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<th><strong>Brief description of program or service:</strong></th>
<th>Peer Career Advisors (PCAs) serve as a vital link between Boston College students and the Career Center staff, as well as fill essential roles in advising and educating students and providing project, program and marketing assistance to the Career Center staff.</th>
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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:**

**Learning Outcomes for students who interact with PCAs:**

1. Students who attend a PCA-led workshop will be able to identify 2-3 strategies that will help them progress to the next stage in their career development. (For each workshop topic offered, there is a more specific set of learning outcomes.)
2. Students who meet with a PCA during drop-in advising 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
3. As a result of interactions with the PCAs, BC students will be able to identify 2-3 of the Career Center's services and resources.

**Operational outcomes:**
1. PCAs will meet with 800 or more students through drop-in advising sessions over the 2015-2016 academic year.
2. PCAs will present over 35 workshops to residence halls and student groups over the 2015-2016 academic year.

**Learning Outcomes (what PCAs will learn through their role):**

1. Through the delivery of presentations and the facilitation of drop-in sessions for BC students, Peer Career Advisors (PCA) will demonstrate effective verbal and written communication skills.
2. As a result of on-going training, PCAs will understand the stages of the career development process as identified by the BC Career Center.
3. Through training and shadowing, PCAs will learn how to advise their peers through the stages of the career development process.
4. Through extensive exposure to career resources, services, program and events, PCAs will evaluate how their own skills, interests and experiences factor into their career choice.

**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?):**

These outcomes have been published to the hired PCAs and Career Center staff. They will be published on the Career Center website in the coming months.

**3. What data/evidence is**

**Drop-in Advising:** Their drop-in advising is assessed through our career counseling survey. One week each month, students who come in for advising fill
used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):

out a survey based on their experiences. (See Career Advising Form for details). They are also assessed on their drop-in advising by the Assistant Director that works closely with their drop-in shifts.

Workshop delivery: PCA delivered workshops will also be assessed through surveys completed by those who have requested presentations.

Additional Projects: The project advisor for each peer in the office will complete an evaluation of their work on projects. All of the evaluations include a rubric and measure competencies based on ACPA/NASPA competencies and NACE competencies.

Additionally, in Spring 2014, we conducted student focus groups to learn their opinions on the Career Center's peer advising program, including their awareness of this resource and the kind of information they want to learn from peers. We plan to repeat these focus groups in Spring 2016 to measure the success of the revised program.

4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:

The Assistant Director that oversees the PCA program is primarily responsible for collecting and interpreting the collected evidence at the end of each semester with input from other Assistant Directors. The Assistant Director, in collaboration with the Associate Director and other members of the Career Center leadership team, make recommendations for improvement. Improvements will be made at the end of each semester or as evidence is collected.

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

Career Center staff: Primary Stakeholder- The PCAs work closely with professional staff members so sharing information about the effectiveness and progress of the PCA program as a whole is vital.

Campus Partners: Secondary Stakeholders- PCAs will be offering workshops to various campus partners, mainly Residence Halls.

VPSA and AVP: Project Stakeholders- PCAs:

Data related to the program as a whole will be shared with Career Center staff and, if/when applicable, partners across campus (e.g. we may share data with Residential Life if we are receiving feedback about our residential hall programming).

Data collected through the evaluations of individual PCAs will be shared with each PCA and his/her Career Center staff advisor.

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:

2016_2017 Academic Year Changes

- PCAs will continue to dedicate 4 of their 8 hours per week to drop-in advising
- The PCAs will dedicate their remaining 3 project hours on one of two teams: a Marketing team and a Partnerships Team. The ideas for these two teams came through benchmarking BC Peer institutions and from discussions with the PCAs and Career Center staff.

2015_2016 Academic Year

A comprehensive assessment of the Peer Advisor Program was conducted in the Fall of 2014. Focus groups were conducted to gain insight into the experiences of
students who utilized the appointments and workshops conducted by the Peer Advisors. An analysis was also conducted of the information collected through surveys assessing the effectiveness of the workshops conducted by peers. The changes to the program for the 2015-2016 year were informed by the data collected and compiled in this assessment.

- The PCA position is a paid position and PCAs will be required to work more hours than previously (8-10 hours/week vs. 3-4 hours/week previously). This allowed for greater accountability and responsibility. This was a recommendation that came out of the above mentioned assessment. Making the position paid and increasing hours will allowed us to increase their responsibilities and accountability.
- With their increased number of hours per week, the PCAs delivered drop-in appointments to students instead of appointments as they had previously done. This makes more sense because our more basic questions come through drop-ins and appointments with staff can then be reserved for more in-depth questions and issues.
- The PCAs supplemented the staff work with the delivery of late evening drop-ins (in person and virtual) and residence hall workshops. For the residence hall workshops, we will be more proactive and strategic about scheduling those rather than reactive as we have been in the past. PCAs helped to supplement and extend the services the Career Center is already offering through evening online chat hours and extended drop-in hours throughout the week.
- The PCAs will have other projects responsibilities based on their talents and our needs (e.g. project and event management, blogging, etc.)
- PCAs will be a vital part of the marketing efforts for the Career Center. This change was made due to this finding in the assessment, “Students most commonly said they would positively respond to marketing and promotion of Career Center events and programs if offered by a peer.”
- The PCAs were integrated into our staff by having a staff advisor in addition to the Assistant Director who oversees the program. This change was made due to the following recommendation from the assessment: “Integrate PAs more proactively into the work of the Career Center's departmental liaisons and others”

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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 Data</th>
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<td>Our office conducts a counseling assessment one week of every month during the academic year. Below are the results for the drop-ins that the PCAs conducted:</td>
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<td>o &quot;The Career Advisor with whom I met provided me with guidance relevant to my questions and concerns&quot; (84.67% “Strongly agreed”-2015-2016)</td>
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<td>o &quot;Would you recommend the Boston College Career Center's career counseling services to other students?&quot; (84.67% “Definitely would”-2015-2016)</td>
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<tr>
<td>o &quot;I know what 2-3 next steps I should take in my career planning and development” (44% “Strongly agreed”- 2015-2016)</td>
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For the 2016-2017 academic year, our goal is to have 90% in the strongly agree catagory for all of the above questions. Operationally, our goals is for the PCAs to conduct 800 total drop-ins over the course of the academic year, a 17% increase from the 2015-2016 year (665 drop-ins completed during the 2015-2016 academic year)