



# **BUSINESS RESOURCE CENTER ASSESSMENT REPORT**

## **Summer 2008**

(This report was created immediately prior to Business Resource Center moving from the College of Business and being renamed the Chico Student Success Center)

## STUDENT SERVICES ASSESSMENT REPORT

The College of Business (COB) at California State University, Chico serves 2,806 students majoring in Business Administration or Business Information Systems and 278 non-COB students seeking to complete a COB minor. These students are supported by two Student Services units within the COB. They are the Business Resource Center (BRC) and the Business Undergraduate Advising Office (BUAO).

In March 2007, after a Western Association of Schools and Colleges visit to the university, the two units became aware of the importance of having tangible evidence of their impact on student learning. The process to create an assessment for both units began immediately thereafter.

To better educate ourselves on assessment, a National Academic Advising Association (NACADA) conference session focusing on student services assessment was attended later that month. Additionally, we participated in a NACADA Webinar titled *Student Learning Outcomes: Evidence of the Teaching and Learning Components of Academic Advising* in April 2007. Information gathered at these two NACADA sessions gave us guidance in developing the assessment models for the BRC and BUAO. We began our assessment cycle by identifying the goals of the BRC and BUAO and the learning outcomes that are expected of our students from the services we provide. Next, the BRC and BUAO identified one specific activity students experienced within their unit that they could assess. While the process of assessing the BRC and BUAO may have been similar, there was no intention to have each unit follow identical assessment models.

We completed an assessment report for one specific activity for the BRC and the BUAO in December 2007.

After our initial report was completed, we continued identifying other activities to assess. Also, to enhance our knowledge in the area of assessment, we attended NACADA's Assessment of Academic Advising Institute in February 2008. Beyond this, Amy Lance, an academic advisor in the BUAO, presented at the regional NACADA conference on the UNIV 101 course she designed and has been teaching for COB students.

This report covers all of the assessment activities conducted by the BRC thus far.

## **The Business Resource Center**

### **Overview**

The Business Resource Center is one of two Student Services units in the COB. Consistent with the values of the university and the COB, the BRC strives to recruit and retain a diverse student population pursuing a degree in business. BRC also values academic accomplishments, respect, community service, leadership and ethical behavior.

The BRC is a multicultural program that serves students who fall into one or more the following categories: (1) underrepresented COB students; (2) first-generation college students in the COB; (3) students enrolled in the BRC Leadership course; (4) students residing in the BRC Theme House at Konkow Hall; (5) students struggling academically; (6) students who have not connected to the COB or CSU, Chico; and/or (7) students who have been referred to the BRC for support.

### **Goals of the Business Resource Center**

The BRC will:

1. Sustain a diverse student population in the College of Business.
2. Generate an effective sense of belonging in university students.
3. Support students so that they will succeed academically.
4. Enhance students' ability to become leaders in their communities and professions.
5. Develop students' professional readiness.
6. Embrace high ethical standards.
7. Advocate for California's underserved high school students.

### **Learning Outcomes**

After engaging in BRC activities, students will:

1. Understand and appreciate the importance of diverse viewpoints.
2. Persist at or above the university's retention rate.
3. Graduate at or above the university's retention rate.
4. Be secure and competent taking leadership positions.
5. Confidently articulate their abilities, skills and qualifications in a job or internship interview.
6. Know how to develop a professional quality resume.
7. Value and practice ethical behavior.
8. Recognize and utilize their allies at the university.

## **Assessment Measurements**

### **Academic Success - Graduation Data (September 2008)**

The BRC Leadership class began in the fall semester of 1997. The group of students enrolled in the class each semester acts as the Board of Directors of the BRC for that semester. This is the group of students that receive the most focused attention and support of any group of students that the BRC serves.

A six-year graduation rate was tabulated that included any student who completed the BRC Leadership class since its inception in 1998. Of the 92 students eligible for this group, 80 of the students have earned Bachelor's degrees. This works out to be an 86% graduation rate for the students who have completed the BRC Leadership course. This group includes students who came to the university as first-time freshman (FTF), lower-division transfer students (LDT) and upper-division transfer students (UDT).

The university's six year graduation rate for FTF from 1997-2001 ranged from 50% to 52% each year. For LDT in the same time frame, the university's six year graduation rate ranged from 53% to 64%. Finally, for UDT who entered the university from 1997-2001, the six year graduation rate ranges from 69% to 73%.

It is clear that a great percentage of students who were involved in the BRC Board though the Leadership class have earned their Bachelor's degree. In fact, these students have successfully graduated at a much greater rate than the university students on the whole.

### **Professional Readiness – Interview Competence and Resume Critiques (December 2007)**

To help prepare BRC students for their careers after they graduate, the Business Resource Center held mock interviews and resume reviews for each of the BRC Board members. The mock interviews and resume reviews were conducted by volunteers from industry wished to assist the BRC prepare its student.

This activity was used to assess the professional readiness of the active BRC Board members.

The volunteers were:

**Christina Duran-Moreno**, Project Manager- HP

**Donovan Davis**, Regional Recruiting Supervisor – Enterprise Rent-A-Car

**Katharine Robinson**, Executive Director - Aerojet

**Anthony Andreoni**, Chief (Research & Economic Studies Branch) – California Air Resources Board

**Tina Toy**, JDE Business Analyst – Chevron ITC

**Brian Ortiz**, Business Development Manager – Ferguson Enterprises

After reviewing the student's resume and interviewing each student, each of the six interviewers completed a questionnaire that addressed the student's resume and their performance during the interview. The questionnaire ranged from a high mark of 5 to a low mark of 1. The

questionnaires were collected and a tabulation of the performance of the group of students was created. This tabulation provides the baseline for future resume reviews and mock interviews performance to be gauged. The response summary for the completed surveys is attached in Appendix A-1.

The BRC Director will implement methods for improving the ratings of our students for their resumes and how they performed during mock interviews. The BRC Director will work with students beginning with a review of each student's questionnaire results with the student. The BRC Director will discuss with each student their strengths and why they are seen as strengths. More importantly, they will discuss what the interviewer identified as the student's weaknesses and discuss a plan for how to improve in those areas. The BRC Director will also use the group ratings to create improvement strategies to be used by all students. These strategies will be implemented in both a group and individual student basis.

#### Resumes –

As a group, the quality of the resume was the lowest ranked area of the student's professional readiness. The BRC did not hold any workshops or peer critiques of the resumes prior to the mock interviews. This could have helped increase the quality of student resumes. Also, for some of the students, it was the first resume that they had created.

Of the 22 students who took part in the professional readiness assessment, the interviewers only "Agreed" or "Strongly Agreed" that 12 of the students had professional quality resumes. There were eight student resumes that the interviewers would disagree were professional quality and two resumes that were borderline.

The students were better at accurately reflecting their experiences and abilities on the resume. Only five of the students' resumes were deemed to not accurately reflect experience and abilities. The interviewers commented that while it has been their experience that inaccurate resumes are usually caused by applicants over-stating their qualifications, when it came in inaccurate resumes of the BRC students, the students did not include all of their experiences and abilities.

#### Strategies for Improvement –

With continued diligence paid to improving the students' resumes, the ranking for the quality of resumes should improve during the next assessment of professional readiness. This can be improved by having BRC students attend resume workshops hosted by the Career Planning and Placement Center (CPPC). Also, the BRC Director will take an active role in proofreading and giving revision suggestions to the students which will bolster the quality for their resume. The resume was the only static portion of the of the professional readiness survey. The BRC Director made it clear to all students that resumes can be improved through continuous editing and revising.

The BRC Director met with each of the 22 students to debrief the students on the resume critiques they received from the interviewers. Each of the students agreed that their resumes

could be improved. The Director made specific recommendations to each student based on the feedback received from the interviewers.

#### Mock Interviews –

The BRC students rated much higher for their mock interview than for their resumes. The questionnaire contained two questions regarding the resume and seven questions regarding the mock interview. However, there were a total of 13 poor marks amongst the two resume questions and only 11 poor marks for the seven interview questions on the survey.

Overall, to improve their ranking on the mock interviews, the students need to improve their communication skills. For the interview portion of the survey, the students ranked lowest when the interviewers assessed whether the students answered questions thoroughly without rambling; avoided using slang and/or euphemisms; and effectively communicated their answers.

No interviewer disagreed that the student gave clear and understandable answers. While there were 13 students who the interviewers strongly agreed maintained proper eye contact throughout the interview, there were two students who could significantly improve in the area. With regards to the question asking whether the students portrayed a high level of self-confidence during the interview, the interviewers agreed that 19 students did so, but there were three students who most needed to improve in this area.

#### Strategies for Improvement –

During follow-up meeting with the BRC Director, feedback was given to the student to help them to better articulate their experience and abilities during an interview. The students who have participated in interviews before did better than those students who were experiencing the interview process for the first time.

One specific area that will be improved is to give the interviewers the same questions to use with the students during their interviews. This year each interviewer was free to ask whichever interview questions they deemed appropriate. The interviewers commented that using the same questions would be a better experience for the students and provide a better standard for assessing the interview performance of each of the students. Next year, the BRC Director will work with the interviewers to develop a set of interview questions that will be used for the mock interviews.

Input from the BRC students centered on the fact that it was difficult to answer some mock interview questions since they were not applying for a specific position. Next year, the mock interviews will be conducted within the frame of a fictional Business company that the student will help to create. The students will then identify a position within the company that they would be interested in pursuing. This information will be given to the interviewers to establish a context for the interview. This should give both the interviewers and the students a better understanding on how best to proceed with the interview.

(The next opportunity to assess the BRC student's professional readiness in this area will be the mock interviews and resume critiques that will be scheduled during the fall 2008 semester.)

### **Professional Readiness - Chevron Visit (April 2008)**

On April 18, 2008, in an effort to help the students explore possible career opportunities at Chevron, the BRC took 15 students, ranging from freshman to graduating seniors, for an all day visit to Chevron headquarters in San Ramon, CA. The BRC rented three SUV's to drive the students to San Ramon. The cars were driven by Dr. Ray Boykin (Associate Dean – COB), Gary McMahon (Assistant Dean – COB) and Oscar Haro (Director – Business Resource Center).

The motivation behind the BRC's visit was the "Push-Pull" model that has been a successful recruitment practice with our high school partners. While the BRC is pushing its students to succeed academically and to prepare themselves for their career transition, corporate partners can help us by opening their facilities to our students. The students can see and hear about the many opportunities at corporations such as Chevron.

This visit was made possible by the work of the following CSU, Chico alumni now working for Chevron:

- Tina Toy (BRC alumnus and Chevron point person for this visit)
- David Morford
- Edwin Paredes
- Amanda Deiling
- Ernesto De La Torre
- Kelby Thorton

The Chevron group provided the BRC students with presentations on a wide range of subjects. The Chevron presenters included:

- Carol Nitz, Vice President – IT Global Delivery (ITC)
- Chad Thompson, Human Resources Manager – Global Lubricants
- Andres Porras, Project Specialist – Global Marketing
- Lucretia Weiner, Manager – Employee Community Involvement Programs
- Raddi El Mogazi, Team Lead – ITC Compliance

The topics that were covered by the Chevron presenters included:

- Chevron's corporate culture.
- Why diversity of people and viewpoints leads to better decision making?
- How Chevron fosters a culture that values employees who care about their communities.
- How valuable it is to be able to adjust to "change" in your work environment?
- The importance in seeking out challenges in order to advance professionally.
- Ability and willingness to learn are the keys to success for professionals.
- How to get the most out of themselves
- In today's economy, HR offices are looking for talent not just numbers.
- How to prepare for what comes next while overcoming fears of the unknown

The presentations were followed by a tour of Chevron's campus and a short job shadowing session. During the visit, Chevron provided the students with lunches and gift bags. The visit to Chevron culminated with a question and answer session with Tina Toy, David Morford, Edwin

Paredes and Amanda Deiling. The BRC purchased dinner for the group in Vacaville on the drive back to Chico.

Feedback from BRC students was received in two ways. A nine question survey (Appendix B-1) and written comments. Most students agreed that the trip to Chevron was beneficial to them, provided the students with useful information, and the information they received will be helpful for career planning purposes. All of the students who completed the survey would recommend a similar trip for other Business students.

#### Strategies for Improvement-

The early morning drive from Chico to San Ramon was taxing on the students. It took the students a little while to “perk up” when we arrived at Chevron. We would prefer being able to drive to San Ramon the night before so that the students could be refreshed.

Most students thought the tour of the campus could be improved. They believed too much time was spent with the Chevron Advertising representative in learning how Chevron brands itself.

The job shadowing could have been coordinated better between the BRC and Chevron. The uncertainty of which Chevron representatives would be available for this portion of the visit made it difficult to find the right fit for the students. Also, students were unsure about the jobs they wanted shadow. The BRC will work with the students to help them determine the careers they wish to pursue prior to the next visit. This will make it possible to better match the students with the job shadowing options.

In order to give students the opportunity to pursue an internship or employment position that they may be interested in, as a result of a visit, we would like to schedule the trip earlier in the spring semester.

## APPENDIX A-1

### 2007 BRC Professional Mock Interview and Resume Critiques Survey




## Response Summary

Total Started Survey: 22

Total Completed Survey: 22 (100%)

1. Please rank the following							
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Rating Average	Response Count
Student's resume was of a professional quality.	0.0% (0)	36.4% (8)	9.1% (2)	<b>40.9% (9)</b>	13.6% (3)	3.32	22
Student's resume accurately reflected her/his experience and abilities.	4.5% (1)	18.2% (4)	13.6% (3)	<b>45.5% (10)</b>	18.2% (4)	3.55	22
Student's body language was appropriate during the interview.	0.0% (0)	9.1% (2)	9.1% (2)	<b>40.9% (9)</b>	<b>40.9% (9)</b>	4.14	22
Student maintained proper eye contact during the interview.	0.0% (0)	4.5% (1)	4.5% (1)	31.8% (7)	<b>59.1% (13)</b>	4.45	22
Student avoided using slang and/or euphemisms during the interview.	0.0% (0)	9.1% (2)	13.6% (3)	<b>45.5% (10)</b>	31.8% (7)	4.00	22

1. Please rank the following							
Student's answers were thorough, but did not ramble.	0.0% (0)	13.6% (3)	18.2% (4)	31.8% (7)	<b>36.4% (8)</b>	3.91	22
Student's answers were clear and understandable.	0.0% (0)	0.0% (0)	13.6% (3)	<b>50.0% (11)</b>	36.4% (8)	4.23	22
Overall, the student effectively communicated her/his answers.	0.0% (0)	4.5% (1)	13.6% (3)	<b>54.5% (12)</b>	27.3% (6)	4.05	22
The student portrayed a high level of self-Confidence during the interview.	4.5% (1)	4.5% (1)	4.5% (1)	40.9% (9)	<b>45.5% (10)</b>	4.18	22
 Strengths & Weaknesses							22
<b>answered question</b>							<b>22</b>
<b>skipped question</b>							

## APPENDIX B-1

2008 Chevron Visit/Professional  
Exploration Survey

Total Started Survey: 13

Total Completed Survey: 13 (100%)



### Response Summary

Page: Default Section

2. Please rank the following						
	Stongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response Count
The visit to Chevron was beneficial to me.	0.0% (0)	0.0% (0)	7.7% (1)	<b>61.5% (8)</b>	30.8% (4)	13
The trip to Chevron provided me with useful information.	0.0% (0)	0.0% (0)	0.0% (0)	<b>61.5% (8)</b>	38.5% (5)	13
I gained valuable insight that will help me as I explore career opportunities.	0.0% (0)	0.0% (0)	0.0% (0)	38.5% (5)	<b>61.5% (8)</b>	13
I am more aware of career opportunities at Chevron now than I was before the trip.	0.0% (0)	0.0% (0)	0.0% (0)	46.2% (6)	<b>53.8% (7)</b>	13
Prior to the trip to Chevron, I was unsure I could succeed at a large, multi-national organization.	7.7% (1)	7.7% (1)	<b>46.2% (6)</b>	23.1% (3)	15.4% (2)	13
As a result of my visit to Chevron, I have gained confidence that I can be successful at	0.0% (0)	0.0% (0)	15.4% (2)	<b>61.5% (8)</b>	23.1% (3)	13

2. Please rank the following						
a large, multi-national organization.						
The information I received during the Chevron trip will be helpful for career planning purposes.	0.0% (0)	0.0% (0)	7.7% (1)	<b>61.5% (8)</b>	30.8% (4)	13
I would recommend this trip to other business students.	0.0% (0)	0.0% (0)	0.0% (0)	23.1% (3)	<b>76.9% (10)</b>	13
I would like to be a part of a trip to Chevron next year (do not answer if you are graduating this semester).	0.0% (0)	8.3% (1)	8.3% (1)	25.0% (3)	<b>58.3% (7)</b>	12
	<i>answered question</i>					<b>13</b>
	<i>skipped question</i>					<b>0</b>

### Appendix B-3

#### Comments from Chevron Employee

**From:** Chevron Employee  
**Sent:** Monday, April 21, 2008 10:58 AM  
**To:** Haro, Oscar  
**Cc:** McMahon, Gary; **Subject:** RE: Chevron Trip

Hi Oscar,

Not a problem! We enjoyed it!!!! I've already written a couple of emails back and forth with XXXXX and looks like we'll be doing this on an annual basis. I'll definitely keep everyone up-to-date.

If we could do the questionnaire still, it would be great. Especially since they've had the weekend to chew everything over. And though they did seem comfortable at the end, any new tidbits can always help us!

**From:** Chevron Employee  
**Sent:** Tuesday, August 19, 2008 4:20 PM  
**To:** McMahon, Gary; Haro, Oscar  
**Subject:** Update on Talks

Hello Gary & Oscar,

I just wanted to quickly update the two of you on my talks with XXXXX. XXXXX and I talked about expanding this event not only b/c the students in the BRC represent all areas within business, not just MIS, but b/c the BRC itself is now expanding.

With that XXXXX and I had a conference call with XXXXX. who heads up the XXXXX Program which has a "dotted-line" to our Public & Gov't Affairs Department. We had a solid discussion about the future of the event and we discussed every option from, "maybe its just a one-time thing" to "how to we expand this not only company-wide, but to other public universities" - one school that was brought up was University of Houston where they are now interested in holding a similar event in our offices in Houston.

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