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<th>Career Center</th>
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<td><strong>Department Name:</strong></td>
<td>Career Center</td>
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<tr>
<td><strong>Program or Service:</strong></td>
<td>Advising - Career &amp; Graduate School</td>
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<td><strong>Brief description of program or service:</strong></td>
<td>The Career Center offers individual advising through scheduled appointments and drop-ins. Through individual advising, students are able to discuss their exploration of different careers, learn specific job search skills, and discuss the graduate school application process.</td>
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<td><strong>Date:</strong></td>
<td>6/1/2016</td>
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1. **State the formal learning and/or operational outcomes for the program, service, or department:**
   As a result of participating in individual career advising, students will be able to:
   - Identify 2-3 Career Center resources or programs available to help them at their specific stage of career development.
   - List 2-3 concrete next steps to take to continue their career development and planning.

   **Operational Outcomes:**
   - Maintain at least 67% of appointments filled by Arts & Sciences students, to represent the BC population.
   - At least 25% of appointments focused on career discernment topics.
   - At least 90% of students indicate that they 'definitely would' recommend career advising services to other students.

2. **Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):**
   On our website, we publish a list of topics that students can meet with a career advisor to discuss. In the coming year, we will find a place to publish these outcomes on our website as well.

3. **What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):**
   In the 2015-16 academic year, we assessed these outcomes through a survey. During one week each month, we asked each student who had a drop-in or scheduled career advising appointment to complete a brief survey upon completion of their appointment. The survey addressed each of the learning outcomes above, asked about how informative their appointment was based on the topic(s) discussed in their appointment, and measured their satisfaction with the service.

4. **Who collects and interprets the evidence? When and how often:**
   An Associate Director in the Career Center oversees this assessment and shares the overall results with the staff at the end of each semester. The Career Center Leadership Team and career advising staff then determine recommendations for improvement. In addition, each career advisor receives a report of their individual
does this occur?
Who assists in interpreting and analyzing the data?: results for their appointments and discusses with their supervisor how they can improve their advising skills.

5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):

- Career Center Staff: Career Center staff members directly provide the individual counseling services, and thus have a stake in where and how we can improve these services.
- Academic Partners and Academic Advising: Department-specific information about counseling services is shared with partners in those offices to help us further define our collaborations. These collaborations can help us better understand the needs and challenges of students in specific departments.
- VPSA: oversees the Career Center.

6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why.: 2015-2016

- The assessment results indicated that less than half (48.67%) of students strongly agreed that they know the next 2-3 next steps to take in their career planning and development. To help clarify next steps and ensure that students are leaving appointments with a plan of action, we have created a handout to use in appointments, on which students will be able to identify their goals for the appointment, next steps, and career resources available to them.
- In efforts to ensure consistency in advising appointments, we created standards for basic advising topics (e.g. resume and cover letter writing, LinkedIn, interviewing), from which we created handouts for students.
- We expanded drop-in advising hours and offered drop-ins in locations across campus in efforts to increase our visibility and meet with more students, particularly from MCA&S.
- We created two distinct teams on the Career Education team - Exploration and Engagement.
  - The Exploration Team works primarily with students who are unsure as to what they would like to pursue, or who are not sure how their skills, values, and interests translate to potential careers.
  - The Engagement Team is school-based, and works more closely with students from particular schools and majors, helping them to identify and apply for positions of interest. The Engagement Team was created to enable advisors to share more specific information with students through a school based model, as several students indicated that they found job and internship search appointments only moderately helpful (15% and 12% respectively) in the 2014-2015 academic year.

2014-2015

- The assessment results showed that only 57% of students strongly agreed that they had a better sense of their next steps based on their advising appointment. To help students clarify next steps and to ensure we are consistent in our messaging across all staff, we are creating standards around our basic advising topics (e.g. resume writing, cover letters, interviewing, networking, etc.). These standards will inform handouts for students, which will allow us to decrease our time spent on resume and cover letter critiques (45% of appointments last year).
- The assessment results indicated that several students were finding appointments focused on job search and internship search only moderately helpful.
informative (15% and 12%, respectively). To increase the extent to which students find these appointments 'very' or 'extremely' informative, we are moving to a more specialized, school-based advising model to allow for more targeted outreach and specific sharing of information based on students' majors and interests.

- While 30% of appointments were focused on career exploration topics, we know that many students who did not come in to the Career Center or who met with an advisor about different topics also need help with career exploration. As such, we have created a team of advisors who will focus on advising students who are unsure of their interests and who do not know how to relate their skills to potential careers. This team was created to primarily serve first-year and sophomore students, who were underrepresented in counseling appointments last year (31%, combined).
- Additionally, we are expanding the hours of our drop-in advising and adding locations across campus in order to make ourselves more visible and accessible to students, especially A&S students.

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<th>7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence):</th>
<th>2015-2016</th>
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<td>Most students (94.24%) agreed or strongly agreed that they had a better understanding of how their knowledge, skills, and interests translate to potential careers as a result of their career advising meeting. This is consistent with the 2014-2015 academic year.</td>
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<td>Operationally, we achieved our goal of maintaining at least 67% of appointments filled by MCA&amp;S students (68.34%). This represents a 21.5% increase in MCA&amp;S appointments from 2014-2015 at the undergraduate level, and a 69.7% increase at the graduate level.</td>
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<td>The formation of the Career Engagement team has allowed advisors to provide more tailored advice to students, increasing the percentages of students finding these conversations extremely or very informative. The percentage of students finding job search appointments extremely or very informative increased from 83.83% in 2014-2015 to 88.75% in 2015-2016. For internship search appointments, the percentage of students finding appointments extremely helpful increased from 36.23% in 2014-2015 to 51.63% in 2015-2016.</td>
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<td>While 88.04% of students agreed or strongly agreed that they know 2-3 next steps they should take in their career planning and development after their career advising appointment, only 48.67% of students strongly agreed with this question. In the coming year, we will ensure that we discuss next steps in all appointments and provide students with a handout on which they can indicate their next steps. We hope to increase the percentage of students strongly agreeing with this question to 90%.</td>
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