Beginning in 2011, the Career Center made changes to the way student learning and success was measured. Efforts were made to move from an indirect or anecdotal method of assessment to a more direct observation and representative model. In 2012-13, the Career Center started collecting baselines for two direct measures of student learning. First, a pre/post test for students enrolled in sections of HES 250: Career Planning and Life Skills course was implemented to measure students' confidence in vital career-related knowledge. Summaries were tallied at the end of each semester to measure increases in career related scores. Students demonstrated an average of 35.5% increase in confidence in their ability to identify or articulate vital career-related knowledge. Results in 2013-14 were similar to the baseline scores set in 2012-13 which shows some evidence to the reliability of the baseline information. Second, collaboration with Housing and Residential Communities began in 2011-12 to use an online interviewing rubric when hiring returning Resident Advisors. Data collected in 2012-13 and 2013-14 shows that students who used the interviewing rubric and obtained interviewing feedback had average interviewing score 18% higher than those students who had not been through the process. The comparison sample (N=26) who had been through the rubric process scored 17% higher in their interviewing skills in 2014 than they did in 2013.

The Career Center also developed new ways to gather satisfaction ratings from clients through an online survey launched at all the Career Center locations in 2014. Career Center users were directed to an iPad as they exited their appointment and asked to complete a 1-2 minute survey to offer feedback about their experience. A total of 729 users completed the survey and 95% of the respondents agreed that a meeting with a Career Consultant was helpful and were satisfied with the experience. The sample size of 729 exceeds the sample size recommendation for a 99% confidence level (+/-5% margin of error). The large number of respondents is an encouraging baseline for future use of an online exit survey. These measures allowed the Career Center to not only gather frequency of services and satisfaction ratings from clients, but it also began solid baselines to directly measure student learning.

First Destination Surveys were also expanded to reach more colleges with response rates that were representative from each college surveyed. For the past two years, a total of four new partnerships were added with colleges to collect First Destination data from graduates. Also, in 2014 an assessment target was changed to show that the number of students responding to first destination surveys will be a representative sample of each college population. Assessment efforts continue to grow and evolve with the Career Center giving specific focus to:

1) Increase the use of technology in assessing group programming and career services.
2) Aligning First Destination data collection efforts with new NACE Guidelines.

**Mission / Purpose**

In partnerships with faculty, staff, and employers the Career Center will maximize student and alumni potential to achieve personal goals & learn life-long career management skills leading to gainful employment through comprehensive workshops, mutually successful partnerships with employers, and innovative career resource information.

**Goals**

**G 1: Student Services and Programs**

Develop population-specific activities that help students discover career-related services and resources. Facilitate competence in students' career skills and decisions.

**G 2: Employer Relations and Campus Outreach**

Identify and engage in relationship building with faculty, employers and organizations currently recruiting at The University of Alabama, and seek additional prospective employers in order to provide job and internship opportunities for our students and alumni.

**G 3: Job/Internship or Graduate School Connection**

Connect students and alumni to employment and internship and/or graduate school opportunities.

**G 4: Knowledge Center for Career Information**

Cultivate an image as the primary resource for career-related information.
SLO 1: Career Center users will participate in services and programs and demonstrate competency in career skills

Career Center users will participate in career services and programming and demonstrate competency in career skills (i.e., resume writing, interviewing, 30 second introduction at career fairs).

Related Document
Career Center Timetable

M 1: Career Center utilization numbers

Measure 1.1: Career Center utilization numbers--each month

Source of Evidence: Activity volume

Target:

Target 1.1: Total appointments and unique clients increase of 5% year over year

Finding (2013-2014) - Target: Met

RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Total numbers are then downloaded and calculated for reporting. Numbers are broken down into “total appointments” and “unique clients”. One unique client can have multiple appointments during a given reporting timeframe. Year to year comparisons are used to establish a BASELINE for typical Career Center use. Compared to 2012-13, the numbers showed that there was a 6% increase in total appointments which EXCEEDS EXPECTATIONS. Unique client comparisons with 2012-13 showed a 19% increase in unique clients which EXCEEDS EXPECTATIONS.

INTERPRETATION: Even though the Career Center was housed in a temporary location from December 16, 2013 to May 31, 2014, more students continue to use our in-office services. Plausible explanations for the overall increase in appointments include continued referrals from faculty, parents and word of mouth.

M 2: Student online survey (observations)

Measure 1.2: Student online survey (observations)--each month

Source of Evidence: Client satisfaction survey (student, faculty)

Target:

Target 1.2: At least 70% of student respondents will agree that a meeting with a Career Consultant was helpful and were satisfied with the experience

Finding (2013-2014) - Target: Met

RESULTS: An online survey was created using Survey Monkey in December 2013. This survey was launched all the Career Center locations in January 2014. Career Center users were directed to an iPad as they exited their appointment and asked to complete this 1-2 minute survey to offer feedback about their experience. A total of 729 users completed the survey and 95% of the respondents agreed that a meeting with a Career Consultant was helpful and were satisfied with the experience. THIS EXCEEDS EXPECTATIONS.

INTERPRETATION: The sample size of 729 exceeds the sample size recommendation for a 99% confidence level (+/-5% margin of error). This large of number of respondents is an encouraging baseline for future use of our online exit survey. Plausible explanations for such positive feedback can include a strong focus on customer service and continued professional development for Consulting staff.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

1.2 Create Exit Survey
Established in Cycle: 2012-2013
Create an exit survey to be used at all locations after an consulting meeting with an iPad and QRL sheet posted so students can ...

M 3: Total program and attendance records

Measure 1.3: Total program and attendance record--each month

Source of Evidence: Activity volume

Target:

Target 1.3: Attendance at educational programs will increase 5% year over year, and promotional programs will increase 10% year over year

Finding (2013-2014) - Target: Partially Met

PARTIALLY MET—NEED A CORRESPONDING ACTION PLAN.

RESULTS: Program requests are made using an online form at the Career Center website which then compiles data into a database. Consulting staff collects sign-in sheets during programs and passes it along to support staff for tallying total numbers. The term “Programs” include educational, promotional, external, and Bama Bound related events. Year to year comparisons are used to establish a BASELINE for typical number of programs and attendees for Career Center workshops. TARGET WAS PARTIALLY MET. 435 programs were completed (12% overall increase over 2012-13) with 16,397 attendees (7% overall increase
in attendance over 2012-13). While Promotional programs decreased, Educational Programs increased by 21% and Educational Attendees increased by 22% from previous year. Culverhouse Connection programs done by the Satellite office for Culverhouse College of Business and Administration were added this year to the total number of educational programs. INTERPRETATION: In 2012-13, Promotional programs and attendees decreased significantly due to staffing changes and new marketing strategies. There continued to be a slight decrease (-3%) in Promotional programs and attendees in 2013-14. However, Educational programs and participants for the entire Career Center continue to increase year over year despite no significant increases in staffing overall. Plausible explanations my include a strong focus on relationships with academic units and continued focus on providing educational programs.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

1.3- Distinguish difference between types of programs and tally separately
**Established in Cycle:** 2012-2013
**2013-14 UPDATES:** PARTIALLY MET—NEED TO CONTINUE ACTION PLAN. 435 programs were completed (12% overall increase over 2012-13) wit...

**M 4: Career Skills Rubric Results**

**Measure 1.4: Career Skills Rubric Results--->each semester**

Source of Evidence: Presentation, either individual or group

**Target:**

**Target 1.4: Establish a baseline of selected career skills through 5 targeted programs**

**Finding (2013-2014) - Target: Met**
**RESULTS:** Five targeted programs were completed using Career Skills Rubrics in 2013-14. First in July 2013, a group of 15 Parent Ambassadors used a paper-based resume rubric during a resume workshop and peer-rated each other’s resume using the rubric. Scores were tallied and summarized. Second in November 2013, a group of 31 Resident Advisors used a paper-based resume rubric during a resume workshop and had their resumes critiqued by a Career Consultant using the rubric. Scores were tallied and summarized. Third, in January 2014, a group of 134 Resident Advisors came to the Career Center to complete an interview for RA re-hires for the 2014-15 academic years. These 134 students had their interview skills rated using a similar online interviewing rubric. Recognized as a best practice, the office of Student Recreation at Georgia Institute of Technology visited our campus in August 2013 for consultation of the use of our systems. New rubrics and programs are being created in the Division of Student Affairs (i.e., Student Recreation) modeled after the success and methods of these rubric programs. The fourth program was completed in May 2014 as Career Center staff completed an online interview rubric for 138 students who completed a medical school mock interview. For the final program an online resume rubric pilot was completed in order to capture scores of resumes submitted for class assignments and critiqued using a “Screen” feedback system. INTERPRETATION: It has been concluded that online or paper rubrics provide valuable standardization of skill measurement. Focus groups were used in 2013-14 to improve the reporting and standardization of the use of rubrics. More research and development in online design and reporting should be considered.

**M 5: Pre/Post Test Assessment**

**Measure 1.5: Pre/Post Test assessment--->each semester**

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

**Target 1.5: HES 250 students will demonstrate an average of 20% increase in vital career-related knowledge and behavior**

**Finding (2013-2014) - Target: Met**
**RESULTS:** One section in Fall 2013, and two sections in Spring 2014 completed assessment through the HES 250: Career Planning and Life Skills course. Instructors implemented a pre-test and post-test to measure students’ confidence in vital career-related knowledge. Instructors collected the pre-test and post-test and sent results to the Career Center Coordinator for collection and evaluation. Summaries were tallied at the end of the year to measure increases in career related scores. Target was EXCEEDED. A total of 69 students in three course sections took both the pre-test and post-test. These students demonstrated an average of 35.5% increase in confidence in their ability to identify or articulate vital career-related knowledge (i.e., self-awareness, employer research, interviewing, resume writing) as measured by the pre-test/post-test assessment.
**INTERPRETATION:** This is the second year a pre-test/post-test was implemented in an HES 250 course. Results exceeded expectations, and the ability to directly measure students’ learning over time will be a valuable way to show evidence of students’ critical career-related knowledge and skills. The pre-test/post-test results in 2013-14 were similar to the baseline scores set in 2012-13 which may show some evidence to the reliability of the baseline information.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Pre-test/ Post-test assessment for HES 250 students**
**Established in Cycle:** 2011-2012
**2013-14 Update: RESULTS:** One section in Fall 2013, and two sections in Spring 2014 completed assessment through the HES...

**M 6: Prep Steps Rubric results**

**Measure 1.6: Prep Steps Rubric Results--->each semester**
Source of Evidence: Presentation, either individual or group

Target:

**Target 1.6:** Double the database size of Prep Step Skills (30 second introduction) to establish a more reliable baseline

**Finding (2013-2014) - Target: Not Met**

**RESULTS:** A total of 62 career fair attendees agreed to be measured using the Prep Steps Rubric to score their skills for their 30 second introduction from 2012-2014. Twelve records were retrieved using an online rubric in spring 2014, and the goal was to double this database size by completing 50 prep step rubrics 2013-14. While the target of doubling the database size from 2012-13 was not met, a new method of tracking interviewing skills was created in the process. The online system used targeted emails to all student users with immediate feedback on their skills and tips on how to improve their career fair introduction skills. On a scale of 0 (poor) to 3 (excellent), the average score for introduction skills of our total sample (N=62) was 2.18 (good). Student averages ranged in the following four categories: Communication (1.98), Non-verbals (2.66), Confidence (2.56) and Knowledge (1.53). These results were consistent with the interviewing findings of previous Prep Step results. A good baseline was set, and new rubrics and programs are being created modeling the success and methods of this pilot to expand to mock interviews.

**INTERPRETATION:** It has been concluded that this pilot has served as a valuable learning opportunity for students. However, the way that career fair traffic flows has made it more difficult to complete the needed number of prep step rubrics. Technology changes and developments in the online rubric system will require changes in the way Prep Steps have been completed in the past two years. Continued research and development will be needed to adjust and expand the online rubric. Possible future changes could include using the prep steps rubrics at career fair workshops rather than when students directly enter into the career fairs.

**M 7:** Student online survey (for workshops)

**MeMeasure 1.7:** Student online survey (for workshops)-->each month

Source of Evidence: Student satisfaction survey at end of the program

**Target:**

**Target 1.7:** At least 80% of student respondents will agree that a Career Center program was helpful and that the presenter was knowledgeable and professional

**Finding (2013-2014) - Target: Met**

**RESULTS:** An online survey was created using Survey Monkey in December 2013. This survey was launched all the Career Center locations in January 2014. Career Center staff members posted online survey link at the end of a completed program and asked attendees to complete this 1-2 minute mobile survey to offer feedback about their program experience. A total of 273 users completed they survey and 96% of the respondents agreed that the Career Center program was helpful and that the presenter was knowledgeable and professional. THIS EXCEEDS EXPECTATIONS.

**INTERPRETATION:** While the sample size of 273 is a good start, it does not yet meet the 392 required for a 95% confidence level (+/-5% margin of error) for our population size of approximately 16,000 workshop attendees. The growing number of respondents is an encouraging baseline for future use of our online program survey. Plausible explanations for such positive feedback can include a strong focus on customer service and continued professional development for consulting staff.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**1.7 - Target surveys for large programs of student organizations**

Established in Cycle: 2012-2013

Update 2013-14: RESULTS: An online survey was created using Survey Monkey in December 2013. This survey was launched all ...

**SLO 2: Diverse student populations will utilize services and attend targeted programs**

Career Center users will recognize that Career Center is available to serve diverse demographic needs by utilizing services and attending targeted programs.

**Connected Document**

Career Center Timetable

**Related Measures**

**M 8:** Unique client utilization numbers for first and second year students

**Measure 2.1:** Unique client utilization numbers for first and second year students -->each semester

Source of Evidence: Activity volume

**Target:**

**Target 2.1:** At least 25% of unique undergraduate clients will be first or second year students

**Finding (2013-2014) - Target: Met**

**RESULTS:** After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Total numbers are then downloaded and calculated in December and June for reporting. Numbers are broken down by classification to determine how many first and second year students use our services. Year to year comparisons are used to establish a BASELINE for typical Career Center use. TARGET MET. 36% of Career Center appointments with undergraduates are with first or second year students. This exceeded the 34% from the previous year.

**INTERPRETATION:** The target of at least 25% of unique undergraduate clients will be with first or second year students was EXCEEDED. Strong outreach by Career Center staff—particularly during orientation—may be contributing to increased utilization by this population. Reporting methods were also adjusted to ensure that
accurate data was being reported. Fall 2013 data for student classification came from the December 2013 download and spring 2014 data for student classification came from the June 2014 download. This combination of data is meant to adjust for the updates from the registrar's office that occur three times per academic year.

**M 9: Number of collaborative programs to serve more diverse populations**

**Measure 2.2: Number of collaborative programs to serve more diverse populations--each semester**

**Source of Evidence:** Activity volume

**Target:**

**Target 2.2:** Participate in 10 collaborations with offices such as Capstone International, Black Faculty & Staff Association, Women’s Resource Center, and Crossroads Community Center to broaden services to more diverse populations.

**Finding (2013-2014) - Target: Met**

RESULTS: Career Center staff served in 10 collaborative programs in the following capacities: (Sponsoring Capstone International Coffee Hour) both during the Fall semester allowed members of the Career Center staff to connect with students, faculty, and staff who are affiliated with the University's International Community to learn more about the Career Center and the services we offer; (Serve as a partner for Capstone Alliance’s Day of Silence.) (Oakhill: Success Prep Career Initiative) Through a partnership with the Tuscaloosa City Schools, the Career Center created targeted career programming and professional development to help at-risk high school juniors and seniors prepare for professional success after graduation. Discussions on career topics such as personal interests, one-on-one career exploration meetings, how to prepare for college, knowing your skills, etc. are some of the areas covered. In the future, there are plans to have the students visit the University for a campus tour and to interact with faculty and staff. (Start Smart Pay Negotiation Workshop) is a collaborative effort between the Career Center and Women’s Resource Center in order to teach women about the gender wage gap and inform students from marginalized groups about salary negotiation. (First Generation Week) allowed the Career Center to work with other departments from across campus to sponsor a week-long celebration for first-generation students and highlight their accomplishment of attending a major four-year research institution. (National Society of Black Engineers) held a resume review program with Career Center staff to prepare its members for upcoming Career Fairs and events. (Women in Science and Engineering) partnered with the Career Center for a presentation on job search strategies. (English Language Institute) and the Career Center collaborated for a program about curriculum vitae development for international students. (Student Support Services) continues to collaborate with the Career Center to develop programming necessary to help their students succeed in their professional development process by formulating a career action plan. (Culverhouse Connections) coordinated the visit of Chris Gandy from MassMutual to learn about internships and professional opportunities available with the company. (Crossroads Community Center’s Capstone Network Meetings) the Career Center continues to show its support to many of Crossroads’ initiatives through attendance and collaboration of its events and programs such as African-American Heritage Month and LGBTQ Month activities. Staff participated in several discussions and workshops with minority organizations across campus and within the colleges such as (Dining Etiquette, Minority Journalism Workshop, Career Fairs, and Capstone Association of Black Journalists.)

INTERPRETATION: The Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace and to network with professionals who have personal success stories. Additionally, Career Center consultants work closely with all student organizations to present educational programs related to their unique career planning needs. As a result, Career Center utilization numbers mirror very closely the actual ethnicity demographics of the UA student population.

**M 10: Unique client utilization by ethnicity and gender**

**Measure 2.3:** Unique client utilization by ethnicity and gender--each semester

**Source of Evidence:** Activity volume

**Target:**

**Target 2.3:** Career Center utilization numbers will mirror the University’s ethnic and gender population

**Finding (2013-2014) - Target: Met**

RESULTS: In comparison with overall university enrollment for 2013-14, the percentage of usage by ethnicity closely mirrors the university’s ethnic and gender population. Campus undergraduate enrollment in fall 2013 showed White (81%), Black or African American (12%) Hispanic (3%) Asian (2%), American Indian or Alaskan (2%). Even though 4% of Career Center users’ ethnicity was unknown, the known Career Center users showed an ethnic breakdown of White (75%), Black or African American (11%) Hispanic (3%) Asian (4%), American Indian or Alaskan (>1%). The fall 2013 gender enrollment percentages show a slight difference in the career center utilization numbers. Enrollment in fall 2013 included 54% female, 46% male--the Career Center unique utilization numbers included 58% female, and 38% Male. INTERPRETATION. The close relationship between the university’s ethnicity population and the breakout of Career Center users could be explained by a very intentional relationship with offices such as Capstone International and Black Faculty & Staff Association continue to broaden impact to more diverse populations. Females tend to more commonly be Career Center users, while males continue to show up more frequently to Career Fair events.

**SLO 5:** Career Center users will attend employer events and present competent skills

Career Center users will attend employer events and present competent skills during on-campus interviews, career fairs and information sessions.

**Related Measures**

**M 19:** Career Fair stats

**Measure 5.1:** Career Fair stats--each semester
**Source of Evidence:** Activity volume

**Target:**

**Target 5.1:** Attendance at comparable career fairs will increase in students by 10% and in employers by 5% over previous year

**Finding (2013-2014) - Target: Partially Met**

**PARTIALLY MET - NEEDS A CORRESPONDING ACTION PLAN:**

RESULTS: A total of 548 employers attended career fairs in 2013-14 which was a 20% increase overall. This EXCEEDS THE TARGET of 10%. A total of 4,506 students attended all career fairs in 2013-14 which was a 3% increase from the previous year which did not quite meet the 5% target. The loss of the Nursing Career Fair and the new inclusion of the SEC-Net Virtual Fair impacted the overall numbers for career fairs.

INTERPRETATION: Fall 2013 attendance may have been not completely captured due to new swipe system. Adjustments have been made to the new swipe system to ensure greatest accuracy of capturing career fair attendees. The Nursing career fair did not occur in fall 2013 as it had the previous year which may have also impacted overall numbers.

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**Source of Evidence:** Employer survey, incl. perceptions of the program

**Target:**

**Target 5.2:** 80% of employer respondents will state that students presented themselves appropriately

**Finding (2013-2014) - Target: Met**

RESULTS: During the 2013-14 academic year, 313 employers completed exit surveys after attending career fairs in both the fall and spring semesters. This represents approximately 57% of all employers who attended career fairs. 99% of Employers who responded to Career Fair exit surveys agreed or strongly agreed that "UA Students at the Career Fair were well prepared and presented themselves in a professional manner." THIS EXCEEDS THE TARGET. The employer trends showed one area for growth for students was being knowledgeable about the employer organization.

INTERPRETATION: Employers completed exit surveys with the use of an online survey created by Career Center staff and executed with iPads at the end of the Career Fairs which accounts for the high response rate. "Prep Steps" which is an interactive educational opportunity for students to prepare professionally before entering the Career Fairs has shown a marked improvement in overall employer approval (both with direct feedback from employers as well as exit surveys) for the past three years.

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 3:** Career Center users will gain knowledge of opportunities for internship and full-time positions

Career Center users will gain knowledge of opportunities for internship and full-time positions (including Fortune 500 companies).

**Connected Document**

[Career Center Timetable](#)

**Related Measures**

**M 11:** Record of employer campus interactions

**Measure 3.1:** Record of employer campus interactions (campus visits, career fairs, On-campus recruiting, information sessions) --> each month

**Source of Evidence:** Activity volume

**Target:**

**Target 3.1:** Fortune 500 company interactions will increase 5% year over year

**Finding (2013-2014) - Target: Met**

RESULTS: Measure 3.1 was broadened in 2013-14 to include not only employer campus visits hosted by the Career Center at Culverhouse College of Commerce and Business Administration, but also campus interactions at career fairs and on-campus interviews. Employer campus visits or events were scheduled in partnership with 53 employers. Of these 53 companies, 32 (60%) of them were Fortune 500 companies.

We also gathered data that 173 Career Fair Participants and 172 On-campus recruiting employers were hosted in 2013-14 with a grand total of 398 Employer Campus Interactions. Of the 398 employers—233 (59% of the total) were Fortune 500 Interactions. Compared to last year this shows an increase of 202 (or 652% increase). However, since we are recording information differently, this essentially sets a new baseline for future comparisons. TARGET WAS MET.

**INTERPRETATION:** There was an overall increase in Fortune 500 employer campus interactions in 2013-14 which is consistent with the overall uptick in employer activity both on campus and at career events.

**M 12:** Employer Development observations in CrimsonCareers

**Measure 3.2:** Employer Development observations in CrimsonCareers --> each month

**Source of Evidence:** Activity volume

**Target:**

**Target 3.2:** A minimum of 4 observations per month will be made with employers to drive candidate pools to active jobs
**Finding (2013-2014) - Target: Met**

RESULTS: A total of 468 Employer observations were created in 2013-14. 158 Employer observations were created by Consulting/Advising staff in 2012-13. The target wording was changed from previous years to include focus on a minimum of 4 observations per month. Aside from the month of December when both student and employer traffic is decreased, every month included a minimum of 4 observations per month. The Director of Employer Development for the College of Commerce and Business Administration also completed 304 Employer Observations. THIS MET EXPECTATIONS.

INTERPRETATION: The system of "4 observations per month" required that a call list be sent out periodically from the On-Campus Recruiting Specialist. In 2013-14, active job reports were sent out to consultants periodically to use to contact employers and to drive candidate pools to active jobs. This system is new to staff, so the structure and follow through is still being built. All activities are moving employer contacts and observations in the right direction.

**Related Action Plans (by Established cycle, then alpha):**

3.2 - connecting employer development with faculty and adjust target wording

Established in Cycle: 2012-2013

2013-14 UPDATES: RESULTS: A total of 468 Employer observations were created in 2013-14. 158 Employer observations were c...

For full information, see the Details of Action Plans section of this report.

**M 13: Consultant & Adviser faculty interaction observations**

**Measure 3.3:** Consultant & Adviser faculty interaction observations--->each month

Source of Evidence: Activity volume

**Target:**

Target 3.3: Consultants/advisers will complete total of 80 faculty observations during the academic year

**Finding (2013-2014) - Target: Met**

RESULTS: A total of 91 faculty observations were created by Consulting/Advising staff in 2013-14. This exceeded the target of 80 observations expected for the year. This shows a good upward trend in comparison from 2013-14. INTERPRETATION: After multiple meetings and emails in the spring of 2013, four new categories were created in CrimsonCareers for Consulting/Advising staff to track interactions with faculty. These four categories included: 1) Faculty-Jobs/Internship (referring a faculty to a job posting or if they have interest in an internship program that we discuss); 2) Faculty- Event (Inviting to or discussing campus visit, event or career fair); 3) Faculty- Class Assignment (could be for any particular topic); and 4) Faculty-Networking/Overview (relationship building and/or educating faculty on available career services).

**M 14: Record of VIRTUAL employer campus interactions**

Measure 3.4 Record of VIRTUAL employer campus interactions (i.e., Google Hangouts, SYPE meetings, Virtual Career Fairs)--->each semester

Source of Evidence: Activity volume

**Target:**

Target 3.4- At least 4 virtual employer interactions/ events will be facilitated (i.e., Google Hangouts, SYPE meetings, Virtual Career Fairs)

**Finding (2013-2014) - Target: Partially Met**

RESULTS: The target of 4 virtual employer interactions/events was newly created in 2013-14, and technical processes are still being perfected. In 2013-14, three virtual events were completed. A total of 363 students attended these virtual programs or career fairs. INTERPRETATION: This process is new to staff, so the structure and follow through is still being built. All activities are moving employer virtual events in a positive direction.

**OthOtcm 4: Career Center users will secure jobs or graduate school opportunities and report placement 6 months after graduation.**

Career Center users will secure jobs or graduate school opportunities and report placement status 6 months after graduation.

**Related Measures**

**M 15: Student profiles completed on CrimsonCareers**

**Measure 4.1:** Student profiles completed on CrimsonCareers--->each month

Source of Evidence: Existing data

**Target:**

Target 4.1: Number of student with completed profiles on CrimsonCareers will increase 25% from previous year

**Finding (2013-2014) - Target: Met**

RESULTS: A total of 7,175 student profiles on CrimsonCareers were active and had a completed profiles (which means the resume has been critiqued and posted). This is an increase from 4,299 in 2013-14 (67% increase over the previous year). If alumni are included in the grand total, the numbers show a grand total of 9,819 active profiles on CrimsonCareers (up from 8,792 in 2012-13). TARGET EXCEEDED. INTERPRETATION: The way we define “active” students is beginning to shift from just having a completed profile and resume posted, and the focus is now shifting to how recently students have logged into the system or are using the functionality. A purging of inactive users occurred in 2013-14 to account for some of our users who were not actively using the system.
**M 16: CrimsonCareers stats for number of student referrals for active internships/jobs**

**Measure 4.2:** CrimsonCareers stats for number of student referrals for active internships/jobs--> each month

**Source of Evidence:** Activity volume

**Target:**

**Target 4.2:** Create monthly reports measuring total referrals per active job/internship posting

**Finding (2013-2014) - Target: Partially Met**

**RESULTS:** Comparison with baseline numbers from 2012-13 show an uptick in number of jobs posted, total number of referrals, and unique referrals made by students, administrators and employers. The wording of our target in 2013-14 included “creating monthly reports” which we found was not practically manageable in our current reporting system. On-demand monthly reports will be better accessible through the new administrative system that will be launched in 2014-15. An observation report was downloaded at the end of 2013-14 to compare the baseline numbers for the total number of “Student Self-Referral”, “Administrator Referral”, and “Employer View” observations that were created. For “Student Self-Referrals”, a total of 665 unique clients made 8,496 self-referrals (35% increase from previous year). For “Employer View”, a total of 8,734 unique clients were viewed 100,967 times by an employer (30% increase from previous year).

**INTERPRETATION:** Baseline numbers continue to increase when compared with previous years for student referrals and employer views for active internships/jobs on CrimsonCareers.

**M 17: CrimsonCareers stats for on-campus interviews**

**Measure 4.3:** CrimsonCareers stats for on-campus interviews-->each month

**Source of Evidence:** Activity volume

**Target:**

**Target 4.3:** Number of unique interview requests will increase by 5% year over year, and total interviews conducted will increase 5% year over year

**Finding (2013-2014) - Target: Met**

**RESULTS:** In order to set up an on-campus interview, staff creates a session and schedule through the CrimsonCareers system. Students or alumni can request an interview, and employers set up their interviews through the CrimsonCareers system. Completed interviews are recorded and reported in May 2014 through CrimsonCareers. **TARGET WAS EXCEEDED.** Total On-Campus Interviews totaled 4,040 and increased 10%; the number of unique student interview requests totaled 1,493 and increased 17% **INTERPRETATION.** An Action Plan on this item from the previous year made a focus change to controllable efforts for on-campus interviews. Reporting efforts will now focus on controllable efforts such as increasing the number of students who are aware and requesting on-campus interviews. The target will remain the same as previous years for total interviews conducted. With this focus change, we have now been able to establish a baseline for unique interview requests in 2013-14.

**Related Action Plans (by Established cycle, then alpha):**

4.3- focus on controllable efforts for on-campus interviews  
*Established in Cycle: 2012-2013*

Update from 2013-14: **RESULTS:** In order to set up an on-campus interview, staff creates a session and schedule through the ...

For full information, see the Details of Action Plans section of this report.

**M 18: First Destination response rates**

**Measure 4.4:** First Destination response rates-->each month

**Source of Evidence:** Job placement data, esp. for career/tech areas

**Target:**

**Target 4.4:** The number of students responding to first destination surveys will be a representative sample of each college population

**Finding (2013-2014) - Target: Met**

**RESULTS:** This item has been adjusted from previous years to focus on response rates of graduates who represent each college that participates in the First Destination survey. Each of the colleges surveyed for May 2013 graduates resulted in the following response rates: College of Engineering (73%, N=160), Culverhouse College of Commerce and Business Administration (69%, N=486), and College of Communication and Information Sciences (63%, N=184). All of these response rates exceeded the required number of respondents for a 95% confidence level (+/-5% margin of error) for the population size each graduating class.

**INTERPRETATION:** A new online system of collecting First Destination responses was implemented in 2013-14. Also, partnerships were made to utilize the UA call center which may have contributed to the consistency of a high response rate.

**OthOthcm 6: Career Center users will engage with and benefit from the Career Center website, social media or office services or resources**

Career Center users will engage with the Career Center website, social media or office locations and benefit from career related services and resources.

**Related Measures**

**M 21:** Website and social media analysis

**Measure 6.1:** Website and social media analysis-->each month
Source of Evidence: Activity volume

**Target:**

**Target 6.1:** Establish baselines for new website launch and launch a social media strategy to promote prioritized information. Set baselines for the academic year overall

**Finding (2013-2014) - Target: Partially Met**

RESULTS: A new website was developed throughout the academic year but was not launched in 2013-14. The current Career Center website had 144,036 overall visits and 75,757 unique visitors in 2013-14. This was a 1% increase of unique visitors over the previous year. The mobile site continued to show a strong upward trend with 16,683 overall visits and 11,042 unique visitors which was a 31% increase from the previous year. New usage and postings were utilized on both Facebook and Twitter accounts for the main Career Center with the following results: 818 Facebook Followers with 180 likes/shares/comments and 55 posts/re-tweets; Twitter currently has 2,911 followers with 95 posts/tweets in 2013-14. INTERPRETATION: Social media outlets do show a marked increase from the previous year. Facebook grew followers by 77% and Twitter grew followers by 30%. The mobile website and social media continue to show the strongest gains overall which could indicate a market need and can inform the development and promotion of our new website.

**Related Action Plans (by Established cycle, then alpha):**

6.1- Gather numbers based on social media and website marketing strategies

Established in Cycle: 2012-2013

UPDATE FROM 2013-14: RESULTS: A new website was developed throughout the academic year but was not launched in 2013-14. The ...

For full information, see the Details of Action Plans section of this report.

M 22: Focus group activity

**Measure 6.2:** Focus group activity-->each semester

Source of Evidence: Focus groups on teaching, learning, program value

**Target:**

**Target 6.2:** Complete two focus groups with targeted stakeholders with at least one targeting employer feedback. Identify at least three trends in employer priorities from focus groups.

**Finding (2013-2014) - Target: Met**

RESULTS: Two focus groups were completed with administrators and employers groups during the 2013-14 academic year. These groups included staff from the Division of Student Affairs who hire student employees and select student leadership members. Also an employer focus group session was completed with employers from DCH, Southern Company, Mercedes, and Blue Cross Blue Shield in May 2014. This met the target of two focus groups to be completed with targeted stakeholders. Trending priorities were also discussed by focus group members. INTERPRETATION: The first focus group of Student Affairs staff resulted in eight stakeholders offering detailed feedback regarding the use of an online rubric for student interviews. The first meeting of this group involved discussion of utilization and effectiveness of the online application and rubric system that began in efforts with the Career Center and the Office of Web Development and Processes. The second meeting included a discussion of the key skills and qualities being sought as a priority from the students being interviewed. The three main priorities discussed were Professionalism, Communication, and Interest or Knowledge of the Organization. The employer focus group resulted in overall feedback of student trends and employer needs.

M 23: Retention Study Data

**Measure 6.3:** Retention Study data-->each academic year

Source of Evidence: Existing data

**Target:**

**Target 6.3:** Career Center visits by first year students continue to have a statistically significant relationship with first-year GPA and first-year retention

**Finding (2013-2014) - Target: Met**

This item is still in progress with the Office of Student Affairs Assessment.

OthOtcm 7: Career Center users will recognize the Career Center as the primary source for career-related information

Career Center users will recognize the Career Center as the primary source for career-related information.

**Related Measures**

M 24: First Destination survey additions

**Measure 7.1:** First Destination survey additions-->each semester

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

**Target 7.1:** Two new partnerships will be added with colleges to collect First Destination data from graduates during the academic year

**Finding (2013-2014) - Target: Met**

RESULTS: The Career Center began collecting First Destination data starting with December 2013 graduates for two new areas: The College of Human Environmental Sciences and the College of Education. INTERPRETATION: Continued collaborations with academic units have resulted in the continued expansion of the Career Center's First Destination collection efforts.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**1.2 Create Exit Survey**

**Pre-test/ Post-test assessment for HES 250 students**

2013-14 Update:

RESULTS: One section in Fall 2013, and two sections in Spring 2014 completed assessment through the HES 250: Career Planning and Life Skills course. Instructors implemented a pre-test and post-test to measure students' confidence in vital career-related knowledge. Instructors collected the pre-test and post-test and sent results to the Career Center Coordinator for collection and evaluation. Summaries were tallied at the end of the year to measure increases in career related scores. Target was EXCEEDED. A total of 69 students in three course sections took both the pre-test and post-test. These students demonstrated an average of 35.5% increase in confidence in their ability to identify or articulate vital career-related knowledge (i.e., self-awareness, employer research, interviewing, resume writing) as measured by the pre-test/post-test assessment. 

INTERPRETATION: This is the second year a pre-test/post-test was implemented in an HES 250 course. Results exceeded expectations, and the ability to directly measure students' learning over time will be a valuable way to show evidence of students' critical career-related knowledge and skills. The pre-test/post-test results in 2013-14 were similar to the baseline scores set in 2012-13 which may show some evidence to the reliability of the baseline information. 

HES 250 students will demonstrate an average of a 20% increase in confidence in their ability to identify or articulate vital career-related knowledge (i.e., self-awareness, employer research, interviewing, resume writing) as measured by the pre-test/post-test assessment.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Pre/Post Test Assessment | **Outcome/Objective:** Career Center users will participate in services and programs and demonstrate competency in career skills  
**Implementation Description:** At least three sections of HES 250: Career Planning and Life Skills course will implement a pre-test and post-test to measure students' confidence in vital career-related knowledge. Instructors will collect the pre-test and send results to the Career Center Coordinator for collection and evaluation. Post-tests will be given at the end of the semester to measure increases in career related scores. 
**Responsible Person/Group:** Susan Cowles, Mary Lowrey, Ellen Pate

1.2 Create Exit Survey

Create an exit survey to be used at all locations after an consulting meeting with an iPad and QRL sheet posted so students can complete as they leave.

**CONNECTION TO PREVIOUS YEAR RESULTS:** The technology was not created in time to implement an exit survey for the 2012-13 year. Plausible explanations for the delay is that the "swipe system" for collecting student data using a iPod swipe system to integrate with the ACT card office was not merging. In the past, a system for using sign in sheets and an online survey tool (survey monkey) were not sustainable due excessive time and lack of specialized staff to work on assessment and data collection. This year an effort is being made to allow students to complete an exit survey as they are leaving the Career Center so as to improve the sustainability of the system.

**UPDATES ON THE COMPLETE OF ACTION PLAN IN 2013-14:** RESULTS: An online survey was created using Survey Monkey in December 2013. This survey was launched all the Career Center locations in January 2014. Career Center users were directed to an iPad as they exited their appointment and asked to complete this 1-2 minute survey to offer feedback about their experience. A total of 729 users completed the survey and 95% of the respondents agreed that...
a meeting with a Career Consultant was helpful and were satisfied with the experience. THIS EXCEEDS EXPECTATIONS. INTERPRETATION: The sample size of 729 exceeds the sample size recommendation for a 99% confidence level (+/-5% margin of error). This large of number of respondents is an encouraging baseline for future use of our online exit survey. Plausible explanations for such positive feedback can include a strong focus on customer service and continued professional development for Consulting staff.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Student online survey (observations) | Outcome/Objective: Career Center users will participate in services and programs and demonstrate competency in career skills

Implementation Description: RESULTS: An online survey was created using Survey Monkey in December 2013. This survey was launched all the Career Center locations in January 2014. Career Center users were directed to an iPad as they exited their appointment and asked to complete this 1-2 minute survey to offer feedback about their experience. A total of 729 users completed their survey and 95% of the respondents agreed that a meeting with a Career Consultant was helpful and were satisfied with the experience.
Projected Completion Date: 05/2014
Responsible Person/Group: Lowrey/ Career Consultants/Advisors
Additional Resources: Security lock for iPads

1.3- Distinguish difference between types of programs and tally separately

2013-14 UPDATES: PARTIALLY MET—NEED TO CONTINUE ACTION PLAN. 435 programs were completed (12% overall increase over 2012-13). While Promotional programs decreased, Educational Programs increased by 21% and Educational Attendees increased by 22% from previous year. Culverhouse Connection programs done by the Satellite office for Culverhouse College of Business and Administration were added to this year to the total number of educational programs. INTERPRETATION: In 2012-13, Promotional programs and attendees decreased significantly due to staffing changes and new marketing strategies. There continued to be a slight decrease (-3%) in Promotional programs and attendees in 2013-14. However, Educational programs and participants for the entire Career Center continue to increase year over year despite no significant increases in staffing overall. Plausible explanations my include a strong focus on relationships with academic units and continued focus on providing educational programs.

Distinguish between types of programs of tally separately.

Item 1.3- Total Program and attendance records
Target 1.3- Attendance at educational programs will increase 5% year over year, and promotional programs will increase 10% year over year

CONNECTION TO PREVIOUS YEAR RESULTS: The term “Programs” include educational, promotional, external, and Bama Bound related events. Year to year comparisons are used to establish a baseline for typical number of programs and attendees for Career Center workshops. The 2012-13 target was partially met because Promotional programs decreased, but Educational Programs increased by 9% and Educational Attendees increased by 42% from previous year. Promotional programs increased significantly in 2011-12 as new approaches were used for the Culverhouse College of Commerce and Business Administration to offer quick introductions to Career Center services. In 2012-13, Promotional programs and attendees decreased significantly due to staffing changes and new marketing strategies through the CBA satellite. More accurate attendance numbers may have also been reported at promotional events during the 2012-13 year. An effort to distinguish between the types of programs may allow more accurate targets to be tracked over time.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Total program and attendance records | Outcome/Objective: Career Center users will participate in services and programs and demonstrate competency in career skills

Implementation Description: Distinguish between “educational” and “promotional” programs numbers; Count online programs separately. Target large groups for programming. Introduce Culverhouse Connection Programs and count numbers. Adjust targets to reflect relocation efforts.
Projected Completion Date: 05/2014
Responsible Person/Group: Lowrey/Cowles/Howell

1.7- Target surveys for large programs of student organizations

Update 2013-14:

RESULTS: An online survey was created using Survey Monkey in December 2013. This survey was launched all the Career Center locations in January 2014. Career Center staff members posted online survey link at the end of a completed program and asked attendees to complete this 1-2 minute mobile survey to offer feedback about their program experience. A total of 273 users completed their survey and 96% of the respondents agreed that the Career Center program was helpful and that the presenter was knowledgeable and professional. THIS EXCEEDS EXPECTATIONS.

INTERPRETATION: While the sample size of 273 is a good start, it does not yet meet the 392 required for a 95% confidence level (+/-5% margin of error) for our population size of approximately 16,000 workshop attendees. The growing number of respondents is an encouraging baseline for future use of our online program survey. Plausible explanations for such positive feedback can include a strong focus on customer service and continued professional development for consulting staff.
Target surveys for large programs of student organizations

**Item 1.7-** Student online survey (for workshops)

**Target 1.7-** At least 80% of student respondents will agree that a Career Center program was helpful

**CONNECTION OF ACTION PLAN TO PREVIOUS YEAR RESULTS:** The technology for an online survey was not created in time to implement for the 2012-13 year. Plausible explanations for the delay are that the “swipe system” for collecting student data using an iPod swipe system to integrate with the ACT card office was not merging. In the past, a system for using sign in sheets and an online survey tool (survey monkey) were not sustainable due excessive time and lack of specialized staff to work on assessment and data collection. A new method and a “pilot” of a mobile-based survey to be used directly after workshops may improve sustainability of collecting feedback from workshops. Efforts will also be targeted to large student organizations.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Student online survey (for workshops)  
**Outcome/Objective:** Career Center users will participate in services and programs and demonstrate competency in career skills  
**Implementation Description:** Reduce questions from online survey -Target feedback from programs that are student organizations -pilot the survey with educational programs for student organizations  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** -Lowrey -Career Consultants -Career Advisors

**3.2- connecting employer development with faculty and adjust target wording**

**2013-14 UPDATES;**

**RESULTS:** A total of 468 Employer observations were created in 2013-14. 158 Employer observations were created by Consulting/Advising staff in 2012-13. The target wording was changed from previous years to include focus on a minimum of 4 observations per month. Aside from the month of December when student and employer traffic is decreased, every month included a minimum of 4 observations per month. The Director of Employer Development for the College of Commerce and Business Administration also completed 304 Employer Observations. THIS MET EXPECTATIONS.

**INTERPRETATION:** The system of “4 observations per month” required that a call list be sent out periodically from the On-Campus Recruiting Specialist. In 2013-14, active job reports were sent out to consultants periodically to use to contact employers and to drive candidate pools to active jobs. This system is new to staff, so the structure and follow through is still being built. All activities are moving employer contacts and observations in the right direction. Efforts have been adjusted so that now Career Consultants are not contacting “New Employer Contacts”, but rather employers that have active jobs posted to give them updates. Intentional conversations will occur with students/faculty/staff in the colleges to increase awareness of active job postings.

**Adjust wording of target and connect faculty with active jobs rather than new employer contacts.**

**Item 3.2- Employer Development observations in CrimsonCareers**

**Target 3.2-** A minimum of 4 observations per month will be made with employers to drive candidate pools to active jobs

**CONNECTION TO PREVIOUS YEAR RESULTS:** Analysis of the employer observations shows an uptick in Employer observations by all staff—including Consulting staff. The system of “one touch per week” required that a call list be sent out periodically from the On-Campus Recruiting Specialist. A call list was sent to consultants in October (twice), November, January, February (twice), March, and April with New Employer contacts for that month. Some reports were to last for two weeks. This system is new to staff, so the structure and follow through is still being built. All activities are moving employer contacts and observations in the right direction. Efforts have been adjusted so that now Career Consultants are not contacting "New Employer Contacts", but rather employers that have active jobs posted to give them updates. Intentional conversations will occur with students/faculty/staff in the colleges to increase awareness of active job postings.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Employer Development observations in CrimsonCareers  
**Outcome/Objective:** Career Center users will gain knowledge of opportunities for internship and full-time positions  
**Implementation Description:** -Be more strategic about wording of target -Make sure we are connecting employers and active jobs with colleges/faculty -Instead of making "touches" with new contacts, focus on employers with active jobs to drive candidate pools  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** -Cowles -Howell -Lowrey

**4.3- focus on controllable efforts for on-campus interviews**

**Update from 2013-14:**

**RESULTS:** In order to set up an on-campus interview, staff creates a session and schedule through the CrimsonCareers system. Students or alumni can request an interview, and employers set up their interviews through the CrimsonCareers system. Completed interviews are recorded and reported in May 2014 through CrimsonCareers. TARGET WAS EXCEEDED. Total On-Campus Interviews TOTALLED 4,040 and increased 10%; the number of unique student interview requests totaled 1,483 and increased 17%.**INTERPRETATION:** An Action Plan on this item from the previous year made a focus change to
Focus on controllable efforts for on-campus interviews

**Item 4.3-** CrimsonCareers stats for on-campus interviews  
**Target 4.3-** Number of unique interview requests will increase by 5% year over year, and total interviews conducted will increase 5% year over year

**CONNECTION TO PREVIOUS YEAR RESULTS:** While the uptick in On-campus interviews continue to rise, it was not as large as our growth increases were from 2011-12. Also, both total interviews and unique student interviews did not reach the 5% growth target as expected. Plausible Explanations include that the Career Center on-campus recruiting is limited in capacity due to current rooms available. This is particularly difficult at peak times around Career Fairs when other departments are competing for overflow space. Reporting efforts will now focus on controllable efforts such as increasing the number of students who are aware and requesting on-campus interviews. The target will remain the same as previous years for total interviews conducted.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: CrimsonCareers stats for on-campus interviews  
Outcome/Objective: Career Center users will secure jobs or graduate school opportunities and report placement 6 months after graduation.

**Implementation Description:** Adjust targets and wording to reflect controllable efforts  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Gable

**6.1-** Gather numbers based on social media and website marketing strategies

**UPDATE FROM 2013-14: RESULTS:** A new website was developed throughout the academic year but was not launched in 2013-14. The current Career Center website had 144,036 overall visits and 75,757 unique visitors in 2013-14. This was a 1% increase of unique visitors over the previous year. The mobile site continued to show a strong upward trend with 16,683 overall visits and 11,042 unique visitors which was a 31% increase from the previous year. New usage and postings were utilized on both Facebook and Twitter accounts for the main Career Center with the following results: 818 Facebook Followers with 180 likes/shares/comments and 55 posts/re-tweets; Twitter currently has 2,911 followers with 95 posts/tweets in 2013-14. INTERPRETATION: Social media outlets do show a marked increase from the previous year. Facebook grew followers by 77% and Twitter grew followers by 30%. The mobile website and social media continue to show the strongest gains overall which could indicate a market need and can inform the development and promotion of our new website.

**Gather analytics and create a website/social media strategy to implement in Spring 2014**

**Item 6.1-** Website and social media analysis  
**Target 6.1-** Utilize analytics data to inform and implement marketing strategies for social media in Spring 2014, and integrate information gathered in national surveys and employer focus. Track numbers “prioritized” web links both on the website and mobile site and set baselines for the academic year overall.

**CONNECTION TO PREVIOUS YEAR RESULTS:** While the social media outlets do show an marked increase, it did not meet the target established. Baseline expectations may have to be adjusted or intentional marketing campaigns could be considered. The mobile website showed the strongest gains overall which could indicate a market need. Efforts are being made to seek baseline numbers and strategize a marketing plan for web content that is considered a priority by Career Center staff and Employers.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Website and social media analysis  
Outcome/Objective: Career Center users will engage with and benefit from the Career Center website, social media or office services or resources

**Implementation Description:** Combine all social media platforms and in all Career Center locations for reporting  
Create a social media marketing strategy based on established baselines, calendar events, national surveys, and employer focus groups  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Ingram  
**Additional Resources:** Hootsuite ($107 annually)
Mission / Purpose

In partnerships with faculty, staff, and employers the Career Center will maximize student and alumni potential to achieve personal goals & learn life-long career management skills leading to gainful employment through comprehensive workshops, mutually successful partnerships with employers, and innovative career resource information.

Goals

G 1: Programming
Develop broad programming that targets a large number of student populations. Utilize student data to drive marketing and targeted programming. Cultivate and maximize faculty and adviser relationships on collaborative programming for career exploration, preparation and event opportunities.

G 2: Employer Development
Use research and data to drive employer development efforts in strategic locations. Organize marketing strategies to meet the needs of diverse student populations. Utilize accurate placement data as an employer recruiting tool. Leverage relationships with parents, alumni and advancement.

G 3: Connect students to employment opportunities
Drive UA candidate pools to hiring managers. Utilize CrimsonCareers for marketing to all students year-round. Develop strategies for managing and maximizing applicant pools. Inform faculty about employment opportunities, and educate employers about majors.

G 4: Career knowledge experts
Utilize new research and data to identify key sources of information and job market data. Become leaders in the field of career planning and placement by attending conferences, citing professional websites and journals, and additional staff development. Communicate assessment data through online platforms and polished marketing materials.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Career Center users will participate in career exploration and preparation
Through one-on one consulting and group programming, students will participate in career exploration and preparation activities.

Connected Document
Career Center Timetable

Related Measures

M 1: Observation numbers sorted by purpose of visit
Observation numbers sorted by purpose of visit.
Source of Evidence: Activity volume
Target:
Total appointments for self-assessment purposes increase by 5% year over year
Finding (2011-2012) - Target: Met
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Observation numbers are broken down by “purpose” to indicate why the client came in to the Career Center. Year to year comparisons are used to establish a BASELINE for typical purposes of use at the Career Center. TARGET WAS EXCEEDED. Compared to 2011-11, there was a 81% increase in appointments for the purpose of self-assessment. This exceeds the 5% increase baseline established from previous years.

INTERPRETATION: Plausible explanations include a marked increase amount of sophomore students appointments. More sophomores came in for the purpose of self-assessment than any other classification. Also, more Arts and Sciences students come to the Career Center for self-assessment and Career/Major Exploration than any other college.

M 2: Career Center utilization numbers
Career Center utilization numbers.
Source of Evidence: Activity volume
Target:
Total appointments increase of 10% year over year; individual clients increase 10% year over year
Finding (2011-2012) - Target: Partially Met
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Total numbers are then downloaded and calculated in January 2011 and June 2012 for reporting. Numbers are broken down into “total appointments” and “unique clients”. One unique client can have multiple appointments during a given reporting timeframe. Year to year comparisons are used to
establish a BASELINE for typical Career Center use. Compared to 2010-11, the numbers showed that there was a 35% increase in total appointments which EXCEEDS EXPECTATIONS. Unique client comparisons with 2010-11 showed a 1% increase in unique clients which does not exceed expectations.

**INTERPRETATION:** Plausible explanations for the overall increase in appointments include changes in hiring for the 2011-12 year which impacted office operations. Plausible explanations for the minimal increase in unique clients include large amount of resume critiques that may require more follow up or repeat meetings. Changes in appointment purposes such as decreases in “job search strategies” and changes in “class assignments” impacted total numbers.

M 3: Observations numbers sorted by location
Observations numbers sorted by location.
Source of Evidence: Activity volume

**Target:**
Appointments at walk-in or satellite locations increase by 3% year over year

**Finding (2011-2012) - Target: Partially Met**
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Observation numbers are broken down by “location” to indicate if the client used one of the Career Center Satellite locations or a walk-in location. Year to year comparisons are made to establish a BASELINE for typical locations of use at the Career Center. Compared to 2010-11, there was a 30% overall increase in appointments at walk-in and satellite locations (including Clark, Doster, Graves, Knot, Lloyd, and Reese-Phifer locations). However, the TARGET WAS NOT met at all Satellite locations. Bidgood increased by 503 (48% increase) from 2010-11, but Bevill decreased total appointments by 24%.

**INTERPRETATION:** Plausible explanations for overall walk-in location increases include new walk-in locations added across campus in Nursing and Education. Focused efforts on new class assignments for Nursing, Education and Communication and Information Sciences may have accounted for some of the increased traffic at walk-in locations. Changes in staffing may have impacted traffic at Satellite locations--staff increases at the Career Center at Culverhouse may have allowed for the increases in Bidgood, and staff decreases at the Career Center Satellite for Engineering location may have impacted total appointments at the Bevill location.

M 4: Observation numbers sorted by college
Observation numbers sorted by college.
Source of Evidence: Activity volume

**Target:**
At least 50% or more of total Career Center appointments will be with non-business & non-engineering majors

**Finding (2011-2012) - Target: Met**
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Observation numbers are sorted by “student college” to indicate which colleges are represented. For the first time this year we downloaded all student information from the registrars' office to our CrimsonCareers system, so our demographic data of enrolled students is much more robust and accurate.

**INTERPRETATION:** TARGET WAS EXCEEDED. 57% of total appointments were with non-business & non-engineering majors. This exceeds the 50% target. Plausible explanations include asserted efforts at career fairs and programming that target non-engineering and non-business students. Nursing and Education Career Fairs provide services to these students, and targeted programming for all colleges increase visibility and direct services for all students.

M 5: Total program and attendance records
Total program and attendance records.
Source of Evidence: Activity volume

**Target:**
Attendance at programs will increase 10% year over year

**Finding (2011-2012) - Target: Met**
RESULTS: Program requests are made using an online form at the Career Center website which then compiles data into a database. Consulting staff collects sign-in sheets during programs and passes it along to support staff for tallying total numbers. The term “Programs” include educational, promotional, external, and Bama Bound related events. Year to year comparisons are used to establish a BASELINE for typical number of programs and attendees for Career Center workshops. TARGET WAS MET. 460 programs were completed (+31% over 10-11) with 17,225 attendees (+10% in attendance).

**INTERPRETATION:** The majority of programs remained “Educational” in purpose, but promotional programs yielded the highest number of contacts. The number of programs and participants continue to increase year over year despite no significant increases in staffing. Promotional programs increased significantly as new approaches were used for the Culverhouse College of Commerce and Business Administration to offer quick introductions to Career Center services over an expanse of multiple classes.

M 6: Mentoring and job shadowing connections
Mentoring and job shadowing connections.
Source of Evidence: Administrative measure - other

**Target:**
At least 10 students will participate in the “Reality Check Job Shadow” program or the Engineering mentoring program to gain exposure to real life challenges and knowledge

**Finding (2011-2012) - Target: Met**
RESULTS: A Peer-To-Peer Mentoring Pilot was launched in Spring 2012 in partnership with The College of Engineering. Incoming freshmen were given the opportunity to be matched individually or in a small group with a junior or senior of the same discipline. More than 40 mentees and 20 mentors participated in this program and offered very positive initial feedback and tips in order to replicate and expand this program for the 2012-13 year. For the Reality Check Job Shadow program, seven different employers in the Tuscaloosa area were
INTERPRETATION: In depth planning, organization and evaluation led the tremendous success of the Peer-To-Peer Mentoring program, and laid the foundation for a continual program to be developed. While the initial number of employers and students involved in the Reality Check Job Shadow program remained fairly small, new relationships were forged with employers in the local area. Also, new ideas and methods have been discussed to make the program more usable and efficient (i.e., ideas about interviewing employers using Interview Stream and recording these informational interviews to offer for student reviews).

SLO 2: Career Center users will engage in programming and demonstrate competency in career skills
As a result of comprehensive Career Center Programs, students will engage in and/or demonstrate competency in career preparedness skills.

Connected Document
Career Center Timetable

Related Measures
M 7: Interviewing Rubric. (Housing & Residential Community RA Interviews)
Interviewing Rubric. (Housing & Residential Community RA Interviews).

Source of Evidence: Performance (recital, exhibit, science project)
Target:
Students’ online rubric grading will show a baseline of interviewing scores and skills to be used for future comparison for other programs and assignments.

Finding (2011-2012) - Target: Met
RESULT: As a result of this collaborative project, 132 current Resident Advisors were individually interviewed; 119 students were offered jobs; 321 data records measuring students’ interviewing skills were retrieved using an online rubric; and targeted emails were sent to all students showing their average scores in comparison with their peers along with tips on how to improve interviewing skills. On a scale of 1(poor) to 4(excellent), the average interviewing skill of our sample (N=132) was 3.04 (good). Student averages ranged in the following three categories: Communication (3.03), Non-verbals (3.08), and Knowledge (3.02).

Recognized as a best practice, project leaders shared results during the May 2012 Student Affairs Divisional meeting. A proposal has also been accepted for the NASPA Region III Summer Symposium to share the results of this project regionally. New rubrics and programs are being created modeling the success and methods of this pilot.

INTERPRETATION: It has been concluded that this pilot provided valuable learning opportunities for students. In a follow up survey (N=31; 23.4% response rate) high percentages of students agreed: I learned how to apply for a job posting using CrimsonCareers (81% agree); I learned how to connect my skills to the needs of the job position or the employer (79% agree); and I know how I will improve my interviewing skills for my next interview (70% agree). Patterns of student skill levels were discovered when comparing similar Career Center rubrics. New applications will be necessary to duplicate and expand the data.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Pre-test/ Post-test assessment for HES 250 students
Established in Cycle: 2011-2012
HES 250 students will demonstrate an average of a 20% increase in confidence in their ability to identify or articulate vital ca...

M 8: Prep Steps Rubric results (Hire Now Career Fair)
Prep Steps Rubric results (Hire Now Career Fair).

Source of Evidence: Performance (recital, exhibit, science project)
Target:
Create a baseline for Prep Step skills (students’ 30 second introduction) to be measured against at future career fairs.

Finding (2011-2012) - Target: Met
RESULT: 21 career fair attendees agreed to be measured using the Prep Steps Rubric to score their skills for their 30 second introduction. 21 records measuring students’ introduction skills were retrieved using an online rubric; and targeted emails were sent to all students with immediate feedback on their skills and tips on how to improve their career fair introduction skills. On a scale of 0(poor) to 3(excellent), the median score for introduction skills of our sample (N=21) was 2 (good). Student averages ranged in the following four categories: Communication (1.43), Non-verbals (2.67), Confidence (2.52) and Knowledge (0.714).

These results were consistent with the interviewing findings of the Interviewing Rubric used to interview Resident Advisers. A good baseline was set, and new rubrics and programs are being created modeling the success and methods of this pilot.

INTERPRETATION: It has been concluded that this pilot provided valuable learning opportunities for students. Patterns of student skill levels were discovered when comparing similar Career Center rubrics. New methods of utilizing technology (iPad data gathering) and feedback (immediate emails sent to students) were further developed. Continual applications will be necessary to duplicate and expand the data.

M 9: Number of collaborative community programs
Number of collaborative programs.

Source of Evidence: Administrative measure - other
Target:
At least 3 new community program collaborations will be developed with offices such as the Community Service Center, West Alabama Chamber of Commerce, and the Rotary Club to build students’ transferable skills.

**Finding (2011-2012) - Target: Met**

RESULTS: In partnership with the Community Service Center the first Nonprofit Protégé Program was offered, an eight-week experience that allowed 15 UA students to work alongside a nonprofit organization director. In fall 2011, Fifty-three juniors, seniors and masters students from a variety of majors participated in a Tuesday Evening Job Seekers’ Group (named ‘Your Job Search in a Down Economy). Twice during the semester the weekly meeting was held off campus at one of the Chamber of Commerce Networking Afterhours events. The students dressed in business attire and practiced mingling on a professional level. They all made networking cards to exchange with the Chamber members. Also, more than 40 members of the Rotary Club were introduced to the Reality Check Job Shadow Program, and a number of Rotary members showed interest in volunteering for mock interviews with UA students. These three programs MET the EXPECTATIONS of this measure.

**INTERPRETATION:** Each of these programs offered students understanding of the value of their experience and gave them knowledge for developing skills. Career Center staff met with the students to cover professionalism in the workplace, networking, and promoting experience on resumes and through interviews. Students were able to practice networking skills and gain valuable real-life job search strategies. The uptick in employers involved in the training and development of students’ job search skills will not only improve their competitiveness in the job market, but it will also afford them with more networking contacts for the future.

**SLO 4: Diverse student populations will participate in targeted career education programs and first-year initiatives**
Through targeted programs and first-year initiatives, diverse student populations will participate in career education opportunities.

**Connected Document**
Career Center Timetable

**Related Measures**

**M 14: Number of collaborative programs to impact more diverse populations**
Number of collaborative programs to impact more diverse populations.

Source of Evidence: Activity volume

**Target:**
At least 5 new program collaborations with offices such as Capstone International, Black Faculty & Staff Association, English Language Institute, and Crossroads Community Center to broaden impact to a more diverse populations.

**Finding (2011-2012) - Target: Met**

RESULTS: Career Center staff served in six collaborative programs in the following capacities: small group facilitator to discuss various aspects of cross-cultural issues for The English Language Institute’s Cross-Cultural Perspective Symposium, sponsor of the Capstone International Coffee Hour to connect the University’s International Community, walk-in consulting hours completed for The Office of Disability Services to better engage students with disabilities in the career and professional development process, participant in the Race and Gender Forum hosted by Capstone Alliance and LGBTQ sponsored events, co-sponsor of the Black Faculty & Staff’s Annual African-American Honor’s Day Celebration during Honor’s Week 2012, and exhibitor at Culture Fest hosted by Crossroads Community Center.

**INTERPRETATION:** The Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace and to network with professionals who have personal success stories. Additionally, Career Center consultants work closely with all student organizations to present educational programs related to their unique career planning needs. As a result, Career Center utilization numbers mirror very closely the actual ethnicity demographics of the UA student population.

**M 15: Career Center utilization by ethnicity**
Career Center utilization by ethnicity.

Source of Evidence: Activity volume

**Target:**
Career Center utilization numbers will mirror the University’s ethnic population.

**Finding (2011-2012) - Target: Met**

RESULTS: In comparison with overall university enrollment for 2011-12, the percentage of usage by ethnicity closely mirrors the university’s ethnic population. Campus enrollment in fall 2011 showed White (78%), Back
or African American (13%) Hispanic (2%) Asian (2%), American Indian or Alaskan (1%). Even though 11% of Career Center users' ethnicity was unknown, the known Career Center users showed an ethnic breakdown of White (72%), Back or African American (10%) Hispanic (2%) Asian (2%), American Indian or Alaskan (>1%).

INTERPRETATION: The close relationship between the university's ethnic population and the breakout of Career Center users could be explained by a very intentional relationship with offices such as Capstone International, Black Faculty & Staff Association, English Language Institute, and Crossroads Community Center to broaden impact to a more diverse populations.

M 16: Career Center utilization numbers for first and second year students
Career Center utilization numbers for first and second year students.
Source of Evidence: Activity volume

**Target:**
At least 25% of total appointments will be with first or second year students

**Finding (2011-2012) - Target: Partially Met**

RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Total numbers are then downloaded and calculated in June 2012 for reporting. Numbers are broken down by classification to determine how many first and second year students use our services. Year to year comparisons are used to establish a BASELINE for typical Career Center use. TARGET WAS PARTIALLY MET. 27% of Career Center appointments with undergraduates are with first or second year students. 21% of all Career Center appointments are with first or second year students.

INTERPRETATION: Plausible explanations include a marked increase amount of sophomore student appointments. More sophomores came in for the purpose of self-assessment than any other classification. However, due to the steady increase of students participating in Early College, AP Credit and transfer credits, less students are actually categories as Freshman and Sophomores when they are in their first and second year of college. This may account for the decrease of first and second year students for overall Career Center appointments.

M 17: Retention Study Data
Retention Study Data.
Source of Evidence: Document Analysis

**Target:**
Career Center visits by freshmen continue to have a statistically significant relationship with first-year GPA and freshmen retention.

**Finding (2011-2012) - Target: Met**

RESULTS: 88.57% of the first year students identified in the currently enrolled data from the fall 2010 and spring 2011 semesters who participated in Career Center programs and services students were found to have been retained to the fall 2011 semester, while be while the retention rate for non-users was found to be 78.03% Fisher's exact test for two proportions shows the difference in the return rate is statistically significant (p<0.01). Students from this group were found to have a higher mean UA GPA (3.09) than non-users (2.65). A statistical test of the data indicates that the difference in the mean UA GPA between users and non-users is statistically significant (p<0.01). INTERPRETATION: Plausible explanations include a sense of direction and purpose for career planning which may encourage more persistence of first year students to remain enrolled at UA.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 3: Career Center users will become aware of and apply for internship and employment opportunities**

As a result of Career Center employer development efforts, UA students and alumni will become aware of and apply for internship and employment opportunities.

**Connected Document**
Career Center Timetable

**Related Measures**

**M 10: Total Program records for employer campus visits with the colleges**
Total Program records for employer campus visits with the colleges.

Source of Evidence: Activity volume

**Target:**
25% of employer campus visits will incorporate global companies.

**Finding (2011-2012) - Target: Met**

RESULTS: Focusing on Employer campus visits hosted by the Career Center at Culverhouse College of Commerce and Business Administration, over 52 employer campus visits or events were scheduled in partnership with 40 employers. Of these 40 companies, 22 (55%) of them were Fortune 500 companies and 10 (25%) of them were Fortune 100 companies. The ten Fortune 100 companies all have global or international offices and employees, which MEETS THE TARGET that 25% of employer campus visits will incorporate global companies.

INTERPRETATION: There was an overall 41% increase in employer campus visits with the Career Center at Culverhouse College of Commerce and Business Administration, which is consistent with the overall uptick in employer activity both on campus and at career events.
**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### Pre-test/Post-test assessment for HES 250 students

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<th>Measure</th>
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<td>Interviewing Rubric. (Housing &amp; Residential Community RA Interviews)</td>
<td>Career Center users will engage in programming and demonstrate competency in career skills</td>
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**Source of Evidence:** Activity volume

**Target:**
Qualitative analysis will show global companies are recruiting at UA (including Fortune 500 companies) and broadening opportunities overseas. Baseline numbers will be determined.

#### Finding (2011-2012) - Target: Met

**RESULTS:** Taking into account the 40 companies that participated in on-campus visits with the Career Center at Culverhouse, 22 (55%) of them were Fortune 500 companies and 10 (25%) of them were Fortune 100 companies. The ten Fortune 100 companies all have global or international offices and employees.

Also looking at the past 3-year baselines for new employer contacts, a baseline of about 20-30 new company contacts are created on CrimsonCareers denoting themselves as organizations outside the United States. Also, in the past three years a baseline of about 35-45 new jobs are posted and listed in locations outside the United States.

**INTERPRETATION:** Analysis of the new employers contacts, new job postings, and employer campus visits do show that global companies and positions are broadening opportunities overseas for our UA graduates.

### Placement data comparisons

**Place of Evidence:** Benchmarking of learning outcomes against peers

#### Target:
Placement data for business and engineering first destination surveys will be reflective of regional data in regard to demographics and salary levels (as compared with the Michigan State Recruiting Trends report.)

#### Finding (2011-2012) - Target: Met

**RESULTS:** More than 400 (8% increase) employers attended Career Fairs with more than 3800 students attending (29% increase) and a steady uptick in on-campus recruiting is consistent with a positive recruiting prediction in 2011-12. The University of Alabama First Destination Surveys for May 2011 show that 80.8% of all C&amp;BA graduates are placed (either in employment, graduate school or military) 6-months after graduation. Also, May 2011 UA graduates in Engineering showed a 84% placement rate. Respectively placement in the areas of Accounting (94%), MIS (100%), OM (87%) were consistent with prospects from national recruiting trends. In regards to salary averages, the May 2011 6-month reports show that UA students have either the same or higher than average salary range for the majors of Accounting, Marketing, Chemical Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering just to name a few.

**INTERPRETATION:** Benchmarking data cited from the 2011-12 Michigan State Recruiting Trends reports shows that, "total hiring across all degrees will expand by 4 percent this year. The expansion is coming from a strong push at the Bachelor's degree level, which will increase by approximately 7 percent, according to the 4,200 employers seeking full-time talent." (RECRUITING TRENDS 2011-2012, A Michigan State University Publication prepared by The Collegiate Employment Research Institute and The MSU Career Services Network). The report also suggests that, "Accounting, most engineering disciplines, finance, and supply chain are expected to do well this year." This target was this MET in being consistent with national data.

### CrimsonCareers stats for on-campus interviews

**Source of Evidence:** Activity volume

#### Target:
Number of interviews and number of unique students completing interviews will increase 5% year over year.

#### Finding (2011-2012) - Target: Met

**RESULTS:** In order to set up an on-campus interview, staff creates a session and schedule through the CrimsonCareers system. Students or alumni can request an interview, and employers set up their interviews through the CrimsonCareers system. Completed interviews are recorded and reported in June 2012 through CrimsonCareers. Year to year comparisons are used to establish a BASELINE for typical on-campus interviewing numbers. TARGET WAS EXCEEDED. On-Campus Interviews increased 29% and unique student interviews increased 37%.

**INTERPRETATION.** Plausible explanations are an uptick in hiring—the 2011-12 Michigan State Recruiting Trends reports shows that, "total hiring across all degrees will expand by 4 percent this year. The expansion is coming from a strong push at the Bachelor's degree level, which will increase by approximately 7 percent, according to the 4,200 employers seeking full-time talent." (RECRUITING TRENDS 2011-2012, A Michigan State University Publication prepared by The Collegiate Employment Research Institute and The MSU Career Services Network).
**Implementation Description:** At least three sections of HES 250: Career Planning and Life Skills course will implement a pre-test and post-test to measure students' confidence in vital career-related knowledge. Instructors will collect the pre-test and send results to the Career Center Coordinator for collection and evaluation. Post-tests will be given at the end of the semester to measure increases in career related scores.

**Responsible Person/Group:** Susan Cowles, Mary Lowrey, Ellen Pate
**Mission / Purpose**

In partnerships with faculty, staff, and employers the Career Center will maximize student and alumni potential to achieve personal goals & learn life-long career management skills leading to gainful employment through comprehensive workshops, mutually successful partnerships with employers, and innovative career resource information.

**Goals**

**G 1: Programming**

Develop broad programming that targets a large number of student populations. Utilize student data to drive marketing and targeted programming. Cultivate and maximize faculty and adviser relationships on collaborative programming for career exploration, preparation and event opportunities.

**G 2: Employer Development**

Use research and data to drive employer development efforts in strategic locations. Organize marketing strategies to meet the needs of diverse student populations. Utilize accurate placement data as an employer recruiting tool. Leverage relationships with parents, alumni and advancement.

**G 3: Connect students to employment opportunities**

Drive UA candidate pools to hiring managers. Utilize CrimsonCareers for marketing to all students year-round. Develop strategies for managing and maximizing applicant pools. Inform faculty about employment opportunities, and educate employers about majors.

**G 4: Career knowledge experts**

Utilize new research and data to identify key sources of information and job market data. Become leaders in the field of career planning and placement by attending conferences, citing professional websites and journals, and additional staff development. Communicate assessment data through online platforms and polished marketing materials.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Career Center users will participate in career exploration and preparation**

Through one-on one consulting and group programming, students will participate in career exploration and preparation activities.

**Related Measures**

**M 1: Observation numbers sorted by purpose of visit**

Observation numbers sorted by purpose of visit.

Source of Evidence: Activity volume

**Target:**
Total appointments for self-assessment purposes increase by 5% year over year

*Finding (2011-2012) - Target: Met*

RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Observation numbers are broken down by “purpose” to indicate why the client came in to the Career Center. Year to year comparisons are used to establish a BASELINE for typical purposes of use at the Career Center. TARGET WAS EXCEEDED. Compared to 2011-11, there was a 81% increase in appointments for the purpose of self-assessment. This exceeds the 5% increase baseline established from previous years.

INTERPRETATION: Plausible explanations include a marked increase amount of sophomore students appointments. More sophomores came in for the purpose of self-assessment than any other classification. Also, more Arts and Sciences students come to the Career Center for self-assessment and Career/Major Exploration than any other college.

**M 2: Career Center utilization numbers**

Career Center utilization numbers.

Source of Evidence: Activity volume

**Target:**
Total appointments increase of 10% year over year; individual clients increase 10% year over year

*Finding (2011-2012) - Target: Partially Met*

RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Total numbers are then downloaded and calculated in January 2011 and June 2012 for reporting. Numbers are broken down into “total appointments” and “unique clients”. One unique client can have multiple appointments during a given reporting timeframe. Year to year comparisons are used to
establish a BASELINE for typical Career Center use. Compared to 2010-11, the numbers showed that there was a 35% increase in total appointments which EXCEEDS EXPECTATIONS. Unique client comparisons with 2010-11 showed a 1% increase in unique clients which does not exceed expectations.

INTERPRETATION: Plausible explanations for the overall increase in appointments include changes in hiring for the 2011-12 year which impacted office operations. Plausible explanations for the minimal increase in unique clients include large amount of resume critiques that may require more follow up or repeat meetings. Changes in appointment purposes such as decreases in "job search strategies" and changes in "class assignments" impacted total numbers.

M 3: Observations numbers sorted by location
Observations numbers sorted by location.
Source of Evidence: Activity volume
Target:
Appointments at walk-in or satellite locations increase by 3% year over year
Finding (2011-2012) - Target: Partially Met
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Observation numbers are broken down by “location” to indicate if the client used one of the college Career Centers, satellite or walk-in locations. Year to year comparisons are established to determine observations numbers sorted by location. For the Reality Check Job Shadow program, seven different employers in the Tuscaloosa area were added and offered very positive initial feedback and tips in order to replicate and expand this program for the 2012-13 year. For the Reality Check Job Shadow program, seven different employers in the Tuscaloosa area were

M 4: Observation numbers sorted by college
Observation numbers sorted by college.
Source of Evidence: Activity volume
Target:
At least 50% or more of total Career Center appointments will be with non-business & non-engineering majors
Finding (2011-2012) - Target: Met
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Observation numbers are sorted by “student college” to indicate which colleges are represented. For the first time this year we downloaded all student information from the registrars' office to our CrimsonCareers system, so our demographic data of enrolled students is much more robust and accurate.

INTERPRETATION: TARGET WAS EXCEEDED. 57% of total appointments were with non-business & non-engineering majors. This exceeds the 50% target. Plausible explanations include asserted efforts at career fairs and programming that target non-engineering and non-business students. Nursing and Education Career Fairs provide services to these students, and targeted programming for all colleges increase visibility and direct services for all students.

M 5: Total program and attendance records
Total program and attendance records.
Source of Evidence: Activity volume
Target:
Attendance at programs will increase 10% year over year
Finding (2011-2012) - Target: Met
RESULTS: Program requests are made using an online form at the Career Center website which then compiles data into a database. Consulting staff collects sign-in sheets during programs and passes it along to support staff for tallying total numbers. The term “Programs” include educational, promotional, external, and Bama Bound related events. Year to year comparisons are used to establish a BASELINE for typical number of programs and attendees for Career Center workshops. TARGET WAS MET. 460 programs were completed (+31% over 10-11) with 17,225 attendees (+10% in attendance).

INTERPRETATION: The majority of programs remained “Educational” in purpose, but promotional programs yielded the highest number of contacts. The number of programs and participants continue to increase year over year despite no significant increases in staffing. Promotional programs decreased significantly as new approaches were used for the Culverhouse College of Commerce and Business Administration to offer quick introductions to Career Center services over an expanse of multiple classes.

M 6: Mentoring and job shadowing connections
Mentoring and job shadowing connections.
Source of Evidence: Administrative measure - other
Target:
At least 10 students will participate in the “Reality Check Job Shadow” program or the Engineering mentoring program to gain exposure to real life challenges and knowledge
Finding (2011-2012) - Target: Met
RESULTS: A Peer-To-Peer Mentoring Pilot was launched in Spring 2012 in partnership with The College of Engineering. Incoming freshmen were given the opportunity to be matched individually or in a small group with a junior or senior of the same discipline. More than 40 mentees and 20 mentors participated in this program and offered very positive initial feedback and tips in order to replicate and expand this program for the 2012-13 year. For the Reality Check Job Shadow program, seven different employers in the Tuscaloosa area were
approached and members of the West Alabama Chamber of Commerce as well as members of the Rotary Club were informed about this shadowing opportunity. Four students were referred for one-on-one job shadowing opportunities with employers in the community. The combination of these two programs EXCEEDED EXPECTATIONS as far as student participation.

INTERPRETATION: In depth planning, organization and evaluation led the tremendous success of the Peer-To-Peer Mentoring program, and laid the foundation for a continual program to be developed. While the initial number of employers and students involved in the Reality Check Job Shadow program remained fairly small, new relationships were forged with employers in the local area. Also, new ideas and methods have been discussed to make the program more usable and efficient (i.e., ideas about interviewing employers using Interview Stream and recording these informational interviews to offer for student review).

SLO 2: Career Center users will engage in programming and demonstrate competency in career skills

As a result of comprehensive Career Center Programs, students will engage in and/or demonstrate competency in career preparedness skills.

Connected Document
Career Center Timetable

Related Measures

M 7: Interviewing Rubric. (Housing & Residential Community RA Interviews)
Interviewing Rubric. (Housing & Residential Community RA Interviews).
Source of Evidence: Performance (recital, exhibit, science project)

Target:
Students’ online rubric grading will show a baseline of interviewing scores and skills to be used for future comparison for other programs and assignments.

Finding (2011-2012) - Target: Met
RESULT: As a result of this collaborative project, 132 current Resident Advisors were individually interviewed; 119 students were offered jobs; 321 data records measuring students’ interviewing skills were retrieved using an online rubric; and targeted emails were sent to all students showing their average scores in comparison with their peers along with tips on how to improve interviewing skills. On a scale of 1(poor) to 4(excellent), the average interviewing skill of our sample (N=132) was 3.04 (good). Student averages ranged in the following three categories: Communication (3.03), Non-verbals (3.08), and Knowledge (3.02). Recognized as a best practice, project leaders shared results during the May 2012 Student Affairs Divisional meeting. A proposal has also been accepted for the NASPA Region III Summer Symposium to share the results of this project regionally. New rubrics and programs are being created modeling the success and methods of this pilot.

INTERPRETATION: It has been concluded that this pilot provided valuable learning opportunities for students. In a follow up survey (N=31; 23.4% response rate) high percentages of students agreed: I learned how to apply for a job posting using CrimsonCareers (81% agree); I learned how to connect my skills to the needs of the job position or the employer (79% agree); and I know how I will improve my interviewing skills for my next interview (70% agree). Patterns of student skill levels were discovered when comparing similar Career Center rubrics. New applications will be necessary to duplicate and expand the data.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Pre-test/ Post-test assessment for HES 250 students
Established in Cycle: 2011-2012
HES 250 students will demonstrate an average of a 20% increase in confidence in their ability to identify or articulate vital ca...

M 8: Prep Steps Rubric results (Hire Now Career Fair)
Prep Steps Rubric results (Hire Now Career Fair).
Source of Evidence: Performance (recital, exhibit, science project)

Target:
Create a baseline for Prep Step skills (students' 30 second introduction) to be measured against at future career fairs.

Finding (2011-2012) - Target: Met
RESULT: 21 career fair attendees agreed to be measured using the Prep Steps Rubric to score their skills for their 30 second introduction. 21 records measuring students’ introduction skills were retrieved using an online rubric; and targeted emails were sent to all students with immediate feedback on their skills and tips on how to improve their career fair introduction skills. On a scale of 0(poor) to 3 (excellent), the median score for introduction skills of our sample (N=21) was 2 (good). Student averages ranged in the following four categories: Communication (1.43), Non-verbals (2.67), Confidence (2.52) and Knowledge (0.714). These results were consistent with the interviewing findings of the Interviewing Rubric used to interview Resident Advisers. A good baseline was set, and new rubrics and programs are being created modeling the success and methods of this pilot.

INTERPRETATION: It has been concluded that this pilot provided valuable learning opportunities for students. Patterns of student skill levels were discovered when comparing similar Career Center rubrics. New methods of utilizing technology (iPad data gathering) and feedback (immediate emails sent to students) were further developed. Continual applications will be necessary to duplicate and expand the data.

M 9: Number of collaborative community programs
Number of collaborative programs.
Source of Evidence: Administrative measure - other
At least 3 new community program collaborations will be developed with offices such as the Community Service Center, West Alabama Chamber of Commerce, and the Rotary Club to build students’ transferable skills.

**Finding (2011-2012) - Target: Met**

RESULTS: In partnership with the Community Service Center the first Nonprofit Protégé Program was offered, an eight-week experience that allowed 15 UA students to work alongside a nonprofit organization director. In fall 2011, Fifty-three juniors, seniors and masters students from a variety of majors participated in a Tuesday Evening Job Seekers’ Group (named “Your Job Search in a Down Economy”). Twice during the semester the weekly meeting was held off campus at one of the Chamber of Commerce Networking Afterhours events. The students dressed in business attire and practiced mingling on a professional level. They all made networking cards to exchange with the Chamber members. Also, more than 40 members of the Rotary Club were introduced to the Reality Check Job Shadow Program, and a number of Rotary members showed interest in volunteering for mock interviews with UA students. These three programs MET the EXPECTATIONS of this measure.

INTERPRETATION: Each of these programs offered students understanding of the value of their experience and gave them knowledge for developing skills. Career Center staff met with the students to cover professionalism in the workplace, networking, and promoting experience on resumes and through interviews. Students were able to practice networking skills and gain valuable real-life job search strategies. The uptick in employers involved in the training and development of students’ job search skills will not only improve their competitiveness in the job market, but it will also afford them with more networking contacts for the future.

**SLO 4: Diverse student populations will participate in targeted career education programs and first-year initiatives**

Through targeted programs and first-year initiatives, diverse student populations will participate in career education opportunities.

**Connected Document**  
Career Center Timetable

**Related Measures**

**M 14: Number of collaborative programs to impact more diverse populations**

Number of collaborative programs to impact more diverse populations.

Source of Evidence: Activity volume

**Target:**

At least 5 new program collaborations with offices such as Capstone International, Black Faculty & Staff Association, English Language Institute, and Crossroads Community Center to broaden impact to a more diverse populations.

**Finding (2011-2012) - Target: Met**

RESULTS: Career Center staff served in six collaborative programs in the following capacities: small group facilitator to discuss various aspects of cross-cultural issues for *The English Language Institute’s Cross-Cultural Perspective Symposium*, sponsor of the *Capstone International Coffee Hour* to connect with the University’s International Community, walk-in consulting hours completed for *The Office of Disability Services* to better engage students with disabilities in the career and professional development process, participant in the Race and Gender Forum hosted by Capstone Alliance and LGBTQ sponsored events, co-sponsor of the *Black Faculty & Staff’s Annual African-American Honor’s Day Celebration during Honor’s Week 2012*, and exhibitor at Culture Fest hosted by *Crossroads Community Center*.

INTERPRETATION: The Career Center collaborates with UA departments and corporate sponsors to provide students, alumni, and the UA community opportunities to learn about diversity in the workplace and to network with professionals who have personal success stories. Additionally, Career Center consultants work closely with all student organizations to present educational programs related to their unique career planning needs. As a result, Career Center utilization numbers mirror very closely the actual ethnicity demographics of the UA student population.

**M 15: Career Center utilization by ethnicity**

Career Center utilization by ethnicity.

Source of Evidence: Activity volume

**Target:**

Career Center utilization numbers will mirror the University’s ethnic population.

**Finding (2011-2012) - Target: Met**

RESULTS: In comparison with overall university enrollment for 2011-12, the percentage of usage by ethnicity closely mirrors the university’s ethnic population. Campus enrollment in fall 2011 showed White (78%), Back
or African American (13%), Hispanic (2%), Asian (2%), American Indian or Alaskan (1%). Even though 11% of Career Center users' ethnicity was unknown, the known Career Center users showed an ethnic breakdown of White (72%), Back or African American (10%), Hispanic (2%), Asian (2%), American Indian or Alaskan (>1%).

INTERPRETATION: The close relationship between the university's ethnic population and the breakout of Career Center users could be explained by a very intentional relationship with offices such as Capstone International, Black Faculty & Staff Association, English Language Institute, and Crossroads Community Center to broaden impact to a more diverse populations.

M 16: Career Center utilization numbers for first and second year students
Career Center utilization numbers for first and second year students.
Source of Evidence: Activity volume

Target:
At least 25% of total appointments will be with first or second year students

Finding (2011-2012) - Target: Partially Met
RESULTS: After every Career Center appointment, staff creates an observation note through the CrimsonCareers system. Total numbers are then downloaded and calculated in June 2012 for reporting. Numbers are broken down by classification to determine how many first and second year students use our services. Year to year comparisons are used to establish a BASELINE for typical Career Center use. TARGET WAS PARTIALLY MET. 27% of Career Center appointments with undergraduates are with first or second year students. 21% of all Career Center appointments are with first or second year students.

INTERPRETATION: Plausible explanations include a marked increase amount of sophomore student appointments. More sophomores came in for the purpose of self-assessment than any other classification. However, due to the steady increase of students participating in Early College, AP Credit and transfer credits, less students are actually categories as Freshman and Sophomores when they are in their first and second year of college. This may account for the decrease of first and second year students for overall Career Center appointments.

M 17: Retention Study Data
Retention Study Data.
Source of Evidence: Document Analysis

Target:
Career Center visits by freshmen continue to have a statistically significant relationship with first-year GPA and freshmen retention.

Finding (2011-2012) - Target: Met
RESULTS: 88.57% of the first year students identified in the currently enrolled data from the fall 2010 and spring 2011 semesters who participated in Career Center programs and services students were found to have been retained to the fall 2011 semester, while be while the retention rate for non-users was found to be 78.03% Fisher's exact test for two proportions shows the difference in the return rate is statistically significant (p<0.01). Students from this group were found to have a higher mean UA GPA (3.09) than non-users (2.65). A statistical test of the data indicates that the difference in the mean UA GPA between users and non-users is statistically significant (p<0.01). INTERPRETATION: Plausible explanations include a sense of direction and purpose for career planning which may encourage more persistence of first year students to remain enrolled at UA.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Career Center users will become aware of and apply for internship and employment opportunities
As a result of Career Center employer development efforts, UA students and alumni will become aware of and apply for internship and employment opportunities.

Connected Document
Career Center Timetable

Related Measures

M 10: Total Program records for employer campus visits with the colleges
Total Program records for employer campus visits with the colleges.
Source of Evidence: Activity volume

Target:
25% of employer campus visits will incorporate global companies.

Finding (2011-2012) - Target: Met
RESULTS: Focusing on Employer campus visits hosted by the Career Center at Culverhouse College of Commerce and Business Administration, over 52 employer campus visits or events were scheduled in partnership with 40 employers. Of these 40 companies, 22 (55%) of them were Fortune 500 companies and 10 (25%) of them were Fortune 100 companies. The ten Fortune 100 companies all have global or international offices and employees, which MEETS THE TARGET that 25% of employer campus visits will incorporate global companies.

INTERPRETATION: There was an overall 41% increase in employer campus visits with the Career Center at Culverhouse College of Commerce and Business Administration, which is consistent with the overall uptick in employer activity both on campus and at career events.
M 11: CrimsonCareers stats new employer activity and newly posted jobs
CrimsonCareers stats new employer activity and newly posted jobs.
Source of Evidence: Activity volume

Target:
Qualitative analysis will show global companies are recruiting at UA (including Fortune 500 companies) and broadening opportunities overseas. Baseline numbers will be determined.

Finding (2011-2012) - Target: Met
RESULTS: Taking into account the 40 companies that participated in on-campus visits with the Career Center at Culverhouse, 22 (55%) of them were Fortune 500 companies and 10 (25%) of them were Fortune 100 companies. The ten Fortune 100 companies all have global or international offices and employees. Also looking at the past 3-year baselines for new employer contacts, a baseline of about 20-30 new company contacts are created on CrimsonCareers denoting themselves as organizations outside the United States. Also, in the past three years a baseline of about 35-45 new jobs are posted and listed in locations outside the United States.

INTERPRETATION: Analysis of the new employers contacts, new job postings, and employer campus visits do show that global companies and positions are broadening opportunities overseas for our UA graduates.

M 12: Placement data comparisons
Placement data comparisons (via First Destination Survey for Business and Engineering and the Graduating Senior Survey).
Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Placement data for business and engineering first destination surveys will be reflective of regional data in regard to demographics and salary levels (as compared with the Michigan State Recruiting Trends report.)

Finding (2011-2012) - Target: Met
RESULTS: More than 400 (8% increase) employers attended Career Fairs with more than 3800 students attending (29% increase) and a steady uptick in on-campus recruiting is consistent with a positive recruiting prediction in 2011-12. The University of Alabama First Destination Surveys for May 2011 show that 80.8% of all C&BA graduates are placed (either in employment, graduate school or military) 6-months after graduation. Also, May 2011 UA graduates in Engineering showed a 84% placement rate. Respectively placement in the areas of Accounting (94%), MIS (100%), OM (87%) were consistent with prospects from national recruiting trends. In regards to salary averages, the May 2011 6-month report shows that UA students have either the same or higher than average salary range for the majors of Accounting, Marketing, Chemical Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering just to name a few.

INTERPRETATION: Benchmarking data cited from the 2011-12 Michigan State Recruiting Trends reports shows that, "total hiring across all degrees will expand by 4 percent this year. The expansion is coming from a strong push at the Bachelor’s degree level, which will increase by approximately 7 percent, according to the 4,200 employers seeking full-time talent." (RECRUITING TRENDS 2011-2012, A Michigan State University Publication prepared by The Collegiate Employment Research Institute and The MSU Career Services Network). The report also suggests that, “Accounting, most engineering disciplines, finance, and supply chain are expected to do well this year.” This target was this MET in being consistent with national data.

M 13: CrimsonCareers stats on-campus interviews
CrimsonCareers stats for on-campus interviews.
Source of Evidence: Activity volume

Target:
Number of interviews and number of unique students completing interviews will increase 5% year over year.

Finding (2011-2012) - Target: Met
RESULTS: In order to set up an on-campus interview, staff creates a session and schedule through the CrimsonCareers system. Students or alumni can request an interview, and employers set up their interviews through the CrimsonCareers system. Completed interviews are recorded and reported in June 2012 through CrimsonCareers. Year to year comparisons are used to establish a BASELINE for typical on-campus interviewing numbers. TARGET WAS EXCEEDED: On-Campus Interviews increased 29% and unique student interviews increased 37%.

INTERPRETATION: Plausible explanations are an uptick in hiring—the 2011-12 Michigan State Recruiting Trends reports shows that, "total hiring across all degrees will expand by 4 percent this year. The expansion is coming from a strong push at the Bachelor's degree level, which will increase by approximately 7 percent, according to the 4,200 employers seeking full-time talent." (RECRUITING TRENDS 2011-2012, A Michigan State University Publication prepared by The Collegiate Employment Research Institute and The MSU Career Services Network).

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Pre-test/Post-test assessment for HES 250 students
HES 250 students will demonstrate an average of a 20% increase in confidence in their ability to identify or articulate vital career-related knowledge (i.e., self-awareness, employer research, interviewing, resume writing) as measured by the pre-test/post-test assessment.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Interviewing Rubric: (Housing & Residential Community RA Interviews) | Outcome/Objective: Career Center users will engage in programming and demonstrate competency in career skills
Implementation Description: At least three sections of HES 250: Career Planning and Life Skills course will implement a pre-test and post-test to measure students' confidence in vital career-related knowledge. Instructors will collect the pre-test and send results to the Career Center Coordinator for collection and evaluation. Post-tests will be given at the end of the semester to measure increases in career related scores.

Responsible Person/Group: Susan Cowles, Mary Lowrey, Ellen Pate
### Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<table>
<thead>
<tr>
<th>Description of Program Or Initiative</th>
<th>Outcome: Foster Global Citizenship and Cultural Understanding</th>
<th>Outcome: Develop Ethical Leaders</th>
<th>Outcome: Promote Civic Engagement</th>
<th>Outcome: Create a Culture of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting/ Advising- students participate in one-on-one meetings at main location or satellite and walk-in locations.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Partnerships with faculty, staff and employers- collaborative programming with partners on and off campus to connect students with realistic information and opportunities.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Workshops/ Programs- staff is invited into the classroom or collaborates with other offices to host interactive learning opportunities.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Fair Prep Steps - students proceed through interactive learning “stations” before entering the Career Fair to gain networking skills.</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CrimsonCareers Recruiting System- employers, contacts, internships, jobs, and interview schedules will be posted and promoted on this online platform for reporting.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Employer Development: Identify employment and location interests of students and target organizations for employer development.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting &amp; Placement Data Collection- Students will participate in on-campus recruiting and career fairs; graduates will report placement status (via First Destination Surveys as well as the Graduating Senior Survey.)</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Career Resources - Research, develop and update training materials and technologies for the Career</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Library and the website.**

**Freshman Program and Retention data**—Introduce services during orientation and maintain a presence in freshmen residences. Utilize marketing tools to promote career resources; retention studies completed with the Office of SA Assessment to research impact.

**HES 250 Career Planning Course**—Introduce the career planning skills to multiple sections of FR/SO and JR/SR.

**Focus Groups**—Key stakeholders including students, faculty, staff, employers and parents will be invited to brainstorm vital skills and behaviors necessary for professional development.

**Required Experience**

**Required Task**

**Common Activity**

### III. Timetable: What Assessment Measures will be Administered When for Each Expected Outcome

<table>
<thead>
<tr>
<th>Description of Program Or Initiative</th>
<th>Outcome: Foster Global Citizenship and Cultural Understanding</th>
<th>Outcome: Develop Ethical Leaders</th>
<th>Outcome: Promote Civic Engagement</th>
<th>Outcome: Create a Culture of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting/ Advising—students participate in one-on-one meetings at main location or satellite and walk-in locations.</td>
<td>• Crimson Careers utilization numbers (sorted by purpose, location, college) ➔ MAY 2012</td>
<td>• Crimson Careers utilization numbers (sorted location and college) ➔ MAY 2012</td>
<td></td>
<td>• Crimson Careers utilization numbers (sorted by status) ➔ MAY 2012</td>
</tr>
<tr>
<td>Partnerships with faculty,</td>
<td>• Total Program records for program</td>
<td>• Total Program records for</td>
<td>• Total Program records with the</td>
<td>• Vital Skills Rubrics results for selected</td>
</tr>
<tr>
<td><strong>staff and employers</strong>&lt;br&gt;collaborative programming with partners on and off campus to connect students with realistic information and opportunities.</td>
<td>requests with the partners and employers on and off campus → reviewed each semester</td>
<td>program requests with the partners and employers on and off campus → reviewed each semester</td>
<td>local non-profits or employers → reviewed each semester</td>
<td>programs → after each event</td>
</tr>
<tr>
<td>Workshops/ Programs - staff is invited into the classroom or collaborates with other offices to host interactive learning opportunities.</td>
<td>Total Program and attendance records → reviewed each semester</td>
<td>Total Program and attendance records → reviewed each semester</td>
<td>Vital Skills Rubrics results for selected programs → after each event</td>
<td></td>
</tr>
<tr>
<td>Career Fair Prep Steps - students proceed through interactive learning &quot;stations&quot; before entering the Career Fair to gain networking skills.</td>
<td>Total Career fair attendance records → reviewed each semester</td>
<td>Prep Steps Rubrics results →after each event</td>
<td>Pre-test/post-test results for select programs → after each program</td>
<td></td>
</tr>
<tr>
<td>CrimsonCareers Recruiting System - employers, contacts, internships, jobs, and interview schedules will be posted and promoted on this online platform for reporting.</td>
<td>Crimson Careers stats (new employer activity and newly posted jobs)→ reviewed each semester</td>
<td>Crimson Careers stats (employer contact reports by consultants)→ reviewed each semester</td>
<td>Crimson Careers utilization numbers (sorted by On campus interviews) → reviewed each semester</td>
<td></td>
</tr>
<tr>
<td>Employer Development: Identify employment and location interests of students and target organizations for employer development.</td>
<td>Crimson Careers stats (new employer activity and newly posted jobs)→ reviewed each semester</td>
<td>Crimson Careers stats (employer contact reports by consultants)→</td>
<td>Crimson Careers stats (new employer activity and newly posted jobs)→ reviewed each semester</td>
<td></td>
</tr>
</tbody>
</table>
**Recruiting & Placement Data Collection** - Students will participate in on-campus recruiting and career fairs; graduates will report placement status (via First Destination Surveys as well as the Graduating Senior Survey.)
- Graduating Senior Survey - MAY 2011
- First Destination Surveys - completed 6 months after graduation
- Graduating Senior Survey - MAY 2011
- First Destination Surveys - completed 6 months after graduation

**Career Resources** - Research, develop and update training materials and technologies for the Career Library and the website.
- Website Stats - each semester

**Freshman Program and Retention data** - Introduce services during orientation and maintain a presence in freshmen residences. Utilize marketing tools to promote career resources; retention studies completed with the Office of SA Assessment to research impact.
- Retention Study Data - reviewed each semester

**HES 250 Career Planning Course** - Introduce the career planning skills to multiple sections of FR/SO and JR/SR.
- Virtual Mock Interview Rubrics results → After selected assignments in HES 250
- Virtual Mock Interview and resume Rubrics results → After selected assignments in HES 250

**Focus Groups** — Key stakeholders including students, faculty, staff, employers and parents will be invited to brainstorm vital skills and behaviors necessary for professional development.
- Focus Group qualitative analysis → reported by May 2012

**Required Experience**

**Required Task**

**Common Activity**
### Curriculum Map II (Assessment Measures)

Please provide a brief description of the measures and when the assessment will be measured.

<table>
<thead>
<tr>
<th>Description of Program Or Initiative</th>
<th>Outcome: Foster Global Citizenship and Cultural Understanding</th>
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<th>Outcome: Create a Culture of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting/ Advising- students participate in one-on-one meetings at main location or satellite and walk-in locations.</td>
<td>• Career Center utilization numbers ➔ MONTLY</td>
<td></td>
<td>• Rubrics results for selected programs ➔ EACH SEMESTER</td>
<td>• Consultant &amp; Advisor faculty interaction observations ➔ MONTLY</td>
</tr>
<tr>
<td>Partnerships with faculty, staff and employers- collaborative programming with partners on and off campus to connect students with realistic information and opportunities.</td>
<td>• Rubrics results for selected programs ➔ EACH SEMESTER</td>
<td></td>
<td>• Total Program and attendance records ➔ EACH SEMESTER</td>
<td>• Pre-test/post-test results for select programs ➔ EACH SEMESTER</td>
</tr>
<tr>
<td>Workshops/ Programs- staff is invited into the classroom or collaborates with other offices to host interactive learning opportunities.</td>
<td>• Number of collaborative programs to serve more diverse populations ➔ EACH SEMESTER</td>
<td>• Unique client utilization by ethnicity and gender ➔ EACH SEMESTER</td>
<td>• Pre-test/post-test results for select programs ➔ EACH SEMESTER</td>
<td>• Student online survey for workshops ➔ MONTLY</td>
</tr>
<tr>
<td>Career Fair Prep Steps- students proceed through interactive learning “stations” before entering the Career Fair to gain networking skills.</td>
<td>• Prep Steps Rubrics results ➔ EACH SEMESTER</td>
<td></td>
<td>• Record of VIRTUAL employer campus interactions ➔ MONTLY</td>
<td>• Total Career fair attendance records ➔ EACH SEMESTER</td>
</tr>
<tr>
<td>Employer Relations &amp; CrimsonCareers Recruiting System- employers, contacts, internships, jobs, and interview schedules will be posted and promoted on this online platform for reporting.</td>
<td>• Record of employer campus interactions (campus visits, career fairs, On-campus recruiting, information session) ➔ MONTLY</td>
<td>• Employer Development observations in CrimsonCareers ➔ EACH MONTH</td>
<td>• Student profiles completed on CrimsonCareers ➔ MONTLY</td>
<td>• CrimsonCareers stats for number of student referrals for active internships/jobs ➔ MONTLY</td>
</tr>
<tr>
<td>Employer Development: Identify employment and location interests of students and target organizations for employer development.</td>
<td>• CrimsonCareers stats for on-campus interviews ➔ MONTLY</td>
<td></td>
<td>• First Destination Survey response rates ➔ MONTLY</td>
<td>• Employer Development observations in CrimsonCareers ➔ EACH MONTH</td>
</tr>
<tr>
<td>Recruiting &amp; First Destination survey- Students will participate in on-campus recruiting and career fairs; graduates will report placement status (via First Destination Surveys)</td>
<td>• First Destination Survey response rates ➔ MONTLY</td>
<td></td>
<td>• CrimsonCareers stats for on-campus interviews ➔ MONTLY</td>
<td>• Recruiting &amp; First Destination survey response rates ➔ MONTLY</td>
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<tr>
<td>• Website and social media analysis→ MONTHLY</td>
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<tr>
<td>• First Destination Survey additions → EACH SEMESTER</td>
<td></td>
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<tr>
<td>• Number of professional presentation submissions → EACH SEMESTER</td>
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<tr>
<td>• Recognition in publications as a source of career-related information → EACH SEMESTER</td>
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</table>

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<tr>
<th>Freshman Program and Retention data—Introduce services during orientation and maintain a presence in freshmen residences. Utilize marketing tools to promote career resources; retention studies completed with the Office of SA Assessment to research impact.</th>
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</tr>
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<tbody>
<tr>
<td>• Retention Study Data → EACH YEAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unique client utilization numbers for first and second year students → EACH SEMESTER</td>
<td></td>
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</table>

<table>
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<tr>
<th>HES 250 Career Planning Course—Introduce the career planning skills to multiple sections of FR/FR and JR/SR.</th>
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<tbody>
<tr>
<td>• Prep Steps Rubrics results → EACH SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-test/post-test results for select programs → EACH SEMESTER</td>
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<tr>
<th>Focus Groups—Key stakeholders including students, faculty, staff, employers and parents will be invited to brainstorm vital skills and behaviors necessary for professional development.</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus Group qualitative analysis → EACH SEMESTER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Experience</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Task</td>
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<td>Common Activity</td>
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</tr>
</thead>
</table>
| **Consulting/ Advising**  
students participate in one-on-one meetings at main location or satellite and walk-in locations. |  |  |  | • Career Center utilization numbers ➔ **MONTHLY**  
• Student Exit Survey (consulting) ➔ **MONTHLY** |
| **Partnerships with faculty, staff and employers**  
collaborative programming with partners on and off campus to connect students with realistic information and opportunities. |  |  |  | • Rubrics results for selected programs ➔ **EACH SEMESTER**  
• Consultant & Advisor faculty interaction observations ➔ **MONTHLY** |
| **Workshops/ Programs**  
staff is invited into the classroom or collaborates with other offices to host interactive learning opportunities. | • Number of collaborative programs to serve more diverse populations ➔ **EACH SEMESTER**  
• Unique client utilization by ethnicity and gender ➔ **EACH SEMESTER** |  |  | • Total Program and attendance records ➔ **EACH SEMESTER**  
• Pre-test/post-test results for select programs ➔ **EACH SEMESTER**  
• Student online survey for workshops ➔ **MONTHLY** |
| **Career Fair Prep Steps**  
students proceed through interactive learning “stations” before entering the Career Fair to gain networking skills. |  |  |  | • Prep Steps Rubrics results ➔ **EACH SEMESTER**  
• Record of VIRTUAL employer campus interactions ➔ **MONTHLY**  
• Total Career fair attendance records ➔ **EACH SEMESTER**  
• Career Fair Evaluations ➔ **EACH SEMESTER** |
| **Employer Relations & CrimsonCareers Recruiting System**  
employers, contacts, internships, jobs, and interview schedules will be posted and promoted on this online platform for reporting. |  |  |  | • Record of employer campus interactions (campus visits, career fairs, On-campus recruiting, information sessions) ➔ **MONTHLY**  
• Student profiles completed on CrimsonCareers ➔ **MONTHLY** |
| **Employer Development**  
Identify employment and location interests of students and target organizations for employer development. |  |  |  | • CrimsonCareers stats for number of student referrals for active internships/jobs ➔ **MONTHLY** |
| **Recruiting & First Destination survey**  
Students will participate in on-campus recruiting and career fairs; graduates will report placement status (via First Destination Surveys) |  |  |  | • Employer Development observations in CrimsonCareers ➔ **EACH MONTH**  
• CrimsonCareers stats for on-campus interviews ➔ **MONTHLY**  
• First Destination Survey response rates ➔ **MONTHLY** |
<table>
<thead>
<tr>
<th>Career Resources</th>
<th>Research, develop and update training materials and technologies for the Career Library and the website.</th>
</tr>
</thead>
</table>
|                  | • Website and social media analysis → MONTHLY  
|                  |   • First Destination Survey additions → EACH SEMESTER  
|                  |   • Number of professional presentation submissions → EACH SEMESTER  
|                  |   • Recognition in publications as a source of career-related information → EACH SEMESTER  |
| Freshman Program and Retention data | Introduce services during orientation and maintain a presence in freshmen residences. Utilize marketing tools to promote career resources; retention studies completed with the Office of SA Assessment to research impact. |
|                  | • Retention Study Data → EACH YEAR  
|                  |   • Unique client utilization numbers for first and second year students → EACH SEMESTER  |
| HES 250 Career Planning Course | Introduce the career planning skills to multiple sections of FR/SO and JR/SR. |
|                  | • Prep Steps Rubrics results → EACH SEMESTER  
|                  |   • Pre-test/post-test results for select programs → EACH SEMESTER  |
| Focus Groups | Key stakeholders including students, faculty, staff, employers and parents will be invited to brainstorm vital skills and behaviors necessary for professional development. |
|                  | • Focus Group qualitative analysis → EACH SEMESTER  |
| Required Experience |  |
| Required Task |  |
| Common Activity |  |