Stark State
COLLEGE

Co-curricular Assessment Report

Office/Department Name: Career Services

Year of CAR Completion: 2021

CAR Cycle: 2019-2021

Co-curricular Assessment Report

Organization of Program Review Materials:

- Component I: Response to Previous Co-curricular Assessment Report
- Component II: Review of Assessment Data
- Component III: Criteria for Co-curricular Assessment Report
- Component IV: Recommendations and Executive Summary
- Appendix A: Co-curricular Office/Department Summary Work Plan
- Appendix B: Assessment Council Review Form

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. ****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.**

Office/Department: Career Services

Strengths:
 -Personalized career counseling that includes – job-search assistance, resume development, interview guidance and post-selection skill development.
-Classroom assistance to faculty providing presentations to inform students about our services.
-Career advising assistance to Deans, Department Chairs and other members of management
-Workforce development assistance to employers
-Building unique talent-building pipelines with select employers.

Areas for improvement:
-Greater use of College Central Network to connect students and alumni with employers.
-Improving the connection between students and employers.
-Greater access to the growing number of students at Stark State Akron
-College Credit Plus and one-year industry-specific certifications.

Opportunities:
-Building unique talent-building pipelines with select employers.
-Finding more high-school or recently-graduated students for College Credit Plus and 1-year
 Certificate opportunities.

Threats:
Declining enrollment continues to be a threat going forward. The opportunities listed above combined with the expansion of Stark State College - Akron is a direct counter to this threat. As we continue to find ways to understand the needs of employers and match students and alumni with opportunities, the Career Development department will stay ahead of potential threats.

Progress to Date:
Faced with the potential of declining enrollment, the Career Development department has been more fully engaged with faculty and other divisions to provide greater exposure of our services to existing students. Additionally, working with Enrollment, we've been more engaged with recruiting efforts for new students, particularly those involved in College Credit Plus.

Component II

Review of Previous Assessment Data

***If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.**

1. What changes have been recommended that have had a positive effect on your outcomes? (Please be specific.)

    A. Greater use of College Central Network
    B. Improving connection between students and employers
    C. Greater access to students at Stark State Akron

2. What changes to your office/department were made based on findings from the previous CAR?

    A. Greater use of College Central Network
- As College Central Network was an antiquated and limited system, the contract with CCN was eliminated and Handshake was adopted as the new job, internship and event platform for SSC.

    B. Improving connection between students and employers
- All Career Services offerings and events were evaluated for effectiveness.
- Career Engagement Series was created allowing students to interact with employers working in their areas of future career interest.
- Work-it 101 series was created allowing basic professional practices to be demonstrate/best practices taught (i.e. resume, cover letter, LinkedIn, etc.) in collaboration with a Career Specialist and employer partner.
- Boutique career fairs were initiated
- Employer recruiting table process was determined allowing employers to table outside of student classrooms creating networking and relationship building opportunity

    C. Greater access to students at Stark State Akron
- *Cookies and Careers* tables were hosted on a monthly basis, connecting students with Career Services staff at Akron location.
- Career specialist staffed Career Services office at Akron two days a week to facilitate in-person appointments
- Career Engagement Series & career fairs hosted at Akron location

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission:
The mission of the Career Development Office at Stark State College is to enhance student success by providing comprehensive and innovative exploration of personal, academic and professional interests to secure a meaningful career, which encourages a significant societal and community impact. We strive to connect with external partners to optimize career opportunities through targeted partnerships with campus departments to ensure students are highly competitive.

Vision: The Career Development office will serve to prepare and empower students through transformative learning experiences, creating connections within academics and career paths. We will cultivate an expansive career community to create a talent pipeline to meet employment needs, while creating learning and skill-building opportunities for our students.

Values: NA

Goals:
Goal 1: Build relationships between the College community and employers
Goal 2: Provide high-value career guidance services to students, alumni and community

*Note if any changes have been made to the mission, vision, values, and/or goals since the last CAR.

Criterion 2.0 Longitudinal Data

1.) **What longitudinal data has your Office/Department collected during this CAR term?**

Career Services collects a variety of data both qualitative and quantitative to review for future improvement in conjunction with the office and institution goals:

    a. Goal 1:
- Employer Outcomes
- Employer Survey
- Experiential Learning Survey
- Advisory Committee Minutes/Employer Event Survey
- College Central Network Employer Users
- Number of Internships Available to Students

    b. Goal 2

- Noel-Levitz SSI (Item # 30,47,76)
- Testimonials
- Employment Outcomes
- Five-year Alumni Survey
- Career Services Resources
- Point of Service Survey
- College Central Network Student Users
- Number of Student Appointments
- Case Studies
- Career Clarity Survey

2.) How is that data used to evaluate the Office/Department?

With Career Services two focused goals being:
- *Goal 1: Build relationships between the College community and employers*
- *Goal 2: Provide high-value career guidance services to students, alumni and community*

We utilize this data consistently to inform the future actions, services, events, connections, processes and support of our office. Our interactions with employers through the Employer Advisory Committee and survey allow us to inform our discussions with students to better prepare them as professionals. We are able to take national trends, best practices, and data and utilize our employer's knowledge to translate and understand this information on a local level, making it more applicable.

We review our student data consistently throughout the year, touching base weekly to quickly implement necessary change to the way we serve our students and on a semester basis to inform our decisions about programming for the next semester to come. This information also allows us to support data requests from departments as they apply for grants, report to the state and on a national level.

All gathered data allows us to benchmark and creates opportunity for deeper understanding and change moving forward.

Criterion 3.0 Assessment Measures Inventory

*The matrix should contain all goals as they pertain to the CAR.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.])
Goal 1, Outcome Measure 1: Employment Outcomes	Yes	Yes	Internal
Goal 1, Outcome Measure 2: Employer Survey	No	No	Internal
Goal 1, Outcome Measure 3: Experiential Learning Survey	Yes	No	Internal
Goal 1, Outcome Measure 4: Advisory Committee minutes and employer feedback survey for events	No	No	Internal
Goal 1, Outcome Measure 5: College Central Network Employer Users	Yes	No	NA
Goal 1, Outcome Measure 6: Number of Internships available to students	Yes	No	NA
Goal 2, Outcome Measure 1: Noel-Levitz SSI (Item # 30, 47, 76)	Yes	Yes	National
Goal 2, Outcome Measure 2: Testimonials	NA	NA	NA
Goal 2, Outcome Measure 3: Employment Outcomes	Yes	Yes	Internal
Goal 2, Outcome Measure 4: Five-year Alumni Survey	Yes	No	NA

Goal 2, Outcome Measure 5: Employer Survey	Yes	Yes	Internal
Goal 2, Outcome Measure 6: Career Services Resources	NA	NA	NA
Goal 2, Outcome Measure 7: Point of service survey	Yes	No	NA
Goal 2, Outcome Measure 8: College Central Network Student Users	Yes	No	NA
Goal 2, Outcome Measure 9: Number of student appointments	Yes	Yes	Internal
Goal 2: Outcome Measure 10: Case Studies	NA	NA	NA
Goal 2, Outcome Measure 11: Career Clarity Survey	Yes	No	Internal

Criterion 4.0: Assessment Results Report

Office/Department Name: Career Services
Individual Completing Report: Natalie Harrington
Individual(s) Reviewing Report: Mandy Hinkel & Peter Trumpower
Date: 5/31/21

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic, student service, or learning goals of the Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Office/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).
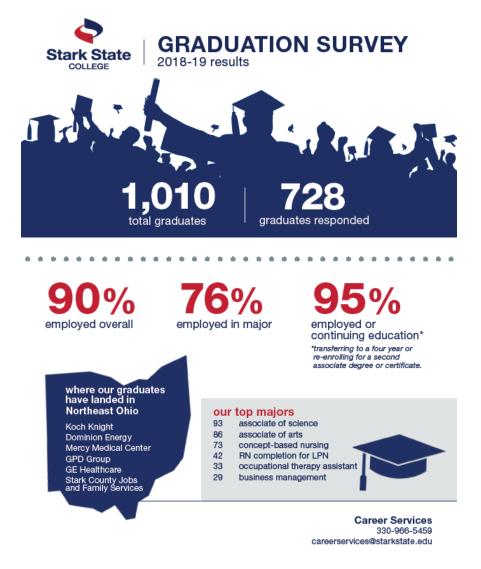
Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: Build relationships between the College community and employers

Outcome Measure 1: Employment Outcomes (Graduation Survey)

Terms of Assessment: Fall ___x___   Spring__x___   Annual ____

Findings:
2018-2019 Academic Year (there is a one-year lag in reporting, the 2019-2020 will be completed summer of 2021).

GRADUATION SURVEY
2018-19 results

1,010 total graduates | **728** graduates responded

90% employed overall

76% employed in major

95% employed or continuing education*
*transferring to a four year or re-enrolling for a second associate degree or certificate.

where our graduates have landed in Northeast Ohio

Koch Knight
Dominion Energy
Mercy Medical Center
GPD Group
GE Healthcare
Stark County Jobs and Family Services

our top majors
93 associate of science
86 associate of arts
73 concept-based nursing
42 RN completion for LPN
33 occupational therapy assistant
29 business management

Career Services
330-966-5459
careerservices@starkstate.edu

Review Committee/Review Process: Data is collected by Career Services staff, and findings are reported to Director, then to VP for further review. Lastly, an infographic is developed to promote the findings to the public.

Documented Improvements: Over the CAR cycle of Fall 2018-Spring 2021, we have greatly improved the process of gathering information for the Graduate Survey. For 2018-2019, the survey was conducted in conjunction with IR, and an infographic was developed to concisely communicate the results of the survey. This infographic will now be created on an annual basis for each academic year. We include information such as how many respondents took the survey, how many of these respondents are working within their field, and which companies they are working for.

For the 2019-2020 academic year, we made major process improvements by moving the Graduate Survey into Handshake, our online job board. Handshake has an entire platform dedicated to the Graduate Survey, with pre-built reports to show an array of different data from the responses gathered. This allows us to keep the survey, the results, and the reports all in one convenient platform.

Goal 1: Build relationships between the College community and employers

Outcome Measure 2: Employer Survey

Terms of Assessment: Fall ___ x ___   Spring__ x ___   Annual _____

Findings: Delayed due to COVID-19. This survey will be sent out to employers during the summer of 2021.

Review Committee/Review Process: Conducted through IR in conjunction with Career Services

Documented Improvements: N/A

Goal 1: Build relationships between the College community and employers

Outcome Measure 3: Experiential Learning Survey

Terms of Assessment: Fall __x____   Spring__x___   Annual _____

Findings: Student participation in reporting their experiential learning experiences has been a continued struggle. These are students who complete an apprenticeship, internship, co-op, clinical, externships/job shadowing, practicum, student teaching, or full/part-time position in direction correlation with their degree. We are aware that the information documented below is a poor representation of the fullness of experiential learning completed while students are enrolled at Stark State. Conversations between the provost and the Career Services Office have commenced in ways that perhaps we could embed this data into curriculum, such as capstone courses, in the future to get a more accurate data reflection. The number of students completing the survey is not consistent with the number of students who reported experiences that qualified as experiential learning.

Experiential Learning Survey				Goal 1: Build relationships between the College community and employers							
	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
Overall # of students that completed the survey	23	37	115	14	23	29	18	120	27	30
Percentage of Change from previous semester		60.9%	210.8%	-87.8%	64.3%	26.1%	-37.9%	566.7%	-77.5%	11.1%
# of Type of Experiential Learning Reported	Apprenticeship - 0	Apprenticeship - 0	Apprenticeship - 0	Apprenticeship - 1	Apprenticeship - 0	Apprenticeship - 0	Apprenticeship - 0	Apprenticeship - 3	Apprenticeship - 1	Apprenticeship - 0
	Internship - 6	Internship - 9	Internship - 26	Internship - 4	Internship - 6	Internship - 4	Internship - 2	Internship - 12	Internship - 3	Internship - 5
	Co-Op - 2	Co-Op - 6	Co-Op - 15	Co-Op - 4	Co-Op - 2	Co-Op - 1	Co-Op - 0	Co-Op - 2	Co-Op - 0	Co-Op - 0
	Clinicals - 8	Clinicals - 11	Clinicals - 35	Clinicals - 1	Clinicals - 8	Clinicals - 9	Clinicals - 12	Clinicals - 20	Clinicals - 4	Clinicals - 4
	Externship (Job Shadowing) - 1	Externship (Job Shadowing) - 4	Externship (Job Shadowing) - 16	Externship (Job Shadowing) - 0	Externship (Job Shadowing) - 1	Externship (Job Shadowing) - 4	Externship (Job Shadowing) - 1	Externship (Job Shadowing) - 8	Externship (Job Shadowing) - 3	Externship (Job Shadowing) - 6
	Practicum - 6	Practicum - 6	Practicum - 18	Practicum - 4	Practicum - 6	Practicum - 8	Practicum - 3	Practicum - 21	Practicum - 1	Practicum - 5
	Student Teaching - 0	Student Teaching - 1	Student Teaching - 5	Student Teaching - 0	Student Teaching - 0	Student Teaching - 3	Student Teaching - 0	Student Teaching - 5	Student Teaching - 1	Student Teaching - 1
	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 0	Full-time or Part-time employment in your field while attending Stark State College - 49	Full-time or Part-time employment in your field while attending Stark State College - 14	Full-time or Part-time employment in your field while attending Stark State College - 9
# of host employers	12	21	16	9	12	10	9	32	20	23

Review Committee/Review Process: Lena Tucker, Career Specialist reviews this data once a semester. It is presented and reviewed by the staff.

Documented Improvements: In the past, this data was collected by IR, but with the transition to Handshake, we also moved this survey to be housed in the platform. In Fall of 2020 we transitioned the collection process to be housed allowing the data to be more accessible to CS staff.

Goal 1: Build relationships between the College community and employers

Outcome Measure 4: Career Clarity Survey

Terms of Assessment: Fall ___x___   Spring__x___   Annual _____

Findings: This survey is conducted to determine students that need assistance in building career confidence. On the survey they indicate their preferred method of contact. Career Services Staff members reach out to those who necessitate outreach to consult and possibly schedule an appointment. This was not conducted during the summer of 2020 due to the pandemic.

Career Clarity Survey		Goal 2: Provide high-value career guidance services to students, alumni and community							
	Summer 2018	**Fall 2018**	***Spring 2019**	**Summer 2019**	**Fall 2019**	**Spring 2020**	***Summer 2020**	**Fall 2020**	**Spring 2021**
Overall # of students that completed the survey	75	47	117	70	138	80		134	81
Number of students who "agreed" to 5 or more statements or said agree to "I keep changing my occupational choice" - needed CS outreach	42	14	32	28	52	30	*Did not administer assessment this semester due to the pandemic.	42	25
Percentage of Change of need from previous semester		-66.7%	128.6%	-12.5%	85.7%	-42.3%		40.0%	-40.5%
# of student appointments scheduled based on outreach	1	2	*data unavailable	1	2	4		7	1
# of student engaged conversations, (i.e., phone, email)	phone: 3	phone: 3 email: 1		phone: 3	phone: 2	phone: 4 email: 5 Text: 1		phone: 3	phone: 6 email: 3

Review Committee/Review Process: This data is reviewed by Lena Tucker who reports the findings to the staff and then divides the personal outreach equally between staff members participating in the outreach. They are contacted by their preferred method and then their secondary method if contact is not made.

Documented Improvements: In Fall of 2020, a new approach to connecting with students was made where an appointment would be automatically scheduled for them if they needed outreach. An email confirmation was sent through Acuity, and then students either attended their appointment or rescheduled, increasing the number of conversations/connections. This allowed the highest number of appointments to result from the contact.

Goal 1: Build relationships between the College community and employers

Outcome Measure 5: Employer Advisory Committee and Employer Partner Meeting minutes

Terms of Assessment: Fall ___x___   Spring__x___   Annual _____

Findings: In Fall of 2017 the Employer Advisory Committee was created as a feedback loop to employers and CS staff. It allows a core group of active employers throughout NEO to interact with the staff building stronger connections, and for the staff to gauge employment trends and impact on a regional

level. Each meeting created opportunity to market events to employers and discuss important topics. Some of the experiences/conversations that were had are highlighted below:

- Tour and connection of the New Akron Campus Facility
- Discussion of support for LGBTQ+ interview & hiring practices
- Discussion of hiring those with a criminal background
- Suggestion of hosting career fairs which extended into the evening
- Best practices for navigating interviewing/recruiting during the pandemic

Review Committee/Review Process: All CS staff members attend these meetings and minutes are kept for reference

Documented Improvements: During the pandemic these meetings were facilitated virtually instead of in-person. Although a consistent number of members were able to attend, the conversation was not as rich as an in-person meeting and the networking component was removed. As able, we will plan to move back to in-person

See appendix C

Goal 1: Build relationships between the College community and employers

Outcome Measure 6: College Central Network/Handshake Employer Users

Terms of Assessment: Fall ___x___   Spring___x___   Annual _____

Findings:

YEAR	2018	2019	2020
# of employer users	1335	1864	3461

Review Committee/Review Process: Executive Summary is created on a semester basis, then reported to VP for review and ultimately presented to Executive Council and President.

Documented Improvements: As we've now transitioned from College Central Network to Handshake, CCN being was limited in its reporting capabilities and antiquated in its offerings for connecting students to employers, Handshake has now opened a world of possibilities. The data shows a drastic increase in employers accessing our students, and creates continuity and consistency in creating one access portal for employers to post and students to connect.

Goal 1: Build relationships between the College community and employers

Outcome Measure 7: Number of internships available to students

Terms of Assessment: Fall ___x___   Spring__x___   Annual _____

Findings:

The following table shows the number of internships within Handshake (implemented August of 2020). CCN data is unavailable to us, due to ending contract.

Date Range	Total Internships
8/20-12/20	929

1/21-5/21	1120	
Total since Handshake implementation	**2049**	

Review Committee/Review Process: This data is available to access at any time for faculty or staff, but is not reviewed on a regular basis as it is in constant fluctuation on a daily basis.

Documented Improvements: Handshake has created a portal that is easy to use for both employers and students. We now have opportunities not only in NEO but nationally for SSC students to access at an increased volume.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 1: Noel-Levitz Student Satisfaction Inventory (SSI) Item # 30, 47, 76

Terms of Assessment: Fall _____   Spring_____   Annual __X___

Findings: The Noel-Levitz SSI is conducted every three years and is sent to the entire student body. The Survey is norm-referenced and SSC results are compared to the Midwest Community Colleges norm group (campus specific items are not norm-referenced). There are two norm-referenced items and one campus specific item.

2020 v. 2017 Importance and Satisfaction

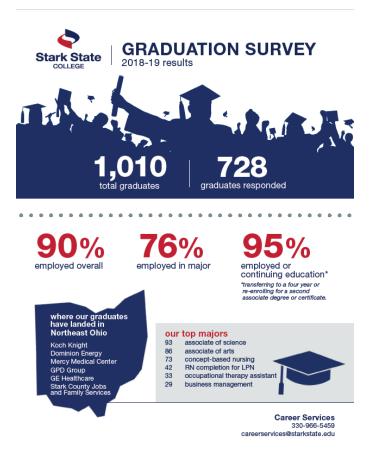| Item #	Item	2017 Importance	2017 Satisfaction	2017 Gap	2020 Importance	2020 Satisfaction	2020 Gap
30	The career services office provides students with the help they need to get a job.	85%	63%	22%	86%	79%	7%
47	There are adequate services to help me decide upon a career.	84%	65%	19%	88%	76%	12%
76	Campus item: Overall quality of Career Development services (mock interview, resume review, job board)	81%	64%	17%	85%	75%	10%

Note that for items #30 and 47, SSC satisfaction ratings higher than the Midwest user norms and the differences were statistically significant ($p = 0.001$). This means that our students were more satisfied with Career Services than students at other Midwest community colleges.

Review Committee/Review Process: The results of the survey are reviewed with the Director of Institutional Research, Planning, and Assessment and the Director of Career Services as well as the office staff.

Documented Improvements:
Student satisfaction improved by 11-16% and the gap between students' rating of the Importance of the item and their satisfaction decreased by 7-15%.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 2: Testimonials

Terms of Assessment: Fall ___x___   Spring___x__   Annual _____

Findings:

Testimonials are captured through the point of service survey, follow-up emails and conversations. They are mostly positive, but sometimes call for intervention from leadership and additional assistance.

Here is a sampling of testimonials received:
- I really liked that Natalie was able to give me more than cookie cutter ideas and tips. She helped me come up with personalized ways to build and elevate my resume.

- I'm in my final semester and pre paring to search for a job in my field. Lena came into our classroom and gave a wonderful presentation explaining all that she could help us with. She went over and beyond at making sure my resume was perfect.

- I have met with Stan twice now, he is always so warm and friendly! And super knowledgeable and helpful.

- Stan was very nice and professional. I had a mock interview and I left more knowledgeable, and with a smile. Stan provided many resources to help me currently and for the future. It was a great pleasure working with him!

- I honestly haven't thought about the process of looking for a career after graduating but having this information will de finitely help me when I start looking for jobs.

- I was trying to weigh two different career paths and Natalie asked questions which helped me figure out the right next steps.

- I have been jumping from thought to thought on what to do for a career and how to go about figuring it out and the test helped me understand which direction to go in.

Review Committee/Review Process: Testimonials are shared on a weekly basis at staff meetings, to encourage discussion and inspire the staff to continue to do good work.

Documented Improvements: N/A

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 3: Employment Outcomes (Graduate Survey)

Terms of Assessment: Fall ___x___   Spring_x____   Annual _____

Findings: 2018-2019 Academic Year (there is a one-year lag in reporting, the 2019-2020 will be completed summer of 2021).

GRADUATION SURVEY
2018-19 results

1,010 total graduates | 728 graduates responded

90% employed overall
76% employed in major
95% employed or continuing education*
*transferring to a four year or re-enrolling for a second associate degree or certificate.

where our graduates have landed in Northeast Ohio
Koch Knight
Dominion Energy
Mercy Medical Center
GPD Group
GE Healthcare
Stark County Jobs and Family Services

our top majors
93 associate of science
86 associate of arts
73 concept-based nursing
42 RN completion for LPN
33 occupational therapy assistant
29 business management

Career Services
330-966-5459
careerservices@starkstate.edu

Review Committee/Review Process: This information is housed in CS and available to faculty and staff when writing grants, reporting to the state or local agencies or review for inter-campus needs. It is also pulled when perspective students/families have questions about success of those graduating from SSC programs.

Documented Improvements: This survey used to be conducted through IR and transitioned in 2020 to Handshake. The gamified approach allows information to be processed in real time, showing students how they compare to their peers. It allows the system to know who has or has not completed the survey and target them through email communication to do so. A strong system of data collection was established with the grad fair, pre-pandemic, allowing responses to be captured from each person coming in to collect their cap and gown. Computers were set-up in the cafeteria to gather responses. An active link was then created, so that students could complete their survey on the phone while standing in line. Because we were not able to take these in-person actions during the pandemic, response rate was very low.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 4: Five-year Alumni Survey

Terms of Assessment: Fall _____   Spring_____   Annual __x___

Findings: The Five-year Alumni survey is conducted every three years and surveys graduates from five years prior to the survey year. This is done in order to allow sufficient time for graduates to find employment in-field, gain promotions, complete additional education (Bachelor's degree, etc.) or find employment in other career fields.

There is one item directly related to Career Services in the survey. Trend data are available for 2014, 2017, and 2020. The percentages are for respondents indicating that they were Very Satisfied or Satisfied.

Rating of SSC Services

	2014	2017	2020
Career Planning/Placement	43%	54%	52%

A persistent item noted in the survey has been a recommendation to enhance the internal marketing and awareness of the Career Services Office, especially to entering or other students in the middle of their academic program.

Review Committee/Review Process: The results of the survey are reviewed with the Director of Institutional Research, Planning, and Assessment and the Director of Career Services as well as with office staff.

Documented Improvements:

The Career Services Office has been actively working to increase student awareness and utilization over the past three years by creating social media accounts and posting regularly, creating a class presentation request form to participate more consistently in the class environment, hosting Career Services info. tables at main and Akron campus, embedding welcome message through Hobson's to new students, creating a hot card which is mailed to all students with 35+ credits or more, and available at information tables throughout gateway as well as distributed to all faculty and staff each semester.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 5: Employer Survey

Terms of Assessment: Fall ___ x ___   Spring__ x ___   Annual _____

Findings: Delayed due to COVID-19. This survey will be sent out to employers during the summer of 2021.

Review Committee/Review Process: Conducted through IR in conjunction with Career Services

Documented Improvements: N/A

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 6: Career Services Resources

Terms of Assessment: Fall ___x___   Spring___x__   Annual _____

Findings: There were 9 areas determined for focused tool creation/improvement:
1. Resume checklist - improved
2. Transferrable Skills - new
3. Elevator Pitch - improved
4. Cover Letter - improved
5. LinkedIn Develop - new
6. Handshake Use -new
7. Student Participation Confirmation - new

8. Virtual Interviewing Evaluation - new
9. Internship/Job Search – new
10. Virtual Interview Do's and Don'ts

See appendix A

Review Committee/Review Process: For each of these tools, needs assessment discussions occurred with the advising members of the CS staff. Drafts were created and then marketing formatted and branded the content. Several reviews of edits were done to create the final products.

Documented Improvements: Having these tools at disposal for both hard copy usage as well as virtual sharing allows for high quality advising with teachable/tangible tools to assist students in their next steps and professional development.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 7: Point of service survey

Terms of Assessment: Fall __x____   Spring___x__   Annual _____

Findings: After each appointment, students are asked to complete a survey giving feedback for the quality of their appointment, the assistance they were provided and their confidence in taking their next action steps. Having a feedback gathered after every appointment has made staff members more cognizant of the impact of their advising techniques and allows leadership to have a stronger pulse on the quality of appointments.

- 96.9% of respondents rated their level of assistance as very or extremely satisfied

See appendix B

Review Committee/Review Process: These results are reviewed by the Coordinator and Director and shared with the staff at a staff meeting on a monthly basis. Any negative responses are addressed and goals are set for improvement based on findings.

Documented Improvements: This survey had been given sporadically via paper copy, on a semester basis in the past. This survey was modified to become digital, gathered on tablets outside of advisor offices at both the main and Akron campus, as well as through a link for virtual appointments. This allowed far more accurate and consistent data to be collected.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 8: College Central Network/Handshake Student Users

Terms of Assessment: Fall ___x__   Spring __x___   Annual _____

Findings: Both alumni and student users has increased with the transition to Handshake**.**

	2018	2019	2020
Students	4434	6198	8343
Alumni	5768	5892	6242
Total	10202	12090	14585

Review Committee/Review Process: Executive Summary is created on a semester basis, then reported to VP for review and ultimately presented to Executive Council and President.

Documented Improvements: Students are now able to create individual profiles which employers can review 24-7 and contact students whom they deem to be qualified candidates. It gives students access to a nationwide platform that looks like Facebook (user friendly/social media feel), thinks like Netflix (learns students' employment preferences and tailors suggestions for opportunities based on platform interactions) and Functions like LinkedIn (creating networking and direct messaging opportunities as well as company research and reviews). For Summer of 2021 creating a Handshake profiled will be integrated into SSC 101 continuing to drive student interaction.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 9: Number of student appointments

Terms of Assessment: Fall __x____   Spring__x___   Annual _____

Findings: Due to the pandemic, decreased enrollment, and students decreased focus on professional development/job search, we saw a decline in student appointments.

Year	2018	2019	2020
Student Appointments	658	1009	895

Review Committee/Review Process: Executive Summary is created on a semester basis, then reported to VP for review and ultimately presented to Executive Council and President.

Documented Improvements: Both phone and in-person appointments had been offered pre-pandemic. Due to the need to serve students virtually, Zoom appointments were established, allowing students and community members to access CS staff without the need to come onto campus. This change was very well received, and will remain part of the office practice moving forward.

Goal 2: Provide high-value career guidance services to students, alumni and community

Outcome Measure 10: Case Studies

Terms of Assessment: Fall ___x___   Spring__x___   Annual _____

Findings:

Case Study A: Ben F. came to Stark State as a transfer student from Kent State Computer Science program. He had done very poorly in his classes and thought that college might not be for him, and Kent wouldn't let him to return to their institution until he strengthened his GPA. He came in for Career Exploration with lack of confidence or drive. Through discussion, it was determined that he really did have a passion for technology, but he didn't want to write code or design websites. He had a proven work history and was also interested in business. Through discussion of major options, deep interests, values and motivation, cyber security was found as a possible fit. Connection to the faculty for informational interviewing was made, and confidence was found. After a semester in the program, Ben was flourishing with 3.5 GPA and was identified as a top candidate for a two-year internship at Goodyear, to transition

the company to a new security platform. He is now one semester away from graduation and plans to transfer back to Kent State to complete his degree with confidence.

Case Study B: Frankee M. was a highly involved student while attending SSC. She was a Student Worker in Admissions, member of Phi Theta Kappa Honor Society, Lead Student Senator for Health and Public Services Division, and President of the Student Health Information Management Association. She had a strong work history and wanted to move into a management positions directly out of college. However, as she applied for positions pre-graduation, she was not getting the response she should have based on her credentials. Frankee brought her base resume to Career Services. Working with a staff member, she did a complete overhaul of her resume, changing the content from task oriented to a quantified achievement focus, highlighting her strengths and truly demonstrating her level of skill and strength on paper. She felt a complete difference in confidence in applying after completing her new resume. Several days after completion she got several interviews for positions with offers to hire her immediately after graduation. She got to choose her direction, and felt so much better about her future path.

Case Study C: Sarah B. had utilized Career Services to create her resume, Linkedin, and support for her job search. Her last stage in professional development was utilizing the team to help her prepare for her interview. Sarah was completely changing professions. After managing a bakery for 8+ years, she was moving into the human and social services arena and seeking a position that she could work at while pursuing her Bachelor's degree. She was nervous on how to make the connections to her skill sets and this new focus of work. Through coaching sessions, Sarah became confident in her elevator pitch, learned how to answer behavioral and situational questions, develop a story bank of examples to share, and ask insightful questions of her interviewers. With several interviews lined up, she reported that the interviewer at Ohio Means Jobs, told her she had given the best answers to his questions he had ever heard in his many years of interviewing, and he was extremely impressed. Sarah had several offers and is now working as a case worker.

Review Committee/Review Process: Case studies are shared during Advising Team meetings on a monthly basis. Specialists and the coordinator evaluate those they've been assisting to determine how they can improve practice moving forward.

Documented Improvements: Stronger advising tools including resume/transferable skills/internship & job search have come from these case studies as well as focused additional training around career exploration.

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			**5.1**	Employee (full-time and part-time) credentials meet college requirements.
X			**5.2**	Annual Employee Performance Evaluations are on record in Human Resources.
X			**5.3**	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.

Yes	No	DNA		
			5.4	Employees are involved in the development of initiatives
X				that support the College Mission.

3. Additional Comments: (Please explain any "No" selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Office/Department.
    *   In Career Services, performance evaluations are used in several fashions, to celebrate accomplishments, to create SMART goals for the following year, and identify/address areas of needed improvement. Although staff members have either a weekly or bi-weekly meeting with their supervisors to discuss those same topics, the performance evaluation serves to document those focuses for future benchmarking purposes.

2. Describe how professional development benefits the Office/Department.
    *   Career Services is constantly changing. Best practices on a local, regional, and national scale are important to be aware of, so that the services and programming offered is accurate and relevant. Over the last few years, career service offices have become increasingly more collaborative across colleges both local and nationally, especially due to the pandemic. The shift to virtual professional development has allowed our staff to connect with professionals whom we might otherwise never gotten the opportunity to learn from. Sharing advising, marketing, process, and event ideas with others is incredibly helpful when refining what and how services are being offered to SSC students. Sharing our original ideas, through these opportunities, also brings recognition to our team and the work that we are doing.

3. Describe how employees are involved in the development of initiatives that support the College Mission.

Stark State Mission: *Stark State College positively impacts the life of each student and our communities by providing access to high-quality, relevant, and affordable education.*
    *   Employees from the Career Services Office help connect Stark State to the community serving as representatives of Stark State in chamber meetings, Ohio Means Jobs partner meetings, Middlebury workforce meetings, and ConeXus NEO. Creating relationships and bringing valuable partnership opportunities back to the college for workforce development, training, and prospective student connection.
    *   Staff members serve on departmental advisory boards, search committees, and participate in all student services functional recruiting events such as senior nights, open houses, graduation to promote connectivity across faculty, staff and students.
    *   The Career Services Office acts as a gateway to future enrollment for perspective students and community members by offering professional development support including resume creation/review, interview practice and career exploration to those who

are not enrolled at the college. This creates opportunity for conversations promoting furthering education as a pathway to future goals.

- The Career Services Office supports all current students while enrolled to feel confident in their career choice through exploration appointments and events. They assist with networking through direct connections to employer partners, boutique events focused on career communities, and career fairs. They prepare students to enter the job search through professional document review and interview prep, and tailor all assistance to the needs of each individual. As the goal of graduation is to secure a job in a career path the student is passionate about, the function of the Career Services Office is instrumental in making students feel that their education is high-quality.

Criterion 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
			6.1	Office/Department changes are consistent with technological and scientific advances, and Office/Department content incorporates new developments in the field.
X				
			6.2	Employees work with supervisors to ensure adequate and current resources available to provide services.
X				
			6.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.
X				

Additional Comments: (Please explain any "No" selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.
    - In Career Services, accessibility is key. Appointments need to be able to be made in-person and virtually. Capturing data is pivotal. Utilizing virtual tools is necessary. And connecting to colleagues globally creates growth. The pandemic's impact on the way a Career Services functioned required swift an innovative change in all of these areas.

2. How are these changing conditions addressed within the Office/Department?
    - Accessibility – Prior to the pandemic, only in-person or phone appointments were being offered. In 2020, virtual appointments were made available to students and community members, integrating webcams in every office, each staff member converting from desktop to lap top, getting designated Zoom accounts for each advisor, and changing appointment scheduling platforms from Starfish to Acuity to allow all seeking assistance to schedule at their convenience. This change also allowed for individual links to be created for each type of appointment: in-person Main Campus, in-person SSC Akron, and virtual. From these links QR codes were created to integrate into the office bulletin board, print marketing, social media posts, emails, etc. creating a technology solution for

accessing appointment information. These tools and techniques will stay in place post-pandemic.

- Data Capturing – The process of administering our student satisfaction survey changed tremendously over the term of this CAR report. It went from being offered on a paper sheet several times a year, to a digital survey that is now completed after every student appointment. To increase participation in this survey, tablets were placed outside of advisors' offices, where students could complete the survey prior to leaving. With the pandemic, this survey was sent to students, post appointment, as a link in a follow-up email. Data capturing also changed in relation to graduate data and experiential learning, as both of these surveys are now able to be administered through Handshake allowing students to be reached out to for completion prompting and tracked.
- Virtual tools – Our team utilizes virtual tools for career coaching to help support student development:
  - Interview Stream – virtual practice interviewing service with customizable practice interviews and recordable interview feature for self or professional evaluation
  - O*Net – Career exploration platform connected directly to Holland Code
  - Career Coach – Career Assessment platform that provides local employment data/majors at Stark State in connection with assessment results
  - Handshake – Job, internship and event platform, #1 tool nationwide to connect students to employment opportunities
  - Ohiomeansjobs.com, connecting our students to partner employment opportunities across NEO, budgeting tools, and interview practice
  - Career Services Website – housing all tailored and developed resources by Career Services team, for both employers and students
  - Google platforms – information sharing, event surveys, employer feedback
  - Skype for Business – Constant communication connectivity
  - Acuity – virtual scheduling and management system

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.
- Staff members utilize the Help Desk ticketing system for all necessary set-up, updates to platforms/hardware owned by SSC, or when troubleshooting assistance is required.

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Office/Department: Career Services

Strengths:
- Acted as first office on campus to fully implement Starfish, and functioned as test site to allow kinks to be worked out before launching to campus.
- New recruiting and event platform brought to the college, Handshake, replacing the previously used, antiquated College Central Network platform.
- New office leadership allowed for fresh perspective and review of advising tools, facilitating revisions and updates as well as creation of new advising tools based on national best practice and employer partner feedback.
- Semester Division meeting presentations had increased faculty and staff knowledge of the benefits of Career Services Office, and has increased support and buy-in.
- Addition of soft skills based program, Skills to Succeed, embedded by Career Services into SSC 101 curriculum to meet the needs of employers' verbalization of lack of new workforce members having the transferrable skills they require.
- Supported the spearheading of SSC's initiative to implement Career Communities campus-wide. Assisted by connecting all SSC majors to Holland Code and partnering with ConXus, Emsi, O*net and the SSC marketing team to develop new promotional and advising material for the college.
- Increased collaboration with enrollment specialists and success coaches to direct undecided students to Career Services through Starfish referrals, moving them successfully through the career exploration process and back to admissions to register for classes.
- Individualized and tailored student appointments for resumes, cover letters, interviewing, job/internship search, networking, LinkedIn
- Individualized and tailored class presentations for faculty w/digital request form through MyStarkState allowing 24-7 access.
- Aligned appointment making process with Gateway, utilizing Acuity to allow students and community members to make appointments with Career Services Staff at their convenience.
- Addition of 1-2 Graduate Interns to the team, per semester, from various Master's programs
- Creation of a student satisfaction survey given to every student instead of at random times throughout the year, and reviewed by staff for improvement on a monthly basis to increase performance.
- Full review, update and development of advising tools such as Resume, Transferrable Skills, Mock Interview, LinkedIn, etc.
- Creation of new programming to connect employers to careers such as Career Engagement Series, Boutique Career Fairs, 101 Series workshops with employer guests.
- Partnerships formed with Goodwill and JCPenney to facilitate two events for students to acquire professional attire at an affordable cost.
- Developed relationship with Opportunities for Ohioans with Disabilities (OOD) to better support our diverse student needs.
- Adapted all events, appointments and workshops to a virtual format to continue to serve students and community members through the pandemic

- Established social media accounts on Twitter, LinkedIn and Facebook to market our events and awareness of Career Services to students, community members and employers
- Created and grew both an Employer Partnership Program and Employer Advisory Committee to create a feedback loop for best hiring and advising practices for SSC students and alumni.
- Refined website to embed interactive events calendar and clickable buttons for creating appointments, increasing student event registration.
- Developed a promotional video created each semester as well as a marketing material package all Blackboard ready to better promotes SSC's online learners, and allow faculty to share resources more readily.
- Partnered with Student Leadership Academy to offer Career Services "Work-it" workshop series as qualifying credit towards their certificate completion, increasing student involvement.

Weaknesses:
- The office has been functioning without an administrative assistant since January of 2020. This creates a doubled workload for our Assistant Specialist and increased administrative duties for the graduate interns as well as the Coordinator of the office.
- Ongoing need for staff development.

Opportunities:
- Development of equally beneficial and interactive virtual recruiting and employer interaction events, similar to those we would hold in-person. Having functioned for the duration of 2020 within the pandemic, creating a stable environment for service as well as events, that can shift from in-person to virtual will be necessary.
- Continued growth of our Employer Partners and Employer Advisory Committee.
- Education to students and faculty on how to be successful in a virtual application, interview and work environment.
- Growth of staff up to full capacity.

Threats:
- COVID-19 has impacted the enrollment of the college and the level to which employers are posting opportunities for degreed candidates. Both of these components impact the work of our office moving forward.

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the Summary Work Plan - Appendix A. Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

1. Professional Development
2. Administrative Assistant

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.