Career and Academic Planning

Assessment Report: UNST 102

Fall 2016 – Spring 2017

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EXECUTIVE SUMMARY

The executive summary provides a brief, 2-page summary of the assessment cycle of the program.

Overview of Program

Provide a brief description of the program and its intended outcomes. If the program has conducted parts of the assessment cycle in the past, please provide a brief description. More details can be found in the Introduction.

This course is designed to provide primarily first year students with an understanding of the career decision making process, an increased awareness of their personal attributes which factor into that decision and lead to an increase in a student's confidence and belief in their ability to make an effective decision about major or career. Through interactive exercises and the administration/interpretation of various career self-assessment tools, students will gain an understanding of themselves. Occupational and major information resources will be introduced so students can learn more about their options and the world of work. Connections will be made between major and career ideas, and the self-assessment information gathered to determine level of fit. Goal setting and decision making activities and discussion will be incorporated so students can begin planning for actions needed to move forward in their academic planning and career decision making process.

Intended Outcomes for the Current Assessment Cycle

Identify the student learning outcomes that are being measured in this assessment cycle. Summarize the rationale and context for the current assessment plan, and identify the stakeholders involved. More details can be found in Specifying Student Learning Outcomes and Rationale and Context of Outcomes Assessment.

The student learning outcomes and goals can be found in Appendix A. The current assessment plan is to evaluate students on their self-efficacy before and after the completion of the UNST 102 course. The stakeholders of this UNST course are Career and Academic Planning, First-Year Advising, the Student Affairs Advisory Board, students, parents, and the instructors for UNST 102.

Assessment Method

Briefly explain the assessment and measurement methods associated with intended outcomes.

The current assessment plan uses a self-efficacy scale, the CDSME short-form, in a pre-post research design. It is expected that there are gains from the beginning to the end of the UNST 102 course for student's perceived self-efficacy. The subscales for the CDSME are Self-Appraisal, Occupational Information, Goal Setting, Planning, and Problem Solving.

Results and Implications

Summarize the results and how they will be used for program-related decisions. More details can be found in Analyzing Data, Reporting Results, and Maintaining Information and Using Results for Program-Related Decisions.

The data reflects an overall pre- to post- gain in CDSME scores of students taking the UNST course for the total score and the subscales. In other words, students gain self-efficacy/confidence in their ability in self-appraisal, occupational information, goal setting, planning, and problem-solving. While these increases may also reflect some form of maturation over time within the students' time in college, these results suggest that these increases are due in-part to the UNST course/intervention. Please see Results and Implications for more information.

Relating Results to Departmental, Divisional, and JMU Goals

Summarize how the assessment results of the program support department, divisional, and JMU goals. More details can be found in Connecting Results to Department, Divisional, and JMU Goals.

Recently CAP has introduced a new mission but this year starting in Fall 2016 CAP's mission has been:

"Career & Academic Planning engages students with opportunities and resources, leading to informed decisions for academic and career success at JMU and beyond."

UNST creates an environment for students to learn and develop ways to collect resources and become informed. In addition, UNST provides tools to show students how to make decisions in their academic careers. All of which is reflected in the above CAP mission. This is in accordance with the student focus value of the division of student affairs, as well as the department's mission to prepare, "students to be educated and enlightened citizens who lead productive and meaningful lives." In UNST, students learn the skills to be successful at planning, organization, and goal setting amongst other skills (see Appendix A). All of which contribute to students being successful in their education and productivity in their lives (in alignment with the divisional mission).

INTRODUCTION

Provide an overview of the program and a plan for the assessment cycle timeline. See completed examples of this section in the Online Resources.

Department:

Career and Academic Planning

Program:

UNST 102

Program Coordinators:

Tracy Hakala

Assessment Report Authors:

Nikole Gregg, Tracy Hakala, Aimee Stright

Dates of Data Collection (if applicable):

Data is collected the week before the UNST 102 course begins and the week the course is being completed as a pre-post design. This collection therefore occurs during the last week of August, around mid-semester during the end of the eight week block period, and at the end of the semester. This course is an eight-week block course and therefore has two sets of pre-post collection times each semester.

Target Population

Define the target population for this program.

This course is targeted to first year students and is an elective 1 credit option they can register for by choice. There are 6-8 sections of the course offered each semester, typically offered in an 8-week block. For fall 2016, several variations on the typical course will be offered; all sections will be included in the evaluation.

The first block will include a section of both freshmen and sophomore students (max 25 students) and two other first block sections will be taught by advisors to their own advisees (max 35 students). The second block will include another advisor taught section to advisees, a section not taught specifically to advisees, as well as a section that will add an engagement emphasis to the course (taught by a contract instructor, not to advisees). Additionally, a full-semester section will be taught with the advisor-advisee model. Spring 2016 will consist of 5 sections enrolling traditional first year students.

Theory, Research, and Needs Informing the Program

Identify and cite the relevant theory and research supporting the program for the target population, and explain how it supports the program. Describe student needs that are driving the program development or delivery.

"Fifty-two percent of institutions participating in the NACE survey offered career planning courses. Hardesty (1991) conducted a meta-analysis focusing on the effectiveness of career planning courses and found that students completing career courses were '40% more capable of making career decisions than students who did not complete these courses' (p.185). For students completing career planning courses, Hardesty found that they were 48% more certain about their career choices at completion of the course than they were at the beginning." Career Development Interventions in the 21st Century, Niles and Harris-Bowlsbey, 2013 pp. 423-424

Grier-Reed and Kaar studied career decision self-efficacy of 82 culturally diverse college students in a career course, using multivariate analysis of variance to assess career indecision and empowerment ("operationalized as career decision self-efficacy"). "Results indicated that students reported significant increases in empowerment with no commensurate decreases in career indecision." *The Career Development Quarterly*, Volume 59, Issue 1, September 2010

"Reese and Miller designed a career course based on cognitive information processing components (self-knowledge, occupational knowledge, decision-making skills, and metacognitions)…The results indicated increased career decision-making self-efficacy compared with comparison groups but no change in perceived career difficulties." *The Career Development Quarterly,* Volume 59, Issue 6, December 2011

"The effects of a career development course on career decision-making self-efficacy were investigated. The course was primarily designed to help undecided students with career decision-making. A pretest-posttest nonequivalent group design compared students who completed the course (n=30) with a quasi-control group of students who were enrolled in an introductory psychology course (n=66). The results indicated that students who completed the career course showed increased career decision-making self-efficacy overall, specifically in the areas of obtaining occupational information, setting career goals, and career planning." *Journal of Career Assessment,* Volume 14, Number 2, May 2006

The citations above are just four sources citing the prevalence and efficacy of career planning and exploration courses at the undergraduate level. In the current higher education climate, seeing all students via an individual modality is just not possible. Career courses are one way to not only meet the demand for services, but to do so in an environment that enables students to actively engage in the exploration process and interact with peers pursuing the same information.

Cognitive Information Processing (CIP) theory discusses the cognition required in a career choice, using a pyramid to describe the domains. The knowledge domain forms the base of the pyramid and is comprised of occupational and self-knowledge. The decision-making skills domain (basic decision making process) forms the middle of the pyramid and helps individuals understand how they make career decisions. These two tenets of the CIP comprise three of the four learning goals for the UNST 102 course. Theories such as the person-environment correspondence focused Holland theory and the Jungian based Myers-Briggs personality typology are theories that pertain to the self-assessment of personal characteristics influencing academic and career decisions. These various theories are interwoven to form the basis of the course and the student learning outcomes. By providing activities to engage in self and occupational exploration, decision making, and goal setting, as well as space to discuss their findings, the course enables students to gather information that may ultimately assist them in feeling confident in their academic and career decisions.

Entering college students do not always have adequate exposure to various fields of studies or opportunities to learn about careers through their K-12 education. They may also hold stereotypical views of academic and career fields and may choose their majors based on limited information. As a result, we find that many first year students are unsure of a major choice (undeclared), or realize that their intended major is not actually of interest, or have no idea what kind of careers to pursue with their intended major. UNST was developed to help students navigate the information gathering and decision making surrounding major and career choices. Using a classroom modality to provide this service for students allows students to progress through each of the steps of the career planning process in a consistent manner in a setting where they can explore their thoughts and ideas with peers. Due to the large number of students choosing or changing majors at any given time, a classroom delivery mode helps to provide services to a greater number of students at one time.

Rationale and Context of Outcomes Assessment

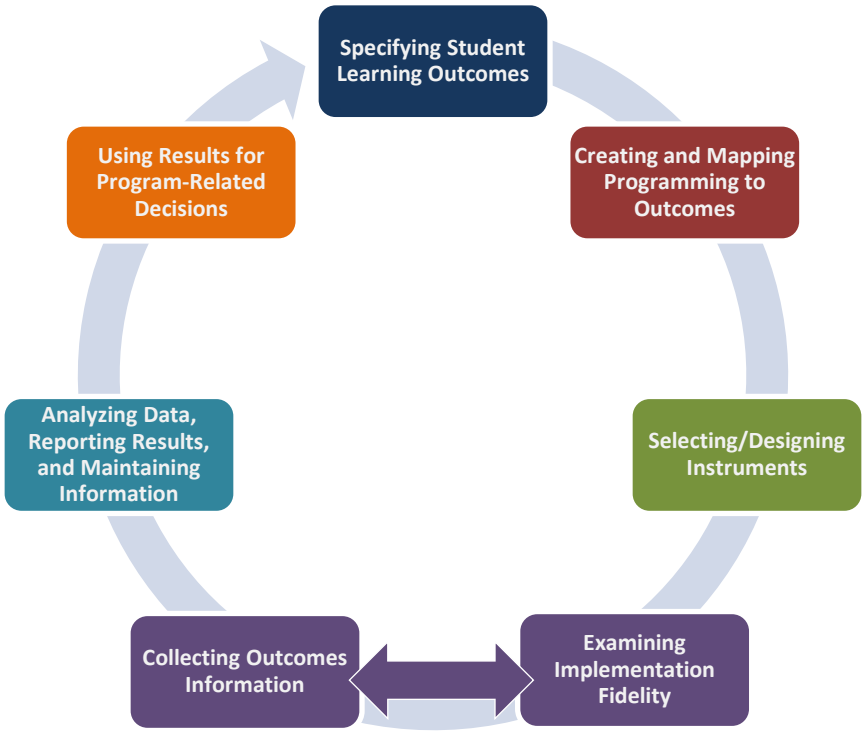
Provide rationale and context for the current assessment plan. Identify the stakeholders involved in the process to specify student learning outcomes. If the program has gone through the assessment cycle in the past, provide a context for the current assessment activities based on previous activities.

Assessing student learning outcomes is a common practice in Career and Academic Planning. UNST 102 (formerly IS 202, BIS200, and BGS 200) has been assessed off and on since the mid-1990s. Breaks in the assessment cycle for this course have purposefully been because we were finding statistically significant, positive results and chose to focus on other areas within the office for assessment focus and growth. The stakeholders of this UNST course are Career and Academic Planning, First-Year Advising, the Student Affairs Advisory Board, students, parents, and the instructors for UNST 102. Originally, the course creators and coordinators were involved in the process of identifying student learning outcomes and the assessment efforts remained with the coordinator for the course, along with the CAP staff member responsible for assessment efforts. A hope for the future for assessment regarding UNST is to review and update its assessment processes. The current version of the student learning outcomes was created in 2008-2009. Since this time James Madison University, Career and Academic Planning, instructors, and the student demographic has shifted.

Along with a review of outcomes, a review of the current scale appropriateness to these outcomes is another step to be made in bettering the assessment process for UNST *(See Selecting Instruments section)*. For example, a map of the instrument items to the new or reviewed objectives should also be considered. Additionally, a scale providing appropriate reliability and validity evidence is needed to make appropriate inferences from the results. Finally, when all of this is considered, the use of results can be appropriately used to make more informed decisions about programmatic changes to better facilitate student learning in the UNST course.

Assessment Cycle

Below is the full assessment cycle, which serves as the basis for the organization of this document. Please note this may be a multi-year process. Resources for each component of the cycle can be found throughout the document.



Specifying Student Learning Outcomes

*Student learning outcomes refer to what students should know, think, or do as a result of participating in the program. The **longest amount of time** in the assessment cycle should be dedicated to establishing realistic learning outcomes, because all other aspects of the assessment cycle will be tied to these outcomes since they are the foundation. Learn about specifying student learning outcomes and see completed examples of this section in the Online Resources for Specifying Learning Outcomes.*

Program Goals and Learning Outcomes

Specify the measureable student learning outcomes of the program (and overarching goals if applicable). Identify how the program's learning outcomes map to departmental, divisional, and JMU goals.

See Appendix A.

Creating and Mapping Program to Outcomes

Mapping the program to the outcomes refers to specifically identifying how the program components (e.g. activities, curriculum) relate to each learning outcome. Learn about creating and mapping program to outcomes and see completed examples of this section in the Online Resources for Creating and Mapping Program to Outcomes.

Map of Program Components to Outcomes

Identify program components that directly relate to individual learning outcomes. For each learning outcome, specifically identify the program components, delivery method, duration, and the stakeholder responsible. You may want to utilize a table to help illustrate the connections between the program components and the outcomes. If the program has been assessed in the past, describe the planned program changes based on previous assessment results and if those changes were actually implemented in the current assessment cycle.

See Appendix A. The current program map was developed for the year 2007-2008 and needs a review to ensure that goals and objectives are being measured and met.

Selecting/Designing Instruments

To measure the program's learning outcomes, instruments need to be identified by selecting existing instruments or developing new instruments. CARS can help with this section unless otherwise indicated. Learn about selecting/designing instruments and see completed examples of this section in the Online Resources for Selecting/Designing Instruments.

Map of Outcomes to Instruments

Identify each learning outcome and the specific measures that will be used to assess the outcome. You may want to utilize a table to help illustrate the connections. Attach instruments in the appendices. If changes were made to an instrument, provide an appendix charting the items that have changed and the rationale.

There currently is no information on the mapping of the CDSME scale used for the UNST program to the UNST objectives. This is a goal for CAP Assessment moving forward.

Description of Instruments

Provide a name and description of the instruments selected or designed, and the reason that particular instruments were chosen to measure the outcomes; what they are measuring; reliability and validity scores (if known); scoring instructions; and the number of items. You may want to utilize a table to help provide this information.

Students are asked to complete a 25-item assessment, the modified version of the Career Decision-Making Self-Efficacy Scale (CDMSE-Short Form) (Betz, Klein, & Taylor, 1996) during the first week of their respective courses and again within the last week of the course. This short form of the CDMSE includes 25 of the original 50 items (5 from each subscale). In the past, the office of Career and Academic Planning identified 25 items that best assesses the UNST 102 course objectives. An item analysis was conducted to determine whether the CAP identified items could be used in place of those on the official CDSME short form. Results indicated that both the CAP version and the performance-based version showed similar reliability results to the original short form, providing evidence that either of the alternative forms could be used to assess UNST 102. As a result, the CAP-tailored modified version of the CDMSE Short Form was used in the current assessment cycle. Reliability of the items was examined and appears to be adequate for all subscales, as well as for the total scale score.

The CDMSE is a five-point scale, with responses scored as 1 (No confidence at all), 2 (Very little confidence), 3 (Moderate confidence), 4 (Much confidence), and 5 (Complete confidence). It contains five hypothesized subscales with five items in each subscale. These subscales are Self-Appraisal, Occupational Information, Goal Setting, Planning, and Problem Solving. See the Appendix for the modified CDMSE-SF.

In the year 2012, a Confirmatory Factor Analysis (CFA) concluded that the five specified factors that are theorized to make up career decision self-efficacy are not distinct. Thus, it is recommended that a total score is calculated on the modified CDMSE-SF. An exploratory factor analysis (EFA) was conducted in Spring 2016, again revealing that a single factor would best represent the scale. Alternatively, a new measure of career-decision self-efficacy should be considered. Other instruments focusing on career decision making have been developed [Career Decision Scale (CDS), Osipow et al., 1980; Vocational Decision-Making Difficulty Scale (VDMDS), Holland & Holland, 1977; Career Decision Difficulties Questionnaire (CDDQ), Gati et al., 1996]. See Appendix B.

Prior to 2008 the Career Decision Scale was used for the course and focused on students' career decision-making: estimating their status in the career decision making process and effectiveness of career interventions. Once consistent, positive results were obtained, the department took a purposeful break from assessing the course and took time to identify another assessment tool, the CDMSE, which focuses more on individual's beliefs about whether they can successfully complete tasks needed in the career decision-making process.

Additional Information to Collect

Identify information to collect that will help determine if the program affects groups differently (e.g. gender, students' interest in participating); CARS can help with this. Identify information to collect that may be of interest to program administrators (e.g. how students learned about the program); members of the SAUP Assessment Advisory Council can help with this, because it does not address the assessment of learning outcomes but may help with other aspects of program evaluation. With any additional information, identify the purpose for collection.

Not Applicable.

Examining Implementation Fidelity

Implementation fidelity refers to the alignment of the planned program and the implemented program. Therefore, this section documents the program that was actually delivered. Learn about examining implementation fidelity and see completed examples of this section in the Online Resources for Examining Implementation Fidelity.

Process to Examine Implementation Fidelity

Describe the process used to examine implementation fidelity (e.g. who conducted the study; when, where, how).You may want to include an appendix of the fidelity measure.

Implementation Fidelity is not a current practice for the UNST assessment.

Collecting Outcomes Information

Collecting information refers to the actual data collection process. Learn about collecting outcomes information and see completed examples of this section in the Online Resources for Collecting Outcomes Information.

Process for Collecting Data

Describe the timeline for when and how data was collected and by whom. You may want to utilize a table to help provide this information. Describe the method for collecting data, including instrument administration and training provided for administering; methods utilized to have students take measures (e.g. mandatory, incentives); and the number of times data was collected in this assessment cycle. Also, describe control groups (if applicable) and identify how information was collected from these students. Describe any differences between the original data collection plan and what actually occurred. You may want to utilize a table to help provide this information.

This course is targeted to first-year students and is an elective 1 credit option they can register for by choice. There are 6-8 sections of the course offered each semester, with a class size ranging from 20 to 35 students (originally the course had a maximum of 25, but for fall 2016 allowed up to 35 to accommodate advisor/instructors teaching to their advisees). The class is offered in as an 8-week block and a semester *option (See the Introduction: Target Population for more details on this course layout)*.

Pre-test information was collected by course instructors emailing students with a survey link one week prior to the beginning of the spring semester. In this survey, demographic items are also included. Post-test information was collected via Qualtrics panels near the end of the 8-week block using the student's specific instructor email. Qualtrics panels resends survey reminders only to students who have not yet taken the survey.

Analyzing Data, Reporting Results, and Maintaining Information

In order to determine the effectiveness of a program, data analysis is necessary. CARS can help with this section unless otherwise indicated. Learn about analyzing data, reporting results, and maintaining information; see completed examples of this section in the Online Resources for Analyzing Data, Reporting Results, and Maintaining Information.

Data Analysis and Statistical Results

Thoroughly describe data analysis and statistical results by outcome. Identify the techniques used to analyze the data. Typical quantitative analysis would include descriptive statistics, results of practical and significance tests, and tables/graphics that describe the findings. Typical qualitative analysis would include number of responses, emergent themes, and tables/graphics that describe the findings. For each learning outcome, provide a summary of the implementation fidelity results and the impact of fidelity on the outcomes assessment results. You may want to utilize a table or include an appendix to help provide this information.

UNST students from the 2016-2017 academic year were compared from pre-UNST to post-UNST on the five subscales and total CDMSE score to determine if student growth and development increased throughout the course. Furthermore, CAP staff instructors were compared to external instructors to determine if student growth and development increased differentially for instructor groups. A series of 2 (time) x 2 (instructor) mixed factorial analyses of variance (ANOVA) were conducted to analyze the data. Tables below include test statistics (*F*-values), *p*-values, and effect sizes for each CDMSE subscale, as well as the CDMSE total score.

The effect size used in this report is partial eta-squared (η_P^2). Partial eta-squared is a standardized effect size that represents the proportion of variance in the dependent variables (CDMSE total & subscale scores, respectively) that can be attributed to the independent variable (UNST course). To interpret partial eta-squared, the proportion can be multiplied by 100 to be converted into a percentage. For approximate effect size benchmarks, see Table 1.

Due to the large number of statistical comparisons estimated for this report, we have an increased probability of finding average differences when there really isn't a difference in the comparisons (i.e., type I error). Thus, Bonferroni adjustments were used for null hypothesis significance tests to reduce the chance of type I error. In the given report, the critical level (alpha value) of .01 was used for all analyses. Statistically significant results using the Bonferroni adjustment will allow us to be more confident that statistically significant differences between means are not due to chance or sampling error.

Table 1

Effect Size	η_p^2
Small	0.01
Moderate	0.06
Large	0.14
Very Large	> .14

Subscale and Total CDMSE Score Analyses

Examination of descriptive statistics indicate subscale means and standard deviations between CAP staff instructors and external instructors as well as between subscales were very similar on pre-test scores but differed on the post-test scores. In addition, mean subscale scores indicate large differences between pre- and post-UNST course scores for both CAP staff and external staff. See Table 2 for CDMSE subscale and total scores by time and instructor (Appendix C).

Several 2 (time: pre & post) x 2 (instructor: first-year & experienced) mixed ANOVAs were conducted to examine for significant mean differences in CDMSE scores. Analyses of the within-subjects factor (time) revealed statistically and practically significant mean CDMSE score differences between pre-course and post-course for all subscales and the total score. The moderate effect sizes indicate 19% to 30% of the differences in CDMSE scores is shared with students' completion of the UNST course. An illustration of these findings can be found in Figure 1. The non-statistically and non-practically significant differences between instructors indicates that mean CDMSE scores do not differ across instructor groups (See Table 2). Importantly, the interactions between time and instructor were not statistically or practically significant for the independent subscales. There was a significant interaction between time and instructor for the total scale score $F(1, 102) = 7.104$, $p < .009$, $\eta_P^2 = .065$.

This finding indicates that students may learn differentially across instructor groups. In other words, there is a difference in mean CDMSE differences for students of the contracted versus CAP staff instructors on the overall scale performance. These results were not indicated in similar tests for individual subscales. An illustration of these findings can be found in Figure 2. This finding is not in alignment with the 2015-2016 results where there was not a significant interaction between time and instructor groups. These results may be due to the severely unequal sample sizes between the two instructor groups for the 2016-2017 academic year where only 12 responses were in the contracted instructor group while 92 responses were in the CAP staff group.

The small sample size affected some of the underlying assumptions necessary to make appropriate inferences of the results (e.g. homogeneity of variance). Therefore, in future years, an approach for data collection to get a higher response rate from the contracted instructor class/group will aide in being able to make better inferences of the difference between instructor type and a possible interaction between instructor type and time on CDSME results. Although we cannot claim that this growth from pre- to post-test on the CDSME subscales and total score was due entirely to the UNST 102 course, these findings suggest that the course contributed to significant increases in scores from pre- to post-test. See Table 3 for specific *F*, *p*, and effect sizes for each significance test.

Reliability

To obtain internal consistency estimates of the subscale and total scale scores, reliability coefficients (Cronbach's coefficient alpha) were estimated for all five subscales as well as the total composite score at both pre-test and post-test timepoints. Results indicated good to very good reliability for both pre-test and post-test scores. Table 4 contains reliability estimates for the subscale and total scores.

Interpretation of Results

Interpret the data analysis and statistical results in context of the program and previous assessment results. As a student affairs professional, describe the meaning of the quantitative data regarding the program. The interpretation of results is primarily the responsibility of program coordinators in conjunction with colleagues.

The data reflects an overall pre- to post- gain in CDSME scores of students taking the UNST course for the total score and the subscales (See Appendix E). These differences are not only statistically significant, but also practically significant matching the above effect size conventions between large and very large. In terms of how these results reflect back to the programming, a more clear demonstration of how these exact items map onto the objectives in Appendix A would be of great importance and very useful in making programmatic changes in the future from these assessment results. It is evident that while these items are not directly mapped yet to the objectives of UNST, the objectives highlighted in Appendix A pertaining to a student's increase in confidence to be able to do have some ability are aligned with the self-efficacy scale from face value. In other words, to increase in ones self-efficacy in planning and self-appraisal (scales of the CDSME) aligns with students' increase in their confidence in those abilities (Objectives in Appendix A). A full mapping procedure should be used to best interpret these results as a reflection of specific objectives in the future.

Yet, as of right now we have some evidence suggesting that the UNST course contributes to an increase in self-efficacy/confidence in students' ability to (Again, see highlighted objectives in Appendix A):

1. self-appraise their personal characteristics
2. gather academic and occupational information
3. select academic and career goals
4. make plans for the future

Note that some of the information other than what is previously stated above can be found in "Data Analysis and Statistical Results" section.

USING RESULTS FOR PROGRAM-RELATED DECISIONS

It is critical to determine how to utilize the information obtained through data analysis, statistical results, and interpretation of the results. Prior to completing this section, a meeting with assessment stakeholders (e.g. CARS, program coordinator) is strongly encouraged to inform any program-related decisions. This section should be completed by the program's Department. Learn about using results and see completed examples of this section in the Online Resources for Using Results for Program-Related Decisions.

Using Results for Program Improvement or Continuation Decisions

Restate the learning outcome and honestly identify if the outcome was met or not. The program may not need to be changed at this point or continued. If there are plans to change the program, describe the plan for reworking the program. If this program has been assessed in the past, put these plans in historical context.

The results here do not give implications to change the programming of UNST at this time. In order to appropriately be informed about what programmatic changes may be beneficial to UNST, it is suggested UNST revamps their assessment process by considering the following tasks:

1. Reviewing the objectives to make sure they still align for the UNST course
2. Map CDSME items to newly reviewed objectives
3. Creating/selecting additional assessment measures to evaluate the other unaddressed objectives of UNST

The assessment in CAP prioritizes a strong foundational assessment process that can best inform programmatic changes. Therefore, the above list of improvements (specifically 1 and 2 stated above) to the assessment cycle itself is the focus of UNST and not necessarily using the results from the previous section to make any decisions involving programming for the upcoming year. Additionally, there has been consistent pre- and post- gains on the CDSME scale this year and from the previous year. Given this, it is most efficient to improve the assessment process instead of making programmatic changes.

Using Results to Make Changes to the Assessment Process

If applicable, describe a plan for improving aspects of the assessment cycle (e.g. revising instruments, changing data collection timeline). The response for the "Interpretation of Results" section may highlight changes that are needed.

The intended improvements to the assessment process for next year (2017-2018) should be at least one of the following (also stated above):

4. Reviewing the objectives to make sure they still align for the UNST course
5. Map CDSME items to newly reviewed objectives
6. Creating/selecting additional assessment measures to evaluate the other unaddressed objectives of UNST

The objectives for UNST were made in 2008 and they should be reviewed this coming year to review if what is stated as important for students then is the same as what we think is important for students now. Additionally, after the objectives are reviewed, assessment measures should be created/selected to supplement and assess the other objectives not covered by the CDSME scale. In order to know exactly which objectives are addressed by the CDSME scale, a mapping procedure of the items to the objectives should be conducted and reported. All other objectives not covered, should be assessed using other instruments/measures. Note that reviewing objectives, creating assessment measures, and mapping can take multiple years to complete. Reviewing objectives may take a year in itself, along with creating assessment measures. While this process is time intensive, it will give light to better informative results to then make programmatic changes to best meet students' needs in their development for the future.

Using Results for Program Administration

Describe other ways that the assessment results can be utilized in addition to improving student learning outcomes. For example, describe how this information will be utilized to obtain additional financial or human resources, help market the program to students, recruit facilitators, or staff training.

Not Applicable.

CONNECTING RESULTS TO DEPARTMENTAL, DIVISIONAL, AND JMU GOALS

Identify how the assessment results of the program contribute to supporting departmental, divisional, and JMU goals. This section should be completed by the program's Department in consultation with Department leadership.

Recently CAP has introduced a new mission but this year starting in Fall 2016 CAP's mission has been:

"Career & Academic Planning engages students with opportunities and resources, leading to informed decisions for academic and career success at JMU and beyond."

UNST creates an environment for students to learn and develop ways to collect resources, become informed, and how to make decisions in their academic careers. All of which is reflected in the above CAP mission. This is in accordance with the student focus value of the division of student affairs, as well as the department's mission to prepare, "students to be educated and enlightened citizens who lead productive and meaningful lives." In UNST, students learn the skills to be successful at planning, organization, and goal setting amongst other skills (see Appendix A). All of which contribute to students being successful in their education and productivity in their lives (in alignment with the divisional mission).

ADDITIONAL FINAL THOUGHTS

Please feel free to add any other information that is not already included in this document.

Location of Data and Documentation of Cycle

Identify the specific location (e.g. department server, physical location) where the data and other documentation of this assessment cycle is stored. It is strongly encouraged that departments document the process for selecting and designing instruments; including their pros/cons, reliability and validity scores, and stakeholders involved.

Data and documentation of this assessment cycle is kept on the specific N drive which is a database that can only be accessed through permission.

Appendix A

MAP PROGRAMMING TO OBJECTIVES

Objectives	Learning Opportunity
Goal 1 Students will increase their confidence to self-appraise their personal characteristics. Students will increase their ability to identify their interests. Students will increase their ability to identify their personality. Students will increase their ability to identify their strengths. Students will increase their ability to identify their work values.	Use of self-assessment tools like the Work Values Inventory, Myers-Briggs Type Indicator, The Interest Checklist, and Skills Card Sort - Explanation of self-assessment activities and the ways they connect to major or career choice - Discussion about the world of work, and different environments fit for students with different preferences
Goal 2 Students will increase their confidence to gather academic and occupational information. Students will increase their ability to formulate questions about academic programs and careers. Students will increase their ability to demonstrate how to research academic programs and careers. Students will increase their ability to conduct an informational interview.	- Resource Center Tour and Scavenger Hunt Assignment - Registration and use of FOCUS
Goal 3 Students will increase their confidence to select academic and career goals. Students will increase their ability to recognize career possibilities that stem from an academic program. Students will increase their ability to evaluate the strength of the relationships between personal characteristics, academic and occupational information, and academic program and career options.	- Final Personal Summary Paper outlining how the information gathered fits for students and helps them evaluate their options - Action plan section of final paper allows students to use goal setting information covered in class to establish a set of next steps which are realistic, specific and measurable.
Goal 4 Students will increase their confidence to make plans for the future. Students will increase their ability to identify resources and opportunities to help reach their goals. Students will increase their ability to explain short and long-term SMART goals.	- Major Match exercise and demonstration of how each major leads to multiple career options based on many factors

Note: The highlighted objectives are the only objectives evaluated for the UNST program using the CDMSE short-form.

Appendix B

Items from CDMSE Short Form Identified by CAP as Most Closely Assessing UNST 102

CDMSE–Short Form

INSTRUCTIONS: For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key, Mark your answer by filling in the correct circle on the answer sheet.

NO CONFIDENCE AT ALL	VERY LITTLE CONFIDENCE	MODERATE CONFIDENCE	MUCH CONFIDENCE	COMPLETE CONFIDENCE
1	2	3	4	5

Scale 1: Self-Appraisal	
1.	Accurately assess your abilities.
6.	List several occupations or majors that you are interested in.
11.	Decide what you value most in an occupation or major or majors.
16.	Figure out what you are and are not ready to sacrifice to achieve your career goals.
21.	Define the type of lifestyle you would like to live.

Scale 2: Occupational Information	
2.	Use the internet to find information about occupations that interest you.
7.	Find out the employment trends for an occupation in the next decade.
12.	Find out about the average yearly earnings of people in an occupation.
17.	Talk with a person already employed in the field you are interested in
22.	Find information about graduate or professional schools.

Scale 3: Goal Setting	
3.	Select one major or occupation from a list of potential majors
8.	Choose a career that will fit your preferred lifestyle.
13.	Make a career decision and then not worry about whether it was right or wrong.

18. Choose a major or career that will fit your interests.

23. Choose a major or career that will suit your values.

Scale 4: Planning

4. Develop short and long term academic and career goals.

9. Determine the steps you need to take to successfully complete your chosen major.

14. Get involved in a work experience relevant to your future goals.

19. Decide whether or not you will need to attend graduate or professional school to achieve your career goals.

24. Identify employers, firms, institutions relevant to your career possibilities.

Scale 5: Problem Solving

5. Persistently work at your major or career goal even when you get frustrated.

10. Change majors if you did not like your first choice.

15. Change occupations if you are not satisfied with the one you enter.

20. Communicate with parents and friends about your major or career options, even if they disagree or have different ideas.

25. Identify some reasonable major or career alternatives if you are unable to get your first choice.

Appendix C

Table 2

CDMSE Subscale and Total Score Means and Standard Deviations by Instructor

	Instructor			
	Contracted		CAP Staff	
Pre-Subscale	*Mean*	*SD*	*Mean*	*SD*
Self-Appraisal	17.25	1.91	17.50	2.97
Occupational Information	17.50	2.84	17.74	2.91
Goal Orientation	15.50	2.62	15.58	3.34
Planning	17.83	2.69	17.25	3.20
Problem Solving	17.67	1.72	17.60	3.04
Total Score	85.75	10.03	85.66	13.33
Post-Subscale				
Self-Appraisal	21.08	3.03	19.22	3.45
Occupational Information	21.08	3.32	19.07	3.12
Goal Orientation	20.58	3.47	17.73	4.06
Planning	21.42	3.12	18.88	3.48
Problem Solving	21.08	3.06	18.74	3.48
Total Score	105.25	15.36	93.63	15.95

Appendix D

Table 3

CDMSE Subscale	*df*	*F*	*p*	η_p^2
Self-Appraisal				
Time	1, 102	42.74	< .001*	.295
Instructor	1, 102	0.86	.354	.008
Time*Instructor	1, 102	6.21	.014	.057
Occupational Info.				
Time	1, 102	27.38	< .001*	.212
Instructor	1, 102	1.23	.269	.012
Time*Instructor	1, 102	5.788	.018	.054
Goal Orientation				
Time	1, 102	41.11	< .001*	.287
Instructor	1, 102	2.056	.155	.020
Time*Instructor	1, 102	6.76	.011	.062
Planning				
Time	1, 102	30.21	< .001*	.228
Instructor	1, 102	3.038	.084	.029
Time*Instructor	1, 102	4.24	.042	.040
Problem Solving				
Time	1, 102	23.82	< .001*	.189
Instructor	1, 102	1.96	.164	.019
Time*Instructor	1, 102	5.94	.017	.055
Total Score				
Time	1, 102	40.30	< .001*	.283
Instructor	1, 102	2.26	.136	.022
Time*Instructor	1, 102	7.104	.009	.065

Appendix E

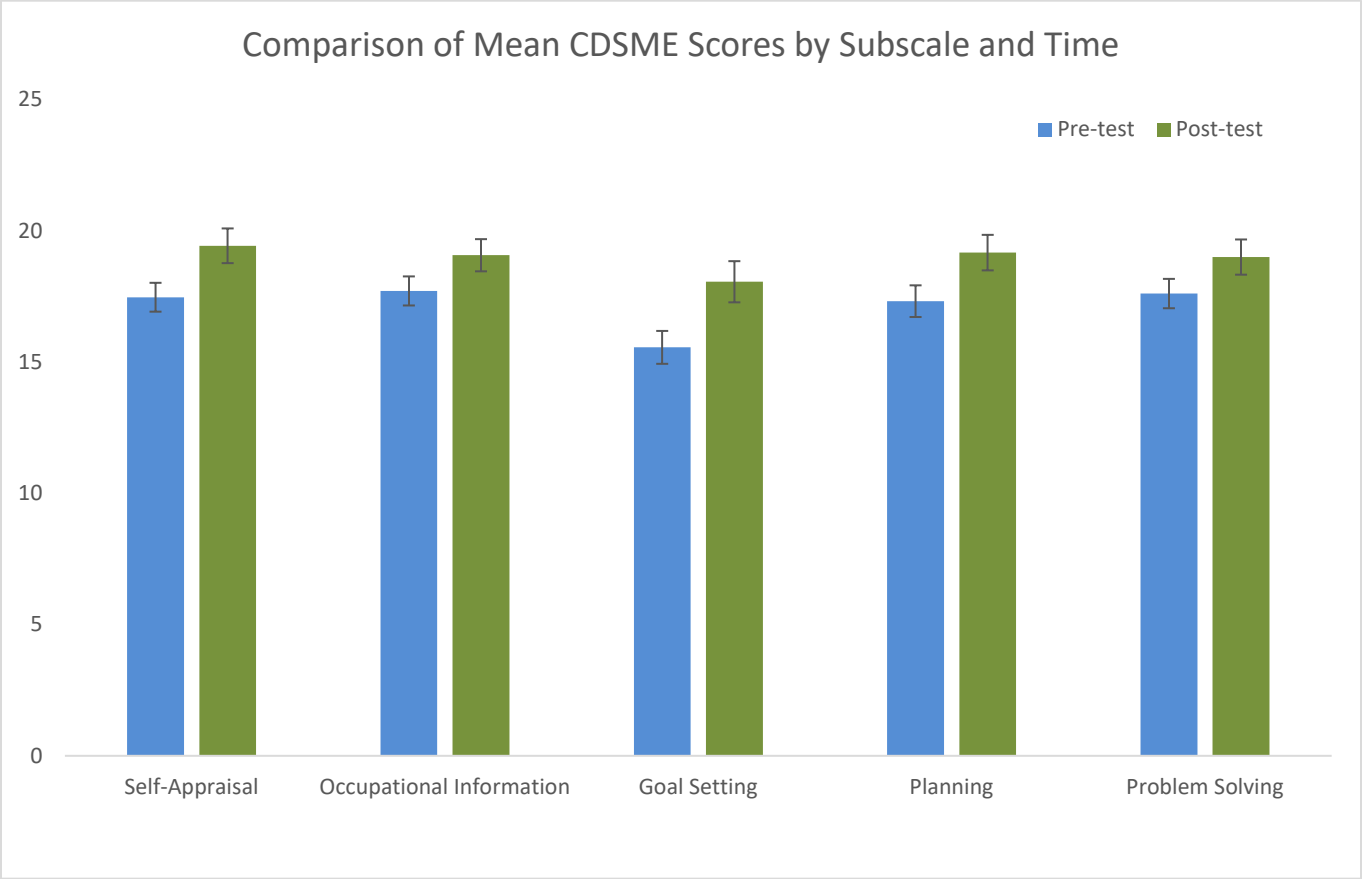


Figure 1. CDMSE scores by subscale and Time (Pre and Post) with 95% confidence interval (CI) bars. No overlap between Pre-test and Post-test CI bars indicates the differences between Pre-test and Post-test CDMSE subscale scores are statistically significant.

Appendix F

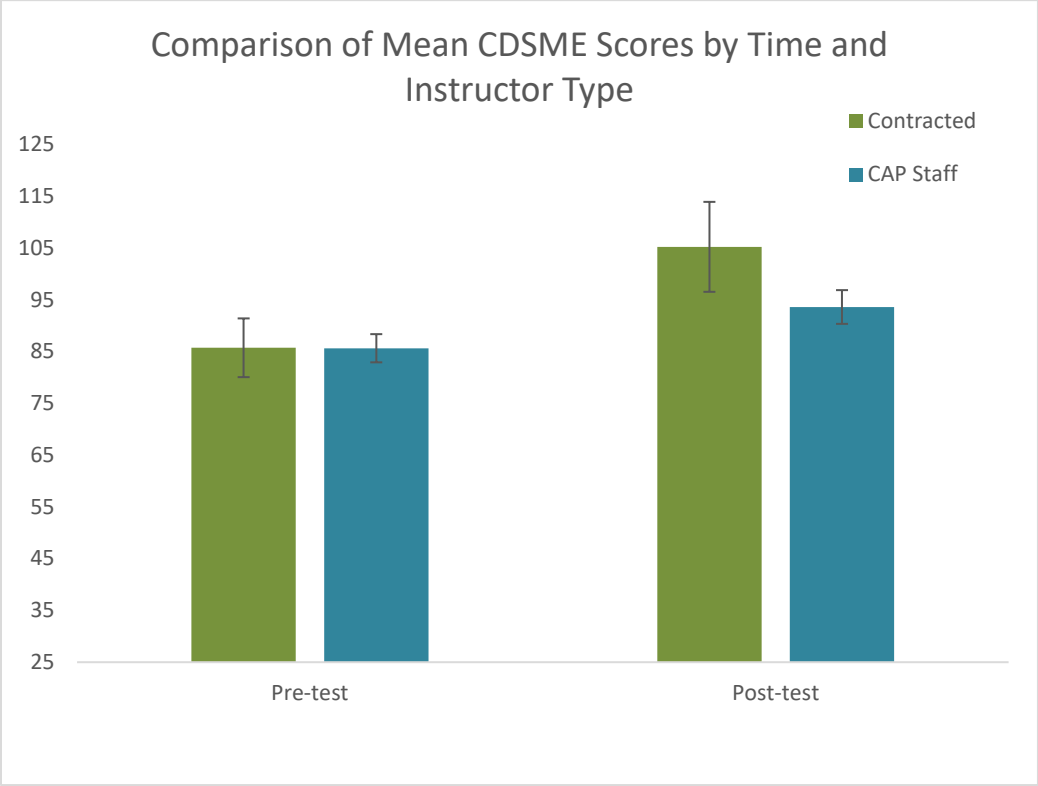


Figure 2. CDMSE scores by Time (Pre and Post) and Instructor type with 95% confidence interval (CI) bars. No overlap between Pre-test and Post-test CI bars indicates the differences between Pre-test and Post-test CDMSE scores is statistically significant. Overlap in the CI bars between First-Year and Experienced Instructors for both Pre-test and Post-test indicates no difference between CDMSE scores across Instructor groups.

Appendix G

Table 4

CDMSE Subscale and Total Score Cronbach Coefficient Alpha Values by Time

	Time	
Subscale	Pre-Course	Post-Course
Self-Appraisal	.766	.859
Occupational Information	.747	.806
Goal Orientation	.828	.897
Planning	.773	.848
Problem Solving	.746	.815
Total Score	.939	.962