WEBINAR SERIES

“Impressive” Post-Secondary Career Service Models: What Have We Learned?

Series Overview: November 13 -17

• Monday Nov.13   Introduction

• Key Themes
  • Tuesday Nov.14   Collaboration
  • Wednesday Nov.15  Intervention
  • Thursday Nov.16   Innovation
  • Friday Nov.17    Evaluation
Outline of Session

• Introduction to the theme: (10 mins)
  - Peter

• Panelist Introduction: (10 mins)
  - Each panelist introduces themselves and comments on theme

• Fireside Chat: (30 mins)
  - Peter poses 3-5 questions to panelists for comment

• Q&A (10 mins)

EVALUATION THEME

Survey Results
Impressive Model Components

Career services practitioners in Canadian PSE characterize an impressive model of service delivery as one that:

1. **Evaluates services regularly**
2. **Measures service outcomes**
3. **Is proactive in service delivery**
4. **Collaborates with campus stakeholders**

Career Centre Evaluation

- 20% evaluate services regularly
- 28% have evaluated services "once or twice"
- 50% have not evaluated services
- **Career Centre Evaluation: A Practitioner Guide**
  - 54% were not aware of the Guide
  - 66% of those aware had not used the Guide
  - 32% had made "some" or "extensive" use and of these, the majority said it had "some impact"
- Correlation analysis indicates greater use produces greater impact
- $r = 0.89$, $p < .01$
Fireside Chat Panelists

- Patsy Valenzuela
  - Mount Royal University
- Tony Botelho
  - Simon Fraser University
- Felicity Morgan
  - University of Toronto - Mississauga

Measuring Student Use of Services

- Of the 63 institutions reporting:
  - 59% collected statistics for all services
  - 37% for some services
  - 5% did not collect
- Aggregate versus individual service statistics
  - 68% collect statistics on each individual service
  - 20% collect statistics on certain services
  - 7% collect aggregate statistics
- Methods of collecting statistics:
  - 55% stand alone computer program
  - 27% student information system
  - 30% website traffic statistics
  - 18% paper-based
Question 1

• What areas of career service delivery are important to measure?

Measuring the Outcomes/Impact

• Despite half the sample not evaluating services:
  • 64% indicated measuring outcomes/impact was ‘very’ important
  • 28% indicated it is ‘quite’ important
• Among the outcomes explored:
  • 40% measured employment rate each year
  • 50% measured student satisfaction with services
• Other outcome measures:
  • Exit surveys of students and employers at career fairs
  • Assessing student learning outcomes at workshops
  • 22% used pre-post measures
  • 27% post-pre measures
Question 2

- Beyond satisfaction: What are effective measures for evaluating the outcomes/impact of career services?

Engaging the Campus

- “...recognizing who you are as a service provider and what your vulnerabilities are and capitalizing on that you have that understanding that what you do has to make a difference to the core classroom. If you can’t link everything you’re doing to supporting faculty and student success, then I think you’re making yourself very vulnerable.”
Question 3

• Effective strategies for telling your evaluation story to institutional stakeholders?

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Question 4

• Effective strategies for benchmarking student use of services?

The Economic Value of Career Services

• 0% reported having calculated ROI

• Respondents commented on this question saying:
  • the prospect of calculating ROI is daunting
  • Unsure of how to control for extraneous variables in order to provide valid and reliable estimates
Question 5

• Career service experiences with calculating ROI?

Is it possible or even desirable?

7 Characteristics of the Impressive Career Service Model in Canadian PSE

1. Services are evaluated regularly
2. Service outcomes are measured
3. Services are delivered proactively
4. Staff collaborate/partner with campus stakeholders
5. Partners needs are met
6. Value of services is demonstrated
7. Department strategic plan aligned with institutional strategic plan
QUESTIONS AND COMMENTS?