

Weber State University Career Services



External Review Final Report

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Introduction

A comprehensive review and assessment of Weber State University (WSU) Career Services was conducted on July 8 -9, 2010 by the following external reviewers:

- Mike Heuring, Director of Career Services – The University of Montana
- Carl Grunander, Professor, Sales and Service Technology – Weber State University
- Todd Baird, Assistant Professor, Psychology – Weber State University

Prior to the campus site visit, the external reviewers were provided with relevant background documents, including: WSU Career Services Program Review self-study report; organizational charts; budget information; and program services data reports.

The external review team utilized a combination of guidelines as set forth by the Weber State University Division of Student Affairs, *Program Review Standards* (Appendix A) and the *Professional Standards for College and University Career Services* published by the National Association of Colleges and Employers (NACE).

During the campus site visit, the external review team conducted a series of interview sessions with relevant stakeholders to gather direct feedback on all aspects of the Career Services operation. The *Career Services Program Review Schedule* (Appendix B) provides the on-campus itinerary and documents those interviewed by the review team.

Following the campus site visit, electronic communications were sent to various constituents of the WSU Career Services program inviting them to participate in an online survey regarding various aspects of the WSU Career Services operation in relation to professional standards (Appendix C).

Throughout the review process, the external review team found a great deal of cooperation and enthusiasm from those individuals interviewed. The process yielded valuable information, as well as acknowledgement of the value that Career Services provides the Weber State University community and external constituents.

The review team would like to acknowledge the wonderful hospitality extended by the leadership of Student Affairs, the Student Affairs Assessment Coordinator, the Director of Career Services, the staff of Career Services and the many individuals that participated in the external review process.

Unit Mission, Goals and Outcomes

The Career Services mission statement aligns with, and is in support of, the mission statements of both Weber State University and the Division of Student Affairs. As spelled out in the *NACE Professional Standards for College and University Career Services*, this alignment supports the mission, academic programs and advancement of the institution. With the primary purpose of a career services program being to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans, WSU Career Services has positioned itself well to meet its stated mission.

The site review team has determined that WSU Career Services has well defined and clearly articulated goals and outcomes which are consistent with and which support the University and Division goals. The goals accurately reflect the key programmatic and service areas which a comprehensive career services program should strive to provide and address the key constituencies with whom they should interact: students; alumni; employers; faculty and staff.

Programs and Services

The site review team was impressed by the quality and comprehensive nature of the programs and services provided by WSU Career Services. What was gleaned by a review of the department's self-study report, supporting documentation and a thorough review of the Career Services web site prior to our on-site visit was subsequently confirmed by our interviews with the constituencies served by Career Services. While the majority of the students, employers, student affairs professionals and academic representatives interviewed provided extremely positive feedback about the programs, services and collaboration of Career Services, the review team was made aware of some strains in relationships. Pointed out in the narrative below, suggestions to address these issues are noted in the *Recommendations* section of this document.

Career Advising/Counseling: WSU Career Services employs a college-based career advising/counseling model for the delivery of these services. This model naturally promotes some valuable alliances with academic colleges, programs and faculty. It also allows counselors to specialize and focus the majority of their efforts with a specific student population and their unique needs. Conversely, and where the review team heard some concerns expressed by a variety of sources, this model can create, real or perceived, the perception that individual counselors may be resistant to working with students outside of their primary specialization area. Additionally the review team heard that the Career Services appointment scheduling staff was reluctant to schedule counseling appointments with a counselor who was not the student's designated (academic college) career counselor, even when it was at the request of the student or as a result of a referral from a professional colleague. What was articulated to the review team was that because of these perceptions, certain individuals, both within and outside of Student Affairs, were unwilling to refer students to Career Services for career advising/counseling.

Career Information: Career Services maintains a well stocked and up-to-date library of career-related informational resources. The library is inviting, comfortable and conducive to taking assessments, conducting research, searching for jobs and preparing job application materials. Having an onsite career librarian is an important student resource for accessing and utilizing the library resources.

Employment Services: WSU Career Services coordinates, what would be considered to be, a very comprehensive and robust employment services program. Based on the NACE professional standards, Career Services is effectively helping students: explore career possibilities that match their career goals; prepare job-search competencies and tools to effectively market themselves for employment; obtain information on employment opportunities; and connect with employers. Additionally, Career services is developing and maintaining relationships with employers that provide career development and employment opportunities for students via their Employer Outreach Coordinator.

Internships and Experiential Education: Similar to the Employer Outreach Coordinator, Career Services employs an Internship Outreach Coordinator who provides similar services focused on developing internship opportunities for students. Career Services understands the extremely important nature of work-related experience, whether for credit or not, in improving the employment prospects of WSU students and focuses an appropriate amount of its resources in developing these opportunities for their students. WSU is fortunate that Career Services is a partner with the academic side of the house in the internship process. While some universities may limit the functions of internships to the academic side of the house because of the academic component inherent in internships, this can diminish the effectiveness of these programs. It results in duplication of services (employer development) and confusion for employers and students. Great efforts should be made to protect and maintain the partnerships and collaboration that exists between Career Services and the various colleges.

Graduate School Services: As not all graduating students are entering the workforce directly after completing their undergraduate degree, NACE professional standards require that career services programs assist students in: identifying graduate or professional programs that match their career goals; effectively presenting themselves as candidates for graduate programs; obtaining information on programs; connecting with programs through campus interviews, referrals, direct application, events, publications, and/or information technology. WSU Career Services is doing a very good job of meeting this standard through its counseling/advising services, graduate school seminars, informational resources and Graduate School Fair. If they are not currently doing so, we recommend that Career Services collaborate with WSU graduate programs to include the academic perspective in their graduate school seminars. This will provide more comprehensive information to students and further connect Career Services with the academic side of the house.

Leadership and Staffing

Based on a review of the self-study document, organizational chart, on-site interviews and online survey conducted by the external review team, WSU Career Services is the beneficiary of a highly effective and dedicated leadership team. Additionally, they are currently staffed at an optimal level for the programs and services they provide. Interviews with staff revealed that they also feel staffing levels are appropriate and that is indeed unusual and a very positive dynamic from a staff morale perspective. One of the obvious strengths that they enjoy in leadership is the corporate human resources experience that the director brings to the program. Career Services is somewhat unique in a campus culture in that they must maintain relationships, not only with campus constituents, but also with local, regional and national corporations. Because of the current state of the economy and the risk of cuts in staffing and budgets, it would be prudent for the leadership team to identify where potential cuts could be absorbed that would have the least impact on their ability to deliver critical programs and services.

Financial Resources and Budget

As is typical of Career Services operations, the vast majority of state funding is dedicated to salaries, wages and benefits (94% at WSU Career Services). Career Services operations are fortunate in that they have the ability to generate income via fees collected through a variety of their programmatic offerings and employer connections. The secret to remaining a viable operation, financially, is directly related to its ability to retain those funds to supplement shortfalls in state funding. Based on feedback from conversations with the leadership of Student Affairs and Career Services and a review of budget documents, it appears that Career Services is currently able to meet its financial needs with a balance of state funding, grants and self-generated income. With state funding being a moving target, and public institutions moving more and more to a public/private model, we urge the leadership to protect, as much as possible, their self-generated funds and carry a healthy surplus balance which would allow them to fund their operating expenses for 2-3 years should a worst case scenario materialize in these uncertain fiscal times.

With regard to staff compensation, while there appears to have been no wage increases for staff members in the past 2-3 years, we were pleased to discover that leadership is sensitive to this and has compensated where possible by continuing to offer professional development opportunities for all staff members, giving staff members an allowance for, and a say in, their choice of Career Services logo wear, and including staff members in the budget review and allocation process. This type of inclusiveness gives staff members a sense of empowerment that is an important aspect in staff morale.

It appears that, in comparison to similar positions on campus, the Assistant Director's compensation is low. And while a plan has been put forward to rectify this discrepancy, no approval has yet been granted. We did discover that staff members are not unionized which should remove the major roadblock to granting a raise if funding is available. We

urge Student Affairs leadership to intervene to make this adjustment a reality as soon as possible, in the interest of equitable compensation and staff morale.

Facilities, Equipment and Technology

WSU Career Services is blessed to enjoy some of the finest facilities we have experienced in our visits to career centers around the country. The facilities are spacious, well designed, have a good flow, are aesthetically pleasing and appear to adequately meet the programmatic and staff needs of the operation. Career Services utilizes a three (3) year rotational model for computer replacement for staff and student computers. This is an industry standard and they are to be commended for being proactive in this area. Career Services utilizes technology in appropriate venues to best serve their constituencies. Through their CareerConnect system for posting jobs and internships, on-campus recruiting and the hosting of student job application materials, students and employers are able to connect utilizing state-of-the-art technology. We did hear from some students that they could benefit from orientation training sessions on utilizing this system more effectively.

Additionally, Career Services utilizes online sources to assist students in their career, major and educational exploration via resources such as: eDiscover, CareerInfoNet, OOH, DOT and ONET. We were pleased to discover that Career Services is migrating to online versions of the MBTI and SII assessments for the fall of 2010 as well as utilizing Career Liftoff online as complements to the assessment and counseling services.

Career Services is to be commended for their recent collaboration with the Athletics Department to implement CareerAthletes.com to provide career development and employment opportunity connections for WSU student-athletes. This represents a valuable addition to their programmatic efforts and is an area often overlooked in career services operations.

The Career Services web site was recently redesigned and is laid out in a visually pleasing and easy to use format. In doing our web site review prior to our site visit, we had difficulty locating information on various basic resources, i.e. student employment information, career assessments, resources for attending graduate school, survey of graduates, Pathways to Success, information for parents, etc. We recommend that consideration be given to greatly expanding the "Site Index" page to include links to most, if not all, of the programs, services and information resources affiliated within Career Services. Where web pages for existing programs, services and information resources are discovered not to exist, they should be created and linked to the "Site Index" page. The site index is one of the most highly utilized pages on a web site for navigating to programs, services and information resources and if people are not able to quickly find what they are looking for, they will leave.

Ethical and Legal Responsibilities

Because of the nature of the Career Services business with respect to accessibility, confidentiality of student information and Equal Opportunity/Affirmative Action issues that arise in the recruiting arena, it is imperative that Career Services operations have very detailed policies and procedures in place to protect both the institution and its students. WSU Career Services has taken proactive steps to insure that the program is compliant with, and staff members are knowledgeable about, applicable laws, including FERPA, institutional policies and contractual commitments. They consult with University Legal Counsel to stay abreast of changing laws and potential liabilities.

Based on a review of their *Recruiting Eligibility Requirements* and interviews with the Director of Career Services, it is the recommendation of the site review team that a more comprehensive recruiting policies and procedures document be developed utilizing the *NACE Principles of Professional Conduct* and any relevant state/university policies, as well as recommendations from University Legal Counsel. Recruiting policies and procedures vary from institution to institution and it is further recommended that Career Services review the recruiting policies and procedures of a wide variety of institutions, both within and outside of the state of Utah, to assist in crafting a comprehensive document that best represents the interests of the institution and its students.

Additionally, we recommend that a formal “Recruiter Agreement” be developed, again in consultation with University Legal Counsel, which reflects the requirements spelled out in the recruiting policies and procedures document. Any organization recruiting WSU students through the programs and services of Career Services should be required to review and sign the “Recruiter Agreement” form stipulating that they have reviewed, and agree to comply with, the stipulations contained therein. This signed document provides the institution with a measure of liability protection, as well as gives Career Services “teeth” to enforce their recruiting policies and procedures should a violation occur.

Assessment and Evaluation

Based on a review of the Career Services self-study document and interviews with Student Affairs and Career Services leadership, it is apparent that the majority of Career Services’ assessment and evaluation efforts in the past have been in the form of usage documentation and customer satisfaction. While these are extremely important and beneficial, more can and should be done in terms of outcomes-based qualitative and quantitative assessment to determine whether, and to what degree, their programs and services are meeting their designed purpose. We recommend that, on an ongoing annual basis, one major component of their operation be assessed utilizing a formal research design, outcomes-based methodology to document the effectiveness of said program. Accountability is more and more becoming the expectation in higher education and it ties directly into the reporting efforts of the Division of Student Affairs related to the accreditation of the institution. Additionally, operations that can formally document the

effectiveness of their programs and services are in a better position to compete for declining resources.

Recommendations

- Initiate an ongoing random sample customer satisfaction phone survey of counseling clients' experiences with their career counselors. The questions should be based on the tenets of effective counseling techniques. This is in response to feedback the site visit team received from various constituencies regarding their reluctance to refer students to certain career counselors based on student feedback.
- Initiate a more concerted university-wide marketing effort via print, electronic and online materials, as well as in workshops, classroom presentations and student/parent orientation sessions to publicize the career and academic decision making counseling services available through Career Services. By becoming a more visible and integrated player in providing services to this at-risk population, Career Services will be better positioned as an integral part of the institution's retention efforts.
- Aside from the employer outreach efforts of the outreach coordinators, employers expressed an interest in receiving more communications regarding additional opportunities to connect with students in addition to career fairs and on-campus recruiting, i.e. classroom presentations, information sessions, mock interviews, resume reviews, luncheons, panel discussions, etc.
- Establish a student employment job fair (on and off-campus part-time employment opportunities) during the first week of classes in the fall semester.
- Expand CareerConnect visibility and offer orientation training sessions for students activating their accounts.
- Conduct more intentional benchmarking efforts with regional and national career services offices, in addition to Utah schools.
- Greatly expand the "Site Index" page on the Career Services web site to include links to most, if not all, of the programs, services and information resources affiliated within Career Services. Where web pages for existing programs, services and information resources are discovered not to exist, they should be created and linked to the "Site Index" page.
- Publish and archive the annual survey of WSU graduates documents on the Career Services web site.
- Publish the NACE "Principles of Professional Conduct" on the Career Services employer web page.
- Publish the NACE "Faculty Guide to Ethical Standards in Student Hiring" on the Career Services faculty web page.
- Publish the NACE "A Student's Guide to Interviewing with 3rd Party Recruiters" on the student resources web page.
- Expand the current Career Services recruiting policies and procedures to more specifically reflect applicable NACE guidelines and specific WSU policies, i.e. 3rd party recruiters, multi-level marketing, independent contractor, workman's compensation, alcohol, faculty referrals, etc.

- In collaboration with University Legal Counsel, create a formal “Recruiting Agreement” that employers who recruit through WSU would sign. This document would reflect established Career Services recruiting policies and procedures and would serve to minimize institutional liability exposure. This insures fair and equitable treatment for all employers and gives the university/career services leverage in dealing with employers who violate established recruiting policies.
- Engage in formal student learning outcomes and measures of student success based evaluative assessment in addition to the customer satisfaction and needs assessment surveys currently being employed. We suggest an annual research project to empirically assess the efficacy of a major programmatic function within the Career Services operation, i.e. career class, employer outreach, Pathways to Success, etc.

Conclusion

The external review team was impressed with the quality and comprehensive nature of the programs and services offered by Weber State University Career Services. The program is staffed with well qualified, professional, dedicated, caring individuals who focus on putting the needs of students first while also serving the needs of their other constituencies. The management team has instilled a sense of teamwork and cooperation to achieve mutually agreed upon goals. The facilities are professional, well laid out, ascetically inviting and have enough space for current staffing levels and program offerings. Career Services has invested in technology at appropriate levels to remain relevant in the eyes of the current generation of students. We were also genuinely impressed by the fact that the Career Services team is committed to continuous improvement and the expansion of their service offerings to better serve their customers. In this difficult economic environment, WSU Career Services has positioned their operation to remain a vital and thriving program on campus and in the local and regional communities. This is due, in no small part, to the dedicated staff and management of Career Services and the support received from Student Affairs leadership.

The external review team believes that Career Services can utilize its strengths to develop plans to address the opportunities for improvement listed in the recommendations section of this document thus allowing them to make their outstanding program even better.

Appendix A

Program Review Standards

1. Unit Mission, Goals, and Outcomes

The unit has a mission and overarching goals/outcomes statements which are consistent with and which support the University and Division mission statements and goals.

2. Programs and Services

The unit provides a set of core programs/services which are central to and consistent with the unit's mission and goals. These programs/services are responsive to the needs of the unit's constituents, are cost-effective and, when appropriate, are supported by other units or agencies both within and outside the University.

3. Leadership and Staffing

The unit has a sufficient number of well-qualified employees (professional, support, student) to effectively provide the core programs/services offered by the unit. Employees have clear and current job responsibilities. Employees are oriented to their roles, receive appropriate leadership and supervision, are provided with ongoing professional development opportunities, and are regularly evaluated.

4. Financial Resources and Budget

The unit has a well-defined and participatory budget planning process. This process results in sufficient resources to meet the unit's core programs/services, staffing, facility, equipment, and technology needs.

5. Facilities, Equipment and Technology

The unit has safe, accessible, and current physical facilities, equipment, and technological resources to support its core programs/services and personnel.

6. Ethical and Legal Responsibilities

The unit is aware of and compliant with statutory and professional ethical and legal standards which apply to the unit's core programs/services, personnel, facilities, equipment and technology.

7. Assessment and Evaluation

The unit has clearly defined and measurable core program/service and student learning outcomes which are consistent with the unit's mission and goal statements. These program/service and student learning outcomes are regularly assessed through both direct and indirect measures, and the results of assessment are shared among constituents and are used for decision-making and planning.

Appendix B

Career Services Program Review Schedule

Thursday, July 8, 2010

- 2:00-3:00 p.m. Overview of Program Review Process and Schedule
Brett Perozzi & Jessica Hickmott
Associate Vice President & Student Affairs Assessment Coordinator
- 3:00-4:00 p.m. Meet with Jan Winniford, Vice President for Student Affairs
SC 152
- 4:00-5:00 p.m. Meet with Deans/Faculty
SC 152
- 6:00 p.m.-TBD Dinner
Jan, Brett, Winn, Jessica, and Site Review Team

Friday, July 9, 2010

- 8:00-8:30 a.m. Continental Breakfast (with Career Services Department)
Career Services Classroom
- 8:30-9:00 a.m. Meet with Brett Perozzi (Winn's Supervisor)
SC 233
- 9:00-9:30 a.m. Employer Interview (5 employers who have worked with Career Services)
SC 233
- 9:30-10:00 a.m. Meet with Recruiting Secretaries
SC 233
- 10:00-10:45 a.m. Meet with Career Counselors/Employment Advisors
SC 233
- 10:50-11:20 a.m. Meet with Internship & Employer Outreach Coordinators
SC 233
- 11:25-12:00 p.m. Meet with Winn Stanger
Director of Career Services
- 12:00-12:45 p.m. Meet with Students
Student Senate Room
- 12:50-1:40 p.m. Lunch with Student Affairs Directors
Student Senate Room
- 1:40-4:00 p.m. Site Review Team Discussion
Student Senate Room
- 4:00-5:00 p.m. Present Preliminary Findings to Jan & Brett
Student Senate Room

Appendix C Online Survey Results

1. Select the option that best describes your status.

		Response Total	Response Percent
Student		0	0%
Employer		0	0%
Faculty		1	7%
Career Services		7	50%
Student Affairs		6	43%
Total Respondents		14	

2. As prescribed by the NACE* Professional Standards for College and University Career Services, "Career services must support the mission, academic programs and advancement of the institution. Within this context, the primary purpose of career services must be to assist students and other designated clients in developing, evaluating and/or implementing career, education, and employment decisions and plans." Based on the above language, how effective do you feel the Weber State office of Career Services is in meeting this professional standard?

		Response Total	Response Percent
Highly Effective		7	50%
Somewhat Effective		7	50%
Somewhat Ineffective		0	0%
Highly Ineffective		0	0%
N/A		0	0%
Total Respondents		14	

3. How would you rate the functionality and accessibility of the Career Services facilities?

		Response Total	Response Percent
Excellent		8	57%
Good		4	29%
Average		2	14%
Poor		0	0%
N/A		0	0%
Total Respondents		14	

4. Based on your answer to question 3, do you have any comments regarding the facilities?

See Comments Below

Total Respondents 6
(skipped this question) 8

5. Please rate your perception of Career Services current staffing levels with regard to their ability to provide excellent service to their various constituencies.

		Response Total	Response Percent
Overstaffed		0	0%
Appropriately Staffed		11	79%
Understaffed		1	7%
N/A		2	14%
Total Respondents		14	

6. Based on your answer to question 5, do you have any comments regarding current staffing levels?

See Comments Below

Total Respondents 5
(skipped this question) 9

7. Based on your knowledge and experience with Career Services, how would you rate the effectiveness of the following programs/services?

	Highly Effective	Somewhat Effective	Somewhat Ineffective	Highly Ineffective	N/A	Response Total
Career/Employment/Educational Counseling and Advising	57.14% (8)	35.71% (5)	7.14% (1)	0% (0)	0% (0)	14
Employer Relations/Development	64.29% (9)	21.43% (3)	14.29% (2)	0% (0)	0% (0)	14
On-campus Recruiting/Career Fairs	64.29% (9)	35.71% (5)	0% (0)	0% (0)	0% (0)	14
Online Career Management System (Wildcat CareerConnect)	57.14% (8)	14.29% (2)	0% (0)	0% (0)	28.57% (4)	14
Workshops/Classroom Presentations/Senior Seminars	64.29% (9)	14.29% (2)	0% (0)	7.14% (1)	14.29% (2)	14
Credential Files/Graduate Employment Files	42.86% (6)	21.43% (3)	0% (0)	7.14% (1)	28.57% (4)	14
Mock Interviews	50% (7)	21.43% (3)	0% (0)	0% (0)	28.57% (4)	14
Internships	50% (7)	21.43% (3)	7.14% (1)	0% (0)	21.43% (3)	14


Student Employment	57.14% (8)	21.43% (3)	0% (0)	0% (0)	21.43% (3)	14
Career Resource Library	28.57% (4)	42.86% (6)	0% (0)	7.14% (1)	21.43% (3)	14
Career Services Web Site	64.29% (9)	21.43% (3)	0% (0)	0% (0)	14.29% (2)	14
					Total Respondents	14

8. Based on your answers to question 7, what programs/services could Career Services improve or add to better meet the needs of students/employers/academic departments?

See Comments Below

Total Respondents	2
(skipped this question)	12

9. Please rate your perception of the overall effectiveness of the management/leadership of the Career Services department.

		Response Total	Response Percent
Highly Effective		8	57%
Somewhat Effective		5	36%
Somewhat Ineffective		0	0%
Highly Ineffective		1	7%
N/A		0	0%
		Total Respondents	14

10. Based on your answer to question 9, do you have any comments regarding the management of the Career Services department?

See Comments Below

Total Respondents	4
(skipped this question)	10

11. Please provide comments about any aspect(s) of the Career Services operation that you feel would assist in the overall program evaluation and process improvement efforts.

See Comments Below

Total Respondents	3
(skipped this question)	11

Comments

4. Based on your answer to question 3, do you have any comments regarding the facilities?

**Full
Response**

1. The Center looks nice and approachable.

2. Career services is not only visually accessible, but they are professionally accessible to students, staff and faculty.

3. As an alum, I received excellent support and guidance from the WSU Career Services office, particularly with Betty Simons, throughout the job search process. Betty counseled with me about job choice, search, and approach, and she very effectively helped me to construct the best possible resume. As a writing center coordinator now, I model my suggestions to students on the superb support I received at that office 6 years ago. I consistently refer students to that office for career support. That office works to stay up to date on the latest technologies and have adjusted their library to include, and even focus on, electronic access.

4. Good location and accessibility for students with disabilities. Good location all around.

5. Excellent facilities and great staff!

6. Love the new decor. Warm and inviting.

6. Based on your answer to question 5, do you have any comments regarding current staffing levels?

**Full
Response**

1. Some professional staff are effective but it would be beneficial to WSU students to have dedicated/trained career counselors rather than people from other professions who have "ended up" in that role.

2. I do not have special knowledge of how staffing is working for them currently, but I do see counselors fulfilling various teaching and other roles and am aware that appointments are typically required in order to see them. They provide such an important service to our students and alumni that they should be staffed to meet the need and to enable them to reach out and be as visible as possible to the campus community.

3. It would be helpful if several of the liaisons actually provided services to their constituencies instead of furthering their personal agendas.

4. The five career counselors have a minimum of a masters degree to qualify them to teach the Career Development course, to administer and interpret assessments, do career counseling, and do employment outreach. Two employment advisers have bachelor' degrees only and work primarily with student employment and employers so the five career counselors pick up the assessment work and other career counseling duties for the two employment advisers on top of their own work. Three of the career counselors are on an 11-month contract which cuts down on their availability to "share the load" of the Center.

5. no

8. Based on your answers to question 7, what programs/services could Career Services improve or add to better meet the needs of students/employers/academic departments?

**Full
Response**

1. 1) Transition to electronic student files for employment. 2) Diverse and ethnic minority students in the College of Business report bias in their not being given fair/equal opportunities for internship and career employment opportunities. "White Privilege" needs to be monitored.

2. Each counselor could work more closely with internship coordinators in their college, to get more opportunities posted on CareerConnect.

10. Based on your answer to question 9, do you have any comments regarding the management of the Career Services department?

**Full
Response**

1. I think Winn and Greg do a fine job. It has historically been a very challenging staff to manage.
2. W. Stanger's experience, insight, and drive to excel make all the difference to the success and continual development of the Career Services Center.
3. Each year gets better!
4. no

11. Please provide comments about any aspect(s) of the Career Services operation that you feel would assist in the overall program evaluation and process improvement efforts.

**Full
Response**

1. ACCOUNTABILITY
2. Internal suggestions for improvements need to be welcomed and evaluated for possible implementation. Old dogs need to learn new tricks that would be more effective.
3. na