PART I: LEARNING OUTCOMES ASSESSMENT PLAN
A. Assessment Plan (Complete before the academic year begins)

Academic Year: 2012-2013
Unit: Division of Student Life
Department: Academic and Career Information Center
Submission Date: August 1, 2013
Web address where assessment plan and annual report are posted: www.k-state.edu/acic/about/learningoutcomes.html

B. Person Submitting Form
Name: Michelle Haupt
Title: Coordinator
Email: mhaupt@k-state.edu

C. Departmental Mission Statement
The Academic and Career Information Center provides the K-State community with assistance in exploring and choosing academic majors and career options. Staff members provide individual guidance in discovering and developing career opportunities.

D. Assessment of Student Learning

1. Student Learning Outcome(s)

List the student learning outcomes for the department.
Outcome 1: As a result of meeting with a career specialist, students will be able to develop a plan of action to choose a major or career.
Outcome 2: As a result of attending the Majors, Minors and More Fair, I learned more about majors, minors and other academic programs that are available at K-State.
Outcome 3: After taking the EDCEP 120 class, students will be able to assess the strengths and weaknesses of their interviewing skills by participating in a mock interview.

Relationship to K-State Student Learning Outcomes (insert the program outcome number in column one and check all that apply):

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Knowledge</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Diversity</th>
<th>Academic / Professional Integrity</th>
<th>Program SLO is conceptually different from university SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. How will the learning outcomes be assessed? What groups will be included in the assessment?

[Briefly describe the assessment tools, measures, or forms of evidence that will be utilized to demonstrate students’ achievement of the learning outcomes. Indicate whether each measure is direct or indirect.]

Outcome 1: This outcome to be measured through a question on the ACIC user survey. Survey to be administered to all students who meet with a career specialist in an individual appointment. (indirect)

Outcome 2: This outcome to be measured through a question on the Majors, Minors and More Fair follow up survey. Survey to be administered to all students who attend the Majors, Minors and More Fair. (indirect)

Outcome 3: This outcome will be measured by scoring each student’s mock interview performance using a rubric. All students enrolled in EDCEP 120 will complete a mock interview. (direct)

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of the learning outcomes selected for the next year and the persons included.]

Outcome 1: ACIC User Survey (administered monthly)
- Results are compiled each semester and reviewed by the coordinator. Results are then shared and discussed with ACIC career specialists at a staff meeting.

Outcome 2: Majors, Minors, and More Fair Survey (administered post event)
- Results are compiled and reviewed by the Majors, Minors and More Fair planning committee to consider changes and adjustments to the event for the following year.

Outcome 3: Mock Interview performance review (conducted once per semester)
- Results will be compiled and reviewed by the coordinator to consider changes and improvements to the instruction methods for EDCEP 120.

4. What is the unit’s process for using assessment results to improve student learning?

[Briefly describe your process for using assessment data to improve student learning.]

Assessment results will be used to make adjustments to current service delivery, and to assess training needs of career specialist staff. In addition, results will be used to determine teaching effectiveness in EDCEP 120.
PART II: ANNUAL REPORT

E. Annual Report Summary (Complete at the end of the academic year)

1. Results:
   a. Describe the results of the assessment of each outcome and what was learned from the results. The summary of data related to the department’s goals and what was learned from the results. The results must include achievement data in addition to a narrative summary. (If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.)

   Overall, the assessment results indicate the programs and services offered through the Academic and Career Information Center (ACIC) are effective in assisting students in the process of career development. Specifically, students are able to learn more about K-State academic majors as well as create a plan of action as a result of attending our programs and using our services during the interview process.

   **Outcome 1** – Below you will find student responses in answer to the survey question: “As a result of meeting with a Career Specialist, I was able to develop a plan of action to choose my major and career.”

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Strongly agree</td>
<td>34 (17%)</td>
<td>56 (22%)</td>
</tr>
<tr>
<td>b. Agree</td>
<td>96 (47%)</td>
<td>102 (40%)</td>
</tr>
<tr>
<td>c. Neutral</td>
<td>60 (30%)</td>
<td>78 (31%)</td>
</tr>
<tr>
<td>d. Disagree</td>
<td>6 (3%)</td>
<td>14 (6%)</td>
</tr>
<tr>
<td>e. Strongly disagree</td>
<td>4 (2%)</td>
<td>1 (0%)</td>
</tr>
<tr>
<td>f. No response</td>
<td>3 (1%)</td>
<td>3 (1%)</td>
</tr>
</tbody>
</table>

Based on the responses, 67% of the students surveyed in the fall 2012 semester indicated that they “strongly agree” or “agree” they were able to develop a plan of action. Interestingly, that percentage is consistent with findings from previous assessment years as indicated above.

I would have hoped for a higher number, however, a plan of action might be difficult to define depending on where a student is in the career development process. Students using ACIC services bring varying levels of career preparedness and career readiness which also affects the ability to develop a plan of action.

It is important to note that 84% of the students who responded to the user survey in 2012 felt as if most or all of their questions were answered, and 87% of respondents found their visit to ACIC helpful or very helpful.

**Outcome 2** - Below you will find student responses in answer to the survey question: “As a result of attending the Majors, Minors and More Fair, I learned more about majors, minors and other academic programs that are available at K-State.”

<table>
<thead>
<tr>
<th>Agree</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>188 (91.71%)</td>
<td>99 (98%)</td>
<td>240 (91.6%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>17 (8.29%)</td>
<td>2 (2%)</td>
<td>22 (8.4%)</td>
</tr>
</tbody>
</table>

Based on the results it would appear the Majors, Minors and More Fair is effective in helping students learn more about the academic programs available at K-State.
**Outcome 3** – Students enrolled in EDCEP 120 class, Academic and Career Decisions, were assigned a mock interview as a course requirement. Students were evaluated in six categories for the interview: body language, appearance, self-expression/style, enthusiasm and interest, experience, and maturity.

Mock interview feedback forms were collected for 45 students. The high score possible for the mock interview was 24 points. The mean score for the students who were assessed was 20.12. The range of scores was from 24 to 13. Interestingly, the mean score has increased slightly in the past three years as indicated below:

- Spring 2012 – 19.9
- Spring 2011 – 19.47

The mean score of 20.12 indicates that most students performed slightly above average on the mock interview assignment. Students had an opportunity to preview the feedback form, to review possible interview questions, and to hear a lecture which included visual representation of proper interview attire and techniques.

Immediately following the interview, students received verbal feedback regarding areas of strong interview performance as well as areas where development was needed. After the student was dismissed from the interview, a feedback form was completed with more detailed advice and later returned to the student.

This assignment is a valuable activity to help students learn their strengths and weaknesses in an interview setting and practice a needed skill for their career journey.

b. **Assessment Methods:** For each learning outcome, describe (a) the measures used, (b) the sample of students from whom data were collected, (c) the timetable of the year for the collection, and (d) the manner in which the measures were administered.

**Outcome 1:** As a result of meeting with a career specialist, students will be able to develop a plan of action to choose a major or career.

a. Measure - This outcome was measured through a question on the ACIC user survey. (indirect)
b. Sample - The survey was administered to all students who used ACIC services in the fall 2012 semester. This includes students who met with a career specialist for an individual appointment, as well as students who stopped in for a brief question and visit. There were 833 students who used ACIC services in the fall of 2012. Of those students, we were able to successfully send a survey via email to 787 students. There were 273 who responded to the survey for a response rate of approximately 35%.
c. Timetable - The survey was administered monthly during the fall 2012.
d. Forum - The survey was electronic and administered via K-State’s Axio online system.

**Outcome 2:** As a result of attending the Majors, Minors and More Fair, I learned more about majors, minors and other academic programs that are available at K-State.

a. Measure - This outcome was measured through a question on the Majors, Minors and More Fair survey. (indirect)
b. Sample - The survey was administered to students who attended the Majors, Minors and More Fair. Approximately 900 students attended. Students were asked to swipe their student identification card at the registration table to sign in, and 887 usable emails were collected to
utilize for the survey. There were 262 students who completed the survey for a response rate of approximately 14%.

c. Timetable – The event date was October 10, 2012. The survey was administered from October 25 to November 9. (Data collected from the student ID card is not immediately available for use. It must first be processed and data must be extracted from the iSIS system.)
d. Forum - The survey was electronic and administered via K-State’s Axio online system.

**Outcome 3: After taking the EDCEP 120 class, students will be able to assess the strengths and weaknesses of their interviewing skills by participating in a mock interview.**

a. Measure - This outcome was measured by scoring student mock interview performance using a rubric. (direct)
b. Sample – There were 91 students enrolled in EDCEP 120 during the spring semester; 45 rubric/feedback sheets were collected. (Reasons for low response: Not all students completed the assignment, and some peer career specialists neglected to make a copy of the feedback forms for data purposes.)
c. Timetable - Mock interviews were conducted in the spring semester of 2013. Students scheduled individual dates in ACIC for a mock interview.
d. Forum - Following a mock interview, a mock interview feedback form was completed by the peer career specialist who conducted the interview.

2. Unit Review and Actions Implemented: Describe the process by which staff reviewed the results of this year’s SLOs and the actions and/or revisions that were or are planned in response to the assessment results. (*Include changes that may be made to unit SLOs or to the general assessment strategy*)

**Results of outcome 1** were reviewed by the coordinator and discussed with ACIC peer career specialists at a staff meeting. No revision is needed in the training materials to address this outcome. However, knowing that a plan of action takes time to develop is a good reminder for peer career specialists to consider during the on-going training activities for this position.

**Results of outcome 2** were compiled and reviewed by the Majors, Minors and More Fair Planning Committee. The committee is pleased with the results, and there are no actions or revisions currently planned in response to these results.

**Results of outcome 3** were compiled and reviewed by the coordinator to consider changes and improvements to the instructional methods for EDCEP 120. Results will also be shared with the ACIC staff in the 2013-2014 academic year.

It is interesting to note that the mock interview feedback form and the teaching materials for the 2011-2012 were adjusted with regard to student attire partially as a result of the assessment process. I believe this has added to the value of the activity for students. Approximately 12% of the feedback forms indicated that the students were inappropriately dressed in 2012. In 2013, that number was 13%. It will be interesting to monitor student performance in future assessment years with regard to interview attire.

F. Submit Learning Outcomes Plan for the next academic year.