Administrative Unit Assessment Plan 2014-2015

Department/Office: Office of Career Services

Department/Office Mission Statement (if available):

We strive to provide students with the tools, skills, and knowledge necessary to successfully advance in the next step of their careers.

Date Reviewed with Supervisor: September 1, 2014

Please complete the following assessment plan and review with your supervisor prior to **September 15, 2014**. Please submit electronic copies of your final plan to your supervisor and to the Director of Institutional Effectiveness <u>no later than</u> **September 22, 2014** (Feel free to submit it earlier!).

Departmental Goal: Students will develop meaningful resources and skills to earn employment in desired field.

DSLCC Goal: Goals 1-3

Outcome	Increase attendance at monthly resume and cover letter writing workshops
President's Goal?	☐ Yes. Please specify: _____ [ex. Goal 1.a.] ☒ No
Measure(s)/ Performance Indicators	Attendance data
Target for Success	Based on survey results the times of the workshops have changed, thus I expect an increase in attendance by 5% over 2013-2014

Results (please provide at least two years of data if possible)	2012-2013	2013-2014	2014-2015
	Nine workshops were offered with average attendance of approx. four students (38 total students)	Nine workshops offered with average attendance of approx. three students (28 total)	Nine workshops offered with average attendance of five students (45 total)

Interpretations of results	After attendance dropped following 2013-2014, our department reevaluated how and when we were offering workshops in order to improve our reach with students. We surveyed approximately 130 students and found that the majority of those students preferred workshops that occurred mid-afternoon, once their classes were over. We shifted our times to fit this feedback and saw an increase in attendance of 62% as a result.
Target Met?	☒ Yes ☐ No ☐ Partially
Changes Implemented in 2014-2015 Based on 2013-2014 Results	Last year, we had an action plan to survey students in order to determine ideal times to offer workshops. In October, we sent out an electronic survey to all (800 non dual enrolled) students and received 128 responses (16% response rate). Over 80 responses identified mid-afternoon as the preferred time to attend workshops. We shifted our times from the morning to the mid-afternoon in an effort to improve participation. We also went to evening classes and spoke directly with students there to determine ideal times for offering these resources to them.
Changes Planned for 2015-2016 Based on 2014-2015 Results	After speaking with night class students, we plan to work with faculty of these classes to provide in-class workshops to students once a semester. We will contact faculty of night classes during the first week of classes in the fall semester and attempt to provide a forty minute workshop to at least six class sections throughout the fall semester.

Departmental Goal: Students will develop meaningful resources and skills to earn employment in desired field.

DSLCC Goal: Goals 1-3

Outcome	All DSLCC students will complete a Virginia Wizard Profile before graduation
President's Goal?	☒ Yes. Please specify: ___Goal 1.c___ [ex. Goal 1.a.] ☐ No
Measure(s)/ Performance Indicators	Virginia Wizard Profiles
Target for Success	The number of completed profiles will increase by 3% over 2013-2014
Results (please provide at least two years of data if possible)	Bar chart showing Profiles: 2012-2013 = 356, 2013-2014 = 387, 2014-2015 = 425
Interpretations of results	Since 2012-2013, the number of completed profiles has increased each year. From 2013-2014, the number of profiles increased by 9.8%, well above the targeted 3% increase. The increase is likely due to the attention paid to completing the Virginia Wizard in SDV 100.
Target Met?	☒ Yes ☐ No ☐ Partially
Changes Implemented in 2014-2015 Based on 2013-2014 Results	SDV 100 requires new students to complete a profile in Virginia Wizard as part of the class. This change began in 2013-2014 and has resulted in a sustained level of new profiles each year. In addition, this year, as part of each one on one consultation with a new student (who hasn't been seen by Career Services before), they go through the Wizard.
Changes Planned for 2015-2016 Based on 2014-2015 Results	Given the success of incorporating the Wizard into new student consultations and into SDV 100, we do not anticipate any major changes for 2015-2016. Our next target is aimed at improving the quality of the student's interaction with the Wizard, particularly with their ability to develop resumes and use the assessment results to aid in career searches.

Departmental Goal: Students will develop meaningful resources and skills to earn employment in desired field.

DSLCC Goal: Goals 1 and 2

Outcome	Students will be satisfied with the quality of one-on-one advising appointments		
President's Goal?	☐ Yes. Please specify: _____ [ex. Goal 1.a.] ☒ No		
Measure(s)/ Performance Indicators	**Student Survey.** This is a seven-item survey that contains questions about students' experiences with one-on-one advising appointments in career services. Within a week after having an appointment, students are emailed a link to an electronic survey, asking them to provide satisfaction with areas such as: quality of advising, ability to get an appointment, length of session, quality of resources provided, etc. Students are entered into a raffle for a gift card to the bookstore if they complete the survey. All items are Likert-scale with six options ranging from very dissatisfied to very satisfied.		
Target for Success	At least 90% of students will remark that they are satisfied with the quality of their advising.		
Results (please provide at least two years of data if possible)	<u>2012-2013</u> 82% reported being satisfied (97 responses)	<u>2013-2014</u> 85% reported being satisfied (112 responses)	<u>2014-2015</u> 88% reported being satisfied (120 responses)
Interpretations of results	Since 2012-2013 the percentage of students that report being satisfied with advising has increased. We receive a 75% response rate on the surveys, which is very acceptable and it is believed that the gift card is a strong incentive for students. However, although we've seen growth, our numbers are still below our target and thus, to date we have not met the target.		
Target Met?	☐ Yes ☒ No ☐ Partially		
Changes Implemented in 2014-2015 Based on 2013-2014 Results	In March, we began asking students to submit a brief questionnaire about their reason for visiting the office at the time they sign up for an appointment. This sheet was then shared with the advisor ahead of the meeting so she could prepare for the meeting with appropriate resources. Because the process began in March, we expect more students to be satisfied once the process runs the entire year.		
Changes Planned for 2015-2016 Based on 2014-2015 Results	Our plan for 2015-2016 is to begin requesting students fill out the forms in August so that preparations by the advisor can be made for all appointments. We do not anticipate this change requiring any additional resources other than the cost to print the information sheets, which is minimal.		

Comment [CO12]: Here, identify the measure (e.g., surveys) or performance indicators (e.g., attendance data) that you will use to determine whether or not you've met your outcome. If you use a measure, provide information about it, such as how many items, what kind of items are they (likert, multiple choice, etc.), and how it is disseminated to students. Performance indicators are typically self-explanatory, but the appropriateness of the PI to measure the outcome should be obvious.

Comment [CO13]: The box you check here should clearly be supported by your results and your target for success. Only check the "Partially" box if you have extenuating circumstances or your results are particularly complex.

Comment [CO14]: This area might contain similar information to your interpretation section, but the key here is to provide information about what you did this past year to implement any prior action plans. This section should be written in the PAST tense to describe what was done.

Comment [CO15]: Here is where you identify any future plans you have to try and improve performance on the outcome. Thus, this section should be written in the FUTURE tense. Be descriptive here: when will the changes take place? What costs are associated with it?