Creating Strong Criteria

Goal	Strategies	Outcome	Measure	Criteria
1. Students will gain job application skills through their engagement with the Career Center.	Career Center will organize a career fair, provide one-to-one career counseling, assist students to create Handshake account, advise students in strengthening their LinkedIn profile, review and provide feedback on students' resumes and arrange workshops on writing resume and strengthening LinkedIn profile.	1.1 Students will be able to create strong and well-organized resume.	Resume	90% of resumes submitted by students for review will get a rating of 4 (proficient) on a rubric with a 1-4 scale.
			Students' resume match score on Jobscan.co	90% of students' resume will get an 80% and above match score on Jobscan.co to a specified job description.
		1.2 Students will be able to analyze a position description.	Position description exercise in workshop	90% of the students will be able to analyze a position description by highlighting its key components.
			Workshop evaluation	90% of students feel prepared to analyze position descriptions.
		1.3 Center will provide workshops for students to develop job application skills.	Workshop Attendance	Workshop attendance will increase by 2% each academic year.
			Workshop sessions	Center will provide 10 workshops each academic year.

Direct and Indirect Measures[1]

Guiding questions to identify key measures:
- What data points are you frequently asked to share?
- What data points do you have to include in annual reports?
- What evidence do you rely on to make decisions?

Student Learning Outcomes	Operational Outcomes
Direct Measures • Ratings of student skills by their supervisors • Culminating experiences such as research projects, presentations, exhibitions, and performances, scored using a rubric • Other written work – logs or reports • Observations of student behavior (such as leading a meeting or workshop), undertaken systematically and with notes recorded systematically • Summaries and assessments of electronic discussion threads • Think-alouds, which ask students to think aloud as they work on a problem or assignment • Student reflections on a topic or prompt, scored using a rubric	**Direct Measures[2]** • Staff time • Cost • Materials or equipment • Usage numbers • Accuracy • Reduction in errors • Audit, external evaluator • Attendance • Enrollment • Training opportunities • Retention and graduation rates • Work records or logs

Indirect Measures
 	
• Retention and graduation rates
 	
• Student ratings on their knowledge and skills and reflections on what they have learned
 	
• Student, alumni, and employer satisfaction with learning, collected through surveys, exit interviews, or focus groups
 	
• Student satisfaction with co-curricular programming and initiatives collected through surveys or focus groups
 	
• Student participation/attendance rates in co-curricular programming and initiatives
 	
• Data collected from campus resources and services (e.g., reports on numbers of students accessing services)
 	
• Data on use of services and programming
	Indirect Measures
	
	• Written survey and questionnaires:
	    ○ Stakeholder perception or satisfaction
	    ○ Students
	    ○ Administration and staff
	    ○ Faculty
	• Interviews
	• Focus groups

[1] Suskie, L. (2009) *Assessing student learning: A common sense guide* (2nd ed). CA: Jossey-Bass.

[2] University of Central Florida. (2011, February). Examples of direct and indirect measures [PowerPoint presentation]. Retrieved from: http://oeas.ucf.edu/doc/Examples_of_direct_and_indirect_measures_Compatibility_Mode.pdf