

Outcomes Assessment and the Magner Center for Career Development and Internships

Fred Balsam and Zavi Gunn

In June of 2011 the Magner Center initiated a new approach to data collection, program evaluation, metrics and reporting that focuses on Student Learning Outcomes (SLO) and Outcomes Assessment. Over the past few years there has been a fundamental shift in outcomes assessment, program evaluation, metrics and reporting with a greater emphasis on measuring effectiveness of programming not only to better refine what is working, but also to allocate scarce resources to programs that produce measurable results.

Previous to this, the Magner Center would use satisfaction surveys with our core constituents (students and employers) to measure and report on their satisfaction with programming and services provided along with data collection from various operational areas to compare them to benchmarks set by the National Association of Colleges and Employers. Over the past 2 years we have also been using Unisum as a resource to survey our students comparing them to a national population of college students for data collection. Much of this data would then be used to help guide us in program evaluation and new program development which we typically engage in during the summer months.

At this same time, the Career Services Association of CUNY (CSAC) was being asked by the new Vice Chancellor for Student Services to utilize a SLO, outcomes assessment, metrics and reporting system for the collection and analysis of data for program evaluation, program refinement, and new program development. Two of the Career Services offices within had already embarked upon this path about 1 year previous so acted as resources to the other offices tasked with this new charge.

Central to all of this is the mission of Career Services units as put forward by the National Association of Colleges and Universities (NACE) as put forth in: NACE Professional Standards for College and University Career Services Evaluation Workbook 2009.

- Career services must support the mission, academic programs, experiential programs, and advancement of the institution to promote student learning and student development.
- Career services must assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.
- Career services should help students and other designated clients to:
 - a. develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.
 - b. obtain educational and occupational information to aid their career and educational planning, and to develop their understanding of the world of work.
 - c. select personally suitable academic programs and experiential opportunities that optimize their future educational and employment options.
 - d. take responsibility for developing their career decisions, graduate/professional school plans, employment plans, and/or job-search competencies.
 - e. prepare to find suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and occupational requirements.
 - f. gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities.
 - g. link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.
 - h. use technology to enhance the career development process.

- i. seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program.

Accomplishing the Goal

It became clear that to transition from satisfaction surveys to a formal SLO, Outcomes Assessment, Metrics and Reporting model that we would need to:

- conduct extensive external research on what was being done
- utilize professional organizations versed in this area including:
 - National Association of Colleges and Employers
 - CampusLABs
 - InternBridge
- Attend in service trainings and webinars to become better versed in the process
- Develop on-campus resources for support
 - Academic Assessment Department
 - Institutional Planning, Research and Assessment
- Develop external campuses that had been through the process and could be used as resources
 - MIT
 - USC
- Create an Outcomes Assessment Team within the staff
 - Fred Balsam and Zavi Baynes
- Create a timeline for the following:
 - Review the Mission of the office
 - Identify and survey core constituents
 - Develop an assessment plan
 - Define/Redefine SLOs
 - Identify/Design Delivery System
 - Determine testing methodology to be used
 - Design Assessment Tools
 - Run the Learning Opportunity
 - Gather Data with Assessment Tools
 - Data Cleaning and Analysis
 - Interpret Data - Results, Gaps & Successes
 - Write up Results –
 - Make recommendations for Improvement
 - Refine the assessment process as needed
 - Build this model into an ongoing operational process
- To accomplish the above we:
 - Researched current literature in the field
 - Attended a series of webinars put on by NACE and InternBridge:
 - Demonstrating Results: Student Learning Outcomes (NACE)
 - Analytics in Action: Career Services Assessment Session 1 (InternBridge)
 - Assessment for Student Success Session 2 (InternBridge)
 - Analytics in Action: Career Services Assessment Session 3 (InternBridge)
 - Analytics in Action: Career Services Assessment Session 4 (InternBridge)
 - We (CSAC) arranged a day-long in-service training for all the Career Services units within CUNY. The In-service was provided by CampusLABs – the current leader in this area.
 - This was most helpful and gave us an idea of how to structure and undertake the process and how long it should take to fully implement on our campus (3 – 4 years).

- Held meetings with Michael Anderson on how to write SLO's, structure and conduct assessments.

The entire professional staff then held a series of meetings to develop SLO's for their program areas. These were worked on, reviewed and refined. Once SLO's were established for each workshop and program area, they were then run by and approved by Michael Anderson. We also created a logic model and dashboard for the Magner Center to be used in the process.

In a meeting with Experience the online career management system that we use (Erecruiting) the need for more analytics, outcomes and reporting capability for the program was discussed. They implemented those features this past spring and will continue to improve analytics, metrics and reporting functionality.

Where we were as of June 2012

- We reviewed the Mission statement for the Magner Career Center
- We created a Logic Model for Outcomes Assessment of the Magner Career Center
- We have established SLO's for all repeating workshops and some program areas within the Magner Center.
- We have created new surveys that combine satisfaction along with learning outcomes for a number of our workshops:
 - One Shot Job Search workshop
 - Nuts and Bolts of Finding an Internship
 - Finding the Right Major and Career
 - Company Visit program
 - We have also created a new general survey that can be applied to all our other workshop areas until specific instruments can be developed. The focus is on specific learning outcomes.
 - We will be meeting with Michal Ayers to discuss the new surveys and the scoring and data analysis and reporting that will be done by the Institutional Planning, Research and Assessment. **(Accomplished)**
 - We hope to have data analysis and reporting completed by the end of summer which will be used for workshop evaluation and refinement prior to the beginning of the Fall semester. **(Due to problems with the survey instruments – the scoring took place in February 2013 and the reports are now ready)**

Over the summer the goal is to create new survey instruments for all the remaining workshops offered by the Magner Center and begin using them with our Fall workshops. **(Not done. The goal is to accomplish this in Summer of 2013)**

In the Fall we will develop testing methodologies and instruments to cover all the other service areas of the Magner Center. In addition, we will survey our constituent groups to determine needs which will also be used to develop and or refine programming. **(Not done – goal is to complete this in Fall 2013)**

The goal is to have a total Outcomes Assessment, Analytics, Metrics and Reporting program in place and fully operational covering all service areas by the end of the Spring 2013 semester. **(Underway – completion goal is by Spring of 2014)**

Where we are as of 4/30/13

Student Surveys including Student Learning Outcomes have been administered for:

- One Shot Job Search Workshop (paper and online)

- **Results compiled – Results will be analyzed at Summer Planning Session**
- **Nuts and Bolts of Finding an Internship (paper)**
 - **Results compiled – Results will be analyzed at Summer Planning Session**
- **Finding the Right Major and Career (paper and online)**
 - **Results compiled – Currently reviewing results**
- **Fall and Spring Job/Internship Fair (paper and online for both employers and students)**
 - **Data still being collected**
- **Company Visit Program (online + a follow-up online survey)**
 - **Results compiled and analyzed**
- **Boot Camp for Liberal Arts Majors plus a 3 month follow-up survey (paper and online)**
 - **Results compiled and analyzed**

*We also quickly read/review the surveys as they are submitted to make sure that we are meeting the workshop goals and to see if there is any tweaking that can be done.

Our goal is to create a workable online survey to be used for each repeating workshop and then add an online 3 month follow-up survey to determine courses of action taken by the participants of the workshops. We had used online surveys with limited success (low response rates for some of the workshops) but with the use of clickers and using the Web Building we should be able to address that issue.

Our goal is to complete all the uncompleted work on Outcomes Assessment by August of 2014 and then have in place a fully operational system that will assess every component of the Magner Center on a rotating basis so that all programs and services are reviewed within a 3 year cycle.

Professional Development Activities related to Outcomes Assessment, Metrics and Reporting June 2012 – Present

Attended National Association of Colleges and Employers Annual Conference June 2012

Participated in all day Master Class:

Management Leadership Institute Master Class

Full-Day NACE Preconference Workshop

Focus was on SLO's, Metrics, Reporting, Programming, etc.

Attended the following workshops at the NACE Conference:

- External Reviews for Career Services
- One Institution's Approach to Collecting and Using Survey Data
- Resetting Your Strategic Plan
- Meaningful Assessment of Student Programs & Services
- From Assessment to Evaluation: Developing a Career Services Action Plan

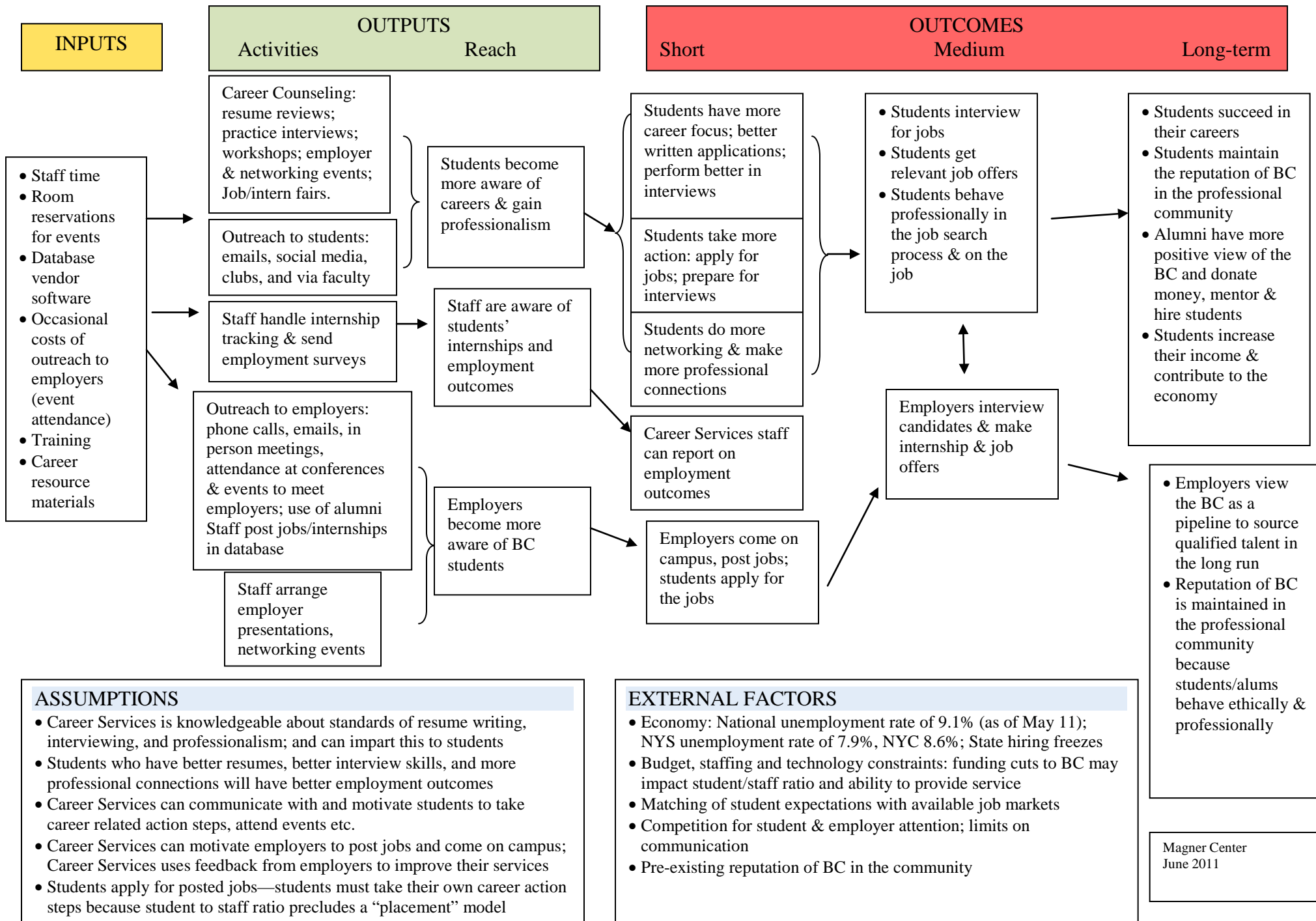
Winter 2013

Participated in the following webinars:

- Best Practices in Assessment FOR Learning: Creating THE Assessment
- Accountability and Assessment

Fred Balsam also serves as the Co-Chair of the Assessment, Outcomes, Analytics and Reporting working group within the Career Services Association for CUNY. We are currently working on creating a First destination survey that can be utilized by all the CUNY Colleges.

Logic Model for Magner Center for Career Development & Internships



Surveys done by the Magner Career Center

Workshop Surveys

Fall 2013 Pre-law Orientation workshops
(paper generic survey used – attached)

Finding the Right Major/Career
(paper survey – attached) for 2012 revised to a new online survey (Self-Exploration Workshop)

Generic Workshop Survey – used in those instances where a workshop specific survey has yet to be created
(paper survey – attached)

How to Make a Job Fair Work for You
(generic paper survey – attached)

Nuts and Bolts of Finding an Internship
(paper survey – attached)

Self-Exploration Workshop: Finding the Right major and Career Survey:
<http://tinyurl.com/ftmacrosurvey2012>

Spring 2013 Brooklyn College/ Magner Center LSAT class
(paper survey – results attached)

Study Abroad and International Internships Questionnaire
(paper survey – attached)

The One Shot Workshop
<http://tinyurl.com/OneShotSurvey>
(paper and online versions)

Job/Internship Fair Surveys

Employer Survey for Job/Internship Fair – administered at completion of FAir
(paper survey – attached)

Post-Job Fair 3 Months Surveys (online):
Student survey: <http://tinyurl.com/bcstudentjobfairsurveyfall2013>
Employer survey: <http://tinyurl.com/bcemployerjobfairsurvey>

Surveys of Magner Center Programs/Events:

January 2013 Boot Camp initial post-survey:
https://docs.google.com/spreadsheet/viewform?usp=drive_web&formkey=dDRGcFRqZlpzOE82eE03VUZXMFLTGc6MA#gid=0

Surveys of Magner Center Programs/Events (continued):

January 2013 Boot Camp 3-month survey:

https://docs.google.com/spreadsheet/viewform?usp=drive_web&formkey=dDdCaHR2aG9PaHNBaDNNZzBsOE9QMhC6MA#gid=0

June 2013 Boot Camp initial post-survey:

<https://docs.google.com/forms/d/1xEYmMAS3x8YkQD3N3K5rrPRsudejoVwK9VMYqHTPCjc/viewform>

June 2013 Boot Camp 3-month survey:

<https://docs.google.com/forms/d/11-DnNvPxAVPiW4r8cnpa9SJFfjDZQvMfmVCcp-c3ekU/viewform>

Company Visit Program – June 2013 Survey:

https://docs.google.com/spreadsheet/viewform?usp=drive_web&formkey=dHNKemRwdUVBWTFDQXBSZkgyU3paZnc6MA#gid=0

Networking Event Student Survey:

<http://tinyurl.com/StudentSurveyApril10>

Networking Event Alumni and Professional Partners Survey:

<http://tinyurl.com/StudentSurveyApril10>

Women's Leadership Mentor Luncheon Follow Up Survey:

https://docs.google.com/forms/d/1CfMv8Mm_YYI2BCMebnwFALeEvF5_9vo4DsSqYq0s31l/viewform

Employer Surveys

Employers Perspective on Resumes and Cover letters Survey

<http://s.zoomerang.com/Survey/WEB22FVBE3DXTS>

Student Surveys

2013 Wetfeet Benchmark Survey – currently underway

<https://start.wetfeet.com/survey/uss/brooklyn>

NACE Student Survey of Career Information – goal is to administer in Winter/Spring of 2014
(paper survey – attached)

**Workshop Client Questionnaire**

Please answer the questions below as they best correspond with your experience. Please fill in the ovals completely. Do not use other marks such as X or ☒ on the form. **Your responses are anonymous and confidential.**

Date: _____ Workshop: Nuts and Bolts of Landing an Internship

Year of Study: (Please Check) Major: _____

Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate Student _____

Alumnus _____

Level of Agreement

Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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Do you agree with the following statements:

The goals of the workshop were clearly stated
 The goals of the workshop met my expectations
 The workshop was effective in addressing issues relevant to my career development
 The workshop leader was effective in accomplishing the workshop's goals
 I would recommend this workshop to a friend

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It is important to do an internship(s) as part of your college experience
 Internships provide an opportunity to develop skills that employers value
 I can list 2 tools available to me to research and find internships

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this workshop overall?

(Lowest) 1 2 3 4 5 (Highest)
☐ ☐ ☐ ☐ ☐

How did you hear about this workshop?

- | | | | |
|--|---|---|---------------------------------------|
| <input type="radio"/> Another student | <input type="radio"/> Career Center Staff | <input type="radio"/> Flyer | <input type="radio"/> Career web site |
| <input type="radio"/> Bulletin board posting | <input type="radio"/> Newspaper advertisement | <input type="radio"/> Career Newsletter | <input type="radio"/> List Serve |
| <input type="radio"/> Faculty member | <input type="radio"/> Letter in the mail | <input type="radio"/> Other _____ | |
| <input type="radio"/> E-mail | <input type="radio"/> Announcement in class | | |

Give three examples of characteristics and qualities employers' value in interns

Please list 2 or 3 specific things that you learned from attending this workshop. You may also add your comments.

What else would you have liked to have learned?



The Magner Center for Career Development and Internships
Workshop Client Questionnaire

Please answer the questions below as they best correspond with your experience.
 Please fill in the ovals completely. Do not use other marks such as X or ✓ on the form.
 Your responses are anonymous and confidential.

Date: _____ Workshop: One Shot Job Search Workshop

Year of Study: (Please check)

Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate Student _____ Alumnus _____

Major: _____

Do you agree with the following statements:

- The goals of the workshop were clearly stated
- The goals of the workshop met my expectations
- The workshop was effective in addressing issues relevant to my career development
- The workshop leader(s) was effective in accomplishing the workshop's goals
- I feel more capable in my ability to write a resume and cover letter
- I have a greater understanding of how to interview and typical questions employers ask
- I learned how to undertake a job/internship search
- I would recommend this workshop to a friend

<u>Level of Agreement</u>					
Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this workshop overall?

(Lowest) 1 2 3 4 5 (Highest)
☐ ☐ ☐ ☐ ☐

How did you hear about this workshop?

- | | | | |
|--|---|---|---------------------------------------|
| <input type="radio"/> Another student | <input type="radio"/> Career Center Staff | <input type="radio"/> Flyer | <input type="radio"/> Career web site |
| <input type="radio"/> Bulletin board posting | <input type="radio"/> Newspaper advertisement | <input type="radio"/> Career Newsletter | <input type="radio"/> List Serve |
| <input type="radio"/> Faculty member | <input type="radio"/> Letter in the mail | <input type="radio"/> Other _____ | |
| <input type="radio"/> E-mail | <input type="radio"/> Announcement in class | | |

Please list 2 or 3 specific things that you learned from attending this workshop. You may also add your comments.

What else would you have liked to have learned?

Study Abroad and Global Engagement Interest Questionnaire.

We would like to help you find study abroad programs that meet your study abroad and global studies interests. Please help us by answering the following questions.

(1) I would like to be abroad for:

- ☐ A few weeks or less
- ☐ A few months or a semester
- ☐ Two semesters
- ☐ Other
- ☐ Don't know

(2) I would like to get my global experience in:

- ☐ Europe
- ☐ Asia (East and South)
- ☐ Australia/New Zealand
- ☐ Latin America
- ☐ Africa
- ☐ North America
- ☐ Other _____
- ☐ Don't know yet

(3) Name your country(ies) of interest: _____

(4) I have studied and/or speak the following languages: (circle level below: (1) beginning; (2) intermediate; (3) advanced; (4) native speaker.

_____ (1) (2) (3) (4) _____ (1) (2) (3) (4)
_____ (1) (2) (3) (4) _____ (1) (2) (3) (4)

(5) While I am abroad, I would like to: (check all that apply)

- ☐ Study coursework in my major, minor, or complete elective credits
- ☐ Study coursework in a foreign language. (Please name _____)
- ☐ Study my course-work in English while abroad
- ☐ Study a foreign language (please name _____)
- ☐ Intern/work/service learning/volunteer

(6) My current major(s)/minors are: _____

(7) I am a: (Circle one) Freshman Sophomore Junior Senior Grad

(8) I would like to have information on: (check all that apply)

- ☐ How do I to transfer study abroad credits to my Brooklyn College transcript?
- ☐ How may I study abroad and still graduate on time?
- ☐ How does my financial aid apply to my study abroad program?
- ☐ What scholarships are available to help me pay for the costs of study abroad?
- ☐ What do I need to do to choose a program that is right for me?
- ☐ Other—please indicate: _____

My name: _____ Email: _____ (rvsd81611)

CAREER SERVICES

Student Survey of Career Information

Think about your experiences with the career services office as you respond to the following questions.

1. In the last 12 months, how often have you visited career services, accessed its resources (including online), or used its services?

☐ Many times (6+)* ☐ A few times (2-5)* ☐ Once* ☐ Not at all**

*Complete all questions except 2. **Complete questions 2 and 3 only.

2. If you have NOT used career services at all, indicate the reason(s) by checking the items below.

- | | |
|--|--|
| <input type="checkbox"/> Not aware of services | <input type="checkbox"/> Office seems uninviting |
| <input type="checkbox"/> Know what I want to do and how to do it | <input type="checkbox"/> Inconvenient location |
| <input type="checkbox"/> Not yet a priority for me | <input type="checkbox"/> Inconvenient office hours |
| <input type="checkbox"/> Getting help/advice from someone outside career services | <input type="checkbox"/> Heard career services isn't very helpful |
| <input type="checkbox"/> My schedule has not allowed me enough time to use the service | <input type="checkbox"/> Services seem oriented to other majors/students |
| <input type="checkbox"/> Other (please specify): _____ | <input type="checkbox"/> Services seem oriented to seniors |

What would have motivated you to use the resources and services?

3. Importance of Career Information: How important to you is it to receive help with each of the following? (Please circle the number indicating importance)

Very Important	Important	Somewhat Important	Not Important	No Opinion
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3.1. Information about:

- | | | | | | |
|---|---|---|---|---|---|
| 3.1.a. Skills, values, and interest assessment | 4 | 3 | 2 | 1 | 0 |
| 3.1.b. Career planning | 4 | 3 | 2 | 1 | 0 |
| 3.1.c. Occupations and the job market choices | 4 | 3 | 2 | 1 | 0 |
| 3.1.d. Graduate and professional school | 4 | 3 | 2 | 1 | 0 |
| 3.1.e. Employment/job search | 4 | 3 | 2 | 1 | 0 |
| 3.1.f. Listings of cooperative education and internship opportunities | 4 | 3 | 2 | 1 | 0 |
| 3.1.g. Listings of full-time job opportunities | 4 | 3 | 2 | 1 | 0 |
| 3.1.h. Employers | 4 | 3 | 2 | 1 | 0 |
| 3.2. Career information located in the career services office. | 4 | 3 | 2 | 1 | 0 |
| 3.3. Career information accessible through the career services web site. | 4 | 3 | 2 | 1 | 0 |
| 3.4. Staff who can help you find career information. | 4 | 3 | 2 | 1 | 0 |

4. How much did you learn through your use of the career information provided by the career services office? (Please circle the number indicating how much)

Very Much	Quite A Bit	Some	Very Little	Did Not Use/Seek
--------------	----------------	------	----------------	---------------------

- | | | | | | |
|--|---|---|---|---|---|
| 4.1. I learned how to explore, make career decisions, and plan my career goals. | 4 | 3 | 2 | 1 | 0 |
| 4.2. I learned about current occupations and the job market. | 4 | 3 | 2 | 1 | 0 |
| 4.3. I learned about graduate and professional schools. | 4 | 3 | 2 | 1 | 0 |
| 4.4. I learned about employment/the job search. | 4 | 3 | 2 | 1 | 0 |
| 4.5. I learned about internship and/or cooperative education opportunities. | 4 | 3 | 2 | 1 | 0 |
| 4.6. I learned about job listings. | 4 | 3 | 2 | 1 | 0 |
| 4.7. I learned about employers. | 4 | 3 | 2 | 1 | 0 |

5. Career Information Satisfaction: Using the scale below, rate your satisfaction with career information about the following:

	Satisfaction Rating (circle)				
	Excellent	Good	Fair	Poor	Did Not Use
5.1. Skills, values, and interest assessment	4	3	2	1	0
5.2. Career planning	4	3	2	1	0
5.3. Occupations and the job market	4	3	2	1	0
5.4. Graduate and professional school	4	3	2	1	0
5.5. Employment/job search	4	3	2	1	0
5.6. Listings of internship and/or cooperate education opportunities					
5.7. Job listings	4	3	2	1	0
5.8. Employers	4	3	2	1	0

For any items rated "Fair" or "Poor," please comment:

6. If you used or sought career information, please rate your satisfaction with the following:

	Satisfaction Rating (circle)				
	Excellent	Good	Fair	Poor	Did Not Use
6.1. Career information located in the career services office.	4	3	2	1	0
6.2. Career information through the career services web site.	4	3	2	1	0
6.3. Extent to which career information is organized in a system that is user-friendly.	4	3	2	1	0
6.4. Extent to which staff were available to help you find career information.	4	3	2	1	0
6.5. Extent to which staff were knowledgeable and helpful to you.	4	3	2	1	0

7. To what extent do you agree/disagree with the following:

	Agree	Somewhat Agree	Somewhat Disagree	Disagree
As a result of career services office, I know feel more motivated to seek and use career information.	4	3	2	1

8. Is there career information that you would like to have offered by the career services office that was not available? If so, please comment:

9. General comments:

10. Please tell us a little about yourself:

Year in school: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Grad Student ☐ Alumnus ☐ Other

Graduation Date: _____ Major: _____ Gender: ☐ Male ☐ Female

Race/ethnicity (check all that apply): ☐ African American ☐ Asian American ☐ Caucasian

☐ Hispanic ☐ Native American

☐ Other (please specify) _____

Resident Status: ☐ U.S. Citizen ☐ Permanent Resident ☐ Other/F-1 Visa

Thank you for your help.



The Center for Career Development and Internships

Workshop Client Questionnaire

Please answer the questions below as they best correspond with your experience.
Please fill in the ovals completely. Do not use other marks such as X or √ on the form.
Your responses are anonymous and confidential.

Date: _____ Workshop: _____

Do you agree with the following statements:

- The goals of the workshop were clearly stated
- The goals of the workshop met my expectations
- The workshop was effective in addressing issues relevant to my career development
- The workshop leader(s) was effective in accomplishing the workshop's goals
- The workshop leader(s) was effective in responding to questions raised by students
- The PowerPoint presentation effectively presented the workshop material
- I would recommend this workshop to a friend

<i>Level of Agreement</i>					
Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this workshop overall?

(Lowest) 1 2 3 4 5 (Highest)

☐ ☐ ☐ ☐ ☐

How did you hear about this workshop?

- | | |
|--|---|
| <input type="radio"/> Another student | <input type="radio"/> Career Center Staff |
| <input type="radio"/> Bulletin board posting | <input type="radio"/> Newspaper advertisement |
| <input type="radio"/> Faculty member | <input type="radio"/> Letter in the mail |
| <input type="radio"/> E-mail | <input type="radio"/> Announcement in class |
| <input type="radio"/> Flyer | <input type="radio"/> Career web site |
| <input type="radio"/> Career Newsletter | <input type="radio"/> List Serve |
| <input type="radio"/> Other _____ | |

Please list 2 or 3 specific things that you learned from attending this workshop. You may also add your comments.



The Magner Center for Career Development and Internships

Workshop Client Questionnaire

Please answer the questions below as they best correspond with your experience. Please fill in the ovals completely. Do not use other marks such as X or ☒ on the form. Your responses are anonymous and confidential.

Date: _____ Workshop: Finding the Right Major and Career

Year of study: (Please check) Major(s): _____

Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate student _____ Alumnus _____

	Level of Agreement					
	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you agree with the following statements:						
The goals of the workshop were clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of the workshop met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop was effective in addressing issues relevant to my career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop leader(s) was effective in accomplishing the workshop's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The PowerPoint presentation effectively presented the workshop material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a better understanding of my skills from attending this workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my ability to select a major from attending this workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this workshop to a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this workshop overall?

(Lowest) 1 2 3 4 5 (Highest)
☐ ☐ ☐ ☐ ☐

How did you hear about this workshop?

- | | | | |
|--|---|---|---------------------------------------|
| <input type="radio"/> Another student | <input type="radio"/> Career Center Staff | <input type="radio"/> Flyer | <input type="radio"/> Career web site |
| <input type="radio"/> Bulletin board posting | <input type="radio"/> Newspaper advertisement | <input type="radio"/> Career Newsletter | <input type="radio"/> List Serve |
| <input type="radio"/> Faculty member | <input type="radio"/> Letter in the mail | <input type="radio"/> Other _____ | |
| <input type="radio"/> E-mail | <input type="radio"/> Announcement in class | | |

Please list three skills, values, interests or abilities that relate to the world of work.

1: _____
 2: _____
 3: _____

Please list 3 possible resources for researching a major and or a career.

1: _____
 2: _____
 3: _____

Identify one of your weaknesses.

1: _____

If possible, list one or two majors that you are considering selecting.

My next steps in selecting a major and/or career include: _____

Please list 2 or 3 specific things you learned from attending this workshop. You may also add your comments.

What else would you have liked to have learned?



The Magner Center for Career Development and Internships Fall 2013 Internship/Job Fair

Job Fair Employer Survey

Please fill in the ovals completely. Do not use other marks such as X or ✓ on the form.
Your responses are confidential. Thank you for your cooperation.

Recruitment

Representative: _____ Organization: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Ext: _____ Fax: _____

Email: _____

Do you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The job fair was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arrangements you requested were made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students you met with were appropriate for your hiring needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' resumes were well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were dressed properly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students asked appropriate questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reception staff was courteous and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The room was conducive to meeting and interviewing students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the overall quality of the students with whom you met?

(Lowest) 1 2 3 4 5 (Highest)

☐ ☐ ☐ ☐ ☐

Is this a good time of the year for a Job Fair? ☐ Yes ☐ No

If "No", when would be a better time for a Job Fair to be held? _____

Would you like to be contacted next year? ☐ Yes ☐ No

Do you have minimum requirements for job seekers? ☐ Yes ☐ No

If "Yes", please specify your requirements:

G.P.A.:	<input type="radio"/> 2.0-2.9	<input type="radio"/> 3.0-3.4	<input type="radio"/> 3.5 and above	<input type="radio"/> No Preference
Class Standing:	<input type="radio"/> Sophomores	<input type="radio"/> Juniors	<input type="radio"/> Seniors	<input type="radio"/> No Preference
Graduation Term:	<input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer	<input type="radio"/> No Preference

Please use the space below to make any other comments or suggestions.

Please return the completed form at the end of the fair to:

Mr. Fred Balsam, Associate Director, Employer Relations and Operations
The Magner Career Center, Brooklyn College, 2900 Bedford Ave., 1305 James Hall, Brooklyn, NY 11219
Phone: 718-951-5696, Fax: 718-951-4481, Email: FBalsam@Brooklyn.cuny.edu

Brooklyn College Spring LSAT Course (LSBX13002)

Class Survey Results

How would you rate {JASON VENDZULES}'s teaching overall?

Name	Excellent	Good	Fair	Poor
Jason Vendzules (10 lessons)	100.0%	0.0%	0.0%	0.0%

Would you say that { JASON VENDZULES }'s teaching was...

Name	Very Engaging	Somewhat Engaging	Not too engaging	Not at all engaging
Jason Vendzules (10 lessons)	100.0%	0.0%	0.0%	0.0%

And how knowledgeable was { JASON VENDZULES } about the test?

Name	Very Knowledgeable	Somewhat Knowledgeable	Not too Knowledgeable	Not at all Knowledgeable
Jason Vendzules (10 lessons)	100.0%	0.0%	0.0%	0.0%

And how much would you say { JASON VENDZULES } cared about your progress?

Name	Cared a lot	Cared somewhat	Cared a little	Did not care
Jason Vendzules (10 lessons)	100.0%	0.0%	0.0%	0.0%

What feedback do you have for { JASON VENDZULES }?

Name	Comment
Jason Vendzules (10 lessons)	Jason is an extraordinary teacher and showed a concern for the progress of each and every one of his students and made himself incredibly available to all students at all times. One of the best, for sure.
Jason Vendzules (10 lessons)	he is the best teacher i know.

What feedback do you have for JASON about your lessons so far?

Class Code	Date	Comment
LSBX13002	3/20/13	It's a really amazing opportunity hopefully there will be more because many of the students come from a low income families and this would really be a great resource for them to have.

Class Code	Comment
LSBX13002	Clear, approachable, awesome teacher

Class Code	Comment
LSBX13002	He's a great teacher! He's very knowledgeable, easygoing, informative, enthusiastic and patient. That's him in a nutshell....

Would you recommend Kaplan to your friends?

Completely Yes.... 100%

Generally Yes.... 0%

Generally No.... 0%

Completely No.... 0%

Magner Career Center

Status Update: Outcomes, Assessment and Reporting Programs

March 28, 2014

Magner Career Center SLO Committee:

- Fred Balsam, Associate Director for Employer Relations and Operations
- Zavi Gunn, Associate Director of Career Development
- Suzanne Grossman, Career Education and Training Coordinator

We are now just shy of three years into our Student Learning Outcomes, Assessment and Reporting programs having initiated them in June of 2011. We have made substantial progress and have learned a number of things along the way.

Analysis of results:

Goals:

- Speed the analysis of results
- Be able to create and analyze online survey instruments without having to send them externally for analysis and reporting
- Implement an online 3 month follow-up survey to determine courses of action taken by the student participants of our programs and workshops

Surveys - We currently use a combination of **paper surveys and online surveys**, and as of last fall, started using clicker technology with certain workshops to assess knowledge and learning. The **paper surveys are sent at the end of each academic year to Institutional Planning, Research and Assessment for scoring and analysis.** Although this is a workable system there is a lag between data collection and analysis. To make sure that we are incorporating feedback into our programming without having to wait a year, **staff are asked to review their completed surveys** to make sure that they are achieving the learning outcomes and to look for problem areas and suggestions for program improvement.

It was hoped that **online surveys** would speed analysis of data collected as we could use either Survey Monkey or Google Forms to create online surveys and do our own analysis. The issue that we ran into is very **few of the students would complete the online surveys** that were sent to them after the workshops were completed. The highest rate of response to online surveys was for our Company Visit program which ranged from approximately 30% to 60% response rate depending upon the visit. For our One Shot Job Search workshop the online response rate was just under 10%. The links to the surveys were sent out directly after the workshops or visits were completed and then again about 2 weeks later to see if we could increase the response ratio.

New Online System - The Magner Center will be implementing a new online career management system over the summer which may make it easier to create surveys, collect and analyze data and use it for process improvement. We will be **transitioning to Simplicity's NACELink CSM**. This will give us the **ability to create and administer online surveys and analyze results**. The program has a feature where you can block a student's access to their NACELink account until they complete the survey. Hopefully we can use this to increase student response rates on online surveys.

Audience Response System - The goal would be to move mostly to online surveys and clicker technology to gather feedback and data and test for learning outcomes. **We had implemented the use of a clicker audience response system technology (Turning Technologies)** to help test learning. It was used during the fall semester 2013 for the **Advanced Resume and Cover Letter workshop**. It can also be utilized to survey on student needs, attitudes, values, etc. **It was used during the fall semester 2013 for the Advanced Resume and Cover Letter workshop**. The goal is to expand the use of clicker audience response technology to all in person workshops.

Refining the Assessment Process:

The Center's initial goal was to have in place a fully operational system that would assess every component of the Magner Center on a rotating basis so that all programs and services were reviewed within a 3 year cycle. In meeting with NACE's expert on Assessment, (Dr. Sam Ratcliffe, Career Services Director at VMI) **a more reasonable goal is to assess and review 2 program and/or operational areas every year which would take us out to a 5 year cycle.**

SWOT - We now use SWOT Analysis in our semi-annual and annual evaluation meetings as we look at implementing, improving, or dropping programs and services.

Program Modifications/Refinements as a Result of Assessment

1 - Job Fair Preparation Week – As a result of feedback captured from employers attending the Center's Job and Internship Fairs over the past two years, (through paper surveys and soliciting verbal feedback at the events, we determined that students attending needed to:

- improve the quality of their resumes being presented to employers
- be more focused and conduct employer research prior to attending the event
- be able to present themselves effectively in communicating with the employers
- had to be professionally attired

Evaluations - Twice per year our staff also does an evaluation of programs. At one of the evaluations it was determined that **we were overextended in terms of programming the week before and the week of our Fairs**. The determination was made to drop all other programming during those 2 weeks and focus on addressing the issues raised by employers attending the Fairs. **We created extended drop in hours for the 2 weeks prior to the Fairs** utilizing professional staff of the Center, our Student Ambassadors, as well as volunteer alumni and employers to:

- Provide Resume review and critiquing.
- Train students in how to craft and deliver an elevator pitch
- Stress the importance of proper attire and research prior to the Fair

Prezi - In addition to individual drop in hours to help prepare students for the Fair, a **Prezi presentation was created** that covered all the key elements of being successful at a Job Fair and was presented continuously in our workshop room while students waited to meet one on one with a counselor.

Elevator Pitch - Written materials have also been created on crafting **an elevator speech and do's and don'ts for being successful at a job fair and are sent out** to all students in our system.

Job Fair Guide - We get the **Job Fair Guide** prepared and out to students now about 2 weeks before the Fair so that they can thoroughly research the employers. The Guide includes positions being recruited for as well as links to the employers' web sites and tips on how to be successful at the Fair. **The Guide is now an online Guide reducing the need to generate printed copies.**

Employer Evaluations - **We have now been through two Fairs using this system.** Data has been collected from the employers attending both fairs. A survey will be created to go out to students who used the extended programing during the Job Fair Preparation weeks to assess their experiences and learning.

2 - Internship 101 Webinars and Internship Employer Panels

Through program evaluation and observation and feedback from students, our workshop Nuts and Bolts of Landing an Internship was replaced by:

Internship 101 Webinars (4 part series)

1. [Internships 101- Part 1 - What and Why](#)
2. [Internships 101- Part 2 - How to Land an Internship](#)
3. [Internships 101- Part 3 - Affording and Funding Your Internship.pdf](#) and also review the [External Internship Stipend](#) page for more opportunities
4. [Internships 101- Part 4 - How to Be a Standout Intern.pdf](#)

Complete our [short quiz/evaluation](#) (this is required of students who would like to meet with an internship counselor). Go to tinyurl.com/intern101 for more resources regarding internships. As a result of reviewing the materials, students will be able to:

- Provide 2 reasons why they should intern
- List two tools that are available to them to research/find internship opportunities
- Name 2 programs available to help students afford unpaid internships

- Give three examples of characteristics and qualities employers value in interns
- Name 2 reasons why being a standout intern is important

(Students completing the webinar series are asked to complete an online survey.)

3 - Internship Employer Panels:

Come and learn about the requirements and strategies for searching, finding and applying for internships directly from a panel of industry employers. **Bring your resume!**

Reasons for the changes:

- Student feedback showed that it was **often difficult for them to attend workshops during common hours** due to other demands on their time. Static webinars allow them to participate on their schedule.
- Each Nuts and Bolts of Landing an Internship workshop would feature an employer representative talking about internship opportunities within their organization. **Many times that employer representative was not presenting opportunities that were relevant** to the broad spectrum of students attending.

Benefits of the changes:

- Students participate on their own schedule for the static webinars.
- **We have gone from bringing 12 employers to campus each semester to about 40 employers** that are targeted towards specific industries or occupational areas. Students can self-select the panels that are most appropriate to their occupational or industry interests.

Goals Going Forward:

Once we transition to a new online career management system this summer (NACELink CSM), it is our goal to include a survey **that all students using the system would need to complete to activate their new accounts**. It would be used to evaluate and improve the career related services and programs that we provide. To best do this **we need to understand what career skills students think are most important to possess, their competency level, and how they would like us to deliver career development services**. MIT has a survey that we may be able to use to do this. NACE also has a survey that could be used to collect this data.

We continue to work on Student Learning Outcomes and Outcomes Assessment and Reporting. In addition to what was reported earlier, **we are now working on First Destination Surveys** so that we can start reporting outcomes for the undergraduate class of 2015. That is the first year that all colleges and universities will be required to report data under the HEA. We hope to utilize a program created by Simplicity as a method of data collection for this process, in addition to using other sources of data

collection (social media, paper and pencil surveys at graduation, working with Institutional Planning, Research and Assessment).

Addendum - Ongoing Professional Development:

As part of the process of making sure that the Center is current on SLO's, Outcomes Assessment, Metrics and Reporting, staff continually attend conferences and participate in webinars. **Fred Balsam will be participating in the following 2 programs** over the next 3 months as well as attending the NACE Conference and Expo in June that will focus Student Learning Outcomes, First Destination Surveys and Best Practices in Assessment.

Rethinking Career Services for the 21st Century:

Access, Accountability, and Assessment

Tuesday, April 22, 2014; 8:30AM to 2:30PM

(This Conference is being offered by the Career Services Association of CUNY and will also focus on First Destination Surveys)

Designing a Career Curriculum

Audience: Career services

Level: Intermediate/advanced

[Four \(4\) NBCC recertification clock hours](#)

Although career centers often collect **data for placement, student engagement and student satisfaction**, staff still can't say whether students are prepared to make sound decisions about their careers and conduct successful job searches. Are you offering the right programming and services for students? Are your students learning what you intend them to learn?