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| **Assurance of Student Learning**  **2023-2024** | |
| Education and Behavioral Sciences | Counseling and Student Services |
| Graduate Certificate - Graduate Certificate 468 | |
| ***Is this an online program***?  Yes  No Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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| **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 can apply career development theories and decision-making models to meet the needs of 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 demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information, and can use that 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 can 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** |
| **Assessment Cycle Plan:** | | | |
| These three dimensions continue to be the primary indicators of student success; therefore the next Assessment Plan will continue to assess these three areas: students can apply career development theories and decision-making models to meet the needs of college students, students demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information, and can use that information to support the career development process, and students can research, recommend, administer and interpret commonly used career assessments Assignments designed to meet these three Outcomes will be refined and/or created to examine these three criteria. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students can apply career development theories and decision-making models to meet the needs of college students. | | | | | | |
| **Measurement Instrument 1** | Individual course assignment (CNS 593): Counseling Exercise | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **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 *actual* career counseling session -- unless you are professionally qualified to do so. 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** | 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:  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.  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.  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.  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **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** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Students in the program can apply career development theories and decision-making models to meet the needs of college students..  **Conclusions**: We are doing an excellent job.  **Plans for Next Assessment Cycle**: Refine current plan to incorporate what was learned during this cycle. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information, and can use that information to support the career development process. | | | | | | |
| **Measurement Instrument 1** | Individual course assignment (CNS 593): Documents Critique | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **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** | 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:  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  Eight Futures of Work http://www3.weforum.org/docs/WEF\_FOW\_Eight\_Futures.pdf  Digital Learning: Education and Skills in the Digital Age https://www.rand.org/content/dam/rand/pubs/conf\_proceedings/CF300/CF369/RAND\_CF369.pdf  America’s Women and the Wage Gap  http://www.nationalpartnership.org/our-work/resources/workplace/fair-pay/americas-women-and-the-wage-gap.pdf  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. | | | | | | |
| **Measurement Instrument 2** | Individual course assignment (CNS 675): Career Services Comparison | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **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 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 (*Career-Focused Services for Student with Disabilities at Community Colleges*) 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:  *Columbia University Career Planning Guide 2018--2019*  *MIT Career Development Handbook 2018-2019*  *Berkeley Career Center Job & Internship Guide 2018-2019*  *Career-Focused Services for Students with Disabilities at Community Colleges* | | | | | | |
| **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 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. | | | | | | |
| **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 demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Students in the program demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information, and can use that information to support the career development process.  **Conclusions**: We are doing an excellent job.  **Plans for Next Assessment Cycle**: Refine current plan to incorporate what was learned during this cycle. | | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Students can research, recommend, administer and interpret commonly used career assessments. | | | | | | |
| **Measurement Instrument 1** | Individual course assignment (CNS 593): Counseling Exercise | | | | | | |
| **Criteria for Student Success** | 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:  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.  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.  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  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **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 *actual* career counseling session -- unless you are professionally qualified to do so. 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** | 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:  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.  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.  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.  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.  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.  Each dimension is evaluated and then an aggregate score is determined. 90% an above is Excellent; 80-89% is Good; 70-79% is Marginal; Below 70% is Unacceptable. | | | | | | |
| **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** | **Videos Critique.** For this Assignment, please critique the following five videos: The Psychology of Career Decisions | Sharon Belden Castonguay | TEDxWesleyanU https://www.youtube.com/watch?v=4e6KSaCxcHs Three Questions to unlock your authentic career: Ashley Stahl at TEDxBerkeleyhttps://www.youtube.com/watch?v=vMiSf7LpFQEStop searching for your passion | Terri Trespicio | TEDxKChttps://www.youtube.com/watch?v=6MBaFL7sCb8Say goodbye to career planning: Tim Clark at TEDxPlainpalais https://www.youtube.com/watch?v=JJsuWB3LQ\_o Career Change: The Questions You Need to Ask Yourself Now | Laura Sheehan | TEDxHanoi https://www.youtube.com/watch?v=MIjH8MCbONI  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’): Career Counseling Role Play Video https://www.youtube.com/watch?v=peqWQ0nkjC0  **Career Counseling Session**  https://www.youtube.com/watch?v=Lz8ocd2IAqI Emily's Career Counseling Session https://www.youtube.com/watch?v=j6n9ILhFKKI Career Counseling Session https://www.youtube.com/watch?v=ulqDxj9aIxM Volunteer career counseling session https://www.youtube.com/watch?v=fPY6I7NOlB0 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). | | | | | | |
| **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.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: It has been demonstrated that students in the program can research, recommend, administer and interpret commonly used career assessments.  **Conclusions**: We are doing an excellent job; we just need more students.  **Plans for Next Assessment Cycle**: Continue to refine and enhance the ongoing plan to incorporate what was learned during this cycle. | | | | | | | |

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| **Overall Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Colleges and universities need qualified professionals who are well-versed in career theory and practice to assist and support college students on their personal journeys of exploration, vocational choice, and execution of a coherent action plan designed to help them realize their full potential. Toward that end, and through this Assessment, students in the program have demonstrated that they can apply career development theories and decision-making models to meet the needs of college students; students in the program demonstrate a knowledge of career, vocational, educational, occupational, labor market, and employment information, and can use that information to support the career development process; and students in the program can research, recommend, administer and interpret commonly used career assessments.  **Conclusions**: Given the steadily increasing costs associated with attending all forms of postsecondary education, the need for comprehensive career services and realistic career advising has never been more acute. As noted in previous incarnations of this assessment vehicle, this certificate program provides valuable knowledge and skills (and a credential) for students who are interested in working more effectively with students on career concerns. The coursework is already required and/or offered in the master’s degree program in Student Affairs. That is, it requires no additional resources beyond those needed for the master’s degree program. It also serves as a ‘feeder’ program for the master’s degree as many students who pursue the graduate certificate in international student services eventually apply to the master’s program. Students are happy with the education they receive through this program, as are their employers. Moreover, the curriculum of this program is unique; there are no other certificate programs (that is, we have not been able to find any) that have this configuration of course requirements. The program was developed and implemented to meet a perceived need in the area of career services for postsecondary students. The program can be completed as a ‘stand-alone’ program or in conjunction with a master’s degree; it is designed to be a focused credential that provides students with knowledge, skills and competencies in the ever-evolving field of career services. Bottom line: We are doing an excellent job.  **Plans for Next Assessment Cycle**: As noted previously, changing the name of this certificate program from “Career Counseling” to “Career Services” reflects the growing realization that although Career services professionals need some exposure to, and proficiency with, basic counseling concepts and applications, their primary emphasis needs to be on a much broader concept of career education, development, implementation and ongoing adjustment. The most overt and defensible change implemented within the last few years has been the re-orientation of the program toward “career services” and away from a fairly narrow focus on “career counseling.” The biggest challenge associated with the program continues to be in the area of marketing and advertising. Toward this end, over the last three years, the program coordinator has consulted with the Division of Extended Learning and Outreach concerning opportunities to advertise the program more extensively to a national and international pool of qualified potential students. We are working with the Division of Extended Learning to develop new avenues for advertising the program. They have already provided brochures and cards that we distribute at conferences and professional meetings. We would like to partner with them on the development of more electronically-based strategies for marketing the program (social media, websites, listservs, etc.). Enrollments could be significantly enhanced if more resources were put into marketing it to a wider audience. The program has a great reputation with regional educators, but it more information about it needs to be disseminated. As noted previously, we are working with the Division of Extended Learning to develop new promotional materials (they have already provided us with brochures and cards that we distribute at conferences and professional meetings). We also plan to market more extensively through social media (by developing a Facebook page specifically for the program, inclusion in online directories of related certificate programs, for example) and we plan to make more focused use of listservs and other electronic means of advertising the program. At this point (the program has been in existence for almost a decade) word-of-mouth also serves as an effective marketing technique; many of our current enrollments are referrals from previous students who completed the program. If another institution were to develop a similar program, this would create competition for students. This has not happened in the thirteen years that the program has been in existence. Bottom line: Refine current plan to incorporate what was learned during this cycle.  **Special Note:** This program requires no resources beyond those required for the MAE in Student Affairs. The courses in the 15-hour curriculum for the certificate are all regularly offered as part of the degree program; the program does not constitute a drain on resources. |

Curriculum Map

**Student Learning Outcomes**

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|  | **SLO 1** | **SLO 2** | **SLO 3** |
| 593 | **X** | **X** | **X** |
| 675 | **X** | **X** |  |
| 595 | **X** | **X** | **X** |

**Core**

**Courses**