

**2019-2020 Student Affairs Department-Wide
Student Learning Outcomes Assessment Plan**

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| Student Affairs Department | The Career Center |
| Unit (if needed) | _____ |
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Step 1. Target Student Audience – This Assessment Plan is for: (*Select One*)

- Students who use programs, services, or other experiences offered by the Student Affairs Department/Unit
- Student Employees of the Student Affairs Department/Unit

Step 2. Student Learning Outcomes for The Career Center

List all department or unit-wide student learning outcomes for your target student audience. Additional rows may be added as necessary.

1. **Affective Outcomes:** Students who use programs and services at The Career Center **feel...**
 - a. **Hopeful** about their career and professional journey
 - b. **Encouraged** about their life pursuits
 - c. **Confident** in their ability to achieve desired results
 - d. **Committed** to carrying out their choices

2. **Behavioral Outcomes:** Students who use programs and services at The Career Center **can...**
 - a. **Explore self and options**
(passions, values, interests, skills, strengths; career, education)
 - b. **Manage their education**
(choose major, explore course options, have back-up plans, explore graduate and professional school)
 - c. **Use resources**
(print, electronic, interpersonal)
 - d. **Gain experience**
(student organizations, class projects, volunteer programs, internships, summer jobs)
 - e. **Communicate accomplishments**
(resumes, cover letters, personal statements, interviews)
 - f. **Conduct a search**
(job, internship, graduate school, professional school)

3. **Cognitive Outcomes:** Students who use programs and services at The Career Center **know...**
 - a. Their own values, interests, skills, passions, and strengths (**Self**)
 - b. How to find, access, and evaluate options (**Options**)
 - c. How to employ effective strategies for decision making (**Decision Making**)
 - d. That career development is a life-long process, and that life-work balance is an important part of career (**Career Process**)

Step 3. Acknowledge Connections

Using the table below, link the Student Learning Outcomes for your Student Affairs Department/Unit to:

- The Student Affairs Strategic Plan
- The Campus-Wide Student Learning Outcomes
- Metrics that your Student Affairs Department/Unit tracks in the Strategic Profile Metrics hosted by DMI
- Other relevant documents and resources that are meaningful to your office

Additional rows may be added as necessary.

| SA Dept/Unit SLO | SA Strategic Plan Initiatives | Campus-Wide SLO | Strategic Profile Metrics | Other (please specify:) |
|--------------------------------|-------------------------------|-----------------|--|-------------------------|
| 1. Feel hopeful | | | | 2a, 2b |
| 2. Feel encouraged | 2 | | | 2a, 2b |
| 3. Feel confident | 2, 3 | | | 2a, 2b |
| 4. Feel committed | 3 | | | 2a, 3a |
| 5. Explore self and options | 1, 2 | SLO 2 | T201, T204, T207, T210 | 2a |
| 6. Manage education | | SLO 1 | | 2a |
| 7. Use Resources | 1, 2 | SLO2 | T127, T336, T339, T342 | 3b, 3c |
| 8. Gain Experience | 1, 2, 3 | SLO3 | T207, T210, T213, T216, T248, T257, T301, T304, T307, T310, T424 | 2c |
| 9. Communicate Accomplishments | 3 | SLO3 | T201, T204, T242, T245, T330, T333, T336, T339 | 3a, 3c |
| 10. Conduct a search | | SLO2 | T321, T324, T327, T330, T333, T336, T339, T342, T345 | 3a |
| 11. Know Self | 1, 2 | SLO4, SLO5 | T201, T204, T221, T224, T227, T230, T233, T236, T239, T248, T251, T254 | 2a |
| 12. Know Options | 2, 3 | SLO2 | T207, T210, T221, T224, T227, T230, T233, T236, T239, T248, T251, T254 | 2c, 3a |

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| 13. Know Decision-Making Strategies | | SLO ₂ , SLO ₃ | T221, T224, T227, T230, T233, T236, T239, T248, T251, T254 | 3a |
| 14. Know Career Process | | SLO ₁ , SLO ₃ | T221, T224, T227, T230, T233, T236, T239, T248, T251, T254 | 2c, 3a, 3b |

Step 4. Reflect on Past Student Learning Outcomes Assessments

List the student learning outcomes assessment projects that your Student Affairs Department/Unit has carried out (formally or informally) in the past 2 years, including the: (a) program, service or experience explored, (b) the question or program learning outcome assessed, (c) the related department/unit-level learning outcome, and (d) the approximate dates the project was carried out. The box marked “Other” is optional and can include information such as participants, methods, results, brief reflections on use or impact, etc. You may add rows as necessary.

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| Program, Service, or Experience | Career Certificate-International (CC-I) Program Pre-Post Assessment |
| Question(s) | <p>What difference does the CC-I Program make in students’ lives? Specifically, can we observe...</p> <ul style="list-style-type: none"> ▪ An increase in career decision self-efficacy following participation in the 9-week career certificate program? ▪ An increase in the quality of resumes produced by career certificate program participants? ▪ An increase in the quality of written networking pitches produced by career certificate program participants? |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1c. Feel confident ▪ 2e. Communicate accomplishments ▪ 3a. Know self |
| Project Dates | <p>Data Collection: Spring 2015 Data Analysis: Summer 2015 Interpretation and Use: Fall 2015</p> |
| Other | <p>Primary Office Team: <i>International</i> More information on our assessment website at: https://www.careercenter.illinois.edu/sites/default/files/downloads/CCI%20Report-160325-FINAL.pdf</p> |

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| Program, Service, or Experience | Career Certificate-International (CC-I) Program Follow-up Interviews |
| Question(s) | <p>What difference does the CC-I program make in participants' career choices and progress over an academic year?</p> <ul style="list-style-type: none"> ▪ As they reflect on their experiences, what do students say they learned as a result of participation in the CC-I program? ▪ What next steps did they implement? ▪ How do students perceive the impact of the CC-I program? ▪ What differences can we observe in reflections between those who only participated in the program and those who both participated in the program and returned as volunteer peer facilitators? |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1c. Confident ▪ 2a. Explore self & options ▪ 2c. Use resources ▪ 2d. Gain experience ▪ 2e. Communicate accomplishments ▪ 2f. Conduct a search ▪ 3b. Know options ▪ 3c. Know decision-making |
| Project Dates | <p>Data Collection: Spring 2016 (March, April) Data Analysis: Summer and Fall 2016 Interpretation and Use: Spring and Summer 2017</p> |
| Other | <p>Primary Office Team: <i>International</i> More information on our assessment website: (Coming Soon)</p> |
| Program, Service, or Experience | Opportunities Fair Brief Reflection |
| Question(s) | <ul style="list-style-type: none"> ▪ What do students express that they learn as a result of participating in the Opportunities Fair? ▪ How well is the Opportunities Fair reaching its intended audiences and achieving its stated goals? |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1a. Hopeful ▪ 1b. Encouraged ▪ 2a. Explore self and options ▪ 2c. Use resources ▪ 2d. Gain experience ▪ 3b. Know options |

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| Project Dates | <p>Data Collection: Spring 2015, 2016, 2017</p> <p>Data Analysis: Spring 2015, 2016, 2017</p> <p>Use: Spring 2016, 2017, 2018</p> |
| Other | <p>Primary Office Team: <i>Outreach</i></p> <p>More information on our assessment website at: https://www.careercenter.illinois.edu/scholarship-and-innovation/assessment-tools-and-strategies-service-type-examples See section on “Career Fairs and Other Large Events.”</p> |
| Program, Service, or Experience | Cover Letter Rubrics for Training and Development |
| Question(s) | <ul style="list-style-type: none"> ▪ What will students learn as a result of participating in cover letter drop-ins or cover letter writing workshops with The Career Center? ▪ How do we, as a team, understand the characteristics of a high quality cover letter? ▪ How can we train our undergraduate Career Services Paraprofessionals to communicate those characteristics in a clear and consistent manner? |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1c. Confident ▪ 2e. Communicate accomplishments ▪ 2f. Conduct a search |
| Project Dates | <p>Development: Fall 2016</p> <p>Training: Spring 2017</p> <p>Implementation / Use: Spring 2017+</p> |
| Other | <p>Primary Office Team: Outreach</p> <p>More information on our assessment website at: https://www.careercenter.illinois.edu/scholarship-and-innovation/assessment-tools-and-strategies-service-type-examples See section on “Career Fairs and Other Large Events.”</p> |
| Program, Service, or Experience | Mock Interview Post-Survey Reflection |
| Question(s) | <ul style="list-style-type: none"> ▪ What will students learn as a result of participating in a mock-interview with The Career Center? ▪ How can we train our graduate student mock interviewers to conduct mock interviews in a clear, professional, and consistent manner? |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1c. Confident ▪ 2e. Communicate accomplishments |

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| Project Dates | Development: Spring 2017 Training/Pilot: Spring 2017 Implementation / Full Use: Fall 2018+ |
| Other | Primary Office Team: <i>Employer Connections</i> |
| Program, Service, or Experience | Career Readiness Competency and Self-efficacy Development for Paraprofessional Student Employees in Career Services |
| Question(s) | <p>What difference does serving as a paraprofessional student employee in The Career Center make in students' personal career readiness and career decision self-efficacy over the course of an academic semester?</p> <ul style="list-style-type: none"> ▪ Can we observe an increase in <i>career decision self-efficacy</i> across an academic semester following employment as a career services paraprofessional? ▪ How do career services paraprofessionals perceive their work experiences to contribute to the development of career readiness competencies as defined by the National Association of Colleges and Employers (2017)? (e.g., critical thinking/problem solving, oral/written communication, teamwork/collaboration, information technology application, leadership, professionalism, career management, global/intercultural fluency) <p>These questions fit our broader effort of exploring how students learn to <i>understand their experiences</i> and <i>integrate experiences into professional paths</i>.</p> |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1c: Confident ▪ 2d. Gain experience ▪ 2e. Communicate accomplishments ▪ 3a. Know self ▪ 3c. Know decision-making ▪ 3d. Career process |
| Sources/Methods for acquiring evidence | <ul style="list-style-type: none"> ▪ Pre and Post Test with Career Decision Self-Efficacy Scale-Short Form ▪ Weekly brief reflections |
| Timeline | Data Collection: Spring 2017 Data Analysis: Summer 2017 Implementation: Fall 2017 |
| Additional Information | Primary Office Team: <i>Multiple</i> |

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| Program, Service, or Experience | | Post-Appointment Brief Reflections, Special Focus: Affective Outcomes |
| | Question(s) | <ul style="list-style-type: none"> ▪ What do students say they learn as a result of their individual appointments? ▪ How do students articulate how they are feeling following their individual appointments? ▪ How do these reflections relate to expressed reasons for visit? ▪ How do these reflections map to The Career Center’s office-wide learning outcomes and the career choice process theory that underlies those outcomes? ▪ How might these reflections inform the affective outcomes that we track as a part of our office-wide learning outcomes? <p>These questions primarily fit our broader effort of exploring how students learn to <i>understand their experiences</i> – what they gain from individual appointments, ranging from affective outcomes, to new skills and resources, to new knowledge and understanding. We are asking students to reflect on this before they leave our office – or to tell us that they did not gain what they were looking for, if that is the case.</p> <p>Because the service is broad (individual appointments can address a wide range of topics), we acknowledge that some respondents may also reflect on issues of <i>accessing</i> resources and information as well as <i>integrating experiences into professional paths</i>.</p> |
| | Dept/Unit-Level Learning Outcome(s) | This project maps student experiences across Unit-level learning outcomes to assess whether students were gaining what they expressed they were looking for when they arrived for their appointments. It also serves as a special inquiry into affective outcomes, which is inspired by a similar study conducted by a peer institution. |
| | Sources/Methods for acquiring evidence | Brief reflection survey immediately following individual appointments. |
| | Timeline | <p>Data Collection: Spring 2018 Data Analysis: Spring – Summer 2018 Interpretation: Summer 2018 Use: Fall 2018 – Spring 2019 Individual and Group Staff Development</p> |
| | Additional Information | Primary Office Team: <i>Multiple</i> |
| Program, Service, or Experience | | Online and Drop-In Resume Review Services |
| | Question(s) | <p>What do students learn from participating in resume review services? What difference do these services make in students’ lives?</p> |

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| | | In Fall 2018, The Career Center is expanding its resume review services. In the past, we have offered drop-in reviews in a variety of settings. This year, we are adding a new online review service. We would like to explore if there are any differences in student experiences within these service environments. What attracts students to these environments? What do they learn from their engagements? And, ultimately, are there differences in their final product resumes? (Although this last question may require more time to observe.) |
| | Dept/Unit-Level Learning Outcome(s) | Career Center Student Learning Outcomes addressed: <ul style="list-style-type: none"> ▪ 1c. Feel confident ▪ 2c. Use resources ▪ 2e. Communicate accomplishments ▪ 3a. Know self |
| | Sources/Methods for acquiring evidence | Brief survey of service users. Explore the possibility of a rubric analysis of resumes submitted for review, and after update. |
| | Timeline | Plan: Fall 2018 Data Collection: Fall 2018 – Spring 2019 Data Analysis: Spring 2019 Interpretation: Spring 2019 Use: Spring-Summer 2019+ |
| | Additional Information | Primary Office Team: <i>Career Education</i> |

Briefly reflect (1) on individual assessment projects OR (2) across projects: How has assessing student learning outcomes impacted your practice, if at all? (Reflections may be brief, e.g., 1-2 paragraphs.)

Our staff finds that learning outcomes assessment provides specific and actionable information to improve our program and services in ways that are different than our other assessment approaches. It will always be important to gather data on participation – to know how many are attending programs, what groups we are reaching well and who we need to do more outreach to. It will always be important to know if our audiences are happy and satisfied with our approaches, or if there are perceived needs that we are not reaching. But, **learning outcomes assessment gives us the most specific information for how to improve the messages delivered in programs and services that The Career Center offers.** Are we achieving the learning goals that we set out to achieve?

For example, in our post-counseling outcomes assessment, we were able to provide **tailored (yet aggregated) feedback to each career counselor regarding what students were learning in their appointments, and how well aligned that learning was to what the students expressed they were coming in for.** Career counselors reflected on their reports with a supervisor. We also gathered for a group reflection with the entire office to share what we had learned. Each person came up with individual learning goals for the next year, and we structured our staff development programming for the next year based on the findings. In other examples, we have made **important additions to training** of our resume reviewers based on past assessment projects, and have even brought rubrics developed for assessment purposes into training and practice activities. Further, based on feedback from the Spring 2016 workshop evaluation, a team embraced the findings during the following Summer to **update all standard workshop content** to enhance the interactive and hands-on components to engage students in active learning.

Our learning outcomes assessment results are also used to **motivate staff, students, and other key stakeholders.** Our staff of career professionals take pride in better understanding and communicating the difference that career services makes in students' lives. For example, during a survey of student experiences at the Illini Career and Internship Fair, we discovered a relationship between students engaging with a larger number of employers and landing a larger number of interviews with employers that they deemed to be a "good fit" for their career interests. We built this finding back into programming, with the message of "find your lucky 7" to encourage students to visit more tables and to engage deeper with employers.

We have also looked for ways to integrate findings into our marketing campaigns, demonstrating the value of our programming in ways that have strong "face validity" to students because they can see the testimonials and experiences of their peers. The Career Center Advisory Committee has become a strong partner in crafting these messages. A recent, highly successful campaign that received campus-wide attention has been our 2016-2017 Winter Break Career Readiness Campaign. To our surprise, this was adopted by University Public Affairs, and hosted on the University of Illinois homepage for a short time, extending our reach even further, as we use a **theory-driven, learning outcomes campaign** to connect with students even while they are away from campus.

Finally, we are taking careful steps to **dashboard assessment data, when appropriate, to provide access to information to all front-line staff**. This enhances the data capacity of all team members, allowing them to use data instantly to inform program decisions and to communicate the value of programs to stakeholders across campus and beyond.

There is no doubt that The Career Center team desires to build upon these assessment efforts. We believe they are a foundation to the high quality of work that we do, and look forward to exploring new avenues for integrating this work into practice.

Looking forward, our team has a growing interest in **translating more of what we do into the students' language**. So much of our work has been guided by our professional associations such as NASPA, NCDA, NILOA and more – the writings that began with *Learning Reconsidered* and been informed by assessment scholars across higher education. Yet, at the end of the day, we need to connect well with students in order to serve them well.

How do we help students learn the important “curriculum” of career decision-making and management in a way that resonates with them in today’s environment? How can we meet students where they are so that “career” feels relevant, rather than being something that is frightening or distant? How can we help students understand why it is important to get involved in career development early and often in their time at Illinois?

We would like to continue with our learning outcomes assessment plan in a way that is very intentional about making spaces to hear about students’ experiences in their own words – to capture their perceptions of what is gained, their expressions of their needs and their take-aways. We want to create a place that is truly for the students... a place that frames learning career development in ways that are vastly influenced by the students. We will continue with our work that incorporates theory-driven rubrics, checklists, and observing demonstrated behavior. We will also strive to incorporate more use of **culturally-responsive evaluation and equity-informed approaches** that help us to understand what is learned through the students’ perspectives.

Step 5. Assessment Planning

What do you want to know about student learning in the programs, services, and experiences offered by your student affairs department/unit? Looking at your department/unit-level student learning outcomes, write at **least three questions** you would like to pursue to learn more about student learning at the department/unit-level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, the aim should be to assess them over a **3-5 year period**. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

| Program, Service, or Experience | Student Learning Needs Exploration |
|--|---|
| Question(s) | <p>What do students perceive they need from The Career Center? When do students seek resources to help them with education and career choices? And who do they go to for help?</p> <p>How can The Career Center be a better partner in helping students learn to become career ready? How do we reach them to help them develop the career management skills that they will use over and over throughout their lifetimes?</p> |
| Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1b. Feel encouraged ▪ 1c. Feel committed ▪ 2a. Explore self and options ▪ 3c. Know decision-making strategies ▪ 3d. Know career process |
| Sources/Methods for acquiring evidence | TBD. Currently benchmarking with peer institutions and reviewing literature. |
| Timeline | <p>Plan: Fall 2019 Data Collection and Analysis: Fall 2019-Spring 2020 Interpretation: Spring / Summer 2020 Use: Summer 2020 +</p> <p><i>(And maybe ongoing...)</i></p> |
| Additional Information | <i>Office-wide Initiative</i> |
| Program, Service, or Experience | Personal Statement Review Learning Outcome Assessment |

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| | Question(s) | What does a quality personal statement for graduate and professional school look like? What learning and improvements can be observed after students participate in TCC's personal statement review service? |
| | Dept/Unit-Level Learning Outcome(s) | <p>Career Center Student Learning Outcomes addressed:</p> <ul style="list-style-type: none"> ▪ 1b. Feel encouraged ▪ 1c. Feel confident ▪ 2c. Use resources ▪ 2e. Communicate accomplishments ▪ 2f. Conduct a search ▪ 3a. Know self |
| | Sources/Methods for acquiring evidence | <p>Develop a rubric and train staff to use it as a resource to: (1) support evaluation of personal statements submitted by students, and (2) teach students how to strategize and improve personal statement writing within class and workshop settings.</p> <p>Use rubric to assess the quality of personal statements both before and after students seek personal statement services from The Career Center.</p> |
| | Timeline | <p>Develop Rubric: Spring 2019 (COMPLETE) Train Staff: Fall 2019 – Spring 2020 Plan Assessment: Summer – Fall 2020 Data Collection: Fall 2020 – Spring 2021 Data Analysis: Spring 2021 Implementation / Use: Summer 2021</p> |
| | Additional Information | <p>Our first goal is to create the personal statement rubric and to build familiarity with it. As a next step, we would design a learning outcomes assessment study that blind reviews student personal statements both before and after students participate in the Personal Statement Reviews service provided by The Career Center. We would ask what students learn from participation in this Career Center service. How do students' personal statements improve as a result of engaging in our service?</p> <p>Primary Office Team: <i>Health and Graduate School</i></p> |
| | Program, Service, or Experience | GS 101 Information Sessions and Tours |
| | Question(s) | <p>What services and resources do first-year students learn about when attending an information session and/or tour of The Career Center? What do they recall most vividly, and what do they say they are most likely to use? What features of this programming encourage learning and</p> |

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| | retention of newly attained knowledge? What motivating factors help turn this knowledge of services and resources into action? These questions fit our broader effort of exploring how students learn to access campus resources, as well as how we can create environments and messaging that connect well to their perceived needs and motivations to use career services. |
| Dept/Unit-Level Learning Outcome(s) | Career Center Student Learning Outcomes addressed: <ul style="list-style-type: none"> ▪ 1a: Hopeful ▪ 2c. Use resources |
| Sources/Methods for acquiring evidence | TBD: The Career Center Assessment Committee will explore possibilities in Spring 2020, aiming for a assessment implementation in Fall 2020 |
| Timeline | Design Assessment Project / Pilot: Spring – Summer 2020 Data Collection: Fall 2020 Data Analysis: Spring 2021 Implementation / Use: Summer - Fall 2021 |
| Additional Information | Primary Office Team: <i>Career Education</i> |
| Program, Service, or Experience | Experiential Learning: Part-time Employment while Enrolled |
| Question(s) | What difference does participating in part-time employment while enrolled in courses make in students’ personal career readiness? This question fits our broader effort of exploring how students learn to understand their experiential learning experiences and integrate experiences into professional paths . |
| Dept/Unit-Level Learning Outcome(s) | Career Center Student Learning Outcomes addressed: <ul style="list-style-type: none"> ▪ 2d. Gain experience ▪ 2e. Communicate accomplishments ▪ 3a. Know self ▪ 3b. Know options |
| Sources/Methods for acquiring evidence | TBD: The Career Center Assessment Committee will explore possibilities in Summer and Fall 2021, aiming for a data collection in Spring 2022. |
| Timeline | Plan: Summer / Fall 2021 Data Collection: Spring 2022 Data Analysis: Summer-Fall 2022 Interpretation: Fall 2022 Use: Winter 2022-2023+ |
| Additional Information | Primary Office Team: <i>Employer Connections</i> |