

# **ADMINISTRATIVE PROGRAM REVIEW**

**FALL 2009**

## **OFFICE OF CAREER SERVICES & COOPERATIVE EDUCATION**

DEPARTMENT OF UNDERGRADUATE STUDIES  
DIVISION OF ACADEMIC AFFAIRS  
WESTERN CAROLINA UNIVERSITY

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## CAREER SERVICES EXECUTIVE SUMMARY

Since 1976, the Career Services/Cooperative Education Office has assisted students in the developmental process of choosing a major and finding a job. From looking for a job on campus, choosing a major/career field of study, participating in a co-op or internship, developing good job search skills, to making career connections at a job fair or career event, our staff works with students and alumni to develop these skills. Our office consists of 5 staff: the Director, a Career Services Coordinator, Event Planner, Student Employment Coordinator and an Administrative Assistant. Our annual budget is \$31,000.

Through recent benchmark studies and the CAS study for Career Services completed in 2006, we learned that with fewer staff we offer as much or more than our peer institutions. We offer several beneficial functions or services not usually offered by peers that relate to but may not be as central to our core mission. Two of these merit examination by the review team. Fully coordinating and tracking the progress of 80-100 cooperative education students (approximately 1/5 of the total number of students who intern and co-op) through the school year and summers adds an additional administrative workload but also a higher degree of consistent quality than some faculty-coordinated internships. The non-work study student employment program in many of our peer institutions is a stand-alone office or a part of human resources. One person in our office handles a payroll of approximately 900 students each month. The student employment coordinator, with some assistance from our administrative assistant, handles all that currently has to be completed (ensuring that all documents are in order, correct completion of appropriate paperwork, approval by Homeland Security) when departments/offices hire a new student or continue a student to a campus job. Both of these functions create a higher level of student traffic and consequent awareness and use of our other services.

Many students come to college undecided as to what major or career they will choose. Only two career counselors in WCU Career Services work with professional and faculty advisors to assist all students in their major choice. The career counselors counseled over 800 students and alumni in 2008-2009 and offered vocational tests to over 100 others. Invited to Capstone classes, senior seminars, 1<sup>st</sup> year classes and various others, the two career counselors delivered sessions on Career Services, decision-making, the job search, co-op/internship information and training to over 2234 students in 101 classroom situations in 2008-2009. The career counselors are scheduled to teach/have taught one or two 1<sup>st</sup> and 2<sup>nd</sup> year classes on career exploration and career decision making each semester.

Career Services Office invites employers to campus to meet students for purposes of providing classroom training, interviewing for internships, co-ops, part-time or full-time positions. In 2007-2008, our office was instrumental in assisting with or providing 335 employer visits (career days, events, classroom presentations). As the economic turndown was felt through the 2008-2009 school year, our employer numbers dropped off 30%, yet we were still able to bring in 237 employers to see 1512 students. Anticipating the changing work force, we offered thoughtful programs in "Diversity in the Work Force," and "Interpreting the Role of Disability in the World of Work: Internships, Employment and Careers." Feeling the tough job hunting times ahead, last spring we offered an informational panel discussion regarding "Job hunting in Tough Economic Times."

Through additional initiatives, WCU Career Services has offered insight and assistance. Our efforts towards UNC-Tomorrow have been numerous. Preparing students for successful professional and personal lives through planning and carefully-planned job search strategies, promoting discussion on up-to-date information regarding diversity and persons with disabilities in the work place, addressing the current economic crisis and how to deal with a job search,

recognizing and promoting employers who engage in environmental sustainability, and educating on special topics through panel presentations, internships and career fairs, are just some of the ways our office has played a role in UNC-tomorrow. Through our recent move to the Undergraduate Studies Division of Academic Affairs, Career Services is now more in-line to promote the Quality Enhancement Program of "Synthesis" in all that we do, including participation in transition courses, career counseling, co-ops and internships, job search strategies, career fairs and events. All of these activities help the student to actively participate in and learn about his/her chosen field.

Finally, Career Services' staff members work hard to be good university citizens and engage and collaborate on search committees, advisory boards, task forces, programming initiatives and planning committees. During the 2008-2009 school year and in addition to our regularly scheduled activities, staff members joined forces with other departments on campus and participated in over 50 different kinds of activities, programs, special events, classroom presentations, panels and conferences.

In summary, we have achieved some measurable success in meeting our mission and goals while a marginally-sized staff through hard work, collaboration with allies, the effective application of technology, self-assessment, the willingness to re-prioritize and be creative, teamwork, and a strategic division of responsibility among our staff. We are always anxious to identify new and more effective ways to provide our services to more students and to encourage students to take advantage of them earlier, take steps to further their own career development, and attend job fairs and other events. With additional professional staff and resources, areas that could possibly receive more attention include job development and employer relations, programming, and a wider-scale coordination of co-ops or even currently-department-coordinated internships.

We are grateful for this opportunity and look forward to working with the external review team to identify ways to better maximize the resources we have, areas into which we should expand in preparation for the future, and recommendations regarding our overall services, funding, and staffing.

## **RESPONSE TO CRITERIA**

### **1. Primary purpose and key functions of unit:**

The Career Services/Cooperative Education Office is multi-faceted and student-service-oriented. We are committed to providing up-to-date services which assist in career/major decision-making promote career experiences and job search learning, and then facilitate contact with employers and graduate schools, all in an effort to assist students in developing and succeeding in a plan to shape their careers.

### **2. Top Goals and Priorities:**

We strive to achieve several main goals, including:

- To provide opportunities for students to participate in a variety of developmental career and decision-making activities;
- To facilitate employer contact with students for purposes of hiring students in internships, co-ops, part-time and full-time employment;
- To encourage faculty support of Career Services/Cooperative Education activities thereby collaborating to provide career education and encouraging student attendance in our activities; and
- To promote university awareness of the Career Services/Cooperative Education Office towards understanding and support of our services so that we may be more effective.

### **3. History and organization structure:**

In 1976, the CAP Center was established through a federal AIDP grant. CAP was an acronym for Counseling Advising and Placement. The CAP Center was placed in the Academic Affairs division. The Career Planning and Placement Office (currently Career Services) provided on-campus interviews and held workshops on job search skills for students and alumni.

Additionally, it displayed the job listings for the non-work student employment program. The Financial Aid Office listed the work study program and was responsible for printing all of the timecards designated for student employment. Only one career fair was offered at that time, and it was the Nurses' Career Day which was held in Asheville. Although Cooperative Education existed as a part of the CAP Center, it wasn't until 1981 when the office was awarded a comprehensive grant that the program expanded to become a stand-alone program, separate from the CAP Center. At this time, the Career Planning and Placement Office had three staff members, a Coordinator, Assistant Coordinator and a secretary.

Around 1985-1986, The Counseling Office left CAP and became a part of Student Affairs. The comprehensive grant for Co-op was drawing to a close, and the five staff members of Co-op rejoined the CAP Center (now Career and Academic Planning). A Career Library was established which housed current employer information and interview and job search videos. The non-work study student employment office was located in the Career Library. In 1987, the federal I-9 form was introduced as a required form for employment. All student employees were asked to present two sources of identification and to complete additional forms when hired for a job. The I-9 document was a major change in the employment process.

Technology changed the campus in the early 1990's. All departments and offices began using computers. All personnel had a desktop computer and computer labs were established in the library and in most academic buildings. Career Services was able to purchase six computers for student usage and thereby became a computer lab specifically designed for job-seeking activities. The computer lab component located in the Career Library remained in use until the university began requiring computers in 1999, and then the number of students visiting the Career Library for the lab dropped off significantly. In 2007, Career Services moved into a smaller space and lost the Career Library completely. The non-work study student employment office became a separate office within Career Services.

In 1991, the Advising and Career Planning units split to become separate offices. Although now separate units, it was still felt that all of these units should remain in close proximity to one another; all continued reporting to Academic Affairs. Also, in 1991, The Placement Office changed its name to Career Services. Co-op joined with Career Services and, with the addition of five new employees, Career Services employed seven people. One half-time position was created to manage non-work study student employment.

The Nurses' Career Fair in Asheville continued, and other fairs were added, covering most majors and graduate school programs. Co-op continued in Career Services with approximately 150 students co-oping during the school year and summer. In 1996-1997, Career Services purchased its first job search engine, 1st Place. Students went on-line to view jobs, up-load a resume, and sign up for interviews. In 1999, the Enrollment Management Division was established under the VC for Academic Affairs and Career Services, along with Admissions, Advising, Registrar, Financial Aid, Student Support Services and Orientation, became a part of that unit. In 1999 and with WCU struggling with retention issues, Career Services lost several

positions and was reduced to two-and-a-half staff. Gradually, during the next few years and even with the financial slowdown caused from the impact of September 11th, our office began to grow once again to our current staff of five (Director, Coordinator, Special Events Coordinator, Student Employment Coordinator and Administrative Assistant – See Appendix A).

The number of students co-oping began dropping off during that first decade in the 21st century, as more and more academic departments began requiring their own internships. With 150 students as our best number back in the 1990's, co-op numbers dropped to our current count hovering around 80-90. Non-work study student employment numbers held steady with monthly payrolls of approximately 900 students. In January 2010, the university will assume the total payroll for its employees and student workers. Once again the student employment office and all offices who hire student employees will be changing payroll practices as the university goes to on-line time sheets and direct deposit.

Rapidly during the last several years, Career Services began making more of its services accessible on-line in addition to offering job fairs and providing individual counseling and group workshops. Students can go to our [website](#) and find everything they need regarding their job search: [resume](#), [cover letter](#), [references](#), [interviewing](#), [vocational testing](#), [graduate school research](#) and our [career events calendar](#). Our subscription to five job search engines, [JobCat](#) (Experience.com) MonsterTrak, NACE links, LOCALJOBS.COM and our own [Local Area Jobs](#) helps students to search for jobs locally, regionally and nationwide. The number of the career events offered by the Career Services office has increased to 18-20/year as our office partners with individual majors to produce major specific fairs. During the 2007-2008 school year, Career Services brought 305 employers on campus to speak with the 1501 students who attended our career activities.

**4. & 5. Describe the structure of the unit and how it is situated organizationally within the institution (see *Appendix A-1 Organizational Chart & Primary Duties*):**

In July 2009, Career Services left Enrollment Management to become a part of Undergraduate Studies which consists of the Academic Success Centers, Service Learning, QEP, eBriefcase, First Year Seminar, Liberal Studies and undergraduate research. We continue to remain in Academic Affairs by being a part of the Office of the Provost.

**6. Student Staff**

In addition to professional staff (Appendix A), Career Services has always employed student workers (work-study and non-work study) to assist in regular office duties such as filing, answering phone, data entry and to wait on students seeking student employment. From the 1980's to present, we have hired graduate assistants who now assist with planning special events, benchmark studies, class and resident hall presentations, maintaining the [Perfect Interview](#) program, and to produce our past and presently on-line newsletter, the [Career Journal](#). Twice during the last four years, the Coordinator served as the field supervisor for semester-long graduate internships for the [College Personnel Services](#) program. During times when our staff count was low or we had lost a position and were waiting to hire, our student workers stepped up to help run the office by keeping the student employment office running, answering the phones, directing office traffic, and preparing class handouts, enabling the staff to complete the major activities. Currently our office employs one work-study student, one non-work study student and one graduate assistant. In recent years and with the inability to hire additional staff, our student workers have assisted us in ways that allow us to do our jobs while they help in running the office.

## **7. Alignment with the WCU Mission, Vision, Values**

### Mission Criticality

*Institutional Mission* – Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, education outreach, research and creative activities and cultural opportunities to improve individual lives and enhance economic and community development in the region, state and nation.

*Career Services/Cooperative Education Mission* – The Career Services/Cooperative Education Office's Mission enhances Western's mission of teaching and learning by seeking to guide and support students and alumni as they: gain self-awareness, define realistic choices, integrate major choice and academic goals with work experiences, learn and practice skills necessary for job/career searching and pursue post-graduate jobs and work relationships ethically, with integrity and professionalism.

The five member staff (See Appendix B) of the Career Services/Cooperative Education Office works together to focus on all aspects of working, ranging from major and career related decision-making, on-campus jobs, internship and co-op jobs to the full-time job after graduation. Our office purports to support the institutional mission by helping the student to:

- a) *Define realistic choices* - ensuring that the student has the major/career goal well thought out early in his/her college career,
- b) *Gain self-awareness* - getting the student engaged in school and work with hands-on experiences in his/her major through co-op, internships and related employment while still in school.
- c) *Learn and practice* - teaching the student job search skills: writing resumes, cover letters, and reference lists, developing interviewing techniques, recognizing etiquette/appropriate dress and then, encouraging students to participate in face-to-face opportunities to interact with employers.
- d) Finally, through our [website](#) and through our publication, the [Career Journal](#), we educate the campus with regard to important, current, major-related topics and directions, and our activities & events.

#### UNC Tomorrow

In addressing the needs mentioned in the findings of UNC Tomorrow, Career Services/Cooperative Education is engaged in various activities:

4.11 UNC should prepare its students for successful professional and personal lives in the 21st century....

- a) The Career Services/Cooperative Education assists undecided students in career/major decision making through: individual meetings, vocational testing and also helps students identify what career to pursue with their chosen major.
- b) Career Services/Cooperative Education teaches first-year-level transitional courses and regularly provides guest speakers in classrooms ranging from freshman through the graduate level on a variety of topics.
- c) Career Services/Cooperative Education presents information to students regarding co-ops and internships and advertises companies interested in hiring interns.
- d) Career Services/Cooperative Education develops and maintains an extensive [website](#) available to students and alumni for the purposes of [career counseling](#), learning job skills and discovering job opportunities.
- e) Career Services/Cooperative Education offers job skills preparation programs and targeted career fairs to all students and alumni. These fairs encourage students to speak with employers and interview for available positions.

4.2.3 UNC should be a model for accommodating the needs of persons with disabilities...

- a) In 2008, Career Services/Cooperative Education partnered with Western's Disabilities Services and Students Support Services and local employers to present a workshop on "Interpreting the Role of Disability in the World of Work: Internships, Employment and Careers."
- b) Career Services/Cooperative Education is committed to providing its services and support to all persons regardless of differing abilities.

4.2.6 UNC should help ensure that all students are better prepared to enter and succeed academically in college....

- a) Following the tenets of WCU's QEP and synthesis, Career Services plays an integral role in the development of the career testing section of the Education Briefcase. This program encourages all students at the beginning of their college career to assess (and store for future examination) their interests, skills, personality and values, thus promoting better and more informed decision making to enter a field of study.
- b) Prior to the development of the Education Briefcase, Career Services/Cooperative Education and the Advising Center worked together to assess first year students' interests through a part of the Cat Walk registration process. This information was made available to students' advisors for choosing a major during the first year of advising.

4.3.2. UNC should strengthen partnerships with the State Board of Education...

- a) Career Services/Cooperative Education Office partners with the College of Education and Allied Professions and NC Teach in offering four workshops per year. These workshops include "Teaching Opportunities for Non-Teaching Majors" and two Education Recruitment Days each year for school systems to interview students who are student teaching for full-time positions.

4.4.4 UNC should promote the arts and cultural enrichment...

- a) In 2009, Career Services/Cooperative Education Office partnered with the WCU Art Department and sponsored a panel discussion on "Life After Art" to promote the art major and interesting related career fields.
- b) In the past, Career Services/Cooperative Education Office has organized and sponsored a "Creative Industry Fair."
- c) Our office also coordinates all Art and Graphic Design internships and co-ops.

4.5.2 UNC should lead in improving health and wellness in NC...

- a) Career Services/Cooperative Education Office partners with the School of Health Sciences in offering two career fairs. The Allied Health and Nurses' Career Day, offered in the fall, and the Physical Therapy/Speech Language Pathology Fair offered in the spring, get our students in direct contact with employers for purposes of internships and full-time employment.

4.6.1 UNC should embrace environmental sustainability as a core value among its institutions.....

- a) In Fall 2009, Career Services/Cooperative Education Office will be offering a "Green Jobs Panel" to discuss the importance of environmental sustainability and how it relates to our majors and future jobs. We will be partnering with various departments and majors, such as Construction Management, Natural Resources Management, Environmental Health and Interior Design, in making this panel presentation a success.
- b) Career Services/Cooperative Education Office will be offering a Green Jobs Career Fair in Spring 2010.

4.7.4 UNC should communicate its resources and expertise to wider audiences.....

- a) Spring 2009, Career Services/Cooperative Education Office addressed layoffs and the poor state of the economy in NC by offering a panel presentation to all students, faculty, staff and surrounding communities on "Job Searching in Tough Economic Times." Panelists included representatives from WCU Career Services/Cooperative Education Office, the WCU Graduate School, Spherion Employment Agency, and the NC DOT.
- b) Our office also publishes our calendars, articles on career development topics and other information in our on-line [Career Journal](#).

#### Quality Enhancement Program

The actions of the Career Services/ Cooperative Education office and the mission of the QEP connect on many levels. The QEP seeks to enhance a student's experience at WCU through engaged learning in and out of the classroom. Students are encouraged to synthesize, that is, internalize, integrate and build upon their coursework and co-curricular activities as they progress through college making this experience a well thought-out, purposeful and well-planned experience.

*We connect to the QEP mission in the following ways:*

- a) From the beginning of their college experience, students are assessed regarding their interests, abilities, values and personality to better choose a major and career goal that

meets their personal preferences. Career Services/Cooperative Education Office plays a critical role through career counseling in helping to determine these results.

- b) A common concern among freshmen is [major choice](#). Career Services/Cooperative Education's professional counselors developed and teach two sections of a leadership course with career exploration components. A service learning requirement is added to this class. These students may also live alongside one another in a first year residence hall as part of a first-year experience program.
- c) Second-year students, or more specifically, students who have reached the 45th hour of their academic preparation and have not yet declared a major, may be helped in that decision through a focused Career Decision-Making Course also taught by Career Services/Cooperative Education staff.
- d) In the second, third and fourth year of their college training, students may be required or strongly suggested to do an internship or [co-op](#) integrating their academic preparation with real world experiences. Career Services/Cooperative Education coordinates all of the [co-ops](#) at Western and several of the internships. Valuable learning comes from this hands-on experience. Students continue to synthesize this experience to their academic preparation through required writing and journaling activities.
- e) Additionally, [job search activities](#) and skills preparation enhance the third and fourth year. Finishing out his/her academic preparation, the student is beginning to look for full/part time job opportunities. Career Services/Cooperative Education offers multiple opportunities for students to develop skills in [resume, cover letter and, references](#) writing and [practice interview skills](#) both in front of a computer and in-person with an employer. Manners and etiquette are refreshed as students engage in networking with employers, staff and faculty in the etiquette dinners and networking reception.
- f) Added value can be found in placing academic and personal information into the Education Briefcase (a computerized tool which can be used as a repository for personal and academic papers, journals, achievements, and job search papers). The eBriefcase section which will house the student's personality testing information is created and written by the Career Services/Cooperative Education Office. The documents placed into the portfolio sections may be evaluated and created with assistance from Career Services/Cooperative Education.
- g) Additionally, students learn the value of working through [on-campus non-work study](#) program which is housed in the Career Services/Cooperative Education Office.
- h) All activities that Career Services /Cooperative Education plans, develops, and produces help the student to actively participate and learn about his/her chosen field. From

entrance into the college to graduation, a student is able to utilize our services to better synthesize his/her academic and social college experiences towards career preparation and a fulfilled life.

Change:

Changes in the purpose of our office in the last five years have been reflected by what division we are currently in. For approximately ten years, we have been included in Enrollment Management and as a result of that placement, Career Services became more involved with Admissions, Orientation, and assisted more with activities in major and career choice for first and second year students. We expanded our talks to the USI courses so that students became aware of our office early in their college career. Additionally, we fine tuned our programs to be more in line with specific academic majors at our career fairs, through campus presentations and on our website. We set out to increase the number of our career events. In the last five years, we have doubled the number of event offerings with this year offering 20. Additionally, we have planned panel discussions that reflect current regional and national situations. In 2008-2009, our office hosted two panel discussions, Disability in the Workplace and Job Hunting in a Tough Economy. In Fall 2009, Career Services will host a panel discussion on Green Jobs and the Math and Computer Science Alumni Career Panel. As the university's use of technology is continually changing, our office has ensured that many of our services are available to students on-line. Currently, students can go to our website and download formats for writing a resume, cover letter, reference list, practice interviewing with an on-line mock interviewing program, job search through five job search engines, find [lists](#) of co-op/internship places where students have worked in previous years, take several vocational tests through an [online computer guidance program](#) and search for graduate schools.

Any change of purpose within the next five years will be a direct result of our recent move to Undergraduate Studies. Our movement into this division allows us to focus more on the QEP and engaged learning and use new tools such as the Education Briefcase. Career Services, through all of its services but especially through the [cooperative education](#) program, has always been a part of engaged learning. Co-ops help students to better prepare for what lies ahead by experiencing their major through work and before they graduate. We recognize the importance of learning through synthesizing academics and experience. Additionally, Career Services participates in teaching career exploration in the [Western Peaks](#)/Leadership 1st year classes, once again, helping students identify majors and career paths through intentional reflection, research, and action. Our involvement in programs for second year students also focuses on

career exploration, finding a major and experiencing that major through co-op or internship. We are also participating in efforts to make ready the Education Briefcase so that students will be able to create information about themselves for future reference with classes and/or employers. An important focus of Undergraduate Studies is experiential learning. Changes may be ahead for co-ops and internships as the university decides whether these programs should be centralized through one office or decentralized to each major and college.

## **8. Demand for the program**

There are 3 key users of Career Services programs: students, university personnel (faculty and staff) and employers. Our top 4 goals include opportunities:

1. for students to participate in a variety of developmental career and decision-making activities (Appendix I)
2. to facilitate employer contact with students for purposes of hiring students in internships, Co-ops, part time and full time employment
3. to encourage faculty and staff support of Career Services/Cooperative Education activities thereby encouraging student attendance in our activities, and
4. To promote university awareness of the Career Services/Cooperative Education Office towards understanding and support of our services.

We recognize that students are our main population. We provide them with the information to choose a major, and with off campus opportunities to test that major and update it in the real world. On-campus non-work study job opportunities are available through most departments on campus. Students work on campus and connect with a faculty and staff who comprise that department. This might be in the student's major or in an area in which the student wishes to gain experience. Approximately 900 students work in a non-work study job each month during the academic year.

We bring employers on campus to facilitate recruitment activities through career fairs, classroom presentations and to meet with faculty. We partner with departments to provide job search information during class time and evening workshops, career fairs and events. We receive invitations from faculty, staff and students to speak with senior capstone classes, develop residence hall presentations, critique job search documents, (resume, cover letters, references) and pass along job announcements from employers. Additionally, we conduct studies with comparable institutions (Appendix D). When feasible, we travel to conferences for updates on current activities and new developments (Appendix B). WCU Career Services

interacts with most of the academic departments on campus establishing relationships with faculty, and staff for the purposes of getting in front of students to deliver career information within each department's guideline. Our primary academic interactions tend to be with:

- a) Arts & Sciences – Examples: Co-ops available in all majors, Career Fairs for math/cs/general, Guest speak, present/critique job search skills in: Sociology, Biology, Chemistry, Communication, History, Political Science
- b) Business – Examples: Co-op's available in all majors, career fairs for general Business.
- c) Guest speak, present/critique job search skills in: Accounting, Hospitality and Tourism, Sport Management, Computer Information System, Management, Marketing.
- d) Education – Examples: Career Fairs in Education, Guest speak, present/critique job search skills in; all internship i and internship ii workshops, Psychology
- e) Fine & Performing Arts – Examples: Co-ops/internships in the Art/Graphic Design major, Interior Design major, Guest speak, present/critique job search skills in Interior Design
- f) Health & Human Sciences – Examples: Co-ops in all majors, career fairs for Criminal Justice, Communication Sciences and Disorders (MS level), allied health and nursing, Guest speak, present/critique job search skills in : Nursing, Physical Therapy (MS level) , Criminal Justice, Health Information Administration, Environmental Health, Nutrition and Dietetics,
- g) Honors College – Examples: Career fairs for pre-professional majors, Guest speak in all Honors Forums.
- h) Kimmel School – Examples: Co-ops in all majors; Job Fairs for all majors, Guest speak, present/critique job search skills in: Construction Management, ECET, Electrical Engineering, Engineering Technology.

Our primary interaction with non-academic units include:

#### Academic Affairs

- a) Advising – Examples: Counsel with those students who are undeclared
- b) Disability Services – Examples: Work with this program for developing job Search skills (resume, cover letter, interviewing).Created the Panel: Disability In the Work Place , Fall 2008
- c) Financial Aid – Examples: Together provide Student Employment initiatives
- d) International Programs – Examples: Speak to and work with International students for working on campus; critique job search skills; assist U.S. students with paperwork for internships and co-ops overseas.

- e) [Service Learning](#) – Examples: Participate on advisory committee.
- f) [Student Support Services](#) – Examples: Have assisted with undecided students. Talked with students regarding Job Search skills.
- g) [Undergraduate Studies](#) – Examples: Direct involvement and planning for the QEP. 2nd year of piloting the education briefcase.

### Student Affairs

- a) [Admissions](#) – Examples: Participate in all Open Houses at the Information Fairs, EXTREMES Program, Worked with other departments on sophomore issues on campus, various committees.
- b) [Multicultural Center](#) – Examples: Assisted with co-ops in this location. Presented a discussion on “Diversity in the workforce” with director.
- c) [Orientation](#) – Examples: Participate in all sessions at the Information Fairs and the etiquette dinner.
- d) [Residential Living](#) – Examples: Western Peaks/Leadership 143, Teach 2 and provide information for a 3rd Western Peaks LEAD 143 class about Career Exploration
- e) [Service Learning](#) – Examples: In 2004, won the Integrated Learning award, participate in the Service Learning Career Fair, and serve on the Service Learning Advisory Board, Week of Welcome, Participate and assist in the Student Employment Information Fair
- f) [Women's Center](#) – Examples: Speak to USI class regarding choosing major. Presented in Gender Conference 2 years on “Dressing for Success”

### Athletics

[Career Services works with the CHAMPS/life skills program in meeting with the athletes and teams and assisting with job search skills](#). Our office supports the recruitment of athletes as well in sharing information about our office and the services we offer to the new recruits. Additionally, the non-work study student employment program processes student employment paperwork in most of the above organizations, and offices.

Other units on campus that provide similar programs to Career Services are departments/colleges who, in addition to their courses, may offer/require students to participate in internships for credit. These classes are often promoted over co-op courses, but, although we do not coordinate them, we assist the students in their search and applications. Some senior cap stone courses may provide training with resumes and cover letters, although most enlist our support as guest speakers. The Accounting department offers a

Career/internship Fair for its students every year. Service Learning provides information about off campus volunteer opportunities some of which may be related to one's major.

Our unique purpose is to assist students in finding a job/major/career. Co-op/internship information, and the paperwork requirements, teaching/critiquing job search skills, counseling undecided students, and offering career fairs specific to the major are the primary contributions of our Office. We are able to provide most of our services to students on-line as well. We have developed a student employment website where students can find on and off campus jobs in the area and region. In addition to the Local Area Jobs site, we offer four national job search engines from which the students can upload their resume and job search. In many instances, employers send our office job opportunities for purposes of posting in a common area and which can be funneled to the departments.

## **10. Quality**

We have conducted the CAS study for Career Services Offices (Appendices C, H). This study gave us clear insight as to what we were doing correctly and where we needed to improve and/or make changes. To date we have made many of those changes that were strongly suggested as a result of the CAS (Appendix C). Summaries (Appendix E) from Senior Survey results (Appendix F) show that we are providing services that receive consistent ratings in the "good" or "excellent" categories by users. We see significant numbers, especially given the size of our staff (Appendices D, I, J). We conduct regular evaluations of our events and programs (Appendices L-1, L-2, L-3).

Additionally, we have conducted benchmark studies comparing our services with other Career Services Offices from four universities chosen randomly from a list of our peer institutions (Appendix D).

Over the years, Career Services has realized that collaboration and alignment with colleges, departments and majors is critical to our success. In an effort to meet the needs of our three populations (faculty/staff, students/alumni, and employers) we have made efforts to bring them together through classroom presentations, special career events and career fairs. By establishing a career services liaison in each major/academic department, we have been able to get career information to the students and faculty. Students are referred to us by faculty, staff and one another for career/major decision making and for assistance with job search documents. We also partner with non-academic departments (Advising, Residential Living,

Service Learning, International programs) who refer students to us for career decision making and work-related programs.

### **11. Cost Effectiveness:**

We feel based on our CAS Self-Assessment Study (Appendix C) and a review of our Benchmark Comparison (Appendix D) that we maximize quality (Appendices C, E) and quantity of services (Appendices I, J, K) given the size and funding level (Appendix A-2) for our office. In addition, considering the considerable service our staff provides across many levels and divisions of the University (Appendices G, B), we feel we are a unit that makes contributions beyond our cost to the institution and adds value.

### **12. Opportunity Analysis:**

In addition to listing all of WCU's [non-work study jobs](#) on line, we have begun putting many services (information about resumes, cover letters, interview assistance, co-op jobs and full-time jobs, computer aided guidance programs) that we have available [on-line](#) too. Each month we average about 3000-5000 "hits" on our website. This tells us that constituents are visiting and what they are looking for. Through our career services liaisons and other colleagues, we collaborate with offices and departments across campus in getting career information out. If we have job announcements, career events or co-op announcements for students, we forward information for announcing or posting to that contact. In turn, Career Services staff have been asked to assist academic and non-academic departments in helping to post student jobs, teach first year classes as a part of the Western Peaks program and USI program, guest speak in capstone classes about job search tactics and/or in preparation for a career day, and participate in orientations and Open Houses.

To provide specific services to wide audiences, we have striven to be creative and have effectively outsourced certain things in our movement to a stronger on-line presence ([interview practice](#), [job listings](#), [some career inventories](#), etc.). Extensive outsourcing to an independent contractor for career services activities, career fairs, career counseling and events could be a costly endeavor either to the student and/or the university. Possibly, the Student Employment Office might become a part of Financial Aid, Human Resources or a stand-alone office. Also possibly, the handling of co-op/ internships could become a separate office or a part of each academic department. It is our opinion that no outside service could easily or effectively replicate the strong collaborative relationships and institutional knowledge we have cultivated and that assist us in providing broad career development support to students.

Additional monies might be available through collaboration with the WCU Continuing Education Program. Off campus organizations are interested in promoting career services' expertise to assist laid off employees. Continuing Education would handle all of the advertising and promotions with any proceeds being split between the two offices. The federal government also has programs and grants to aid in the re-training of folks who have been laid off.

**13. Conclusion:**

Career Services/Cooperative Education works hard to do much with the resources it has, serve its constituents, assess both needs and quality, and adapt to changing circumstances and expectations. It is our hope that this review process will help us continue to prioritize, improve, and possibly expand our services.