

CAL POLY CAREER SERVICES - STUDENT LEARNING
ASSESSMENT OF STUDENT LEARNING: RESUMES
Winter/Spring Quarters 2007 – Final Report

INTRODUCTION

Cal Poly Career Services has committed to assess student learning in the areas of career counseling. Career Services provides over 4,000 individual student appointments annually, addressing the unique and individual needs of each student. A vast majority of students utilizing Career Services request assistance with resume development.

ASSESSMENT AREA

Student Learning Outcome: *Students will demonstrate an ability to formulate and construct a resume that will be useful and effective for your job search.*

ASSESSMENT APPROACH

METHODOLOGY:

For the purpose of understanding and improving career counseling practices regarding resumes, Career Services developed a "Resume Rubric" (Appendix A) to establish specific categories to be assessed: Objective, Content, Layout, and Appearance. Within each category, there are three levels of competence: Novice, Intermediate, and Distinguished. The content areas within the Resume Rubric provided the basis for designing relevant questions to determine student learning.

Career Services theory of action is that learning occurs during each counseling intervention. This assessment will test this assumption and provide evidence of the level of student learning as perceived by the student.

SCOPE:

Students from all majors and class levels who completed a counseling session involving resume development were asked to complete a survey. Students completed the survey in a neutral area, in the absence of the counselor. Surveys were administered during the Winter and Spring Quarter of 2007.

DATA COLLECTION INSTRUMENT:

Career Services developed a "Point-of-Service Survey" (Appendix B) to collect quantitative and qualitative data to assess perceived student learning. At the conclusion of the career counseling appointment, each student was asked to rate their ability to formulate and construct a resume: 1) before their counseling appointment and 2) after their counseling appointment. A five-point Likert scale was used: 1 = low skill level to 5 = high skill level. Students were also asked to identify strategies, information and/or techniques they learned directly from their career counseling appointment. Students were also given the opportunity to provide feedback, comments and/or suggestions to assist Career Services in improving and enhancing services.

FINDINGS

RESUME BUILDING AREAS

Table 1 shows the average pre and post ratings on the ability to formulate and construct a resume (n=113).

RESUME SKILL LEVELS	<i>Freshman</i>	<i>Soph.</i>	<i>Junior</i>	<i>Senior</i>	Total
Student Responses	5	9	37	62	113
Skill Level (Pre-Score)	2.8	2.6	2.8	2.9	2.9
Skill Level (Post-Score)	5.0	4.1	4.5	4.6	4.6
Difference	2.20	1.56	1.68	1.65	1.69

These results indicate that students' ability to formulate and construct a resume increased by 1.69 (on a five-point Likert scale) as a result of their counseling appointment.

LEARNING AREAS

Table 2 shows the percentage of Resume Strategies, Information or Techniques learned (n=113).

LEARNING AREAS	<i>Freshman</i>	<i>Soph.</i>	<i>Junior</i>	<i>Senior</i>	Total
OBJECTIVE					
Clear, Focused Objectives	60%	89%	76%	77%	74%
Targeted Information	60%	67%	73%	77%	74%
CONTENT					
Job Headings & Categories	80%	56%	51%	60%	59%
Dates	20%	22%	32%	42%	24%
Text	60%	44%	49%	48%	50%
Concise, Descriptive Phrases	80%	56%	51%	52%	65%
Action Verbs	40%	33%	35%	24%	32%
LAYOUT					
Organization	100%	56%	70%	68%	68%
Font Type/Size, Use of Bolding	60%	33%	70%	58%	65%
APPEARANCE					
Visually Appearance	40%	56%	59%	65%	50%
Quality Paper	20%	22%	22%	16%	26%

These results indicate areas where the most learning occurred. The two areas where the greatest learning occurred are: 1) Objectives: writing, clear, focused, targeted objectives and 2) Layout: organization and font type/size, use of bolding.

PROGRAM REVIEW/CHANGE

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

- Career Counselors were involved in creating the resume rubric, which resulted in establishing office wide standards and a consistency in providing resume support. Some career counselors now utilized the resume rubric as a student handout.
- The on-line resume samples were expanded and revised to make them specific to major and concentration. Resume samples were also revised for pre-career and post-career levels to assist students.
- As a result of the resume rubric, an interview rubric was created to establish office wide standards and consistency.

PROGRAM FOLLOW-UP

The following follow-up actions are recommended:

- Secure actual pre and post resumes as actual data to show resume skills were enhanced as a result of counseling intervention. Data review can be done by internal reviewers (Career Counselors) or external reviewer (employers and/or CSU Directors).
- Implement a pilot program to assess student learning related to career development utilizing small and large groups in a classroom environment.
- Share the findings with Career Counselors.
- Share the findings with other CSU Directors at bi-annual CSU Director's Meetings.
- Obtain information on other assessment processes and methods being used within the CSU.