

**Utilizing Different Assessment Strategies to Measure the Effects of Your Office**

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**Institutional Goals**

- **Admissions:** Focus on outcomes and experiences
- **Retention/Degree Completion:** Services often focus on career counseling and connection to career success
- **Career Readiness:** Is this an institutional priority?
- **Placement:** How is post-graduation success defined?
- **Satisfaction:** Are students satisfied with your services? How do you definite services?
- **Career Services:** Employer and student usage, effectiveness of services, learning.

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**Develop an Assessment Strategy**

- What are your institutional goals? Departmental goals?
- What data are your currently assessing?
- Can you answer the existing goals with this data?
- What additional data do you need to track?
- Who is your partner and who controls the data?

*Assessment strategies take years to implement*

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## Types of Career Services Data

- Usage/Frequency
- Placement
- Satisfaction
- Career Readiness
- Learning

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## Usage/Frequency

- Counseling/Advising Metrics: Appointments, Emails, Unique Students, Demographics, Appointments Per Student, Workshop Attendance
  - Employer Metrics: Job Postings, Number of Employer Meetings, Career Fair
  - Alumni Metrics: Volunteers, Job Postings
- Usage numbers are easy to track, but they have limits on your ability to increase them*

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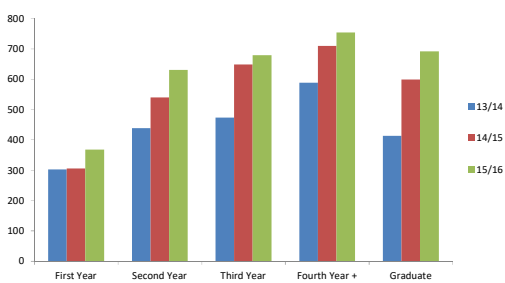
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## Unique Users by Year



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## Placement

- Follow the NACE Guidelines
- Six Months After Graduation
- Mix of Survey Data and Knowledge Rates
- Validate the Survey Data with Knowledge Rates
- Employer Needs

*Collaboration with Institutional Research may be necessary to achieve goals*

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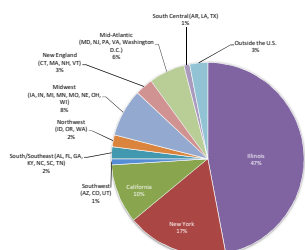
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## Location Employed: Class of 2015

(N = 1036)



Source: 2015 Undergraduate Post-Graduation Survey

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## Satisfaction

- Easily one of the most difficult statistic to influence or assess.
- Point of service vs survey data
- Passive versus active users
- How do you impact satisfaction?
- Gallop helpfulness data

*Can be very contentious to assess as it can contrast a Dean's antidotal information*

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## Career Readiness

- Career Readiness is often an intuitional priority, yet it can be assessed by career services
- Many different definitions of readiness.
- Measures include self report, employer report, or actual demonstrated results.

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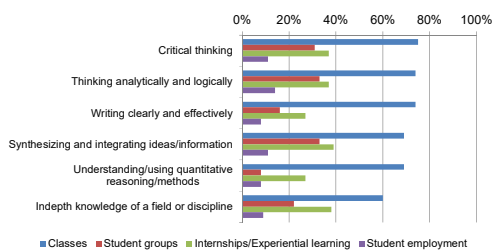
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Percentage of Respondents Reporting Having Substantial Opportunities to Develop Skills and Abilities in Four Settings



Source: 2015 Undergraduate Post-Graduation Survey

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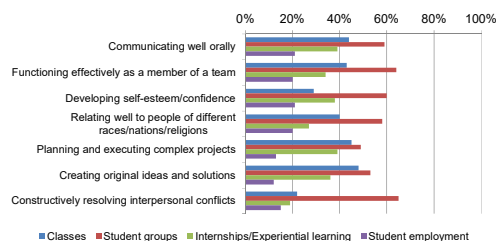
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Percentage of Respondents Reporting Having Substantial Opportunities to Develop Skills and Abilities in Four Settings



Source: 2015 Undergraduate Post-Graduation Survey

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## Learning

- As a result of your services, are students developing skills or learning concepts?
- It is easier to do this as a function of a broader divisional goals.
- Can learning eventually be a proxy for satisfaction?
- Can be connected to career readiness.

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## NCA Learning Outcomes

Students who engage in the programs, activities, and services provided by Northwestern Career Advancement will [or will be able to] . . .

- Determine personal interests, strengths, values, and skills that will inform intentional career decision-making
- Translate their Northwestern experiences (academic, co-curricular, and work-related) in ways that will distinguish them in the job search or academic application process
- Apply career skills (e.g., resume writing, networking) to gain opportunities (e.g., internships, jobs) during and following their Northwestern experience

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## Measuring Learning: Mock Interviews

- Students indicated that the highest level of learning occurs through feedback from their adviser for an average of 6.7 out of 7
  - 1=no learning at all; 7=the most significant amount of learning
- NCA learned that students' levels of confidence in their interviewing skills increased
  - 74% of students report higher confidence
- On the post-test, students on average utilized 3.5 of the 4 STAR components (Situation, Task, Action, & Results) in their written responses, compared to 2.7 on the pre-test

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### Creating a Culture of Assessment

- Set you plan with institutional and career services goals
- Collect your data – get everyone involved
- Tell your story – few data points are better
- Use data in your decision making – be transparent with your staff.
- Integrate it in all you do!

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