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Using Tutorials to Increase the Office of Career Service's Presence on Campus

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Using Tutorials to Increase the Office of Career Service's Presence on Campus

Submitted by
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Abstract

This capstone project analyzes a specific student population, the community college student, and how career services can impact their experience while in college. It examines online career services that prepare students for their job search while also increasing the office of career service's presence on campus. Information gathered from the Career Services Coordinator (CSC) was used to determine what specific tools and strategy will support student's efforts and maximize the CSC's time. Research from Reese & Miller (2006) on career assessment and the career decision self-efficacy scale, supports the tutorials created for the Community College students. The implementation of specific tutorials (resume writing, cover letter writing, and LinkedIn) that the Career Office can direct faculty, staff and students to prior to scheduling a career counseling appointment makes better use of everyone's time. Formative assessments, brief quizzes, and rubrics allow students to self-check their deliverables prior to meeting with a Career Counselor. The CSC will use Kirkpatrick's Model to evaluate whether the tutorials meet the learning objectives, the behavior changes proposed, and overall results to students and the Career Office.

Keywords: career services office, online tutorials, community college students

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Analysis

Background Information

"Community College" has two campuses; each campus serves approximately 6,000 students, 59% are female and 41% are male. There are more than 70 degree and certificate programs, with 134 full-time faculty and 404 part-time faculty. The college's mission statement is:

> "To provide access to affordable education for a diverse community from all ethnic backgrounds and identities, preparing individuals for success and lifelong learning. We promote academic excellence, provide workforce development opportunities, and empower all learners to become productive and socially responsible members of our local and global communities."

There are two Career Services Coordinators (CSC), one at each campus. For this project, the Instructional Designer will be working with one CSC. After speaking with the CSC about their duties, she mentioned that meeting with students for career counseling was a priority but with limited time, these appointments tend to get put aside in lieu of classroom workshops. The CSC has little time for individual appointments and the appointments that she does schedule, students come in unprepared. Faculty and staff also assist students with career building activities such as resumes, cover letters, and job search advice. The CSC would like to have a uniform process and message regarding using the campus's career services. Her desire is to have online tutorials that faculty and staff can use to assist students while providing a consistent message and career content to students. After meeting with the CSC, three areas for improvement were identified. They are:

- to prepare students for the world-of-work by providing online interactive, multimedia-rich career tools

- to increase the online presence of the Office of Career Services on both campuses

- and to deliver a consistent message to students, faculty and staff regarding the sequence of career planning activities to promote efficiency

The key stakeholders are the students, the career staff, and faculty. The students will benefit from understanding the career services process and how to get their needs met while at College. Career Services will benefit from time-savings and from delivering a consistent message. Faculty will benefit by having a resource to go to and by knowing the career office process to better assist their students. Overall, better communication between departments to the students and an increase in online services will increase the Career Center's presence on campus.

Supporting Research

Data was collected on *student characteristics* that lead to successful employment and/or attainment of career goals. This information is important for understanding our audience. Data collection also focused on *online career services* that are beneficial to assist students in obtaining/reaching their career goals. Lastly, how can Career Services use *cognitive organizers* to create a process and a consistent message to students, faculty and staff, and how can these resources affect student's overall professional achievement and career self-efficacy?

Historically, Community Colleges (CC) have served many purposes. "Understanding Community Colleges," by Kater & Levin (2012), describes fundamental characteristics about the CC institutions and its' students. CCs play a critical role in providing access to postsecondary education for a wide range of student populations, including large numbers of racial/ethnic minorities, low-income students, first-generation college students, adult learners, and recent

immigrants (Malcolm, L., 2013, p. 19).   As Career Professionals understand their students, they are better able to establish a productive working relationship to assist them where they are at (Kater & Levin, 2012).

Why do many students not take advantage of the Career Services Office? The growing body of research on early career exploration and decision-making shows that college students are becoming increasingly indecisive and this maladaptive behavior pattern has deleterious effects on the individual, such as increased anxiety and stress, as well as depression and decreased self-efficacy (Tressler, L., 2015, p. 2). Universities have tried to tackle this problem by offering workshops, courses, materials, and individual career guidance; however, these offerings remain underutilized. Individuals with high career decision self-efficacy are more apt to display a higher number of career exploratory behaviors as well as utilize available resources to make informed career decisions (Reese & Miller, 2006, p. 13). From this research, we can deduce the importance of a student's need to have clear career and academic goals in college.

In "The College, fear factor—How students and professors misunderstand one another" by Rebecca Cox, Cox demonstrates how the traditional college experience is no longer traditional.

> The "traditional" trajectory, of enrolling as a full-time student in a residential college and attending for four years continuously, no longer represents the norm. Today's typical college student is almost as likely to attend a two-year college as a four-year college. Students are more likely than in the past to work while enrolled in college, to attend school part-time, and to manage work and family responsibilities that compete with school.

This traditional model especially does not exist for the community college student. The main characteristic of students who pursued college, despite challenges, was a desire for economic security and an understanding that college would be an avenue to a career and to success. Research shows that early career exploration and informed career decision making prevents social and emotional consequences associated with career indecision, poor major fit, increased time to graduation, and eventually lowered career satisfaction (Tressler, 2015, p. 6).

Analysis Plan

To determine what online services are needed at the Community College, sixty-four students in three separate career courses were surveyed. The survey consisted of 9 questions which the students answered in class **(Appendix A).** The Instructional Designer collected the surveys. The CSC was also interviewed to get feedback on students' needs. The CSC interview questions were open-ended questions to encouraged thoughtful discussion **(Appendix B).** Interviews were also conducted with the Director of the Academic Center for Enrichment, an Academic Advisor and the Director of Adult Learning to assess their departments' needs when assisting students with career preparation.

Analysis Findings

The information gathered from the students' surveys indicates the following: Question one in the survey asks, "What are your goals while attending Community College?"

Goals while attending Community College

3% 6%

45%   36%

10%

- taking courses to get into a program at the College (7)
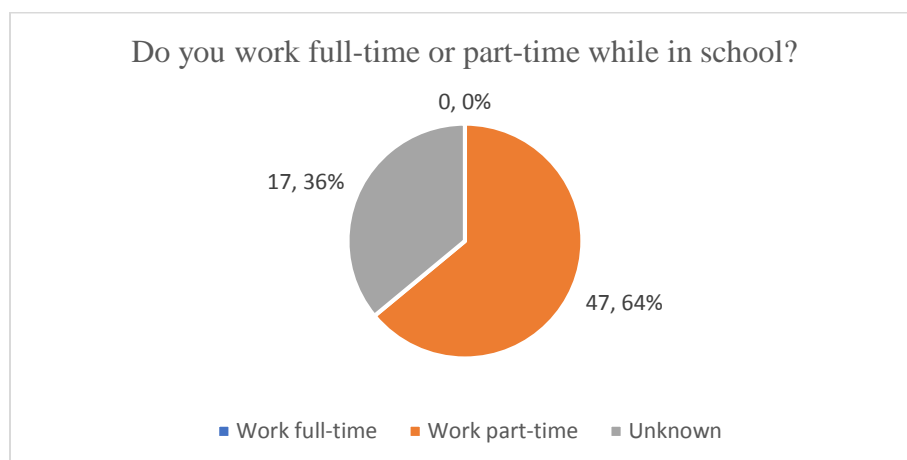- taking courses to get into another College Program (43)
- taking exploratory courses (12)
- complete Associates degree (53)
- complete Certificate program (3)
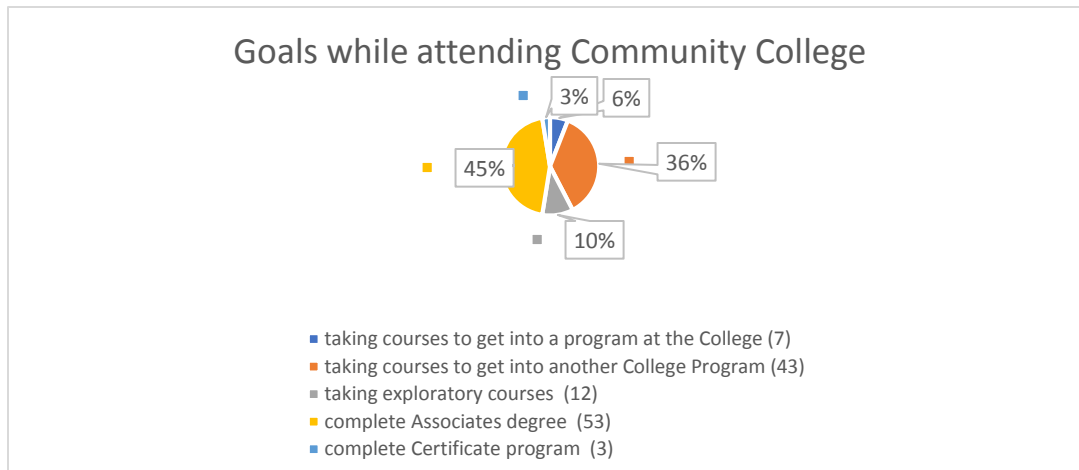
Forty-five percent (45%) of the sixty-four students surveyed in the career course intend to complete their Associates degree and 36% intend to apply to another college program. Sixty-four students were asked whether they worked part-time or full-time while attending College. The intent of this question is to understand more about the student population and how they use their time.   No students were working full time, but 47 out of 64 were working part-time. Based on how the question was asked, there were 17 unknown responses—the students were attending school either full or part-time but did not specify. Therefore, there could be even more students working while attending school.

Do you work full-time or part-time while in school?

0, 0%

17, 36%

47, 64%

- Work full-time   - Work part-time   - Unknown

It is helpful to know what services students are using in the Career Office. Of the sixty-four students surveyed, 30% have completed the FOCUS2 online assessment which helps students explore career options that they may be interested in learning about. Twenty-three percent have attended a workshop and 20% have met with a Career Counselor. Two of these services, Career Counseling and workshops, require the student to be on campus and the FOCUS2 encourages students to come in to meet with a Career Counselor to interpret the results. Two of the services, optimal resume and the website, were used the least. These services require students to access the resources online on their own time.

WHAT SERVICES HAVE YOU USED AT THE CAREER OFFICE?
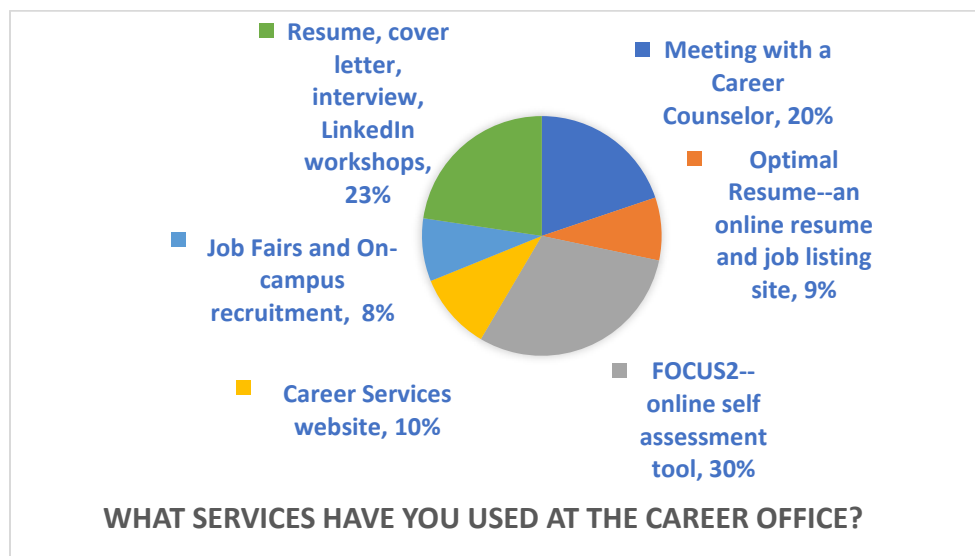
Survey findings also indicate that students have varied needs. They include: learning how to set goals, what major will help them achieve their goal, what career would be a best fit, creating a resume, a cover letter, and learning to market themselves to an employer.

Eight of the 39 students who were surveyed are working in an area that they are interested in.   Students stated they could use more assistance with "next steps." Some students are unsure how to get to their goals and need more guidance on which courses to take and which

careers are a suitable choice for them. Students also requested more direction with internships and making connections for jobs/internships.

Career services, particularly the online resources, are underutilized. The survey results support the research which states that community college students do not use the services that are provided to them (Reese & Miller, 2006).   After analyzing the findings, we can see:

- students need more guidance with a career/major choice

- that online career resources are underutilized

- and student schedules are very busy

Students need more assistance understanding the career decision-making process and how their education will impact a career choice. Students could use more help with sequencing of activities that they should perform to prepare for the world of work. The research and this survey suggest that students are **not** using the Career Center services because they do not need them, but instead because they do not know what they should be doing next in their career development. Research demonstrates that students who have a major and a career goal have better self-efficacy and show more career exploratory behaviors than students who do not have a direction or a career goal (Reese & Miller, 2006, p. 13). Online tutorials, that students can access anytime, will be good for busy students.

The survey indicates that students need more assistance with making connections to obtain a job/internship in their desired career field. Many students are not working in their field of interest. This causes the students stress because they are not sure if their career choice will suit them or they do not have any experience to construct a basis of what career area may be a good fit for them. One study encouraged students to do "Service" as a means for helping them to make a connection between their personal career goals and the impact of their goals on others by

considering the ways they serve the local and global community through their work (Kosine, Steger, & Duncan, 2008). Encouraging experiential learning opportunities will ignite student's knowledge about the world-of-work.

Problem Statement

Students at community colleges are often first-generation college students, with lower socio-economic means and often have struggled in school for various reasons. Community colleges serve many needs from exploratory courses, to transfer credits, to offering an Associates/Certification degree. Students struggle with self-efficacy and are not sure what steps to take next to reach their goals. The Career Office and College would like to see more students getting assistance. By increasing multi-media rich online services and creating a sequencing guide (checklists) of career development activities and when to complete and/or explore them, the hope is students will come to their career counseling appointments better prepared. This will lead to efficient use of everyone's time and productive conversations.

Audience

Students surveyed range in age from 18 to 25 years of age. Students have little work experience related to a career that they wish to pursue. Over 64% of the students are working part-time while attending school. The resources provided to gather data for the study are:

- an interview with the Career Services Coordinator, the Director of Academic Support, the Director of Adult Learning and an Academic Advisor

- access to three Career Services classes with a total of 64 students

- and an opportunity to assist students with setting up a Linked In profile at a campus career day

The instructional goals are:

- to guide students through the career development process with cognitive organizers to aid decision-making

- to assist students with improving their career self-efficacy through experiential learning, active learning tutorials and social constructivist learning to facilitate new knowledge

- to increase student usage of the career services by developing interactive, engaging multimedia tutorials

- to prepare students for the world of work by providing online resume, cover letter, LinkedIn, interviewing and job search tutorials

The college uses BlackBoard as its' content management system. CourseSites is a BlackBoard tool that looks and functions like BlackBoard. CourseSites will host the material. At the end of the project, the Instructional Designer will work with the College's IT Director to get the content exported to BlackBoard.

<div align="center">**Design**</div>

Performance Objectives

Using the career building tutorials,

- the student will understand the recommended sequencing of activities to prepare for a job/internship search by completing activities in a purposeful order

- the student will increase their self-efficacy and career decision-making skills by understanding the career exploration process

- the student will prepare a one-page resume prior to scheduling a resume review with a Career Counselor

- the student will create a LinkedIn profile, with an all-star status rating

- the student will create a cover letter for a specific job/internship posting

Instructional Strategy

To assist the students in meeting the objectives, a sequencing guide and interactive online tutorials were developed. The instructional strategy for these tutorials is active learning through engaging multimedia. Active learning often involves authentic learning and hands-on activities. This strategy is supported by cognitive constructivist theory in which discovery by the learner is emphasized. The students are new to college and most are learning about career building for the first time. They have some experience from working in part-time jobs and taking classes; however, they do not have a large base of professional experience to shape their career decisions yet. The students will have a cognitive organizer such as a concept map and a sequencing guide (checklist) to assist them with the career development process. Students can start with any tutorial depending on where they are at in their career development. The sequencing guide/s will assist students with self-regulation. Self-regulation involves identifying learning outcomes of personal interest or value and choosing to pursue them. Less mature learners will typically require guidance as they learn through experience which goals are realistic, achievable and personally rewarding (Dick, Carey, & Carey, 2009). Students will also meet with a Career Counselor to review their deliverables (resume, cover letter, LinkedIn profile). This strategy is supported by social constructivist theory. The relationship between the Career Counselor, teachers, and others that support student's learning is important to help shape and confirm student's new ideas. "The role of the teacher is to facilitate discovery by providing the necessary resources and by guiding learners as they attempt to assimilate new knowledge to old and to modify the old to accommodate the new" (Perry, 1999, p. 95). Using career counseling with the tutorials and a cognitive organizer, the students can integrate new knowledge to help shape their career goals.

Research shows that sequencing information can increase a student's ability to learn the information quicker, easier and more thoroughly. Frank Ritter, wrote the book, "In order to learn: How the sequence of topics influences learning." Ritter discusses spiral, topical and hierarchical sequencing in his research work. Topical goes into depth, teaching one subject area at a time, before moving to the next lesson. Spiraling briefly covers the lessons and then circles back to go into greater depth of each topic area. Hierarchical breaks information down from complex to small topics. For this project, topical and hierarchical sequencing will be used. The purpose of sequencing is to provide students the content in a purposeful order to promote learning (Ritter, 2007, p. 11). Another option for organizing content is *concept maps*. These can be used to organize and represent knowledge. Joseph Novak's research mentions that whenever he has seen an instructor construct a concept map for a lecture, they gain new insight into the subject matter. Knowledge is made of concepts and concept relationships, much like words are made from letters (Novak, 1991). For this project, we will use a concept map to show students how their career planning activities/deliverables are related to one another. The relationship among these deliverables helps students map out their career plan and to build their career portfolio. The concept map will be used as an instructional tool **(Appendix D).**

In planning the tutorials, several multimedia principles will be applied. Multimedia Learning by Richard Mayer describes twelve principles when using multimedia that make a presentation effective. There will be 5 online tutorials. These tutorials will be utilized on a self-serve basis and communicate a consistent message. The tutorials are:

1. Career planning (using a checklist & concept map)
2. Resume writing
3. LinkedIn and Networking
4. Cover Letters & Interviewing techniques

5.   Developing your job search plan

Each module is approximately 1 hour or more of instruction; however, this is an on-going

exercise which students can come back to as needed.

Designing Instructional materials

The strategy in designing instructional materials for this student population is two-fold.

One, to engage the learner with multimedia rich tutorials to increase their self-knowledge and

career knowledge. Second, through a cognitive guide (concept map & checklists), meeting with

a Career Counselor, and reflection, the students will integrate new knowledge (Constructivist

Theory).

In developing materials for students, it helps to apply cognitive theory that supports

learning. Cognitive learning principles that support effective multimedia development include

the "multiple representation principle" and the "redundancy principle" by Richard Mayer. These

principles state that learning can be facilitated through simultaneous use of audio and visuals.

Multiple mediums are better than one for efficient storage and processing of information during

the learning process (Mayer, Anderson, & Levin, 1992). Learning is greater when students have

auditory and visual imagery, and only *partial* amounts of text. This is supported by Mayer's

Redundancy Principle. (Mayer, 2016, p. 152). Full text, audio and imagery causes cognitive

overload. Mayer's Multimedia principles will be used to develop the online tutorials.

"Absorb, Do, Connect" is a simple model that categorizes learning activities by their

function. "Absorb" means to take in information through either a video, reading, or listening.

"Do" is when the student performs a function such as creating a "table" in Excel. Lastly,

"Connect" means the student applies what they have learned to their life experience or uses this

skill/new knowledge to problem-solve a relevant matter. "Absorb, Do, Connect" encourages the

Instructor to use higher-order thinking to structure their learning activities (Horton, 2012).

Tutorials were developed using "Absorb, Do, Connect."

The instructional materials for students, staff and the Career Office include:

1. a career development concept map and sequencing guide (checklist)
2. resume and cover letter samples
3. a VoiceThread presentation on how to create a resume
4. links to Optimal resume and other campus programs
5. PowerPoint and YouTube videos for additional student and staff resources
6. Problem-Action-Result activities and a list of action verbs for resume development
7. SurveyMonkey quiz to self-assess
8. a LinkedIn podcast
9. a step-by-step interactive LinkedIn guide
10. a visually rich, interactive PowerPoint on interviewing etiquette
11. a job search strategy activity to complete before meeting with a Career Counselor.

Also, an instructional aide was created for the CSC on how to create an introductory video using Screencast-O-Matic. The purpose of this video is for the CSC to communicate to students, faculty and staff a friendly career services message, to introduce the online tutorials and the career development process. The hope is that the video will increase the Office of Career Services presence on campus by being distributed to Faculty and staff on the Blackboard platform.

Assessment Approach

The student will be able to self-assess how they are doing through formative assessment. A rubric will be used to determine if their deliverables (resume, cover letter, LinkedIn account) meet acceptable standards (**see Appendix K).** The student will also be able to complete short

quizzes at the end of some tutorials. These quizzes will allow students to self-assess their

knowledge and are not graded. Students will meet with the Career Counselor to get feedback on

their resume, and any other career decision-making matters.   The formative assessments reflect

cognitive constructivist and social constructivist learning theory. The formative assessment

strategy is used since the students will be assessing their own progress (rubrics and quizzes) to

shape their work. Cognitive constructivism learning theory states that motivation to learn is

intrinsic, based on the learner's internal drive. Social constructivist theory is constructed as part

of a learning community which is internally and externally motivated (Swann, 2013). Meeting

with a Career Counselor provides the external motivation needed for some students to complete

the deliverables. A student's internal or external motivational drive can also influence which

multimedia principles should be used when creating learning elements.   Although in the case of

this project, there are no required deliverables as part of a grade, the students are encouraged to

complete deliverables prior to meeting with the Career Counselor.

The Instructional Designer and the CSC will evaluate the success of the tutorials using

Kirkpatrick's Model. Level 1 evaluation will assess the participant and staff reaction to the

checklists and the tutorials. Will these tutorials be appropriate for students at the community

college? Level 2 evaluation assesses the student's learning through formative evaluation. This

will occur when the Career Services staff meets with the student to review their resume,

LinkedIn profile and/or their cover letter. The CSC and staff will use the same rubric as the

students to assess whether the deliverable is successful. Level 3 evaluation assesses behavior.

For example, have students and staff made behavior changes that support this new process? Are

the student's deliverables showing improvement? Lastly, a level 4 evaluation of the results from

the online tutorials will be assessed. Was productivity increased such as seeing more students with improved deliverables, satisfied students, and productive use of CSC's time?

<div align="center">**Development**</div>

Digital assets and tutorials were created for the Career Services office to use with faculty/staff at the college to provide an accurate and consistent message to students. The materials will also be used by the Career Services department with students to maximize the student's time and the Career Office's time more efficiently. Development will be done in a rapid prototype approach, then evaluated by the CSC, followed by the Instructional Designer making any necessary changes/edits.

The materials are hosted on CourseSites.com which is a free version of Blackboard. This platform was chosen since the College uses Blackboard as its Learning Management System (LMS). The layout of the materials is presented in **Appendix C**. The career planning tutorials developed were chosen based on an interview with the Career Services Coordinator (CSC), along with the student's feedback from a 9-question survey delivered to sixty-four students taking a career course.

The first digital asset is the Career Counselor's video overview of career services. Posted is a YouTube video of another Career Counselor's video for the CSC at the College to use as a guide, along with written instructions to the CSC to download Screencast-o-Matic, and tips to record a video. The video meets two objectives: one, to increase the presence of the office on campus. The CSC plans to send out the video to faculty and staff to introduce the services available. Second, it briefly explains the career resources and how they can be accessed. This explanation helps students to plan their time, which is another objective, better time management.

The following nine sections of the career planning materials include: four career planning checklists, a link to the campus career exploration website, tutorials to create a resume, instructions to create a LinkedIn profile, a VoiceThread on networking, weblinks to internship information, guides to create a cover letter, job search and interviewing information, and job search websites.

The four checklists were created for each semester that an Associates program student will be taking classes at the college. These checklists were created in Word and converted to a pdf file. Within each of the checklist, there are links to other websites and resources to make it easier for the student to stay focused on the task and not have to search for the information. See **Appendix D** for semester checklists.

Career Planning is the next section. The focus of the tutorials is job searching; however, it is important to include some information on self-assessment so the students know where this step fits in the process. This area will be expanded upon, if needed.

The "Create Your Resume" section has the most developed materials for students as requested by the Career Services Coordinator (CSC). To develop this section, eight resume samples were created in Word and converted to a portable document format (pdf) to post as samples. Next, a seven-minute VoiceThread on the sections of the resume, as well as a pdf of the sections, is provided as an audio option for students who prefer audio and visual explanation **(see Appendix E).** A link to Optimal Resume, the College's job and resume website, along with the User's Guide is posted so students can review other resume samples and post their resume to specific jobs. Additional activities developed include a PowerPoint on creating PAR (problem-action-result) statements along with a list of action verbs to assist students with creating their resume. A ten-question SurveyMonkey quiz on resumes is provided as a self-check. Lastly, in

this section are two YouTube videos; one on writing PAR statements to reinforce the

PowerPoints and one on "Top Five Resume Mistakes." These videos provide audio which is a

powerful learning tool, along with visual images. The multimedia principle which supports

narration (audio) in favor of on-screen text is called the modality principle (Mayer, 2016, p.

138).

The next section is "LinkedIn." This section has a podcast explaining "Why Use

LinkedIn?" as well as important facts listed about LinkedIn. The podcast follows Mayer's Voice

Principle (to use a friendly human voice) and the Personalization Principle (to use a

conversational style, not a formal voice). The podcast was developed using Audacity. Several

links to pdfs are also included to walk students through a step-by-step method to create their

LinkedIn profile. The pdfs use Mayer's Multimedia Principle (people learn better from words

and pictures than from words alone) and the Contiguity Principle (people learn better when

corresponding words and pictures are near each other on the page and presently simultaneously).

(see Appendix F)

The next two sections are "Networking" and "Internships" **(Appendix G).** The

Networking page includes a VoiceThread with images and text to demonstrate ways students can

network. The Internship page leads students back to the College webpage, as well as additional

resources for Internships. These resources meet the objective of increasing the amount of career

resources available to students.

The next larger section is "Cover Letters" **(Appendix H).** The best way to teach students

how to write a cover letter is to demonstrate what should be in each section along with a visual

image. A "cover letter sections" pdf was created and posted, along with a sample cover letter

and three specific types of covers letters--one for a job ad, one for cold-call prospecting and the last is a sample of a letter to a Recruiter. **Appendix H** illustrates these materials.

The last two sections are "Job Search and Interviewing" and "Job Search Websites" **(Appendix I).** The focus of these digital assets and tutorials is to provide interactive, engaging activities that allow the students to create and perform actions needed for a successful job search. In this section, there is a brief explanation called "Guide to Preparing for the Job Search." The Coherence Principle by Mayer is used which states that "people learn better when extraneous words, pictures and sounds are excluded rather than included." Sometimes less is more when it comes to words on a page. The interview PowerPoint was developed to challenge students when preparing for an interview. It includes questions, images and feedback for the learner. Lastly, there are several job search websites listed with links.

Implementation

Very little implementation was accomplished. The Career Coordinator was able to use the P-A-R PowerPoint and the P-A-R activity for a career course. There was a technical issue with the PowerPoint only opening in a small window-frame. This was able to be corrected. A complete quality-testing of all links and the opening of all materials will be completed before these resources are copied over to the school's BlackBoard platform. There was not enough time or human resources to implement the tutorials for the students to use. The Career Coordinator is planning to roll these out, on the campus Black**B**oard site, and to faculty, staff and students once the IT department can export it over to BlackBoard.

Evaluation

Evaluation Plan

Formative evaluations will be implemented during the rapid prototype development process. The Instructional Designer will communicate with the CSC throughout development to get feedback on the subject matter content, the organization of the materials within the platform and the appropriateness of the digital assets to accomplish the tutorial objectives. The main stakeholder is the Career Services Coordinator. Other Stakeholders include students and staff at the College. The student's evaluation of the material will not be obtained at this time.

Instrumentation

A summative evaluation, using Kirkpatrick's Model, will be conducted with the CSC at the end of the project. This will be in questionnaire format. (**Appendix J**). The organizational objectives are:

- to guide students through the career development process with **cognitive organizers and a concept map** to aid decision-making

- to assist students with improving their career self-efficacy through experiential learning, **active learning tutorials** and social constructivist learning to facilitate new knowledge

- to increase student usage of the career services by developing interactive, **engaging multimedia tutorials**

- to prepare students for the world of work by providing **online resume, cover letter, and LinkedIn job search tutorials**

The CSC will use rubrics to evaluate a student's resume, cover letter and LinkedIn profile (**Appendix K**). Based on Kirkpatrick's Model, the CSC will evaluate the online tutorials as to whether they map to the objectives. The CSC's reaction to the online, interactive assets was positive. She stated that the materials will promote student learning. The CSC thought the cognitive organizer which ended up being four semester-specific checklists will be effective for

students. What could not be evaluated was whether the online materials increased student's usage of career services and whether student's career self-efficacy increased from using the tutorials. However, the CSC could state that the tutorials, once put in place on their own campus site, should be a positive for both areas. She felt that student's learning, behavior and results from using these digital tools would be favorable for their career planning, time management and to increase the presence of the career office on campus.

The CSC and the Instructional Designer were not able to implement these materials for the student's use. An area of improvement would be to create a strategy for implementing this intervention (the tutorials). For this project, time was spent on creating the intervention materials. Due to time constraints and lack of human resources, the Instructional Designer was not able to evaluate the student's learning, behavior and the overall results of these tutorials. The CSC was able to speculate about how these tutorials will work with the students. The CSC felt positive that these initiatives can be implemented in the future.

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    models and architectures). Oxford, New York: Oxford University Press.

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    message framing (Doctoral Dissertation). Available from ProQuest Dissertations and

    Theses database. (UMI No. 3664375).

APPENDIX A

Student Career Services Survey

1. What are your goals while attending Community College? Circle all that apply.
   - taking courses to get into a MCC Program
   - taking courses to get into another College Program
   - taking exploratory courses
   - complete Associates degree
   - complete Certificate program
   - Other

2. What are your long-term career goals/dreams?

---

3. Below is a list of Career Services, **circle the services you have used** while at the College. Circle all that apply.
   - Meeting with a Career Counselor to explore career options, discuss a career strategy and/or job search preparation.
   - Optimal Resume—an online resume and job posting tool
   - FOCUS2—an online self-guided program that helps you identify your interests, values, academic strengths, and skills
   - The online career services website with job listings and resources
   - Job Fairs and on-campus recruitment interviews
   - Workshops on resume, cover letter and interviewing strategies
   - Information on using the web and social media for your job search (LinkedIn)
   - List any other career services that you have used at the College.

4. What do you wish to learn by taking the Career Services course?

5. Are you currently working in a career area that you wish to pursue? For example, if you want to be a Nurse, are you working in a hospital.   Yes   or   No
   If no, what career field do you wish to obtain employment?

6. Are there any services or resources that the Career Center could provide that would help you with your job search or your application for further studies? Explain.

7. Upon graduation or completion of course work, how confident do you feel that you will obtain employment in your desired career area?
       1= not confident; 2= confident; 3= very confident; 4= not sure
Circle one.   1   2   3   4

8. Circle the following social media websites that you have used (currently or in the past)?

LinkedIn
Facebook
Twitter
Indeed.com
Craigslist
List any other websites:

9. If you are currently working, what do you do for work? How did you obtain this job? For example, from an online advertisement, applied in person, a referral from a friend, family, etc.?
Thank you!

APPENDIX B

Needs Assessment Interview with Career Services Coordinator at Community College

1.   What services do you provide at the Career Center? List all.
- Job search workshops—resume, interviewing, cover letter
- Career Counseling appointments
- A Career Services Newsletter
- An online website
- Alumni Networking events
- Information on social media and the job search
- Portfolio Development
- Self-assessment tools, MBTI

2.   What majors primarily utilize Career Services? Demographics of student using the Career Center (age, previous education, career changer)
        What career services do they request?

3.   Does your office assist students with internships?
4.   Approximately how many students do you serve?
5.   What are student's plans after graduation? Work, continuing studies, etc.
6.   Are students required to attend a Career Planning course?
7.   What online career tools are offered?
    i.   How do students use these tools?
    ii. How do students access online resources?

 8.   Are there any online resources that you think would be beneficial to offer?

APPENDIX C

Table of Contents for Student Tutorials (on CourseSites.com)

Overview Video from Career Counseling Staff—Includes a Career Counselor introduction, services available, how to approach the online tutorials and the career decision-making process (checklists provided).

Brandman University Career Services. *Career Services YouTube video.* Irvine, CA:
https://www.youtube.com/watch?v=h-ttTRFa9S8

APPENDIX D

Learning Strategy > Cognitive Organizers > Student Checklists

Career Planning Checklist ⌄

| Build Content ⌄ | Assessments ⌄ | Tools ⌄ | Partner Content ⌄ | |

Career Development Checklist for First-Year Students

Checklists provide an easy way for you to keep track of your progress. Use each checklist below as a guide so you can be prepared for your next profession job, interview, internship, volunteer work, continuing education and more.

This checklist has been created to assist you during your time here at MCC, to help you to get the most out of your experience and to be successful.

First Semester checklist: First Semester Students.pdf ⌄

Second Semester checklist: Second Semester Students.pdf ⌄

Career Development Checklist for Second-Year Students

Third Semester checklist: Third Semester Students.pdf ⌄

Fourth Semester checklist: Fourth Semester Student.pdf ⌄

Career Development Checklist for First Semester Students

	• Take the online Focus2 assessment to explore and narrow your career interests: https://www.middlesex.mass.edu/careerservices/focus2.aspx
	• Become familiar with MCC's 7 Academic Pathways: https://www.middlesex.mass.edu/advising/pathways.aspx
	• Schedule an appointment with a Career Counselor to talk about your FOCUS2 assessment results and the MCC academic pathways: https://www.middlesex.mass.edu/careerservices/appointment.aspx
	• Visit the Career Center's website early on to become familiar with the services. https://www.middlesex.mass.edu/careerservices/default.aspx
	• Identify and research jobs/career areas that you may be interested in. https://www.onetonline.org/
	• *Talk* to people about majors, careers and skills. Pick 2: - Find an organization or a club to *get involved* with on campus. - *Get to know* at-least 1 faculty or staff member per semester. - Volunteer in an area that you are interested in to *get experience*.
	• Work hard in your classes while getting to know Middlesex Community College-Your academic record will be an important piece of internship, job and graduate school application screenings.
	• Get enough sleep and eat healthy—this will help you practice good stress and time management skills that lead to success.
	• Select a field of study/pathway based on what you know about your interests, your personality, your values and your goals.
	• Create a **draft** of your resume--visit the Career Center's website to see sample resumes.
	• Register with Optimal Resume online to receive job and internship information. https://middlesex-mass.optimalresume.com/

APPENDIX D (continued)

Cognitive Organizers > Student Checklists

Career Development Checklist for Second-Semester Students

	Attend a Career Services "Interview Skills" and "Resume Writing" workshop.
	Attend job fairs on campus to network and explore job/internship opportunities. Attend on-campus recruitment events. https://www.middlesex.mass.edu/careerservices/
	Review and collect job and internship descriptions that interest you (Optimal Resume) https://middlesex-mass.optimalresume.com/
	Acquire experience during your Winter, Spring and/or *summer vacations.* This can include volunteering, job shadowing, part-time work, internships or research. Consider all the possibilities as you explore and define your interests and skills. https://middlesex-mass.optimalresume.com/
	Ask someone in your field of interest for an informational interview. Prepare for this meeting by researching the job's requirements and by writing down 10 questions that you will ask. Bring a notebook and pen.
	Take on a leadership role in a student organization or at work and document measurable results to include in your resume & LinkedIn profile.
	Create a LinkedIn profile and start building your professional network. www.linkedin.com
	Continue to update your resume and LinkedIn profile.

**Career Development Checklist for Third-Semester Students**

	Review 1st and 2nd semester checklist for items you have not completed.
	Tailor papers and projects around your career area of interest (ask your instructor if this is possible).
	Identify hard skills in your field with which you are unfamiliar and learn more about them; software skills, presentation skills, ethics.
	Research trends and new developments in your field to be knowledgeable. https://www.onetonline.org/
	Identify and research jobs in your field and their salary ranges. https://www.onetonline.org/find/quick?s=salary
	Edit and collect your work to include in a professional portfolio (to show an employer).
	If you are planning to transfer, schedule an appointment with the transfer counselor. https://www.middlesex.mass.edu/transfer/
	Update your resume and LinkedIn profile, as well as your Optimal Resume account. https://middlesex-mass.optimalresume.com/
	Meet with a Career Counselor to discuss job/internship search planning.

Career Development Checklist for Fourth-Semester Students

	Meet with a Career Counselor to discuss interviewing strategies-professional dress, interview questions, etiquette.
	Continue to seek leadership opportunities in clubs, internships, volunteer work.
	Update the key people in your network on your career progress and graduation date, provide information on your areas of interest and career goals. (Network)
	Perfect your resume, LinkedIn account, cover letter/applications. Make sure your online presence is professional.
	Research online specific companies you would like to work for to identify their mission, competitors, products, and hiring process. Keep a notebook.
	Reach out to connections you have at the specific companies to which you are applying to. (use LinkedIn contacts)
	Make a good impression, be on-time and always conduct oneself in a professional manner.
	Apply to first choice job/internship or college transfer opportunities. Identify Plan B choices, and APPLY.
	Attend on-campus recruitment events, update your Optimal Resume account, search job websites (indeed.com) and research companies that you are interested in working for.

APPENDIX D

Cognitive Organizer > Student Career Planning Concept Map
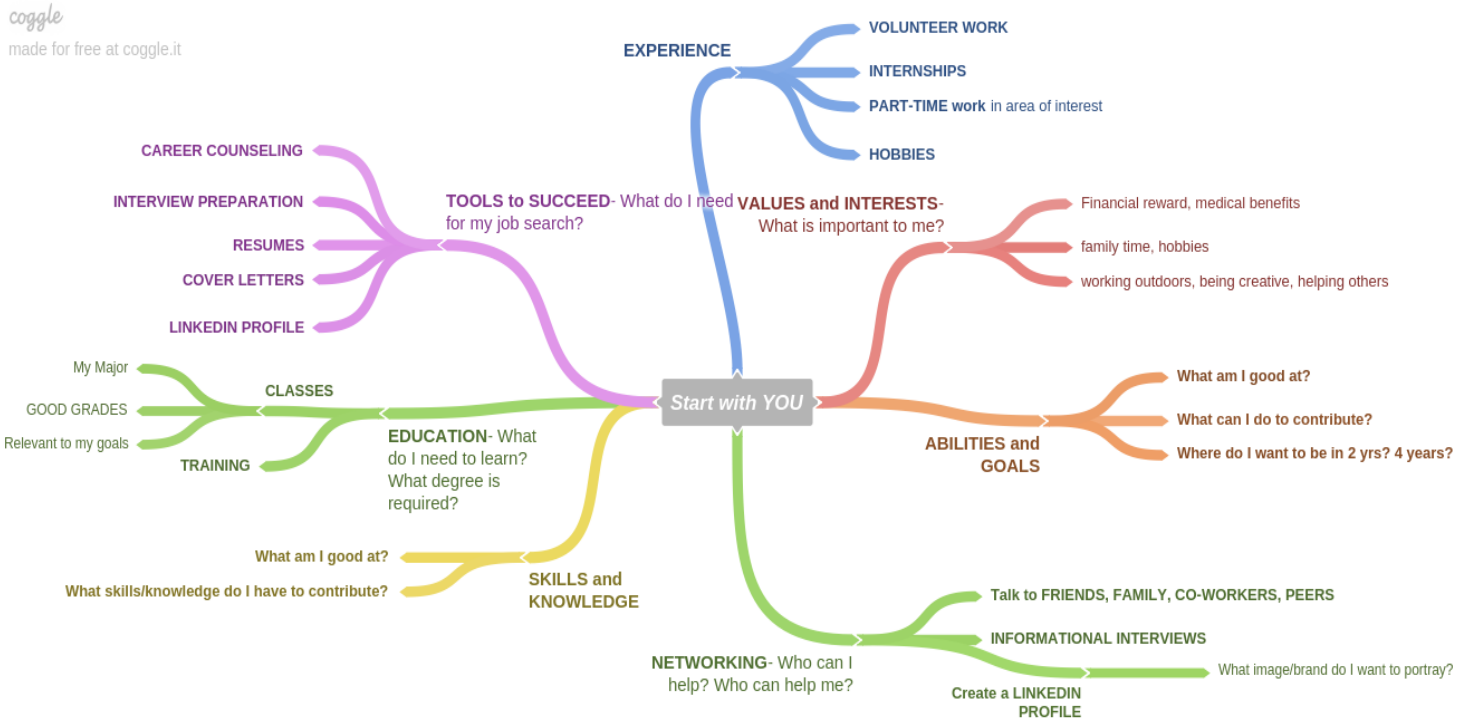
Definition: A graphic **organizer** is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic **organizers** are also sometimes referred to as knowledge maps, concept maps, story maps, **cognitive organizers**, advance **organizers**, or concept diagrams.
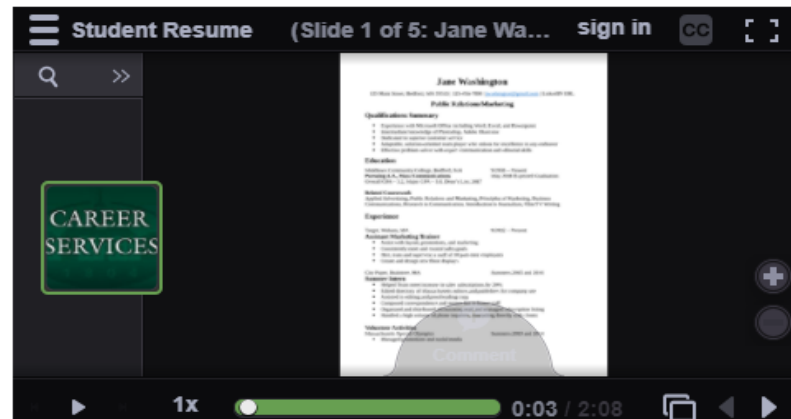
APPENDIX E

Resume Tutorials-Creating Your Resume

Resume Sections Defined

Click link for larger image: STUDENT_RESUME.pdf ⌄

Resume Preparation--Planning the sections of your resume (7 minute overview)

If the video will not open above, click link: https://voicethread.com/share/10272742/

Click Chronological Resume Samples

- Student Name.pdf ⌄   Sample Resume
- RESUMEJENNIFER.pdf ⌄   Patient Care Associate
- AIDAN MARTINEZ.pdf ⌄   General Office Manager resume
- Jane Washington.pdf ⌄   Public Relations/Marketing resume
- Michael Kuchura .pdf ⌄   Computer Programming
- SKIRESUME.pdf ⌄   Marketing/Outdoor Recreation resume

Click Functional Resume Samples

- PTASSISTANT.pdf ⌄   Physical Therapy Assistant resume - This individual completed clinical through the college). Therefore, she used a functional resume style to emphasize her
- functional.pdf ⌄   Special Needs Childcare Functional Resume

Discipline-specific resumes

Click for additional resume samples

https://middlesex-mass.optimalresume.com/modules/resume/showSamples.php?section=loadSamples

APPENDIX E

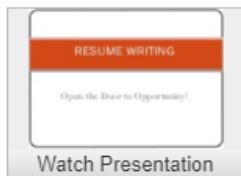Resume Tutorial and Formative Assessment

Writing Accomplishments (activity)

Problem-Action-Result
(PAR)

Click for step by step PAR activity: Problem-Action-Result _PAR_ statements.pptx ⌄

Click for a list of Action Verbs to use in your PAR statements: https://www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome

Download list of action verbs: VERBS.pdf ⌄

Resume Writing Step by Step Overview (Powerpoint)

RESUME WRITING

Open the Door to Opportunity!

Watch Presentation

Formative Assessment-Survey Monkey Resume Quiz

Resume quiz

Answer the 10 questions to test your resume knowledge.

Page 1/1

1. A resume should be

○ handwritten to give it a personal touch.

○ in all capital letter to show that it is important.

○ on bright colored paper so that it stands out from the rest.

✓ typed neatly and accurately to show professionalism.

1/1 point

powered by ☁ SurveyMonkey·

APPENDIX F

Creating a LinkedIn Profile Tutorial

LinkedIn profile ⌄

Build Content ⌄   Assessments ⌄   Tools ⌄   Partner Content ⌄

Why Use LinkedIn?

Listen to Audio Podcast LINKEDIN(1).wav ⌄

LinkedIn is Your Professional Online Presence

Your profile is a great place to highlight your marketable skills and is your vehicle for getting found by recruiters and hiring managers all over the world

A 24-hour networking event--viewed by over 330 million people

92% of companies use LinkedIn to hire new employees

Why is LinkedIn better than a Resume?

- You can target your profile to the next thing you want to do in your career
- Make it dynamic, and share it in public for any recruiters or employer to find
- You can fill as much or as little as you prefer
- You can target the information you include to draw recruiters and business contacts from the industries that you want to notice you
- Hiring managers can see how engaged you are in the community, and what industries your circles touch and what your personality is

Millions of LinkedIn users are active every day

42% of users update their profile information regularly

The power of LinkedIn should not be underestimated

You get out of LinkedIn what you put into it!

The Career Place. (2014). *LinkedIn workshop,* Mass.gov

What To Do to be an ALL STAR and get to be 100% LinkedIn

Profile Strength

All Star

7

1. Create profile at https://www.linkedin.com

   - Type in a header to describe you ⌄
   - Type a location (zip code)
   - Choose an industry

2. Add a photo (headshot, smile) ⌄

3. Customize the URL (Add your name to the public URL) ⌄

4. Create a Summary (use MS Word) ⌄

5. Add work history---a current position with a description, and at-least 2 past positions ⌄

6. Add Education

7. Add Skills (at least 3) ⌄

8. Add achievements and experiences to your profile

9. Make connections (send out invites) (include at least 50) ⌄

10. Request recommendations (from an Instructor, employers, volunteer work, internship) ⌄

11. FOLLOW MCC ALUMNI, COMPANIES and JOB SEARCH ⌄

APPENDIX F (continued)
LinkedIn Profile Tutorial

2. Add a photo (headshot, smile)

3. Customize the URL (Add your name to the public URL)

Adding a profile photo makes your profile 7x's more likely to be found in searches...

- People do not take LinkedIn profiles seriously when the profile picture is missing
- Don't want to put a picture? Are you trying to hide your age? Age discrimination is not right but it happens
- Your picture should be a headshot of a "current" You! And one that reflects a professional business image.

YOUR NAME

There is nothing unprofessional about nicknames (Katie, Liz, Jim). You do not have to put full and complete birth names. Just tell me what to call you and don't confuse me.

CREATE YOUR PROFILE'S UNIQUE LINKEDIN URL

(your LinkedIN website address)

Put your URL on your resume, cover letter, business card, closing of an email

Enhance your personal brand by creating a custom URL for your LinkedIn public profile.

www.linkedin.com/yourname/

1. Under the photo click on the link "Update your public profile settings"

2. Click on "Enhance your personal brand by creating a custom URL for your LinkedIn public profile".

3. Customize the URL with your name

- Your custom URL is limited to 5-30 alphanumeric characters.
- Do not use spaces, symbols, or special characters.

4. Click on Save after you have entered your custom URL

4. Create a Summary (use MS Word)

5. Add work history---a current position with description, & at-least 2   past positions if possible.

YOUR SUMMARY

Out of all the elements in your profile, your summary is the most important one (I'm assuming you have a quality headshot and compelling headline!), yet many people leave it blank and merely list their experience. That's like trying to build a website without a home page. Your LinkedIn summary will likely be the most read version of your bio. The summary receives the most prominent position on the screen in LinkedIn, so it's the ultimate place to tell your story.

Valerie Morrow • 3rd

Brand Engagement Manager | Corporate Storyteller| Data-Driven Social Media Strategist| Digital Marketer| Foodie
Concorde Career Colleges • University of Central Missouri
Kansas City, Missouri Area • 383

[Message] [...]

HEADING (YOUR BRAND)

The Internet, Social Media, and Marketing are noisy spaces - I help brands cut through the chatter stand out for all the right reasons.

As a Brand Engagement manager, I'm passionate about connecting target audiences to brands. It's more than selling a product, it's about harnessing the power of digital and traditional media to create mutually beneficial relationships that drive sales and deliver value to the tribe.

SUMMARY

My goal is to build communities, develop value and create brand loyalist that become strong ambassadors. I am a strong advocate of goal setting, testing, measuring campaigns to ensure a strong and demonstrable return on investment.

I've done that by increased revenue approx. $500,000 through achieving our inquiry pacing goal 227% via organic social media YTD for 2017, driving 81% increase in student enrollment from social media over FY2016. I also manage our daily blog that has increased organic visits to the website nearly 30%.

WORK HISTORY

1. Profile Edit Profile
2. Click on "Add a position"

Your LinkedIn profile isn't really written for you it should be written with the potential audience in mind
(i.e. recruiters, hiring managers, and other professionals looking to do business with you)

1. Include the following in your LinkedIn work history section:
   - Professional positions
   - Volunteer roles
   - Internships
   - Contracts/temporary positions
2. Profile, Edit Profile
3. Click on Experience on the right side of screen
4. Add in the company and job title information
5. Add in start and end dates
6. Type in a description

CURRENT POSITION

Do not leave current position blank!!

Need to have 100% Complete LinkedIn Profiles—
LinkedIn profiles that are not complete will not show up as often and if you do not have a current position listed, some employers will not see your Account at all.

1. Profile, Edit Profile
2. Click on "Add a Position"

Company Name: Seeking New Opportunity
Title: Financial Analyst>Forecasting | Auditing | Analysis
Time Period: August 2012 – current
Description: I am currently looking for my next opportunity to affect positive change within an organization that values a strong entrepreneurial spirit, creative problem solving, and a desire to succeed.
Examples for title:
- Active at job search
- Experienced Manager seeking new opportunities in the _____ industry.
- Experienced retail manager available for new opportunity
- Pharmaceutical Sales Representative currently exploring options
- Recent College Graduate Seeking Entry Level Programming Position

The Career Place. (2014). *LinkedIn workshop,* Mass.gov

APPENDIX F (continued)

Creating Your LinkedIn Profile Tutorial

7. Add Skills (at least 3)

SKILLS

Add 50 Skills

1. Profile, Edit

2. Scroll down to the Skills & Endorsements section

3. Click on the Pen to add a skill.

Next, endorse people and they can endorse you!

LinkedIn Endorsements

- Endorsements are connections agreeing that you have that skill. Their profile pictures appearing next to each skill.
- Your connections can also add new skills to your profile that they'd like to endorse.

9. Make connections (send out invites) (include at-least 50)

ADD CONTACTS

Connections: Build Your Own Online Professional Network

50+ Connections

Search for:

- **Friends**
- **Family**
- **Current Colleagues**
- **Past Colleagues**
- **Current Employer**
- **Past Employers**
- **Alumni**
- **Strangers in your profession**
- **Connect with people you know.**
- **Connect with people that are working in a company you want to work for.**

YOUR NETWORK

People in your network are called connections. Your network is made up of your 1st degree, 2nd degree, and 3rd degree connections and LinkedIn Groups

- **1st degree** – People you are already connected to because you have accepted their invitation to connect, or they have accepted your invitation. You can contact them by sending a message on LinkedIn.

- **2nd degree** – People who are connected to your 1st-degree connections. You can contact them through an Inmail or get introduced through another connection.

- **3rd degree** – People who are connected to your 2nd degree connections. You can contact them through an Inmail or an Introduction.

- **LinkedIn Groups** – Members are considered part of your Network

"Networking is a contact sport and the more contacts you make, the more opportunity you have of reaching the right decision-maker"

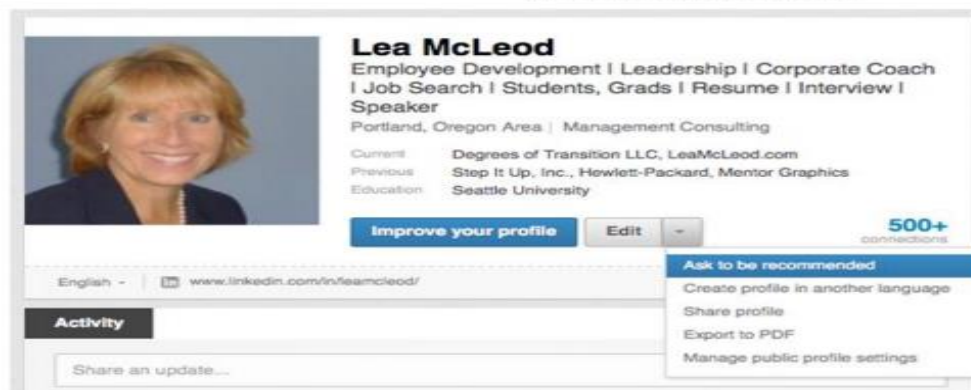The Career Place. (2014). *LinkedIn workshop,* Mass.gov

APPENDIX F (Continued)
LinkedIn ProfileTutorial
10. Request recommendations (from an Instructor, employers, volunteer work, internship)

- **Request recommendations to improve your reputation**
- **Positive recommendations stand out when employers look at your profile**

1. Click on Profile

2. Click on the down arrow beside Edit Profile

3. Click on Ask to be Recommended

Hover over your profile photo in the top right corner of any **LinkedIn** page. Choose "Privacy and Setting" from the drop-down menu. Under the "Settings" header on the "Profile" tab, select "Manage Your **Recommendations**". Click the "**Ask** for **Recommendations**" tab at the top and follow the prompts.

Lea McLeod
Employee Development I Leadership I Corporate Coach I Job Search I Students, Grads I Resume I Interview I Speaker
Portland, Oregon Area | Management Consulting

Current   Degrees of Transition LLC, LeaMcLeod.com
Previous   Step It Up, Inc., Hewlett-Packard, Mentor Graphics
Education   Seattle University

500+ connections

Improve your profile   Edit

Ask to be recommended
Create profile in another language
Share profile
Export to PDF
Manage public profile settings

English - | www.linkedin.com/in/leamcleod/

Activity

Share an update....

---

11. FOLLOW MCC ALUMNI, COMPANIES and JOB SEARCH

JOB SEARCH
LinkedIn is one of the best places to search and do research, but not until you are a LINKEDIN ALL-STAR

- Click in the "search jobs" box
- Click on Jobs (this will be one of the drop-down choices)
- Click "All Filters" to the right
- Fill in as many variables that will target your job search (see image below)
- Then, Click Apply

FOLLOW MCC ALUMNI
Connect with MCC Alumni to see what jobs and companies Alumni are working at. Request to connect with Alumni to expand your networking opportunities. Search MCC and follow the college. Next, search "my groups" and select "MCC Alumni". You will need to click on the "ask to join" button in the upper right corner. This Group is for Alumni only.

Middlesex Community College (MA) Alumni

FOLLOW COMPANIES

Keep up with company turnover, job openings, and companies you want to join

FOLLOW COMPANIES THAT INTEREST YOU

-Search for the company name

-Click on the name of the company to see its homepage

-Click the follow button on the home page to change the settings to follow

Another search option:

1. Click on the "magnifying glass" in the "Search box"

2. Next click on "Company" (you will see it below)

3. In the dropdown, add the "company name" that you want to follow in the "empty filter box"

4. Click Apply

5. Click on the name of the company and then click on the "follow" button for that company

The Career Place. (2014). *LinkedIn workshop,* Mass.gov

APPENDIX G

Networking VoiceThread Tutorial

Networking - One of the most important attributes of career success

Networking is building and maintaining mutually beneficial relationships to develop career prospects, whether it is in-person, online, or both.

Many great job opportunities never make it to the pages of a recruitment website or job board; they get filled by word of mouth.

Even if the position is posted, it helps to know someone inside the organization who can give you the inside line.

Try these smart moves to excel at NETWORKING.

Access the VoiceThread below:

To navigate through this VoiceThread, click the [ ] open box in the upper right corner to increase the size of this presentation.

Then, click the > arrow in the lower right corner to move from one slide to the next.

Internships -click here

Internships provide students the opportunity to gain professional level experience while testing out career options and building skills\ experience to be marketable for future employment and graduate school.

Internships may also offer compensation and the chance to earn credit through internship courses which enhance the experience by promoting reflection and connections between academic and professional work.

https://www.middlesex.mass.edu/careerservices/internships/   MCC Internship webpage

APPENDIX H

Cover Letter Tutorial—Sections of a Cover Letter

Contact details should look the same as on your resume	21 Exchange Drive Bedford, MA 00000 Jstudent87@gmail.com Linkedin.com/janestudent

JANE STUDENT

Reference: Include the job title and reference number (if there is one)

Date April 4, 2018

Reference: Administrative Assistant position at ABC Company

Salutation: Include the companies address and the person's name whenever possible

Mr. Steve Letterman
Human Resources Department
ABC Company
4567 Cherry Lane
Littleton, MA 00000

Dear Mr. Letterman:

First paragraph: Who are you? Why are you writing? Why them?
- *Mention a mutual contact-"name drop"*
- *Create interest-tell a story*

Please accept this letter and the enclosed resume as formal application for the Administrative Assistant position at ABC Company. I learned about this position through the Student Employment Center at Middlesex Community College. It would be a great experience to learn and work for a company that promotes environmental safety as this has been a long-time interest of mine.

2nd and 3rd paragraphs:
- *Tell about your previous work experience (and possibly about studies)*
- *Give specific examples*
- *Refer to key words from job ad*
- *Tell how you can contribute*

My experience as an Administrative Assistant includes a position with Environmental Logic. Through this position, I learned to apply skills acquired in my Microsoft and business courses to "real-world" applications. I have also worked in the Counseling office at Middlesex Community College as a Clerical Aide while attending college. These experiences, along with my human relations skills will help me be an asset to your organization.

In addition to my experience, I have an Associates in Applied Science Degree with a major in Business Management. My skills and qualifications make me an ideal candidate for the Administrative Assistant position.

Final paragraph:
- *Thank them*
- *Invite them to contact you*

I am very interested in speaking with you personally to discuss this opportunity. You may reach me at (810) 234-1212. Thank you for your consideration and I look forward to speaking to you soon.

Sincerely,

Closing:
- *Signature*
- *Your name (typed)*

Jane Student
enclosure

APPENDIX H (continued)

Cover Letter Samples--Letter to a Job Ad

Stephen Moore
22 Walker Street
Boston, MA 00000
617-555-5555 mobile
Steve.moore012@hotmail.com

John Doe, Hiring Manager
Recruitment Solutions
45 Dixie Avenue
Burlington, MA 00000

April 9, 2018

Dear Mr. Doe:

I'm writing in response to your recently advertised position for a [role title]. I am very interested in this opportunity with [company] and believe that my qualifications, education and professional experience would make me a strong candidate for the position.

I am a [insert personal characteristics] professional who [add more information on how you can add value to future company]. (You can insert short version of your career profile here).

Enclosed is my resume that more fully details my background and work experience, and how they relate to your position. As you can see, [pick out a few key details or experiences that align with the specific requirements of the advertised role- place these in bullet format].

I firmly believe that I can be a valuable asset to your team. I welcome the opportunity to speak with you about this position and how my experience could help [insert name of company] achieve its goals.

Thank you in advance for your consideration.

Kind regards,

Stephen Moore

Cold-call prospecting letter

Robert Bell, President
XYZ Organization
#9 Bell Street
Boston, MA 00000

April 9, 2018

Dear Mr. Bell:

I have been researching your company with great interest and would be very keen to learn of any opportunities for employment with you. I believe my skills and experience could be a great match with your organization's initiatives and culture. [In your opening, if you can draw any personal connection, such as a personal recommendation, recently attending one of their events or talks, or even reading about their company in the news, do so.]

As a [insert your role title/function] with [number] years of experience in the sector, I believe I could make a valuable contribution to furthering your company's success and goals. [Briefly outline your experience and emphasize any skills and strengths that would benefit the company. Mention any projects you've worked on that relate to what the company does.]

My career highlights include:

- [insert achievement – Example: "Saved XYZ organization $200,000 by implementing a best practice ABC system in a 6-month timeframe"]

- [insert achievement]

- [insert achievement]

I have been very excited to learn about [cite some development, project or aspect of the company that appeals to you and demonstrates your knowledge of the company. Now explain how you would contribute to the company's projects, put forward an idea or demonstrate how you can help the company grow.]

I believe that my experience would make me an ideal fit for [company name]. I have attached my resume to provide more information about my background and would appreciate the opportunity to discuss how I may be able to contribute to your organization. I will call you next week to arrange a time to meet at your convenience, but please do not hesitate to contact me at [insert email address and mobile number].

Kind regards,

[Your Signature]
[Your printed name]

APPENDIX H (continued)

Cover Letter Sample---Letter to a Recruiter

Letter to a Recruiter

[your name]
[address]
[phone number]
[email and LinkedIn address]

[name of hiring manager]
[Address]

[today's date]

Dear [name]:

I came across your profile on LinkedIn and see that you are a recruitment specialist in [insert sector, Example: Marketing/Social Media].

As an [insert your role title/function, Example: Editor/Campus Newsletter], I am interested in new positions in the [insert city, Example: Boston area]. I would be keen to find out more about the positions you place and whether your agency might be able to assist me in my search.

I have [insert a brief outline of your recent professional experience]. My key skills are [insert a few key points or strengths] and my career highlights include:

- [insert achievement – Example: Summer internship in XYZ organization providing research and editorial support to the VP, Marketing.]

- [insert achievement – Example: "Saved XYZ organization $100,000 by implementing a best practice ABC system in a 6-month timeframe"]

- [insert achievement]

[In this paragraph, summarize your unique selling proposition – Example: "I am a strong and effective communicator with proven writing, editorial and social media skills to navigate the various marketing channels and respond to its demands."]

I look forward to discussing my potential to contribute to your clients' [or organization's] needs. Please do not hesitate to contact me on [insert mobile number].

Kind regards,

[Your name]

APPENDIX I

Preparing for the Job Interview Power-Points (teaching aides)

Guide to Preparing for the Job Search

There are a number of items to prepare and steps to take prior to submitting applications and conducting the job search. Once your research is complete, you are now ready to create your job search action plan and begin fully utilizing your networking contacts.

Marketing Materials: Create your professional resume, prepare a portfolio of your best relevant work and establish your 'elevator pitch'. Meet with a Career Counselor to refine these tools prior to your active job search.

Build Your Resume and Cover Letter: Explore activities such as volunteering or looking into professional associations. Tailor your cover letter so you set yourself up as the solution to a prospective employer's problem as defined in the job description. Only mention what's relevant to the specific job you're applying for.

Interviewing: Schedule an appointment for a mock interview with a Career Development Specialist. Present a professional appearance at interviews. Research the company before the meeting. Listen closely to what they ask so you'll know what they expect of an employee. A thank you note or email should be sent immediately to all key members of the interview committee.

Build Your Job Search Skills: Career Services hosts a number of workshops and networking events throughout the year. Check out the events calendar and plan to attend sessions of interest!

Refine Your Online Brand: Update profiles and resumes on LinkedIn, Optimal Resume and other sites where you are marketing yourself for employment opportunities.

Create a Plan: Create a routine in which you utilize avenues such as networking contacts and online resources to heighten your search. Hold yourself accountable by setting goals to accomplish within designated timelines.

Interview Preparation slideshow

Interview Preparation.pptx

Rutger's University Career Services. *Guide to Preparing for the Job Search.* New Brunswich, NJ:
http://careers.rutgers.edu/page.cfm?page_ID=306&section_ID=8
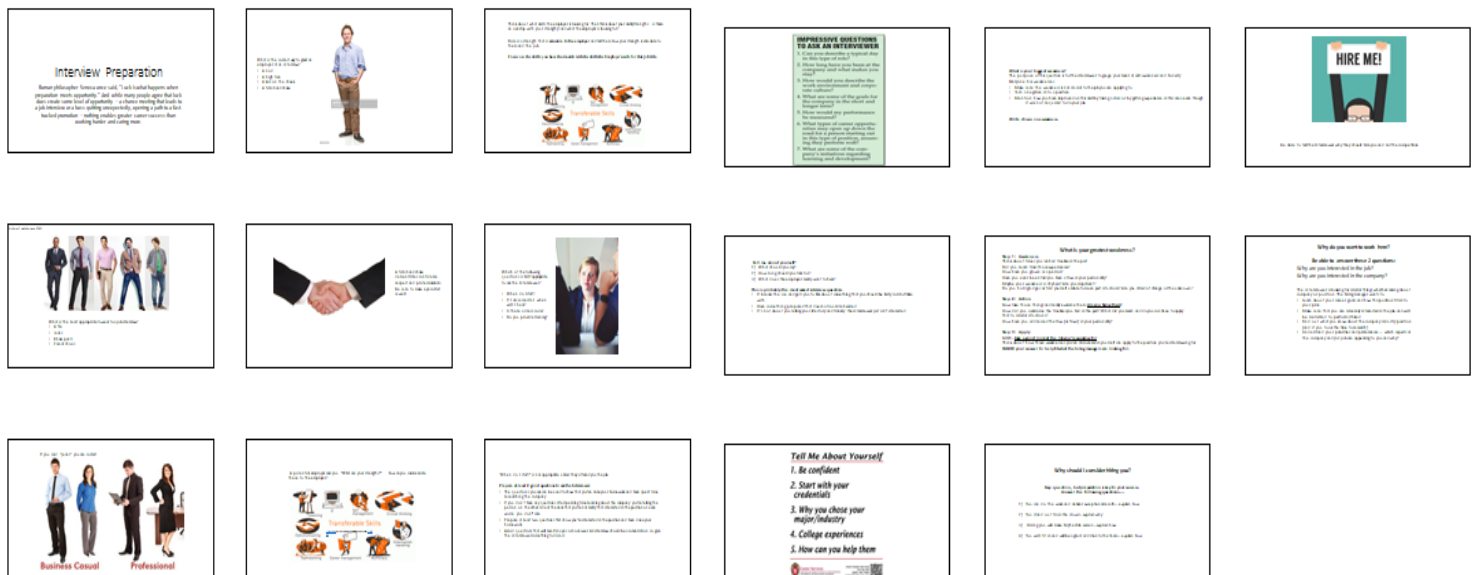
Permissions are listed on the individual power-point slide

APPENDIX J

Summative Evaluation for Career Services Coordinator (Stakeholder)

Based on our discussions and the student survey, the following organizational objectives were created.
The organizational objectives are:

- to guide students through the career development process with **cognitive organizers (checklist)** and a **career concept map** to aid decision-making

- to assist students with improving their career self-efficacy through experiential learning (internships/volunteer/work), **active learning tutorials** and social constructivist learning to facilitate new knowledge (career counseling & career classes)

- to increase student usage of the career services by developing interactive, engaging multimedia tutorials

- to prepare students for the world of work by providing online resume, cover letter, LinkedIn, interviewing and job search tutorials

Based on the Kirkpatrick's Model, please evaluate the materials and as to whether they can accomplish these objectives.
Kirkpatrick's model, first, assesses the **reaction** to the tutorials and/or process being implemented.
1. What is your reaction to the cognitive organizers (four-semester checklists)?

- Are they organized in a manner that will help the students?

- Does the content look user-friendly?

- Is the material accurate? If not, what can be improved?

2. What is your reaction to the concept map (png file)?

- Is it organized in a manner that will help students understand the career development process?

- Is the content user-friendly?

- Is the material accurate? If not, what can be improved?

  Second, Kirkpatrick's model evaluates **learning.**

Can the online tutorials, the concept map and semester checklists assist you with communicating a career development process to students and staff? (Please chose 1 or 2 items to evaluate).
- Will the students benefit from having these online career resources? Explain.

- Will students learn from these materials? Explain.

  Third, Kirkpatrick's model evaluates behavior.

3. Will student's **behavior** change? For example, will student's come to appointments better prepared by accessing these online resources?
- Will faculty, staff and CSC direct students to the resources first to help students prepare for a CSC appointment?

  Last, Kirkpatrick's model evaluates **results.**

4. Will the overall results of students using the online tutorials improve the CSC's time management? For example, will the CSC's time be used more effectively when working with students? Explain.
- Will the tutorials increase the Office of Career Services presence on-campus?

- Will faculty/staff direct students to these online tools?

APPENDIX K

Formative Evaluation (student) --Resume Rubric

	EXCELLENT	GOOD	UNSATISFACTORY	TOTAL
RESUME	3	2	1	
Presentation/Overall Appearance	1-inch margins, good white-space, Appropriate size font, No distracting images or distracting use of color, Professional image portrayed, easy to read.	Good white space Appropriate font size No distracting images Clean and easy to read.	Not clean looking, not enough white space, layout is messy.	
Summary/Profile section	Included detailed summary profile	Included minimal summary profile	No summary profile included	
Education section	Included detailed education section	Included minimal education information	No education information listed.	
Experience/internship section	Included detailed experience section with good use of action verbs & PAR statements.	Included detailed experience section with good use of action verbs.	Included minimal experience section/not enough detail.	
Volunteer/other sections	Included 2 additional (skills or volunteer) sections to stand out to the employer.	Included 1 additional section.	No additional sections listed.	
Spelling/Grammar	No grammar or spelling errors.	1 or 2 spelling/grammar errors.	3 or more spelling/grammar errors.	
Additional Comments:				

APPENDIX K

Formative Evaluation (student) – Cover Letter Rubric

Student Name:	Cover letter should get you the interview. EXCELLENT 3	Cover Letter could get you an interview. AVERAGE 2	Cover letter needs a lot of improvement. POOR 1	Total Points
Business format and overall quality of writing	This letter uses correct business format with date and addresses at the top, and a signature at the bottom. This letter is clear and concise, and grammatically correct. There are no spelling errors	This letter uses correct business format with date and addresses at the top, and a signature at the bottom. There are minimal grammar and spelling errors. While its content is decent, this letter does not convince	Business formatting is not used in this letter. There is no address or date at the top. This letter is not signed. There are multiple grammar and spelling errors. The content of this letter does not make sense to the reader.	
Section 1: Introduction	This section identifies the position for which you are applying and explains why you are interested in the job. You have described how you heard about the opening. The wording is creative and catches an employer	This section identifies the position you are seeking. This letter does not describe how you heard about the opening. You vaguely describe why you are interested in this job. This section is bland and might not catch someone's attention fast enough.	This section does not clearly identify what position you are seeking. There is no description of how you heard about the position or why you are interested. This letter definitely will not grab an employer's attention and keep him or her reading.	
Section 2: List skills and experience as relevant to the position.	This letter identifies one or two of your strongest qualifications and clearly relates how these skills apply to the job at hand. This letter explains specifically why you are interested in the position and this type of job, company, and/or location.	This letter identifies one of your qualifications, but it is not related to the position at hand. This letter restates what is on your resume with minimal additional information. You explain why you are interested in the position but are too vague.	This letter does not discuss any relevant qualifications. You have not related your skills to the position for which you are applying. This letter does not state why you are interested in the position, company, and/or location.	
Section 3: Closing	This letter refers the reader to your resume or any other enclosed documents. This letter thanks the reader for taking time to read this letter. You are assertive as you describe how you will follow up with the employer in a stated time period.	You thank the reader for taking time to read this letter. You do not refer the reader to your resume or application materials. This letter assumes that the employer will contact you to follow up.	This letter does not thank the reader for taking time to review this letter. There is no reference to a resume or other materials. This letter does not mention any plan for follow up	
by Amy Diepenbrock. Courtesy of the <u>National Association of Colleges and Employers.</u>				**TOTAL=**

APPENDIX K
Formative Evaluation (student) --LinkedIn Rubric

LinkedIN Profile	Professional 3	Acceptable 2	Incomplete 1	Total
First impression	Profile is targeted to a specific industry. Profile should effectively appeal to employers.	Profile seems targeted for a specific purpose/industry. Profile might appeal to employers.	Profile is not targeted to a specific industry. Profile would not appeal to employers.	
Photo	Professional Headshot or other appropriate to industry. Headshot is not blurred and clearly shows face. A plain backdrop is used.	Professional Headshot. May include more than headshot. Distracting background	Picture is casual or is missing. A group or another individual is included. Clothing is not appropriate to industry.	
Headline	Concise, informative, use of keywords, skills, or interests that relate to industry/career goals. Connects current position to career goals	Brief, informative and use of keywords, skills, & interests. Does not related to career goals or area of interest.	No effort, or no information to determine skills, interests or career goals.	
Summary	Describes current status, relevant skills, interests, coursework or experiential experiences e.g., internships, student leadership roles, campus activities. Connects background to position, goals or industry of interest. Concise, good use of action verbs.	Describes current status, skills and interests. Career goals or interest area may not be evident.	Lists skills without validating experience. Summary is missing.	
Education	Includes School, dates attended, degree, field of study, and activities and societies. GPA optional	All appropriate information is included with 1-2 incorrect items.	2 or more items are missing.	
Experience Include Company Name/Organization, Job Title, Location, time period, and Description	All appropriate information included. Statements clearly describe duties of position. Action statements show a variety of transferrable skills. Accomplishments / results are quantified.	All appropriate information included with 1-2 incorrect items. Statements clearly describe duties of position. Action statements demonstrate some transferrable skills. Accomplishments / results are not quantified.	3+ pieces of content are missing Statements do not duties of position. There are no action statements and it is difficult to discern transferrable skills. Accomplishments / results are not quantified.	
Additional Sections	5+ relevant pieces of information are given to further validate skills, interests and abilities	3-4 relevant pieces of information given to further validate skills, interests and abilities	No relevant pieces of information given to further validate skills, interests and abilities	
Spelling/Grammar	No errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.	1-2 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.	3-4 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation.	
Additional Comments:				**TOTAL =**