Not So Different After All: Parallels between Curricular and Co-Curricular Program Assessment

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Session Learning Outcomes

As a participant, you will…

- Experience outcomes-oriented assessment projects conducted in both curricular and co-curricular environments

- Draw parallels between curricular and co-curricular assessment, acknowledging opportunities for partnership and common understanding

- Learn how to access assessment resources designed specifically for career professionals

- Reflect on where to start building or to enhance assessment practices in your office

- Build confidence in your ability to engage in practitioner-engaged assessment efforts
A COMMON FRAMEWORK FOR ASSESSMENT
What is Assessment?

- Assessment is...
  - a continuous process
  - of gathering and interpreting evidence
  - **to tell a story** about the effectiveness of career interventions
  - for the dual purposes of continuous improvement and celebrating successes.

(Makela & Rooney, 2012)
Goal of Assessment Stories

- Present sufficient evidence to make well-reasoned assertions about the effectiveness of our courses, programs, and services as well as to...

- Motivate colleagues, students, and other stakeholders to take action
Types of Assessment

Outcomes
“Results / Difference made”

Participation
“Bodies through the door”

Satisfaction
“Smiles on the way out”

Needs
“Wants / Wishes”
# Types of Assessment

(Makela & Rooney, 2014)

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Questions Asked</th>
</tr>
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<tbody>
<tr>
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<td>• What might we do for and with students?</td>
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<td>• Why do they exist?</td>
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<tr>
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<td>• What are the employment, continuing education, and service outcomes of</td>
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<td>• What might influence graduates’ success in these areas?</td>
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<td>and performance of the institution?</td>
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<td>• How will students change as a result of what we do?</td>
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<td>• How will students be different after the course / career intervention?</td>
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Why Learning Outcomes?

- Learning outcomes provide academic and co-curricular functions a common space to connect around the core function of higher education institutions
  - Career development programming is education; we help our students develop knowledge and skills (e.g., career exploration, career decision making, career management) that they will use throughout their lifetime

- Learning outcomes focus on what students should be able to know, do, demonstrate, value, or feel as a result of engaging in a learning experience

- Outcomes help us define how students have changed; they tell us how we are making a difference

(Keeling & Associates, 2007; Makela & Rooney, 2012)
Why Learning Outcomes?

- Focusing on learning moves beyond “wants,” “bodies through the door,” and “smiles on the way out”
- Learning outcomes define **impact** – how students have changed as a result of participation in a career intervention
Learning Outcomes Shift our Focus

**Process**

*Planning:* Activities to “do”

*Asking:* “What are we going to do this year?”

*Assessing by:* Counting (e.g., how many participants?) and asking how satisfied

**Outcome**

*Planning:* Changes we intend for students as a result of what we do

*Asking:* “How will students change as a result of what we do? How will they learn and grow?”

*Assessing by:* Documenting change; showing results

(Adapted from Keeling & Associates, 2007)
Getting Started with Learning Outcomes

1. Identify intended learners and desired outcomes
   - What should students *know, be able to do, be able to demonstrate,* *value,* or *feel* as a result of their interactions?
   - What *difference* should be made in students’ lives?

2. Connect learning outcomes to relevant theories, standards, guiding documents
   - Departmental outcomes vs. program outcomes vs. activity outcomes
   - Strategic plans, mission and values statements
   - Professional standards, accreditation requirements, etc.
   - Guiding theories
Getting Started with Learning Outcomes

3. Prioritize learning outcomes
   - Where might you begin? What might provide the most useful information for you? For key stakeholders?

4. Evaluate achievement of learning outcomes
   - Consider a variety of methods / approaches
   - What evidence would be most compelling? What data do you already have access to?

5. Reflect on the results and process. Use findings. Start again... Assessment is a continuous process.
Curricular Assessment Example: Programmatic Assessment
Walsh University
Walsh University Mission Statement: “The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.”

Brothers of Christian Instruction: "to educate the young and to make Jesus Christ better known and better loved".
CHD Program Assessment

CACREP School Track | CACREP CMHC Track | SAHE (CAS) Track

CACREP CORE Standards

CACREP

SLO 1
SLO 2
SLO 3
SLO 4
SLO 5
SLO 6

3 broad goals:

1) Develop students’ core knowledge and competencies necessary to function as professional counselors in school and clinical mental health counseling, and as student affairs professionals;
2) Prepare students for specialized professional roles as clinical mental health counselors, or school counselors, or student affairs professionals;
3) Assist students to develop a sense of their professional identity (as counselors and/or student affairs professionals) as well as the professional orientation needed to work for the welfare of diverse clients and students.
Assessment process

- Collects data consistently
- Conducts reports yearly
- Cycle closes every three years
- Flexible and works for us 😊

Year 1: SLO 1 & SLO 4
Year 2: SLO 2 & SLO 5
Year 3: SLO 3 & SLO 6

Year 1: Case Conceptualization
Year 2: Counseling Skills
Year 3: Multicultural
Example Multicultural Growth: Programmatic / Course Related

- Not only did we see our work on the introduction, reinforcement, and competency but also on attitudes, skills and knowledge.
  - Case studies – summarizing learning process for example from texts, classroom learning.
  - Skills based learning – consistently building on counseling skills beyond the initial helping skills class.
  - Ability/attitude – giving social justice/advocacy opportunities through application. Active learning.
Example Multicultural Growth:
Programmatic / Course Related

- Courses re-examined standard for standard on an I-R-C levels
  - Helping skills class – introductory level
  - Social and cultural issues in diversity – reinforcement level
  - Internship - competence level

- Multicultural theme is integrated through these assessments.
Course based example-Career counseling

<table>
<thead>
<tr>
<th>Task Description</th>
<th>II.G.x</th>
<th>I, R, C</th>
<th>Assessment/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compares and contrasts career development theories and decision-making models</td>
<td>II.G.4.a*</td>
<td>I, R, C</td>
<td>Midterm, Final, Career Conceptualization/Treatment Plan; Special populations group presentation*</td>
</tr>
<tr>
<td>a) Examines career, avocational, educational, occupational and labor market information resources, and career information systems</td>
<td>II.G.4.b*(part A)</td>
<td>I, R, C</td>
<td>Technology-based assignment*</td>
</tr>
<tr>
<td>Describes career development program planning, organization, implementation, administration, and evaluation</td>
<td>II.G.4.c*</td>
<td>I, R, C</td>
<td>Technology-based assignment*</td>
</tr>
<tr>
<td>Examines interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development</td>
<td>II.G.4.d*</td>
<td>I, R, C</td>
<td>Special populations group presentation*; Midterm exam; Final exam</td>
</tr>
<tr>
<td>II.G.1.i.</td>
<td>I, R</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Describes career and educational planning, placement, follow-up, and evaluation</td>
<td>II.G.4.e*</td>
<td>I, R, C</td>
<td>Technology-based assignment*</td>
</tr>
</tbody>
</table>
Documentation

Institutional reports

- Programmatic
  - Assessment meetings - monthly
  - Strategic discussions regarding scaffolding of learning
  - Course related information

- Overall report for stakeholders

Accreditation

- CACREP report
  - Graduation reports
  - Alumni surveys
  - Supervisor and employer evaluations, etc.
Use of Findings / Next Steps

- **Collaborative relationships**
  - Meetings
  - Discussions
  - Reminders

- **Ownership**
  - Of the program and control over materials
  - Shared responsibility in creating effective tools
  - Belief in growth of all students and intrinsic motivations to honor these

- **Assessments parallel goals of the program- parallel in framework**

- **Feed back loops and its effectiveness**
Co-Curricular Assessment Example:
Career Certification Program for International Students
University of Illinois at Urbana-Champaign
About Career Certificate - International Students (CC-I)

- 9-week career certificate program dedicated to helping international students become a more competitive job/internship candidate in the U.S.

- Includes weekly workshops, peer mentoring, and participation in a variety of career services throughout one academic semester.

- Offered by The Career Center (TCC) at Illinois since Fall 2012, serving 50 – 100 students each semester.
Learners / Learning Outcomes

- **Intended Learners:**
  Undergraduate and master’s degree international students who are interested in pursuing employment in the U.S.

- **Example Learning Outcomes:**
  Students who participated in the CC-I Program will be able to:
  - Articulate the unique combination of skills and strengths that they have to offer
  - Know fundamental elements of resume writing
  - Improve the quality of their resumes
  - Understand at least three strategies for building networks
  - Enhance comfort and skills related to starting networking conversations (e.g., through the use of an “elevator pitch”)
  - Increase their career decision self-efficacy.
Connecting to Theories & Standards

- **TCC’s Office-wide Learning Outcomes**
  - Feeling confident
  - Self-knowledge
  - Communicating accomplishments (e.g., resumes, elevator pitch)

- **TCC’s Strategic Plan**
  - 2a. Empowering students to discover, understand, and communicate how their interests, skills, values, passions, and Illinois experience are connected to future aspirations.
  - 3a. Supporting students’ transition to post-graduation success.
  - 3c. Designing, delivering, and communicating the results of high-quality career services and programs.

- **Career Development Literature: Critical Components of Career Interventions** *(Brown & Ryan Krane, 2000)*
  - Written exercises
  - Individualized interpretation and feedback
  - World of work information
  - Modeling opportunities
  - Attention to building support for choices within one’s social network
Prioritize Learning Outcomes

Pre-Post assessment of self-efficacy and job search skills. What difference does the CC-I program make in students’ lives?

Can we observe...

- An increase in career decision self-efficacy as expressed by CC-I program participants?
- An increase in the quality of written resumes produced by CC-I program participants?
- An increase in the quality of written networking pitches produced by CC-I program participants?

As measured by...

- Career Decision Self-Efficacy Scale (Solberg et al., 1994) With 5-item scale: International Student Job Search Efficacy
- Rubrics to evaluate work samples
  - Resumes (Rooney et al., 2012)
  - Written “elevator pitches” (Developed for this study)
Example Findings:
Pre-Post Career Search Self-Efficacy Scales

***Overall Career Search Efficacy Scale***
- Pretest: 5.7
- Posttest: 7.7

***Job Search Efficacy***
- Pretest: 6.0
- Posttest: 7.8

***Interview Efficacy***
- Pretest: 5.4
- Posttest: 7.6

***Networking Efficacy***
- Pretest: 5.7
- Posttest: 7.7

***Personal Exploration Efficacy***
- Pretest: 6.1
- Posttest: 7.6

***Int’l Student Job Search Efficacy***
- Pretest: 5.3
- Posttest: 7.9

*** $p > .001$
Example Findings:
Career Search Self-Efficacy

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>2.5</td>
<td>3.8</td>
</tr>
<tr>
<td>*30 Second Review</td>
<td>2.2</td>
<td>2.9</td>
</tr>
<tr>
<td>Presentation Format</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Spelling/ Grammar</td>
<td>1.4</td>
<td>2.3</td>
</tr>
<tr>
<td>*Heading</td>
<td>1.5</td>
<td>2.6</td>
</tr>
<tr>
<td>Education</td>
<td>2.5</td>
<td>2.8</td>
</tr>
<tr>
<td>*Described Experience</td>
<td>1.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Optional Sections</td>
<td>1.5</td>
<td>2.9</td>
</tr>
<tr>
<td>*Positive, Professional Language</td>
<td>1.5</td>
<td>2.9</td>
</tr>
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</table>

1 = Incomplete, 2 = Developing, 3 = Proficient, 4 = Professional

*p > .05, **p > .01, ***p > .001
Example Findings:
Pre-Post Networking Pitch Analysis

* p > .05

1 = Incomplete, 2 = Developing, 3 = Proficient, 4 = Professional
Findings Summary

- **Significant increases in all domains of Career Search Efficacy Scale (CSES)** indicate that the CCI program is making a difference in students’ beliefs in their ability to successfully engage in career search tasks.

- **Significant increases in quality on written resumes and elevator pitches**, particularly on rubric subscales that are targeted by the program (e.g., 30 Second Review, Described Experience, Positive Professional Language, Clear Story).
Using Assessment Findings

- **Share Successes**
  - Communicate successful aspects of the program to colleagues and future participants
  - Use these results to seek support for next project – qualitative study of the long-term outcomes of the CC-I program

- **Modifications to CC-I Program**
  - Strengthen “closings” on networking scripts
  - Recognize program boundaries
  - Provide list of common grammatical mistakes that international students make and direct participants to resources on campus for assistance

- **New Resources: Networking Script Rubric**
  - Created a version to use in staff training and student workshops
  - Updated research version to clarify criteria to improve interrater reliability
A more in-depth presentation of the CC-I assessment project, and rubrics designed for this project are available at:

www.careercenter.Illinois.edu/scholarship-and-innovation
Not So Different After All:
When Curricular and Co-Curricular Assessment Partner
University of Illinois at Urbana-Champaign
Opportunity: Academic Affairs Initiative

2016-2017: Every undergraduate degree program was called to develop a learning outcomes assessment plan.

- Driven by the Office of the Provost and the Center for Innovation in Teaching and Learning
- Motivated by 2019-2020 reaccreditation visits
- Organized by a campus committee, the Council for Learning Outcomes Assessment (C-LOA)

Assessment Process Template: Undergraduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).

2. List the intended student learning outcomes for the degree program (page 3).
   - What should students know or be able to do if they complete the degree program?

3. Map the curriculum onto the student learning outcomes (page 4).
   - Where are the students learning the intended program outcomes?
   - What shared experiences do the students have outside of the curriculum?

4. **Explain** what assessment activity has taken place (page 5).
   - What did you learn from past assessment activities?
   - How did you use what you learned to affirm or improve the student experience?

5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
   - Are the students learning what you want them to learn?
   - How will you know that your students are learning the program outcomes?
   - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment website, attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovezis@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017
Opportunity: Academic Affairs Initiative
Mirrored by Student Affairs

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### 2016-2017 Student Affairs Department-Wide Student Learning Outcomes Assessment Plan Template

University of Illinois at Urbana-Champaign

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<th>Student Affairs Department</th>
<th>Unit (if needed)</th>
<th>Contact Name</th>
<th>Contact Email</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

**Step 1. Target Student Audience** - This Assessment Plan is for: (Select One)
- Students who use programs, services, or other experiences offered by the Student Affairs Department/Unit
- Student Employees of the Student Affairs Department/Unit

**Step 2. Student Learning Outcomes**

[Enter Student Affairs Department/Unit Name]
List all department or unit-wide student learning outcomes for your target student audience. Additional rows may be added as necessary.

1.
2.
3.
4.
5.

**Step 3. Acknowledge Connections**

Using the table below, link the Student Learning Outcomes for your Student Affairs Department/Unit to:
- The Student Affairs Strategic Plan
- The Campus-Wide Student Learning Outcomes
- Metrics that your Student Affairs Department/Unit tracks in the Strategic Profile Metrics hosted by DMI
- Other relevant documents and resources that are meaningful to your office

Additional rows may be added as necessary.

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<th>Campus-Wide SLO</th>
<th>Strategic Profile Metrics</th>
<th>Other (please specify)</th>
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Opportunity: **Academic Affairs Initiative**

Mirrored by **Student Affairs**

Comparing content sections of assessment plans

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<th>Student Affairs</th>
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<td>Identifying information</td>
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<td>Assessment administration in the department</td>
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</tr>
<tr>
<td>Student learning outcomes</td>
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<tr>
<td>Curriculum mapping</td>
<td>Acknowledge connections (Mapping to strategic plans, metrics, etc.)</td>
</tr>
<tr>
<td>Previous assessment activities</td>
<td>Reflect on past student learning outcomes assessments</td>
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<td>Assessment planning</td>
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Example Assessment Plan:  
Drawn from The Career Center at Illinois

Target Audience

Step 1. Target Student Audience – This Assessment Plan is for: (Select One)

☑ Students who use programs, services, or other experiences offered by the Student Affairs Department/Unit
☐ Student Employees of the Student Affairs Department/Unit
Step 2. Student Learning Outcomes for The Career Center

List all department or unit-wide student learning outcomes for your target student audience. Additional rows may be added as necessary.

1. **Affective Outcomes:** Students who use programs and services at The Career Center feel...
   a. **Hopeful** about their career and professional journey
   b. **Encouraged** about their life pursuits
   c. **Confident** in their ability to achieve desired results
   d. **Committed** to carrying out their choices

2. **Behavioral Outcomes:** Students who use programs and services at The Career Center can...
   a. **Explore self and options**
      (passions, values, interests, skills, strengths; career, education)
   b. **Manage their education**
      (choose major, explore course options, have back-up plans, explore graduate and professional school)
   c. **Use resources**
      (print, electronic, interpersonal)
   d. **Gain experience**
      (student organizations, class projects, volunteer programs, internships, summer jobs)
   e. **Communicate accomplishments**
      (resumes, cover letters, personal statements, interviews)
   f. **Conduct a search**
      (job, internship, graduate school, professional school)

3. **Cognitive Outcomes:** Students who use programs and services at The Career Center know...
   a. Their own values, interests, skills, passions, and strengths (**Self**)
   b. How to find, access, and evaluate options (**Options**)
   c. How to employ effective strategies for decision making (**Decision Making**)
   d. That career development is a life-long process, and that life-work balance is an important part of career (**Career Process**)
Example Assessment Plan: Drawn from The Career Center at Illinois

Department / Unit-Wide Student Learning Outcomes

But how did you come up your learning outcomes?
NCDA has a resource for that!

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   b. Encouraged about their life pursuits
   c. Confident in their ability to achieve desired results
   d. Committed to carrying out their choices

2. Behavioral Outcomes: Students who use programs and services at The Career Center can...
   a. [List specific behaviors]
   b. [List specific behaviors]
   c. [List specific behaviors]
   d. [List specific behaviors]

3. Cognitive Outcomes: Students who use programs and services at The Career Center know...
   a. Their own values, interests, skills, passions, and skills
   b. How to find, access, and evaluate options (Opportunities)
   c. How to employ effective strategies for decision-making
   d. That career development is a life-long process, an important part of career (Career Process)
Example Assessment Plan: Drawn from The Career Center at Illinois

Acknowledged Connections

- Student Affairs Strategic Plan
- Campus Strategic Plan
- Student Affairs & Career Center Strategic Metrics
- Career Center Strategic Plan

Why?
Similar to a curriculum map, helps us make connections…

- Across Student Affairs Units
- To academic affairs assessment efforts

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<tr>
<td>1. Feel hopeful</td>
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<td></td>
<td></td>
<td>2a, 2b</td>
</tr>
<tr>
<td>2. Feel encouraged</td>
<td></td>
<td>2</td>
<td>T201, T204, T207, T210</td>
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<tr>
<td>3. Feel confident</td>
<td></td>
<td>2, 3</td>
<td></td>
<td>2a, 2b</td>
</tr>
<tr>
<td>4. Feel committed</td>
<td></td>
<td>3</td>
<td></td>
<td>2a, 3a</td>
</tr>
<tr>
<td>5. Explore self and options</td>
<td>1, 2</td>
<td>SLO 2</td>
<td>T207, T336, T339, T342</td>
<td></td>
</tr>
<tr>
<td>6. Manage education</td>
<td></td>
<td>SLO 1</td>
<td></td>
<td>2a</td>
</tr>
<tr>
<td>7. Use Resources</td>
<td>1, 2</td>
<td>SLO2</td>
<td>T207, T210, T213, T216, T248, T257, T301, T304, T307, T310, T424</td>
<td>3b, 3c</td>
</tr>
<tr>
<td>8. Gain Experience</td>
<td>1, 2, 3</td>
<td>SLO3</td>
<td>T201, T204, T242, T330, T333, T336, T239</td>
<td>2c</td>
</tr>
<tr>
<td>9. Communicate Accomplishments</td>
<td>3</td>
<td>SLO3</td>
<td>T201, T204, T242, T245, T330, T333, T336, T339</td>
<td>3a, 3c</td>
</tr>
</tbody>
</table>
**Example Assessment Plan:**
**Drawn from The Career Center at Illinois**

### Reflect on Past Assessments

#### Step 1: Note individual Projects

<table>
<thead>
<tr>
<th>Program, Service, or Experience</th>
<th>Career Certificate-International (CC-I) Program Pre-Post Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question(s)</td>
<td>What difference does the CC-I Program make in students’ lives? Specifically, can we observe...</td>
</tr>
<tr>
<td></td>
<td>▪ An increase in career decision self-efficacy following participation in the 9-week career certificate program?</td>
</tr>
<tr>
<td></td>
<td>▪ An increase in the quality of resumes produced by career certificate program participants?</td>
</tr>
<tr>
<td></td>
<td>▪ An increase in the quality of written networking pitches produced by career certificate program participants?</td>
</tr>
<tr>
<td>Dept/Unit-Level Learning Outcome(s)</td>
<td>Career Center Student Learning Outcomes addressed:</td>
</tr>
<tr>
<td></td>
<td>▪ 1c. Feel confident</td>
</tr>
<tr>
<td></td>
<td>▪ 2e. Communicate accomplishments</td>
</tr>
<tr>
<td></td>
<td>▪ 3a. Know self</td>
</tr>
<tr>
<td>Project Dates</td>
<td><strong>Data Collection:</strong> Spring 2015</td>
</tr>
<tr>
<td></td>
<td><strong>Data Analysis:</strong> Summer 2015</td>
</tr>
<tr>
<td></td>
<td><strong>Interpretation and Use:</strong> Fall 2015</td>
</tr>
<tr>
<td>Other</td>
<td>Primary Office Team: <em>International</em></td>
</tr>
<tr>
<td></td>
<td>More information on our assessment website at:</td>
</tr>
</tbody>
</table>
Example Assessment Plan: Drawn from The Career Center at Illinois

Reflect on Past Assessments

**Step 2**: Briefly reflection on progress & future directions.

Briefly reflect (1) on individual assessment projects OR (2) across projects: How has assessing student learning outcomes impacted your practice, if at all? (Reflections may be brief, e.g., 1-2 paragraphs.)

Example excerpts from The Career Center’s Reflections:

- Without a deliberate plan, all of our learning outcomes for The Career Center are well represented in our past assessment projects.
- …there had been less discussion of assessment findings across office teams than we would like. How can what is learned in one program/service be used to inform another? We would like to improve connections and communications about our individual learning outcomes assessment projects.
- We decided to draft an “umbrella learning outcome question” that would help us focus our efforts over the next 3-5 years… [and] to be able to talk across programs and services (or across teams) as we use these themes to understand student learning.
Example Assessment Plan:
Drawn from The Career Center at Illinois

Assessment Planning
Provide a broad outline for a 3 – 5 year assessment plan.

It is not necessary to assess every department / unit student learning outcome every year.

Yet, a goal should be set to cover all student learning outcomes over the 3 – 5 year period.

<table>
<thead>
<tr>
<th>Program, Service, or Experience</th>
<th>Post-Appointment Brief Reflections, Special Focus: Affective Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question(s)</strong></td>
<td>- What do students say they learn as a result of their individual appointments?</td>
</tr>
<tr>
<td></td>
<td>- How do students articulate how they are feeling following their individual appointments?</td>
</tr>
<tr>
<td></td>
<td>- How do these reflections relate to expressed reasons for visit?</td>
</tr>
<tr>
<td></td>
<td>- How do these reflections map to The Career Center’s office-wide learning outcomes and the career choice process theory that underlies those outcomes?</td>
</tr>
<tr>
<td></td>
<td>- How might these reflections inform the affective outcomes that we track as a part of our office-wide learning outcomes?</td>
</tr>
<tr>
<td><strong>Dept/Unit-Level Learning Outcome(s)</strong></td>
<td>These questions primarily fit our broader effort of exploring how students learn to understand their experiences – what they gain from individual appointments, ranging from affective outcomes, to new skills and resources, to new knowledge and understanding. We are asking students to reflect on this before they leave our office – or to tell us that they did not gain what they were looking for, if that is the case.</td>
</tr>
<tr>
<td><strong>Sources/Methods for acquiring evidence</strong></td>
<td>Because the service is broad (individual appointments can address a wide range of topics), we acknowledge that some respondents may also reflect on issues of accessing resources and information as well as integrating experiences into professional paths.</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Data Collection: Spring 2018</td>
</tr>
<tr>
<td></td>
<td>Data Analysis: Spring – Summer 2018</td>
</tr>
</tbody>
</table>
Not So Different After All: Opportunities for Continued Partnership & Learning
Reflections: Opportunities for Continued Partnership and Learning

Students’ college experience is holistic, rather than separated into curricular and non-curricular experiences.

Learning is a common goal and, when cultivated, can bring curricular and co-curricular units together.
Reflections: Opportunities for Continued Partnership and Learning

- Thoughtfully planning learning outcomes assessment can unite an institution by...
  - Helping to define common goals
  - Facilitating cross-communication about goal achievement
  - Establishing consistent communication timelines and formats
CONTINUING THE CONVERSATION:

Assessment & Research in Career Services (ARCS) Network

ARCS facilitates conversations among career services professionals who are engaged in assessment and research within practice environments. We share information and build collaborations to enhance career development programs and services, as well as to further the field of career development.

Join by sending an email to arcs-request@lists.Illinois.edu

Also, find assessment resources for career professionals at www.careercenter.Illinois.edu/scholarship-and-innovation
Revisiting: Session Learning Outcomes

Did you?

- Experience outcomes-oriented assessment projects conducted in both curricular and co-curricular environments
- Draw parallels between curricular and co-curricular assessment, acknowledging opportunities for partnership and common understanding
- Learn how to access assessment resources designed specifically for career professionals
- Reflect on where to start building or to enhance assessment practices in your office
- Build confidence in your ability to engage in practitioner-engaged assessment efforts


Career Center, The. (No date.) *Scholarship and innovation website*. Retrieved from: https://www.careercenter.illinois.edu/scholarship-and-innovation


