

**Assurance of Student Learning
2019-2020**

Education and Behavioral Sciences

Counseling and Student Services

Career Services - Graduate Certificate 468

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will be able to apply career development theories and decision-making models to college students.

Instrument 1 Individual course assignment (CNS 593): Counseling Exercise

Instrument 2 Individual course assignment (CNS 675): Career Services Critique

Instrument 3 Internship supervisor evaluation of students completing Internship (CNS 595)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will be able to demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process.

Instrument 1 Individual course assignment (CNS 593): Documents Critique

Instrument 2 Individual course assignment (CNS 675): Career Services Comparison

Instrument 3 Internship supervisor evaluation of students completing Internship (CNS 595)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students will be able to research, recommend, administer and interpret commonly used career assessments.

Instrument 1 Individual course assignment (CNS 593): Counseling Exercise

Instrument 2 Individual course assignment (CNS 593): Videos Critique

Instrument 3 Internship supervisor evaluation of students completing Internship (CNS 595)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Students in the program demonstrate an ability to apply career development theories and decision-making models to college students, a knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process, and the ability to research, recommend, administer and interpret commonly used career assessments. Therefore, no follow-up actions are necessary.

It is important to understand that many students who pursue this graduate certificate program already have other credentials related to their life and occupational goals. It is designed to give students enhanced knowledge, skills and competencies in this area. The program can be completed as a 'stand-alone' credential (with only an undergraduate degree), concurrently with a master's or other graduate degree (many of our master's degree students configure their electives so they can complete this certificate in conjunction with their degree, or post-master's degree (as a few students have done, primarily those who have taken positions that involve career services and want additional expertise in that area.

Student Learning Outcome 1

Student Learning Outcome 1			
Student Learning Outcome	Students will be able to apply career development theories and decision-making models to college students.		
Measurement Instrument 1	Individual course assignment (CNS 593): Counseling Exercise		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Counseling Exercise Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your counseling session demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your counseling session displays a clear understanding of career development theories and decision-making models in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link career development theories and decision-making models to each other in a coherent and systematic way; there is an ongoing systematic evolution to the process</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	Each student is to select a voluntary 'client' and counsel that individual on relevant career concerns. This exercise should be presented primarily as a learning experience on the part of the student; i.e., you are not to present this activity as an <i>actual</i> career counseling session -- <u>unless you are professionally qualified to do so</u> . As a part of this activity, you may want to administer a career inventory/assessment to the individual and interpret the results for them. Feel free to use one (or more) of the instruments available in the "Autobiography Self-Analysis Folder" or you can identify an additional/alternative instrument(s). You could also conduct a session in which you explore their attitudes and concerns within the context of a particular career counseling theory/model that you select through your own research. At the conclusion of this exercise, each student is to prepare a brief report (4-6 pages) in which you critique the experience.		
Measurement Instrument 2	Individual course assignment (CNS 675): Career Services Critique		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Career Services Critique Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research, with emphasis on the application of career development theories and decision-making models to college students.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the CAS Standards in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes in the CAS Standards to each other in a coherent and systematic way; there is an ongoing systematic evolution to the application of these standards.</p>		

	<p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>			
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.	
Methods	Each student is to identify a career services center (department) at an institution of their choice and complete an assessment of the efficacy of the operation using the Council for the Advancement of Standards (CAS) Self-Assessment Guide for Career Services (attached). This document can be found in the “Course Documents” section of Blackboard and is included as an attachment to this report.			
Measurement Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)			
Criteria for Student Success	Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated an ability to apply career development theories and decision-making models to college students. The Student Evaluation completed by the Site Supervisor is attached. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.			
Program Success Target for this Measurement	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	Percent of Program Achieving Target	100% achieved the indicated target.	
Methods	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students’ ability to apply career development theories and decision-making models to college students.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Students in the program demonstrate a clear understanding of the ability to apply career development theories and decision-making models to college students.; no follow-up actions needed.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
N/A				

Student Learning Outcome 2

Student Learning Outcome	Students will be able to demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process.		
Measurement Instrument 1	Individual course assignment (CNS 593): Documents Critique		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Documents Critique Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	<p>Documents Critique. Each student is to provide a critique of the following four reports that can be found in the “Documents Critique” folder in the Course Content section of Blackboard:</p> <p>The Workforce of the Future https://www.pwc.com/gx/en/services/people-organisation/workforce-of-the-future/workforce-of-the-future-the-competing-forces-shaping-2030-pwc.pdf</p> <p>Eight Futures of Work http://www3.weforum.org/docs/WEF_FOW_Eight_Futures.pdf</p> <p>Digital Learning: Education and Skills in the Digital Age https://www.rand.org/content/dam/rand/pubs/conf_proceedings/CF300/CF369/RAND_CF369.pdf</p> <p>America’s Women and the Wage Gap http://www.nationalpartnership.org/our-work/resources/workplace/fair-pay/americas-women-and-the-wage-gap.pdf</p> <p>This critique should be in the form of an integrated response; i.e., one PowerPoint presentation (typically 25-30 slides) in which you discuss the relevance and inter-relatedness of all four reports.</p>		
Measurement Instrument 2	Individual course assignment (CNS 675): Career Services Comparison		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Career Services Comparison Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique gets to the core issues discussed by the authors in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the central themes on each of the documents to each other in a coherent and systematic way; there is an ongoing systematic evolution to these documents</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p>		

	<p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>			
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.	
Methods	<p>Each student is to provide a comparative critique of the career services provided by the three institutions represented by the first three documents which can be found in the “Career Services Comparison” folder in the Course Documents section of Blackboard. Then discuss the implications of the fourth document (<i>Career-Focused Services for Student with Disabilities at Community Colleges</i>) in relation to the first three documents. Students should approach this Assignment from the perspective of their particular interest area and perspective. This critique should be in the form of an integrated response; i.e., one PowerPoint presentation (typically 35-40 slides) in which you compare/contrast the efficacy of the services provided by the following three institutions and discuss the implications of the fourth document:</p> <p><i>Columbia University Career Planning Guide 2018--2019</i> <i>MIT Career Development Handbook 2018-2019</i> <i>Berkeley Career Center Job & Internship Guide 2018-2019</i> <i>Career-Focused Services for Students with Disabilities at Community Colleges</i></p>			
Measurement Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)			
Criteria for Student Success	<p>Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated a knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category). The Student Evaluation completed by the Site Supervisor is attached. The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.</p>			
Program Success Target for this Measurement	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	Percent of Program Achieving Target	100% achieved the indicated target.	
Methods	<p>All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students’ ability to demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process.</p>			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Students in the program demonstrate a clear knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process; no follow-up actions needed.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				

N/A

Student Learning Outcome 3

Student Learning Outcome 3			
Student Learning Outcome	Students will be able to research, recommend, administer and interpret commonly used career assessments.		
Measurement Instrument 1	Individual course assignment (CNS 593): Counseling Exercise		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Counseling Exercise Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your counseling session demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your counseling session displays a clear understanding of how to research, recommend, administer and interpret commonly used career assessments.in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link assessment results to the career decision-making process in a coherent and systematic way; there is an ongoing systematic evolution to the process</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	Each student is to select a voluntary 'client' and counsel that individual on relevant career concerns. This exercise should be presented primarily as a learning experience on the part of the student; i.e., you are not to present this activity as an <i>actual</i> career counseling session -- <u>unless you are professionally qualified to do so</u> . As a part of this activity, you should administer a career inventory/assessment to the individual and interpret the results for them. Feel free to use one (or more) of the instruments available in the “Autobiography Self-Analysis Folder” or you can identify an additional/alternative instrument(s). You could also conduct a session in which you explore their attitudes and concerns within the context of a particular career counseling theory/model that you select through your own research. At the conclusion of this exercise, each student is to prepare a brief report (4-6 pages) in which you critique the experience.		

Measurement Instrument 2	Individual course assignment (CNS 593): Videos Critique		
Criteria for Student Success	<p>The overall average score on the rubric will be 90% and on no individual rubric dimension will the average score be less than half the available points. Specifically, the number of points you earn for the Videos Critique Assignment will be determined as follows:</p> <p>Critical Thinking (20%) - the extent to which your critique demonstrates critical thinking skills appropriate to a graduate-level class; observations, conclusions, and inferences are reinforced by empirical evidence or outside research.</p> <p>Depth of Analysis (20%) - the extent to which your critique addresses assessment (instrument) administration and interpretation demonstrated in the videos in a comprehensive and detailed manner.</p> <p>Integration (20%) - the extent to which you link the demonstrations in the videos to your ability to administer and interpret assessment instruments in an ongoing and systematic way.</p> <p>Articulation (20%) - the extent to which the language in your critique is clear and precise as well as technically accurate; i.e., you use correct spelling and grammar.</p> <p>Technical Competence/Visual Presentation (20%) - the extent to which your presentation is aesthetically pleasing and interesting to read; how well you are able to keep the attention of the reader. Graphics and visuals are always helpful in this regard – as long as the focus stays on what you are saying and not how you are saying it.</p> <p>Each dimension is evaluated and then an aggregate score is determined. 90% and above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable.</p>		
Program Success Target for this Measurement	One hundred (100%) of the students will average at least 90%, with no dimension averaging less than half the potential points available.	Percent of Program Achieving Target	100% achieved the indicated target.
Methods	<p>Videos Critique. For this Assignment, please critique the following five videos:</p> <p>The Psychology of Career Decisions Sharon Belden Castonguay TEDxWesleyanU https://www.youtube.com/watch?v=4e6KSaCxcHs</p> <p>Three Questions to unlock your authentic career: Ashley Stahl at TEDxBerkeley https://www.youtube.com/watch?v=vMiSf7LpFQE</p> <p>Stop searching for your passion Terri Trespicio TEDxKC https://www.youtube.com/watch?v=6MBaFL7sCb8</p> <p>Say goodbye to career planning: Tim Clark at TEDxPlainpalais https://www.youtube.com/watch?v=JJsuWB3LQ_o</p> <p>Career Change: The Questions You Need to Ask Yourself Now Laura Sheehan TEDxHanoi https://www.youtube.com/watch?v=MljH8MCbONI</p> <p>And then critique three of following career counseling demonstration videos (you get to decide which three). Please focus on the efficacy of the information presented and especially the interaction between the ‘counselor’ and ‘client’):</p> <p>Career Counseling Role Play Video https://www.youtube.com/watch?v=peqWQ0nkjC0</p> <p>Career Counseling Session https://www.youtube.com/watch?v=Lz8ocd2IAqI</p> <p>Emily's Career Counseling Session https://www.youtube.com/watch?v=j6n9ILhFKKI</p> <p>Career Counseling Session https://www.youtube.com/watch?v=ulqDxj9aIxM</p> <p>Volunteer career counseling session</p>		

	<p>https://www.youtube.com/watch?v=fPY6I7NOIB0 COUN 507 Career Counseling Session https://www.youtube.com/watch?v=6cKoGW3mCx4 Each student is then to prepare a PowerPoint presentation (25-30 slides) in which these videos are reviewed and critiqued. This critique should cover the information presented in the first five videos you select and then identify and explain the strengths and deficiencies of the three career counseling demonstration sessions you decided to critique (in particular, discuss how they could have been more effective in light of the information in the first five videos).</p>				
Measurement Instrument 3	Internship supervisor evaluation of students completing Internship (CNS 595)				
Criteria for Student Success	Internship supervisors would indicate in their formal evaluation of the students they supervised that these students demonstrated an ability to research, recommend, administer and interpret commonly used career assessments. The formal evaluation process asks Internship supervisors to rate items on a 6-point scale, with 1=Poor, 2=Fair, 3=Average, 4=Good, and 5=Excellent. There is also a NA (Non-Applicable category) The Student Evaluation completed by the Site Supervisor is attached. The overall average score on the rubric will be 4.0 and on no individual rubric item will the score be less than 2.0.				
Program Success Target for this Measurement	Ninety (90%) of the students will achieve an average score of at least 4.0 across the items measured by the instrument.	Percent of Program Achieving Target	100% achieved the indicated target.		
Methods	All Internship supervisors complete a formal evaluation of the students they supervised for CNS 595 (Internship). The evaluation includes items related to students' ability to research, recommend, administer and interpret commonly used career assessments.				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<table border="1"> <tr> <td style="background-color: yellow;">Met</td> <td>Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
Students in the program demonstrate a clear ability to research, recommend, administer and interpret commonly used career assessments; no follow-up actions needed.					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
N/A					