Assessment Plan for Career Services

I. INTRODUCTION

Career Services offers programs and services designed to provide UND’s prospective, current, and former students quality assistance with career guidance that not only prepares them for their “first destination” employment opportunity but for career development that lasts a lifetime. The Exception UND Strategic Priorities—Enrich the Student Learning Experience, Encourage Gathering, Facilitate Collaboration, Expand UND’s Presence, Enhance the Quality of Life for Faculty and Staff—continue to be strong focuses of Career Services.

Services offered include:

- Specialized one-on-one appointments
- Career Exploration class
- Career Walk-In Center
- Student Employment
- Internship/Co-operative education
- On-line job listings
- Classroom and group presentations
- Career and Internship Fairs, networking events, professional dress and etiquette/networking dinners

II. MISSION

The mission of the UND Career Services Department is “to provide the highest quality of education by guiding students and alumni in preparing, planning for, and carrying out their career goals and by partnering with local, state, and global employers to provide students/alumni with the opportunities to apply, enrich, and extend the learning environment beyond the classroom prior to and after graduation.”

The mission is in alignment with the University’s mission and the Division of Student Affairs’ Values and Principles by recognizing that helping students accomplish their education, career, and life goals is the reason for our existence.
III. ASSESSMENT PROCESS AND METHODS

Career Services employs a number of methods to gain information for assessment.

- A rubric in which “before” and “after” resumes are randomly selected and reviewed. The evidence of learning is reflected in each scored resume.
- Students enrolled in the Career Exploration classes complete the Strong Interest Inventory and the Myers-Briggs Type Inventory (MBTI) personality inventory which identify potential majors and careers. Additionally, students complete an evaluation survey at the end of the course.
- A simple survey is administered after appointments and presentations where three questions are asked: “What three things did you learn today?”, “Did you feel this appointment/presentation was helpful; if not, why?” and “What other topics are you interested in learning about as it relates to career development?”
- Staff collect data on the number of students who use our services including one-on-one appointments, career/internships fairs, and classroom presentations.
- A needs assessment survey is sent out to all students annually in the spring semester.

IV. STUDENT LEARNING OUTCOMES

a. Learning Goal 1: Students will be able to identify interests and skills to target appropriate majors and careers.

b. Learning Goal 2: Students will be able to market and articulate their experiences and achievements.

c. Learning Goal 3: Students will be able to network with employers and demonstrate professionalism.

V. CONCLUSION

Career Services remains committed to providing students services that will lead them to their dream major and career. Assessment of student learning goals allows us to reassess our services but most importantly, what students want and need.
### Career Services Assessment Plan 2010-2011

#### Career Exploration Class

<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Educational Experiences</th>
<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision Making</th>
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<tr>
<td>To increase student awareness of career opportunities while exploring interests, gathering information, and obtaining information to make an informed career choice.</td>
<td>Students complete the Strong Interest Inventory, Myers Briggs Type Indicator (MBTI), complete written assignments and participate in class discussions to learn more about themselves and their career options. Students may meet individually with their instructors and/or a career counselor to discuss career interests and focus on their career direction.</td>
<td>Students complete a survey at the end of the class to determine what they have learned and if the assignments were of value to them.</td>
<td>The data is collected at the end of the 8 week class term.</td>
<td>Director of Career Services</td>
<td>Assessment results are used to determine changes that may be needed in the class based on student feedback and learning. We will determine what type of assessment materials to use for the class. <strong>Changes:</strong> Following review of student surveys and conversations with GTAs, the class will return to doing the full Myers-Briggs Assessment and there will be a final paper without a presentation. The student survey will be redone to better assess what students learn.</td>
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<td>Sessions (Resume, Cover Letter, Career Fair Success, Networking, Interviewing Skills &amp; Job Search Process)</td>
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<td><strong>Resume Session</strong> – To instruct students how to draft a basic resume: where to place their education, experience and skills-set on the resume, etc.</td>
<td>Students attend the session at the Memorial Union and ask questions throughout the presentation.</td>
<td>Students complete a survey at the end of the session detailing what they have learned.</td>
<td>There are five Resume sessions each semester (Fall &amp; Spring). Data is collected at the end of each presentation.</td>
<td>Graduate Service Assistant (GSA)</td>
<td>The survey results are used to improve future presentations and incorporate more ideas from students. <strong>Changes:</strong> Following review of student surveys, no changes will be made to this workshop. The student survey will be redone to better assess what students learn.</td>
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<td><strong>Cover Letter Session -</strong> To instruct students how to draft a cover letter, highlight skills/relevant experience. Students are taught the importance of sending a “customized” cover letter based on the position description.</td>
<td>Students participate in the session at the Memorial Union and ask questions throughout the presentation.</td>
<td>Students complete a survey at the end of the session reporting what they learned.</td>
<td>There are four Cover Letter Sessions each semester (Fall &amp; Spring). Data is collected at the end of each presentation.</td>
<td>Graduate Service Assistant (GSA)</td>
<td>The survey results are used to improve future presentations and implement suggestions from students. <strong>Changes:</strong> Following review of student surveys, no changes will be made to this workshop. The student survey will be redone to better assess what students learn.</td>
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<td><strong>Career Fair Success Session</strong></td>
<td>Students attend sessions at the Memorial Union and ask questions throughout the session reflecting what</td>
<td>Students complete a survey at the end of the session reflecting what</td>
<td>There are two Career Fair Success Sessions each semester (Fall &amp; Spring).</td>
<td>Graduate Service Assistant (GSA)</td>
<td>The survey results are used to improve future presentations and incorporate</td>
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<td>Students about the Career Fair (how to successfully network, prepare for the event, how to dress professionally, how to approach a potential employer.)</td>
<td>presentation.</td>
<td>Data is collected at the end of each presentation. Presentations are scheduled before the Career Fairs so students know how to successfully network.</td>
<td>Viable suggestions. Students are encouraged to schedule an appointment with a Career Services representative prior to the Fair in preparation for the event. <strong>Changes:</strong> Following review of student surveys, no changes will be made to this workshop. The student survey will be redone to better assess what students learn.</td>
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| **Networking Session**  
To inform students how to successfully network and when to start building their professional network. | Students participate in the session at the Memorial Union and pose questions throughout the presentation. | There are three Networking sessions each semester (Fall & Spring). Data is collected at the end of each presentation. | The survey results in improvement to the sessions through student feedback. **Changes:** Following review of student surveys, no changes will be made to this workshop. The student survey will be redone to better assess what students learn. |
| **Job Search Techniques Session**  
To inform students about various job search strategies and techniques | Students attend the session at the Memorial Union and participate in an interactive presentation. | There are three Job Search Techniques Sessions in each semester (Fall & Spring). Data is collected at the end of each presentation. | The survey results in improvement to the sessions through thoughtful student feedback. **Changes:** Following review of student surveys, no changes will be made to this workshop. The student survey will be redone to better assess what students learn. |
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### Professional Dress and Etiquette Luncheon

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<td>To provide students with an opportunity to acquire skills in proper dining etiquette and guidance on how to dress professionally.</td>
<td>The Professional Dress and Etiquette Luncheon is held each spring and is offered to undergraduate and graduate students. The speaker’s talk includes tips about proper dress/meal etiquette and a question/answer segment followed by a four-course meal (to practice meal etiquette).</td>
<td>Students are surveyed at the end of the event and asked if their knowledge and understanding of etiquette improved.</td>
<td>Each Spring</td>
<td>Director of Career Services and additional Career Services personnel</td>
<td>By reflecting on students’ comments, the survey results help us plan and improve the quality of future presentations and events. <strong>Changes:</strong> Following review of student surveys and in conversation among Career Services staff, we will add a fall dinner in addition to our existing spring luncheon. We will host the event on a weekday evening rather than a Saturday to assess if that improves student participation. The student survey will be redone to better assess what students learn.</td>
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learn.