Career Week Spring 2021 | Executive Summary

An overview of the data findings from surveys conducted in workshops and the Career Week survey. Aggregated data is reported by student learning outcomes, major & college, academic year, affinity group, frequency of attended workshops, and inclusion & employment search confidence. Sampling is taken from students who completed workshop surveys and from students who completed the survey after attending Career Week and the Career Fair. Total sample size is 97 students.

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**I. Student Learning Outcomes (SLO)**

**1st Student Learning Outcome (SLO)**

Determine timely action steps to be successful in the employment search process (e.g., planning internships, preparing for fair) including general timelines, self-exploration, networking for possibilities, prepare customized documents, follow-up, and reflection upon outcomes.

*Findings:*

Workshops instructing the 1st SLO: **1) Planning for Internships, 2) Preparing for Virtual Career Fairs**

* **Outcomes:**
  + *Chart A: Workshop Surveys*

|  |  |  |
| --- | --- | --- |
| ***(%) Workshop Pre-Survey Average*** | ***(%) Workshop Post-Survey Average*** | ***Result*** |
| 57% | 75% | +18 |

* + *Chart B: Workshop Post-Survey & Career Fair Survey*

|  |  |  |
| --- | --- | --- |
| ***Post Survey Average\**** | ***Career Fair Survey - Correct Answer Average\*\* (n=18)*** | **Difference between Post Survey & Career Fair Survey** |
| **93%** | **72%** | **-21** |

* **Analysis:**
  + Data on Chart A shows an increase between workshop pre-survey & post survey results showing significant student learning outcome comprehension.
  + Data on Chart B might show that the workshops containing this learning outcome may not have directly and clearly taught the final answers on the career fair survey. Per the workshops pre/post surveys, no question and answer directly confirms the exact ‘action steps’ in the employment search. Action steps are taught during the presentation of the workshops, however action steps are not clearly shown in workshop surveys. The data may also suggest a lack of retention from the workshops to the time the students completed the survey.
* **Goals:**
  1. Explore better methods of directly correlating learning outcome and instruction method.
  2. Consider an assignment after each workshop related to the learning outcome.
  3. Consider social media posts after each workshop that give answers to these learning outcome questions.

**2nd** **Student Learning Outcome (SLO)**

Ask relevant inquisitive questions (e.g., in interviews, at the career fair, when networking) about career paths, nature of the job, how to prepare, and hiring procedures to learn about the institutional structure of the employment search process.

*Findings:*

Workshops including the 2nd SLO: **1) How to Give Your Elevator Pitch and Network Virtually, 2) Preparing for Virtual Career Fairs, 3) How to Make Your Virtual Interview a Success**

* **Outcomes:**
  + *Chart A: Workshop Surveys*

|  |  |  |
| --- | --- | --- |
| ***(%) Workshop Pre-Survey Average*** | ***(%) Workshop Post-Survey Average*** | ***Result*** |
| 44% | 46% | +2 |

* + *Chart B: Workshop Post-Survey & Career Fair Survey*

|  |  |  |
| --- | --- | --- |
| ***Post Survey Average\**** | ***Career Fair Survey - Correct Answer Average\*\* (n=19)*** | **Increase between Post Survey & Career Fair Survey** |
| **46%** | **76%** | **30** |

* **Analysis:**
  + Data on Chart A shows an increase between workshop pre-survey & post survey results showing student learning outcome comprehension.
  + Data on Chart B shows retention rate improved, which suggests students not only retained information from the workshops, but learned from the time of the workshops to the survey. This data might also show that overall instruction and providing examples of this learning outcome contributed to the increased retention. The answers from the career fair survey were also displayed in the workshop pre/post surveys. \*Disclaimer: further improvement in score may be due to the confusing phrasing of questions with the learning outcomes in the Interview workshop.
* **Goals:**
  1. Explore better techniques for the instruction method of inquisitive questions.
  2. Cut unnecessary workshop slides and concentrate more on the learning outcome to improve post survey results.
  3. Consider social media posts after each workshop that give answers to the learning outcome questions.
  4. Focus clearer instruction of learning outcome in the Interview workshop.

**3rd Student Learning Outcome (SLO)**

Articulate their professional identity with accomplishment statements in the employment search (e.g., resume, cover letter, elevator pitch, interview) using action verbs, task, and results formula.

*Findings:*

Workshops including the 3rd SLO: **1) How to Impress Employers with Your Résumé and Cover Letter, 2) Preparing for Virtual Career Fairs, 3) How to Make Your Virtual Interview a Success**

* **Outcomes:**
  + *Chart A: Workshop Surveys*

|  |  |  |
| --- | --- | --- |
| ***(%) Workshop Pre-Survey Average*** | ***(%) Workshop Post-Survey Average*** | ***Result*** |
| 57% | 75% | +18 |

* + *Chart B: Workshop Post-Survey & Career Fair Survey*

|  |  |  |
| --- | --- | --- |
| ***Post Survey Average\**** | ***Career Fair Survey - Correct Answer Average\*\* (n=18)*** | **Difference between Post Survey & Career Fair Survey** |
| **75%** | **67%** | **-8** |

* **Analysis**:
  + Data on Chart A shows an increase between workshop pre-survey & post survey results showing significant student learning outcome comprehension.
  + Data on Chart B shows there was a slight decrease in retention from workshop to when students completed the career fair survey. Students may not have recognized a complete example of an accomplishment statement due to how this information was presented to them. From the career fair survey, students had to select the best example of an accomplishment statement. And in the workshop pre/post surveys, only one question from one survey illustrates a written example of the accomplishment statements. Further examples of an accomplishment statement could have been used in the workshop pre/post surveys.
* **Goals:**
  1. Evaluate questioning methods between the pre/post/career fair surveys.
  2. Consider an assignment after each workshop related to the learning outcome.
  3. Practice completing more examples of accomplishment statements.
  4. Consider social media posts after each workshop that give answers to the learning outcome questions.

**II. Employer Survey Evaluation & SLOs**

**\*Disclaimer:** 12 employers from Career Fair completed survey, and employers’ responses were coded into common response themes. Employers’ responded to three questions that pertained to the three student learning outcomes.

*Findings:*

**1st SLO** - Determine timely action steps to be successful in the employment search process (e.g., planning internships, preparing for fair) including general timelines, self-exploration, networking for possibilities, prepare customized documents, follow-up, and reflection upon outcomes.

|  |  |
| --- | --- |
| **Question #7 from Employer Career Fair Survey** | |
| **What steps should students take before applying to your position?** | |
|  |  |
| **Outcome** | |
| **75% of employers responded with this dominant answer theme: *Research the company (company website); understand job description thoroughly.*** | |

**2nd** **SLO** - Ask relevant inquisitive questions (e.g., in interviews, at the career fair, when networking) about career paths, nature of the job, how to prepare, and hiring procedures to learn about the institutional structure of the employment search process.

|  |  |
| --- | --- |
| **Question #6 from Employer Career Fair Survey** | |
| **What types of questions would you prefer that students ask when networking?** | |
|  |  |
| **Outcome** | |
| **50% of employers responded with this dominant answer theme: *Responsibilities and duties of a job position; availability of open positions*.** | |

**3rd SLO** - Articulate their professional identity with accomplishment statements in the employment search (e.g., resume, cover letter, elevator pitch, interview) using action verbs, task, and results formula.

|  |  |
| --- | --- |
| **Question #5 from Employer Career Fair Survey** | |
| **What do you look for when students talk about their accomplishments (e.g. in résumés, cover letters, or interviews)?** | |
|  |  |
| **Outcome** | |
| **75% of employers responded with this dominant answer theme: *Relevant skills and experiences (e.g. part/full-time jobs, internships, volunteer, class projects, school activities & programs, awards, etc.).*** | |

* **Analysis:**
  + This data displays three different results regarding employers’ responses to three questions concerning the student learning outcomes. Employers are more likely to seek students who research the employer/company and read job descriptions thoroughly before applying to a job position; to be asked questions concerning responsibilities and duties of a job position and the availability of open positions when students are networking; and employers seek students who include relevant skills and experiences (e.g. part/full-time jobs, internships, volunteer, class projects, school activities & programs, awards, etc.) when talking about their accomplishments.
  + This data also shows that our learning outcomes align directly with what employers want students to know or be able to do.
  + However, per the employers’ response, more emphasis could be made on teaching students to more thoroughly understand position descriptions.
* **Goals**:

1. Consider more learning activities emphasizing on thoroughly understanding job description and best practices for researching an employer.
2. Emphasize more inquisitive questions concerning job responsibilities and duties when networking.
3. Consider more learning activities emphasizing articulating professional identity and accomplishments through skills and experience relevant to the job position.

**III. Attendance by Major & College**

**\*Disclaimer:** 97 students completed survey, but (4) were removed from total due to attending only the Résumé Review or LinkedIn Workshop only; **Students are located on Rows 65-66, & 93-94 from career week survey raw data**

*Findings:*

* ***Outcomes*** *- Attendance to Fair:*

|  |  |
| --- | --- |
| **Colleges** | **(%) of majors that attended Fair (n=77)** |
|  |  |
| A&L | 6% |
| B&E | 36% |
| CCOE | 2% |
| ECST | 30% |
| HHS | 10% |
| NSS | 16% |

* ***Outcomes*** *- Attendance to Workshops:*

|  |  |
| --- | --- |
| **Colleges** | **(%) of majors that attended Workshops (n=31)** |
|  |  |
| A&L | 16% |
| B&E | 29% |
| CCOE | 13% |
| ECST | 13% |
| HHS | 16% |
| NSS | 13% |

* ***Outcomes*** *- Attendance to Workshops & Fair:*

|  |  |
| --- | --- |
| **Colleges** | **(%) of majors that attended both Fair and Workshop** |
|  |  |
| A&L | 13% |
| B&E | 40% |
| CCOE | 7% |
| ECST | 20% |
| HHS | 13% |
| NSS | 7% |

* **Analysis:**
  + This data shows B&E college has the highest attendance to both workshops and the career fair. NSS & HHS are the colleges with largest student count, but lower engagement at workshops overall. ECST had one of the lowest numbers of engagement in workshops, but had the second highest number of students attending career fair. A&L to have more opportunities at the career fair. A Graphic Design major response to question 10 of career fair survey, “*there should be more options when it comes to having a wide range of employers for everyone instead of having just a certain amount*,” (Row 78 of career week student survey raw data sheet).
* **Goals**:

1. Target ECST, NSS & HHS student population for workshops:
   * 1. Tag colleges in social media posts.
     2. Send emails direct to Academic Advisors of colleges to promote summer programing and to refer students to Career Center.
2. To have more employers at fair for A&L majors in the LA area.
3. Improve fair promotion to CCOE and A&L due to low attendance at the fair.

**IV. Attendance by Academic Year**

**\*Disclaimer:** 97 students completed survey, but (4) were removed from total due to attending only the Résumé Review or LinkedIn Workshop only; **Students are located on Rows 65-66, & 93-94 from career week survey raw data**

*Findings:*

* ***Outcomes*** *- Attendance to Fair:*

|  |  |
| --- | --- |
| **Year** | **(%) of students that attended Fair (n=78)** |
|  |  |
| Graduate | 19% |
| Alumni | 4% |
| Senior | 46% |
| Junior | 24% |
| Sophomore | 4% |
| Freshman | 3% |

* ***Outcomes*** *- Attendance to Workshops:*

|  |  |
| --- | --- |
| **Year** | **(%) of students that attended Workshops (n=31)** |
|  |  |
| Graduate | 19% |
| Alumni | 4% |
| Senior | 41% |
| Junior | 29% |
| Sophomore | 7% |
| Freshman | 0% |

* ***Outcomes*** *- Attendance to Workshops & Fair:*

|  |  |
| --- | --- |
| **Year** | **(%) of majors that attended both Fair and Workshop** |
|  |  |
| Graduate | 25% |
| Alumni | 0% |
| Senior | 44% |
| Junior | 31% |
| Sophomore | 0% |
| Freshman | 0% |

* **Analysis:** 
  + This data shows juniors and seniors were the biggest groups to attend the career fair and workshops, while freshman and sophomore attendance was almost non-existent. As internships and career development often require advanced planning it may be a priority to consider how, for example, we can increase sophomore attendance at the workshops and the fair.
* **Goals**:
  1. Increase workshop and fair marketing to recent graduates (because low alumni engagement).
     1. Liaise alumni association office to see if we can access recent alumni email addresses.
  2. Increase our workshop and fair marketing to juniors & sophomores.

1. Send targeted emails to Freshman/Sophomore and Junior/Senior focusing on how their population will benefit from career week using CIN demographic data.

**V. Attendance by Affinity**

**\*Disclaimer:** 97 students completed survey, but (4) were removed from total due to attending only the Résumé Review or LinkedIn Workshop only; **Students are located on Rows 65-66, & 93-94 from career week survey raw data.** 3 multiracial identities (each identity was counted separate), 92 single race identities, and 2 unknown categories; 7 racial groups in total.

*Findings:*

* ***Outcomes*** *- Attendance to Fair:*

|  |  |
| --- | --- |
| **Affinity** | **(%) of students that attended Fair (n=81)** |
|  |  |
| Asian/Pacific Islander/Desi | 21% |
| Latinx/Hispanic | 63% |
| Southwest Asian/North African | 1% |
| White | 11% |
| Pan African/Black | 3% |
| Choose not to answer | 1% |
| Other | 0% |

* ***Outcomes*** *- Attendance to Workshops:*

|  |  |
| --- | --- |
| **Affinity** | **(%) of students that attended Workshop (n=32)** |
|  |  |
| Asian/Pacific Islander/Desi | 19% |
| Latinx/Hispanic | 56% |
| Southwest Asian/North African | 0% |
| White | 16% |
| Pan African/Black | 0% |
| Choose not to answer | 6% |
| Other | 3% |

* ***Outcomes*** *- Attendance to Workshops & Fair:*

|  |  |
| --- | --- |
| **Affinity** | **(%) of majors that attended both Fair and Workshop** |
|  |  |
| Asian/Pacific Islander/Desi | 13% |
| Latinx/Hispanic | 68% |
| Southwest Asian/North African | 0% |
| White | 13% |
| Pan African/Black | 0% |
| Choose not to answer | 6% |
| Other | 0% |

* **Analysis:**
  + This data shows SWANA and Black students had little to no involvement in career week and may reflect a more general disconnect with Career Center services on our campus. More information may be needed as to why these groups did not attend career week, therefore increased communication with these groups may be necessary.
* **Goals**:
  1. Improve outreach to Black and SWANA groups because of their low career week attendance; increased collaboration with campus Cross Cultural Centers and applicable student organizations may be helpful in improving this outreach.
     1. Reach out to CSI and CCC to collaborate on events and discuss how we can promote career center services to their students.
  2. Improve fair attendee preparedness as a low number of students who attended the fair went to the preparation workshops.
     1. Consider creating an online training module for all students who register for the career fair.
     2. Consider creating a ‘prepare for the fair’ checklist for students when they register for the career fair.
     3. Consider creating ‘terms of usage agreement’ that students accept when they register for the career fair.
     4. Expand career week events to include presentations by campus partners and/or employers.

**VI. Frequency of Attended Workshops**

*Findings:*

* **Outcomes:**

|  |  |  |
| --- | --- | --- |
| **Frequency of attended workshops** | **(#) Total Students per Workshop (n=31)** | **(%) Students who attended workshop that went to Fair** |
| *5 WORKSHOPS* | 1 | 100% |
| *4 WORKSHOPS* | 2 | 50% |
| *3 WORKSHOPS* | 4 | 75% |
| *2 WORKSHOPS* | 8 | 50% |
| *1 WORKSHOP* | 16 | 25% |

* **Analysis:**
  + This data shows the more workshops that one attends, the more likely they are to go to the fair.
* **Goals**:
  1. Utilize incentives to get students to attend multiple workshops.

**VII. Inclusion & Employment Search Confidence**

**\*Disclaimer:** 97 students completed survey, but (4) were removed from total due to attending only the Résumé Review or LinkedIn Workshop only; **Students are located on Rows 65-66, & 93-94 from career week survey raw data.**

***Career Fair Survey Findings***

**Note: question 8 and question 9 are completed if student attended at least one workshop, and question 10 is for students who went to the fair.**

**Question #8** – After completing this program, have you gained more confidence in your employment search? Explain why or why not.

* **Outcomes**: 81% of students report to have gained more confidence in employment search
  + Communication major testimony, “*Yes, I felt supported throughout the process of attending the various workshops. I felt like the facilitators were knowledgeable and were able to answer my questions clearly. I haven't been in the job search world for a few years, so the workshops were good refreshers*,” (Row 87 of career week student survey raw data sheet).
  + Mechanical Engineering major testimony, “*Yes, got the fear of starting to network out of the way. I know what to expect now*,” (Row 83 of career week student survey raw data sheet).
  + Political Science major testimony, “*Yes, I have gained more confidence in my employment search, because I have gained more knowledge about networking strategies, communicating with employers, and job searching skills*,” (Row 3 of career week student survey raw data sheet).
  + Social Work major testimony, “*Yes, after the internship program I am more prepared now. I am a first-gen and I really rely on and appreciate these workshops that help me gain more knowledge in pursuing my education*,” (Row 69 of career week student survey raw data sheet).

**Question #9** – After completing this program, do you feel a stronger sense of belonging to the Cal State LA career development community? Explain why or why not.

* **Outcomes**: 71% of students report to have gained a stronger sense of belonging
  + Public Health major testimony, “*I feel that these resources are great and make me feel connected no matter how remote we are. It shows that they care about where we go after we leave*,” (Row 79 of career week student survey raw data sheet).
  + Political Science major testimony, “*Yes, I do feel a stronger sense of belonging to the Cal State LA career development community after completing this program, because I feel like the Cal State LA career development community cares about my future and success*,” (Row 3 of career week student survey raw data sheet).
  + Criminal Justice major testimony, “*I would say yes because it was gaining more experience on how to reach out to possible employers*,” (Row 70 of career week student survey raw data sheet).
  + Finance major testimony, “*Yes, the staff is super helpful and supportive, and easy to ask for help*,” (Row 71 of career week student survey raw data sheet).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WORKSHOP FREQUENCY AND Q8 & Q9 RESULTS** | | | | |
| **Frequency of attended workshops** | **(#) Total Students per Workshop (n=31)** | **(%) Students who attended workshop that went to Fair** | **(%) Students who reported to have gained confidence in their employment search [Question 8]** | **(%) Students who reported a stronger sense of belonging to the CSULA career development community [Question 9]** |
| *5 WORKSHOPS* | 1 | 100% | NA | NA |
| *4 WORKSHOPS* | 2 | 50% | 100% | 50% |
| *3 WORKSHOPS* | 4 | 75% | 100% | 100% |
| *2 WORKSHOPS* | 8 | 50% | 88% | 75% |
| *1 WORKSHOP* | 16 | 25% | 75% | 69% |

**Question #10** – Did the fair help you to make progress in your job search? Explain why or why not.

* **Outcomes:** 73% of students report that the fair have helped them in their job search
  + Finance major testimony, “*Yes, I met with different areas that I was not considering, and I am open to those jobs,”* (Row 71 of career week student survey raw data sheet).
  + Civil Engineering major testimony, “*Yes it did, it gave me an insight how to pursue a job search*,” (Row 40 of career week student survey raw data sheet).
  + Public Health major testimony, “*Yes because I was able to get information from the hiring manager and be able to network. Then with that, I can put my foot in the door and mention that I know many people,”* (Row 79 of career week student survey raw data sheet).
  + Finance major testimony, “*The career fair gave me a more broad idea of the types of jobs available out there with my degree that I didn’t think were possible*,” (Row 45 of career week student survey raw data sheet).
  + Natural Science major testimony, “*Yes definitely, I do have options now and I can always contact the employers that I talked to during the career fair*,” (Row 77 of career week student survey raw data sheet).
* **Analysis:**
  + Our career program has overwhelmingly helped students gain more confidence, have a stronger sense of belonging, and helped to make progress in their job search; therefore, the program should be continued and possibly expanded. The expansion suggestion is also influenced by a small number of students’ testimonies commenting for an increased number of and a higher variety of employers at the career fair. This data also shows the more workshops that one attends, the more likely one will gain confidence in their employment search and have a stronger sense of belonging to the CSULA career development community.
* **Goals**:
  1. Stronger marketing campaign to increase attendance so more students can benefit from these three outcomes.
  2. Collect data to compare workshop only attendees versus fair only attendees.
  3. Research and invite a wider variety of employers at the fair; emphasis on employers from engineering industries and television & film industries.