

Resume Building Workshop

 Public

Name of Assessment Project: Resume Building Workshop

Name(s) of Person(s) Responsible for Assessment Project: Senior Assoc Athletic Director (Wendy Taylor-May)

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Providing Department: Intercollegiate Athletics

Other

Career Services Center

Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project:

In collaboration with the UCSD Career Services Center, the Athletics Department annually hosts a Resume Workshop for Junior level Student-Athletes. As students enter the final stages of their undergraduate careers, the Resume Workshop is designed to ensure that they know how to construct a winning resume, whether their next-step goals are graduate/professional school or to go directly into the workforce. A portion of the Resume Workshop specifically addresses the unique skill set Student-Athletes develop by way of their athletic careers and how to market those skills through their resumes. This past year an Alumni Athlete who works in HR/Employee Relations at Qualcomm was invited to give practical insight into what she looks for when reviewing resumes.

The Workshop is held the Tuesday of the 2nd week of spring quarter right before the University's spring quarter job fair. Attendance is required for Junior Student-Athletes. Seniors are welcome to attend to for a resume refresher.

Assessment Project

Description:

The survey completed by participating Student-Athletes will assess the extent to which they felt confident and prepared for professional networking, both in terms of their interview skills and the strength of their resume. The survey will also assess the rate of success for participants in securing an interview and subsequently a position of employment.

Unit/Program Specific Goals and Learning Outcomes:

Upon completion of the Resume Building Workshop, students will be able to;

- Analyze the differences between an average resume and a great resume
- Confidently identify transferrable skills of a Student-Athlete and demonstrate such skills on paper
- Synthesize and execute a plan of action for the UCSD Job Fair
- **Indicate additional resources they can use to practice interviewing.**
- Identify ways to improve the format/appearance of their resume (length, spacing, consistent use of bold/italic/underlining, etc.)
- Identify ways to improve the organization of their resume (ordering of sections, sections that highlight relevant skills, experiences in reserve chronological order.)
- Identify ways to improve the content of their resume (using strong action verbs, appropriately marketing education/coursework, avoiding spelling/grammar errors, using keywords relevant for each position).

SALOS

1.7- Clarify goals and establish criteria for success for ill-structured, open-ended problems for which more than one correct solution can be found

2.1- Plan effectively for oral and written presentations by identifying goals, choosing an effective organization method, and incorporating the interests and expectations of the audience

2.2- Present ideas and thoughts confidently and in an engaging, clear and cohesive manner

2.4- Confidently approach and engage in meaningful conversation with new people in new settings

2.5- Use unbiased language that reflects respect for others

2.6- Effectively assert themselves while respecting others

3.3- Engage in self-reflection to clarify purpose and determine their career interests

3.4- Develop and enact a plan congruent with their identities and interests

3.5- Engage in experiences that complement their personal, academic and professional pursuits

4.5- Demonstrate self-awareness and a willingness to seek and receive the feedback on one's performance from others and to modify one's approach to leadership

4.8- Engage with others comfortably in unfamiliar environments either abroad or in the U.S.

5.7- Demonstrate knowledge of when and where to seek assistance

5.8- Achieve balance between academic work and personal life

Relationship to Student Affairs Learning Outcomes:

Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle

Assessment Project

Start: 2/17/2015

Start:

Assessment Project End: 6/30/2015

Population/Sample: The Resume Writing Workshop takes place every spring quarter, a week before the campus' spring job fair. It is mandatory for all Junior Student-Athletes, but is open to Senior Student-Athletes as well. Last year, there were a total of 122 participants in the workshop, with 32 respondents to the Baseline Survey.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Satisfaction study, Assessment of culture/climate

Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools: Campus Labs Baseline Survey
..... Resume Building Workshop Survey

Data Analysis Methods: Upon conclusion of the Resume Workshop, participants complete an online learning outcomes survey administered through Campus Labs Baseline. In addition to assessing learning outcomes, the survey gauges student satisfaction and overall effectiveness of the workshop.

How Your Results Will Be Presented: Findings are reviewed by the Assistant Athletics Director for Student-Athlete Development. Findings have also been incorporated into the Intercollegiate Athletics yearly program report.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
No items to display.	

Summary of Findings: Compared to previous years, as a result of the workshop, students' understanding of the components of a resume improved.

In 2012-13 66.67% of Students who participated felt that the workshop helped them understand the components of a resume a great deal or a considerable amount. This past year, 87.5% of students who participated felt their understanding improved a great deal or considerable amount.

Further, in 2012-13 61.9% of students felt that as a result of the workshop they were more confident in creating an effective resume, whereas in 2014-15 that number increased to 81.26%.

Several open-ended questions were also asked of the students. Questions related to identifying transferable skills and campus resources include;

Describing transferable skills that have been developed as part of athletic experiences

Most predominant responses: Communication, leadership, time management, teamwork, accountability, and dedication

Sample of Responses: "Manage time, listen attentively, set goals, motivate others, speak effectively, express myself, set and go after goals" and "problem solving, teamwork, communication, time management, leadership, discipline, preparation, hard work ethic, consistency, being on time, confidence"

Listing programs and resources offered by the Career Service Center

Most predominant responses: Alumni Advising Network, Career Fairs, E-visor system, Port Triton, resume workshops

Impact of Assessment: Open-ended responses indicate that a wider variety of applications should be taken into consideration as many of our Student-Athletes used their resumes for graduate or medical school applications. From the previous year's findings we developed a 4th Year Senior Panel to address additional topics concerning post college life and transitioning from Student-Athlete to professional. The addition of the 4th Year Senior Panel allowed the Resume Workshops to maintain its focus on preparing Student-Athletes for the quarterly job fair, while still addressing the Student-Athlete's needs. After reviewing the program, more information regarding interview techniques will be included.

Lessons Learned: From this assessment we learned that Student-Athletes benefit from assistance in creating, and information regarding, the development of effective resumes and cover letters. Likewise, information presented regarding internship opportunities and job availabilities resulted in increased confidence in the Student-Athletes' abilities to pursue their post graduate endeavors. Further, we learned that as Student-Athletes prepare for life after graduation, they sought specific examples of how their resumes might be crafted for Medical School applications or graduate school interviews.

Supplemental Information:

