

Bowling Green State University
Division of Student Affairs
CAREER CENTER

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
FOR 2007-2008

During 2007-08, the Career Center assessed its job fairs, educational programs, workshops, an academic course, and student employee learning. Included in this report are assessment projects for three job fairs (Spring 2008 EXPO, Summer Job Fair, and Teacher Job Fair), four educational programs (Multicultural Career Institute, the Blackboard Cooperative Education and Internship Community, Students' Cooperative Education/Internship Experience, and Job Search Training), one course (UNIV 131 – Career and Life Planning), and an assessment of on-campus student employees' learning.

Student Affairs Department or Unit: *Career Center*

Academic Year in Which Assessment Was Completed: *2007-08*

Director/Report Author(s): *JoAnn Kroll, Jessica Tuross, Annette Badik*

Description of Event(s)/Program(s)/Project(s) being Assessed:

The Career Center sponsors four job and internship fairs annually. These events are designed to bring students and employers together for informal discussions about employment opportunities. At three of the fairs, students have the opportunity to schedule and participate in selection interviews for internships, co-ops, and post-graduation positions. Included in this section are the learning outcome assessment reports for the Spring 2008 EXPO, Summer Job Fair, and Teacher Job Fair. Last fall, we attempted to use an online evaluation for EXPO, which was unsuccessful yielding only 34 students responses. In the spring, we returned to the use of paper and pencil evaluations, which resulted in much higher response rates.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

During active participation in job and internship fairs, students will:

- Identify and gain information about co-ops, internships, or jobs in the field
- Find out about career paths in the field with different organizations
- Make contacts in the field
- Discuss employers' recruiting and hiring practices
- Practice talking to employers and discussing professional goals
- Arrange interviews
- (After the job fair) Obtain a co-op, internship, or job

Assessments Administered:

To assess learning, students completed an evaluation as they exited job and internship fairs. As part of this evaluation, students self-assessed the importance of each learning outcome and rated the degree to which they accomplished each learning outcome through participation at the job and internship fair. Additionally, staff members assessed student learning by using a job fair observation form to record their observations of student interactions with employers.

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Analysis and Interpretation of Data Collected:

Spring 2008 EXPO

Two hundred and thirty-eight students completed evaluations. The majority of these students identified all of the learning outcomes as important.

The majority of students who completed evaluations believed they accomplished the following intended learning outcomes for this job fair:

- Identify and gain information about co-ops, internships, or jobs in the field (86.6%)
- Find out about career paths in my field with different organizations (74.9%)
- Make contacts in the field (80.0%)
- Discuss employers' recruiting and hiring practices (69.0%)
- Practice talking to employers and discussing my professional goals (88.1%)
- Arrange interviews (66.8%)

The only intended learning outcome not accomplished was obtaining a co-op, internship, or job (33.5%). This was expected since obtaining a job offer/position generally does not happen during a job fair.

We also used a job fair observation form to gather information regarding students' learning through informal interactions and discussions with recruiters about employment options, position requirements, and candidate qualifications. Through the use of structured observation forms, we identified four major themes regarding student learning at job fairs: self knowledge, understanding of the job fair process, knowledge about the organizations in attendance, and understanding of the job search process.

Summer Job Fair

One hundred and eight students completed evaluation. The majority of these students identified all of the learning outcomes as important.

The majority of students who completed evaluations believed they accomplished the following intended learning outcomes for this job fair:

- Identify and gain information about co-ops, internships, or jobs in the field (82.8%)
- Find out about career paths in my field with different organizations (61.2%)
- Make contacts in the field (67.4%)
- Discuss employers' recruiting and hiring practices (73.3%)
- Practice talking to employers and discussing my professional goals (70.8%)

There were two learning outcomes that the majority of students did not believe they accomplished:

- Arrange interviews (39.6%)
- Obtain a co-op, internship, or job (21.3%)

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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.

Teacher Job Fair

Evaluations were given to all job candidates (~450 students and alumni) as they left the Teacher Job Fair. One hundred and eighty-three evaluations (paper copies) were submitted for a response rate of 41%. The majority of students and alumni who completed evaluations identified all of the learning outcomes as important.

The majority of students who completed evaluations believed they accomplished the following intended learning outcomes for this job fair:

- Identify and gain information about co-ops, internships, or jobs in the field (94.9%)
- Make contacts in the field (91.8%)
- Discuss employers' recruiting and hiring practices (87.4%)
- Practice talking to employers and discussing my professional goals (97.4%)
- Arrange interviews (97.5%)

The only exception was obtaining a job (32.0%). This is not surprising since most students obtain job offers several months after their initial job fair meeting.

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

- Students learned/gained more effective interviewing strategies (skills used in interviewing, interviews vary by district, confidence is important)
- Students learned about the importance of planning and preparation for Fair (research is important)
- Students learned about the importance of networking
- Students learned that certain licensures (Early Childhood and Physical Education) are in surplus and other licensures (AYA Math/Science, Special Education and Foreign Languages) are in demand

Action Plan Based on Assessment Results:

Spring 2008 EXPO

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

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Summer Job Fair

Next year we want to help students increase their networking and company research skills by enhancing articles in the Summer Job Fair newspaper and creating a helpful tips handout for the fair. Based on our experience preparing students for other job fairs, we will add additional resume critique sessions before the fair and incorporate networking and company research skills into the *How to Work the Summer Job Fair* workshop.

Teacher Job Fair

- Create job search content for educators on the Career Center web site
- Create an Teacher Job Fair newsletter for teacher candidates (similar to EXPO)
- For the Teacher Job Fair newsletter, write articles stressing the importance of researching school districts prior to the fair and refining networking skills
- Offer a workshop on networking during the Open Sign-up Period (research on districts, how to approach districts/demonstrate knowledge of district etc.), which seemed to be an area of improvement as cited by the employer evaluations
- Offer a workshop on portfolio development for students

Additional Assessment Project(s):

In addition to the assessments mentioned in this learning outcomes assessment report, the Career Center conducted various program evaluations – consultation feedback forms, employer evaluations for our job and internship fairs and other on-campus recruiting experiences, staff focus groups after job and internship fairs, student evaluations for our job and internship fairs to assess preparedness and marketing, and benchmarking studies.

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Academic Year in Which Assessment Was Completed: *2007-08*

Director/Report Author(s): *JoAnn Kroll, Jessica Tuross, Annette Badik*

Description of Event(s)/Program(s)/Project(s) being Assessed:

Multicultural Career Institute (MCI)

MCI is a program targeted for sophomore students from underrepresented groups. During this 10-week program, students are prepared for the transition into experiential learning opportunities.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

After active participation in the Multicultural Career Institute, students will be able to:

- Discuss why it is important to understand their values, skills, interests, and personality when making career and life decisions
- Discuss the influence of cultural traditions and values on their personal behavior in the workplace
- Recognize and respond to challenges they may encounter during the transition from college into an internship or co-op
- Define the term networking
- List five ways to identify contacts and build a professional network
- Describe their top five skills and personal strengths
- Create high quality, targeted resumes
- Discuss the negative consequences of poor speech habits (e.g., improper diction, filler words, slang) to career success
- Identify five ways to improve their chances for admission into a graduate or professional program
- Demonstrate appropriate dining etiquette skills
- Describe office behaviors expected of interns and new professionals in the workplace
- List at least five mistakes in dressing for success in the workplace that interns or new professional commonly make

Assessments Administered:

To assess whether or not the learning outcomes of MCI were met for the semester, a final evaluation was distributed to students in the MCI program during the fall semester. In the evaluation, students self-assessed their level of knowledge achievement via a Likert scale on twelve learning objectives both before and after attending MCI.

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Analysis and Interpretation of Data Collected:

Results from the evaluations were compiled for all 21 students. The results were analyzed by running a paired sample *t*-test to determine the difference in means of the before and after levels of knowledge achievement in students. The paired samples *t*-test showed statistically significance for all 12 learning outcomes. Below are the results of the paired samples *t*-test for each of the 12 items. The Likert scale used included the following: 1= Not at all, 2= Somewhat, 3=Quite a bit, 4= Very Much.

The post-test scores were statistically significantly higher ($p < .05$) than the pre-test scores for all 12 learning outcomes. The *t*-score and the degree of freedom value are reported for each item below:

- Discuss why it is important to understand their values, skills, interests, and personality when making career and life decisions. ($t= 5.477$, $df=20$)
- Discuss the influence of cultural traditions and values on their personal behavior in the workplace. ($t=5.215$, $df=20$)
- Recognize and respond to challenges they may encounter during the transition from college into an internship or co-op. ($t=8.706$, $df=20$)
- Define the term networking. ($t=5.916$, $df=20$)
- List five ways to identify contacts and build a professional network. ($t=7.319$, $df=20$)
- Describe top five skills and personal strengths. ($t=5.966$, $df=20$)
- Create high quality, targeted resumes. ($t=7.468$, $df=19$)
- Discuss the negative consequences of poor speech habits (e.g., improper diction, filler words, slang) to career success. ($t=4.315$, $df=20$)
- Identify five things to do to improve their chances for admission into a graduate or professional program. ($t=7.319$, $df=20$)
- Demonstrate appropriate dining etiquette skills. ($t=5.477$, $df=20$)
- Describe office behaviors expected of interns and new professionals in the workplace. ($t=5.645$, $df=20$)
- List at least five mistakes in dressing for success in the workplace that interns or new professional commonly make. ($t=5.876$ $df=20$)

The results of the *t*-tests indicate that MCI sessions have sufficiently met all 12 learning objectives of the program and that students learned what we intended them to learn.

Action Plan Based on Assessment Results:

We are re-evaluating continuance of our MCI program due to staffing shortages.

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Description of Event(s)/Program(s)/Project(s) being Assessed:

Blackboard Cooperative Education and Internship Community

Students participated in a 16-week Blackboard community. This pilot test of an online community provided a platform to help students make the most of their first co-op/internship by:

- Offering a support network of their peers
- Providing access to a Career Center “Coach” during each phase of the co-op/internship
- Helping students learn more about themselves in terms of values, skills, interests, strengths, and challenges
- Helping students gain a more thorough understanding of employers and workplace culture
- Offering an opportunity to enhance communication skills
- Increase students’ professional network
- Providing an opportunity to learn more about leadership
- Helping students clarify career goals
- Offering an opportunity to identify key workplace competencies

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

Through active participation in the pilot Blackboard community (responding to weekly Discussion Board postings), students will:

- Identify personal characteristics, skills, and knowledge needed to be successful as an intern/co-op student
- Identify/describe the values of their co-op/internship employer
- Define/describe their personal and work values
- Describe their co-op/internship employers’ core business (services, products, clients, community)
- Describe their co-op/internship organizational structure (individuals' titles, duties, and experience)
- List network of contacts
- State ways written communication skills at internship/co-op site can be improved
- State ways oral communication skills at internship/co-op site can be improved
- Identify strategies for creating a work/life balance
- Identify internship/co-op goals

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- Explain personal strengths
- Identify skills that need development
- Identify examples collaboration with others at the internship/co-op site
- Discuss effective strategies for responding to differences of opinions
- Describe how diversity is incorporated into the internship/co-op site
- Explain the organization's policies to prevent discrimination
- Describe leadership type
- Describe team member type
- Recognize the relationship between the internship/co-op experience and academic studies.

Assessments Administered:

To assess learning in the pilot online community for the cooperative education and internship program, students completed a pre-test, self-assessment the first week of the 16 week discussion community, and they completed a post-test, self-assessment during the final week. Each week, for the 16 weeks they participated in the online community, students responded to a targeted Discussion Board topic that was posted aligning with specific identified learning outcomes. Students also reviewed each others responses. Through the assessments, students self-rated their ability to achieve each of the 19 learning outcomes.

Analysis and Interpretation of Data Collected:

This was a pilot test and as a result there was a very small population. We began the community with ten students, but four students dropped out. Thus, six students were left and assessed. Even though the students indicated a high level of agreement for each of the learning outcomes during the pre-test, they rated the majority of the learning outcomes higher during the post-test assessment. There were only five statistically significant ($p < .05$) results for pre-/post-test comparisons. All of these significant results revealed higher for the post-test assessment means as compared to pre-test means:

- Identify/describe the values of the co-op/internship organization ($p < .05$)
- Describe the co-op/internship organizational structure (individuals' titles, duties, and experience) ($p < .05$)
- List network of contacts ($p < .05$)
- Describe how diversity is incorporated into the internship/co-op site ($p < .05$)
- Describe leadership type ($p < .05$)

Students rated one learning outcome as the same for the post-test and the pre-test, but this result was not statistically significant ($p > .05$):

- Identify personal characteristics, skills, and knowledge needed to be successful at an intern/co-op student

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Students rated four learning outcomes as lower for the post-test assessment as compared to the pre-test assessment, but these results were not statistically significant ($p > .05$):

- Describe values
- Identify strategies for creating a work/life balance
- Identify skills that need development
- Recognize the relationship between the internship/co-op experience and academic studies as lower for the post-test assessment.

Students rated all of the learning outcomes in agreement for the pre-test assessment, except for

- Describe the co-op/internship organizational structure (individuals' titles, duties, and experience)
- List network of contacts

Therefore, one must be caution when interpreting these results. Students already rated the learning outcomes with agreement for the pre-test assessment, and for the most part they increased this rating to strong agreement. The Blackboard community focused on helping students make the most of their internship/co-op experiences and it appeared to help the most with helping students:

- Identify/describe the values of the co-op/internship organization
- Describe the co-op/internship organizational structure (individuals' titles, duties, and experience)
- List network of contacts
- Describe how diversity is incorporated into the internship/co-op site
- Describe leadership type

When asked how the Blackboard community impacted their learning students responded:

- By reading the other students' experiences, I have gained a better sense of the workplace. I am thankful to have been able to participate in the online community and hope to use what I have read and what I have provided to advance further in any future internship or job.
- Very helpful in the process to gain an understanding of what my peers were dealing with and how they approached various situations.
- This online community is a great tool for any intern. This community helped me learn more about my internship, my strengths/weaknesses, and more about myself as a person. On top of that, I was able to see how others were doing at their internship. The differences and similarities with others and their experiences were really neat to witness. If I could participate in this program again, I would do it in a heartbeat!
- This program is very unique and really beneficial. I now have records that date back to my first week at my internship and see how I've changed since then. This community was very beneficial to me; reading others' comments and answers to the same questions made me think and opened my mind to how other offices function. Also, the similarities in responses were very neat to read.

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- I thought this website was helpful because it helped me realize more things that were going on in the workplace that might not have been that obvious to me in the beginning. I didn't respond to that many posts, but I did read other people's post and it was interesting to learn about someone's internship that was in the accounting field also.
- It was truly helpful to hear the insights and comments of my peers. It allowed me to get a perspective on what other situations could come up and what alternative approaches I could use in the future.

The students' qualitative responses and their assessment of the learning outcomes indicate that learning was fostered by this online community.

Action Plan Based on Assessment Results:

The pilot test of this online community went well, and we hope to collaborate with academic areas to facilitate students' learning during their cooperative education and internship experiences through targeted online communities.

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Director/Report Author(s): *JoAnn Kroll, Jessica Tuross, Annette Badik*

Description of Event(s)/Program(s)/Project(s) being Assessed:

Students' Cooperative Education and Internship Experiences

Students who officially register their co-op or internship assignment with the Career Center are e-mailed an online self-evaluation just prior to completion of their semester-long experience.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

Below are the identified learning outcomes for students' cooperative education and internship experiences:

- Develop professional skills
- Realize strengths
- Understand weaknesses
- Gain practical experience
- Learn about ethical behavior
- Gain self-confidence
- Develop ability to communicate in writing
- Develop ability to work with supervisors and co-workers
- Learn about leadership practice
- Develop ability to work with people from different racial/cultural groups
- Develop teamwork skills
- Stimulate interest in life-long learning
- Learn self-confidence
- Learn about career paths related to major

Assessments Administered:

Students who participated in an internship/co-op assignment during the summer, fall, and/or spring semesters were e-mailed a SNAP survey in which they self assessed their learning at their co-op/internship assignment in terms of the identified learning outcomes.

Analysis and Interpretation of Data Collected:

Three hundred and thirty-six students completed the online evaluation. The majority of students who completed the survey rated their co-op/internship experiences as extremely/very helpful in

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achieving all of the learning outcomes. There were four learning outcomes that students believed their co-op/internship experiences were extremely helpful in achieving:

- Develop professional skills
- Gain practical experience
- Develop ability to work with supervisors and co-workers
- Learn about career paths related to major

The purpose of a co-op/internship is to provide students with an opportunity to gain “real world” experience and learn more about their field. The identified learning outcomes align with this purpose. Three areas in which more than 20% of respondents rated the items as somewhat helpful were:

- Understand weaknesses
- Develop ability to communicate in writing
- Develop ability to work with people from different racial/cultural groups

Action Plan Based on Assessment Results:

The areas in which co-op/internship students need improvement (understand weaknesses, develop ability to communicate in writing, and develop ability to work with people from different racial/cultural groups) will be shared with respective deans, the Student Achievement Assessment Committee, and the leadership in other academic and student affairs areas. The Cooperative Education and Internship Program will highlight these areas needing improvement during the co-op/internship professional orientation sessions, and in workshops and publications.

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Description of Event(s)/Program(s)/Project(s) being Assessed:

Workshops

To gain information about students' learning, we identified learning outcomes for each of our eight types of workshops and created targeted evaluations. We piloted these evaluations this semester, and we will use these evaluations for our future workshops.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

Resume/Cover Letter Workshop Evaluation Learning Outcomes

- Explain the purpose of a resume
- Identify the components of a resume
- Differentiate between okay and excellent resumes
- Write a high quality resume
- Explain the purpose of a cover letter
- Identify the components of a cover letter
- Write a high quality cover letter

Interviews Workshop Learning Outcomes

- Identify what to do before, during, and after an interview
- Describe appropriate interview attire
- Recognize commonly asked interview questions
- Identify effective interview responses
- Practice my interview responses

Job/Internship Search Workshop Learning Outcomes

- Identify sources for information about the job/internship process
- Relate my short-term and long-term career goals to my job search
- Recognize personal strengths and areas needing improvement
- I can identify workplace competencies
- I can identify my skill sets
- I can identify values and interests related to my job/internship search
- Identify the key components of a portfolio

WorkNet Workshop Learning Outcomes

- Create a WorkNet profile

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- Identify the process to search for positions
- Identify the process to save a search
- Identify the process to upload a resume
- Identify the process to schedule an interview
- Identify sources to obtain co-ops, internships, or post-graduate opportunities related to career interests

Career Exploration Workshop Learning Outcomes

- Identify personal interests related to majors and career choices
- Identify personal skills related to majors and career choices
- Identify personal values related to majors and career choices
- Identify print and computer-based occupational resources to aid in occupational research

Professional Image Workshop Learning Outcomes

- Identify professional dress options
- Identify professional communication methods
- Identify challenges/influences impacting transitions
- Identify key items to consider when making the transition to my job/internship

Job Fair Preparation Workshop Learning Outcomes

- Identify what to do *before* a job fair
- Identify what to do *during* a job fair
- Identify what to do *after* a job fair
- Recognize how to effectively interact with employers
- Identify how to summarize my skills, knowledge, and experience through a one-minute commercial
- Identify effective handshaking techniques
- Identify how to present myself as a professional.

Career Center Overview Workshop Learning Outcomes

- Describe where the BGSU Career Center is located
- Identify the programs, events, and workshops the BGSU Career Center offers
- Describe what WorkNet is
- Identify how to access WorkNet
- Describe the services the BGSU Career Center offers

Assessments Administered:

During the spring semester, we piloted the various workshop evaluations. After a presentation was facilitated, students evaluated their learning by completing evaluations.

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Analysis and Interpretation of Data Collected:

This was a pilot test, and as a result we did not have evaluations for each type of workshop. Thirty-one groups completed evaluations on the following workshop topics:

- Career Center Overview (1)
- Career Exploration (1)
- Interviews (8)
- Job Fair Preparation (1)
- Job/Internship Search (7)
- Resume/WorkNet (1)
- Resume and Cover Letters (8)
- Resumes and Cover Letters/Interviews (3)
- Resumes and Cover Letters/WorkNet (1)

The students identified agreement for all of the learning outcomes for each of the workshops assessed; thus demonstrating learning did take place during the Career Center's workshops.

Action Plan Based on Assessment Results:

As mentioned earlier, we piloted the workshop evaluations during the spring semester. These evaluations provide a way to document students' learning. We will use these evaluations for our workshops next year.

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Description of Event(s)/Program(s)/Project(s) being Assessed:

Job Search Training

To prepare our graduate students for job search consultations with students, we created an 11-week, 22-hour training program.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

- Explain how to incorporate skills, values, and interests into the job search
- Recognize how motivation and barriers impact the job/graduate school search
- Discuss why goals are important in the job/graduate school search
- Evaluate goal creation
- Explain how skills can be highlighted by resumes
- Explain resume styles, content, and format
- Constructively evaluate resumes
- Explain how position descriptions can guide cover letters
- Explain cover letter styles, content, and format
- Constructively evaluate cover and thank you letters
- Recognize the uses of portfolios in the job search process
- Explain content and format of portfolios
- Write work philosophy statements
- Create an outline for a job search portfolio
- Identify trends in the workforce
- Discuss how STEP analysis influences job opportunities
- Discuss the importance of occupational research
- Apply occupational research to the job search process
- Discuss the importance of employer research
- Conduct employer research
- Explain how networking applies to the job search
- Discuss how to introduce oneself to employers
- Discuss how technology can impact the job search
- Identify and evaluate online job sources and job search materials
- Demonstrate a thorough knowledge of WorkNet
- Identify and evaluate job searching techniques
- Identify proper attire for the job search

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- Demonstrate phone interviewing skills
- Provide effective interviewing feedback
- Display interviewing skills
- Illustrate interview preparation, techniques, commonly asked questions, strong responses
- Identify resources for evaluating offers and negotiations
- Discuss how to evaluate offers and negotiate salary and benefits
- Discuss diversity in the workplace
- Identify resources for transition issues
- Identify and discuss transition issues

Assessments Administered:

To determine learning, the participants completed a SNAP survey in which they indicated their level of agreement for each of the 36 training learning outcomes.

Analysis and Interpretation of Data Collected:

All of the respondents agreed that each of the learning outcomes were achieved. Additionally, for most of the learning outcomes (the items * below), the majority of the respondents strongly agreed that they achieved the learning outcome.

Week 1 (Skills, Values, Interests, Motivation, Barriers, and Goals)

Learning Outcome:

- ◇ Explain how to incorporate skills, values, and interests into the job search *
- ◇ Recognize how motivation and barriers impact the job/graduate school search *
- ◇ Discuss why goals are important in the job/graduate school search
- ◇ Evaluate goal creation

Week 2 (Resumes)

Learning Outcomes:

- ◇ Explain how skills can be highlighted by resumes *
- ◇ Explain resume styles, content, and format *
- ◇ Constructively evaluate resumes *

Week 3: (Correspondence Letters: Cover Letters and Thank You Letters)

Learning Outcomes:

- ◇ Explain how position descriptions can guide cover letters *
- ◇ Explain cover letter styles, content, and format *
- ◇ Constructively evaluate cover and thank you letters *

Week 4 (Portfolios)

Learning Outcomes:

- ◇ Recognize the uses of portfolios in the job search process *
- ◇ Explain content and format of portfolios *

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- ◇ Write work philosophy statements
- ◇ Create an outline for a job search portfolio *

Week 5 (Occupational Research)

Learning Outcomes:

- ◇ Identify trends in the workforce *
- ◇ Discuss how STEP analysis influences job opportunities *
- ◇ Discuss the importance of occupational research *
- ◇ Apply occupational research to the job search process*

Week 6 (Employer Research/Networking)

Learning Outcomes:

- ◇ Discuss the importance of employer research *
- ◇ Conduct employer research *
- ◇ Explain how networking applies to the job search *
- ◇ Discuss how to introduce oneself to employers *

Week 7 (Job Searching- Networking and Electronic)

Learning Outcomes:

- ◇ Discuss how technology can impact the job search
- ◇ Identify and evaluate online job sources and job search materials
- ◇ Demonstrate a thorough knowledge of WorkNet
- ◇ Identify and evaluate job searching techniques
- ◇ Identify proper attire for the job search*

Week 8 (Interviews)

Learning Outcomes:

- ◇ Demonstrate phone interviewing skills
- ◇ Provide effective interviewing feedback

Week 9 (Interviews)

Learning Outcomes:

- ◇ Display interviewing skills
- ◇ Illustrate interview preparation, techniques, commonly asked questions, strong responses
- ◇ Provide effective interviewing feedback

Week 10 (Evaluating Offers and Negotiations)

Learning Outcomes:

- ◇ Identify resources for evaluating offers and negotiations
- ◇ Discuss how to evaluate offers and negotiate salary and benefits

Week 11 (Transitions and Diversity in the Workplace)

Learning Outcomes:

- ◇ Discuss diversity in the workplace

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- ◇ Identify resources for transition issues
- ◇ Identify and discuss transition issues *

Action Plan Based on Assessment Results:

There are a few areas where graduate students need additional instruction and practice to feel more confident. Next year we will modify the training by enhancing areas lacking strong agreement.

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FOR 2007-2008

Student Affairs Department or Unit: *Career Center*

Academic Year in Which Assessment Was Completed: *2007-08*

Director/Report Author(s): *JoAnn Kroll, Jessica Turos, Annette Badik*

Description of Event(s)/Program(s)/Project(s) being Assessed:

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.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

By sufficiently completing this course, students will be able to:

- Increase self-knowledge by assessing individual interests, skills and values;
- Conceptualize the world of work by identifying career clusters and specific occupational options that fit their interest, skill and values;
- Demonstrate research skills by utilizing print and computer-based resources to aid in academic major and occupational research;
- Identify experiential learning opportunities and the benefits to career development;
- Synthesize self-knowledge and occupational research to determine appropriate fit of career option(s) and requisite academic major(s) using a career decision-making model; and
- Demonstrate the use of a goal-setting model by developing a college action plan integrating self-knowledge, occupational research, and major and career choices.

Assessments Administered:

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.]

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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.

Analysis and Interpretation of Data Collected:

Results summary for Fall 2007: N = 62

- Vocational Identity increased significantly from pre- to post-test (meaning students significantly increased their Vocational Identity) $t(61) = 8.533, p < .001$
- Occupational Information increased significantly from pre- to post-test (meaning students significantly increased their Occupational Information) $t(61) = 6.921, p < .001$
- Barriers increased significantly from pre- to post-test (meaning there was a significant decrease in students' perceived barriers) $t(61) = 2.334, p = .023$
- Overall *My Vocational Situation* increased significantly from pre- to post-test $t(61) = 9.052, p < .001$
- Women significantly increased their Vocational Identity as compared to men.
- There was no significant difference for age or education level.
 - Sophomores increased their Vocational Identity more than first year students, but the results were not statistically significant.
 - Though not significant, older students' Vocational Identity increased more so than younger students.

Results for Spring 2008: N = 79

- Vocational Identity increased significantly from pre- to post-test (meaning students significantly increased their Vocational Identity) $t(78) = 9.836, p < .001$
- Occupational Information increased significantly from pre- to post-test (meaning students significantly increased their Occupational Information) $t(78) = 6.851, p < .001$
- Barriers did not increase significantly from pre- to post-test (meaning there was no significant change in students' barriers; students started with a low number of barriers to begin with) $t(78) = 1.847, p > .05$
- Overall *My Vocational Situation* increased significantly from pre- to post-test $t(78) = 10.341, p < .001$
- Results for gender, age, and grade level were not statistically significant

Action Plan Based on Assessment Results:

Personnel and operating budgets for UNIV 131 have been eliminated. Therefore, the teaching of UNIV 131 has been suspended for academic year 2008-09. No action will be taken as a result of these assessment results.

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Student Affairs Department or Unit: *Career Center*

Academic Year in Which Assessment Was Completed: *2007-08*

Director/Report Author(s): *JoAnn Kroll, Jessica Turos, Annette Badik*

Description of Event(s)/Program(s)/Project(s) being Assessed:

STUDENT EMPLOYEE LEARNING ASSESSMENT

To identify learning through on-campus positions, we e-mailed a self-evaluation of identified learning outcomes to all on-campus employees.

Student Learning Outcomes of Event(s)/Program(s)/Project(s):

The following are identified learning outcomes for student employment experiences:

- Show Time Management Skills
- Show Attention to Detail
- Make Decisions on My Own
- Follow Directions
- Show a Strong Work Ethic
- Be Punctual
- Be Reliable
- Show a Positive Image
- Show Positive Customer Service
- Show Interpersonal Skills
- Show the Ability to Work with Others Different from Myself
- Show Initiative
- Be Open to Constructive Criticism
- Be a Team Player
- Show a Sense of Ownership
- Be Adaptable
- Identify How My Position Works
- Identify How the Department/Office Works
- Identify How BGSU Works
- Complete Tasks/Assignments
- Think Critically
- Effectively Work with Difficult Situations
- Show Written Communication Skills
- Show Oral Communication Skills
- Maintain Confidentiality
- Actively Solve Problems

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- Apply What I Am Learning
- Use Technology
- Show Supervision/Leadership Skills

Assessments Administered:

A SNAP survey was e-mailed to all the students who worked on campus to assess student employees' perception of their learning. If students had more than one position they were to respond regarding the job in which they worked the most amount of time.

Analysis and Interpretation of Data Collected:

This research is based on the results of a self-report assessment of learning outcomes for on-campus employment experiences for students at Bowling Green State University (BGSU). Students from various work areas/departments serving in a variety of primary roles responded to the survey, for a response rate of 24% (N = 760). The respondents held similar characteristics of the larger BGSU on-campus employee population.

The results of this study differ from previous research whereas the majority of students responding to this survey reported working less hours per week (1-20 hours), and those students who reported working more than 15 hours per week did not show a negative impact on learning. Working while attending college encourages students to multitask and gain organizational skills, and this may lead to better use of the time they have left (Pascarella & Terenzini, 2005).

Students reported knowledge gains and skill development occurring on the job. The majority of students selected "Somewhat" or "A Great Deal" for each of the identified learning outcomes. By class standing, juniors reported higher percentages of "A Great Deal" responses than expected as compared to the rest of the grade levels. As for length of time worked, generally the longer the length of time worked the higher the percentage of "A Great Deal" responses reported. Regarding the average number of hours worked per week, students working 1 – 35 hours per week reported a higher percentage of "A Great Deal" responses than expected. All areas/departments had documented higher percentages of "A Great Deal" than expected for some of the learning outcomes. All student positions/primary roles have reported higher percentages of "A Great Deal" than expected for some of the learning outcomes.

This study has important implications. It documents that student employment contributes much more to students' college experience than simply a paycheck. Students gain various skills and knowledge through their on-campus jobs. While certain areas/departments and student positions/primary roles focus on different learning outcomes, there appears to be many opportunities for students to learn regardless of the area/department or student position/primary role. A few areas/departments may need to be more intentional about helping students achieve specific learning outcomes. After reviewing these results, employers can communicate to students the perceived learning that occurs at their area/department, and use this information as a recruiting tool. In addition, employers can evaluate their learning outcomes in need of more

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intentional focus and invest time redesigning student job descriptions and training opportunities to achieve these outcomes.

Action Plan Based on Assessment Results:

The results of the assessment will be communicated with student employee supervisors in a presentation/discussion format.