

CAL POLY CAREER SERVICES - STUDENT LEARNING
ASSESSMENT OF STUDENT LEARNING: CAREER DEVELOPMENT
Spring/Summer Quarters 2007 (Pilot Program)

INTRODUCTION

One of the primary functions of Career Services is to assist students with the career development process in which they explore, formulate and implement career plans. Career Services provides over 4,000 individual student appointments annually, addressing the unique and individual needs of each student. A large number of students request assistance in the area of **career development**.

NEW ASSESMENT APPROACH

Student Learning Outcome: *Students will understand personality theory and its application to career development and success in the workplace.*

Career Services utilized a new assessment approach focusing on specific learning that takes place within the career development process. The content assessed included *decision-making strategies, personality theory, and values clarification that affect choice.* Career Services analyzed 3 pilot programs to measure student learning. This represented three different learning environments:

1. Orientation Leaders Course
2. Career Development Course
3. Career Development Group

This new approach is more practical than assessing individual counseling sessions. The theory of action is if learning occurs in these classroom environments, we can also conclude they occur in individual counseling sessions where more individualized attention may be given to the student. This approach will test this assumption and provided evidence in support of student learning in career development.

ORIENTATION LEADERS COURSE

Career Services partnered with the Orientation Program within Student Life & Leadership to instruct Week of Welcome (WOW) Student Leaders. WOW is Cal Poly's incoming student orientation program and offers new students and their families a successful transition into the college experience. A comprehensive training program was developed to prepare them for their roles as WOW leaders, in which an understanding of career development would be helpful.

COURSE DESIGN

Career Services conducted a career development class focusing on Jungian Theory of Psychological Type as measured by the Myers-Briggs Type Indicator. Students were given an introduction to the assessment and instructions for completing the MBTI online. An overview of Type Theory and activities for application took place in the workshop. A quiz was developed and administered to measure student learning of the theory and its application to career development and success in the workplace.

Course Duration: 2 hours
Course Size: 51
Course Counselor: Carole Moore, Career Counselor
Course Timeline: Spring Quarter 2007

FINDINGS:

The following chart reflects the results of the test scores.

<i>Test Scores</i>	<i>Students</i>	<i>Percentage</i>
100%	7	13.7%
90%	15	29.4%
80%	16	31.4%
70%	8	15.7%
60%	4	7.8%
Less than 60%	1	2.0%
	51	100.0%

90.2% of the students scored at or above 70% indicating an understanding of Type Theory and its application to career development and success in the workplace.

CAREER DEVELOPMENT COURSE

Career Services partnered with the College of Education through the Counseling and Guidance Program. The Career Development Course (EDUC 557) is a 4 unit graduate course offered by Dr. Steven Kane who instructs students in understanding career development perspectives, career intervention concepts, applying theories and concepts of career counseling and developing appropriate strategies for addressing career development needs.

COURSE DESIGN

Career Services conducted a career development class focusing on Jungian Theory of Psychological Type as measured by the Myers-Briggs Type Indicator. Students were given an introduction to the assessment and instructions for completing the MBTI online. An overview of Type Theory and activities for application took place in the workshop. A quiz was developed and administered to measure student learning of the theory and its application to career development and success in the workplace.

Course Duration: 2 hours
Course Size: 19
Course Counselor: Amy Swanson, Career Counselor
Course Timeline: Spring Quarter 2007

FINDINGS:

The following chart reflects the results of the test scores.

<i>Test Scores</i>	<i>Students</i>	<i>Percentage</i>
100%	5	26.3%
90%	6	31.6%
80%	3	15.8%
70%	5	26.3%
	19	100.0%

100% of the students scored at or above 70% indicating an understanding of Type Theory and its application to career development and success in the workplace.

CAREER DEVELOPMENT GROUP

Career Services partnered with the College of Liberal Arts in offering a Women's Career Development Group. Ten (10) women were selected based on need for career development intervention. The represented a mix of majors and class levels.

COURSE DESIGN

Career Services offered eight (8) career development classes using the four stages of group counseling (opening, investigation, working, and decision/operational) where members take action, provide support for one another, counselors helps them articulate their action plans (5-year career development plan) and bring closure to the group experience.

A modified pre and post Career Decision-Making Self Efficacy Scale Test was used to measure confidence levels related to majors, occupations, abilities, career goals, and career choice. A questionnaire was developed specifically for this purpose. A second questionnaire was developed specifically to assess student learning through self-reflection.

Course Duration: 8 sessions (1 hour each session)

Course Size: 10 - 13

Course Counselors: Charlotte Rinaldi-Zuniga, Career Counselor
Amy Swanson, Career Counselor

Course Timeline: Spring Quarter 2007

FINDINGS: 5-point scale (1 = no confidence to 5 = complete confidence)

CAREER DECISION-MAKING SELF EFFICACY TEST		PRE	PRE	POST	POST	POINT	%
Score Analysis		SCORE	AVERAGE	SCORE	AVERAGE	DIFF	DIFF
1	Find information on occupations	32	3.2	41	4.1	9	0.9
2	Identify skill for networking	30	3.0	36	3.6	6	0.6
3	Visualize career in 5 years	23	2.3	32	3.2	9	0.9
4	Assess your career strengths	35	3.5	40	4.0	5	0.5
5	Assess your career weaknesses	31	3.1	37	3.7	6	0.6
6	Select one occupation	28	2.8	36	3.6	8	0.8
7	Determine steps needed for career objective	28	2.8	39	3.9	11	1.1
8	Persistently work at major/career goals	37	3.7	39	3.9	2	0.2
9	Determine your ideal job	27	2.7	34	3.4	7	0.7
10	Identify barriers that affect career development	36	3.6	39	3.9	3	0.3
11	Identify ways to move beyond barriers	37	3.7	38	3.8	1	0.1
12	Define the type of lifestyle you seek	42	4.2	42	4.2	0	0.0
13	Choose a career that fits your lifestyle	34	3.4	37.5	3.8	3.5	0.4
14	Prepare a resume	27	2.7	35	3.5	8	0.8
15	Decide what you value most in an occupation	35	3.5	39	3.9	4	0.4
16	Make a career decision and then worry	28	2.8	32.5	3.3	4.5	0.5
17	Change occupation if not satisfied	31	3.1	35	3.5	4	0.4
18	Ready to sacrifice to achieve career goals	36	3.6	38	3.8	2	0.2
19	Talk with a person already in the field	39	3.9	40	4.0	1	0.1
20	Choose a major/career that fits your interests	33	3.3	39	3.9	6	0.6
21	Find info about graduate/professional schools	34	3.4	36	3.6	2	0.2
22	Conduct an informational interview	33	3.3	39	3.9	6	0.6
ANALYSIS		716	3.3	824	3.7	108	0.5



Areas of greatest change



Areas of least change

Using a 5-point scale, there was a .5 increase in confidence level as it relates to career development.

The areas that were impacted the most were:

- Determining steps needed to reach a specific career objectives
- Finding information on occupations
- Visualize career in 5 years (5 year career development plan)
- Selecting one occupation
- Preparing a resume
- Determining your ideal job

10 students completed the full course. In assessing the individual students, 9 out of 10 students reported an increase in score and average.

Based on self-reflections, there were five central themes reported:

1. Resources

Students learned where and how to use resources that is helpful to the career development process.

"I learned about great resources on careers is available, including both internet sites and resources in the Career Center."

2. Skill Sets

Students learned how to write a resume, conduct an informational interview and the importance of networking.

"I learned how to put together a really good resume and the importance of having each resume fit the career you are applying for."

"I learned the usefulness, benefits and importance of conducting an informational interview. I learned the importance of networking and tryout out new things."

3. Openness

Students learned to explore options of interest, be open-minded, and not to limit their search based on your degree choice.

"I learned to keep an open mind to other possibilities and that there are an unlimited number of opportunities."

4. Planning

Students learned the steps of the career planning process and the need for specific courses of action.

"I learned the importance of having a plan. I learned what steps to take in career planning, resume building, and informational interviews."

5. Proactive

Students learned to be proactive in their approach.

"I realize how important it is to plan out your course of action."

PROGRAM REVIEW/CHANGE

Career Services received value from the assessment process in the following ways. As a result several changes were incorporated to enhance this service to students.

- The testing instruments for psychological types need to be expanded from 10 questions to 20 questions to better assess student learning (greater emphasis on applying principles to career development).
- Career Services intends to conduct a second Women's Career Development Group during Fall Quarter 2007. Results from this assessment process will be used to improve and enhance future groups. The following changes were made as a direct result of this assessment:
 - The syllabus was changed to focus more directly on the exploration aspect of career development, utilizing the following model:
 - Growth Stage – Learning about the world of work as you increase your awareness of your personality, interest, ability, experience and values.
 - Exploration Stage – Crystallizing, specifying and implementing a career choice.

- Candidate selection will focus more directly on those who would benefit most by growth and exploration. In addition the group size was reduced (8-10) to better provide individualized support.
- Areas related to gaining work experience, evaluating experiences, interview and resume preparation were deleted from the syllabus so more time and attention could be directed toward growth and exploration.

PROGRAM FOLLOW-UP

The following follow-up actions are recommended:

- During the assessment process, it was determined that there were varying levels of competency and understanding of personality types among Career Counselors. Career Counselors will be provided an opportunity to secure certified Myers-Briggs Training to assist with student development.
- Career Services will secure access to Survey Monkey as a method to survey students and compile results.
- The same methodologies and principles may be applied to other workshops and group presentations (interview skills, business etiquette, and Mustang Jobs utilization). Career Services needs to establish a three year outcome based assessment plan which outlines the outcomes that will be address each academic year (based on time and resource limitations).
- Career Services will research and explore development of outcomes related to "career decidedness." If students can apply the learning principles on decision-making, this represents a life-long learning skill as students and future graduates change careers.