

Spring 2010- Section 82- SBS Majors

Executive Summary

- “I really liked the discussions about things like values and how those apply to potential careers.”
- “What I liked most about this class was all of the resources that the library had to help me find a job.”

Overview

In the spring of 2010, the Career Services office offered the first Career and Life Planning course section for students in the College of Social and Behavioral Science; the decision to offer this section was based off of discussions with the SBS college academic advisors and Dean. Nine students were enrolled this spring. In order to ensure that the learning objectives were being met for the course, a pre and post assessment was given to the students. Additionally, a final course evaluation was created by the Career Services office and disseminated to the students.

Course evaluation results

From the final course evaluation students reported what the most and least valuable aspects of the course were. Among the most valuable aspects, these activities were ranked highest: Overview of Career Services website, employer competencies worksheet and self rating form, information interview paper, 4 reflective journals, and networking workshop. Students reported the least valuable aspects of the course as: New York Times Interview Exercise (1st class icebreaker), supports and barriers worksheet, identity worksheet and 3 occupational outlines.

A few aspects that stood out were that most students thought the class helped them to structure their thinking about their career and that the course met their expectations, and that they would recommend this course to a student in their situation.

With respect to the pre and post course assessment, student responses were tracked to measure the amount of increase in various aspects of the career development and planning process. Scores were averaged in order to track progress made in these career development aspects. According to the average scores, students made the most amount of progress in the following areas: acquired the tools to make effective and complex decisions about careers, discussed career goals with staff and/or faculty on campus, and are aware of all resources available to research careers of interest. All of these reported increases are aligned with the course objectives.

Specifically, the following course objectives are addressed in the self reported student scores:

- Set personal career goals as they synthesize their self awareness with information about the world of work
- Learn methods and reliable resources for gathering occupational information
- Develop skills and materials needed to implement the job search process including writing resumes, creating professional correspondence and interviewing

Relation to office strategic objectives

The Career Services office has created eight strategic objectives to focus on for the next five years. Out of these eight, there are two that have been specifically addressed through the Career and Life planning courses. These include increasing awareness of the career development process and implementing coordinated assessment and research in support of the office mission. By offering the opportunity for students to explore their career planning process in a detailed, individualized manner, they will be better equipped with the tools and resources they will need to enter the professional work environment. Additionally, through assessment measures utilized to track the progress of the students throughout the sections, the career counselors in the office will be able to evaluate its effectiveness in meeting various office objectives.