



Career Readiness Resources

Report: Classroom Workshop LinkedIn Overview

Courtesy of University of Tampa

Assessment Project Report:
Classroom workshop – LinkedIn Overview

Overview of Assessment Project:

LinkedIn is a valuable career and networking resource that continuously expands features each year. In order to keep our students up-to-date on the latest uses and features of LinkedIn, an overview of LinkedIn is taught as part of the *BUS 697: Career and Leadership Development* course for graduate business students. This classroom workshop has several student learning outcomes (SLO) (listed below) which align with the Division of Student Affairs learning domain of Life Skills.

The **student learning outcomes** that were assessed during this classroom presentation are:

Graduate students enrolled in BUS 697 who attend the LinkedIn presentation during BUS 697 will be able to:

SLO #1: List 3 groups to join as evidenced by 80% of attendees will earn a score of 3/3 on post-test question for groups.

SLO #2: Describe 3 components of an effective profile as evidenced by 80% of attendees will earn a score of 3/3 on post-test question for components of a summary.

SLO #3: Utilize the company search feature to follow 5 companies of interest to them as evidenced by 80% of attendees will earn a score of 5/5 on post-test question for companies to follow.

Assessment Project Process Description:

A paper pre-test was given to attendees upon admittance to class on September 30, 2014. Students were asked to complete the pre-test prior to the start of the class. A paper post-test was given at the conclusion of the class. Both the pre-test and post-test were completed and submitted during the class period. The pre-test and post-test were graded by the presenter after the class and scores were entered into an Excel spreadsheet. It is expected that 80% students enrolled in BUS 697 will earn full credit for each question on the post-test (scores of 3/3; 3/3; and 5/5 respectively).

The sample size for this presentation is 27 graduate students. Scores will be analyzed within 30 days after the classroom workshop is delivered.

Overview of Findings:

Scores from the post tests indicate the following:

1. 25 out of 27 students listed 3 groups to join on the post-test survey. This represents 93% of the class which exceeds the pre-established achievement target of 80% by 13%.
2. 22 out of 27 students listed 3 components of an effective LinkedIn profile on the post-test survey. This represents 81% of the class which exceeds the pre-established achievement target of 80% by 1%.

3. 17 out of 27 students listed 5 companies to follow on the post-test survey. This represents 63% of the class which falls below the pre-established achievement target of 80% by 17%.

Implications from Data Collected:

Based on close examination of the data collected for the groups students planned to join, it was discovered that the groups most often listed were "Tampa" specific and included the UT Alumni Association, the UT Career Services Network, and the Tampa Bay Business Network. While the content of the presentation provided examples of types of groups to join, not all of the example groups were focused on the Tampa Bay area. The propensity for students to include "Tampa" specific groups could indicate their overall interest in this region and/or an affinity for their university. It should be noted that data from the annual *First Destination Survey* has consistently shown that a majority of graduating students plan to reside in the Tampa Bay area after graduation.

Based on close examination of the data collected for the companies students planned to follow, it was determined that the most popular companies (*cited by 3 or more students*) are:

- Google - 9
- JP Morgan - 4
- PWC - 4
- FBI - 4
- Bank of America - 3
- Tampa Police Department - 3
- Apple - 3
- CIA - 3
- Raymond James - 3

Additional company names were also compiled and can be supplied if requested. The list of company names can be utilized by the Office of Career Services for employer outreach strategy and can lead to new employer development opportunities. Compiling this information over time would serve as a robust data set of student preferences for employers and could lead to a trend analysis of student preferences.

Action Plan/Closing the Loop:

Planned Changes to Program: LinkedIn Classroom Presentation

Achievement targets for two of the student learning outcomes (SLO #1 and SLO #2) were exceeded. However, the third student learning outcome pertaining to listing companies of interest to follow fell short of the pre-established achievement target by 17%. As a result, future classroom presentations on the features of LinkedIn will include:

1. Additional time to discuss the importance of following companies and the valuable insight that can be gained by following multiple companies;
2. an additional PowerPoint slide pertaining to these advantages will be added to the presentation;
3. a question embedded into the presentation to gather the attendee's ideas for possible companies to follow. It is thought that this "group brainstorm" question will spark students to consider a wide-range of companies and expand their current frame of reference of viable employers.

Based on the results collected during this initial assessment process, it is recommended that the existing 3 student learning outcomes continue to be measured in future classroom presentations so that semester-over-semester comparison data can be collected and analyzed.

Additional student learning outcomes could also be added for future classroom presentations including an outcome that will capture whether or not students take the information provided in the LinkedIn presentation and apply it to their personal LinkedIn profile. To best capture data for this type of outcome it is recommended that:

- a secondary measure (in addition to the pre-post survey) is added to the assessment process. The proposed secondary measure is described below.

Proposed Secondary Measure (to add to future assessment cycle):

Screen shots of students' LinkedIn profiles will be collected 1 week prior to the classroom presentation. The screen shots of the profile will be kept until the end of the semester. Students will be encouraged to update their LI profile and notify Career Services within 2 weeks of the presentation (prizes will be given to those who complete this task). At that time, a second screen shot will be taken of the students who completed the follow-up activity. Both the "pre-workshop" profile and the "post-workshop" profile will be assessed using the LI Profile Review Rubric. It is expected that 75% of those completing the follow-up activity will earn a score of "proficient" or higher on the rubric criteria pertaining to professional picture and keyword summary.

Planned Changes to Assessment Process:

Overall, the collection of assessment data went smoothly and yielded the information expected for the 3 student learning outcomes.

Additional student learning outcomes could also be added for future classroom presentations including an outcome that will capture whether or not students take the information provided in the LinkedIn presentation and apply it to their personal LinkedIn profile. To best capture data for this type of outcome it is recommended that:

- a secondary measure (in addition to the pre-post survey) is added to the assessment process. The proposed secondary measure is described above.