

ADMINISTRATIVE PROGRAM REVIEW

FALL 2009

**OFFICE OF CAREER SERVICES &
COOPERATIVE EDUCATION**
DEPARTMENT OF UNDERGRADUATE STUDIES
DIVISION OF ACADEMIC AFFAIRS
WESTERN CAROLINA UNIVERSITY

Mardy Ashe, Director
205E Killian Annex
mashe@wcu.edu
828-227-3812

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, 1st 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 1st and 2nd 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, though 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 1 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 up load 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](#)

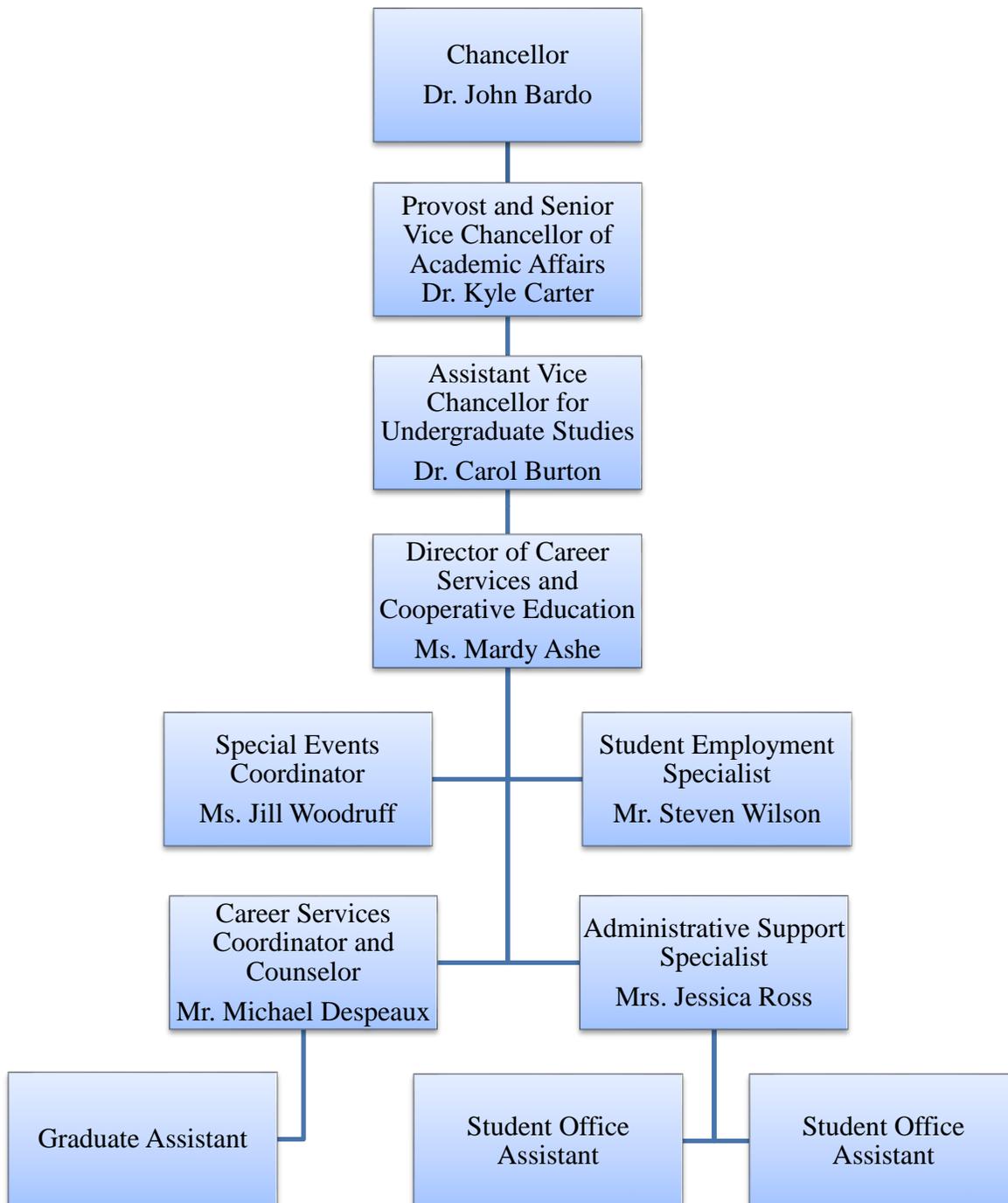
[practice](#), [job listings](#), [some career inventories](#), etc.). Extensive outsourcing to an independent contractor for career services activities, career fairs, career counseling and events could be a costly endeavor either to the student and/or the university. Possibly, the Student Employment 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.

APPENDIX A
Career Services and Cooperative Education



Career Services and Cooperative Education

Primary Duties

Director, Ms. Mardy Ashe:

- Oversees, participates in, and is knowledgeable about all of the programs/activities offered through the Career Services/Cooperative Education Office (non-work study student employment, career fairs and events, career counseling and testing, WCU's cooperative education program, and the job search skills workshops/classroom presentations).
- Manages a four-member staff, along with the oversight of two student workers and one graduate assistant.
- Controls a state budget and two non-state budgets, which provide the office with memberships in career/co-op organizations, and provide supplies for the office, career events, and career fairs.
- Participates in numerous campus programs and initiatives that may impact (directly or indirectly) career activities and services for students at Western Carolina University.

Career Services Coordinator and Counselor, Mr. Michael Despeaux:

- Provides students with career counseling and testing, and assists with all aspects of career development and finding employment.
- Assists the director by representing the office on committees, task forces, and at special events.
- Provides support leadership in different areas, including program development, assessment, staff development, and supervision of graduate staff
- Develops/teaches transitional and theme courses and presents career-related topics to classes and other campus groups.

Special Events Coordinator, Ms. Jill Woodruff:

- Plans, coordinates, and implements special events for the campus, designed to assist students with career planning and future employment.
- Creates interview schedules in JobCat for employers attending career fairs or visiting campus to recruit.
- Develops, researches, and discerns attendees at career events, including businesses and organizations, faculty, staff, and students.
- Designs, researches, and maintains an extensive guest list database for each event through JobCat by frequently interacting with businesses and organizations; government, city, and state agencies; and university administration, faculty, staff, and students.

Student Employment Specialist, Mr. Steven Wilson:

- Oversees non work-study student employment on campus.
- Ensures that students and campus employers follow all federal, state, and university employment policies and requirements.
- Maintains the student employment records/files and ensures all are safeguarded.
- Assists students concerning campus employment issues during their employment with the university.
- Communicates employer responsibilities to the employing departments on campus.

Administrative Support Specialist, Mrs. Jessica Ross:

- Serves as the office receptionist by assisting visitors, answering phone calls, and receiving/distributing office mail.
- Assists the student employment specialist in all aspects of non work-study student employment. Also assists the special events coordinator with campus events.
- Coordinates all internship/cooperative education paperwork with employers, students, and office liaisons.
- Maintains the JobCat database by adding/deleting jobs and events as necessary. Creates employer and student accounts, and assists in the troubleshooting of those accounts.
- Maintains the office's website within the university's content management system.

APPENDIX A-2

Budget Spreadsheet - Budgeted Amounts

Budget Pool	2006-2007	2007-2008	2008-2009
Salaries*	29,898.00	31,094.00	30,550.00
Benefits	6,732.00	297.00	297.00
Student Wages	3,980.00	4,000.00	4,000.00
2000BP - Purchased Services	11,503.00	18,500.00	16,000.00
2100BP - Purchased Services Cont.	560.00	300.00	300.00
3000BP - Supplies	4,870.00	3,020.00	2,500.00
4000BP - Property, Plant and Equipment	4,192.00	1,350.00	2,700.00
5000BP - Other Expenses and Adj. Budget	7,700.00	3,830.00	5,500.00
TOTAL AMOUNT	69,435.00	62,391.00	61,847.00

* Only one position is allocated under the Career Services budget.

Budget Spreadsheet - Expenditures

COSTS	2006-2007	2007-2008	2008-2009
Salaries (Total)	197,585.46	205,674.00	207,138.53
Benefits	48,597.42	53,876.32	51,972.30
Equipment/Furniture	2,719.36	1,132.13	0.00
Purchases	0.00	0.00	0.00
Maintenance (Contracts/ Repairs)	1,573.69	1,262.76	1,607.82
Travel	550.94	1,379.09	637.68
Supplies	5,887.67	3,311.82	3,479.71
Printing	7,367.62	12,032.36	7,981.88
Entertainment	0.00	0.00	0.00
Memberships and Subscriptions	8,415.22	5,015.27	5,141.25
Accreditation costs	0.00	0.00	0.00
Other Program Costs (Please specify)			
Student Wages	4,151.73	3,828.40	4,959.41
Advertising	800.00	400.00	113.44
Postage, Freight, Delivery Services	1,063.18	1,124.15	1,848.45
Office Phones	234.51	188.75	114.00
Event Set-up/Food	9,535.80	12,891.43	12,163.70
Software	1,022.63	6,333.90	4,950.00

EDUCATION

C.A.S., Counseling Western Carolina University Thesis Title: "The Relationship of On-Campus Student Work Performance to Financial Aid Classification"	August, 1986 Cullowhee, NC
M.A. Ed., Counseling Western Carolina University	August, 1978 Cullowhee, NC
B.S., Biology, minor: General Science Alma College	June, 1970 Alma, Michigan

CERTIFICATIONS

- North Carolina Licensed Professional Counselor (LPC) expired
- National Certified Career Counselor (NCCC)
- National Certified Counselor (NCC)

PROFESSIONAL EXPERIENCE

Director, Career Services/ Cooperative Education 2000-present
Western Carolina University Cullowhee, NC

- Direct a 5-member office which provides the total career services and cooperative education programs for a 9,000+ student enrollment at this state institution.
- Direct and maintain the vocational testing services at WCU.
- Supervise the services made available through the non-work study student employment program, the Computer Aided Guidance Program and the DISCOVER.
- Instruct 2 career development classes through Human Services Department and Western Peaks Residential Living
 - *Counseling 150 Career and Major Exploration* (1 credit hour)
 - *LEAD 143 Western Peaks: Leadership and the College Experience – Career Development* (2 credit hours)

Cooperative Education responsibilities include:

- Developing, advertising and promoting the Cooperative Education jobs for all majors at WCU.
- Coordinate the activities required for the students who co-op, their employers and the faculty representatives.

Senior Placement responsibilities include:

- Present "Job Search" workshops (resume, cover letter and reference letter writing, job search strategies, interviewing techniques) to senior seminars. Critique over 1500 resumes and cover letters/year
- Oversee the coordination of 20+ Career Days and events on campus including but not limited to: 2 Construction Management Career Fairs, Engineering, Math and CS Career Fair, STEM Fair, Allied Health and Nursing Career Fair, PT/SLP Career Fair, Criminal Justice Fair, Government and Non-Profits Fair, The BIG BROAD Career Fair, Summer Jobs Fair, 2 Education Career Days, 4 Teaching Opportunities for non-Teaching Majors, Green Jobs Fair, 3 panel discussions on current topics, 3 etiquette events.

Administrative and University Involvement responsibilities include:

- Responsible for the maintenance and utilization of 1 state and 2 non-state university budgets totaling approx. \$50,000. (salaries not included)
- Supervise 4 staff 1 graduate student and 3 work study/non-work study students.
- Prepare monthly r and annual reports.
- Serve on various university committees: Service Learning Advisory, Council for Undergraduate Education Experiences (CUEE), QEP Strategic Planning Committee – Part of the QEP, eBriefcase pilot, EXTREMES Planning Board (2nd year involvement committee)

Interim Director and Career Counselor
WCU Career Services

1996-1999
Cullowhee, NC

Assistant Coordinator of Career
Planning and Placement, CAP Center

1978-1996
Cullowhee, NC

- Career counseling with undeclared students.
- Supervised the non-work study program
- Taught both sections of the Career Counseling (freshmen orientation) Course.
- Co-led the Job Search Workshops.
- Assisted the Coordinator in maintaining the on-going activities of the office.

PRESENTATIONS

Whee Lead Conference. Job Hunting in tough economic times – leadership and action. Cullowhee, NC. March, 2009. Presenter

5th Annual Gender Research Conference. Dressing for success: good sense, great style--- stiletto's? Cullowhee, NC. March 29, 2006. co-presenter.

Women's Leadership Conference. Dressing for success: challenges presented by today's fashions! Cullowhee, NC, April 12, 2005. co-presenter.

MAHEC Health Careers Education Awareness Conference. The good, the bad and the ugly: the reality of choosing a career in the medical profession. Asheville, NC, September 23, 2003. Keynote speaker.

MAHEC Health Careers Education Awareness Conference. Expanding knowledge of self. Asheville, NC, September 23, 2003. Presenter.

Southern Industrial Relations and Human Resources Conference. Knowledge of personality preferences as a source of empowerment in employment searches. Charlotte, NC. October 3-5, 2002. co-presenter.

Gender in the Workplace 2002. Etiquette in the workplace. Cullowhee, NC. March 4, 2002. Presenter.

North Carolina Cooperative Education Association. Outreach services to grades K-16. Waynesville, N.C. October 28, 1999. Co-presenter.

Joint Conference of the Learning Disabilities Association of North Carolina and the WNC Symposium on Learning Disabilities and Attention Deficit Disorders. The next step: Transition skills, a necessary tool. Asheville, N.C. September 19, 1992. Co-presenter

American Association of Counseling and Development. The relationship of student work performance to financial aid classification. New Orleans, La.. April 24, 1987. Presenter.

Southern Regional Orientation Workshop. Training faculty and peer advisors to meet the academic needs of the undeclared students. Boone, N.C. April 10, 1980. Co-presenter.

North Carolina Personnel and Guidance Association. Research in corrections: Implications for Counselors. Winston-Salem, N.C. February 19, 1980. Co-presenter.

PUBLICATIONS

White, J., Campbell, L., Stewart, M. Davies, M. & Pilkington, L. (1997). The relationship of psychological birth order to career interests. *Individual Psychology*, 53. 89-104.

Davies, M.S. & Dougherty, A.M. (1989). The relationship of on-campus student work performance to financial aid classification. *NASPA Journal*, 27. 128-134.

Davies, M.S. & Ledford, R.S. (1980). Training faculty advisors and peer advisors to meet the needs of undeclared students. The Orientation Review, 10. 1-3.

Dougherty, A.M. & Davies, M.S. (1980). Inmates' perception of the helpfulness of three counselor responses. Criminal Justice and Behavior, 7. 61-69.

Dougherty, A.M. & Davies, M.S. (1979). Vocational preference of incarcerated males. Psychological Reports. 45, 240.

ORGANIZATIONAL MEMBERSHIPS

- American Counseling Association
- National Career Development Association
- North Carolina Association of Colleges and Employers
- Southeastern Association of Colleges and Employers
- National Association of Colleges and Employers
- North Carolina Cooperative Education Association - Membership Committee, 2000
- Cooperative Education Association
- American Association of Employment in Education
- Southeastern Association of Student Employment
- North Carolina Career Information Consortium - President, 1989-1991

COMPUTER SKILLS

Microsoft Office, Outlook, DISCOVER Computer Aided Guidance Program, eRecruiting (On-line registration, resume creation, job-listing service)

APPENDIX B-2

J. MICHAEL DESPEAUX

P.O. Box 2631
Cullowhee, NC 28723
(h) 828-586-4664; (w) 828-227-3891
mdespeaux@wcu.edu

EDUCATION

University of South Carolina
Columbia, SC

Master of Education in Student Personnel Services

May 1994

College of Charleston
Charleston, SC
Bachelor of Arts in English

May 1991

ACADEMIC & STUDENT AFFAIRS EXPERIENCE

Western Carolina University
Cullowhee, NC

Career Services Coordinator

2002-

present

Counseling & Training

- Provide career development counseling, testing, and support for students and alumni
- Assist students and alumni with all aspects of finding employment
- Created and publish a quarterly campus-wide publication, *The Career Journal*
- Present career development topics to large variety of classes and other student groups
- Promote career resources, co-ops, majors, and career opportunities at orientation sessions and open houses

Courses Taught

- LEAD 143 (Leadership and the Collegiate Experience: Career Exploration), Fall 2009
- USI 140 (Leadership and the Collegiate Experience: Career Exploration), Fall 2008, Fall 2007
- USI 130-ASP (Academic Success Program), Summer 2007
- LC 101 (College Success Seminar/Learning Contract course required for first-year students on academic probation), Spring 2005, Spring 2004
- USI 130, Fall 2006, Fall 2005, Fall 2004, Fall 2003
 - Received Student Affairs sponsored, university-wide *Integration of Learning Award* and \$2000 grant for co-developed First Year Interest Group, Adventure Sports in the Mountains, Fall 2006
 - Co-developed and taught USI component of First Year Interest Group, “Adventure Sport in the Mountains,” combining USI 130 with SOC 103 (Human Society) and co-sponsored by Mountain Heritage Center and Basecamp Cullowhee, focused on campus involvement and engagement through service learning, Fall 2006
 - Co-developed and taught USI component of First Year Interest Group, “The Historical and Fictional South,” combining USI 130 with HIST 141 (Turning Points) and ENG 191 (Fiction Writing) using service learning, a major field trip with a historian, a campus-wide invited speaker panel, and a student reading, Fall 2005
 - Co-developed and taught USI component of the Learning Community, “Fact and Fiction: The Naked Truth,” combining USI 130 with PS 150 and ENG 191 (Fiction Writing), focused on campus involvement and civic engagement through service learning, Fall 2004

Collaboration & Advising

- Help coordinate and create for-credit cooperative education opportunities
- Develop partnerships with faculty liaisons
- Created and directly supervise graduate assistantship position, 2003-2008
- Supervised student web designer and managed website tasks, 2002-2004

Service to Western

- QEP Assessment Committee, Current
- Basecamp Cullowhee Advisory Board, Current
- Western PEAKS planning group, Current
- University Club Board of Directors, 2007-2009
- Assistant Director for Service Learning Search Committee, Fall 2008
- Co-planned and hosted annual staff development retreat and presented “Implications of UNC Tomorrow for Career Services,” Career Services and the QEP,” and “Council for the Advancement of Standards (CAS) Workshop,” Summers 2006, 2007, and 2008
- Assistant Director for Service Learning Search Committee, Summer 2007

- First Year Cabinet contributor, 2004-2005
- Initiated strategic planning process for office using Council for the Advancement of Standards (CAS) self assessment instrument and chaired committee of faculty, staff, and students that completed a year-long study in anticipation of SACS, 2005-2006
- Planning Committee for the Faculty, Staff, and Student Mentor Program, 2003-2004
- Received Safe Zone certification, 2003-2004
- University Equal Employment Opportunity Committee, 2004-2005

University of Virginia

Charlottesville, VA

Coordinator for Focused Communities

1999-

2002

Supervision, Student Support, & Program Development

- Responsible for training, supervision and further development of all staff and residents in all focused community areas involving faculty fellow programs and special themes and including 3 large residential colleges, the historic residential “Lawn,” and 4 immersion language houses studying German, French, Spanish, and Russian
- Collaborated with live-in faculty principals and directors of study, language departments, and office of the provost to support programs and missions for each focused community
- Shared leadership role in planning for the facility, staffing, and faculty support model for an Asian language house encompassing 5 language areas
- Collaborated with Housing, the Provost, and Student Affairs to plan and implement and then supervised staff and some programming for a 350 bed International Residential College, where faculty fellows and students shared experiences and learned about international themes of cultural, political, economic, artistic, and sociological nature
- Created and advised a Language House Council to encourage collaboration between programs
- Supervised the advisor and supported the Mosaic House, a multicultural theme area
- Served as area coordinator and provided for focused areas the same advising, major crisis management, and support functions provided for all upperclass areas in 1997-1999

Service to UVA

- Served as Faculty Fellow at Brown Residential College, 2000-2002
- Served on campus-wide Enrollment Committee chaired by vice-provost helping to develop and implement policies and programs to enhance student satisfaction and retention
- Chaired strategic planning advisory committee for Student Health Services, 2000
- Created New Employee Orientation Program and manual as part of Dean of Students Office task force, 2001-2002
- Collaborated with mental health professionals to co-present various student staff training sessions on suicide prevention and intervention, 1998-2002
- Helped plan UVA’s campus-wide student *Leadership 2000* conference in 1998, 1999, 2002
- Collaborated with Housing in marketing plans and initiatives to build new facilities
- Office Coordinator, Commonwealth of Virginia Campaign (United Way), 2002

**Area Coordinator for all Upperclass Areas
1999**

1997-

- Supervised 12 head residents, over 65 resident staff members, and area managers with oversight for 3500 students living in 13 residential areas
- Advised students and worked with parents regarding any serious concerns
- Supervised and trained staff advisors of 7 residential area councils
- Coordinated between students, staff, mental health professionals, university police, and parents to provide major crisis intervention, follow-up, and support
- Coordinated overall annual selection process (appointed 2 search committee chairs, and chaired 1 committee) for head resident and department graduate student positions, 1998-2002

**Florida State University
Tallahassee, FL**

**University Housing Coordinator
1997**

1995-

- Responsible for comprehensive administration of 2 residence halls in 1995-1996 and the Honors Program hall in 1996-1997
- Directly and indirectly supervised diverse staff of up to 65 undergraduate student and graduate personnel (included resident assistants, desk workers, and nighttime security staff)
- Served on the *National Institute on College Student Values* conference planning committee and created a student leader panel for its closing session, Tallahassee, February 1996
- Responsible for fiscal management of allocated budgets and fundraising income
- Advised student Residence Hall Government
- Responded to any crisis on campus when serving as an on-call professional
- Instructor for Leadership Development Class
- Academic Advisor: Presented summer orientation advising seminars and individually advised first-year students regarding course and major selection; monitored the progress of assigned students toward FSU's Liberal Studies requirements.
- Coordinator for Night Staff Program: Responsible for the management, training, policy, staffing, and supervision for a program that provides all-year nighttime security for 13 residence hall areas
- Coordinator for Summer School Residential Program: Responsible for the residence hall administration, staffing, supplementary academic support, programming, and retention of 500 provisionally-admitted first year students
- Judicial Officer: Adjudicated all conduct issues within designated residence halls; Recruited, trained, and advised a housing-wide peer judicial board

**Valdosta State University
Valdosta, GA**

**Residence Hall Director
1995**

1994-

- Responsible for staff supervision, educational programming, facility concerns, and crisis management for residence hall housing 300 first-year students including first-year student athletes

**Graduate Student Positions at University of South Carolina
Columbia, SC**

- Program Development Specialist (Graduate Assistantship): Developed comprehensive model for marketing of campus-wide honor code, March-August 1994
- Interim Discipline & Withdrawals Specialist (Full-time): Supervised a office staff of 7 student personnel; Conducted student exit interviews related to refund appeals; Managed campus disciplinary and crime database and provided senior administration with formal reports and analysis, Winter 1994
- Graduate Assistant for Student Discipline & Withdrawals: Coordinated the Fifth Circuit Solicitor's Pre-Trial Intervention program at the university; Managed 2 line-item budgets summing over \$100,000, Fall 1993

- Graduate Intern in University Center at Western Carolina University: Developed a comprehensive needs-assessment pilot study for the renovation of the University Center student union including a survey, benchmark study, and analysis; Summer 1993
- Practicum Student in Wellness Center: Conceptualized and programmed a health festival, *Carolina Fitness Fest*, attended by over 1000 participants and 30+ area businesses, Spring 1993
- Practicum Student in Greek Life: Presented leadership workshops, conducted research on scholarship among campus fraternities and designed and published a series of outreach pamphlets, Spring 1993

SELECTED PUBLICATIONS

- As publisher and writer for office publication, *The Career Journal*:
 - “QEP, Service Learning, and Co-ops,” **5** (1), September 2007
 - “Internships and Co-ops: Experiential Learning through Career Services,” **4** (1), September 2006
 - “In the Woods at Western: How to Blaze a Trail – Two Case Studies,” **2** (3), January 2005
 - “Catch 22: Getting Experience,” **2** (2), October 2004
 - “Career Success at Western,” **1** (3), April 2004
- “Perspective,” *The Service Learning Sentinel*, **3** (1), January-March 2005
- “Focused Communities Come into Focus: Combining Fun, Faculty, and Student Self-Governance in Residential Areas,” *UVA Housing Today*, **11** (3), November 2001

SELECTED PRESENTATIONS & PROFESSIONAL ACTIVITY

- Forthcoming: “Integrated Learning Communities & Student Success: A Review of One Case Study and an Exploration of Other Opportunities” (with Scott Philyaw and Josh Whitmore), *Faculty Enrichment and Education Day* (FEED), Western Carolina University, Cullowhee, NC, September 23, 2008
- “Adventure Sports in the Mountains: Learning Community Course and Winner of the Integration of Learning Award” (with Kathleen Brennan, Scott Philyaw, Josh Whitmore, and students), The Mountain Heritage Center, Cullowhee, NC, February 2007
- “Success in the Modern Multicultural Workforce, How Changing Demographics in Society are Reflected in the North Carolina Workplace and How Students Can Gain the Knowledge and Skills to Cope and Benefit,” *North Carolina Association of Colleges and Employers Conference* (NCACE), Atlantic Beach, NC, May 2006
- “The Historical & Fictional South” (Panel presentation with co-instructors, panelists, and students), The Mountain Heritage Center, Cullowhee, NC, November 2005
- “Advantages of Combining 3 Instead of 2 Classes in our Learning Communities” presented to WCU First Year Cabinet after attending similar talk at North Carolina College Personnel Association (NCCPA) conference, Wilmington, NC, October 2004
- “Building Natural & Logical Bridges between Housing, Student Affairs, and Academic Affairs: Focused Communities at the University of Virginia,” *Student Success Conference*, James Madison University, Harrisonburg, VA, October 1999
- “Ethical Dimensions of Leadership,” *Leadership 2000*, UVA, June 1998
- “Ethics & Decision-Making,” multiple presentations at Valdosta State University and Florida State University, 2005-2007
- “Changes in Residence Life Staff: Moving from Student Staff to Professionals,” *Georgia Housing Officers Conference*, Mercer University, Winter 1995
- “Incidents & Issues Involving Race,” *UVA Residence Staff Development Program*, Charlottesville, VA, 1997

PROFESSIONAL MEMBERSHIPS

- North Carolina Counseling Association (Division 3: NC Career Development Association), Current
- North Carolina Association of Colleges and Employers, Current

- Previously active in the North Carolina College Personnel Association, the Virginia Association of Student Personnel Administrators, the North Carolina Cooperative Extension Association, and the American College Personnel Association

APPENDIX B – 3

Jessica C. Ross

220 Bunny Run Lane
Waynesville, NC 28785

(828)-507-3254
JessicaCregger@gmail.com

EDUCATION

Bachelor of Arts in English, Western Carolina University, Cullowhee, NC
Minor: Marketing GPA: 3.67 Dean's List

May 2007

EXPERIENCE

Western Carolina University Office of Career Services, Cullowhee, NC January 2009 – Present

Administrative Support Specialist

Provide administrative support to the Director of Career Services; process federal and state paperwork for student employment; assist with career fairs and other office events; coordinate student internships; serve as office receptionist by greeting visitors and answering phone calls with a courteous and helpful attitude

Western Carolina University Office of the Provost, Cullowhee, NC December 2007 – January 2009

Administrative Support Associate

Provide administrative support to the Associate Vice Chancellor for Operations and Research; assist Budget Officer with procession of faculty hiring paperwork, travel reimbursements, check requests and independent contracts; maintain databases for special projects, including the Chancellor's Travel Fund and New Faculty Orientation; manage 6 faculty apartments and track and write receipts for rent payments; pay utility bills in a timely manner for apartments and coordinate move-ins and repairs;

Western Carolina University Office of Public Relations, Cullowhee, NC January 2007 – December 2007

Communications Specialist I / News Writing Assistant

Composed more than 130 news releases about university events and student achievements, wrote articles for university publications, organized alumni information for the "Western" magazine, interviewed WCU alumni for articles, interviewed students for "One of Ours" marketing poster campaign, directed phone calls and guests

Western Carolinian Newsmagazine, Cullowhee, NC August 2005 – May 2007

Copy Editor

Proofread articles of 34 issues (using Microsoft Word and Adobe Creative Suite), created themes and article topics for 17 issues, composed 10 articles

University Writing Center, Cullowhee, NC August 2004 – May 2007

Student Tutor

Collaborated with students for writing assignments in various stages of the writing process, managed appointments, directed phone calls and guests

ORGANIZATIONS/ ACTIVITIES

Western Carolina University Dance Society August 2003 – May 2007

- President 2005–2006

International English Honors Society, Sigma Tau Delta Initiated Fall 2005

National Freshman Honors Society, Alpha Lambda Delta Initiated Fall 2003

SKILLS

Web Content Management: Macromedia Contribute, Red Dot
Microsoft Office: Word, Excel, Outlook, PowerPoint, Publisher, Visio
Adobe: Creative Suite, Photoshop
Type 70 wpm
Intermediate-level conversational and written Spanish

APPENDIX B – 4

Steven G. Wilson

492 Seminole Drive

Whittier, NC 28789

828-269-6216

wilsons@wcu.edu

North Carolina State University
Carolina
Recreation and Park Administration, BS
Raleigh, North
December 1972

EXPERIENCE

Western Carolina University
Carolina
Career Services/Cooperative Education
Present
Cullowhee, North
January 2002 –

Student Employment Specialist

- Responsible for all student employment matters including maintaining BANNER Payroll system, student jobs website, posting vacant positions, processing student employees once hired which includes the completion of I-9s and tax forms and maintaining employment files.
- Assist international students with obtaining proper federal hiring documentation.
- Insure all federal, state and university employment policies/regulations are followed which includes maintaining records and employment files in accordance with rules and regulations.

2002
SOAR/ Operation Aspire Day Supervision Program
Supervisor/Case Manager/Counselor/Teacher
Balsam, NC
July 1998 – January

- Responsible for supervising staff, managing budget, case management and overseeing client services for a Day Supervision Program encompassing a three county area.
- Provide individual and group counseling for youth with individualized behavioral management plans.
- Responsible for development and implementation of an experiential Environmental Science Program based on the NC Standard School Curriculum for Middle and High School.

June 1998
COMPASS/Challenge
Supervisor/Case Manager/Counselor
Spruce Pine, NC
September 1995 –

- Responsible for supervising five staff of an in-home family preservation project and service learning covering a seven county area, insuring monthly reports are completed and clients are being served timely. Also overseeing all financial request/reports and coordinating staff calendar items.
- Provide intensive services to Juvenile Court involved youth and families with the primary goal to keep youth from out-of-home placement. Services provided: in-home family counseling, mediation between family and child, assist family in working with schools and other agencies, crisis intervention and accomplishing the orders of the court.

SOAR, Inc
Carolina
Balsam, North

- Program Director April 1994 –
September 1995
- Directed an alcohol and drug education program that targeted all 8th grade students in Jackson County with an emphasis on transitioning into high school.
 - Operated and managed a month long individualized educational remedial program that incorporates adventure activities and experiential education into student's treatment plan.
 - Facilitated small group team building workshops including high and low ropes courses.
- Camp Chosatonga Brevard, North
Carolina
- Program Director March 1990 – April
1994
- Directed day-to-day operations for a wilderness summer camp for boys that specialized in out of camp adventure activities.
 - Maintained quality insurance program by monitoring camper/staff relations, staff effectiveness, in-service training, and risk management.
 - Responsible for recruiting campers and staff, developing off-season program, and facility maintenance.
- Big Brothers/Big Sisters of Western North Carolina Asheville, North
Carolina
- Program Coordinator October 1991 – April
1993
- Directed the branch office located in Transylvania County with responsibility for recruiting, screening, and interviewing prospective volunteers and children.
 - Monitored volunteers, parents and children with emphasis on appropriate behaviors and interactions.
 - Developed and coordinated local fund raising events with main office and advisory board.
- Hurricane Island Outward Bound School Tallahassee, Florida
Intake Coordinator and Trainer April 1989 – July
1989
- Coordinated overall admissions by screening referrals and conducting interviews with family and child to determine appropriateness of placement.
 - Developed individual treatment plans for all incoming clients and served as program liaison with state agencies.
 - Developed an intensive, five-day staff training to teach all program components.
- Director of Operations July 1988 – March
1989
- Maintained overall administration of separate, twenty-eight day residential programs for delinquent (committed) and status offender youth aged 13-18 years.
 - Responsible for management of field supervisors, quality/safety control, in-service training, staff performance evaluations, and monitoring state contracts.
 - Served as program liaison with judges, state counselors, detention officials, and parents of clients.

1988 Course Director October 1986 – May

- Supervised field staff, monitored field safety, conducted staff development, coordinated logistics, and served as staff consultant for behavioral and/or medical emergencies for the status offender program.
- Provided counseling for youth having behavioral problems and assisted staff in the development of treatment plans for clients and their families.

Carolina Brevard College Brevard, North
Instructor- Psychology, Health and Physical Education August 1981 – May
1985

- Taught undergraduate courses in the Psychology of Personal Development, Outdoors Education, Camp Counseling, and Mountaineering.

1983 Assistant Dean of Student Affairs August 1981 – May

- Provided general assistance for the Dean of Student Affairs with specific responsibilities concerning Judicial Affairs, Student Activities and Campus Security.

COMMUNITY SERVICE

Red Cross Disaster Response Team April 2009 – Present

CERTIFICATION

North Carolina Environmental Education Certification

Expeditionary Learning Outward Bound

Ropes Course Trainer and Facilitator

Active Parenting of Teens

Wilderness First Responder

CPR

HONORS

Outstanding Young Men of America, 1982

APPENDIX B – 5

JILL NORTON WOODRUFF

134 Walton Drive
Sylva, North Carolina 28779
828.226.5300

EDUCATION

University of Tennessee
Bachelor of Science in Business Administration

- Major in Marketing
- Minor in Psychology

Knoxville, TN
May 1992

PROFESSIONAL EXPERIENCE

Western Carolina University Career Services & Cooperative Education Cullowhee, NC
Special Events Coordinator 2001-Present

- Plan, coordinate, promote and implement 17 campus-wide special events annually
- Develop themes, invitations, programs, menus and agendas for all events
- Redesigned and maintain website for department
- Supervise student interns in event planning and web development

Western Carolina University Advancement & External Affairs Cullowhee, NC
Special Events Coordinator 2000-2001

- Planned all Foundation board meetings, university ribbon cuttings and groundbreakings, Chancellor's Regional Roundtable, and donor gatherings at athletic events
- Corresponded directly with campus administration and faculty as well as the off-campus community, dignitaries and employers in organizing events and programs
- Interacted with government, city and state agencies and organizations

Nantahala Racing Club, Inc. Bryson City, NC
Executive Director 1999-2000

- Responsible for coordination and follow-through of all regularly scheduled club activities, special events and fundraisers
- Recruited and corresponded directly with corporate sponsors and government agencies
- Coordinated and led all Board of Directors meetings
- Supervised club staff, athletes and event volunteers
- Responsible for budget and daily accounting procedures as well as sanctioning and insuring each activity and event

- Nantahala Outdoor Center
Festival Coordinator Bryson City, NC
1998-2000
- Responsible for entire event execution, including site and event set-up, crisis planning/management, follow-up and evaluation
 - Coordinated communication plan with internal departments and outside organizations
 - Responsible for creating and maintaining a budget for each event
 - Trained and supervised up to 40 event staff and volunteers
 - Procured entertainment and materials needed to effectively stage events

- Friends of the Festival/Variety Services, Inc.
Coordinator of Volunteers Chattanooga, TN
1996-1999
- Involved in planning and organizing the Riverbend and Kaleidoscope festivals and the Tennessee Festival & Events Association convention
 - Recruited, scheduled and managed over 500 volunteers on a daily basis during events
 - Responsible for promoting the volunteer program and its service to the community and businesses
 - Organized and conducted training and recruiting presentations for 1000+ volunteers

- Ocoee Region Canoe & Kayak Association
Administrator for Volunteers & Events
& *Assistant Athlete Services Director* Ocoee, TN
1993-1996
- Responsible for planning and daily operations of the athlete village at the 1996 Centennial Olympics Canoe/Kayak Slalom venue on the Ocoee River
 - Assisted in organizing and conducting fundraisers, special events, volunteer training and pre-Olympic events
 - Involved in recruiting, training and managing volunteers on an event to event basis

COMPUTER SKILLS

- Strong working knowledge of Windows including Access and Excel
- Adept using Contribute (web design software), HTML, Fireworks
- Skilled using desktop publishing software such as Publisher

PROFESSIONAL ACTIVITY, SERVICE & HONORS

- *Participant*, grant writing seminar, 1999
- *Member*, Alpha Omicron Pi Sorority, Omicron Chapter, 1988-2006
- *Volunteer*, Kneedler Child Development Center, Head Start Program, 2005-2006
- *Member*, Board of Directors, Placing Animals Within Society (P.A.W.S.), 2005-2006
- *Appointee*, Chancellor's committee for the WCU's *CulloWHEE! Arts Fest*, 2002-2003
- *Executive Board Member*, Board of Directors, Downtown Sylva Association, 2009-present

Career Services & Cooperative Education

CAS SELF-ASSESSMENT STUDY

Anticipating the QEP and the University's preparation for SACS, appreciating the need for a more comprehensive assessment plan, and looking for ways to identify strengths, weaknesses and opportunities, five years ago the Career Services and Cooperative Education office determined that we should complete a thorough self-assessment study. Although we already gathered a variety of evaluative data and maintained numbers regarding our services and impact, we sought a way to assess our program compared to both the expectations of our community and benchmark standards for our profession.

To facilitate this process and provide an effective structure for our efforts, we decided to use the CAS Standards for Career Services programs. We began this process in September 2005 using data and numbers from the previous five years.

WHAT IS CAS?

From <http://www.cas.edu/>:

Since its inception in 1979, The Council for the Advancement of Standards in Higher Education (CAS) has been a pre-eminent force for promoting standards in student affairs, student services, and student development programs. Individuals and institutions from the 36 CAS member organizations comprise a professional constituency of more than 100,000 professionals. Representing a significant majority of higher education practitioners in student programs and services throughout the country and beyond, no other body exists that so comprehensively speaks for this important field of endeavor.

CAS Standards

To foster and enhance student learning, development, and achievement and in general and to promote good citizenship, CAS created dynamic and credible *Book of Professional Standards and Guidelines* and *Self-Assessment Guides* that are designed to lead to a host of quality-controlled programs and services.

These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of currently 30 functional areas, consistent with institutional missions.

Who is CAS?

American Association for Employment in Education ([AAEE](#))

American Counseling Association ([ACA](#))

American College Counseling Association ([ACCA](#))

Association of Collegiate Conference & Events Directors-Int'l ([ACCED-I](#))

American College Health Association ([ACHA](#))

Association of College Honor Societies ([ACHS](#))

American College Personnel Association ([ACPA](#))

Association of College and University Housing Officers – International ([ACUHO-I](#))

Association of College Unions International ([ACUI](#))

Association of Fraternity Advisors ([AFA](#))

Association on Higher Education and Disability ([AHEAD](#))

Association for Student Judicial Affairs ([ASJA](#))

Canadian Association of College and University Student Services ([CACUSS](#))

Collegiate Information and Visitor Services Association ([CIVSA](#))

Council for Opportunity in Education (COE)
 College Reading and Learning Association (CRLA)
 National Association for Campus Activities (NACA)
 National Academic Advising Association (NACADA)
 National Association of College Auxiliary Services (NACAS)
 National Association of Colleges and Employers (NACE)
 National Association of College Stores (NACS)
 National Association of College and University Food Services (NACUFS)
 National Association for Developmental Education (NADE)
 NAFSA - Association of International Educators (NAFSA)
 National Association of Student Affairs Professionals (NASAP)
 Who is CAS?
 National Association of Student Financial Aid Administrators (NASFAA)
 National Association of Student Personnel Administrators (NASPA)
 National Clearinghouse for Commuter Programs (NCCP)
 National Clearinghouse for Leadership Programs (NCLP)
 National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender
 Resources in Higher Education (Consortium)
 National Council on Student Development (NCSD)
 National Intramural and Recreational Sports Association (NIRSA)
 National Orientation Directors Association (NODA)
 National Society for Experiential Education (NSEE)
 The Network: Addressing Collegiate Alcohol and Other Drug Issues (The Network)
 Southern Association for College Student Affairs (SACSA) -- Associate Member

WHAT HAD WE BEEN DOING?

Before we implemented the CAS Self-Assessment Guide for Career Services, we collected data and numbers in a variety of ways. They included:

- Second-year and senior satisfaction surveys
- Self-generated monthly and annual reports
- Benchmark studies (telephone and website)
- Annual evaluations and goal statements
- Event evaluations

CAS SELF-ASSESSMENT PROCESS

1. Incorporated the above data to support findings
2. Used broad, benchmark standards that are universally respected
3. Provided a roadmap and structure for problem-solving, program enhancement, and improvement

Step One

We established the self-study process and review team. This team consisted of members of our office, faculty, student affairs, graduate students, and an undergraduate student:

- Mardy Ashe, Director of Career Services
- Ronda Bryant, Director of Enrollment Support, Student Affairs
- Craig Capano, Assistant Professor of Construction Management
- Michael Despeaux, Career Services Coordinator

- Eric Newsom, Career Services Graduate Assistant
- Melissa Swicegood, Undergraduate Student
- Also thanks to Heather Hanami, Graduate Intern

Step Two: Understanding the CAS Standards and Guidelines

We oriented the office staff and review team so everyone had full understanding of the CAS Standards & Guidelines.

Step Three: Compile and Review Documentary Evidence

We gathered all benchmark results, other data, evaluation results, and reports and created a file for each review team member.

Step Four: Judging Performance

First, each member of our staff, referencing this material and also our own perspective, completed the full CAS self-assessment questionnaire, using the CAS rating scale to evaluate every standard and guideline.

CAS CRITERION MEASURE RATING SCALE:

- ND -- Not Done
- 1 -- Not Met
- 2 -- Minimally Met
- 3 -- Well Met
- 4 -- Fully Met
- NR -- Not Rated

We chose to combine and average these ratings to create one version representing the collective opinion of our staff. For example, if an item received three 3s and two 4s then the overall rating would be 3.4. This strategy was only intended to provide the review team with an indication of our collective view. Any item that received a 1 or a 2 by even one member of our office staff was flagged for critical attention by the review team. The team then reviewed every standard and guideline, referencing both the staff's individual self-assessment results and the other material. The team discussed each item until it reached a consensus or unanimous agreement on a final rating. All final ratings were given in whole numbers (no decimals).

TEAM RATINGS FOR EACH STANDARD

The ratings and accompanying comment from the team are in brackets [].

POSITIVE RESULTS

1. Mission

- Student learning, development, and educational experiences are incorporated in the mission statement. **[Rating: Well Met** *Statement identifies a number of goals to encourage student growth and employment opportunities.]*
- The program functions as an integral part of the host institution's overall mission. **[Rating: Fully Met** *Career Services fulfills its mission to provide, "a basis for continued personal development and life-long learning."]*
- The program promotes awareness of the world of work over the life span. **[Rating: Well Met** *Career Services provides several services, including job search skills, resume preparation, cooperative education and internship opportunities.]*

2. Program

- The program promotes student learning and development that is purposeful and holistic. **[Rating: Well Met** *Career Services promotes career-based learning through multiple workshops and services.*]
- The program provides students with opportunities designed to encourage achievement of the identified outcomes. **[Rating: Well Met** *Career Services provides a wealth of services to assist students in all aspects of the career world, including a library of current information, career fairs, presentations, workshops on relevant topics and one-on-one counseling.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in:

- Intellectual Growth. **[Rating: Well Met** *Workshops and newsletter articles on transferring critical thinking skills from coursework to the job site, and internship opportunities improve career-related intellect.*]
- Effective Communication. **[Rating: Fully Met** *Practice interviews and resume preparation improve verbal, body language, and verbal and written communication.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Enhanced Self-Esteem. **[Rating: Well Met** *Practice job interviews inspire confidence in students, and career testing gives self-assurance to students who are choosing their field of study.*]
- Realistic Self-Appraisal. **[Rating: Fully Met** *Career counseling sets parameters for realistic approaches to career choices.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Clarified Values. **[Rating: Fully Met** *Career counseling and career testing assist students in identifying values during selection of major and occupation.*]
- Career Choices. **[Rating: Fully Met** *Library of job information, the presence of e-recruiting, multiple major- and field-oriented job fairs throughout the year, and cooperative education and internship opportunities create a wealth of choices.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Healthy Behavior. **[Rating: Well Met** *Career Services provides counseling available for students who seek information on making positive on-the-job choices.*]
- Independence. **[Rating: Fully Met** *Students may utilize Career Services' programs, but are themselves responsible for the job search / procurement process.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Collaboration. **[Rating: Well Met** *Career Services programs feature much interaction between students, faculty, counselors and employers in establishing cooperative education and internships.*]
- Social Responsibility. **[Rating: Fully Met** *Career Services encourages service for inclusion in resumes, and includes multiple non-profit organizations in student internships.*]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):

- Satisfying and Productive Lifestyle.
Rating: Well Met [*Career testing and counseling are designed to ensure an enjoyable career for each student based on his or her interests and ethics.*]
- Personal and Educational Goals.
[Rating: Fully Met *Career Services helps students decide on majors through career testing and set up opportunities for cooperative education with employers.]*

2. Program

- Program offerings are intentional, coherent and based on theories of learning and human development. **[Rating: Fully Met** *Services are based on the needs of students and are constantly being adjusted to better serve those needs. Examples -- Career Services staff uses Holland's Code in career testing and counseling, and theories such as Astin's Theory of Involvement in promoting campus involvement and cooperative education services.*]
- Program offerings are designed to meet the developmental needs of relevant student populations and communities. **[Rating: Fully Met** *Career Services programs are directed toward specific populations, and at different majors through job fairs.*]

2. Program

- The program is designed to assist students to develop skills appropriate to the global work place. **[Rating: Well Met** *Practice interviews, resume preparation, business etiquette dinners and internships give students the tools to secure jobs, maintain positive relationships, and succeed in the current career environment.]*

2. Program

- Program includes career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making. **[Rating: Fully Met** *Career Services fulfills all of these requirements with its career counseling and career testing services.]*
- Program includes information and resources on careers and further education, including access to valid career information, comprehensive and current information about careers such as via the Internet, access strategies for all students, and information about life-long learning opportunities . **[Rating: Fully Met** *Career Services houses a wealth of current information and periodicals in their career library and research and provide up-to-date articles for their newsletter.*]
- Program includes career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision. **[Rating: Fully Met** *The cooperative education and internship program and the employer/ student evaluation processes ensure experiential learning under appropriate supervision.*]
- Program includes job search services, including the development of job-search competencies and skills in the use of information for career decision making. **[Rating: Fully Met** *Students find current information about job trends in our career library, can search for regional jobs through JobCAT, and get help with resume writing through the critique service, workshops, and one-on-one counseling.]*
- Program is designed to meet the needs of multiple constituencies through flexible approaches.
[Rating: Fully Met *Career Services serves students and alumni of all backgrounds, provides major-specific job fairs, and provides one-on-one career counseling according to individual needs.]*
- Program works collaboratively with other relevant units on campus, especially with the academic programs. **[Rating: Fully Met** *Career Services works with other departments and offices to put together workshops, presentations and major-specific job fairs.*]

- Program goals are reviewed and updated regularly. [**Rating: Well Met** *Goals are reviewed on a yearly basis.*]
- Program promotes adherence to ethical standards by employers. [**Rating: Well Met** *Career Services monitors student internships for non-ethical behavior by employers, and plans distribution of ethics pamphlets from NACE at career fairs.*]

3. Leadership

- The host institution has selected, positioned, and empowered a program leader. [**Rating: Fully Met** *Career Services has appointed a director, Mardy Ashe.*]
- Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. [**Rating: Fully Met** *Director holds appropriate graduate degrees, and is a National Certified Counselor and a National Certified Career Counselor.*]
- Program leaders apply effective practices that promote student learning and institutional effectiveness. [**Rating: Fully Met** *Director guides the creation and implementation of services provided by the office.*]
- The leader exercises authority over program resources and uses them effectively. [**Rating: Fully Met**]
- The program leader articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served. [**Rating: Well Met** *Director consults with students and faculty to discern student needs and creates / adjusts program offerings based on their feedback.*]
- The program leader prescribes and practices appropriate ethical behavior. [**Rating: Fully Met** *All staff and colleagues regard the director to be in compliance with ethics standards at all times, including areas of interaction with students and employers.*]
- The program leader recruits, selects, supervises, instructs, and coordinates staff members. [**Rating: Fully Met** *Director takes an active part in the recruitment and hiring process, and in post-hiring training of staff members.*]
- The program leader manages fiscal, physical, and human resources effectively. [**Rating: Fully Met** *Director oversees budget, manages expenses, and works with staff to discern their needs in areas of office resources and personal and career growth.*]
- The program leader applies effective practices to educational and administrative processes. [**Rating: Fully Met** *Director uses both current theories of student enrichment and feedback from students, teachers, administrators and staff to optimize practices.*]
- The program leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions. [**Rating: Well Met** *Director works with professors, academic departments and employers to create career opportunities for students.*]
- The leader deals effectively with individuals and environmental conditions that inhibit goal achievement. [**Rating: Fully Met** *Director works with resources to provide students with the best possible access to program services.*]
- The leader encourages campus environments that promote multiple opportunities for student learning and development. [**Rating: Well Met** *Director collaborates with other campus organizations to provide a wealth of career enrichment opportunities for students, including job fairs, workshops, classroom visits, resume instruction, and others.*]
- The leader strives to improve the program in response to evolving student needs and institutional priorities. [**Rating: Fully Met** *Director utilizes knowledge of current job trends, feedback from students and administrators, and collaboration with staff to enhance program services.*]
- The program advances career services within the institution. [**Rating: Well Met** *Program is advertised through a number of means, including radio/television commercials, banners, and a monthly newsletter listing services and upcoming events.*]

4. Organization and Administration

- The program is structured purposefully and managed effectively. [**Rating: Well Met** *Program services are created, offered, and managed consistently according to program goals.*]
- Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. [**Rating: Well Met** *Staff has access to current news and research in relevant disciplines, a hierarchy of authority has been established, and regular evaluations measure yearly successes.*]

5. Human Resources

- Procedures in place for staff selection, training, evaluation, supervision, and professional development opportunities. [**Rating: Well Met** *Currently, these requirements are in effect as informal procedures. In the future, they will be made official and stored for review in a central location. Current review process follows Performance Management Plan through HR*]
- Program strives to improve professional competence and skills of all staff members. [**Rating: Well Met** *Staff members are given access to current literature and information on careers and counseling, and attend workshops relevant to their position.*]
- Professional staff members hold relevant graduate degree and/or combination of education and work experience. [**Rating: Fully Met** *Counseling staff members hold appropriate or related graduate degrees.*]
- Interns are enrolled in an appropriate field of study, have relevant experience and are trained and supervised by professional staff members. [**Rating: Fully Met** *All student staff members meet these requirements.*]
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. [**Rating: Well Met** *Student evaluations occur as an infrequent process but will be formalized in the future. Following our involvement on a task force, evaluations will be on line along with time sheets as of June 2010.*]
- Hiring and promotion practices are fair, inclusive, and non-discriminatory. [**Rating: Fully Met** *Career Services follows institutional policy on hiring practices.*]
- A diverse program staff is in place that provides readily identifiable role models for students. [**Rating: Well Met** *CS is staffed with a diversity of age and gender. There is a lack of racial diversity in staff.*]
- Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. [**Rating: Fully Met** *Each CS staff member has a description of their position that is used in the new performance management program.*]
- The program has a system for regular staff evaluation. [**Rating: Fully Met** *Staff is evaluated regularly through WCU's Performance Management Program Work and Management Program.*]
- The program provides staff members with professional development opportunities. **Rating: [Well Met** *Professional staff regularly attend relevant regional conferences and workshops through the university.*]

6. Financial Resources

- Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. [**Rating: Fully Met** *Budget priority is determined by services offered through the program, which are, in turn, determined by student needs.*]
- The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. [**Rating: Fully Met** *Career Services utilizes a well-planned budget to ensure funding of services.*]

7. Facilities, Technology and Equipment

- The program has adequate, suitably located facilities, technology, and equipment to support its mission. [**Rating: Well Met** *Offices are sufficient for current staff; however, if new staff are hired, additional office space will be needed.*]
- Program facilities, technology, and equipment is evaluated regularly. [**Rating: Well Met** *Evaluation is informal, and should be made on a specific regular basis, though current evaluations are sufficient.*]
- Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users. [**Rating: Well Met** *All facilities, technology and equipment are compliant with institutional requirements.*]
- The program provides adequate private office space. [**Rating: Well Met** *Each professional staff member holds an office, with an additional office for graduate assistant and career testing.*]

8. Legal Responsibilities

- Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. [**Rating: Well Met** *CS will work with the WCU Legal Department in developing a seminar for staff regarding confidentiality in technology.*]
- Staff members use informed practice to limit the liability exposure of the institution and its personnel. [**Rating: Well Met** *The University Human Resources Department is available for additional information.*]
- Legal advice is available to staff members as needed to carry out assigned responsibilities. [**Rating: Fully Met** *Legal advice is available through the WCU Legal Department.*]
- The program maintains appropriate records for future work with students and other clients. [**Rating: Fully Met** *CS maintains a comprehensive and confidential records system of student co-op and internship experiences and student employment on campus.*]

9. Equity and Access

- All programs and services are provided on a fair and equitable basis. [**Rating: Fully Met** *Services are provided to all students and alumni on a non-discriminatory basis.*]
- All program facilities and services are accessible to prospective user. [**Rating: Fully Met** *Career Services offices and functions are held in ADA-compliant facilities.*]
- Program operations and delivery are responsive to the needs of all students and other users. [**Rating: Fully Met** *Regular evaluation of services strives to keep them relevant to student needs.*]
- All services adhere to the spirit and intent of equal opportunity laws. [**Rating: Fully Met** *Services are provided to all students and alumni in ways that comply with all aspects of equal opportunity laws.*]
- Program policies and practices do not discriminate against any potential users. [**Rating: Fully Met** *Again, services are provided to all students and alumni on a non-discriminatory basis.*]
- The program acts to remedy imbalances in student participation and staffing. [**Rating: Fully Met** *Ratio of staff to student participation is appropriate and adequate.*]
- Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area. [**Rating: Fully Met** *Through technology such as JobCAT, the Career Services website, and e-mail exchange with counselors, services are available to distance learning students.*]

10. Campus and External Relations

- The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies. [**Rating: Fully Met** *Workshops, job fairs, and other events are developed with the cooperation of other departments and external agencies.*]

11. Diversity

- The program nurtures environments wherein commonalities and differences among people are recognized and honored. [**Rating: Well Met** *Career Services meets this requirement and continues to present students with information on diversity and multiculturalism in the workplace.*]
- The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. [**Rating: Well Met** *Career Services works with specific minority offices and groups on collaborative programs that promote and celebrate diversity.*]

11. Diversity

- The program promotes respect for commonalities and differences in historical and cultural contexts. [**Rating: Well Met** *Career Services works with other campus organizations to present multiculturalism workshops, specifically highlighting diversity in the work world.*]
- The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. [**Rating: Well Met** *Career Services continues to create programs and provide literature that address the needs of a diverse student population.*]

12. Ethics

- All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. [**Rating: Fully Met** *Staff members adhere to university ethic guidelines.*]
- Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice. [**Rating: Fully Met** *CS meets institutional requirements of privacy and confidentiality.*]
- Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy. [**Rating: Fully Met** *Career Services follows a strict confidentiality policy regarding student records.*]
- Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclosed to appropriate authorities. [**Rating: Fully Met** *Career Services follows these guidelines to ensure student safety.*]
- All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals. [**Rating: Fully Met** *All research data collected follows the university's policies on human subjects research and is kept confidential.*]
- Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others. [**Rating: Fully Met** *Staff avoid conflicts of interest by referring students to other counselors if needed.*]
- Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment. [**Rating: Fully Met** *Staff members consider Career Services offices to be neutral/ safe zones for students and act impartially and appropriately in student interactions.*]
- Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes. [**Rating: Fully Met** *Program director follows university policy in managing funds.*]
- All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications. [**Rating: Fully Met** *Staff members perform within the limits of their training and qualification and refer matters that exceed these limits to other staff or departments.*]
- Staff members confront and otherwise hold accountable others who exhibit unethical behavior. [**Rating: Fully Met** *Staff members constantly monitor student/ employer interactions through internships and co-ops and at job fairs to ensure that both parties are practicing ethical behavior.*]

- Staff members practice ethical behavior in the use of technology. [**Rating: Fully Met** *Staff members practice ethical behavior when using e-mail, JobCAT, and other aspects of computers and technology in the Career Services office.*]

13. Assessment and Evaluation

- The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met. [**Rating: Fully Met** *Career Services collects surveys and various forms of qualitative feedback from students, and keeps regular accounts of the number of students who use the program to address the successfulness of services offered.*]
- The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies. [**Rating: Fully Met** *Career Services regularly conducts surveys with students and employers who take part in events or use services.*]

13. Assessment and Evaluation

- Results of these evaluations are used to revise and improve the program and to recognize staff performance. [**Rating: Fully Met** *Staff members utilize surveys, reports, and other evaluative instruments to examine services offered and to adjust and improve those services to meet student needs.*]

NEGATIVE OR INCONCLUSIVE (NOT DONE) RESULTS

1. Mission

The Mission includes:

- ...Leadership to the institution on career development concerns. [**Rating: Not Met**]
- ...Positive relations with employers and other external agencies. [**Rating: Minimally Met**]
- ...Supporting institutional outcome assessment and research.
[**Rating: Not Met.** *Clearer, more concise language was needed in mission statement to unmistakably address the three criteria identified here – we have completed this revision.*]
- Program mission and goals statement is in place and is reviewed periodically. [**Rating: Minimally Met** *Mission statement contains goals statement, but lacks in other areas. Done. Review system was needed – this review process satisfies the latter.*]
- The mission is consistent with that of the host institution and the CAS standards. [**Rating: Not Met** *Statement needed more specific language to fully align with standards -- done.*]

2. Program

- Program has identified student learning and development outcomes that are relevant to its purpose program mission and goals statement is in place and is reviewed periodically.
[**Rating: Minimally Met** *Clear-cut and measurable outcomes need to be identified in aspirations statement. We are in process of tying these to the QEP outcomes.*]
- Program provides evidence of its impact on the achievement of student learning and development outcomes in appreciation of diversity.
[**Rating: Minimally Met** *We have since created workshops addressing entering a multi-cultural workforce, disabilities in the work place, and multi-national opportunities. Career Services offers few other services on diversity at this time.*]
- The program includes services to employers, including determination of the needs and types of employers, involvement of employers in meaningful education programs on campus, valid and complete information about students, and meaningful exchange of information with employers. [**Rating: Minimally Met** *Exchange of information between students and employers needs to be increased due to limitations involving e-recruitment program JobCAT. Additional staff would help in*

fostering better employer relations. We have increased efforts to include employers in career education events (panels, business etiquette dinners).]

- The program includes consultation and outcome assessment, including services to employers, faculty and staff members, students, and other constituencies. [**Rating: Minimally Met** Mardy and Michael have visited employers at workshops, and both have sought involvement in the QEP process to create outcomes with which we will align our own.]
- The program provides evidence of its impact on the achievement of student learning and development outcomes in Leadership Development. [**Rating: Not Done** We have designed and teach career exploration courses under the LEAD prefix that may be used as electives toward a future Leadership minor.]
- The program provides evidence of its impact on the achievement of student learning and development outcomes in Spiritual Awareness. [**Rating: Not Done** Although career counseling helps students discern how their values and ethics coincide with a particular job decision, Career Services offers no real services related to student spiritual awareness.]
- The program provides evidence of its impact on the achievement of student learning and development outcomes in Meaningful Interpersonal Relationships. [**Rating: Not Rated** Career Services currently offers no programs to improve interpersonal relationships.]

3. Leadership

- Clearly defined leader accountability expectations are in place. [**Rating: Not Met** A clearer process was implemented in Enrollment Management in 2006 and presumably will be followed or improved upon in Undergraduate Studies.]
- Leader performance is fairly assessed on a regular basis. [**Rating: Not Met** EPA positions, including CS director, need to be reviewed on a more regular basis. Being done.]

4. Organization and Administration

- Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place. [**Rating: Minimally Met** Elements are in place, but are not organized and readily available. They should be collected in a central location.]
- Channels are in place for regular review of administrative policies and procedures. [**Rating: Not Met** At this time, there is no regular review of administrative policies.]

5. Human Resources

- Program is staffed adequately with personnel qualified to accomplish its mission. [**Rating: Minimally Met** Additional staff would improve ability to make connections with employers and supplement ability to serve students.]
- Student employees and volunteers are provided job descriptions, pre-service training, and continuing development. [**Rating: Minimally Met** Student job descriptions are not formally documented.]
- Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. [**Rating: Minimally Met** Career Services is currently developing, with the WCU legal department, a set of terms regarding student use of online job listings.]
- Staffing and workload levels are adequate and appropriate. [**Rating: Minimally Met** As enrollment numbers and job fair numbers grow, staff numbers should also increase to handle workload.]
- Staff member compensation is commensurate with positions in comparable institutions and situations in the relevant geographical region. [**Rating: Not Rated** Career Services should begin a process of compiling a benchmark study on regional salaries in similar fields at comparable institutions.]

6. Financial Resources

- The program has adequate funding to accomplish its mission and goals. **[Rating: Not Met** *Current budget is insufficient for future department needs, including additional staff hiring, software, and travel to professional conferences.]*

8. Legal Responsibilities

- Staff members inform users and officials of legal obligations and limitations associated with implementing the program. **[Rating: Minimally Met** *Career Services plans to begin distribution of NACE pamphlets regarding employer ethics at job fairs.]*
- Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities. **[Rating: Not Met** *Career Services plans to educate students and staff regarding current issues and legal obligations through its website.]*

8. Legal Responsibilities

- Staff members are informed about institutional policies regarding personal liability and related insurance coverage options. **[Rating: Not Done** *Program director will contact Human Resources for more information on this subject.]*

12. Ethics

- The program has a written statement of ethical practice that is reviewed periodically. **[Rating: Not Met** *Statement of ethics should be included in revised mission statement.]*

13. Assessment and Evaluation

- The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness. **[Rating: Minimally Met** *Evaluation procedures and mission statement need revision to make them clearer.]*

Step Five: Completing the Assessment Process

Timeline & Next Steps

In the Summer of 2006, we used this self-assessment guide and the review team's ratings to identify areas which were unsatisfactory or needed improvement.

In an action plan, we established goals, set a timeline, and assigned point persons. Some goals have been addressed (see italics) and others have not or have not been prioritized.

CAS
Self-Assessment Guide
Career Services

Work Form B
Follow-Up Actions

Step Four: Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Section 1 Mission	Rewrite Mission Statement <ul style="list-style-type: none"> Use clear, brief, more concise language Make consistent with WCU mission 	Mardy (leads) Office team	December 2006
Section 2.2 Program	Identify QEP related goals and write strategic plan focusing on student outcomes and improve measurement strategies <ul style="list-style-type: none"> Outcomes should be clear and measurable Outcomes should be connected to QEP once established 	Mardy Mike	Started in December 2006 and ongoing
Section 2.4.14	Increase quality and identify plan for diversity training for staff and students <ul style="list-style-type: none"> Further develop existing university-wide diversity training presentation and offer it as program in classes/residence halls 	Mike	May 2007
Section 2.8E	Hire job development professional to increase network of job and co-op employers	Mardy	August 2008 [not done]
Section 2.8F	Implement marketing and evaluation ideas from July 2006 retreat (ie: meetings with department heads and colleges; relationship building with CSLs)	Mardy Mike	December 2006

Section 3.4 Leadership	Clearly defined expectations for leader should be established and viewable <ul style="list-style-type: none"> Expectations by both the University and by subordinate staff should be assessed and written 	Mardy	August 2006
Section 3.5	Mardy will be catalyst for action	Mardy	April 2007
Section 4.2	3 ring binder	Mardy Donna	December 2006
Section 4.4	Retreat	Jill	July 2006
Section 5.1		Mardy	August 2008
Section 5.7	Job descriptions, expectations, evaluations	Steve	December 2006
Section 5.8	Attend FERPA	Jill	August 2006
Section 5.9		Mardy	August 2008
Section 6.1		Mardy	August 2008
Section 8.2	NACE Literatue JobCat Pop-up Web-based disclaimer	Jill Steve Mardy	September 2006
Section 8.6	Bulletin Board Web page		July 2006

Section 12.2	See mission		
Section 13.3	At retreat		

APPENDIX E

SENIOR SURVEYS: CAREER-RELATED SERVICES SECTION

These percentages are rounded up or down to the nearest whole number. See Appendix F for full sets of data.

SPRING 2009

Opportunity for career assistance

- Of the 75% of students who knew about or used this, 74% responded good or excellent.

Information on internships, co-op, other career-related experiences

- Of the 79% of students who knew about or used this, 72% responded good or excellent.

Resources available to explore career options

- Of the 77% of students who knew about or used this, 68% responded good or excellent.

Information available through computers/Internet and other technology

- Of the 81% of students who knew about or used this, 78% responded good or excellent.

Career-related services overall

- Of the 81% of students who knew about or used this, 72% responded good or excellent.

FALL 2008

Opportunity for career assistance

- Of the 67% of students who knew about or used this, 73% responded good or excellent.

Information on internships, co-op, other career-related experiences

- Of the 72% of students who knew about or used this, 74% responded good or excellent.

Resources available to explore career options

- Of the 68% of students who knew about or used this, 74% responded good or excellent.

Information available through computers/Internet and other technology

- Of the 71% of students who knew about or used this, 78% responded good or excellent.

Career-related services overall

- Of the 74% of students who knew about or used this, 74% responded good or excellent.

The following summary describes the most current data available at the time of the CAS Self Assessment in 2005-2006:

FALL 2004

Career/Employment Assistance

- Of the students who knew about or used this, 77% responded good or excellent.

Resources for career options and information available to them on internships, etc.

- Of the students who knew about or used this, 75% responded good or excellent.

Information available through computers

- Of the students who knew about or used this, 82% responded good or excellent.

Access to employment opportunities and resume preparation

- Of the students who knew about or used this, 70% responded good or excellent.

Career-related services overall

- Of the students who knew about or used this, 79% responded good or excellent.

APPENDIX G

CAREER SERVICES STAFF INVOLVEMENT, ACTIVITY & SERVICE

Mardy Ashe (See also Appendix B-1)

2008-2009

- *University & Other Events:* Orientation sessions, Study Abroad Fair, Service Learning Fair, Graduation Fair
- *Committees, Initiatives & Task Forces:* Sophomore Year Experience Planning, Teaching Fellows Advisory, Service Learning Advisory, QEP Steering Committee, Assist in recruitment of athletes,
- *Presentations, Programs & Instruction:* Admissions' Open House –presented “What Do I Want to Be When I Grow Up,” Teaching USI 140 – Career Exploration, (piloted eBriefcase in this class) and Counseling 150 - Major and Career Choice, Wheel Lead Conference – “Job Searching in Tough Economic Times,” QEP In Action Series, Career Services sponsored 3 panel discussions: Fall: “Disabilities in the World of Work,” Spring: “Life after Art” and “Career Searching in Tough Economic Times,” additionally all Career Services’ activities and events for the year, multiple class presentations on careers, majors and job search skills.

2007-2008

- *University & Other Events:* Orientation, Open Houses, Study Abroad Fair, Accounting Banquet, Service Learning Symposium
- *Committees, Initiatives & Task Forces:* 1st year Advisory, Service Learning Advisory, Service Learning Fair, QEP Advisory, visit to CNN with engineering faculty, trip to Breckenridge, Colorado, regarding sophomore year issues,
- *Presentations, Programs & Instruction:* Open Houses–Presented program “What Do I Want to Be When I Grow Up?” Taught Counseling 150, Sophomore Issues Panel, multiple class presentations on careers, majors and job search skills.

2006-2007

- *University & Other Events:* Orientation, Open Houses, Service Learning Symposium,
- *Committees, Initiatives & Task Forces:* Committee to write the QEP, travel to Disney World with International Programs for purposes of creating internships, Political Science Congress to Campus, Planning Committee on Institutional Alumni Survey, Search Committee for Student Affairs VC, SACS Summit, Service Learning Advisory, 1st year Advisory, sent to London by International Programs for internship contact
- *Presentations, Programs & Instruction:* Teaching Counseling 150, mock interview with CSP Students, multiple class presentations on careers, majors and job search skills

2005-2006

- *University & Other Events:* Orientation, Open Houses,
- *Committees, Initiatives & Task Forces:* Service Learning Advisory, QEP Committee, committee to track students currently on Probation, mock interviews with CSP students
- *Presentations, Programs & Instruction:* Counseling 150 with Continuing Education, New Entry Program, transfers from community colleges to WCU, presented at Gender Research Conference with Graduate Assistant, “Dressing for Success,” sent to London by International Programs, multiple presentations on careers, majors and job search skills

2004-2005

- *University & Other Events*: Graduation Fair, ACA Conference in Atlanta,
- *Committees, Initiatives & Task Forces*: Cherokee internship program,
- *Presentations, Programs & Instruction*: Conference “Dressing for Success,” multiple presentations on careers, majors and job search skills.

Michael Despeaux (see also Appendix B-2)

2008-2009

- *University & Other Events*: Orientation, Admissions’ Open House,
- *Committees, Initiatives & Task Forces*: Search Committee for Service Learning Assist Director, QEP Assessment Committee and Sub-committee, Western Outdoor Council, Base Camp Cullowhee Advisory, Committee on Student Learning
- *Presentations, Programs & Instruction*: Teaching Western Peaks USI 140 – Career Exploration, (piloted eBriefcase in this class), FEED Conference – “Integrated Learning Communities and Student Success,” Career Services sponsored 3 panel discussions: Fall: “Disabilities in the World of Work” (panelist), Spring: “Life after Art” and “ Career Searching in Tough Economic Times (panelist), SCC interview workshops, editor & author of articles–Career Journal, multiple class presentations on careers, majors and job search skills

2007-2008

- *University & Other Events*: Orientation, Open Houses, Study Abroad Fair, Service Learning Fair, Service Learning Symposium
- *Committees, Initiatives & Task Forces*: 1st year Advisory, Service Learning Search Committee, QEP Assessment Committee, Base Camp Cullowhee Advisory, Committee on Student Learning – co-chaired a sub- committee, Appointee, University –wide task force in student employment, Kappa Sigma Fraternity Advisor
- *Presentations, Programs & Instruction*: ASP course in the summer, USI 140 Class—Career Exploration, SCC Interview Workshops, Editor – Career Journal, multiple class presentations on careers, majors and job search skills.

2006-2007

- *University & Other Events*: Orientation, Open Houses, Service Learning Symposium
- *Committees, Initiatives & Task Forces*: Faculty Advisor for Kappa Sigma Fraternity, Political Science Congress to Campus, Conducted CAS Study for Career Services, Committee on “Issues being faced by Second Year students, 1st year advisory
- *Presentations, Programs & Instruction*: Teaching USI 130 – Learning Community, “Adventure Sports in the Mountains,” taught ASP course in the summer, mock interview with CSP students, focus group member at a Parent’s Association meeting, multiple class presentations on careers, majors and job search skills

2005-2006

- *University & Other Events*: Orientation, Open Houses, Service Learning Symposium
- *Committees, Initiatives & Task Forces*: Search Committee Chair for the Assistant Director of Supplemental Learning (cancelled),
- *Presentations, Programs & Instruction*: Summer Upward Bound, presented “Diversity in the Workplace” with Tanisha Jenkins, also presented at NC ACE

Conference “Diversity in the Workplace” with Heather Hanami, Alumni Board presentation, USI 130 Learning Community, With First Year Students, History Dept and Mountain Heritage Center presented “The Historical and Fictional South,” along with faculty from History, Sociology, and English won the \$2000 Integration of Learning Award for creating the class “Adventure Sports in the Mountains,” received the certificate of Achievement for Exemplary Use of a Service Learning Model, multiple presentations on careers, majors and job search skills.

2004-2005

- *University & Other Events*: Orientation, Open Houses
- *Committees, Initiatives & Task Forces*: 1st year cabinet, met with colleagues in History and English to develop 3-way 1st year interest group, met with Residential Living regarding a Career Exploration Learning Community,
- *Presentations, Programs & Instruction*: Taught Learning Community, multiple presentations on careers, majors and job search skills

Steven Wilson

2008-2009

- *Committees, Initiatives & Task Forces*: Active in student employment changes onto the Banner system
- *Presentations, Programs & Instruction*: Class presentations on the usage of DISCOVER

2007-2008

- *Committees, Initiatives & Task Forces*: Banner training, various Student Employment committees
- *Presentations, Programs & Instruction*: SASEA conference, class presentation on DISCOVER.

2006-2007

- *Committees, Initiatives & Task Forces*: attended a training workshop for The U.S. Department of Homeland Security database
- *Presentations, Programs & Instruction*: Orientation, class presentations on DISCOVER

2005-2006

- *University & Other Events*: Open House
- *Presentations, Programs & Instruction*: Orientation, Career Library presentations

2004-2005

- *University & Other Events*: Open House
- *Presentations, Programs & Instruction*: Orientation, Career Library presentations

Jill Woodruff

2008-2009

- *Committees, Initiatives & Task Forces*: Red Dot Training, Downtown Sylva Association
- *Presentations, Programs & Instruction*: Event planner for Career Services sponsored 3 panel discussions: Fall: “Disabilities in the World of Work,” Spring: “Life after Art” and “Career Searching in Tough Economic Times,” planned and implemented all Career Services’ activities and events for the year, class presentation on careers in event planning.

2007-2008

- *Committees, Initiatives & Task Forces*: Red Dot training
- *Presentations, Programs & Instruction*: Planned and implemented all of Career Services' activities and events for the year, class presentation on careers in event planning

2006-2007

- *Committees, Initiatives & Task Forces*: Red Dot training
- *Presentations, Programs & Instruction*: Planned and implemented all of Career Services' activities and events for the year, class presentation on careers in event planning

2005-2006

- *University & Other Events*: Open Houses
- *Presentations, Programs & Instruction*: Planned and implemented all of Career Services' activities and events for the year, class presentation on careers in event planning, created Criminal Justice Fair

2004-2005

- *University & Other Events*: Open Houses
- *Presentations, Programs & Instruction*: Planned and implemented all of Career Services' activities and events for the year, class presentation on careers in event planning

APPENDIX H

CAS

Career Services Self-Assessment Guide

August 2003

Part 1: MISSION

The primary mission of Career Services (CS) is to assist students and other designated clients through all phases of their career development.

In addition, the mission of CS is:

- **to provide leadership to the institution on career development concerns;**
- **to develop positive relationships with employers and external constituencies; and,**
- **to support institutional outcomes assessment and relevant research endeavors.**

CS must incorporate student learning and student development in its mission. CS must enhance overall educational experiences. CS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. CS must operate as an integral part of the institution's overall mission.

The stated mission should include helping students and other designated clients:

- to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics
- to obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work
- to select personally suitable academic programs and experiential opportunities that enhance future educational and employment options
- to take personal responsibility for developing job-search competencies, future educational and employment plans, and career decisions
- to gain experience through student activities, community service, student employment, research or creative projects, cooperative education, internships, and other opportunities
- to link with alumni, employers, professional organizations, and others who can provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities
- to prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements
- to seek desired employment opportunities or entry into appropriate educational, graduate, or professional programs

CS must promote a greater awareness within the institution of the world of work and the need for and nature of career development over the life span.

Because of the expertise and knowledge on career-related matters, CS should be involved in key administrative decisions related to student services, institutional development, curriculum planning, and external relations.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale	NOTES List Criterion Number
1.1 The mission includes ...		
1a. leadership to the institution on career development concerns	ND 1 2 3 4 NR	
1b. positive relations with employers and other external agencies	ND 1 2 3 4 NR	
1c. supporting institutional outcome assessment and research	ND 1 2 3 4 NR	
1.2 Program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR	
1.3 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR	
1.4 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR	

1.5 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR	
1.6 The program promotes awareness of the world of work over the life span.	ND 1 2 3 4 NR	

Part 1: Mission Overview Questions

1.1 What is the program mission?

1.2 How does the mission embrace student learning and development?

1.3 In what ways does the program mission complement the mission of the institution?

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Career Services (CS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

CS must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

**Relevant, Desirable
Student Learning
and Development
Outcomes**

Examples of Evidence of Achievement

Intellectual Growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Clarified Values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
Career choices	Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Leadership Development	Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Satisfying and Productive Lifestyle	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives/

Appreciating Diversity	Understands one's own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual Awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
Personal and Educational Goals	Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others

CS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

CS must be based on an educational philosophy of teaching career development and related processes. CS must assist students and other designated clients to develop the skills necessary to compete in a rapidly changing, competency-based, global workplace.

Components of the CS must be clearly defined and articulated. To effectively accomplish its purpose, the program must include:

- **career counseling**
- **information and resources on careers and further education**
- **opportunities for career exploration through experiential learning**
- **job search services**
- **services to employers**
- **consultation and outcomes assessment**

CS must be delivered in a variety of formats in recognition of institutional settings, different learning styles, cultural differences, and special needs.

Program components of CS must be designed for and reflective of the career development needs and interests of students and other designated clients; current research, theories, and knowledge of career development and learning; contemporary career services practices and national standards of practice; economic trends, opportunities, and/or constraints; the varying needs and employment practices among small businesses, large corporations, government, and nonprofit organizations; and the priorities and resources of the institution.

CS must work collaboratively with academic divisions, departments, individual faculty members, student services, and other relevant constituencies of the institution to enhance students' career development.

CS must develop and implement intentional marketing strategies and outreach programming to promote awareness and encourage use of the services.

Program goals must be reviewed and updated regularly, and communicated, as appropriate, to students, administrators, faculty, staff, and employers and other constituencies.

CS should disseminate information on the availability, scope, and use of career services through institutional publications, campus media, presentations, outreach, and orientation programs.

Career Counseling

The institution must offer career counseling that assists students and other designated clients at any stage of their career development to:

- **understand the relationship between self-knowledge and career choice through assessment of interests, competencies, values, experience, personal characteristics, and desired lifestyles**
- **obtain and research occupational, educational, and employment information**
- **establish short-term and long-term career goals**
- **explore a full range of career and work possibilities**
- **make reasoned, informed career choices based on accurate self-knowledge and accurate information about the world of work**

Career counseling should:

- be available to students throughout their academic experience
- encourage students to take advantage of timely involvement in self-assessment, career decision making and career planning activities
- assist students to assess their skills, values, and interests by reflecting on past experiences
- assist students to integrate self-knowledge into their career planning
- recognize that students' career decision making is inextricably linked to additional psycho-social, personal, developmental and cultural issues and beliefs
- encourage and facilitate students' exploration of career interests through field visits, student employment, cooperative education, internships, shadowing experiences, research or creative projects, and informational interviews with working professionals
- be provided through a variety of formats, such as scheduled appointments, drop-in periods, group programs, career planning courses, outreach programs, and information technology

Career counseling should be offered through career services in order to link students' career exploration and decision making process with access to employers and employment information.

Information and Resources on Careers and Further Study

CS must help students and other designated clients to identify and access valid career information for their educational and career planning

CS should provide information and resources:

- to help students assess and relate their interests, competencies, needs and expectations, education, experience, personal background, and desired lifestyle to the employment market
- for constituent groups on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process
- on current employment opportunities and on employers to ensure that candidates have the widest possible choices of employment
- to help students identify and pursue future educational objectives

Information and resources must be:

- **comprehensive, enabling students and other designated clients to explore the widest range of information**
- **current and reflective of economic, occupational, and workplace trends**
- **accessible to clients**
- **organized in a system that is user-friendly, flexible, and adaptable to change**

The scope of information and resources available to clients should include:

- self-assessment and career planning
- occupational and job market information
- options for further study (e.g., community college articulation; graduate and professional school information)
- job search information
- experiential learning, internship, and job listings
- employer information

CS must provide access to information and resources on the internet.

Career information, resources, and means of delivery must be compatible with the size and nature of the student population, the career and geographic interests of the students and scope of academic programs.

CS must provide information for students and other designated clients to identify and pursue future educational objectives in the context of lifelong learning.

Opportunities for Career Exploration through Experiential Learning

Experiential learning programs enable students to integrate their academic studies with work experiences and career exploration. The institution must provide experiential learning opportunities.

Experiential learning includes cooperative education, work-based learning, apprenticeships, student teaching, internships, work-study jobs, and other campus employment, volunteer experiences, service-learning, undergraduate research and shadowing experiences.

Experiential learning programs administered through CS must:

- **provide students with opportunities to define both learning and career objectives and to reflect upon learning and other developmental aspects of their experience**
- **help students to identify employers for career development and potential employment**
- **teach students appropriate search and application techniques**
- **support institutional efforts to provide students with additional financial resources for attending college and/or opportunities for obtaining academic credit**
- **ensure adequate site supervision**

Experiential learning programs administered through CS should promote mentor/mentee relationships. When experiential learning opportunities are provided by other departments, CS should work closely with those departments.

Job Search Services

Job search services must assist students and other designated clients to:

- **develop job-search competencies**
- **present themselves effectively as candidates for employment**
- **obtain information on employment opportunities, trends, and prospective employers**
- **connect with employers through campus recruitment programs, job listings, referrals, direct application, networking, publications, and information technology**
- **identify relevant career management issues (e.g., gender, age, sexual orientation, dual career, disability, cultural, mental health)**

- **access and effectively use career and employer resources on the internet**

Job search services may include offering site visits; campus recruiting; resume referrals; credential file services; information sessions; meetings with faculty members; pre-recruiting activities; student access to employer information; posting job openings; career and job fairs. Job search service should help students and other designated clients develop skills to uncover hidden job markets germane to their career interests.

CS must develop and implement marketing strategies that cultivate employment opportunities for students.

Services to Employers

Employers are both vital partners in the educational process and primary customers of career services. CS must offer services to employers that reflect student interests and employer needs.

Employer services may include: providing employers with information on academic departments and students within legal and policy guidelines; assisting in recruiting student populations; arranging experiential learning options such as shadowing experiences, internships, student teaching, or cooperative education; providing video conference interviewing; creating advertising and promotional vehicles; seeking input through career center advisory board membership; and organizing individual employer recruiting and college relations consultations.

CS must identify the range of employers it will serve (e.g., for profit, government, contract agencies, not-for-profit) and articulate policies that guide its working relationships with each of these constituencies.

CS must:

- **develop strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and graduates**
- **inform, educate, and consult with employers on the nature of services provided and student candidates available**
- **encourage employer participation in programs that meet career and employment needs of students and other designated clients (e.g., career conferences, career and alumni fairs, cooperative education, and internships; career planning courses; classroom presentations)**
- **develop and maintain relationships with employers who may provide career development and employment opportunities for students**
- **facilitate employer involvement and communication with faculty, students, and administrators concerning career and employment issues**
- **promote adherence to professional and ethical standards that model professional and ethical conduct for students**
- **enhance customer service and continuous improvement by using feedback from employers on key performance indicators and measures of services**

CS must provide timely, pertinent information to employers regarding:

- **the institutional student profile, academic programs and curricula, enrollments, and academic calendar**
- **class profile according to majors**
- **recruiting options available to reach targeted students**
- **policies, procedures, and instructions for using the services**

- **institutional non-discrimination policies with which employers must comply**

CS must treat employers fairly and equitably.

CS must develop policies for working with third-party recruiters and vendors.

Consultation and Outcomes Assessment

CS must provide consultative services to employers, faculty members, staff, administrators, students, and designated clients that are timely, knowledgeable, ethical, and responsive to constituent needs.

To develop effective long-term relationships with employers, CS must provide guidance to employers on how to develop effective college relations and recruiting strategies.

CS should provide guidance on:

- effective and appropriate strategies for reaching and attracting students
- student needs, issues and developmental perspectives
- cultivating relations with academic departments
- working with student leaders and student clubs and organizations
- timely corporate/organizational presence and participation in on-campus recruiting, fairs, and pre-recruiting
- using appropriate campus resources for visibility
- internship, co-op, and full-time hiring guidelines, processes, and programs
- promoting equal access for all students to all employment opportunities

To support the institution’s mission and goals, CS must provide faculty and staff and administrative units with information, guidance, and support on career development and employment issues and linkages with the broader community.

CS should support faculty and staff and administrative units by:

- identifying and disseminating information on employment trends and top employing organizations and co-op and internship sponsors
- provide employer feedback on the preparation of students for jobs, the curriculum and the hiring process
- raising awareness of appropriate ethical and legal guidelines for student referrals
- increasing awareness of career development issues and available resources
- providing and interpreting aggregate data on student learning and career-related outcomes for purposes such as accreditation, marketing, institutional development, and curriculum development

CS must consult with students and student groups regarding policy interpretation, program development, and relationships with employers.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale	NOTES: List Criterion Number
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR	
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 NR	
	ND 1 2 3 4 NR	

2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.		
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked		
<u>List student learning and/or developmental outcomes in spaces provided</u>		
2.4.1 <input type="checkbox"/> Intellectual Growth	ND 1 2 3 4 NR	
2.4.2 <input type="checkbox"/> Effective Communication	ND 1 2 3 4 NR	
2.4.3 <input type="checkbox"/> Enhanced Self-Esteem	ND 1 2 3 4 NR	
2.4.4 <input type="checkbox"/> Realistic Self-Appraisal	ND 1 2 3 4 NR	
2.4.5 <input type="checkbox"/> Clarified Values	ND 1 2 3 4 NR	
2.4.6 <input type="checkbox"/> Career Choices	ND 1 2 3 4 NR	
2.4.7 <input type="checkbox"/> Leadership Development	ND 1 2 3 4 NR	
2.4.8 <input type="checkbox"/> Healthy Behavior	ND 1 2 3 4 NR	
2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships	ND 1 2 3 4 NR	
2.4.10 <input type="checkbox"/> Independence	ND 1 2 3 4 NR	
2.4.11 <input type="checkbox"/> Collaboration	ND 1 2 3 4 NR	
2.4.12 <input type="checkbox"/> Social Responsibility	ND 1 2 3 4 NR	

2.4.13 <input type="checkbox"/>	Satisfying and Productive Lifestyle	ND 1 2 3 4 NR
2.4.14 <input type="checkbox"/>	Appreciate Diversity	ND 1 2 3 4 NR
2.4.15 <input type="checkbox"/>	Spiritual Awareness	ND 1 2 3 4 NR
2.4.16 <input type="checkbox"/>	Personal and Educational Goals	ND 1 2 3 4 NR
2.5	Program offerings are intentional, coherent and based on theories of learning and human development.	ND 1 2 3 4 NR
2.6	Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7	The program is designed to assist students to develop skills appropriate to the global work place.	ND 1 2 3 4 NR
2.8	The program includes ...	
	2.8a career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making	ND 1 2 3 4 NR
	2.8b information and resources on careers and further education, including access to valid career information, comprehensive and current information about careers such as via the Internet, access strategies for all students, and information about life-long learning opportunities	ND 1 2 3 4 NR
	2.8c career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision	ND 1 2 3 4 NR
	2.8d job search services, including the development of job-search competencies and skills in the use of information for career decision making	ND 1 2 3 4 NR
	2.8e services to employers, including determination of the needs and types of employers, involvement of employers in meaningful education programs on campus, valid and complete information about students, and meaningful exchange of information with employers	ND 1 2 3 4 NR
	2.8f consultation and outcome assessment, including	ND 1 2 3 4 NR

services to employers, faculty and staff members, students, and other constituencies		
2.9 The program is designed to meet the needs to multiple constituencies through flexible approaches.	ND 1 2 3 4 NR	
2.10 The program works collaboratively with other relevant units on campus, especially with the academic programs.	ND 1 2 3 4 NR	
2.11 The program goals are reviewed and updated regularly.	ND 1 2 3 4 NR	
2.12 The program promotes adherence to ethical standards by employers.	ND 1 2 3 4 NR	
2.13 The program treats all employers fairly.	ND 1 2 3 4 NR	

Part 2: Program Overview Questions

2.1 What are the primary elements of the program?

2.2 What evidence exists that confirms the program contributes to student learning and development?

2.3 What evidence is available to confirm program goals' achievement?

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Career Services (CS) leaders within the administrative structure to accomplish stated missions. CS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of CS must exercise authority over resources for which they are responsible to achieve their respective missions.

CS leaders must:

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**

- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area**

CS leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

CS leaders must promote campus environments that result in multiple opportunities for student learning and development.

CS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

If career components are offered through multiple units, the institution must designate a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.

CS leaders should coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit should be clearly identified and reflected in the mission and goals of the unit.

CS leaders must be advocates for the advancement of career services within the institution.

CS leaders should participate in institutional decisions about career services objectives and policies. CS leaders should participate in institutional decisions related to the identification and designation of clients served. Clients may include students, alumni, community members, and employers. Decisions about clients served should include type and scope of services offered and the fees, if any, that are charged.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP (Criterion Measures)	Rating Scales	NOTES: List Criterion Number
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 3 4 NR	
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR	
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR	
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR	
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR	
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR	
3.7 The program leader . . .		
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.	ND 1 2 3 4 NR	
3.7b prescribes and practices appropriate ethical behavior.	ND 1 2 3 4 NR	

3.7c recruits, selects, supervises, instructs, and coordinates staff members.	ND 1 2 3 4 NR	
3.7d manages fiscal, physical, and human resources effectively.	ND 1 2 3 4 NR	
3.7e applies effective practices to educational and administrative processes.	ND 1 2 3 4 NR	
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 4 NR	
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR	
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR	
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR	
3.12 The program advances career services within the institution.	ND 1 2 3 4 NR	

Part 3: Leadership Overview Questions

3.1 In what ways are program leaders qualified for their roles?

3.2 In what ways are program leaders positioned and empowered to accomplish the program mission?

3.3 How are program leaders accountable for their performance?

3.4 What leadership practices best describe program leaders?

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Career Services (CS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. CS must provide channels within the organization for regular review of administrative policies and procedures.

Other areas for consideration in determining structure and management of career services should include:

- size, nature and mission of the institution
- number and scope of academic-related services
- scope and intent of recruiting services

- philosophy and delivery system for service
- varied delivery methods (e.g., direct contact, technology)

CS should be integrated with, and complementary to, employment-related services.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)	Rating Scale	NOTES: List Criterion Number
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR	
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR	
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR	
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR	

Part 4: Organization and Management Overview Questions

4.1 What are the institutional organizational structures that define, enable, or restrain the program?

4.2 What protocols or processes are in place to insure effective management of the program?

Part 5: HUMAN RESOURCES

Career Services (CS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, CS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. CS must strive to improve the professional competence and skills of all personnel it employs.

CS staff must, in combination, have the competencies necessary to effectively perform the primary functions. Primary functions are program management and administration; program and event administration; career counseling and consultation; teaching/training/educating; marketing/promoting/outreach; brokering/connecting/linking; and information management.

The primary functions should include the following core competencies and knowledge domains.

Functions	Core Competencies	Knowledge Domains
Management and Administration	Needs assessment; program design, implementation and evaluation; strategic & operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesize, interpret and report information.	Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; management of information systems; customer service; marketing.
Program and event administration	Needs assessment; goal setting; program planning; implementation and evaluation; budget allocation; time management; problem solving; attention to detail.	Systems, logistics, and procedures; project management; customer service.

Career counseling and consultation	Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information.	Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumes.
Teaching/training/educating	Needs assessment; program/workshop design; researching, evaluating, and integrating information; effective teaching strategies; coaching; work with individuals and groups; use of technology for delivery of content.	Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job search process; learning styles.
Marketing/promoting/outreach	Needs assessment and goal setting; written and interpersonal communication; public speaking; job development; effective use of print, web, personal presentation methods.	Customer service; knowledge of institution and its academic programs; career services; employers= and faculty needs and expectations; recruiting and staffing methods, trends.
Brokering/connecting/linking	Organize information, logistics, people, and processes toward a desired outcome; consulting; interpersonal skills.	Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices.
Information management	Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design.	Library/resources center organization; computer systems and applications; specific electronic management information systems.

CS professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Training should include customer service, program procedures, and information and resource utilization.

CS must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Career information facilities should be staffed with persons who have the appropriate competencies to assist students and other designated clients in accessing and effectively using career information and resources. A technical support person or support service should be available to maintain computer and information technology systems for career services.

Salary levels and fringe benefits for all CS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

CS must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

CS must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

CS must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

CS professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies and developments that affect career services.

Staff training and development should be ongoing and promote knowledge and skill development across program components.

All staff must be trained in legal, confidential, and ethical issues related to career services.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 5. HUMAN RESOURCES (Criterion Measures)	Rating Scale	NOTES List Criterion Number
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR	
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR	
5.3 The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR	
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR	
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR	
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR	
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR	

5.8	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR	
5.9	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR	
5.10	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR	
5.11	Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR	
5.12	A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR	
5.13	Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR	
5.14	The program has a system for regular staff evaluation.	ND 1 2 3 4 NR	
5.15	The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR	

Part 5: Human Resources Overview Questions

5.1 What is the strategic plan for staffing the program?

5.2 In what ways are staff members' qualifications insured and their performance judged?

5.3 In what ways does the program train, supervise, and evaluate staff members?

Part 6: FINANCIAL RESOURCES

Career Services (CS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students, and the availability of internal or external resources.

CS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

CD should cultivate employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts. While outside revenue may be generated to supplement the services it should not replace institutional funding. Revenue generated from employers, vendors, students, and other designated clients should be limited and reasonable to carry out stated objectives.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES (Criterion Measures)	Rating Scale	NOTES List Criterion
---	---------------------	--------------------------------

6.1	The program has adequate funding to accomplish its mission and goals.	ND	1	2	3	4	NR	Number
6.2	Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND	1	2	3	4	NR	
6.3	The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND	1	2	3	4	NR	

Part 6: Financial Resources Overview Questions

6.1 What is the funding strategy for the program?

6.2 What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Career Services (CS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

CS must provide: private offices for professional staff in order to perform counseling or other confidential work; support staff work areas; reception and student registration area; career resource center; storage space sufficient to accommodate resources, supplies and equipment; technology resources for students and staff sufficient to support career services functions; access to conference rooms, computer labs and large group meeting rooms; private interview facilities for employers and students to accommodate the scope of the recruiting program; and reception spaces adequate to accommodate on-campus recruiting and career counseling services.

CS should be in a convenient location for students and employers and project a welcoming, professional atmosphere for its users. A private employer workspace should be available. Parking for visitors should be adequate and convenient.

Equipment and facilities must be secured to protect the confidentiality, security, and safety of records. Contracts with outside vendors must include adherence to ethics, confidentiality, security, institutional policies, as well as reflect support of career services programs, goals and standards.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
----------------	--------------	--------------------	---------------	----------------	-----------------

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT <i>(Criterion Measures)</i>		Rating Scale	NOTES List Criterion Number
7.1	The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR	
7.2	Program facilities, technology, and equipment is evaluated regularly.	ND 1 2 3 4 NR	
7.3	Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR	
7.4	The program provides adequate private office space.	ND 1 2 3 4 NR	

Part 7: Facilities, Technology, and Equipment Overview Questions

7.1 How are facilities, technology, and equipment inventoried and maintained?

7.2 What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Part 8: LEGAL RESPONSIBILITIES

Career Services (CS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

CS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for CS staff members as needed to carry out assigned responsibilities.

The institution must inform CS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Career services staff members must be aware of and seek advice from the institution’s legal counsel on: privacy and disclosure of student information contained in education records; defamation law regarding references and recommendations on the behalf of students and other designated clients; laws regarding employment referral practices of the career services office and others employed by the institution that refer students for employment; affirmative action regulations and laws regarding programs for special populations; liability issues pertaining to experiential learning programs; laws regarding eligibility to work; laws regarding contracts governing service provided by outside vendors; and laws regarding grant administration.

Career services must maintain appropriate records for future work with students and other designated clients.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 8. LEGAL RESPONSIBILITIES <i>(Criterion Measures)</i>		Rating Scale	NOTES List Criterion Number
1	Program <i>staff</i> members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR	
2	Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR	
3	Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR	

4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR	
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 4 NR	
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR	
8.7 The program maintains appropriate records for future work with students and other clients.	ND 1 2 3 4 NR	
	ND 1 2 3 4 NR	
	ND 1 2 3 4 NR	

Part 8: Legal Responsibilities Overview Questions

8.1 What are the crucial legal issues faced by the program?

8.2 How are staff members instructed, advised, or assisted with legal concerns?

Part 9: EQUITY and ACCESS

Career Services staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. CS must adhere to the spirit and intent of equal opportunity laws.

To respond to the needs of students and other designated clients, career services should provide services in-person, on-line, via telephone, e-mail, or other formats. CS should be responsive to the needs of all its constituencies through the establishment of office hours, customer service systems and on-line operations.

Policies and practices of CS must not discriminate on the basis of age, color, disability, sex, national origin, race, religious creed, sexual identity, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

CS should ensure that employers who use career services adhere to the word and spirit of equal employment opportunity and affirmative action. CS staff should make every effort to inform or educate faculty members about issues relevant to discriminatory practices related to their referral of students directly to employers.

Consistent with their mission and goals, programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

These groups may include traditionally under-represented, disabled, evening, part time, commuter, and international students.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus.

Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
----------------	--------------	--------------------	---------------	----------------	-----------------

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating Scale	NOTES List Criterion Number
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR	
9.2 All program facilities and services are accessible to prospective user	ND 1 2 3 4 NR	
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR	
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR	
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR	
9.6 The program acts to remedy imbalances in student participation and staffing	ND 1 2 3 4 NR	
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR	

Part 9: Equity and Access Overview Questions

9.1 How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

9.2 What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Part 10: CAMPUS and EXTERNAL RELATIONS

Career Services (CS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

As an integral function within the institution, CS must develop and maintain effective relationships with relevant stakeholders at the institution and in the community.

To achieve this, CS should develop institutional support for career development and employment programs by:

- participating fully in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs
- arranging appropriate programs that use alumni experience and expertise
- establishing cooperative relationships with other offices and services to support the practice of mutual referrals, information exchange, resource sharing, and other program functions

- providing information and reports to the academic administration, faculty and key offices of the institution regarding career services for students, employers, and alumni
- developing informal or formal student, faculty, or employer advisory groups
- encouraging dialogues among employers, faculty members, and administrators concerning career issues and trends for students and graduates

In addition, CS should:

- encourage staff participation in and through professional associations and community activities related to career and employment issues (e.g., chambers of commerce, workforce development functions, employer open houses, workshops, federally mandated one stop centers, school-to-work efforts)
- raise issues and concerns with the legal counsel of the institution regarding compliance with laws as they pertain to employment, recruitment, supervision (e.g., interns)

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 10. CAMPUS and EXTERNAL RELATIONS (<i>Criterion Measures</i>)	Rating Scale	NOTES List Criterion Number
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR	

Part 10: Campus and External Relations Overview Questions

10.1 With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

10.2 What evidence confirms effective relationships with program constituents?

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Career Services (CS) must nurture environments where commonalties and differences among people are recognized and honored.

CS must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. CS must educate and promote respect about commonalties and differences in their historical and cultural contexts.

CS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

CS should work in conjunction with the institution's special services and minority organizations to enhance student's awareness and appreciation of cultural and ethnic differences. Collaborating departments and minority organizations should provide educational programs that help minority students, multicultural students, and individuals with disabilities to identify and address their unique needs related to career development and employment. CS should initiate partnerships and collaborative programming with other offices representing specific populations to ensure appropriate service delivery.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
-----------------------	---------------------	---------------------------	----------------------	-----------------------	------------------------

PART 11. DIVERSITY <i>(Criterion Measures)</i>	Rating Scale	NOTES List Criterion Number
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	ND 1 2 3 4 NR	
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR	
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 4 NR	
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR	

Part 11: Diversity Overview Questions

11.1 In what ways does the program contribute to the nurturing of diversity?

11.2 How does the program serve the needs of diverse populations?

Part 12: ETHICS

All persons involved in the delivery of Career Services (CS) must adhere to the highest principles of ethical behavior. CS must develop or adopt and implement appropriate statements of ethical practice. CS must publish these statements and ensure their periodic review by relevant constituencies.

Ethical standards or other statements from relevant professional associations should be considered.

CS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All CS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

CS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

CS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all CS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

CS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

CS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

CS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

CS leaders/managers should provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty and staff, employers, service providers, and other administrators.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 12. ETHICS (<i>Criterion Measures</i>)		Rating Scale	NOTES List Criterion Number
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND 1 2 3 4 NR	
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 3 4 NR	
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 3 4 NR	
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 4 NR	
12.5	Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclose to appropriate authorities.	ND 1 2 3 4 NR	
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR	
12.6	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR	
12.7	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR	
12.8	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR	
12.9	All staff members perform assigned duties within the limits of	ND 1 2 3 4 NR	

training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.		
12.10 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR	
12.11 Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR	

Part 12: Ethics Overview Questions

12.1 What ethical principles, standards, statements, or codes guide the program and its staff members?

12.2 What is the program’s strategy for managing student and staff member confidentiality issues?

12.3 How are ethical dilemmas and conflicts of interest managed?

12.4 In what ways are staff members informed and supervised regarding ethical conduct?

Part 13: ASSESSMENT and EVALUATION

Career Services (CS) must conduct regular assessment and evaluations. CS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

CS must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Career services must conduct regular evaluations to improve programs and services, to adjust to changing client needs, and to respond to environmental threats and opportunities.

In order for institutions to employ comparable methods for evaluation, resources from recognized peers and professional associations should be consulted. CS should collaborate with institutional research units, state agencies, accrediting bodies, and other evaluative groups that generate and assess evaluation information. CS should promote institutional efforts to conduct relevant research on career development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests.

Evaluations should include:

- review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document
- regular feedback from participants on events, programs, and services
- systematic needs assessment to guide program development
- first destination surveys at or following graduation
- employer and student feedback regarding experiential learning programs
- alumni follow-up surveys administered at specific times after graduation
- reports and satisfaction surveys from students and other constituencies interacting with career services such as employers, faculty, and other post-secondary institutions

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

CS should prepare and disseminate annual and special reports, including career services philosophy, goals and objectives, current programs and services, service delivery information, first destination information, and graduate follow-up information.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)	Rating Scale	NOTES List Criterion Number
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR	
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR	
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR	
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR	

Part 13: Assessment and Evaluation Overview Questions

13.1 What is the grand assessment strategy for the program?

13.2 How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

13.3 How are student learning and development outcomes determined to ensure their level of achievement?

CAS

Self-Assessment Guide Career Services

Work Form A Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled *Step One* for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step Two* columns. Any criterion measure identified as “Unsatisfactory” by one or more reviewer should be included as a circled item in Step 1. In *Step Three*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

Step One						Step Two	
Part	Items					Excellent	Unsatisfactory
1. Mission	1.1a 1.4	1.1b 1.5	1.1c 1.6	1.2	1.3		
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6 2.8d 2.11	2.2 2.4.4 2.4.9 2.4.14 2.7 2.8e 2.12	2.3 2.4.5 2.4.10 2.4.15 2.8a 2.8f 2.13	2.4.1 2.4.6 2.4.11 2.4.16 2.8b 2.9	2.4.2 2.4.7 2.4.12 2.5 2.8c 2.10		
3. Leadership	3.1 3.6 3.7e 3.12	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11		
4. Organization & Management	4.1	4.2	4.3	4.4			
5. Human Resources	5.1 5.6 5.11	5.2 5.7 5.12	5.3 5.8 5.13	5.4 5.9 5.14	5.5 5.10 5.15		
6. Financial Resources	6.1	6.2	6.3				
7. Facilities, Technology, & Equipment	7.1	7.2	7.3	7.4			
8. Legal Responsibilities	8.1 8.6	8.2 8.7	8.3	8.4	8.5		

9. Equity and Access	9.1 9.6	9.2 9.7	9.3	9.4	9.5		
10. Campus and External Relations	10.1						
11. Diversity	11.1	11.2	11.3	11.4			
12. Ethics	12.1 12.6 12.11	12.2 12.7	12.3 12.8	12.4 12.9	12.5 12.10		
13. Assessment & Evaluation	13.1	13.2	13.3	13.4			

Step Three: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

**Self-Assessment Guide
Career Services**

**Work Form C
Summary Action Plan**

Step Five:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

--

Part 2: Program

--

Part 3: Leadership

--

Part 4: Organization and Management

--

Part 5: Human Resources

--

Part 6: Financial Resources

--

Part 7: Facilities, Technology, and Equipment

--

Part 8. Legal Responsibilities

--

Part 9: Equity and Access

--

Part 10: Campus and External Relationships

--

Part 11: Diversity

--

Part 12: Ethics

--

Part 13: Assessment and Evaluation

--

Breakdown of Students*							
	1st Year	2nd Year	3rd Year	4th Year	Graduate	Other	Total
2008-2009	591	186	481	740	54	182	2234
2007-2008	416	268	578	948	78	n/a	2288
2006-2007	1157	257	292	767	47	14	2534
2005-2006	1109	295	329	724	83	107	2647
2004-2005	639	145	242	685	88	90	1889

* Does not include events

APPENDIX J

Student Usage													
	Individual Contacts						Group Contacts			Technical			Total
Year	Co-Op	Career Counseling	Alumni	Vocational Assessment	Job Search, Resume, Cover Letter	Student Employment	Classes	Students	Events	Website Hits (Average)	Perfect Interview	Discover	
2008-2009	Inquired 193	716	74	104	1135	1204	*101	2234	*Employers 237	*2946 (only 4 mo.)	325	606	8103
	Actual 93								Students 1512				
2007-2008	Inquired	976	102	71	1445	1164	*91	2288	*Employers	*5169	118	348	8118

8	223								335				
	Actual 86								Students 1501				
200 6- 200 7	Inquired 304	785	51	114	1068	1582	*104	2534	*Employers 305	*5413	65	337	8144
	Actual 95								Students 1369				
200 5- 200 6	Inquired 246	939	108	61	688	1937	*120	2647	*Employers 269	No count available	40	451	8229
	Actual 114								Students 1112				
200 4- 200 5	Inquired 232	1063	90	39	793	2048	*93	1889	*Employers 213	*760	21	382	7385
	Actual 70								Students 828				
* Not counted in total													

APPENDIX K

Career Services Events Attendance Chart 2008 – 2009

Event	# in Mailing	Approximate # of Employers	Approximate # of Students	Approximate # of Faculty
Etiquette Dinner – Sept 30		11	129	22
Construction Management Career Day – Oct 8	278	22	122	8
Teaching Ops for Non-Teaching Majors – Oct 21 & 22		0	10	4
Engineering, CS & Math Career Fair – Oct 28	1791	9	70	5
Disabilities in the World of Work – Oct. 28		2	12	3
Graduate School & Corporate Career Expo – Oct 29		25	39	1
Criminal Justice Career Fair – Oct 30		6	71	4
Education Recruitment Day – Oct. 28	305	10	50	6
Allied Health & Nurses’ Career Day – Nov 6	431	24	136	5
Etiquette Dinner – February 3		10	147	20
Construction Management Career Day – Feb 11	284	15	116	10
PT & SLP Career Fair – February 17	419	28	56	0
Summer Jobs & Internships Fair - 3/10	Sum – 190 Corp – 535 NP – 138 Gov – 197 Comm – 89 Eng – 289 Enviro – 54 CJ – 65 TOTAL: 1557	27	143	1
Etiquette Reception – March 10		1	73	9
Corporate, Non-Profits & Gov Career Expo & STEM Fair – March 11		17 – 4 STEM & 13 EXPO	118	6
Life After Art School Panel 3/11		4	51	2
Career Planning in Tough Econ Times 3/12		5	37	4
Teaching Ops for Non – Teaching Majors – 3/18 & 19			10	NA
Education Recruitment Day – March 24	329	21	100	6
Total		237	1512	116
% change from past year		30%decrease	.007%increase	

APPENDIX L – 1

***Allied Health
& Nurses'
Career Day
Fall 2008***

**Event
Evaluation
Summary**

Career Services & Cooperative Education
Western Carolina University
2nd floor Killian Annex
Cullowhee, North Carolina 28723
828.227.7133
<http://careers.wcu.edu>

Table of Contents

	Page(s)
Employers Evaluation	
Summary	3
Sample of the Employer Evaluation	4
Graphs 1 – 11	5 – 10
Student Evaluation	
Summary	11
Students' written responses to evaluation questions	12
Sample of the Student Evaluation	13
Graphs 12 – 17	14 – 16

Allied Health & Nurses' Career Day, November 2008

Event Summary

Employer Responses

- The Allied Health & Nurses' Career Day registration reminder postcards were sent to approximately 431 organizations from the database and on Western's campus.
- 24 organizations attended the Allied Health & Nurses' Career Day.
- 13 of the attending organizations completed evaluations.
- 75% of the respondents rated the eRecruiting online registration a 5, with 5 being most satisfactory. – Graph 1
- 9 of the respondents rated the confirmation and follow-up information a 5, with 5 being most satisfactory. – Graph 2
- The time of the event was rated 4 or 5 by 69%. – Graph 3
- The date of the event was rated 4 or 5 by 100%. – Graph 4
- The location/facility of the event was rated 4 or 5 by 100%. – Graph 5
- 100% of the respondents rated the food and beverage provided a 4 or 5. – Graph 6
- The number of students was rated a 4 or 5, with 5 being most satisfactory, by 75% of the employers. – Graph 7
- 92% of the employers rated the students a 4 or 5 in regards to how they presented themselves (re: manners, dress, attitude, etc.) – Graph 8
- The event's shuttle service was rated a 4 or a 5 by 88% of the respondents. – Graph 9
- The event overall was rated a 4 or 5 by 100%. – Graph 10
- 77% rated the Allied Health & Nurses' Career Day a 4 or 5, with 5 being most satisfactory, in comparison to other college career days. – Graph 11

Graphs 1 – 11 represent the employer's evaluation responses.



ALLIED HEALTH & NURSES' CAREER DAY

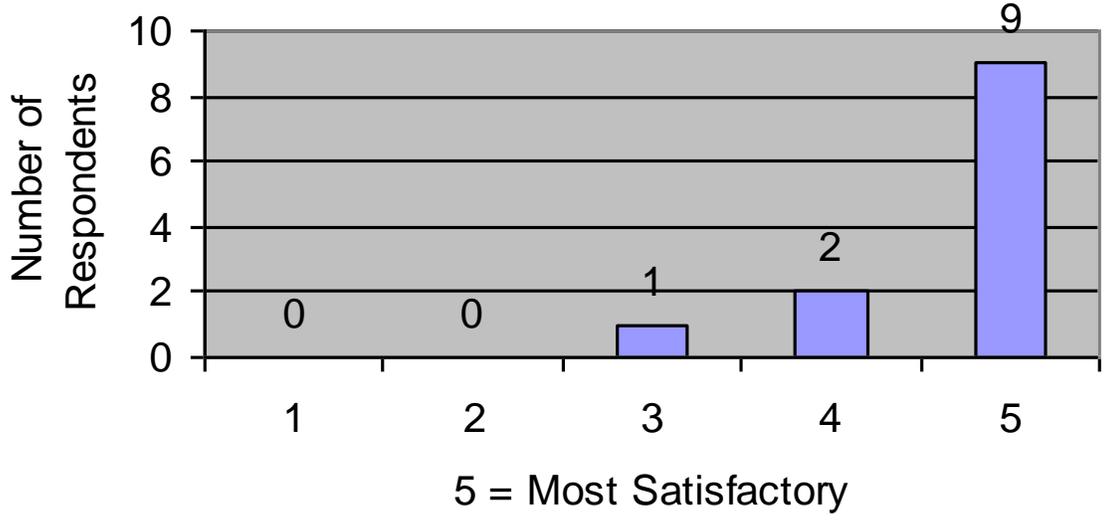
Fall 2008 Employer Evaluation

Please rate each aspect of the career fair on a scale of 1 -5, with 5 being most satisfactory:

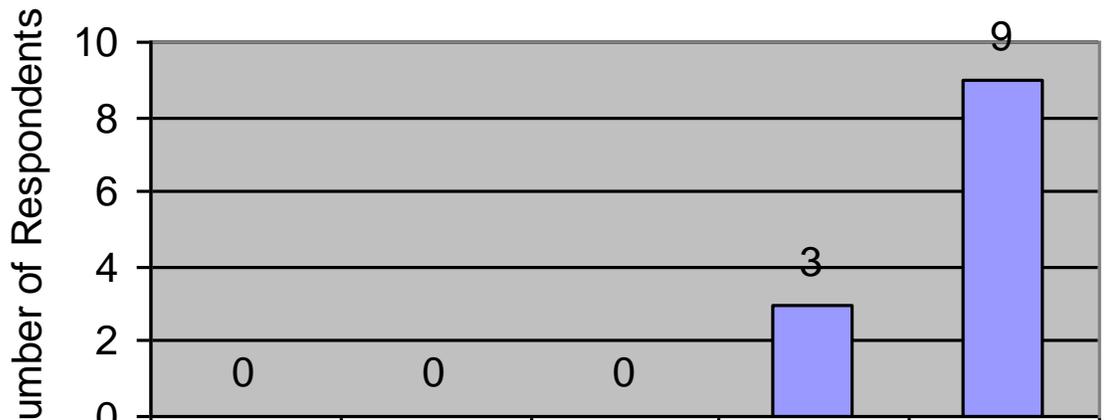
eRecruiting/JobCat on-line registration	1	2	3	4	5
Confirmation & follow-up information	1	2	3	4	5
Time of event	1	2	3	4	5
Date of event	1	2	3	4	5
Location/facility	1	2	3	4	5
Shuttle service	1	2	3	4	5
Number of students	1	2	3	4	5
Students (re: manner, dress, attitude, etc.)	1	2	3	4	5
Event overall	1	2	3	4	5
Event in comparison to other college recruiting events you have attended	1	2	3	4	5

Please feel free to provide us with any suggestions or comments on reverse.

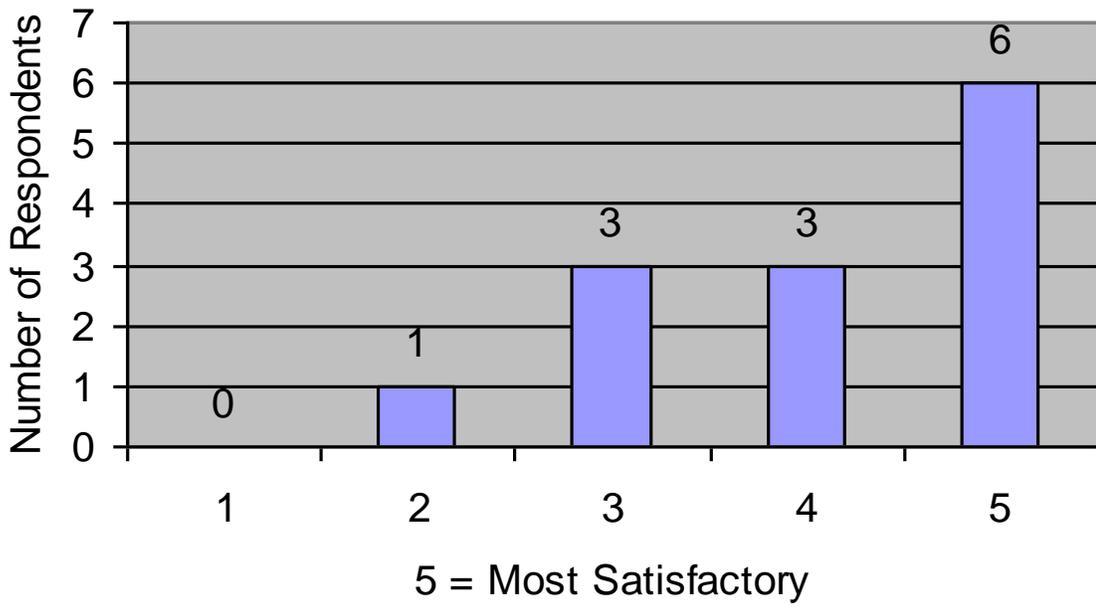
Graph 1: Please rate eRecruiting/JobCat on-line registration



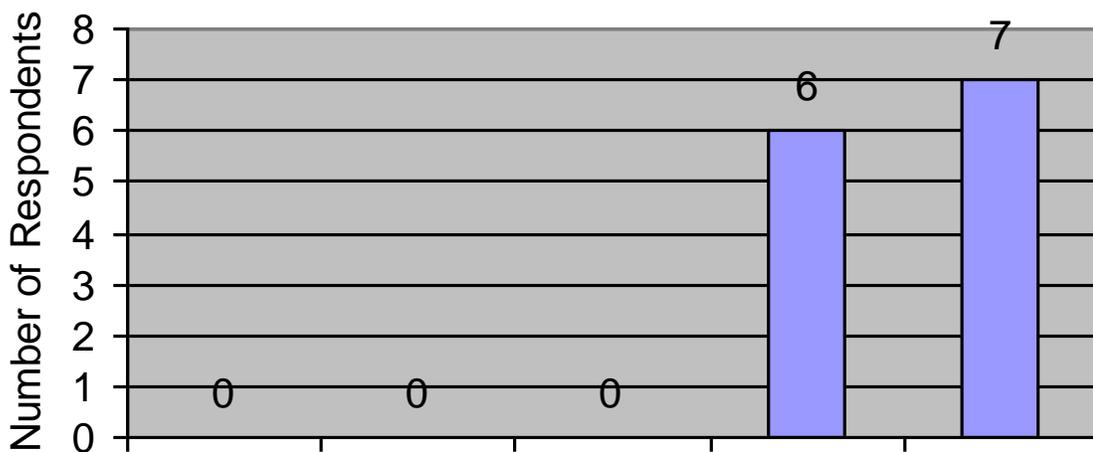
Graph 2: Please rate the confirmation and follow-up information



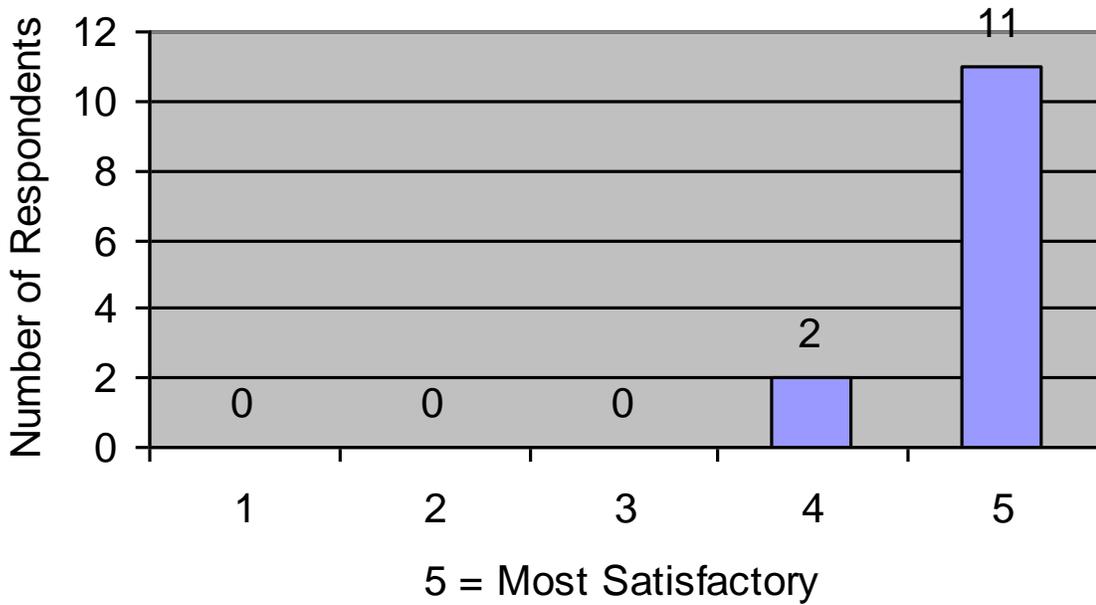
Graph 3: Please rate the time of the event



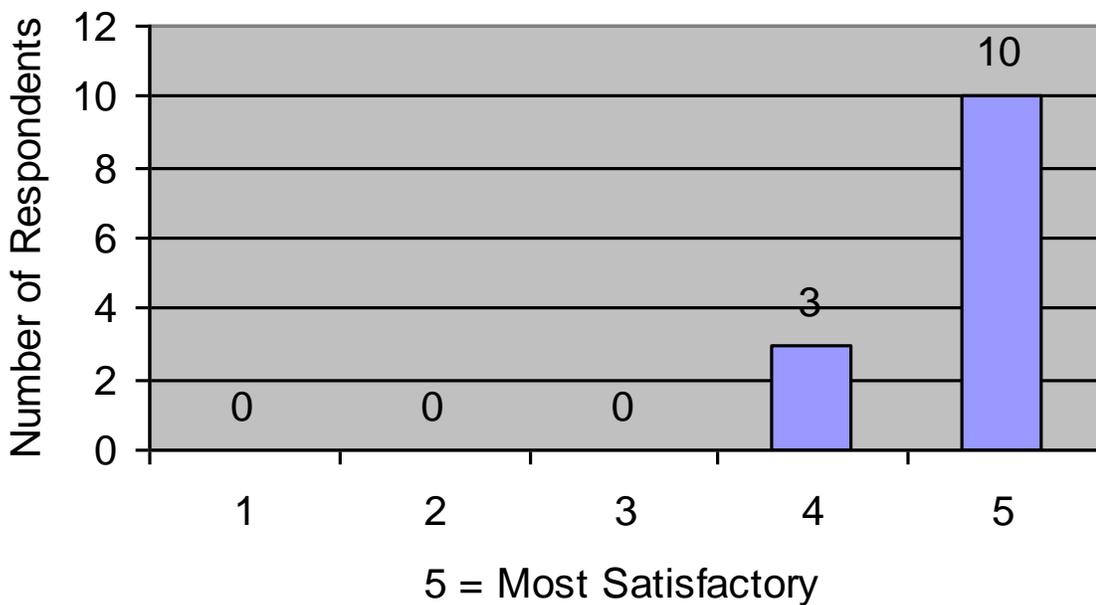
Graph 4: Please rate the date of the event



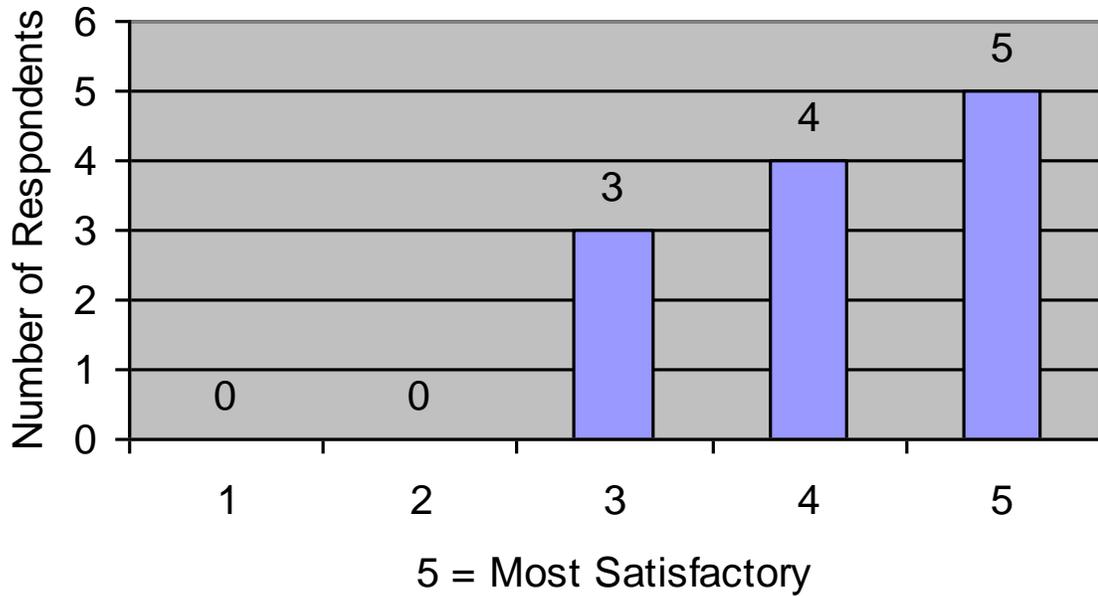
Graph 5: Please rate the location/facility



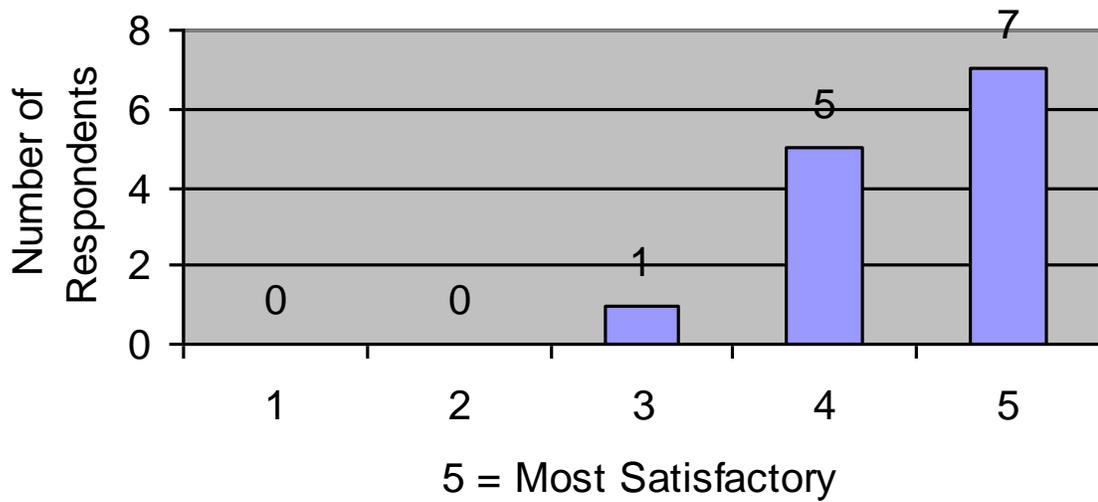
Graph 6: Please rate the food & beverage



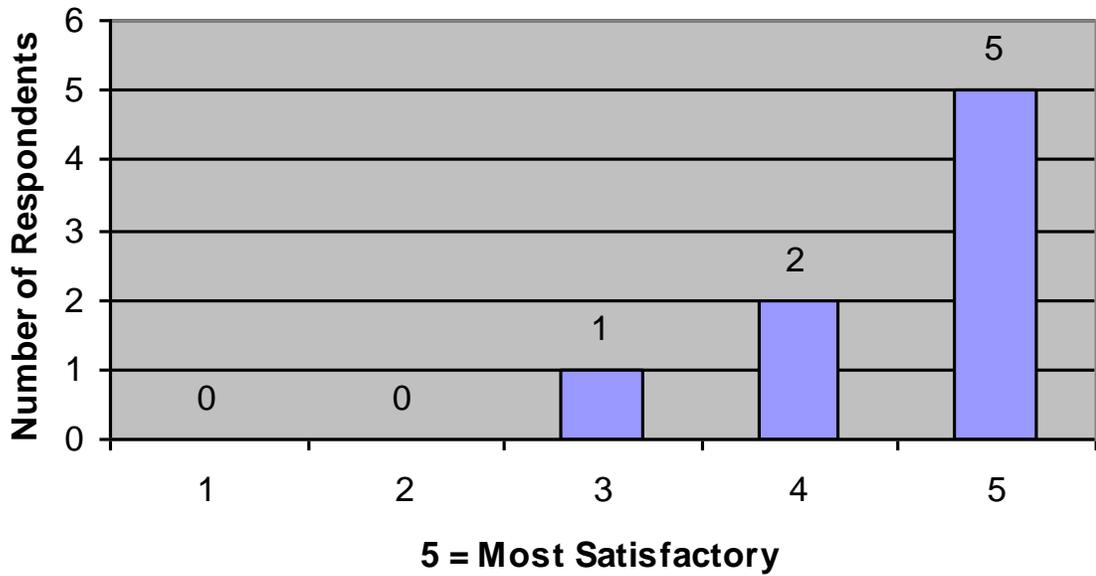
Graph 7: Please rate the number of students attending this event



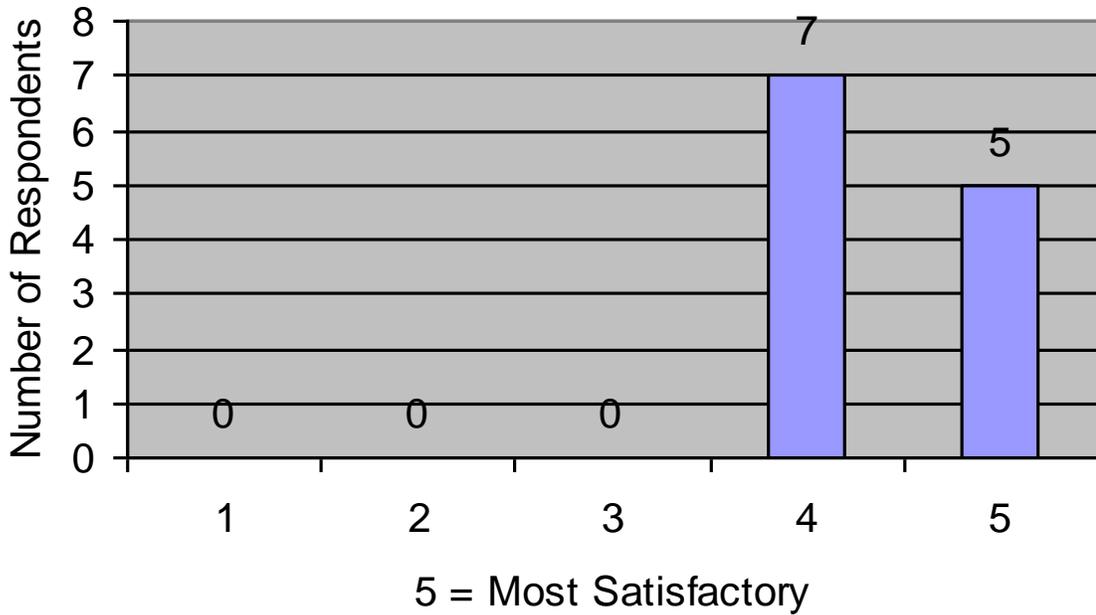
Graph 8: Please rate the students in regards to manner, dress, attitude, etc.



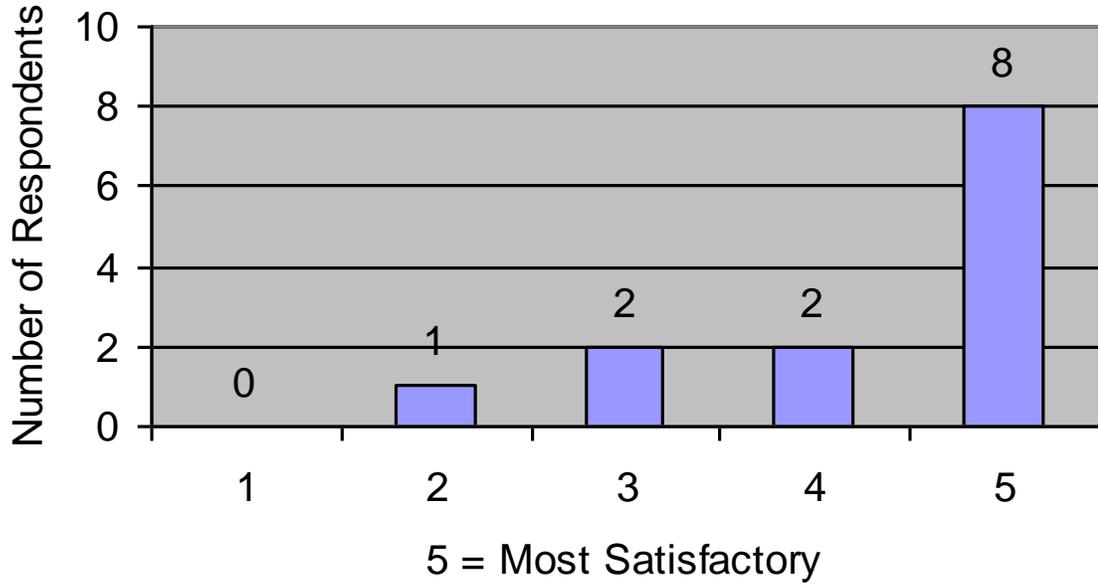
Graph 9: Please rate the shuttle service for this event



Graph 10: Please rate the event overall



Graph 11: Please rate this event in comparison to other college career days



Allied Health & Nurses' Career Day, November 2007

Event Summary

Student Responses from Evaluations

- Approximately 136 students attended the Allied Health & Nurses' Career Day.
- 54, or 40%, students completed the student evaluation for the Allied Health & Nurses' Career Day.
- 78% of the students responded they heard about the Allied Health & Nurses' Career Day from a professor and 8% from a sandwich board. – Graph 12
- Fifty, or 93%, of the students rated the location of the fair a 4 or 5, on a scale of 1 – 5 with 5 being most satisfactory. – Graph 13
- 93% of the responding students ranked the time of the event a 4 or 5 on a scale of 1 to 5, with 5 being most satisfactory. – Graph 14
- The number of organizations represented was ranked a 4 or 5 by 72%. – Graph 15
- The information received at the fair was thought to be beneficial (ranked a 4 or 5) by 91% of the respondents.– Graph 16
- 89% of the students responded a 4 or 5 when asked to rate the even overall. – Graph 17
- The breakdown of number of students from each class attending the Allied Health & Nurses' Career Day is:
 - May 2009 – 12
 - August 2009 – 7
 - May 2010 – 24
 - August 2010 – 3
 - May 2011 - 1
 - May 2012 – 2

Graphs 12 – 17 represent student evaluation responses.

**Student responses to
“What did you find most valuable about the career fair?”**

- Hospitals & what they offer
- Lots of friendly representative of hospitals
- Getting contact information
- Wide variety
- Flyers
- Learning about Open Houses close to this area
- Different choices
- Nice layout with stations

**Student responses to
“How will you use what you learned?”**

- Consider externships
- I will use the opportunity of all the information when applying for a job
- Start the thought process of career location
- Research more information opportunities and find where I'm needed
- Will be more prepared next year and know what to expect closer to graduation
- To look for a profession in the future
- Email different employment opportunities
- Apply for jobs and make contact
- Call up resources

Majors represented (as taken from evaluations):

Pre-Nursing – 2

Nursing – 13

Physical Therapy – 18

Emergency Medical Care – 9

Recreational Therapy – 1

Health Information Administration – 8

MPT – 3

Allied Health & Nurses' Career Day

Fall 2008 Student Evaluation

Name:

Major:

Grad Date:

1) How did you hear about the career fair?

Sandwich Board Banner Radio Professor Friend

Other

2) Please rate the each aspect of the event with 5 being most satisfactory:

Information Received 1 2 3 4 5

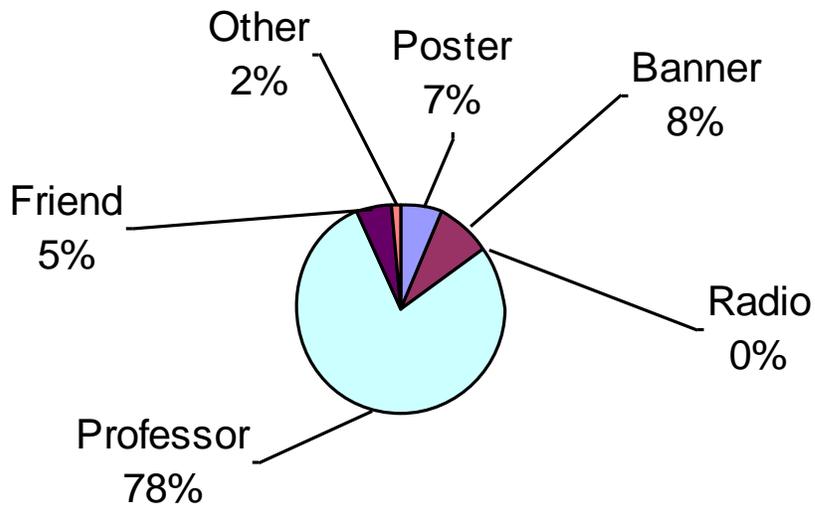
Location 1 2 3 4 5

Time 1 2 3 4 5

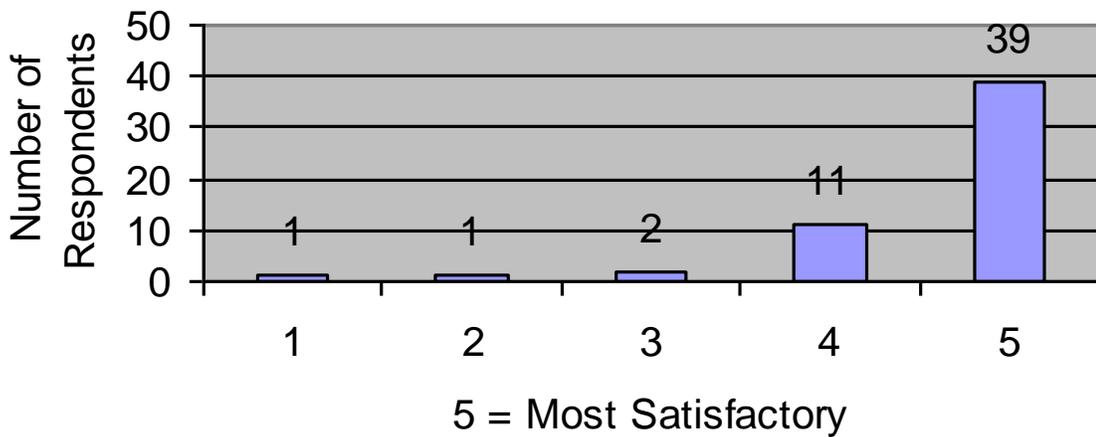
Business Represented 1 2 3 4 5

Event Overall 1 2 3 4 5

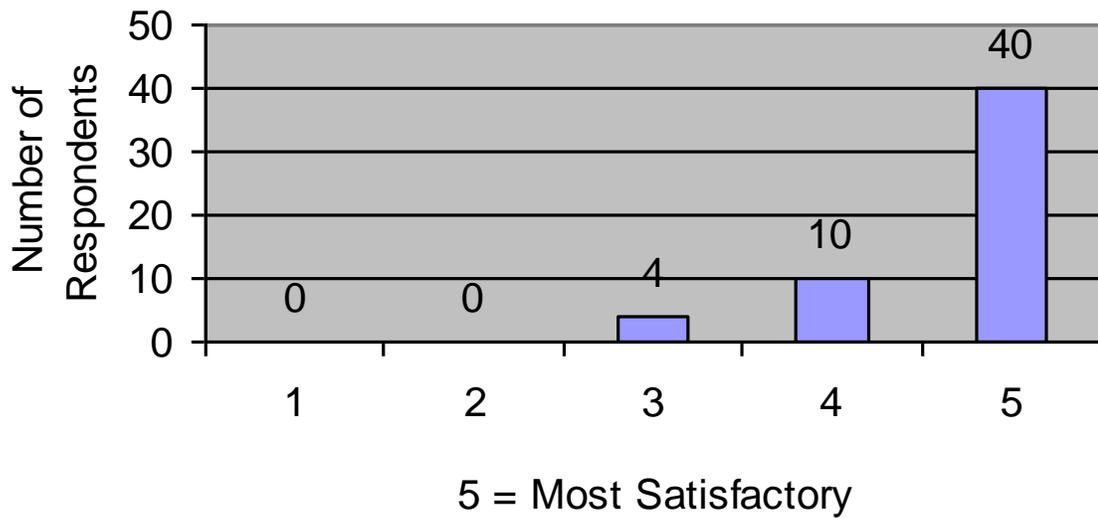
Graph 12: How did you hear about the Allied Health & Nurses' Career Day?



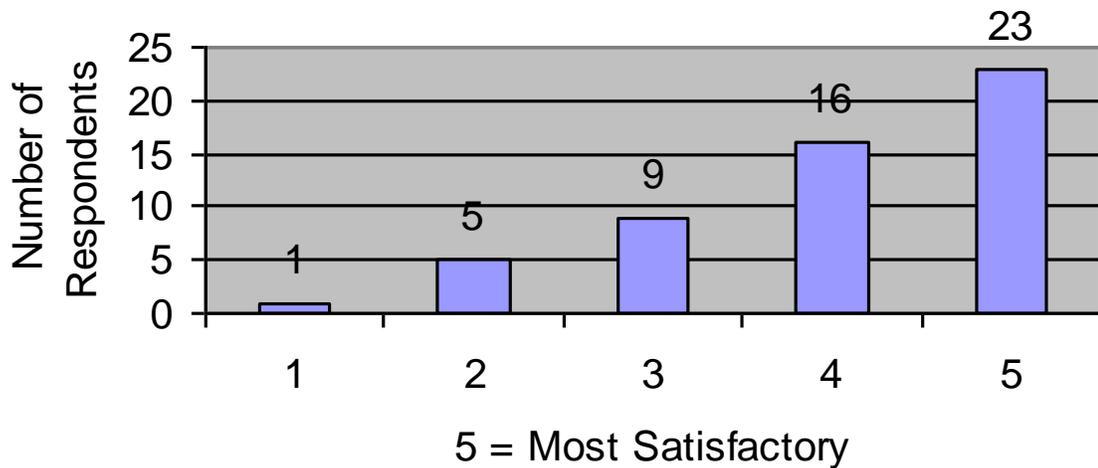
Graph 13: Please rate the location of this event



Graph 14: Please rate the time of the event

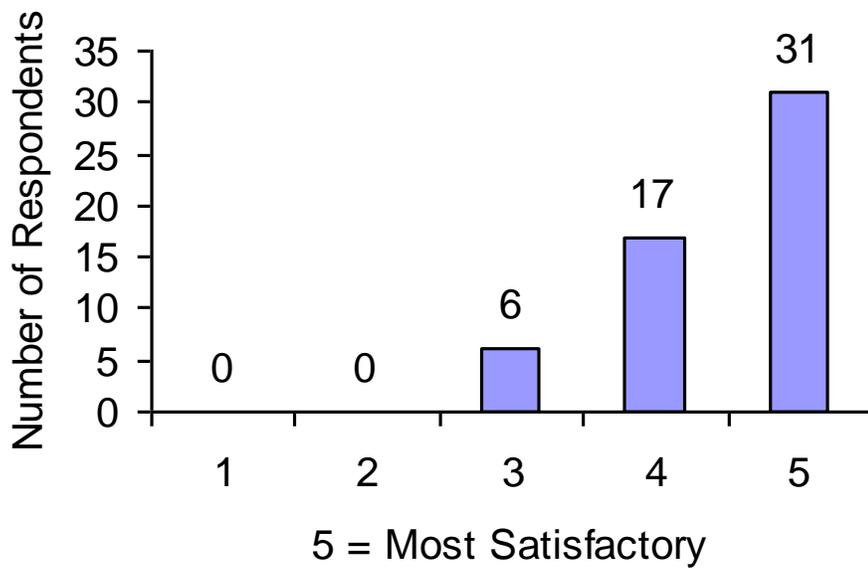


Graph 15: Please rate the organizations represented



Graph 16: Please rate the information received at the event

Graph 17: Please rate the event overall



*Construction
Management
Career Day
Spring 2009*

Event
Evaluation
Summary

Career Services & Cooperative Education
Western Carolina University
205 Killian Annex
Cullowhee, North Carolina 28723
828.227.7133
<http://careers.wcu.edu>

Table of Contents

	Page(s)
Employers Evaluation	
Summary	3
Sample of the Employer Evaluation	4
Graphs 1 – 11	5 – 10
Student Evaluation	
Summary	11
Students' written responses to evaluation questions	12
Sample of the Student Evaluation	13
Graphs 12 – 17	14 – 16

Construction Management Career Day, February 2009

Event Summary

Employer Responses

- The Construction Management Career Day registration reminder postcards were sent to approximately 284 businesses from the database and on Western's campus.
- Fifteen organizations attended the Construction Management Career Day.
- Nine of the attending organizations completed evaluations.
- 100% of the respondents rated the eRecruiting online registration a 4 or 5, with 5 being most satisfactory. – Graph 1
- 8, or 89%, of the respondents rated the confirmation and follow-up information a 5, with 5 being most satisfactory. – Graph 2
- The time of the event was rated 4 or 5 by 100%. – Graph 3
- The date of the event was rated 4 or 5 by 100%. – Graph 4
- The location/facility of the event was rated a 5 by 89%. – Graph 5
- 100% of the respondents rated the food and beverage provided a 4 or 5. – Graph 6
- The number of students was rated a 1 or 2, with 5 being most satisfactory, by 89% of the employers. – Graph 7
- 100% of the employers rated the students a 4 or 5 in regards to how they presented themselves (re: manners, dress, attitude, etc.). – Graph 8
- The event's shuttle service was rated a 5 by 67% of the respondents. – Graph 9
- The event overall was rated a 5 by 78%. – Graph 10
- 57% rated the Construction Management Career Day a 3 or 4, with 5 being most satisfactory, in comparison to other college career days. – Graph 11

Graphs 1 – 11 represent the employer's evaluation responses.

CONSTRUCTION MANAGEMENT CAREER DAY



Spring 2009 Employer Evaluation

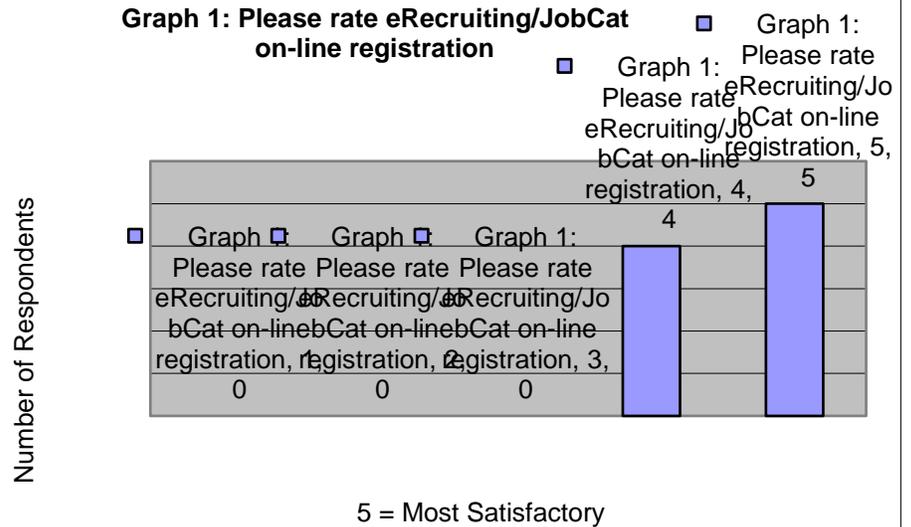
Please rate each aspect of the career fair on a scale of 1 -5, with 5 being most satisfactory:

eRecruiting/JobCat on-line registration	1	2	3	4	5
Confirmation & follow-up information	1	2	3	4	5
Time of event	1	2	3	4	5
Date of event	1	2	3	4	5
Location/facility	1	2	3	4	5
Shuttle service	1	2	3	4	5
Number of students	1	2	3	4	5
Students (re: manner, dress, attitude, etc.)	1	2	3	4	5
Event overall	1	2	3	4	5
Event in comparison to other college recruiting events you have attended	1	2	3	4	5

Please feel free to provide us with any suggestions or comments on reverse.

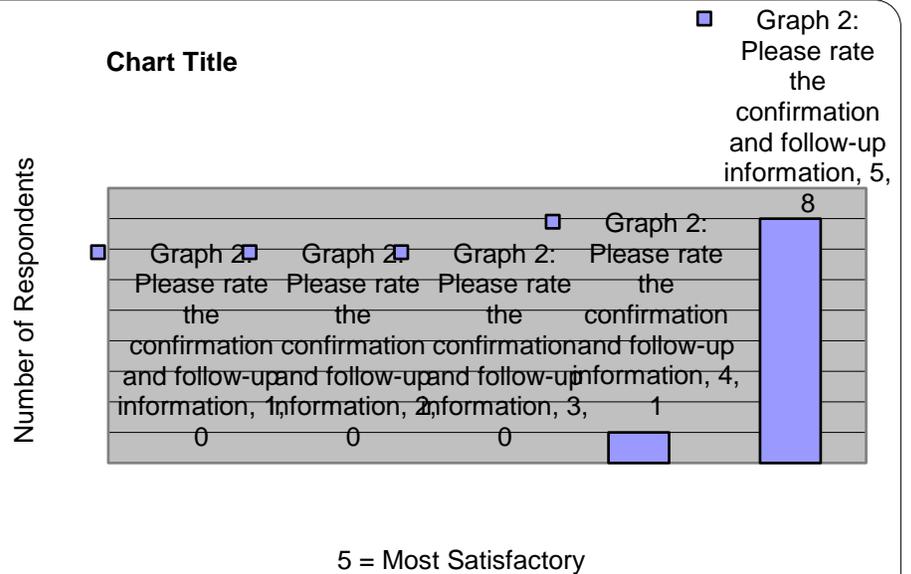
Graph 1

100% of the respondents rated the eRecruiting online registration a 4 or 5, with 5 being most satisfactory.



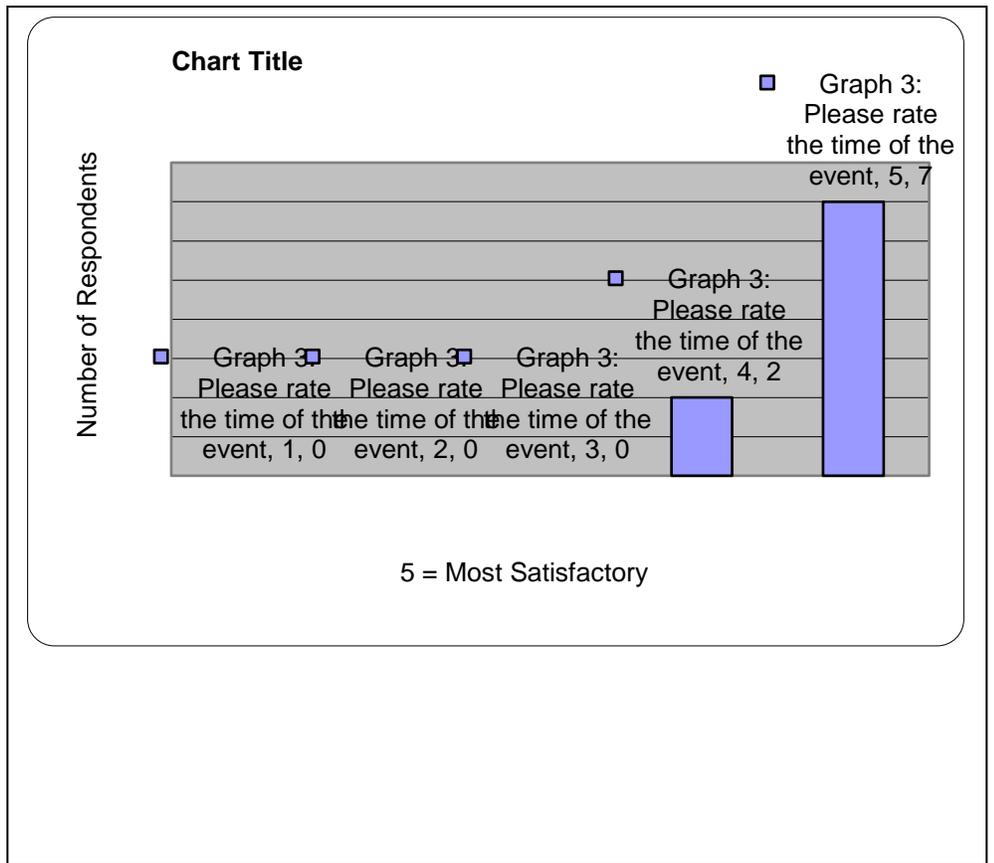
Graph 2

Eight, or 89%, of the respondents rated the confirmation and follow-up information a 5, with 5 being most satisfactory.



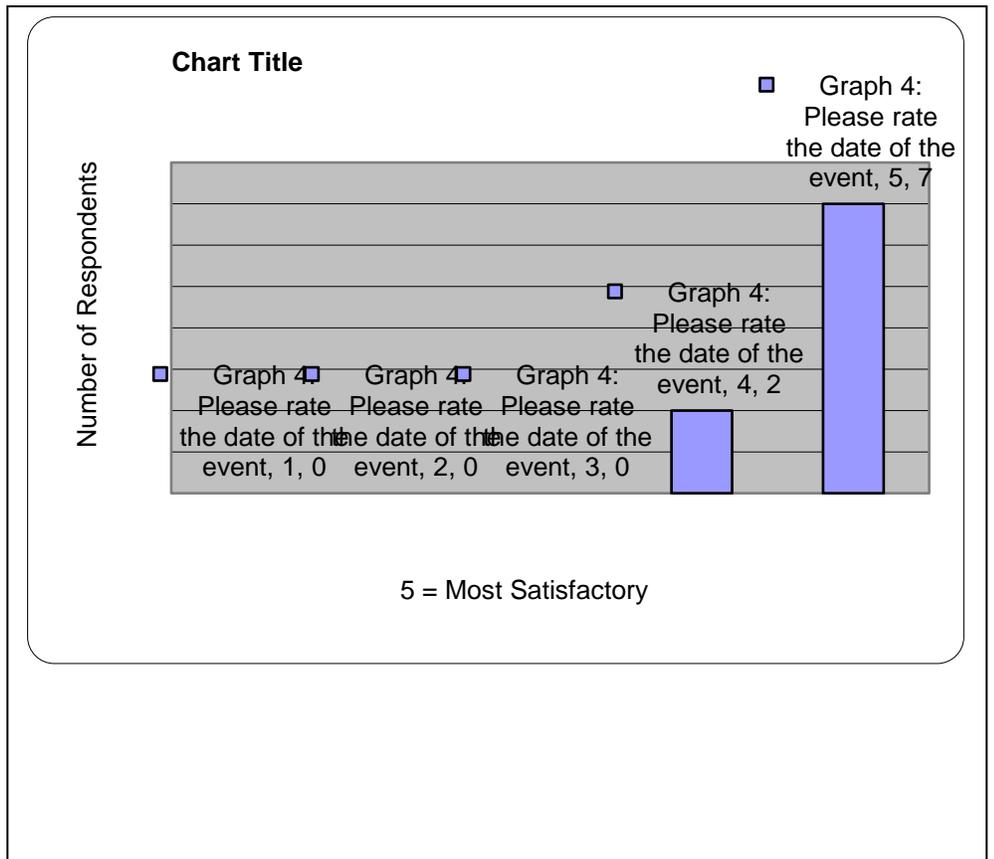
Graph 3

The time of the event was rated 4 or 5 by 100%.



Graph 4

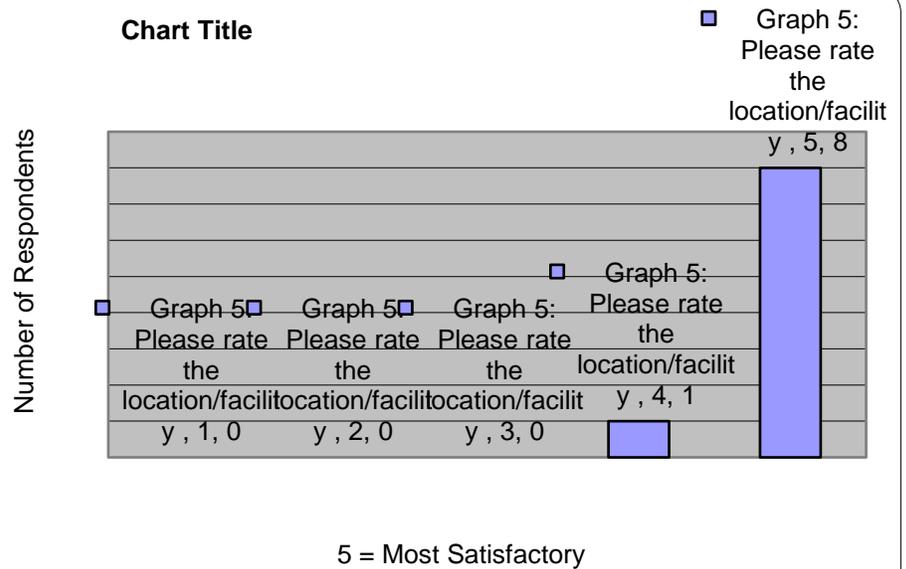
The date of the event was rated 4 or 5 by 100%.



Graph 5

The location/facility of the event was rated a 5 by 89%.

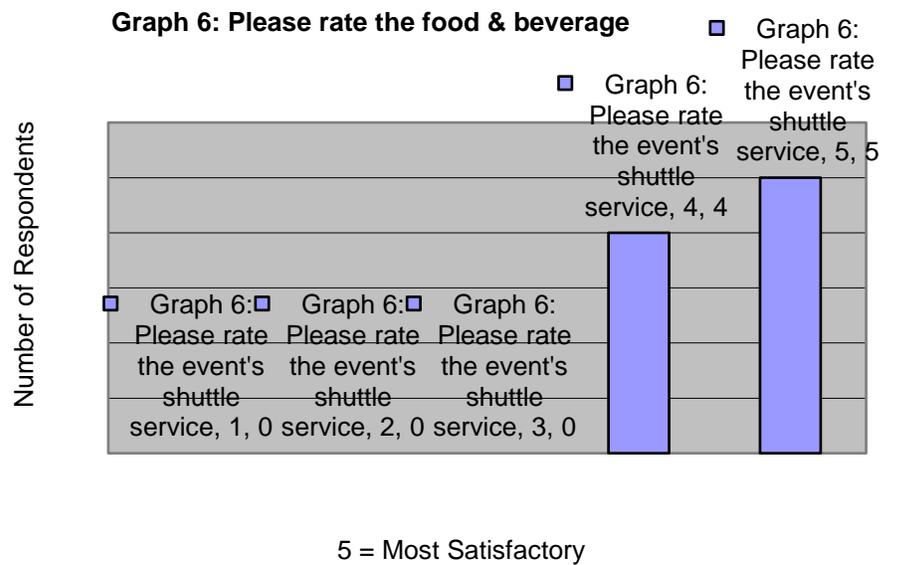
Chart Title



Graph 6

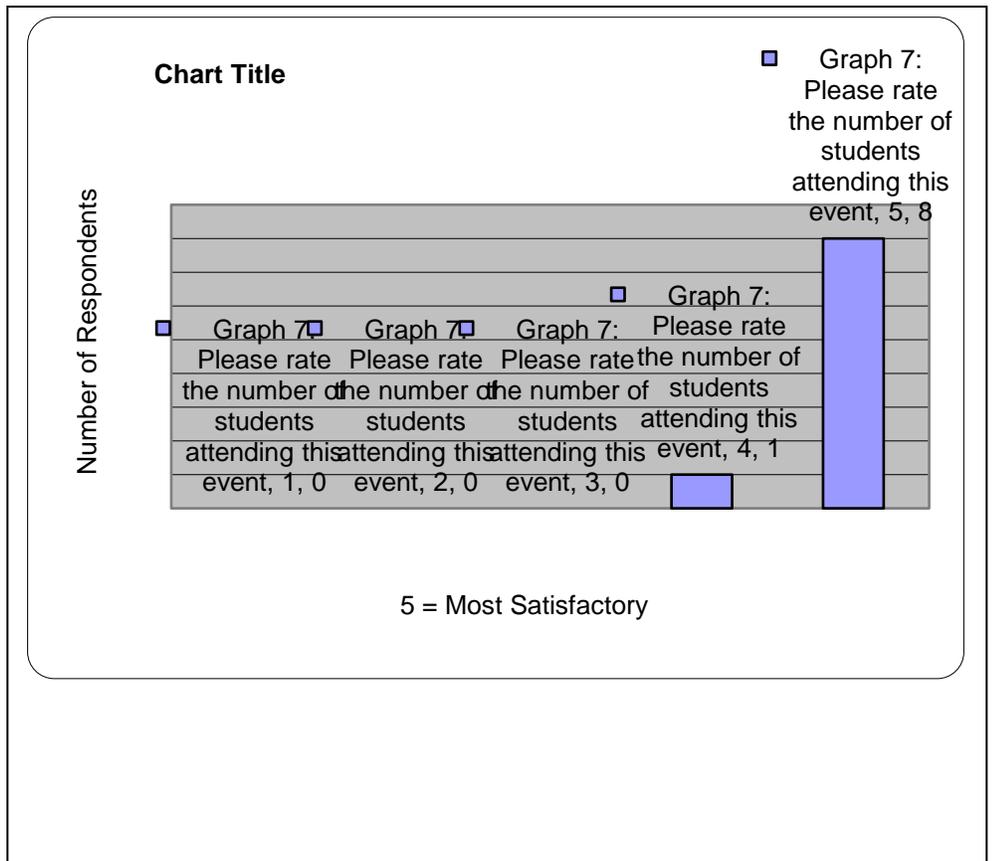
100% of the respondents rated the food and beverage provided a 4 or 5.

Graph 6: Please rate the food & beverage



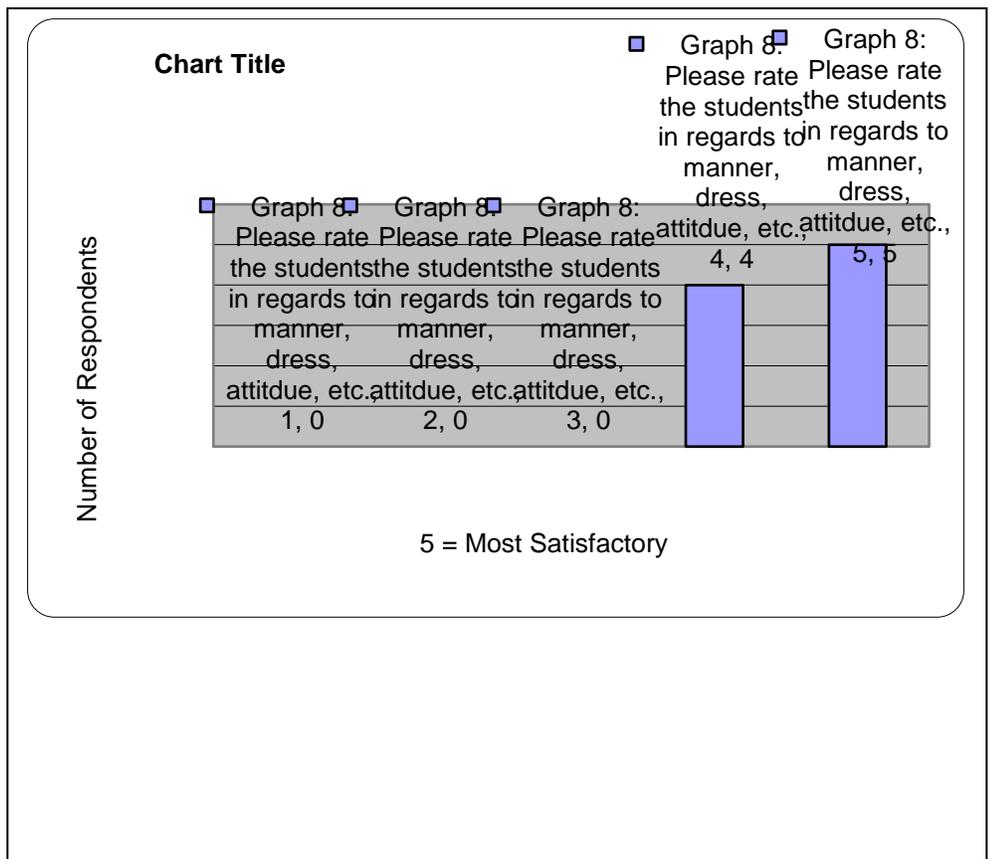
Graph 7

The number of students was rated a 5, with 5 being most satisfactory, by 89% of the employers.



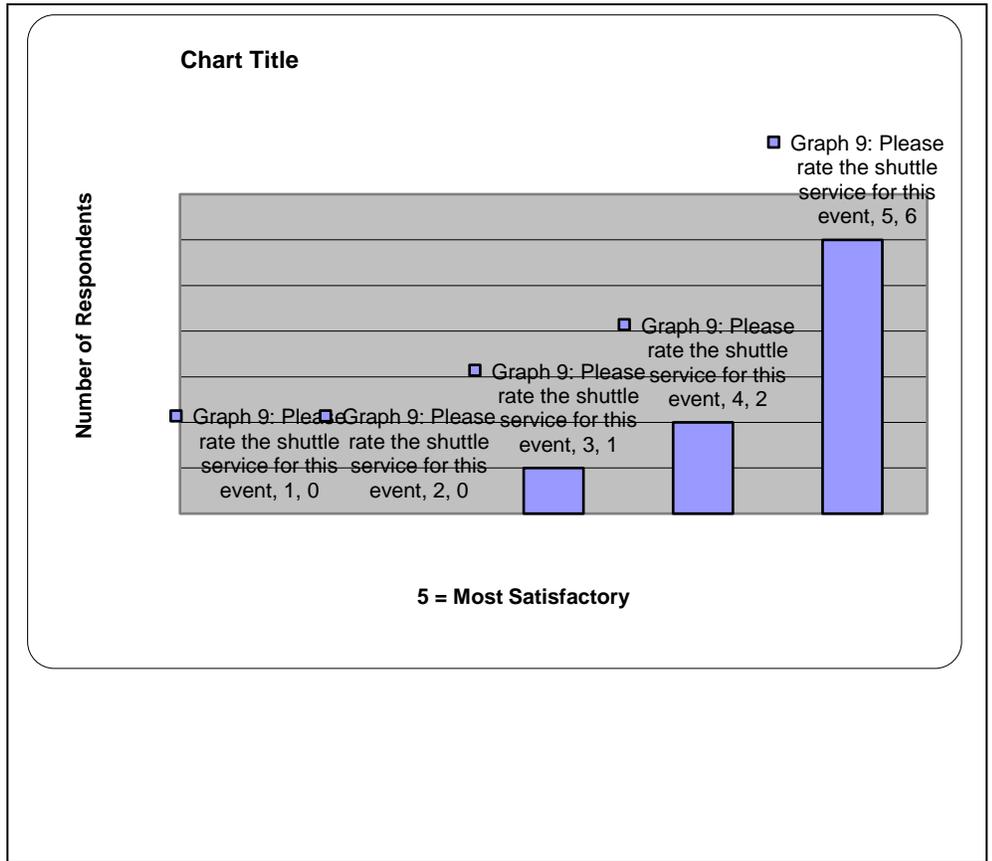
Graph 8

100% of the employers rated the students a 4 or 5 in regards to how they presented themselves (re: manners, dress, attitude, etc.).



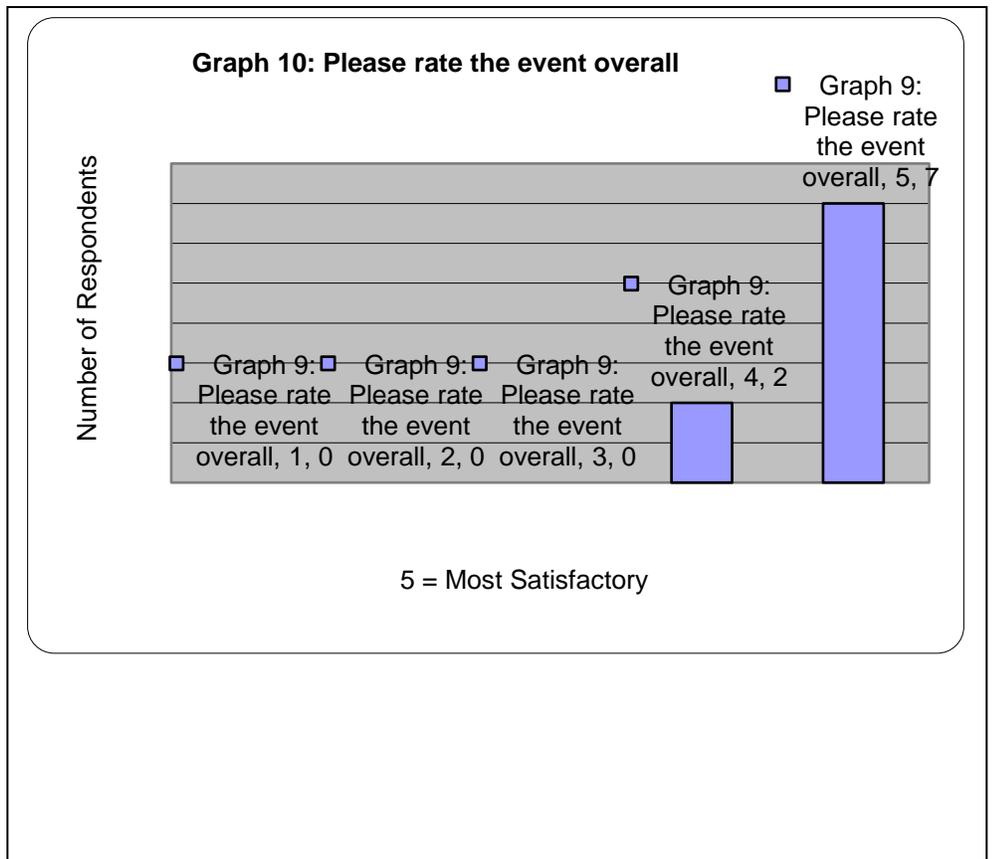
Graph 9

The event's shuttle service was rated a 5 by 67% of the respondents.



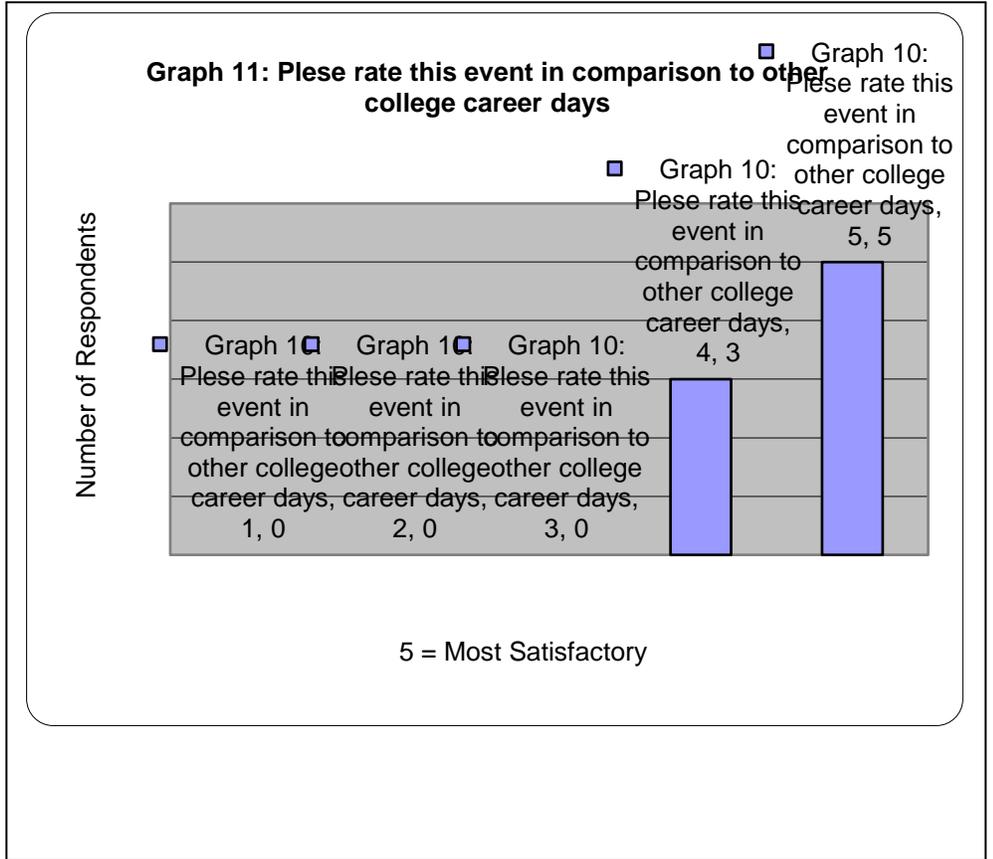
Graph 10

The event overall was rated a 5 by 78%.



Graph 11

100% rated the Construction Management Career Day a 4 or 5, with 5 being most satisfactory, in comparison to other college career days.



Construction Management Career Day, February 2009

Event Summary

Student Responses from Evaluations

- Approximately 116 students attended the Construction Management Career Day.
- 55 students completed the student evaluation for the Construction Management Career Day.
- 54% of students responded they heard about the Construction Management Career Day from a professor and 16% from My Cat. – Graph 12
- 95% of the students rated the location of the fair a 4 or 5, on a scale of 1 – 5 with 5 being most satisfactory. – Graph 13
- 87% of the responding students ranked the time of the event a 4 or 5 on a scale of 1 to 5, with 5 being most satisfactory. – Graph 14
- The number of graduate or professional schools represented was ranked a 2 or 3 by 65%. – Graph 15
- The information received at the fair was thought to be beneficial (ranked a 4 or 5) by 76% of the respondents. – Graph 16
- 80% of the students responded a 4 or 5 when asked to rate the even overall. – Graph 17
- Six companies conducted interviews. Forty three students participated in these interviews.
- The breakdown of number of students from each class attending the Construction Management Career Day & completing the survey is:
 - August 2008 – 1
 - May 2009 – 12
 - August 2009 – 3
 - December 2009 – 7
 - May 2010 – 17
 - August 2010 – 1
 - May 2011 - 8

Graphs 12 – 17 represent student evaluation responses.

**Student responses to
“What did you find most valuable about the career fair?”**

- Job Interviews
- Talking to Reps
- Interview experience
- Finding internships
- Getting questions answered & meeting people
- Talking to potential employers
- Contact representatives

**Student responses to
“How will you use what you learned?”**

- Getting a job
- Be more assertive
- Everyone was looking for an internship and I need a career
- Research for future internship
- Getting internships
- Adjust resume & my academic/professional focus
- Cover letter/resume preparation
- Interview skills

Construction Management Career Day

Spring 2009 Student Evaluation

Name:

Major:

Grad Date:

1) How did you hear about the career fair?

Sandwich Board Banner Radio Professor Friend

Other

2) Please rate the each aspect of the event with 5 being most satisfactory:

Information Received 1 2 3 4 5

Location 1 2 3 4 5

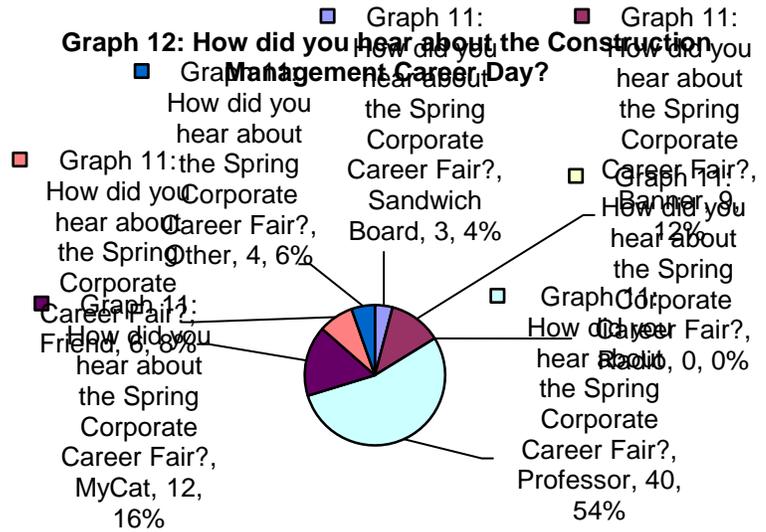
Time 1 2 3 4 5

Business Represented 1 2 3 4 5

Event Overall 1 2 3 4 5

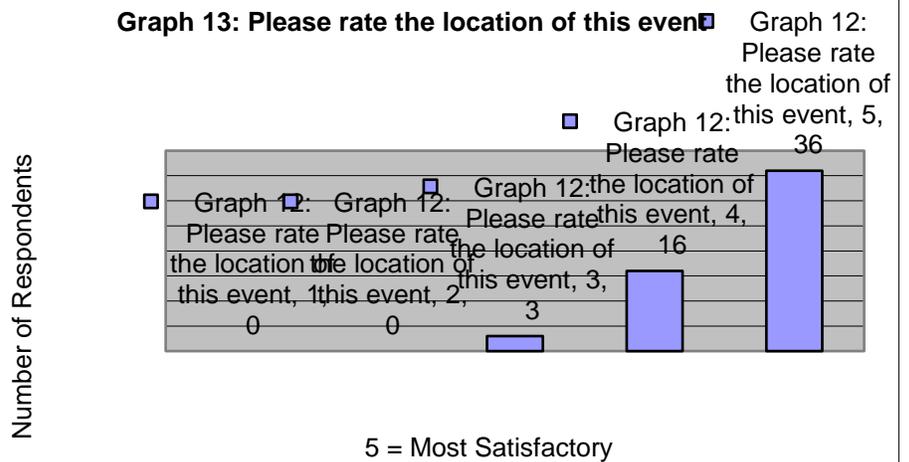
Graph 12

54% of students responded they heard about the Construction Management Career Day from a professor and 16% from My Cat.



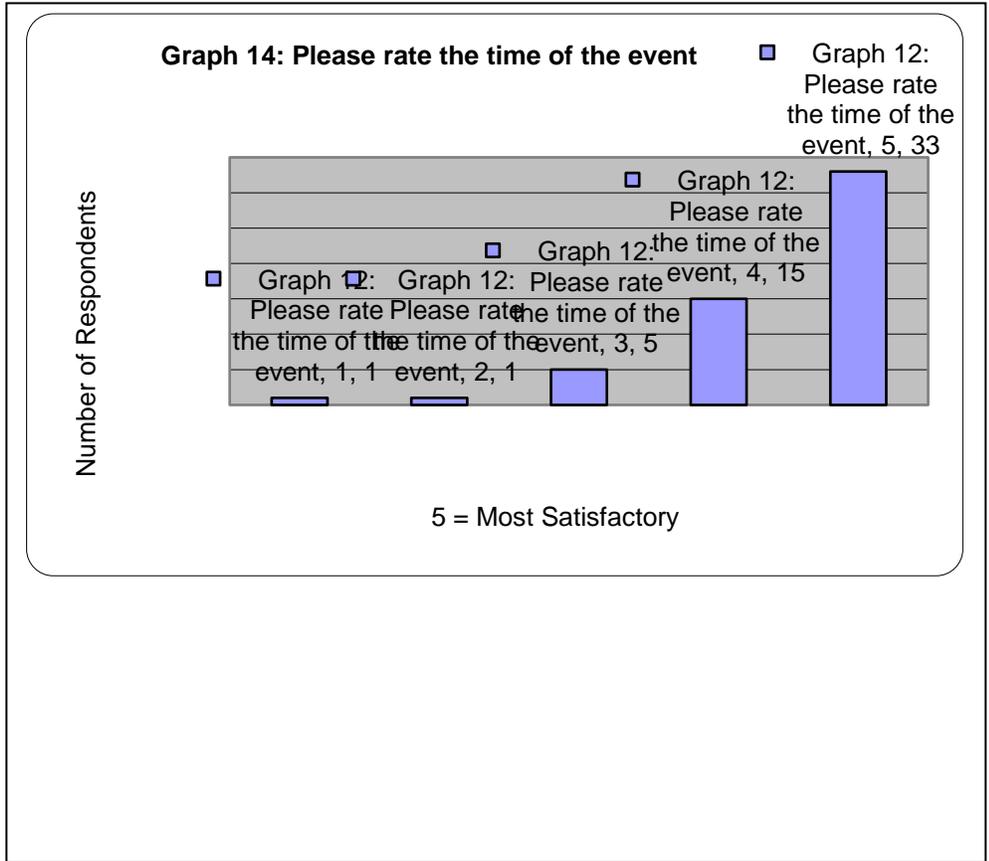
Graph 13

95% of the students rated the location of the fair a 4 or 5, on a scale of 1 – 5 with 5 being most satisfactory.



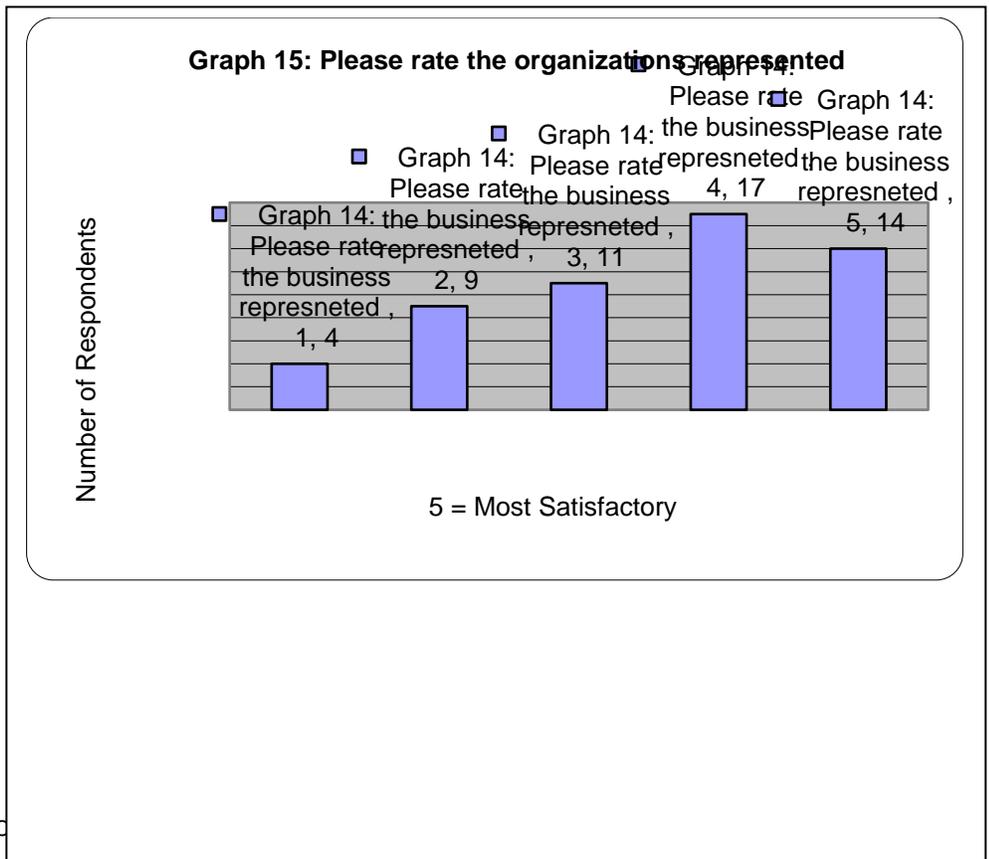
Graph 14

87% of the responding students ranked the time of the event a 4 or 5 on a scale of 1 to 5, with 5 being most satisfactory.



Graph 15

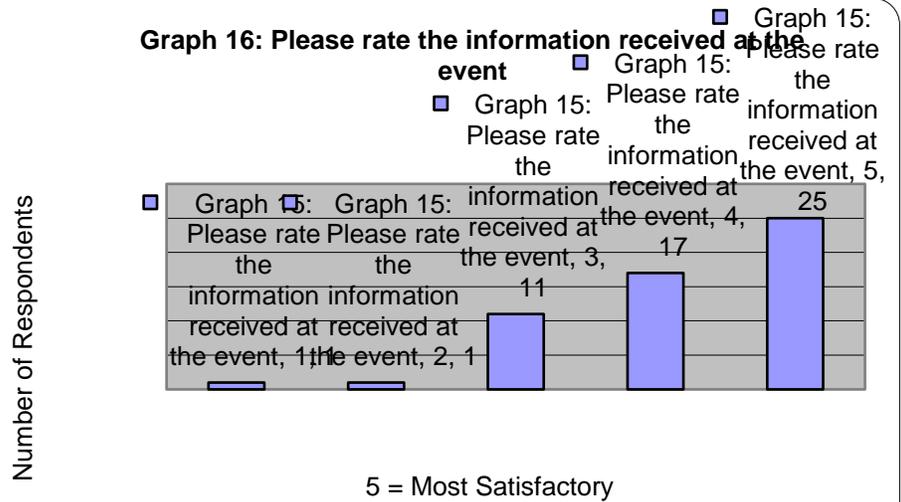
The number of graduate or professional schools represented was ranked a 2 or 3 by 65%.



Graph 16

The information received at the fair was thought to be beneficial (ranked a 4 or 5) by 76% of the respondents.

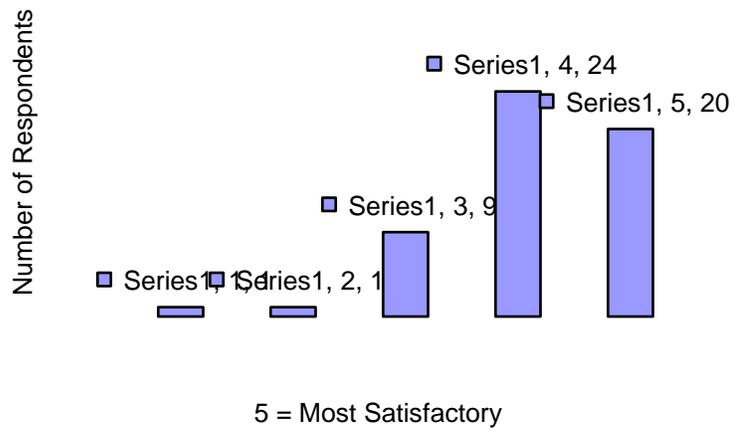
Graph 16: Please rate the information received at the event



Graph 17

80% of the students responded a 4 or 5 when asked to rate the event overall.

Graph 17: Please rate the event overall



*Construction
Management
Career Day*
Fall 2008

Event
Evaluation
Summary

Career Services & Cooperative Education
Western Carolina University
2nd floor Killian Annex
Cullowhee, North Carolina 28723
828.227.7133
<http://careers.wcu.edu>

Table of Contents

	Page(s)
Employers Evaluation	
Summary	3
Sample of the Employer Evaluation	4
Graphs 1 – 11	5 – 10
Student Evaluation	
Summary	11
Students' written responses to evaluation questions	12
Sample of the Student Evaluation	13
Graphs 12 – 17	14 – 16

Construction Management Career Day, October 2008 Event Summary

Employer Responses

- The Construction Management Career Day registration reminder postcards were sent to approximately 278 businesses from the database.
- 22 organizations attended the Construction Management Career Day.
- 6 of the attending organizations completed evaluations.
- 86% of the respondents rated the eRecruiting online registration a 4 or 5, with 5 being most satisfactory. – Graph 1
- 88% of the respondents rated the confirmation and follow-up information a 4 or 5, with 5 being most satisfactory. – Graph 2
- The time of the event was rated 4 or 5 by 100%. – Graph 3
- The date of the event was rated 4 or 5 by 88%. – Graph 4
- The location/facility of the event was rated 4 or 5 by 100%. – Graph 5
- 75% of the respondents rated the food and beverage provided a 5. – Graph 6
- The number of students was rated a 1 or 2, with 5 being most satisfactory, by 75% of the employers. – Graph 7
- 75% of the employers rated the students a 4 or 5 in regards to how they presented themselves (re: manners, dress, attitude, etc.) – Graph 8
- The event's shuttle service was rated by only 5 employers. All five respondents rated it a 4 or a 5 by 86%. – Graph 9
- The event overall was rated a 4 or 5 by 100%. – Graph 10
- 88% rated the Construction Management Career Day a 4 or 5, with 5 being most satisfactory, in comparison to other college career days. – Graph 11

Graphs 1 – 11 represent the employer's evaluation responses.



CONSTRUCTION MANAGEMENT CAREER DAY

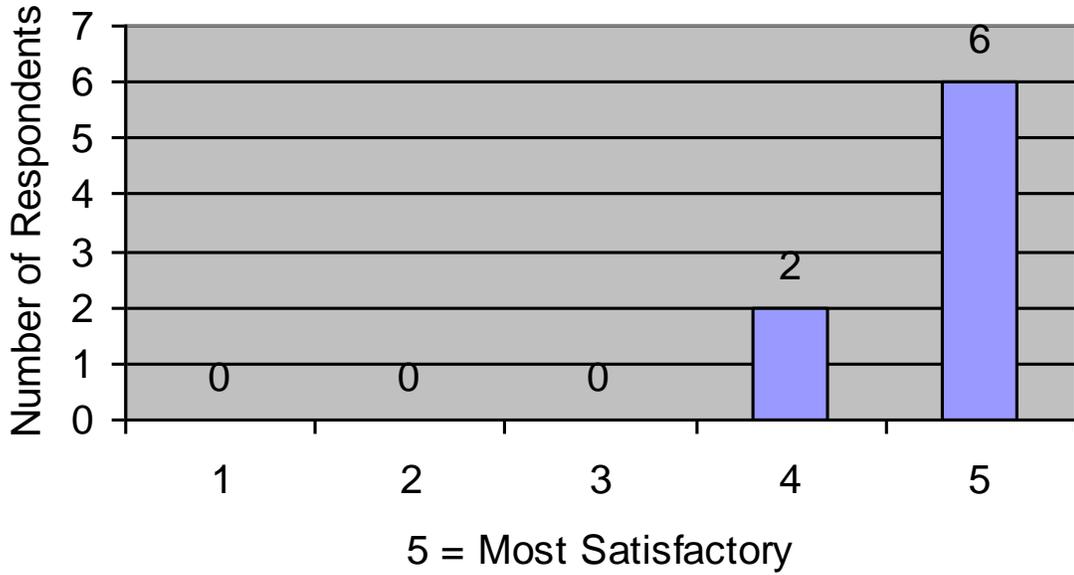
Fall 2008 Employer Evaluation

Please rate each aspect of the career fair on a scale of 1 -5, with 5 being most satisfactory:

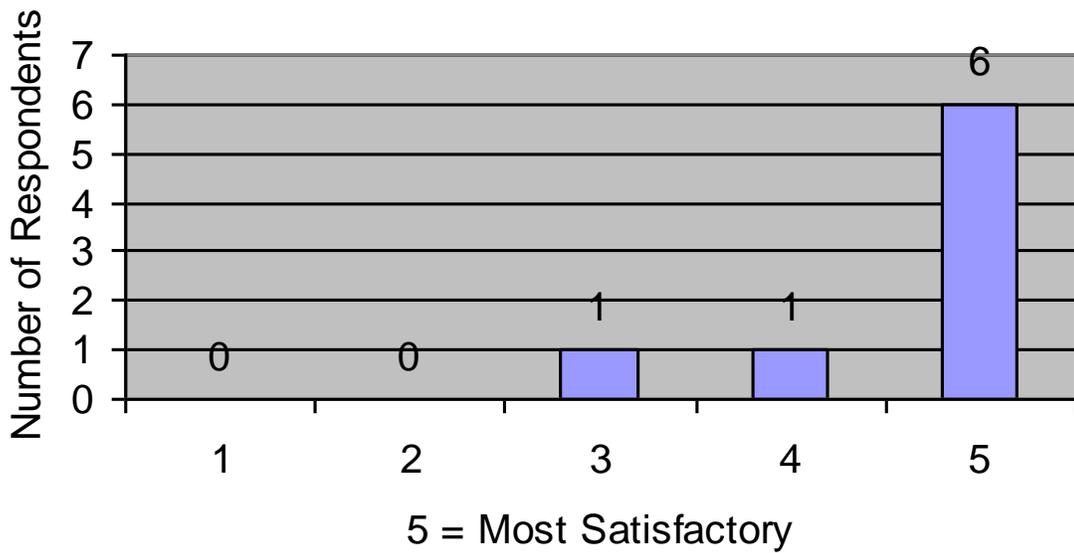
eRecruiting/JobCat on-line registration	1	2	3	4	5
Confirmation & follow-up information	1	2	3	4	5
Time of event	1	2	3	4	5
Date of event	1	2	3	4	5
Location/facility	1	2	3	4	5
Shuttle service	1	2	3	4	5
Number of students	1	2	3	4	5
Students (re: manner, dress, attitude, etc.)	1	2	3	4	5
Event overall	1	2	3	4	5
Event in comparison to other college recruiting events you have attended	1	2	3	4	5

Please feel free to provide us with any suggestions or comments on reverse.

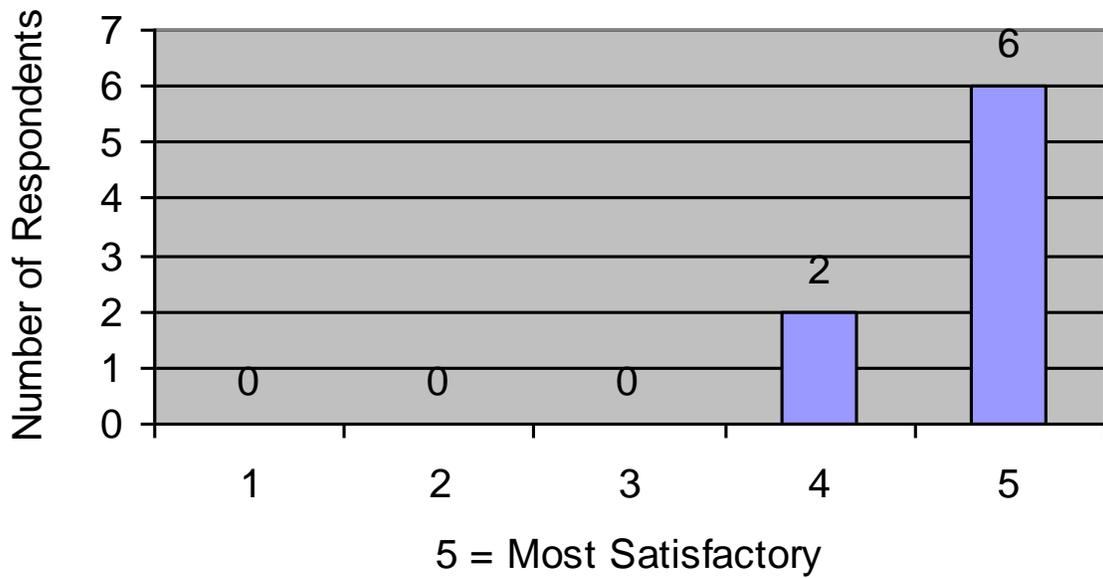
Graph 3: Please rate the time of the event



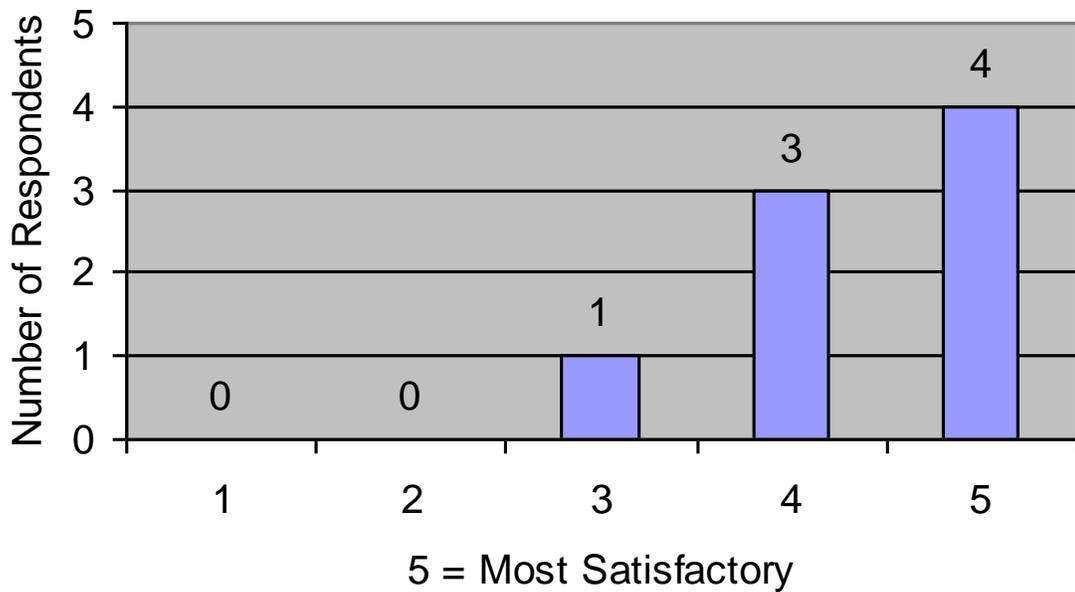
Graph 2: Please rate the confirmation and follow-up information



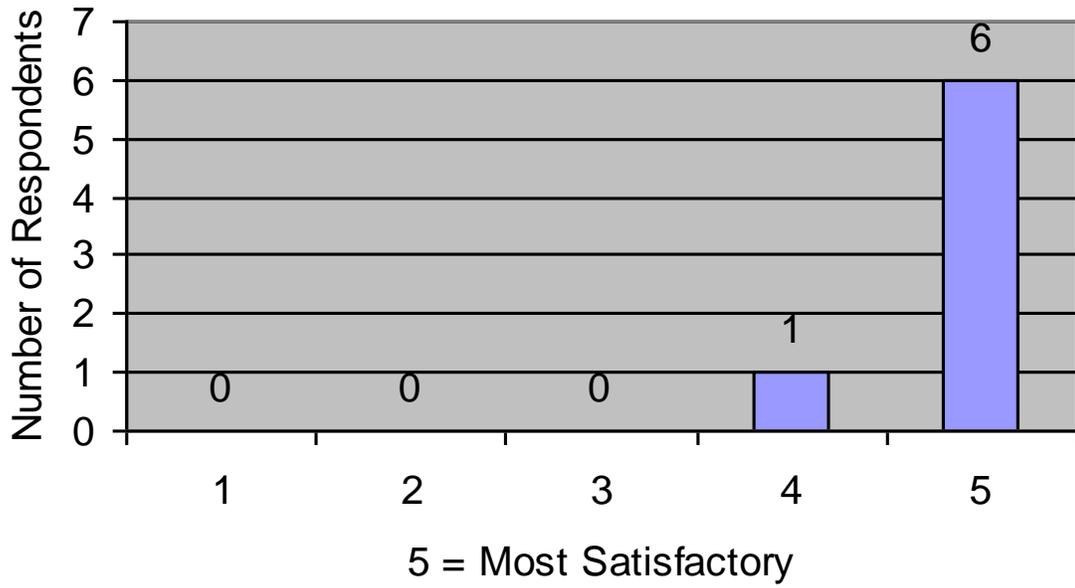
Graph 3: Please rate the time of the event



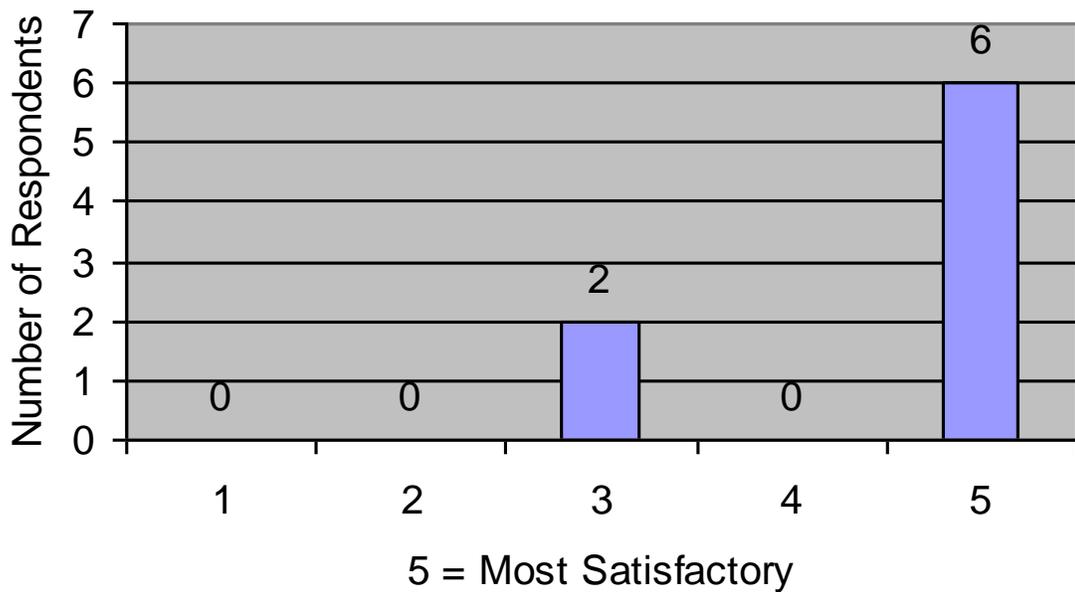
Graph 4: Please rate the date of the event



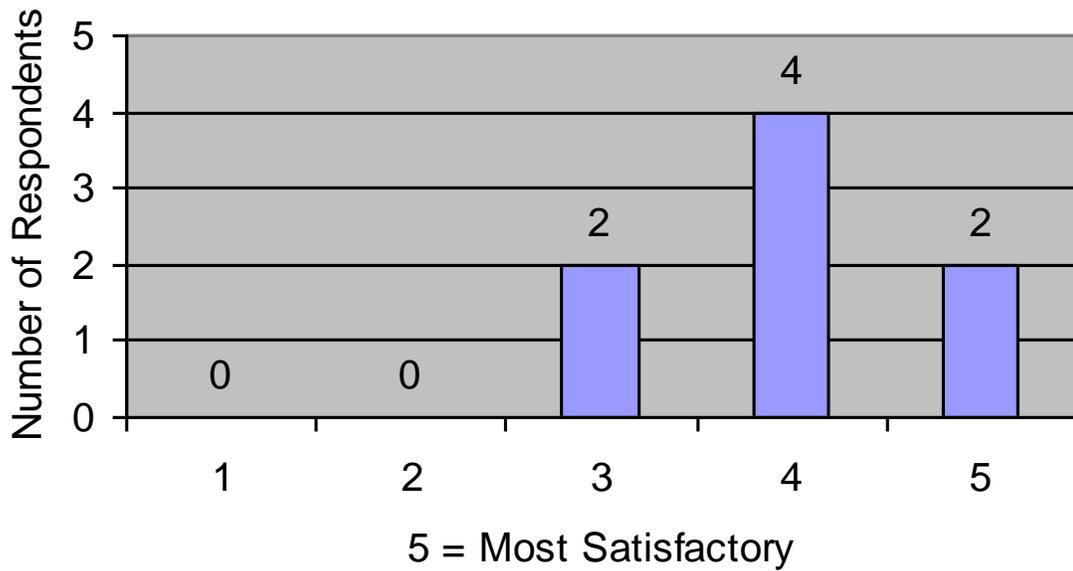
Graph 5: Please rate the location/facility



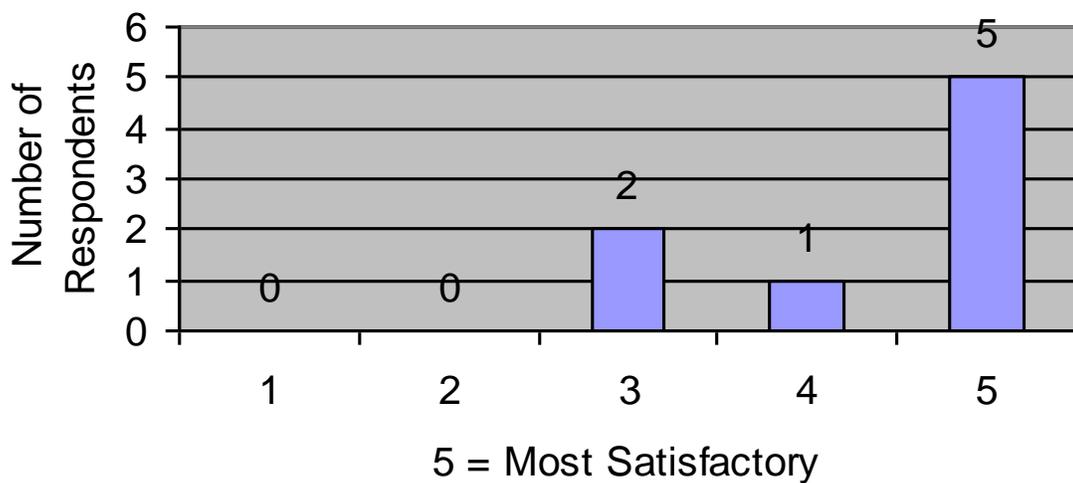
Graph 6: Please rate the food & beverage



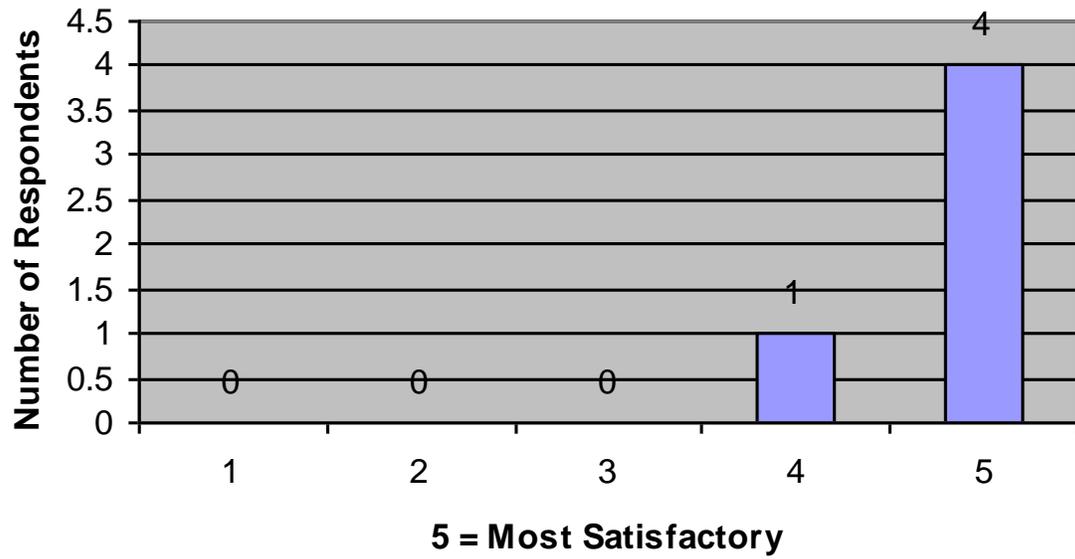
Graph 7: Please rate the number of students attending this event



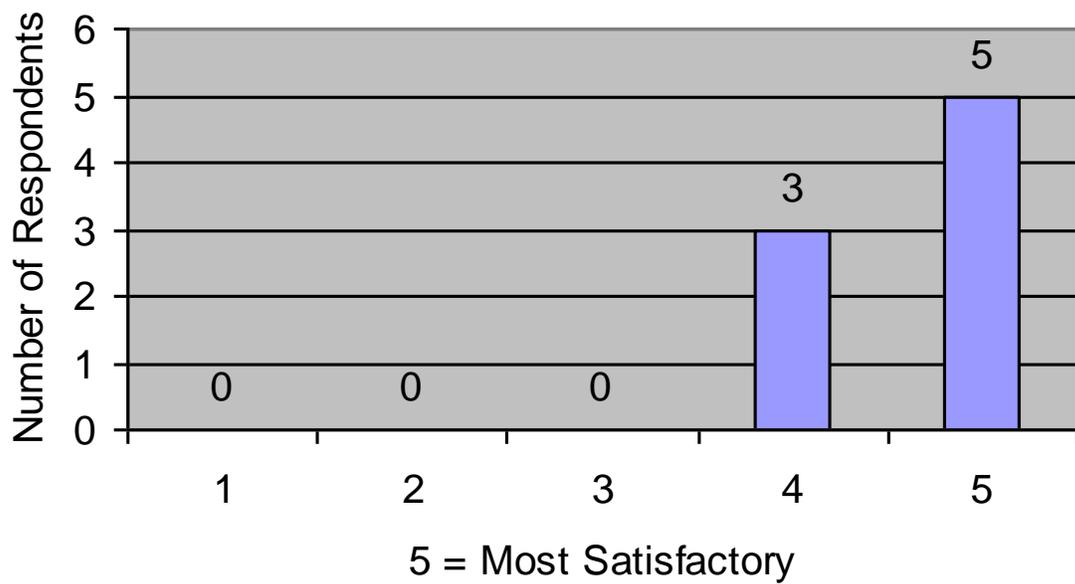
Graph 8: Please rate the students in regards to manner, dress, attitude, etc.



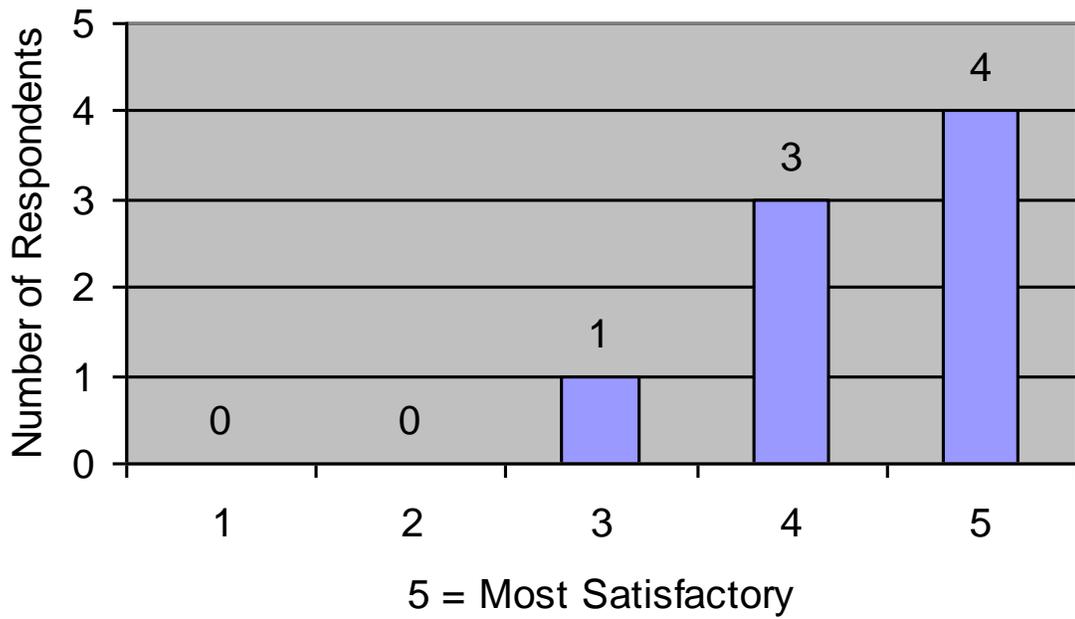
Graph 9: Please rate the shuttle service for this event



Graph 10: Please rate the event overall



Graph 11: Please rate this event in comparison to other college career days



Construction Management Career Day, November 2007 Event Summary

Student Responses from Evaluations

- Approximately 122 students attended the Construction Management Career Day.
- 68 students completed the student evaluation for the Construction Management Career Day.
- 57% of students responded they heard about the Construction Management Career Day from a professor and 16% from MyCat. – Graph 12
- 96% of the students rated the location of the fair a 4 or 5, on a scale of 1 – 5 with 5 being most satisfactory. – Graph 13
- 87% of the responding students ranked the time of the event a 4 or 5 on a scale of 1 to 5, with 5 being most satisfactory. – Graph 14
- The number of graduate or professional schools represented was ranked a 4 or 5 by 82%. – Graph 15
- The information received at the fair was thought to be beneficial (ranked a 4 or 5) by 85% of the respondents.– Graph 16
- 88% of the students responded a 4 or 5 when asked to rate the even overall. – Graph 17
- The breakdown of number of students from each class attending the Construction Management Career Day is:
 - August 2008 – 1
 - December 2008 – 8
 - May 2009 – 13
 - August 2009 – 3
 - December 2009 – 5
 - May 2010 – 18
 - May 2011 – 11
 - May 2012 – 5

Graphs 12 – 17 represent student evaluation responses.

**Student responses to
“What did you find most valuable about the career fair?”**

- Meeting the people
- Contact with industry
- Website information for potential employers
- Getting to talk to an actual individual
- Different areas of construction
- Jobs available

**Student responses to
“How will you use what you learned?”**

- To better understand what is happening out there right now
- Internship
- Potentially getting a job
- To apply for future jobs
- Hopefully secure a job
- Job selection/comparison
- Use it to upgrade my resume and grow individually
- Try to have those qualities employers are looking for

Majors Represented (according to evaluations):

Construction Management – 67

Business - 1

Construction Management Career Day

Fall 2008 Student Evaluation

Name:

Major:

Grad Date:

1) How did you hear about the career fair?

Sandwich Board Banner Radio Professor Friend

Other

2) Please rate the each aspect of the event with 5 being most satisfactory:

Information Received 1 2 3 4 5

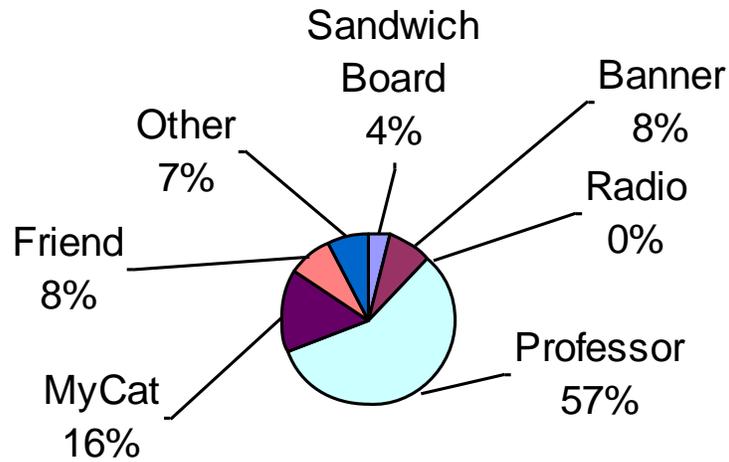
Location 1 2 3 4 5

Time 1 2 3 4 5

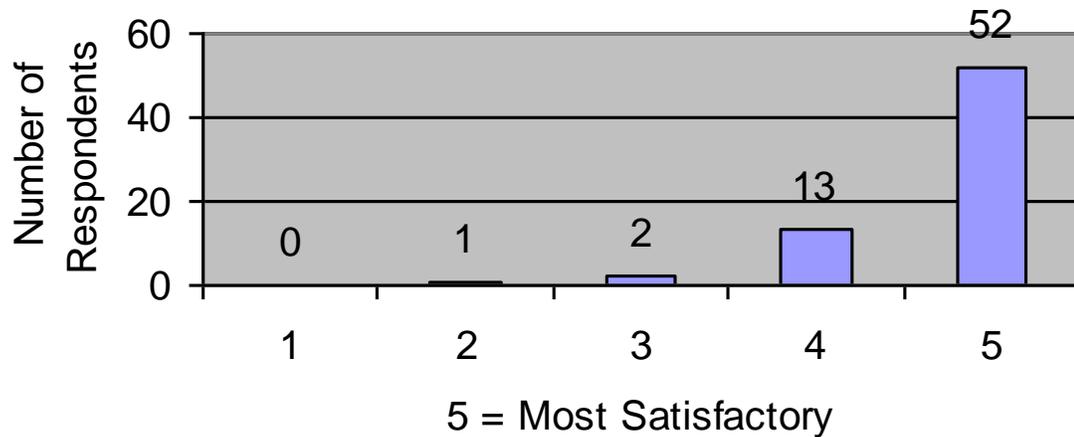
Business Represented 1 2 3 4 5

Event Overall 1 2 3 4 5

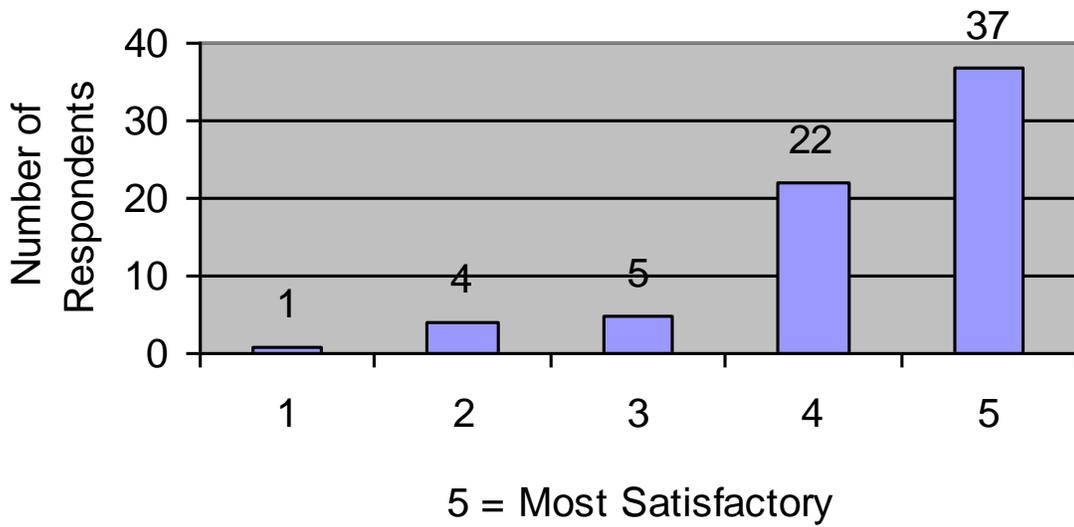
Graph 12: How did you hear about the Construction Management Career Day?



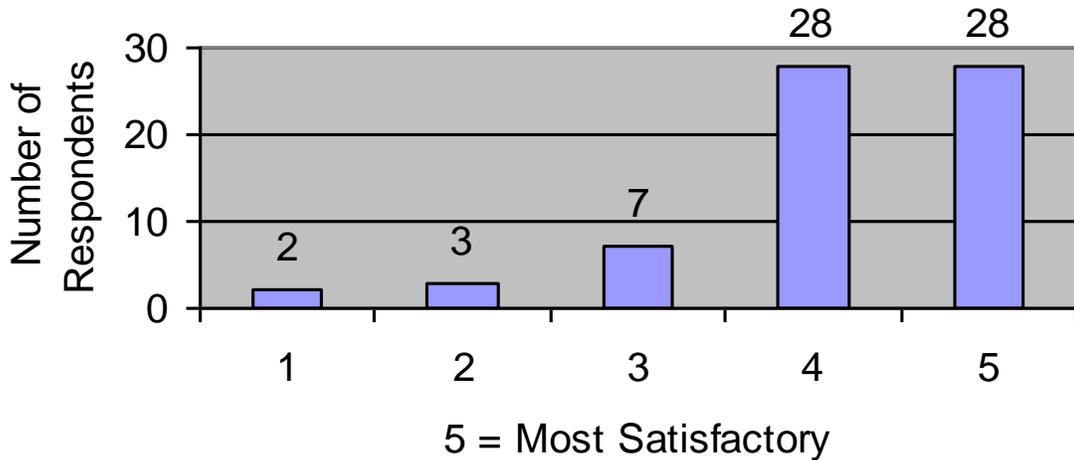
Graph 13: Please rate the location of this event



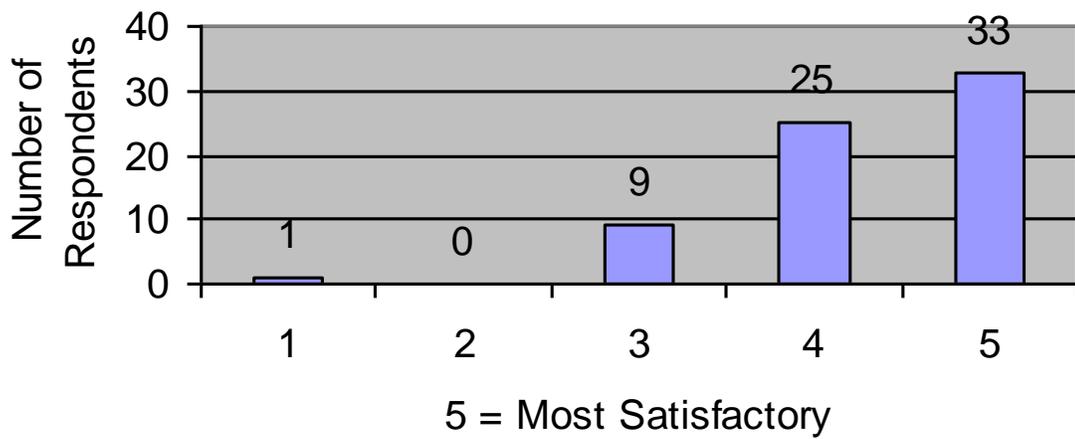
Graph 14: Please rate the time of the event



Graph 15: Please rate the organizations represented



Graph 16: Please rate the information received at the event



Graph 17: Please rate the event overall

