Mission Statement

The Career Center provides centralized career services that assist students and alumni in developing, evaluating, and implementing a self-directed career plan and in making pertinent employment decisions. The department collaborates with employers, faculty/staff, and student organizations to assist students in their career development and their search process for part-time student employment, internship/co-op programs, and full-time professional employment.

Rationale: Assisting students in selecting an academic major and developing a career plan contributes to the University’s mission to retain its highly diverse student population, and to serve the communities by producing qualified graduates to meet the employment needs of employers.

Planning Goals

Goal #1: Provide proactive and comprehensive career services in collaboration with Academic and Student Affairs departments.

Goal #2: Develop a centralized resource for experiential education programs and opportunities.

Goal #3: Provide high-quality career counseling, resources, and technology to meet our students’ diverse and changing needs.

Goal #1: Student Learning Outcome

Goal #1 Objectives

- Work closely with faculty from specific academic programs and majors to develop a career peer advisor/mentor program during 2010-11 with full implementation during the 2011-2012 academic year.
- Develop and present a career planning workshop/module focusing on the value of leadership as a transferable job skill in collaboration with the Leadership Program coordinated by LEAD (Leadership, Engagement, Action, Development) by September 2010.
- In collaboration with the Office of International Students, develop career resources for international students to be incorporated into the Career Center’s Web site by the end of the Spring 2011 Semester.

Student Learning Outcome

85% of students attending the Annual Leadership Symposium’s “Networking Your Way to Powerful Relationships” workshop will learn the value of leadership as a transferable job skill by conducting two informational interviews with professionals who work in a career that they are considering and writing a 2-3 page paper summarizing what they have learned from the interviews.

Rationale

SF State students attending the Annual Leadership Symposium’s “Networking Your Way to Powerful Relationships” workshop will learn the value of leadership as it pertains to their career and professional development.
**Measures**
85% of students attending the “Networking Your Way to Powerful Relationships” workshop will write a 2-3 page paper summarizing what they have learned from the two informational interviews.

**Results**
Unfortunately, none of the 64 students who attended this workshop turned in a paper. It was determined that an incentive needs to be added to the mix if we are to repeat this exercise for this year’s Leadership Symposium workshop. One idea is have a raffle where students who turn in this assignment get an automatic entry into the raffle.

**Goal #2: Student Learning Outcome**

**Goal #2 Objectives**
- During the Spring 2011 semester, survey all academic departments offering internship credit for internship and cooperative education programs use this data to develop a centrally located resource on the various experiential opportunities and requirements for students.
- Revise and update the Career Center Web site to provide centralized information on internships, cooperative education and other experiential education programs by 2010-2011 academic year.
- Establish base-line data during 2010-2011 on the number of students enrolled in campus-wide internship and cooperative education programs for academic credit.
- Establish base-line data during 2010-2011 on the number of hits to the Career Center’s Internship/Co-op resource section of the Web site.
- Begin longitudinal tracking of students enrolled for academic credit for internship and cooperative education programs.
- Revise the “How to Find an Internship” workshop/module and develop a handout to include the additional information and resources by 2010-2011.
- Hire a full-time internship coordinator.

**Student Learning Outcome**
85% of students attending the “How to Find an Internship” workshop and “Make the Interview Count” workshop will gain knowledge of the various resources available that will assist them in finding an internship as well as gain knowledge of the proper techniques and strategies to use during the interview for a job and/or internship.

**Rationale**
Students attending “How to Find an Internship” workshop and “Make the Interview Count” workshop will become familiar with the resources available to find an internship or co-op program as well as learn about how to properly prepare themselves for an interview that will enhance their chances of getting that job and/or internship.

**Measures**
Through the use of a pre and post-test, 85% of students attending the “How to Find an Internship” workshop and “Make the Interview Count” workshop will demonstrate increased knowledge by 20%.

**Results**

**Find the Perfect Internship for You**
- Number of Students: 4
- Total for Pre-Test: 10.5/16, 65% correct
- Total for Post-Test: 12/16, 85% correct
- Percent increase between post and pre-test: 20%

**Make the Interview Count**
- Number of Students: 4
- Total for Pre-Test: 12/40, 30% correct
- Total for Post-Test: 31/40, 77% correct
- Percent increase between post and pre-test: 47%
Conclusion
The small data that we were able to gather shows that students did demonstrate increased knowledge in the two respective workshops. However, for next year we will most likely broaden our efforts to include some of our other career development workshops, such as Resume Writing, in measuring student learning outcomes.

Goal #3: Student Learning Outcome

Goal #3 Objectives
Career counselors will identify one career-relevant topic each academic year to research and present at the staff retreat beginning with the summer 2009 retreat. Staff will review and evaluate the Career Center’s Web site each summer to determine needs for updating and revising. Career counselors will review and discuss Web-based career resource needs for students annually.

Student Learning Outcome
85% of students participating in the On Campus Interview (OCI) program and who have used Career Counseling services (Drop-In Counseling & Appointments with Counselors) will receive higher evaluation scores from employers than those students who have not used Career Counseling services.

Rationale
Students who use Career Center services will learn effective job search skills that will enhance their ability to present themselves in a positive and professional manner to employers.

Measures
85% of students who have indicated, via a pre-interview survey, that they have used Career Center services (Drop-In Counseling & Appointments with Counselors) will receive 25% higher interview evaluation scores from employers than those students who have not used Career Center services.

Employers evaluate students on a scale of 1-5 (1 = Needs Improvement and 5 = Outstanding) in five different areas:
1. Academically qualified
2. Knowledge of job & company
3. Clear and realistic career objective
4. Communication
5. Maturity, poise & self-confidence
plus an OVERALL rating

Results
Fall 2010 - Spring 2011
- Number of surveys: 186
- Number of employer responses: 136
- Response rate: 73%

Average Overall Evaluation for NEITHER Drop-in nor Appointment
- 70 employer responses
- 3.86

Average Overall Evaluation of top 85% who used BOTH Drop-in and Appointment
- 23 employer responses
- 4.43

Percent increase of top 85% who used BOTH vs. those who used NEITHER = 15%
Conclusion
Data indicates that students who utilized our career counseling services demonstrated increased knowledge by receiving higher interview evaluations from employers as compared to students who did not utilize our career counseling services. This demonstrates that students who take the initiative by meeting with our counselors will stand out when they present themselves to employers during their respective job searches.