# Administrative & Support Areas

Annual Assessment Report

Due: ______

Thank you for taking the time to complete your unit/department's Annual Assessment Report. Assessment is on ongoing and systematic process aimed at understanding and improving student learning, the environment for student success and college operations. To demonstrate that Temple is fully compliant with Middle States standards on assessment and institutional effectiveness, we must document our assessment processes and the uses of assessment information for improvement. We have designed the following report to streamline the collection of assessment information.

**Unit/Department Name:**

Temple University Career Center

**Sub-Unit Name (if applicable):**

**Contact Name (Who can we reach out to if we have a question about the report?):**

Rosalie Shemmer or Shannon Conklin

**Contact Email:**

Rosalie@temple.edu **or Shannon.conklin@temple.edu**

## Section 1: Professional Association or Standards

**Is there a professional association that outlines standards for best practice in your area of higher education?** (Examples: CAS – *Council for the Advancement of Standards*, Student Affairs; NACADA – *National Academic Advising Association* – Academic Advising; NACE – *National Association of Colleges and Employers* – Career Center)

**X** Yes

☐ No

**If yes, what is the name of the association/organization?**

National Association of Colleges and Employers (NACE)

## Section 2: Program Outcomes

Good assessment begins with well-defined and clearly articulated Program Outcomes (POs) aligned with the mission of the department/unit. POs are overarching expectations of support provided by the unit/department and are focused on the delivery of services, processes, activities or functions to students, faculty or staff. POs are unlikely to change from year-to-year unless there are substantial changes to the mission of your unit. POs should be "SMART": Specific, Measurable, Attainable, Relevant and Time Related.

**What is your department's/unit's mission statement?**

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| The Temple University Career Center is a central resource that builds collaborative relationships among the Temple community, employers, students, and alumni through comprehensive career development services, driving successful careers. |

**Please list your unit/department's (or sub-unit/department's) Program Outcomes:**

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| 1. Deliver comprehensive career development services to Temple students and alumni on an individual and/or group basis. |
| 2. Engage employers in recruitment, career development, and advisory activities. |
| 3. Distribute timely, relevant career content and resources to students, alumni, faculty, staff and employers. |
| 4. Collect post-graduation Career Outcomes (employment, volunteerism, continuing education) for university-wide and national comparisons/benchmarks. |
| 5. Examine satisfaction with career programs and services provided to the internal Temple community. |

*We recommend 3-5 Program Outcomes, the number of outcomes is up to your department. If you have more than 5 POs, just add rows to the Table and add the additional outcomes.*

## Section 3: Completed Assessment Activity Since 2015

In this section, you will provide details about program level assessments your unit/department has completed since 2015. We ask you to describe the assessment(s), tell us about the findings, describe how and with whom you shared the findings and tell us how you used (or plan to use) the findings for making improvements. Examples of assessments include: surveys, focus groups, activity volume, log data, transactions, and pre/post-tests.

### *Assessment Strategy 1*

**Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.**

To understand the utilization of the career development services we deliver, as well as the extent of employer engagement, we employ two direct measures. Our career services management system (CSM), Symplicity, records our engagement and provides these measures.

1) Log data includes coaching appointments, event attendance, job/internship postings and applications, Symplicity system log-ins and on-campus interview participation.
2) Activity volume includes professional development, recruitment and advisory events hosted in a given year.

Through our CSM system, we're able to have record-level measures, as well. This allows us to hone in on specific schools/colleges and/or class years.

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**From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.**

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| **#1 and #2** |

**What were the findings from this assessment?**

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| Between FY15 and FY16, we saw increases in coaching (25%), professional development (PD) events offered (13%), PD event attendance (26%), jobs posted (20%), and employers engaged (25%). From FY16 to FY17, and the expansion of career services departments at the school/college level, we saw increases in several areas and declines in others based on log data and activity volume measures. Increases included the number of employers recruiting on campus (17%), job/internships posted (30%), career fair attendance (28%), and applications (12%). Coaching declined by 1%, and notably in College of Education and Tyler School of Art; PD event attendance declined by 17%, despite offering 11% more. |

**With whom and how did you share findings from this assessment?** Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

**X Department/Unit Staff**

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| **How:** At the end of each semester and each fiscal year we share these direct measures with staff via midyear and annual reports presented in staff meetings. They are also reviewed in PDP meetings and supervisor check-ins. |

**X Department/Unit Leaders**

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| **How:** We share relevant event attendance with departments that co-sponsored, and our staff will share the school/college logs and activity volume during annual check-in meetings with the departments they are assigned. |

**☐ Students**

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| **How:** |

**☐ Faculty**

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| **How:** |

**University Administration/Leadership**

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| **How:** These data were, and continue to be, shared with the Senior Vice Provost of Undergraduate Studies (FY15-17), and Vice Provost for Undergraduate Studies (FY18 to date). |

**☐ External Community Members**

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| **How:** |

**☐ Other**

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| **Who:** | |
| **How:** | |

**How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.**

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| The insights from these data guided changes to our advising locations and structure of professional development events, specifically our Program Requests and other workshops. For example, we expanded our satellite advising hours, where we host coaching drop-ins at schools we identified with declining engagement (i.e. College of Education). We have also increased our engagement of employers to embed them more into our professional development events and align those with industries of interest to schools and colleges. One example is our Future of Life Sciences Career Talk panel and networking event, given a 5% and 7% decline among CST event attendance in FY16 and FY17. Finally, we developed a new assessment strategy to align learning objectives and measure those objectives for every professional development event, so that we no longer focus just on event attendance but more on learning outcomes. |

***Assessment Strategy 2***

**Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.**

The Net Promoter Score (NPS) measures customer experience and perception of our brand. With a re-branding campaign implemented in FY15, we have embedded this evaluation extensively as an indirect measure. We use this for career coaching appointments and professional development events, including events where employers are engaged. NPS uses a 0-10 scale and asks "How likely is it that you would recommend [service] to friend or colleague?" The score can range from a low of -100 (if every customer is a Detractor) to a high of 100 (if every customer is a Promoter).

After each 30 minute and one hour career coaching appointment, students and alumni are escorted to a computer and asked to complete a satisfaction survey with the NPS question using Survey Monkey. Additionally, after each professional development program and event, as well as fair, we distribute surveys with the NPS included.

**From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.**

**#1, #2, #5**

**What were the findings from this assessment?**

The findings vary by individual staff member and event. Our strongest use of NPS is with our Program Requests, where record level attendance is not captured, as well with our Coaching Appointments. In FY17, the average score was 66, with a range of 18 to 100. Also in FY17, our overall NPS for coaching appointments was 74. These finding indicates our Program Requests and Coaching clients are satisfied customers and they will refer others to our department.

**With whom and how did you share findings from this assessment?** Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

**X Department/Unit Staff**

**How:** Supervisors discuss outcomes with coaches during performance development process. Coaches can view their outcomes on survey monkey. After events, NPS is also reviewed as part of debrief process.

**X Department/Unit Leaders**

**How:** Specific coach results may be shared with unit leaders of departments where the coach is a liaison verbally or by sharing survey monkey outcomes to gauge effectiveness.

☐ **Students**

| **How:** |
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☐ **Faculty**

| **How:** |
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☐ **University Administration/Leadership**

| **How:** |
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☐ **External Community Members**

| **How:** |
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☐ **Other**

| **Who:** |
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| **How:** |

**How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.**

The Net Promoter Score provides a key indicator of satisfaction and perception of our brand. In FY17, we decided we needed more information to understand learning outcomes for our coaching appointments and events. In FY17, we added the following question to our post coaching appointment survey: "Based on your coaching experience, what tools or tips were discussed to help you?", and in FY18 we aligned learning objectives to every Program Request and Professional Development event. These objectives are mapped to NACE's Career Readiness Competencies, as well. An example of the measurable learning objectives we added to measure the Career Management Competency through our Interviewing Basics workshop: "Based on the information presented, how comfortable do you feel in a) discussing your skills and experiences in a job interview setting AND/OR b) identifying resources to prepare/practice discussing your skills and experiences in a job interview setting?"

***Assessment Strategy 3***

**Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.**

Since FY17 we incorporated focus groups with students, employers, and Temple staff into our assessment strategy to enhance our qualitative assessments and to create an ongoing dialogue about strategic initiatives. These focus groups include:

1) Employer Advisory Board. This group meets each summer and provides feedback on students' level of preparedness, and recruiting events and opportunities. We convened group in January 2017 to evaluate career readiness competencies, as well. Members of our Career Network participate in these meetings for their own benefit and to gain insights into the effectiveness of their own services.
2) Two focus groups with CLA. We convened two groups in Fall 2017 to evaluate our Career Community model and marketing strategies.
3) Beginning in FY18 we met with Deans, Associate Deans and administration to share data and determine how to better serve their stakeholders.

**From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.**

**#1, #2, #3, #5**

**What were the findings from this assessment?**

Findings from our Employer Advisory Board included more opportunities for employers to speak to classes, industry-focused career fairs, a focus on three career readiness competencies (career management, communication, and professionalism), and aligning career readiness competencies with the general education curriculum.

Findings from our CLA focus groups showed students did not fully understand the career community concept. We need to customize marketing messages to our target audience, link majors/schools to employers and event, and help students explore career communities further before they join one.

**With whom and how did you share findings from this assessment?** Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

☐ **Department/Unit Staff**

**How:** Findings are shared with the Career Center team, disseminated from the employer outreach team to the career development and communications team at staff meetings.

☐ **Department/Unit Leaders**

**How**: Findings are shared anecdotally with the Career Network (career services professional staff within the schools and colleges) individually and during monthly meetings.

☐ **Students**

| **How:** |
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☐ **Faculty**

| **How:** |
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☐ **University Administration/Leadership**

| **How:** |
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☐ **External Community Members**

| **How:** |
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☐ **Other**

| **Who:** |
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| **How:** |

**How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.**

Based on findings from student focus groups, Career Communities will not be identified in new CRM platform (Handshake). Instead, students will select a larger group of industries and job types. Career communities will continue to be used for staff organization structure and to organize career development and recruiting events. The marketing campaign for Career Communities will be discontinued.

In Spring 2018 recruiting events have been divided into industry specific groups based on the advice received from the Employer Advisory Group meeting in Summer 2017. Industry / school, college specific marketing has been developed to align with the new events.

Employer advisory group meeting highlighted the greatest needs for Temple students' career development which were career management, professionalism, communication. Since then we have developed measurable learning objectives and incorporated the topic into programs and events. All employer –student networking events are centered on these competencies.

***Assessment Strategy 4***

**Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.**

Our communication metrics to assess career content are provided by our distribution platforms, as well as post-event surveys where we ask attendees how they learned about the event. Our CSM system, OwlNetwork, offers a variety of metrics; this platform is where monthly, weekly and targeted newsletters are produced and distributed highlighting relevant and timely events, jobs/internships, advice and fairs. Additionally, we carefully track all of our online resources and social media through HootSuite and the statistics available in each platform. Finally, we have Google analytics built into our website to track that usage.

Direct measures include recipients, click rates, open rates (newsletters and emails); log-ins (online resources); click rates and traffic sources (website); impressions/reach and followers (social media).

**From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.**

#1, #3

**What were the findings from this assessment?**

Notable findings from our communications metrics since have included:

1) Newsletters: Our monthly and weekly newsletters have seen an increase in average recipients from FY16-17, increasing by 8% overall. Our average open rate with our monthly newsletter has increased by 13%, while our weekly job blasts have declined by 13% overall. Our click rate for our monthly newsletter increased by 19%, while our click rate for weekly blasts decreased by 23% overall.
2) Online Resources: Overall, we saw an increase in log-ins by 58% for our 5 main online subscriptions between FY16-17. Notably, CandidCareers, a platform that hosts interviews with alumni has been a roller coaster. In FY16, it declined by 48%, then increased by 238% in FY17; it is projected to decrease by 51% in FY18. We have also seen an increase in log-ins with OwlNetwork by 23% between FY16-17.
3) Social Media: There has been a steady increase in followers. From FY15-16, we increased by 40%, FY16-17 we increased by 22%. Our fastest growth has been with Instagram, with an increase by 158% in FY16, then 48% in FY17. We have seen stagnation with Pinterest, where we have yet to surpass 75 followers since we launched the account in 2014.
4) Event Communications: Email, website, referrals, social media, OwlNetwork and lawn signs are the top methods for learning about events, based on post-event surveys. The number one method has consistently been email since Fall 2015.

**With whom and how did you share findings from this assessment?** Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

☐ **Department/Unit Staff**

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| **How:** Review periodically with staff during meetings and event debriefs. |

☐ **Department/Unit Leaders**

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| **How:** Review new online resources before purchase in meetings. Share usage with department that shares cost (Alumni Relations). These metrics are also part of our midyear and annual reports. |

☐ **Students**

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| **How:** |

☐ **Faculty**

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| **How:** |

☐ **University Administration/Leadership**

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| **How:** Report cost and usage of online resources in preparation of annual budget hearings. Online resources represent 35% of total budget. |

☐ **External Community Members**

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| **How:** |

☐ **Other**

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| **Who:** |
| **How:** |

**How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.**

Based on the newsletter/email trends, we decided to increase our targeted email campaigns for events and relevant job/internship/On-Campus Interview opportunities. We have seen a 65% open rate for those new email efforts. We also seek notable spikes in event attendance and job applications from these efforts, as well.

For our online resources, and noted declines, we continuously review the platforms and either seek out new platforms or discontinue use for the most effective use of funds. An example of this: Candid Careers usage was down and Career Center funding was discontinued. We also also are transitioning to a new CSM platform, Handshake, to increase our engagement levels.

Given the continued growth in Instagram, we leverage that platform more for marketing our events and showcasing student intern stories. We have also elected to discontinue use of Pinterest given the slow growth and lack of engagement.

***Assessment Strategy 5***

**Describe the assessment strategy. Please provide enough detail so that we understand the nature of the project.**

The Temple University Post-Graduation Survey is a university-wide effort to collect career outcomes for all bachelor's degree recipients. In FY17, we incorporated a limited number of master's degree recipients to test out expansion of the survey population. The first survey launched in Spring 2015 and targeted May 2015 bachelor's degree recipients only. We leverage a tool built in-house by Temple University's Portal team.

The survey is based on our professional association's, NACE, First Destination Survey Standards and Protocols. More information can be found: http://www.naceweb.org/job-market/graduate-outcomes/first-destination/. This survey is an overall assessment strategy for our career development and employer engagement, but also of the survey itself. The knowledge rate and extent of data collected for each question is an indicator of the tool's strength. The survey asks for students to indicate their primary status upon graduation, and key details included employment information (i.e. organization, job title, industry), continuing education information (i.e. institution and degree), volunteer information, military service, still seeking a job/education, or not seeking.

**From the list of Program Outcomes above, which POs were assessed using this strategy? Just list the number of the PO(s) assessed.**

#4, #5

**What were the findings from this assessment?**

The most notable findings since the survey launched include:

1) Knowledge Rate. In May 2015, the knowledge rate was 70% and increased to 80% for the class of 2016. However, for Class of 2017, the knowledge rate is less than 80% at the time of this report. The schools with Arts/Liberal Arts majors also had the lowest knowledge rates.
2) Lower continuing education and starting salaries compared to national comparisons. For Class of 2016, Temple had 14.4% continuing education, while the national benchmark for research institutions was 17.9% and large institutions was 16.8%. The median starting salary for Temple was $42,500, while the national benchmark was $52,092 for other mid-atlantic institutions.
3) We also found we were on trend with national averages for employment with similar Carnegie Classification institutions. For example, Temple had 62.2% employed, compared to 58.7% for other public institutions.

**With whom and how did you share findings from this assessment?** Check the box next to the person/group(s) with whom you shared the findings and in the box tell us HOW you shared the data with them. For example, you may share findings at a meeting, in an email, in a one-on-one meeting, or via a website.

☐ **Department/Unit Staff**

**How:** Outcomes are shared with Career Center staff each spring.

☐ **Department/Unit Leaders**

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| **How:** An internal dashboard was developed for school and colleges survey administrators. Group meetings with survey administrators are held to discuss findings on a quarterly basis. |

☐ **Students**

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| **How:** |

☐ **Faculty**

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| **How:** |

☐ **University Administration/Leadership**

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| **How:** Shared with IRA for review. Shared with the Provost office and Council of Deans for review. |

☐ **External Community Members**

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| **How:** After review and approval by IRA, the Provost, and Deans, IRA submits for publication along with other benchmarks. Schools and Colleges share and publish based on their discretion. IRA includes selected data in Temple Fact Book. |

☐ **Other**

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| **Who:** |
| **How:** |

**How did you use or how are you planning to use the findings from this assessment for improvement? Where applicable, give specific examples of changes you make (are making) as a result of your findings.**

We have and plan to take the following steps to address issues and to improve the survey.

1) To address gaps in knowledge rates we have hired a calling service, Ruffalo Noel Levitz, to follow up with recent graduates as part of our collection methods. For Class of 2019, we will be using Handshake's First Destination Survey tool. This tool will also allow us to create separate surveys by school and college for a stronger sense of ownership by each school, as well as streamline our collection efforts and any data entry and clean up.
2) To leverage our findings and improve experiential participation, as well as our services we will be comparing outcomes with the log data we have on use of services.
3) We have made changes to our programs based on findings. This includes
    a. Financial wellness to address salary differences
    b. Increased Internship focus in marketing and communication
    c. Expanded internship opportunities through greater employer interactions and partnerships, CLA developed college-wide goals and funding campaigns for unpaid internships
    d. Senior Career Coach has focused services (programs and individual coaching) for students who are interested in graduate school.

*If you have more strategies to report, just copy and paste all the questions/prompts and create as many additional assessment strategy sections as you need.*

## Section 4: Other Changes based on Trends/Strategic Plan

Sometimes you make changes based on trends in higher education, new strategic plans or initiatives at the university, or for other reasons. In this section, you will describe changes made based on trends/strategic plans and how you plan to assess the effectiveness of the change.

**Describe what change you made and what you based this change on.**

PO #1, #2 and #4 - Using new CSM platform, Handshake. Based on feedback from our focus groups, and the need to build a stronger, university-wide picture on career development services and employer engagement. We will use this new platform for our Post Grad Survey collection and analysis, as well. The platform launches in April 2018.

PO #1 - Focus on Career Readiness Competencies (CRC). We have already begun to incorporate these competencies into our assessment. We will dive into this data deeper in Summer 2018, and monitor it for FY19.

**Tell us how you plan to assess the effectiveness of the change.**

PO #1, #2, #4 Using new CSM – We will send Handshake our current engagement metrics – Handshake will compare to new system metrics after 6 months of use. Additionally, we have established benchmarks that we will compare to FY19 data.

PO #1 CRC – Measurable learning objectives are mapped to Career Competencies. Evaluations will provide a qualitative measure of learning. We will adjust workshops or measurements accordingly. Will continue to leverage the annual employer advisory group to provide feedback on students' demonstration of competencies in comparison to prior years.

## Section 5: Annual Objectives (optional section)

Do you have any unique goals/objectives for the year? If so, describe the objective(s) and how you are assessing progress.

Strategic initiatives for FY2018 developed from findings of previous assessments.

1. Implement new CRM tool to increase employer and student engagement. Using Assessment Strategy #1 to track use in comparison to the previous year's use of former CRM. Implement in FY2018, assess in FY2019.
2. Incorporate employer defined career readiness competencies to programs and services to improve students' soft skills. Using Assessment Strategy #3, specifically surveying employers to find their perception of Temple students' skills. Outcomes guide future programing.
3. Develop and lead a University-wide Graduate Student Career Network for improvement of student services. Use Assessment Strategy #3. A survey was conducted two years ago that determined the necessity of a graduate student services. The survey will be used again in the future to note progress in services provided. Implement in FY2018, assess in FY2019.

4. Meet with school/college leadership to review career activities, build relationships, and ensure strong service. Information sharing in FY2018. Will use Assessment Strategy #2.

## Section 6: Next Steps (Planned Assessment)

**Tell us about your next steps for assessing your unit/department.**
What assessments are currently underway or planned for this academic year? For example, your area may have items on the TUSQ that will be administered in Spring 2018 or you might have conducted focus groups in the fall and are review in the fall and are reviewing findings.

PO #1 and #2: Expand use of measurable learning objectives and mapping to career competencies.

PO #3: Create satisfaction survey on marketing methods to evaluate OwlNetwork tools in Spring 2018 to establish benchmarks in preparation for transition to Handshake's communication tools. Evaluate Handshake in Spring 2019 based on Spring 2018 findings.

PO #4: Migrate to a new tool to survey students and recent graduates for better accuracy and customization by school/college/level for more comprehensive reporting. Use of new tool will map outcomes to career actives.

PO #5: Develop quantitative satisfaction measurements for all constituencies – student, faculty, staff/administration, employer, alumni.

## Do you have any documents you would like to share?

Please feel free to email supporting documents in addition to your completed report. Additional documents may include: assessment plans, survey instruments, reports created for other audiences, etc. If you are including supporting documents, please tell us below what documents you are attaching.

Appendices:

A. Assessment surveys
    a. Coaching appointment survey
    b. Program request survey
    c. Event surveys (career development and recruiting)
    d. Post-graduation survey (undergrad and master's)
B. Outcome reports
    a. Activity reports
    b. Post-grad survey outcomes Class of 2015, Class of 2016, Class of 2017.
    c. Assessment (NPS) of programs, appointments.