identity, need for Occupational Information and perceived Barriers to decision-making. Any indicators of negative impact will be explored and any necessary changes will be made.

## UNIV 141

In the process of re-tooling the curriculum of UNIV 141, we identified learning outcomes and selected activities, assignments and experiences to help students achieve the desired learning outcomes. The course was designed to prepare students to research occupations, secure internships and co-ops, and understand the employer expectations and the realities of the workplace. The sequence of class lessons was as follows: self-identification exercises and reflection activities; occupational and job search, resume, cover letter, and interview preparation; interactions with employer; investigation of occupations and work settings through informational interviews and job shadowing; and the creation of a Career Action Plan and Career Portfolio. Seventeen students enrolled the course.

### ***Learning Outcomes –***

After active participation in this class, students will be able to:

- Identify motivation, personality style, skills, values, and interests
- Use various strategies for internship and co-op job searches
- Illustrate successful interviewing techniques and responses
- Create high quality, targeted resumes and cover letters
- Create portfolios demonstrating skill areas, work philosophy, and career goals
- Analyze current issues and factors influencing the job market and occupations

### ***Data Collection Methods –***

**Needs assessment and students' expected outcomes** – During the first class session, we assessed students' perceived needs and expected outcomes from taking the course.

**Pre- and post-test assessments for learning outcomes** – At the beginning of the semester, we assessed students' comfort with and knowledge of the following key learning areas of the course: self assessment, career type, personality style, skills, goal setting, resume writing, cover letter writing, portfolios, career action plan, occupational research, trends impacting the job market, employer research, job hunting techniques, online search techniques for occupational or career information, the functions of WorkNet, professional networking, interviewing, adjustment to the workplace, understanding employer expectations and professional communication.

**Pre- and post-test assessments for Job Search Attitude Inventory** – At the beginning and the end of the semester, we administered the *Job Search Attitude Inventory (JSAI)*, to identify students' key attitudes about the job search process and to determine if UNIV 331 made an impact on these attitudes. These assessments were administered via SNAP. A learning outcome of UNIV 331 is to help students gain an understanding of various job search strategies, and an important aspect of understanding job search strategies is to understand one's beliefs about a job search. The *JSAI* identifies four areas/scales that describe one's beliefs about a job search. Each scale contains eight items. The four scales are Luck vs. Planning (how much one emphasized planning a job search rather than relying on luck), Uninvolved vs. Involved (how involved one is in her/his job search), Help from Others vs. Self-Help (how much one depends on outside agencies or on her or himself to find a job), Passive vs. Active (how much control one has in her/his job search).

**Semester evaluation** – To assess learning, we asked students to describe key learning achieved through the course.

**Performance Outcomes** – Additional measures of students' accomplishment of intended learning outcomes were their success in securing an internship or co-op, making professional contacts, and clarification of vocational plans.

***Results and Conclusions*** –

**Needs Assessment** – The majority of students indicated their primary reason for enrolling in the course was to: 1) improve interviewing skills, 2) perfect my resume, 3) networking, 4) learn how to get an internship, and 5) develop skills needed get an internship. The top two expected outcomes were to develop good interviewing skills and an effective resume. When asked to list the most important question they needed answered through this class, the top responses were: 1) find out exactly what are employers looking for in an interview, 2) learn what do I need (to do) to get a good internship, and 3) find out about the kinds of internship can I get. Finally, students indicated a strong interest in investigating the following educational experiences: internships and co-ops, job shadowing, informational interviews, campus involvement (student activities), on-campus employment, and study abroad.

**Pre- and post-test assessments for learning outcomes** – Students completed both the pre- and post-test assessments for the learning outcomes. Paired samples T-Tests were completed. All variables were higher at the Post-Test for both students' comfort with and knowledge of the identified key learning areas of the course increased: self assessment, career type, personality style, skills, goal setting, resume writing, cover letter writing, portfolios, career action plan, occupational research, trends impacting the job market, employer research, job hunting techniques, Internet search for occupational or career information, the functions of WorkNet, professional networking, interviewing, adjustment to the workplace, understanding employer expectations and professional communication. Below are those outcomes which were statistically significant.

On the post-test, students indicated gains in the comfort level. Four variables were significant at the  $p < .001$  level – comfort with career action plan, employer research, job search techniques, and WorkNet. Five variables were significant at the  $p < .01$  – comfort with resume writing, cover letter, career portfolios, Internet search, networking, and employer expectations. Six variables were significant at the  $p < .05$  level – comfort with identifying career type, personality style, skills, occupational research, issues and trends impacting the job market, and adjustment to work

There also were statistically significant gains in knowledge on the post-test. At the .001 level: students reported gains in knowledge of career types and cover letters. Eleven variables were significant at the  $p < .01$ , including skills, resume writing, portfolios, action plan, occupational search, issues and trends impacting the job market, employer research, job search, Internet Search, and professional communication. Three variables were significant at the  $p < .05$  level, including goal setting, Interviewing, and WorkNet.

**Pre- and post-test assessments for Job Search Attitude Inventory** – Since names were not put on the post-tests, individual student results could not be assessed. The post-test scores were

viewed the entire class. Surprisingly, the post-test the scores were generally 1.0 lower than the pre-test. This may be attributed to the fact that students tended to be self-directed at the beginning of the class. Perhaps it is an indication that primarily self-directed students took the class. It may also be that they became more realistic after the class, although one would hope that their awareness of need to be self-directed would increase. They may have associated luck with their actual finding of an internship or have discovered that finding an internship or co-op is quite challenging.

**Semester evaluation** – Students indicated the degree to which this course helped them achieve the intended learning outcomes using a Likert-scale rating of 1-4, with 1 being Strongly Disagree; 2-Disagree; 3 – Agree; and 4-Strong Agree. The majority of students indicated in the course helped them achieve the following intended learning outcomes:

1. Identify your motivation, personality style, skills, values, and interests (3.0)
2. Understand the occupations that relate to their personality style, skills, values, and interests (3.3)
3. Apply various strategies to conduct a search for an internship or position (3.3)
4. Illustrate successful interviewing techniques and responses (3.3)
5. Create high a quality, targeted resume and cover letter (3.2)
6. Create a Career Portfolio (3.3)
7. Create a Career Action Plan with timeline (3.3)
8. Analyze work place competencies/ skills (3.2)
9. Research and identify occupations of interest (3.2)
10. Apply for an internship or co-op (3.2)

**Performance Outcomes** – In total, 17 completed the course. By the conclusion of the course, five students had secured internships and six had internship offers pending. Even students who had did not secure internships gained career-related experiences. A Biology student obtained a summer position as a groundskeeper with the 577 Foundation from a connection made at the Summer Job Fair. During his onsite informational interview, he was already learning about foliage and soil. A VCT student who had worked at Century Marketing last year discussed the possibility summer internship in a career-related capacity. An Exercise Physiology student discovered through his job shadowing and informational interview experiences, that he preferred a career as a chiropractor to that of occupational therapy. Although one Liberal Arts student did not interview for an internship, he confirmed his interest in computer systems and a position with Root Learning, which would require a graduate degree. At the suggestion of an employer panelist, an Exercise Physiology student interviewed with Bally, and later identified potential employers in the Chicago area in the fitness industry.

***Changes, Responses, and/or Actions Taken and To Be Taken*** –

After reviewing the various assessments and evaluations administered in UNIV 141, a few conclusions and action steps can be taken. First, it is clear from students' success in securing internships and building professional contacts, and the results from the pre- and post-test assessment that students achieved the intended learning outcomes for the course. Students are more comfortable and knowledgeable about the key components of conducting job search for an internship or co-op.

Based on students' written comments and recommendations for improvement, several actions can be taken to enhance their learning. Specifically, students requested more interactive in-class experiences, clearer explanation of assignments and due dates, and a stronger focus on the actual process of finding an internship. A textbook is needed to help students gain an understanding of employer expectations of interns and the realities of today's work world, and to provide additional tools for analyzing employability skills and workplace competencies. The use of a learning contract would allow students select optional learning experiences most valuable to their job search status. Additionally, small group projects, such as video interviewing, and in-class presentations of information interviews will be added.

## UNIV 331

UNIV 331, Career Implementation, is a three-credit course for juniors and seniors in which the focus is to explore occupational and academic prospects and to develop an understanding of career decision-making process, world of work, job search strategies, and employability issues. This past semester we offered two sections of UNIV 331 with a total of 39 students enrolled.

### *Learning Outcomes –*

After active participation in this class, students will be able to:

- Identify motivation, personality style, skills, values, and interests
- Identify factors impacting graduate school and job search
- Describe transition issues recent college graduates face
- Use various strategies for job and graduate school searches
- Illustrate successful interviewing techniques and responses
- Create high quality, targeted resumes and cover letters
- Create portfolios demonstrating skill areas, work philosophy, and career goals
- Analyze current issues and factors impacting the job market and occupations

### *Data Collection Methods –*

**Pre- and post-test assessments for learning outcomes** – At the beginning and the end of the semester, we assessed students' knowledge of the key learning areas of the course: self assessment, career type, personality style, motivation, skill assessment, goal setting, resume writing, cover letter writing, portfolios, occupational research, issues and trends impacting the job market, employer research, job hunting techniques, networking, graduate school options, interviewing techniques, evaluating salary offers, negotiations, and transition issues. These assessments were administered via SNAP.

**Pre- and post-test assessments for Job Search Attitude Inventory** – At the beginning and the end of the semester, we administered the *Job Search Attitude Inventory (JSAI)*, to identify students' key attitudes about the job search process and to determine if UNIV 331 made an impact on these attitudes. These assessments were administered via SNAP. A learning outcome of UNIV 331 is to help students gain an understanding of various job search strategies, and an important aspect of understanding job search strategies is to understand one's beliefs about a job search. The *JSAI* identifies four areas/scales that describe one's beliefs about a job search. Each scale contains eight items. The four scales are Luck vs. Planning (how much one emphasized planning a job search rather than relying on luck), Uninvolved vs. Involved (how involved one is in her/his job search), Help from Others vs. Self-Help (how much one depends on outside agencies or on her or himself to find a job), Passive vs. Active (how much control one has in her/his job search).

**Semester evaluation** – To assess learning, we asked students to describe key learning areas such as, their motivation, personality style, skills, values, and interests; factors impacting your graduate school and/or job search; transition issues recent college graduates face; and current issues and factors impacting the job market and occupations for their fields of study. This assessment was administered via SNAP.

**Results and Conclusions –**

**Pre- and post-test assessments for learning outcomes** –Thirteen students completed both the pre- and post-test assessments for the learning outcomes. For these students, their knowledge about all of the identified key learning areas of the course (self assessment, career type, personality style, motivation, skill assessment, goal setting, resume writing, cover letter writing, portfolios, occupational research, issues and trends impacting the job market, employer research, job hunting techniques, networking, graduate school options, interviewing techniques, evaluating salary offers, negotiations, and transition issues) increased for all items except for self assessment and motivation. For these two variables (self assessment pre 3.38 and motivation pre 3.54), the students rated them high to begin with (1 = none; 4 = great), and therefore, there was not much room for improvement. One of the variables was significant at the  $p < .001$  level – knowledge about transition issues. Seven variables were significant at the  $p < .01$  – knowledge about cover letter writing, knowledge about portfolios, knowledge about occupational research, knowledge about employer research, knowledge about job hunting techniques, knowledge about evaluating salary offers, and knowledge about negotiations. Two variables were significant at the  $p < .05$  level –knowledge about resume writing and knowledge about issues and trends impacting the job market.

**Pre- and post-test assessments for Job Search Attitude Inventory** – Thirty students completed the pre- and post-test of the JSAI. None of the four areas/scales was statistically significantly different when comparing the pre- and post-test scores. This may be due to the fact that all of the scales were rated either as average or high by the students during the pre-test and during sixteen week there was not enough time to significantly raise the already high levels. Upon closer investigation, there was statistical significance for some of the sub-items for each of the four scales. For the Luck vs. Planning Scale, all items were statistically significant from pre- to post-testing. Students statistically significantly disagreed with the following items: people who find jobs often do so by luck ( $p < .05$ ); it is not very productive to plan for the future ( $p < .001$ ); planning an organized job search is often unnecessary or a waste of time ( $p < .05$ ); where a person lives is the most important factor for finding a job ( $p < .01$ ); because the workplace is challenging, it is hard to plan for a job search ( $p < .01$ ); only the luckiest people find the jobs they desire the most ( $p < .001$ ). Students statistically significantly agreed on the following item: people make their own opportunities in the job market ( $p < .05$ ). These items demonstrate students' understanding and application of the course's learning objectives in which we focus on factors impacting the job search. For the Uninvolved vs. Involved scale, two items were statistically significant. Students statistically significantly disagreed with the following items: I would prefer to take some time off before looking for a job ( $p < .01$ ); training in job search techniques often doesn't help ( $p < .001$ ). These items demonstrate students' understanding and application of the course's learning objectives in which we focus on factors impacting the job search. For the Help from Others vs. Self-Help scale, three items were statistically significant. Students statistically significantly disagreed with the following items: I don't need to look for a job if an agency is helping me ( $p < .001$ ); it should be my last employer's responsibility to find a job for me ( $p < .001$ ); you can depend on professional experts to get a job for you ( $p < .001$ ). These items demonstrate students' understanding and application of the course's learning objectives in which we focus on factors impacting the job search and using various job search strategies.

**Semester evaluation** – Upon review of the open-ended questions, we learned that the students achieved the course’s learning outcomes because they were able to describe their motivation, personality style, skills, values, and interests; describe factors impacting their graduate school and/or job search; identify transition issues recent college graduates face; identify current issues and factors impacting the job market and occupations in their fields of study.

***Changes, Responses, and/or Actions Taken and To Be Taken –***

After reviewing the various assessments and evaluations administered in UNIV 331, a few conclusions and action steps can be made. First, the course assignments, pre- and post-test assessment, and the *JSAI* revealed that the students are the course’s learning outcomes are being met. Students are more comfortable and knowledgeable about the key components of job searching. Upon recommendations from Spring 2006, we were more intentional about creating activities for students at various levels in their job and/or graduate school search. I believe these modifications were successful because we learned from the final evaluation that the course students do find the content and assignments beneficial. For this past semester, we added additional classes on occupational and employer research and as a result students were statistically significantly more comfortable with and knowledgeable about these items.