



THE UNIVERSITY OF UTAH  

---

*Career Services*

SELF-REVIEW  
SEPTEMBER 2011

**Committee Members:**

Stan Inman, Director  
Dana Sowby, Associate Director  
Jim White, Assistant Director  
Diane Ward, Program Manager  
Melissa Kraft, Program Manager  
Pat Reilly, Program Manager

**Contributors:**

Kari Ellingson, Associate Vice President for Student Development  
Sam Morrison, Employer Outreach and Past Director



# **Executive Summary of the Self-Review Report**

*Stan Inman, Director for Career Services - University of Utah*

## **Introduction**

As an introduction to this self-review and the broad rationale to undertake this evaluative process, it is important to recognize the depth of interest and support that Career Services receives from the Student Affairs leadership at the University of Utah. The invitation to conduct this self-review and the accompanying external review site visit was based on a shared desire to identify, understand, and improve the program components of Career Services. It is also clear to us that this review comes at time when we continue to define the role of career services in the increasingly complex environment of higher education today. In light of the current discussions of how our institution is meeting the challenges of the job market, the opportunity to present the findings and recommendations of this self-review have never been more timely or important to achieving the success of the institutional mission to prepare and assist students in the transition from the University to the professional world or work.

This unique responsibility falls primarily to Career Services, but as we discuss in the Review, our work must now include campus partners who share this important charge. A successful model of career services, including both the formative processes of career/major decision making, along with the implementation of a job search and placement, now depends on the collaboration with many stakeholders throughout the University.

Within this framework of collaboration, Career Services does seek to solidify its principal role for being the central resource for providing the expertise and professional competencies of campus-wide career planning. We understand that we must also be a catalyst for looking at new approaches with campus partners to develop a comprehensive career development strategy for the University of Utah.

## **Executive Summary Overview**

As reviewers, an understanding of the current Career Services structure, programs, and resources, is imperative for the consultative review process. This Executive Summary represents a synopsis of the self-review, and highlights the areas that we think will provide the reviewers with the framework for the most important areas for consideration, and is a pre-cursor to the external site visit.

As part of this Executive Summary you will find a description of the self-review process, a list of Career Services strengths, and top priorities (as identified in the self-review). The top priorities highlighted below are more fully discussed in the full self-review document. We draw attention these top priorities here in to serve as an introduction to these priorities as discussed in the larger self-review document. Each section of the self-review also includes action items and goals, which are not included in the Executive Summary.

## **Key Considerations for External Reviewers**

Among the most important considerations for Career Services and Student Affairs leadership will be the reviewers' conclusions regarding the role Career Services plays within the University, the institutional support required to fulfill its mission, new institutionally coordinated programs, and key relationships with University of Utah departments (both academic and non-academic) that need to be reinforced or formed.

Of particular importance to Career Services is the recent campus pilot program initiated by an external advisory committee to the President, made up of key business leaders and donors. What has grown out of this committee is an initiative that creates some shared management of employer relationships, called "Crimson Companies." The program seeks to reach out and build a both a stronger hiring and giving relationship with companies. Our involvement is key, along with Central Development, and the David Eccles School of Business (which is the academic department initially piloting). This program will be rolled out to other academic departments if successful. One important consideration for the University is how we interact with all employers, not just those that are considered "top tier" companies. Our co-management of this new program is vital to our campus recruiting and Career Services Partnership Program, and our role will be especially be important as we communicate the significance of the ethical considerations of direct faculty referrals that already are emerging as a pattern.

Another area of importance that deserves consideration is the key relationship with University College (Academic Advising). As you know, there must exist a strong collaboration between Career Services and Advising on any campus for the career development component to be successful. We do have a strong working relationship with University College and are collaborating on a number of programs. However, we need to find ways to more fully tie our resources together around the undecided/undeclared students. For example, University College currently, offers a course called "Choosing a Major" where a range of self assessment instruments are utilized, in the context of major selection, but little emphasis is given to parallel career exploration. We currently offer sections of "Successful Career Planning" in which we also utilize the same self-assessment instruments focusing on career exploration. Our Career Development Program Manager has been working with the University College Associate Director to develop a course offering that would be sequential and feature a coordinated approach to major selection and career exploration. Finally, we have proposed a joint Major and Career Exploration Center, which would be co-funded and managed by both our Offices. We consider this as an institutional priority.

Finally, we believe that for Career Services to remain at the heart of the institutional success, we must continue to utilize evaluative processes, such as this self-review, to recognize and adapt to the dynamic factors the University will face in the future such as swings in the economy, funding sources, and overall

University accountability for its graduates. Career Services and our Student Affairs leadership anticipate that this evaluative process will produce both the positive reinforcement of current practices and recommendations for improvement. We value the external perspective that you will provide and look forward to the interaction with you!

## **Self-Review Methods**

### ***Use of the NACE Evaluation and Workbook***

Although the review process is based on a developmental approach, with the external reviewers asked to consider the current Career Services model using a consultative process, rather than a strict evaluative process, we did base our Self-review on the guidelines, dimensions, and outcomes outlined in the NACE Evaluation Workbook. Using these guidelines provided us with both an organized and structured approach, while making sure we have not left out any of the current national expectations and practices of a professional career services office.

### ***SWOT Method and Format***

You will note that the self-review follows a SWOT-based analysis of the areas in the NACE Evaluation and Workbook. We chose this format, as we felt it provided the external reviewers with the most effective way to evaluate Career Services Program dimensions. The following format below was used as a consistent pattern for each section of the report:

#### **Overview and Summary**

#### **Strengths of the Career Services program**

#### **Program dimensions:**

**Functioning at a satisfactory level, but could be improved.**

**Functioning below performance expectations, and should be improved.**

#### **Top priorities for action to improve Career Services**

### ***Review Committee Contributors***

Career Services Leadership Team primarily wrote the self-review report. Each member of the Leadership Team took responsibility for sections of the report that corresponded to the functional areas of their leadership. They were responsible to reach out to campus and external constituencies for involvement and review of each dimension evaluated. External contributors included student and employer focus groups, departmental administrators, Student Affairs leadership and colleagues, and Career Services team members.

**Below please find a summary of our strengths, top priorities for the Reviewers to consider:**

## **Overview of Strengths**

### **1. Our mission, strategic planning and organizational model:**

Includes: Our committee structure, liaison roles with departments, program management and communication (reporting back) to staff and leadership on campus initiatives.

**2. Knowledge of Staff:**

Background, professionalism, professional development, teaching/counseling/coaching skills, trained in NACE Career Coaching, interest/personal assessments, and leadership in organizations.

**3. Collaboration:**

Willingness to collaborate with campus (internal) and external partners, other Utah schools, employers. Involvement with campus departments, partnership programs.

**4. Creative budgeting/self funding issues:**

Self-funding through partnerships, internships, and creative budgeting through the recent budget cuts.

**5. Technology:**

Includes: website, online content, social networking, use of new technology, and CSO system knowledge.

**6. CSIP /Internship Programs:**

Career Services Internship Program, syllabus, funding and collaboration with many departments on internship credit options.

## **Top Priorities**

Recognizing that our institutional charge will continue to evolve and change based on institutional needs, and funding models, we have been very thoughtful and intentional in the following suggestions regarding institutional support. All these areas listed are considered mission critical and are in no particular rank order.

### ***Centralized Career Development for Undecided/Undeclared Students***

We view the creation of a dedicated resource for undecided/undeclared students as an institutional priority. We currently have a systematic mandated advising model which is not accompanied by a comparable career development component. Although there are many resources devoted to undecided students, there is an opportunity to create what we have proposed as an “Exploration Center” that would be jointly funded and staffed by University College (academic advising) and Career Services. This effort to help student engagement in early identification of career along with major selection will facilitate a process which impacts the University retention, and graduation rates, leads to more successful internship experiences, placement of new graduates, and overall student satisfaction.

### ***Student Counseling Loads***

As indicated by our data points (student registrations and appointment check-in), we recognized that we have had a dramatic increase in student interactions over the last two years, and particularly during spring of 2011, our student appointments reached a level (see Appendix B: Student Statistics) that stimulated a staff retreat topic on exploring more efficient ways to meet the needs of students before they reached out to us for an appointment. The aim was to reduce the amount of time we spend in

initial appointments covering information that could be delivered in an on-line workshop. As an outcome of the retreat staff created five new on-line webshops we called our “Foundation Series.” These webshops were based on delivering information that mirrored the most frequent reasons for appointments (gathered at check-in). Now that they are fully implemented, we can effectively re-direct students toward available resources and provide answers to questions without the need for student to see a career counselor (or at least come in with much greater understanding of the resources when they do have appointments). The central question for consideration is how can we meet the growing demand for our services using the current career counseling model we employ? Additionally, what measures can we take to prepare to for this increase continuing into the future? One possible option for lessening the current student loads is the introduction of specialized graduate career counselors discussed below.

### ***Specialized Graduate Level Career Counselors***

As a major research institution, the University of Utah has created many specialized graduate-level programs, as well as graduate professional programs. Currently Career Services is incorporating these graduate students into the career counseling loads of our counselors. (see Appendix B: Student Statistics) Many of these graduate students are seeking teaching and research careers in academia, which is beyond the knowledge of many of our current staff. A model and policy needs to be developed for working with these students. Funding of specialized career counselors dedicated to working with graduate students who desire to enter careers in industry has been favorably discussed with the Dean of the Graduate School. While no formal commitment has been made, benchmarking with other peer institutions has been conducted and was the basis of the discussion with the Graduate School.

### ***Professional Development***

Discussed as a strength in the self-review is the level of professional involvement in which our staff is currently engaged. However, there is a need to become more involved in the many professional organizations that represent potential areas of employer development. This need is greatest for organizations which represent targeted industry professionals, along with more penetration of local business associations such as the Chambers of Commerce, the Utah Technology Council, and others, where we have opportunities to network and create increased visibility for the University.

### ***Internship Coordination***

Currently the University of Utah offers internships across a variety of campus departments. There is no one single office that coordinates and tracks internships for the institution. Although Career Services offers a career development internship (Career Services Internship Program – CSIP) for students seeking a for-credit experience, a more coordinated approach is needed. This is an area that we seek valuable recommendations from the external review.

### ***Coordinated Assessments***

Career Services must utilize a well thought out strategic plan, based on a process of on-going assessment, taking into account the unique needs of the University. This area is noted in the self-review as an area that needs improvement. One of the top priorities is to work on a more coordinated and intentional plan for conducting assessments based on the learning outcomes that we want to validate.

# History of Career Services/Placement Center at the University of Utah

*Sam Morrison, Employer Outreach and Past Director*

*Jim White, Assistant Director*

In the nearly 80-year history of Placement and Career Services at the University of Utah, the U has played a leadership role in the development of career services offices nation-wide. Each of the four directors has overseen dynamic programs that have led changes in the placement field. All four leaders have served as innovators, making it their mission to serve students and alumni and meet the employment and career-related needs of their times.

## 1932-1974 Harold “Hap” Carlston

The University of Utah’s efforts in helping students find employment began in 1932 when the University of Utah President George Thomas hired Harold “Hap” LaMar Carlston to form the Placement Center. The Placement Center was assigned an office next to the University President’s office in the Park (administration) Building. Students would advise Hap that they were seeking work and he would personally refer candidates to openings. In the beginning there were no job boards. Knowledge of job opportunities was closely guarded and referrals were under the control of the director who maintained two large Rolodexes: one of job openings and the other of students and alumni who were seeking work. The Placement Center was one of the first in the United States and Hap worked in this assignment until 1972.

As Hap became aware of other universities that were establishing placement centers, he communicated with them to share information and ideas. These offices grew throughout the U.S. after World War II when there was a great demand for career information and for “placing” college graduates. According to the National Association of Colleges and Employers (NACE), this small group started the Rocky Mountain College Placement Association (RMCPA) in December of 1947 with ten members. RMCPA was the first regional association in the United States.

Over the next four years, four additional regional associations were formed which encompassed the United States. Hap was a leader of this initial association and was pursued by our regional rival BYU to establish a Placement Center on their campus. He declined the opportunity and referred one of his graduate students, Keith Duffin, who became BYU’s first Placement Director and, shortly thereafter, was elected President of the College Placement Council (CPC) the precursor to NACE. Park Building space was always at a premium and the Placement Center eventually moved to the basement level. When recruiters visited campus, interviews were conducted on chairs set up in the hallways, stairwell landings and wherever space was available.

In 1972, after 39 years as director of the **Placement Center**, Hap became the director of the Career Library and Beth P. Summerhayes was hired as the director of the **Placement and Career Information Center**. The office was moved from the Park building to the Annex Building on the southeast corner of campus. The Annex, a retired WWII barracks building on Fort Douglas had more space available to handle the growing demands for campus recruiting and a larger staff.



Hap retired in 1974. During his tenure the office staff doubled from 5 to 10--from a director, with two degreed support staff, an administrative assistant/writer and two clerical staff, to a staff of 10--director, an associate director, two assistant directors, three counselors and three support staff.

Fees began in 1972 when the office provided typing services to assure that all registration materials were professionally prepared. The fee of \$10 paid for a contract typist. The surplus was used to supplement the budget. When the administration realized the Placement and Career Information Center could generate some of its own budget, fees became an essential part of the budget resources. For several years thereafter, the office engaged in an effort to discontinue student fees.

## **1974-1981 Beth Summerhays**

When Beth Summerhays started, the office had approximately 200-250 employers visiting campus to conduct interviews. During the next 10 years Beth's staff worked to increase the number of employers recruiting on campus to a peak of 600 employers. The office initiated a wide variety of job search workshops, orientations, classroom presentations, and wrote student informational booklets on the job search (*Resume Writing, Job Interviewing, Your Search in a Tight Job Market, Alumni Services*) which were given out to students. Beth served as the Secretary of the Rocky Mountain College Placement Association until she retired in 1981. Beth was known for bringing the biggest and most important U.S. companies to recruit at the University of Utah. She also started the idea for a career library to contain information on companies and recruiting information for students.

## **1981-2001 Sam Morrison**

Sam D. Morrison, Beth Summerhays' associate director, was named the new director in 1981. Under Sam's administration the "Placement Center" moved to the new Student Services Building (its current location) in 1986. Sam worked with new building architects and created a modern space that was ideally suited to provide interview space, a career library and adequate counseling space for the new offices. Shortly after moving into the new building, Career Services was provided \$25,000 in seed money to computerize the new offices. Despite objection by some administrators, Sam selected an IBM PC-based system that became the first Novell-networked server system set up in a publicly-funded office. Run from an IBM 80286 file server with a 20 megabyte hard drive, the new Novell "Token Ring" network was state-of-the-art. It ran word processing, records management, and allowed employees to share important documents without knowing the programming language needed to operate on the mainframe. Within a year after the new PC-based system was installed, the entire Student Services Building followed his lead and installed Novell networks throughout the new building. By 1987, students were registering on 5.25" floppy diskettes and our newly programmed software began to improve the efficiency of the office. Career Services hired its first computer support to support the network and create a combined career and co-op software system built on database software called "Data-Ease." The old drop slot cabinet used by students to request campus interviews was removed in early 1988 after the bugs had been worked out of the our new software. Soon students registered only once, by computer, for career services internships, resume help or to sign up for campus interviews.

A new era began when employers, students and all career related activities were managed via the computers which soon became connected to the "World Wide Web." The University of Utah was one of

the first universities in the United States outside the California State system to gain access to the web through our Department of Defense supported IBM supercomputer (located immediately below Career Services in the basement). We first used "Gopher" search protocols to look up company information through the growing computer linkages in 1989.

In late 1986 the Placement and Career Information Center was awarded its first Department of Education Title VIII Cooperative Education grant. Grant funds provided budget for hiring three additional "Co-op" counselors in January 1987 to develop a campus-wide internship program, develop internship opportunities for students, and assist students in acquiring internships. Jim White was hired to oversee and help implement the Co-op grant. Five years of Title VIII Cooperative Education grants helped establish financial support and commitment to internships and cooperative education on campus.

Within a year of establishing the "Co-op Program," career staff felt it would benefit students if all counselors could assist students with both career- and internship-related services. Because of the combination of services, a decline in companies hiring through traditional campus interviews and a new interest in helping students with career development, the office was renamed "Career Services" in 1988.

As the grant funding was provided on an "increasing match" agreement, the office sought ways to provide income to support the three new staff. An advisory committee was formed which included several deans and department chairs who suggested using funds generated from internship credit. The Educational Psychology Department partnered with Career Services in sponsoring academic credit for cooperative education and served as a central mechanism for students from any major to receive academic credit. An agreement with the Adult Education Division and six academic departments provided a foundation for the new program to return up to 65% of credit-generated income back to academic departments and Career Services. When the Cooperative Education grants were finished, an initial groundwork of supportive faculty and staff was in place and the University gave permanent funding for portions of the program. In 2000, the University absorbed all adult education sponsored credit and funding systems into the general fund. Career Services was provided hard funding for two of the three full-time staff.

In 2000, an employee was hired to start a new "Alumni Career Services" program. She left after six months and Julie Swaner was hired to coordinate the new program. Julie has successfully developed the new program which has continued to grow. The "Job Club" and numerous professional trainers and speakers Julie has recruited have generated national attention.

In 2001, Sam Morrison retired and Stan Inman was hired as the director of Career Services after a nationwide search. Stan was an already-proven in-house candidate as an associate director under Sam.

## **2001-present Stan Inman**

Since his hiring, Stan has led Career Services through a transition from the old traditional placement-based career office into a modern, web-based information technology-oriented career center. The old bulletin boards in the hallways have been replaced with wireless computers in the lobby and Career Library. The Career Library has been remodeled and transformed into a new Career Development Center with wireless internet and big screen video rather than three ring binders.

Stan has held national leadership positions in RMACE, MPACE, and NACE. Staff are still engaged with accounting, engineering, and teacher campus interviews through Career Services, but campus recruiting is just one among the many services offered to meet the needs of a diverse information-based university. Our web site has developed as a major bulletin board for workshops and sample resumes to the third highest traffic site on campus. Dynamic job boards, webshops and information sessions take the attention of staff committed to its upkeep.

In 2010, a new program manager was hired to help develop a new Career Development Center which combines major exploration, classroom teaching, the career library, web-based testing and modern career development tools.

## **For the future**

Since 1932, Career Services' directors have effectively led our transition from placement to career development. By using modern best practices, we have expanded our involvement in internships, career fairs, alumni networking, international opportunities and web-based job searching. We now coordinate career development classes. The number of career fairs has doubled. Frequent workshops have a major cornerstone of our office.

The mission of Career Services has changed dramatically from 1932, when Mr. Carlston handed students a job card for the job he decided was the right one for them, to the present situation where students have access to an unlimited amount of information and possibilities. Our challenge and our future success will be how well we meet the changing workforce, the changing world and the expectations of both employers and students. The challenge has been not to just keep up but to stay ahead of the changing conditions and technologies while keeping a human side. Our challenge is to continue to provide a place where students can sit down and talk to a highly-trained career professional who sees each student as a unique individual with unlimited. Our success for the future lies in our ability to not just keep abreast of the changing tide of information and communicate with those we serve but to stay out in front of this rapidly changing information-based world and keep it human.



# Table of Contents

<b>SECTION I: MISSION</b> .....	<b>1</b>
OVERVIEW AND SUMMARY: .....	1
<b>SECTION II: PROGRAM COMPONENTS</b> .....	<b>4</b>
II-A: CAREER ADVISING/COUNSELING .....	4
OVERVIEW AND SUMMARY: .....	4
II-B: CAREER INFORMATION .....	7
OVERVIEW AND SUMMARY: .....	7
II-C: EMPLOYMENT SERVICES .....	8
OVERVIEW AND SUMMARY: .....	8
II-D: GRADUATE SCHOOL PLANNING .....	11
OVERVIEW AND SUMMARY: .....	11
II-E: EXPERIENTIAL EDUCATION .....	12
OVERVIEW AND SUMMARY: .....	12
<b>SECTION III: PROGRAM MANAGEMENT</b> .....	<b>15</b>
OVERVIEW AND SUMMARY: .....	15
<b>SECTION IV: ORGANIZATION</b> .....	<b>18</b>
OVERVIEW AND SUMMARY: .....	18
<b>SECTION V: HUMAN RESOURCES</b> .....	<b>21</b>
V-A1: MANAGEMENT AND ADMINISTRATION (COMPETENCIES) .....	21
OVERVIEW AND SUMMARY: .....	21
V-A2: PROGRAM AND EVENT ADMINISTRATION (COMPETENCIES) .....	22
OVERVIEW AND SUMMARY: .....	22
V-A3: RESEARCH AND STUDENT LEARNING/DEVELOPMENT OUTCOMES (COMPETENCIES) .....	24
OVERVIEW AND SUMMARY: .....	24
V-A4: CAREER ADVISING/COUNSELING AND CONSULTATION (COMPETENCIES) .....	26
OVERVIEW AND SUMMARY: .....	26
V-A5: TEACHING/TRAINING/EDUCATING (COMPETENCIES) .....	27
OVERVIEW AND SUMMARY: .....	27
V-A6: MARKETING/PROMOTING/OUTREACH (COMPETENCIES) .....	27
V-A7: BROKERING/CONNECTING/LINKING (COMPETENCIES) .....	29
OVERVIEW AND SUMMARY: .....	29
V-A8: INFORMATION MANAGEMENT (COMPETENCIES) .....	30
OVERVIEW AND SUMMARY: .....	30
V-B1: POSITION QUALIFICATIONS .....	32
OVERVIEW AND SUMMARY: .....	32
V-B2: LEADERSHIP BY CAREER SERVICES' MANAGERS (DIRECTOR, ASSOCIATE DIRECTOR, ASSISTANT DIRECTOR AND PROGRAM MANAGERS) .....	34
OVERVIEW AND SUMMARY: .....	34
V-B3: PROFESSIONAL POSITIONS (CAREER COUNSELORS AND ADVISORS, EMPLOYER RELATIONS COORDINATORS, CONSULTANTS) .....	35
OVERVIEW AND SUMMARY: .....	35
V-B4: PRE-PROFESSIONAL POSITIONS .....	37

OVERVIEW AND SUMMARY .....	37
V-B5: STUDENT EMPLOYEE AND/OR VOLUNTEER POSITIONS .....	38
OVERVIEW AND SUMMARY: .....	38
V-B6: SUPPORT STAFF AND TECHNICAL POSITIONS.....	39
OVERVIEW AND SUMMARY: .....	39
<b>SECTION VI: FINANCIAL RESOURCES .....</b>	<b>40</b>
OVERVIEW AND SUMMARY: .....	40
<b>SECTION VII: FACILITIES AND EQUIPMENT .....</b>	<b>44</b>
OVERVIEW AND SUMMARY: .....	44
<b>SECTION VIII: TECHNOLOGY .....</b>	<b>46</b>
OVERVIEW AND SUMMARY: .....	46
<b>SECTION IX: CAMPUS AND EXTERNAL RELATIONS.....</b>	<b>48</b>
OVERVIEW AND SUMMARY: .....	48
<b>SECTION X: EMPLOYER RELATIONS AND SERVICES.....</b>	<b>53</b>
OVERVIEW AND SUMMARY: .....	53
<b>SECTION XI: LEGAL RESPONSIBILITIES .....</b>	<b>57</b>
OVERVIEW AND SUMMARY: .....	57
<b>SECTION XII: EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION &amp; DIVERSITY.....</b>	<b>59</b>
OVERVIEW AND SUMMARY: .....	59
<b>SECTION XIII: ETHICS .....</b>	<b>61</b>
OVERVIEW AND SUMMARY: .....	61
<b>SECTION XIV: PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH .....</b>	<b>63</b>
OVERVIEW AND SUMMARY: .....	63
<b>APPENDIX .....</b>	<b>65</b>
APPENDIX A: MISSION AND STRATEGIC GOALS.....	II
APPENDIX B: STUDENT STATISTICS.....	VIII
APPENDIX C: STAFFING AND HUMAN RESOURCES.....	X
APPENDIX D: COUNSELOR ASSIGNMENTS/ LIAISON.....	XVII
APPENDIX E: EXPERIENTIAL EDUCATION/INTERNSHIPS.....	XXVI
APPENDIX F: CLASSES AND WORKSHOPS.....	XXIX
APPENDIX G: PROGRAM COLLABORATION.....	XXXV
APPENDIX H: ALUMNI CAREER SERVICES.....	XXXIX
APPENDIX I: CAMPUS RECRUITING.....	XLIII
APPENDIX J: ASSESSMENT.....	XLV
APPENDIX K: FINANCIAL RESOURCES .....	LI
APPENDIX L: MARKETING.....	LVIII

---

## **SECTION I: MISSION**

### **Overview and Summary:**

#### ***Mission Statement***

Career Services is the centralized department at the University of Utah charged with educating students and alumni in the discovery and realization of meaningful careers. Our services develop greater self-understanding, expand awareness of career opportunities, and foster effective job search practices which can be applied throughout a lifetime. We bridge the world of work for students/alumni by building relationships with a variety of employers in a diverse and dynamic workplace.

#### ***Career Services at the University of Utah has the following six major functional areas:***

1. Individual Career Coaching
2. Career Exploration and Self-Assessment
3. Experiential Experience/Student Employment
4. Career Library and Resources (print/web)
5. Job Search Implementation/Workshops
6. Employer Relations and Career Recruitment

#### ***Strategic Objectives: 2009 – 2014***

1. Manage and grow resources to maximize services.
2. Increase awareness of career development process.
3. Develop quality representation of employers with increased global opportunities.
4. Enhanced use of technology to educate and disseminate career information.
5. Professional development of staff through training and use of industry best practices.
6. Increase faculty/department partnerships and campus relationships.
7. Implement coordinated assessment and research in support of our mission.
8. Develop programs and resources to make Career Services more accessible and meaningful to underrepresented student populations.

See Appendix A: Mission and Strategic Goals for a complete listing of committee goals.

### **What are the strengths of your Career Services program?**

- Career Services has a comprehensive mission which includes all aspects of career development stages (Self Awareness, Exploration, Decision Making, and Job Search Implementation). We have built our programs and student services around this model, ensuring that we deliver programs equitably with variety of workshops, events, individual career counseling and resources for students in any phase of career development.
- Career Services' mission and strategic goals have been developed in coordination with the broader Student Affairs Mission and values, as well as the University at large (see Appendix A: Mission and Strategic Goals). Career Services benefits from coordinated interaction facilitated by the Student Affairs Assessment, Evaluation and Research Office, where Student Voice (a nationally recognized assessment tool) is used as a repository for all mission statements,

strategic objectives, and related assessments. This recent division-wide emphasis has helped Career Services tie all assessments conducted to the relevant strategic objective.

- Our continuing attention to adapting and updating technology to enhance our Career Services delivery has emerged as an important part of fulfilling our mission and objectives. Our Web Committee has been in existence for over 15 years, and is the longest working group we currently have. We are continuously working to review content and improve website functionality and navigation for students and employers. Recently we spent time at staff retreat to develop a series of workshops called the “Foundation Series” which are workshops built around core areas of career development. All of these workshops were developed to ultimately be delivered to students utilizing an on-line webshop format. Topics include *Career Services’ Fast-Pass Orientation, Your GPS for Career Planning, Increasing Your Interviewing Impact, Write a Compelling Resume, and Your Job Search Journey*. These workshops flow directly out of our mission statement and strategic objectives, and combine with in-person workshops to create a comprehensive way for all students to have this content delivered to them in a format of choice.

Additionally, we have created social networking opportunities for students to follow our events, news posts, and other updates. This increased attention on delivering services, and connecting with students using technology will continue to be part of our ongoing strategy to help us reach out and serve more students.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

An opportunity for improvement both for Career Services and the institution exists to more fully realize the mission-critical role of assisting and engaging students in the process of early career identification. Two factors exist that have contributed to students having less exposure to the career development process.

First, the current University emphasis on the selection of a major, implemented through a mandatory advising method may have created a student perception that it may be less important to be engaged in a parallel pathway of discovering and researching occupations. Although resources and career development classes currently exist in Career Services, students do not generally know how to personally integrate academic programs and career development. A centralized resource center or “Career Exploration Center” was jointly proposed (see Appendix G: Program Collaboration) to central administration by Career Services and University College (Academic Advising). Although supported by the Student Affairs Associate Vice President, funding could not be developed for the fiscal year 2012. The proposal is still active and continues to be a top priority of Career Services. This Center would create a visible and marketable resource to both entering and continuing students who are undeclared.

A decentralized model across the institution for introducing students to experiential experiences/internships does not provide the kind of “one-stop” resource students often seek. This model also does not reflect any institutional emphasis for students to seek internships as part of good career decision-making and future educational and career options. Although many academic departments have created course numbers, few departments have placed an emphasis on having



dedicated resources to help students in identifying internship sites, developing career learning objectives/outcomes, or supervise an internship experience. There are some colleges and departments on campus with well-developed internship programs, but the lack of a centralized undergraduate internship office to develop, track, and supervise internships is a deficit to students' individual career development. Career Services created a Career Services Internship Program (see **Section II-E: Experiential Education**) which promotes internships to students of all majors and has developed partnerships with the David Eccles School of Business and the Department of Educational Psychology to offer upper-division credit. A more systematic integration of experiential education into the institutional mission could be facilitated by Career Services.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

Inherent in Career Services' mission and affirmed as one of our five-year strategic objectives is the statement: "Implement coordinated assessment and research in support of our mission." Although we have conducted a number of assessments related to services and programs, and discovered that learning outcomes are occurring as a result of our efforts, a lack of coordinated assessment based on the six functional areas (listed above) is a current weakness. It is ironic that while we consider the ability to directly tie assessment projects to stated strategic objectives as strengths of Career Services, we have not conducted assessment with an advance vision of desired learning outcomes. A more coordinated and integrated program of assessment based on desired learning outcomes linked to our mission is needed. More intentional assessment with learning outcomes in mind—whether general or specific—will deepen our understanding of how to successfully fulfill our mission.

### **What are your top priorities for action to improve Career Services?**

1. Work with University College to develop a more cohesive career development program for undeclared students, including a companion class to "Choosing a Major" which integrates career exploration, occupational research, and experiential education into students' personalized career plan. Continue to seek institutional support for a joint Career Exploration Center with University College.
2. Specifically identify and plan to conduct one major assessment each year that is targeted at desired learning outcomes inherent in the functional areas of our mission.
3. Build on current programs dedicated to introducing students to alumni, career professionals, and career mentors through more collaboration programming with the Young Alumni Board.
4. Strategize with the Office of Undergraduate Studies and Student Affairs for a centralized student internship office on campus.

## **SECTION II: PROGRAM COMPONENTS**

### **II-A: Career Advising/Counseling**

#### **Overview and Summary:**

Career Services is the centralized campus resource for career advising and counseling for all undergraduate and nearly all graduate students at the University of Utah. Twelve (11.5 FTE) career counselors provide assistance with all stages of the career development process. Each counselor is responsible for a specific set of majors. All are skilled at career coaching to guide pre-majors through the process of self-discovery and exploration. They are able to customize services to meet the needs of special populations within their majors, and continue to assist students in developing employment skills as they progress toward graduation. Each career counselor works closely with employers related to their majors, thereby increasing awareness of employment needs and knowledge of specific employers to further educate students.

With the recent economic decline and increased campus enrollment, the demand for our services has dramatically increased (see Appendix B: Student Statistics). Three years ago Career Services also recognized a need to provide more career development and exploration assistance as students and parents became more focused on the connection between majors and careers. At that time the position of Program Manager for Career Development was created, and the office implemented strategies to provide all career counselors with additional training to ensure that we're offering students the most up-to-date career development assistance. We continue to provide professional development opportunities for our staff through conference attendance, retreats, staff meetings with invited speakers, and other means to ensure all counselors are up-to-date on issues related to working with students.

#### **What are the strengths of your Career Services program?**

- The Career Services Internship Program (CSIP) is a campus-wide internship program for students in any major within the university. It is structured around a 13-week syllabus requiring college-level learning, and is seen as an asset by all our constituents – faculty, staff, and students alike. Students may initially view it as an easy way to get the final academic credits needed for graduation, but then realize they are receiving an introduction to the world of work in a manner they had not anticipated due to weekly assignments in which they are required to reflect on their experiences. Academic advisors and other administrators consider it a valuable means to connect classroom knowledge to careers.
- The depth and breadth of knowledge of our career counselors is valued by those who utilize our services; professional development is encouraged to ensure counselors are informed of current trends in career services, and share information with colleagues on a regular basis. Our job search assistance is highly regarded once students become aware of it. A focus group of undergraduate and graduate students from a variety of different colleges and majors indicated an appreciation for the workshops and individual help provided in resume writing, interviewing,

networking and other information (see Appendix J: Assessments ). An external focus group of administrators from campus, including the Assistant Vice President for Undergraduate Studies, the Associate Director of University College, and a counseling psychologist/faculty member from the Counseling Center reported student satisfaction with these resources as well.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

The university's enrollment continues to grow. There is greater demand for employment services and assistance in developing job search skills. New majors are being added. These 12 career counselors have responsibility to help over 31,000 students at any stage in their career development. The external administrators who provided feedback to us as part of the self-review feel the Career Services office is balancing the needs of various constituents as effectively as possible, but that the institution could do a better job of supporting the office in its mission. Suggestions included mandating that students meet with a career counselor prior to registering for second-year courses, providing a link to our website on the Financial Aid and Scholarships website so students applying for scholarships would know where to find help with resumes and personal statements, and providing funding for additional career counselors to assist with the increased demand for exploration, employment assistance, preparation for graduate school and specialized services.

Our campus outreach efforts are seen as highly effective by the administrators but not by the students who participated in the focus group. Administrators commended us for regularly presenting updates to members of the University Academic Advising Committee (UAAC), classroom presentations, orientation workshops and other efforts. Students very clearly indicated we need to do more. Their suggestions included more presentations to student groups, improved marketing to students in their first and second years, and stronger collaboration with departmental advisors.

Students are required to meet with their academic advisor regularly, and career counselors should continue to collaborate with those individuals as well. We must further develop relationships with campus advisors and faculty, providing information on the resources we offer and how they can encourage students to gain experience early in their academic career. We could also increase our visibility by posting our campus partnerships on our home page. Each counselor has a number of resource offices for which they are assigned liaison responsibilities. Having this information on our website would allow advisors and faculty to determine who the most appropriate career counselor is when referring students who may need focused assistance. This additional collaboration can enhance institutional efforts to increase retention and reduce time to graduation.

## **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

The current perception on campus is that our office does a great job with job search skills but that we do not provide enough assistance in guiding students through the process of self-discovery and exploration. The separation between major and career exploration is unnatural for many students who enter the institution singularly focused on identifying career aspirations. These students would benefit from an

additional meeting with a career counselor to examine ways to gain experience as they make decisions regarding choice of major.

Career Services offers career planning classes, assessments, workshops and other resources to assist students through the decision-making process, but once again the student focus group was unaware of that fact. Students would benefit from utilizing the resources of Career Services early enough in their academic career that they have the knowledge, skills and abilities to obtain meaningful employment upon graduation. For this early intervention to be successful, support and referrals must come from the entire campus.

It is time to rethink our brand. Students do not feel the need to utilize services they perceive are strictly career focused when they arrive on campus. The consensus among students in the focus group was that they didn't need to think about 'careers' until their senior year or even after graduation. Ironically, many University of Utah students need to work full or part-time while going to school but were unaware that our office provides help with all kinds of job searches.

As mentioned in our Executive Summary section, the central issue for consideration relating to career counseling in our center is the growing demand by all types of students for our services. Can we meet this demand using the current career counseling model we employ? We have discussed more efficient ways to work with students and implemented web delivered information and tutorials that provide much of information that students seek in a first counselor appointment. We have also increased the number and type of in-person workshops (see Appendix F: Classes and Workshops) that we offer to maximize efficiency of counselor student interactions.

One other notable area for opportunity is a stronger career counseling component for graduate students. Over the past several years, discussions have taken place both within Career Services and with Student Affairs administration with regard to services to graduate students. A rapidly expanding undergraduate base has caused us to question the extent to which we can continue providing services to graduate students.

## **What are your top priorities for action to improve Career Services?**

1. The creation of a Career Exploration Center within Career Services will send a clear message to students encouraging them to visit us early and often. It has been proposed that this broadened to a joint project with University College and combine a Major and Career Exploration Center. We are continuing to build support with our partners in University College and the Office of the Vice President for Student Affairs who see a need for a centralized resource to help with major and career exploration. We need to develop strategies to better market our services to students as early as possible in their academic programs. It is important for students to begin participating in internships, part-time jobs and other experiential education early enough to help with career decision-making, and our current marketing is not getting that message to students.
2. A top priority is investigating options with regard providing career services to graduate students. As it stands currently, we may have to decide that our focus in on undergraduates only. If

funding for counselor(s) can be found through the Graduate School, we may be able to continue and expand our current services.

## **II-B: Career Information**

### **Overview and Summary:**

Career Services provides a wealth of career information to students, staff, and faculty through our website and Career Library. Students have access to three free self-assessments (TypeFocus, CareerLiftoff and Sigi3), and are encouraged to meet with a counselor for interpretation of those results. Numerous web links provide resources on occupations and the job market, graduate and professional schools, job search assistance, internships and information on various employers.

We continue to examine and adapt our services based on the rapidly changing environment in which we work, including greater utilization of technologies to provide better online resources and ongoing training of counselors through conferences and onsite training opportunities.

### **What are the strengths of your Career Services program?**

- The resources provided by Career Services relative to the employment search are considered quite robust; the website was specifically singled out by campus administrators as being a valuable resource.
- Within the past two years we have been focusing more on the use of technology as a means to deliver information to greater numbers of students. Our foundation workshops are being adapted as webshops, we are making more use of social media such as texting, Facebook and Twitter, and we are closely examining other ways to ensure our information and resources are available and accessible to our constituents.

### **What programs are functioning at a satisfactory level but could be improved?**

We do provide assistance for those students planning to continue on to graduate and professional academic programs, and have information both on our website and in our Career Library pertaining to that. However, there appears to be confusion among students and administrators alike regarding our role and that of the University's Graduate School and other professional schools. University College is seeing significantly more students and prospective students with bachelor's degrees who want guidance as to what graduate program to pursue; their services are available to undergraduates only and they are unclear as to where to refer them. As previously mentioned, both students and administrators are more aware of and utilize our employment resources more than our self-assessments and career planning resources. We should have more online resources, including clearer information on how to access the self-assessments and how they could benefit students going through the career planning process. More in-house training of counselors could help students who are trying to making decisions on majors and careers.

Students in focus groups report our website is considered cumbersome, particularly some navigation features of *UCareerLink* (our interactive database). We are in the process of examining and improving that, using new technology to enable students to access webshops to help orient themselves to our services and learn more about career planning, interviewing, resume writing and other critical job-search skills. More information for special populations should be added to that site as well.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

The Career Library is an outstanding resource that has been quite under-utilized by students in the past few years. Comments from our student focus group indicated the space appears intimidating; most were unaware they were allowed to use it.

Due to the large student caseload of individual counselors, it is difficult for the majority of them to keep up-to-date on graduate and professional academic programs. Students with an interest in advanced degrees are confused as to where on campus they can find specific information.

### **What are your top priorities for action to improve Career Services?**

1. Career Services is currently examining ways to make our library space more inviting and to organize its resources in a more easily understandable classification system. We are also investigating ways to staff the library during office hours.
2. The Career Services website has been selected as one of the first departmental sites to mirror the newly-designed University website. This provides an excellent opportunity to rethink how we engage students using technology, and to re-examine how information is presented on our web pages.

## **II-C: Employment Services**

### **Overview and Summary:**

Career Services provides a variety of ways for students to connect with employers and to explore opportunities. Students have access to part-time, internship and career job opportunities by registering in the *UCareerLink* system. Our total number of postings over the last calendar year was 3,439 career job postings and 5,860 student jobs/internship postings. (see Appendix B: Student Statistics)

We also host a variety of on-campus recruiting events to help connect students with employers. This includes the following career fairs: Student Job Fair (Fall), Science and Technology Career Fair (Fall), Business and Humanities Career Fair (Fall), Summer Job Fair (Spring), Career Fair (Spring). In addition, the Career Counselor assigned to work with all education majors collaborates with her colleagues at the seven other schools in the Utah Association for Employment in Education (UACE) to sponsor two statewide Teacher Employment Fairs (Spring). We also host multiple information sessions, on-campus interviews, and specialized recruiting events for our partner employers. This year we have partnered with the Alumni Association to create a new networking event for students and young alumni. The Career Pathways event will be held each semester and helps students connect with industries they

might not otherwise have access to through our other recruiting events. An additional specialized event, International Internship Day, allows students to connect with international employers and providers of internships.

A full list of our recruiting statistics can be found in Appendix H: Campus Recruiting.

## **What are the strengths of your Career Services program?**

- Career Services offers a variety of opportunities for students to prepare for their job search and employment opportunities through one-on-one counseling appointments, workshops, and practice interviews. We also offer opportunities for students to learn job-search competencies from employers through our Career Fair Prep Week. During the week prior to both our fall and spring career fairs, a number of employers are invited to come on campus to present various job search topics including the following: resumes, career fair preparation, interviewing, and career paths within a variety of different industries. Our online resources include online versions of our workshops and major-specific web pages which allow counselors to provide specialized resources by major. Each counselor does additional programming based off of the specific needs of their majors. This may include specialized workshops, employer panels, employer practice interview days or coordinating career events within the departments or with the student groups they serve.
- Additionally, our Career Services Internship Program allows students to gain academic credit for their internship, while the assignments they turn in during the semester encourage them to strengthen their job-search skills through information interviews, learning objectives and career research. We also partner with several departments to coordinate internship programs for department-specific credit.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

Students have reported that they are receiving career opportunities from multiple sources. While this is a benefit in the number of opportunities available, it has led to frustration by the lack of coordination between departments. Students feel overwhelmed with the number of people contacting them and thus do not always look to Career Services as the primary source of career information. Better coordination between the departmental advisors, departments, faculty and Career Services is necessary.

The University of Utah Human Resources recently created a website to host all on-campus student jobs. Formerly, these on-campus student jobs were posted in the *UCareerLink* system also, and this new change eliminates these jobs from our system. While this process is more streamlined for our Human Resource department and communicates to departments the need to post student jobs, students have become confused as to where to look for a single source of jobs. We are actively working with Human Resource to create strong links to the two on-campus job posting systems.

Partnering with student groups on campus has allowed us to help students connect with employers specific to their major. Events like networking nights, specialized career fairs, shadowing programs and practice interview days have helped our students make valuable connections. Students have reacted

positively to these partnerships and have indicated that more of these specialized events would be welcome. We believe these specialized program are extremely important to our students' success, however our current staff levels prevent us from being able to do much more.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

While the employment opportunities exist for students, we still know that not all students are aware of our services. Additional marketing efforts should be explored to do a better job of increasing attendance at our employer-related events and to the jobs posted within our system. As a commuter campus, we have students traveling in from all parts of the Salt Lake Valley. Often the times of our events do not coordinate well with their work schedules so alternative options should be explored. Buy-in from department faculty and advisors is also critical in sharing employer-related activities. Students have reported that they would like to receive announcements in class about employment-related activities; however, not all faculty members are willing to do them.

In recent years, we have seen a decrease in the professionalism and preparedness of our students entering the job market. Whether this is through inappropriate attire at career fairs or interviews or a more recent trend of backing out of offers at the last minute, this is certainly something we are very concerned about. A renewed focus on professionalism and etiquette is needed to prevent any future problems with our valued employers. Students who have used our services are aware of the importance of professionalism, but there are many students who have not been educated on these issues.

### **What are your top priorities for action to improve Career Services?**

1. Our biggest challenge in regards to employment services is marketing our services and the opportunities to the students. We need to explore various avenues to help get the word out to students without overwhelming them with information from too many sources. This may include the use of peer advisors to give in-class announcements or specific personnel to focus on social media/marketing efforts.
2. The professionalism and preparedness of our students is another major concern. We know that some students who have not taken advantage of these services are not demonstrating a professional image of our university to the employers. We need to find new ways to reach these students through marketing, as well as alternative ways to educate them. Since we are a commuter campus and many of our students work, this may include more online workshop content or after-hours events. A focus on etiquette and professionalism is needed in our programming and should be a conversation staff are having with all students.
3. Our office would benefit greatly from better relationships with faculty and administration of the departments we are serving. While we try hard to create good working relationships, we need more buy-in on the benefit of attendance at our workshops and events. Faculty encouragement to the students is reflected in the awareness of our services, professionalism of our students and ultimately in their career success.



4. Corporate budget cuts have limited specific student-desired companies at campus recruiting events. We need to work more closely with the Alumni Association to draw employers who are alumni back to campus as part of our recruiting strategy.

## **II-D: Graduate School Planning**

### **Overview and Summary:**

Career Counselors frequently assist students with preparation for graduate admissions including coaching students on the application process, how to obtain the required letters of reference, writing/editing admissions essays and submission of credentials. Career Counselors advise students on obtaining the outside experience (internships, undergraduate research, leadership) required by most graduate programs. Career Counselors conduct mock interviews and provide coaching on admissions interviews for graduate school candidates. Career Counselors review students' personal statements, and provide advice/referral on credentials services. Career Services co-sponsors an annual Graduate School Fair. Career Services works collaboratively with the other universities and colleges in Utah to organize an annual Graduate School Fair week. Each campus hosts graduate schools from around the country for five consecutive days. This has created a strong network and draw of graduate programs in almost all disciplines to our campus. The Pre-law Program holds a separate Law School Fair. Career Services believes strongly in the importance of graduate-level education in early career planning discussions, classes and career materials.

### **What are the strengths of your Career Services program?**

- The Career Library has a number of books on a variety of graduate school-related advice, graduate admissions information and an encyclopedia of graduate programs nationwide.
- Career Services' website contains specific information and resources for undergraduates related to the process of selection and application to graduate programs.
- Career Services sponsors at least three preparation seminars annually titled "Getting Into Graduate School."
- Career Services provides notice of other graduate school admissions fairs or workshops through the Career Services' newsletter. We co-sponsor an annual Graduate School Fair more than a 100 graduate schools in attendance.
- Career Services sponsors on-campus interviews for graduate programs that send recruiters to campus to interview student candidates.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Career Services must decide at what level we can serve as a central hub for Graduate School counseling and information-gathering. It may be that this responsibility should fall within specific majors to educate their undergraduate students about these options. Currently, Career Services collaborates with the Pre-

Professional Advising Office (serving Pre-Medical, Pre-Law, Pre-Dental, and Pre-Veterinary). The pre-professional advisors offer workshops and a biannual newsletter..

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

There are currently University College specialists for Pre-Law and Pre-Med/Dental/Veterinary, but no specific Student Affairs support for students considering graduate school in other graduate programs. Many students do not recognize Career Services as the place to go for other information on planning for graduate school.

Recently, a proposal was made to the Dean of the Graduate School to hire two counselors to assist graduate students from the 91 graduate programs on campus. These counselors would specialize in careers related to the many and diverse graduate programs we offer and develop special relationships with faculty to further provide a network of support for current graduate students' career aspirations in either business and industry or teaching and research.

### **What are your top priorities for action to improve Career Services?**

1. Make a decision about the role Career Services will play with regard to graduate student career advising. Without formalizing funding from the Graduate School for the two FTE graduate career counselors , Career Services may no longer be able to provide services in the current manner for this population.
2. If required, create a formal proposal for the Dean of the Graduate School describing the value-added components of having dedicated FTE working with current graduate students. This shared model would also create more manageable career counselor loads.
3. If these position(s) are funded, develop stronger support from faculty and department chairs in graduate programs campus-wide. Use the newly developed departmental relationships to identify and develop networking, research and employment opportunities for graduate students and graduates of professional programs..

## **II-E: Experiential Education**

### **Overview and Summary:**

The Career Services Internship Program (CSIP) operates a strong centralized campus internship program which oversaw more than 1,000 internships for academic credit and worked closely with seven academic departments with departmental credit-bearing internship programs. The Career Services and departmental internship programs together account for more than 1,600 formal credit-bearing internships across campus per year. The central program run by Career Services allows students from any major to do an internship for credit in career-relevant, university-level, paid internships which provide students with real-world experience related to their major or career goals. Partner programs across campus receive financial support from Career Services through a mechanism that allows the use

of tuition-generated internship funds to go back to support the development and administration of credit-bearing internship programs (see Appendix E: Experiential Education/Internships).

In addition to the CSIP program, Career Services oversees a robust Student Employment Office. Student Employment manages a student job database which 5,860 student employment/internships/student job opportunities last year through a Job Location & Development (JLD) grant through the U.S. Department of Education.

### **What are the strengths of your Career Services program?**

- The strong central internship program was developed through a five-year Title VIII grant obtained through the U.S. Department of Education in 1987. The program funding was picked up by the university and has developed into a strong program with a highly instructive syllabus. The Career Services Internship Program uses a syllabus (see Appendix E: Experiential Education/Internships) that has been reviewed revised and improved for the past 25 years and incorporates reflective learning as a major component.
- Career Services collaborates closely with most of the professional academic programs across our campus requiring internships or field experiences including Health Promotion and Education, Nursing, Physical Therapy, Urban Institute for Teacher Education, Geography, Urban Planning, Environmental Studies, Physician's Assistant, Pharmacy, Medical Lab Science, Public Administration, Communication-Mass Comm, and Communication-Speech Disorders. Career Services assists their students through development of internships, resumes, interviewing, and networking skills. For the Marketing and Management Departments, our counselors also coordinate approvals, read weekly assignments, site visits, and make recommendations for grading.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Although students from 12 academic departments are required to complete internships or field experiences, more than 40 academic programs have no internship program and faculty do not encourage students to participate in the centralized program run by Career Services. Campus-wide faculty support of internships would benefit students.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

Career Services has participated in some fund-raising involvement to find financial resources to support internships or experiential options for students in non-paid internships. The University has set up a scholarship fund for students who wish to pursue international opportunities through the Hinckley Institute of Politics.

Because the University of Utah does not generally participate in an alternating cooperative education/internship program, in some departments, students are not able to take advantage of mid-year opportunities because the rigidity of the curriculum does not support their absence. This is

particularly true in the College of Engineering. Therefore, a parallel internship model where students are concurrently working in part-time opportunities along with course work has emerged as the accepted model.

As mentioned previously, the lack of a centralized internship office has created confusion about which office a student would approach to create an internship. It also sends an inconsistent message to students about how the institution values internships and experiential education.

### **What are your top priorities for action to improve Career Services?**

1. To create an advisory committee of department and college faculty and chairs to explore the possibility of bringing internships/co-ops into the mainstream of the University and the possibility of requiring internships as a requirement for graduation in some/all majors.
2. Improve the marketing and visibility of internship opportunities posted through Career Services.
3. To raise awareness with students about the importance of experiential education and the services available to assist students to obtain internships and gain academic credit through the Career Services Internship Program.
4. Work with academic departments and the Office of Undergraduate Studies on the development of a centralized internship office which would coordinate all undergraduate internships on campus.

## **SECTION III: PROGRAM MANAGEMENT**

### **Overview and Summary:**

Our mission statement is clear – “Career Services is the centralized department at the University of Utah charged with educating students and alumni in the discovery and realization of meaningful careers.” This statement carries a viewpoint of leadership that must now be clarified and reevaluated, based on the emerging interests from the David Eccles School of Business and others to create college-specific career centers. Additionally, as already expressed in this self-review, Career Services’ capacity to deliver programs and services to the broader campus community of students in all academic disciplines is becoming difficult when considering the current counselor loads and the increased demand for services from many of the majors/departments on campus, especially the professional programs.

Having this as a framework, the University has authorized Stan Inman, as Director of Career Services, and the Career Services leadership team to manage a central career services program. Career Services seeks to be recognized as the central resource at the University of Utah for career development guidance and employment services. Career Services proactively seeks collaboration with academic departments in this mission-critical role. Understanding that some colleges are initiating their own career services programs without taking into consideration the impact to the University at large (e.g., School of Business, College of Architecture and Planning), this freedom to create departmental career services offices makes the central career services model less harmonious with the overall institutional aim of a coordinated and centralized interface for students and employers.

A decentralized model can erode the relationships with students, employers and the institution, particularly if an employer seeks a broad range of disciplines. Further, students who are indecisive about their declared major may not be engaged by departmental advisors in a process of clarifying interests and exploring alternative majors. A diminished role for centralized career services may emerge from this situation with the primary function limited to managing only the on-campus recruiting program.

What is unmistakable is the current view that Career Services is accountable to the institution for areas such as hiring data, internship coordination and each student’s career development. This responsibility highlights the dichotomy between placing accountability for certain institutional mandates with Career Services but not completely empowering the Career Services office with resources to carry out this mandate. In other words, Career Services is charged with these mission-critical institutional goals but does not always have the capacity or receive the authority to carry out these goals.

Continued consideration of how Career Services fulfills its place within the institutional mission will be important as we move into the immediate future. The ideal model for Career Services may be to focus primarily on delivering career services to undergraduate students, with the introduction of specialized graduate career counselors. This model continues to put Career Services at the heart of the institutional needs, and allows for management of complementary programs and services to be developed by departments for specialized professional programs.

## **What are the strengths of your Career Services program?**

- Our programs and services are structured purposefully and managed effectively to achieve their stated goals as outlined in our mission statement (see **Section I: - Mission and Strategic Goals**). Our effectiveness in managing programs is demonstrated by not only the carefully written mission statement, but also values and strategic planning involving a 5-year goal setting process by each program manager working within the core functions in our office of student development, external relations, and marketing.
- Program management includes weekly staff meetings to enhance communication and decision-making procedures. Each staff member is held accountable for their areas of focus through immediate feedback of programming and annual supervisor reviews using a variety of methodologies.
- Evidence or proof of continuous improvement is shown by the increasing demand from students to use our services, as well as faculty and departmental advisors repeatedly requesting presentations, course instruction, and expertise. These numbers continue to grow each year (see Appendix F: Classes and Workshops).

## **What program dimensions are functioning at a satisfactory level but could be improved?**

We need to have more specific job descriptions for our program managers to assure that expectations are met, particularly when we are faced with any future turnover.

Historically, our campus has shared a model of career development and self-assessment across Career Services, University College (undeclared advising), and University Counseling Center. Each agency has worked collaboratively to develop expertise and programming that reflects the different aspects of career and major decision-making. However, a more coordinated institutional approach is needed to bring together the various aspects and programs related to delivering career services to all students.

In particular, the institution must support a more coordinated effort to help undeclared/undecided students. The implementation of a Mandatory Advising Program is beneficial in driving students to meet with academic advisors, but very few academic advisors have the ability to assist students in integrating career aspirations into the choice of major. Additionally, the emphasis placed by academic advisors on career exploration has caused confusion for students who are unsure of the difference in roles between academic advisors and career counselors.

## **What are your top priorities for action to improve Career Services?**

1. Student Affairs and Academic Affairs need to determine how the University of Utah administration would like to assign and support campus coordination of services being offered to all types of students – undergraduate and graduate, with particular attention to specialized professional programs.
2. Seek Institutional support and collaboration with central administration on building a career services model that continues to place Career Services in a coordinating role for delivering a

comprehensive campus-wide career services program and provide support for new emerging programs to meet the institutional needs.

3. Call for a unified approach or “Career Exploration Center” to work with undecided students in a way that recognizes the importance of decisions around major selection and career exploration.

## **SECTION IV: ORGANIZATION**

### **Overview and Summary:**

Career Services is administered within the Division of Student Affairs. The Director reports to the Associate Vice President for Student Affairs. This reporting line is considered advantageous to Career Services and students, who have full/free access to Career Services programs and resources. Placement within Student Affairs is also congruent with the stated mission of Career Services to educate students and alumni in the discovery and realization of meaningful careers. Career Services at the University of Utah is centralized and serves students in all University colleges (outside of professional programs – Law, Medicine, MBA).

Although this centralized model is considered advantageous for students and employers, it may not suit all academic departments at the University of Utah, as they are generally highly autonomous. Preserving a centralized model requires a proactive approach by Career Services to work directly with faculty and departmental advisors to facilitate a consistent student referral pathway to Career Services and ethical connections with employers. In general, positive and strong relationships exist with both Student Affairs colleagues and with leadership in the individual colleges. However Career Services is not well incorporated into the overall institutional vision, leading to a lack of information exchange with the academic side of the University outside of updates and exchanges through Student Affairs leadership.

### **What are the strengths of your Career Services program?**

- Career Services provides customized approaches to meet the needs of both students and academic departments. The strength of the Career Services organization has been the positive relationships that staff have built with individual groups of students, academic departments, and Student Affairs units. Because we have dedicated staff members focusing on academic departments we have been flexible enough to recognize when a readjustment in service has been needed to continue to meet the needs of the students in a particular department.
- Our strength is our willingness to collaborate. A good example is the current collaboration with the David Eccles School of Business (DESB). Career Services worked with DESB administration to implement a transition plan to shift our Career Services staff to work solely with Business Administration (BBS) students beginning Fall 2012, when a new curriculum change will create large growth in this major. However currently we are continuing to help students from all DESB majors with career aspirations (see Appendix G: Program Collaboration). We currently have many partner programs with academic departments, Student Affairs units, student groups and employers that are working well because of the ability to customize and innovate with new approaches.
- Internally, Career Services underwent an organizational change in 2009 which restructured and created Program Managers who lead functional areas (Career Development, Employer Relations, Marketing, and Alumni Career Services). This created a new leadership tier and operations management team to work closely with the Director, Associate Director, and Assistant Director on strategic planning and better delivery of services and programs. Leadership



candidates were selected from current staff (see the organization chart in Appendix C: Staffing/Human Resources). Also, as part of this restructuring, a stronger committee model was emphasized to support the functional roles. We have a very functional approach which allows individual strengths to be maximized, but still focused on all essential areas of our mission.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

A stronger organizational model could exist if the institution recognized and supported the need for early career identification along with the current emphasis on major selection. In 2010, a joint proposal was made by Career Services and University College (undeclared academic advising) to fund a Career Exploration Center (located in the current Career Library) to be jointly staffed (see Appendix G:- Program Collaboration). The proposal included a request for an additional one FTE of professional staff, and some remodeling of the library space. This proposal is still active for the next fiscal year and would represent a vital organizational enhancement for Career Services and the University.

As mentioned previously, because academic departments on our campus tend to operate very autonomously, they have not always recognized the critical role in referring students to a centralized career services for individual career development and career planning. An opportunity for direct interaction with new freshman and transfer students at student orientation (rather than passive table representation), along with sustained involvement in the campus-wide training of new academic advisors, is important for students to understand the value of linking to Career Services counselors and programs. This, together with our plan to implement a Career Ambassador Program described in **Section V-A6: Marketing/Promoting/Outreach**, should improve campus-wide visibility.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

A clear area for improvement that has grown out of the office restructure is a more clearly defined set of expectations for Program Managers based on their leadership role. Because this was an internal restructure, based on better functionality and delivery of programs, job descriptions need to be created with built-in expectations and competencies. Although each Program Manager and committee has stated goals, a module which includes specific dimensions and leadership areas for evaluation needs to be refined. New job descriptions need to be created with these competencies for the future with targeted outcomes congruent with the population served (e.g., students, alumni, employers) (see **Section V-B1: Position Qualifications**).

Lastly, one other organizational area of opportunity for the institution that needs to be explored jointly by Student and Academic Affairs is a centralized undergraduate internship office to track and account for all internships conducted across campus. Both academic departments and Career Services are stakeholders in providing more accountability for the institution regarding students' internship activities and every successful internship conversion to a professional position.

## **What are your top priorities for action to improve Career Services?**

1. Become more integrated and visible within the University through New Student Orientation and Career Services' Ambassadors Program.
2. Continue to build a case for the Career Exploration Center.
3. Create functional job descriptions for Program Managers with clear leadership competencies and expectations.

## **SECTION V: HUMAN RESOURCES**

### **V-A1: Management and Administration (Competencies)**

#### **Overview and Summary:**

Career Services staff is selected through a careful interview process that pinpoints specific shared and unique competencies. Determining the core skills necessary to function effectively when working with students, employers, faculty and staff requires a thorough knowledge of the mission of the office and of the university. Likewise, in hiring and developing a management team, a balance is needed between shared skills and specific competencies which the individual can contribute to the team.

#### **What are the strengths of your Career Services program?**

- Programs designed and developed by Career Services make up a cohesive and systematic web of services that assist the student from initial entry through alumni status. Whether a student needs a campus job, an internship or a career-oriented post-graduation position, counselors can assist them from the first resume draft to the final interview.
- Because of strong relationships the office has developed across campus, Career Services has an excellent relationship with most colleges. On a campus where academic departments are highly autonomous, finesse and a flexible approach to each college are critical. Career Services administration approaches each college individually and can recognize the different needs each academic discipline might have. A large institution necessitates a strategic approach to deciding on operational priorities and Career Services has spent the last year focusing on determining these priorities.
- Professional development of staff is a high priority and each year, a portion of the budget is set aside for staff to strategically identify key conference and meetings for staff to attend. Staff are strongly encouraged to not only attend, but to take an active role by presenting and serving on boards.

#### **What program dimensions are functioning at a satisfactory level but could be improved?**

While Career Services has been proactive in seeking new revenue streams, budgeting could be improved. A creative and enthusiastic embrace of new ideas on occasion leads to spending in the immediate without considering the longer term consequences of the spending. In other words, while the initial budgeting process is strategic and carefully planned, the implementation could be improved. Likewise, the collection of data about existing services is strong on many fronts, but the synthesis and use of the data do not necessarily follow. Data without closing the loop to practice is ineffective. With regard to staff, a greater attention to diversity during the recruitment process needs to be considered. As the students at the U of U represent a wider background, the Career Services staff continues to be somewhat homogeneous, at least in terms of race and ethnicity.

## **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

Data about services is collected on a regular basis, both by participating in national assessments such as the NASPA Consortium and through service-specific evaluations of events such as the Career Fair. However, assessing the needs of current students is not happening. Program planning could benefit from an ongoing systematic assessment of student needs.

## **What are your top priorities for action to improve Career Services?**

1. More attention to the larger issues involved in budget planning and mediating immediate needs with long-term needs.
2. More intentional use of data, including initiating a systematic needs assessment of freshman-to-graduate students which might help clarify service deficits.
3. Work with Human Resources to develop a recruitment strategy to increase the diversity of applicants for staff positions.

## **V-A2: Program and Event Administration (Competencies)**

### **Overview and Summary:**

Career Services at the University is responsible for a wide variety of programs and events. Most programs and events are held on a regular schedule (annually, by semester, or monthly) with positive outcomes, and few if any problems. Professional staff routinely plan and carry out career fairs with 100+ companies represented, sponsor graduate fairs, departmental career days, company-recruiting events and a large variety of scheduled activities. In 2010-2011, the Career services staff designed and presented over 107 classes and workshops, reaching 971 students. Planning meetings are a routine part of Career Services. These various events are handled by rotating or standing committees where career staff take responsibility for facilities, registrations and all types of logistics. Currently, Career Fairs are scheduled five years in advance. Routine workshops and classes are scheduled on an annual calendar basis, but some employer events are efficiently handled with less than three weeks' notice. Career Services has run at least five large professional career fairs per year for over 30 years. We continually receive high marks from employers, students and event staff on the professionalism of our staff. We are becoming increasingly sophisticated in the methods by which we evaluate these events and programs.

### **What are the strengths of your Career Services program?**

- Career Services staff are well-practiced at planning and hosting career-related events. We demonstrate a high degree of cohesive teamwork from the early planning stages, through organization, hosting events, oversight through event follow-up. Our current model (committee structure) allows for rotation of staff in leadership roles in our major events such as career fairs and employer functions. Recruiters frequently give accolades for the hospitality and professionalism of the career staff. Career Services staff is repeatedly commended for their high level of commitment and creativity when handling special needs or problems if/when they arise.

- Career Services has effectively used assessment tools to monitor and make improvements to its events and programs. Career Services receives support from the Student Affairs Office of Assessment, Evaluation and Research in conducting needs and post assessment (see Appendix J: Assessments). We have utilized surveys loaded on PDAs to gather student data. We frequently provide surveys at the end of classes, programs and career events to generate feedback from participants and students.
- Staff work to prepare students prior to the events, help employers to set up, and often receive personal thank-you notes from event participants for parking cars, airport pick-ups, special last-minute printing of employers documents. Staff operate with the utmost professionalism and dedication to ensure that all facets of these events run smoothly.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Time management is challenging as the number of requests and the number of events continues to rise. Requests for participation at campus events, orientations, and classroom presentations to student groups are an important part of our overall ability to increase Career Services' visibility; however our ability to meet these requests has become very difficult with increased caseloads and an escalating number of requests from departments..

We encourage campus advisors and student groups to promote attendance at the wide variety of workshops and programs that we currently offer as an alternative to requesting repeated presentations on topics that are already integrated into recurring workshops and core services. Recently a master calendar of events (for students) was published with a list of workshops and employer-sponsored events to help promote and generate better attendance for the variety of events that we offer.

While we are encouraged by the number of employers who have attended our career fairs over the past several years, especially given the economy, recruiting additional local, national and international employers would benefit our students.

We are currently working with our student government (ASUU) to help expand some aspects of our current events and introduce some new co-branded student programs (e.g., mentor events, career fair preparation, outside speakers, etc.) We also are working to add employer sponsorship to some of the events that create unique opportunities for employers to have visibility (e.g., UworkUwin and Career Pathways program with the Young Alumni Board).

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

New funding sources to meet the needs of current student programming, specifically those programs which are not directly tied to employment-related recruiting are needed. Career Services generates enough revenue to be self-funded at employer events (i.e., career fairs); however, student programming that is not tied employer fee-based events generally has to be funded out of operational or development budgets.

## **What are your top priorities for action to improve Career Services?**

1. Develop and offer more opportunities to build long-term commitments with both campus organizations and employers – with the goal of co-branding and shared funding of more student events and programs.

## **V-A3: Research and Student Learning/Development Outcomes (Competencies)**

### **Overview and Summary:**

In an effort to identify the learning outcomes of students, employers and other constituencies, Career Services has been diligent in conducting a variety assessments and evaluations (primarily utilizing surveys and focus groups such as pre-/post-class evaluation, employer and student focus groups, career fair surveys, and other post-event assessment tools). This has yielded a better understanding of both student and employer needs, which have been key to providing the outcome-oriented programming we seek to offer. Although this has led to improvements in many programs, the model of looking for evidence of desired learning outcomes as part of a post-event assessment must also be joined with a more intentional design of pre-program assessment instruments as part of the advance program planning and delivery.

Student Affairs Assessment, Evaluation and Research Office has helped Career Services to develop assessment-specific learning outcomes for each of our functional areas. Committee Chairs have worked individually with staff members on setting targeted goals and outcomes for each area of programming. Because Career Services is part of this coordinated division-wide assessment initiative, assessment-related materials such as the mission statement, strategic objectives, and assessments have all been submitted and linked to the relevant strategic objectives in Student Voice. Each assessment conducted also has a companion summary paragraph describing learning outcomes sought for each assessment (see Appendix J: Assessment).

Based on our organizational culture of having staff members engaged in many collaborative programming areas (e.g., committee structure), all staff members are involved and share accountability to identify student learning outcomes related to the programs that they administer. Each individual staff member has developed competencies related to the development of student learning outcomes and has participated in staff training related to assessment, evaluation, and research in Student Affairs.

Career Services has also participated with national benchmarking groups, and national professional association surveys such as NACE, NASPA, and Universum student surveys in an attempt to add to the growing body of research and programming in the career services profession.

## **What are the strengths of your Career Services program?**

Career Services has a well-developed organizational structure with strategic goals that are set on both a five-year and annual basis.

- Career Services Committee goals are based on functional areas and reviewed annually. Assessment projects are aligned with these strategic objectives.
- Career Services has routinely produced a summary of each assessment conducted with key findings described. These summary reports are part of the assessment profile for Career Services in Student Voice (see Appendix J: Assessment) and are also documented on the Student Affairs assessment website.
- The leadership of the Student Affairs division and the Office of Assessment, Evaluation and Research provide ongoing training and service as resources for each Student Affairs unit in conducting assessment. Our staff also possesses expertise in this area. Career Services is actively working with this office to create a strategic assessment plan that identifies and develops relevant and desirable student learning goals in conjunction with the larger Student Affairs mission. The use of Student Voice has provided a platform that complements the Career Services management software (CSO) and is very adaptable to individual units as an assessment tool. Data from each assessment conducted can be viewed or revisited any time.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Although we have conducted a number of assessments related to services and programs and have discovered that learning outcomes are occurring as a result of our efforts, a coordinated assessment model within the office has not been put in place. A more intentional timeline-oriented assessment plan with a goal of selectively identifying areas to consider for evidence that the desired learning goals and outcome are being met needs to be implemented.

The identification of important learning outcomes is not currently inherent or purposeful in advance of the program planning. In developing learning outcomes that meet the core areas or our mission and strategic plan, we need to create an assessment model with clearly identified outcomes that align with our mission.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

An improved systematic assessment plan that includes area of targeted student learning, employer services outcomes, or programming results developed in conjunction with Student Affairs Assessment, Evaluation and Research Office can be developed and implemented.

### **What are your top priorities for action to improve Career Services?**

1. Utilizing the expertise of the Office of Assessment, Evaluation and Research, Career Services will move beyond survey-type assessment to a more research-based model for student learning outcomes.
2. Implement an intentional timeline-oriented assessment plan with a goal of selectively identifying areas to consider for evidence of desired learning outcomes.

## **V-A4: Career Advising/Counseling and Consultation (Competencies)**

### **Overview and Summary:**

As mentioned in previous sections, all career counselors receive ongoing training via in-service workshops, conferences, and webinars in order to remain current on trends in the profession. Each career counselor also belongs to at least one professional organization (see Appendix D: Counselor Assignments/Liaison) and shares information on a regular basis.

### **What are the strengths of your Career Services program?**

- Our staff engages in active listening, provides evaluation and advice and coaches students and provides direction relative to self-discovery, exploration, decision-making and all aspects of the job search. All counselors receive ongoing training to ensure they are utilizing best practices. They are skilled in interacting with students from diverse backgrounds, and in meeting with individuals and groups. They also come from diverse educational and professional backgrounds themselves, including previous experience in business, education, and health science. This enables them to bring real-world experience to their interactions with students and colleagues alike. Empathy and interpersonal sensitivity are apparent not only in their interactions with students but with faculty, administration, colleagues, and employers.
- Our Career Services staff have an excellent relationship with the University Counseling Center and other student support resources and are trained to refer students to those agencies as needed.

### **What programs are functioning at a satisfactory level but could be improved?**

All counselors have received training in interpretation of assessments such as the MBTI, Strong Interest Inventory, and the variations of those provided to our students at no cost. Regular refresher training would ensure everyone is current and comfortable with any changes in these assessments.

While our career counselors have a good working relationship with academic advisors, stronger collaboration with those individuals would benefit students who focus on career aspirations without an understanding of the organizational separation of major and career in institutions of higher education. Tracking of registered student demographics and student contact hours with the counselors has been an issue. When students complete the registration, often they leave information incomplete, leaving Career Services with a void of data (for example, only 57% of registered students indicated ethnicity). In addition, when responsibility for the Student Affairs website changed last year, all counseling contact data from the previous year was lost. We are currently trying to retrieve this information but a more secure and sophisticated system of accountability must be implemented. Although we know more students are registering with Career Services, it is critical that we are able to track contact numbers.

### **What are your top priorities for action to improve Career Services?**

1. Develop regular onsite training on assessment interpretation.



2. Invite campus partners to periodic meetings for stronger collaboration.
3. Develop and maintain accurate student-counselor contact system so that all contact hours are accountable, including both in-person, by telephone and electronic communication.

## **V-A5: Teaching/Training/Educating (Competencies)**

### **Overview and Summary:**

Teaching, training and education are core functions of Career Services at the University of Utah. The entire staff collaborates on development of programs and workshops based on the needs of our students. An example of this is the new Foundation series of workshops (see Appendix F: Classes and Workshops) developed to provide information on critical job-search topics. These workshops are offered on a regular basis but days and times are varied and mirror the class schedule which enables students to fit a workshop in between classes.

### **What are the strengths of your Career Services program?**

- Our program and workshop development is certainly one of our strengths. Along with the Foundation Series, counselors create a variety of workshops and programs for specific majors, special populations, or ‘hot button topics’ of interest to students. A number of our counselors also teach career development courses utilizing effective teaching strategies to introduce concepts to undergraduates.
- Career counselors are comfortable and competent working with individuals and groups and provide career mentoring to students and peers alike.

### **What programs are functioning at a satisfactory level but could be improved?**

We are working on the development of online versions of our Foundation Series workshops and incorporating better ways to utilize social media in the dissemination of information. This work is currently managed by staff with multiple additional responsibilities. Additional resources would allow Career Services to keep up with changes in technology and provide more web-based content.

### **What are your top priorities for action to improve Career Services?**

1. Along with improving our use of technology for content delivery, more training of staff is needed to educate individuals on effective use of social media in their job. This information could help us be more effective in reaching students early.

## **V-A6: Marketing/Promoting/Outreach (Competencies)**

### **Overview and Summary:**

Marketing, promoting, outreach and needs assessment are the responsibility of every employee. However we do have a Marketing Committee that oversees and implements most programs to “get the

message out there.” This committee is responsible for providing resources for every facet of Career Services business. Our audience consists of students, parents, faculty, administrators, employers and community. Our methods of communication include print media, electronic media and personal presentation. Once a year the committee has a day-long retreat to assess department needs and prioritize workloads.

## What are the strengths of your Career Services program?

Some of the print projects we have undertaken in the past couple of years include the following and some are included as hard copies in Appendix L: Marketing:

- **Student Career Guide:** a 40-page handbook for students that provides information on all aspects of career selection, preparation and acquisition; in our third year of printing; distributed 5,000 copies; sold advertising this year to help defray costs; received a grant from the U of U in the amount of \$2,000 to assist in the printing costs.
- **Employer Resource Guide:** currently rewriting this guide which is designed for potential employers and highlights information they need to have to select the University of Utah as a target for hiring needs.
- **UworkUwin:** a contest for students which allows them to win prizes for outstanding internships; honored 15 winners in 2011 in a variety of majors across campus; received a \$2,000 U of U grant to develop more creative marketing strategies for this contest in the 2011-2012 academic year.
- **Partnership Brochure:** designed to encourage corporate entities to partner with Career Services thereby creating closer relationships and benefits for both – and ultimately for our students. This is also a major fund-raising vehicle.
- **Advertising:** various ads in campus publications such as *Your Campus Life*, *Parent Newsletter*, Orientation publications, etc.
- **Focus Groups:** used a communications class to do a case study for Career Services. This case study served as a comprehensive focus group to help determine effective ways to reach and appeal to our student populations. Focus groups have also been held with employers and both targeted and non-target students.
- **Career Fairs:** the Marketing Committee is responsible for all print production for career fairs including garden signs, posters, banners, insertions in campus calendars, and newsletters. Specialty workshops and panels are organized prior to the fair to maximize student preparation for the fair.
- **Electronic:** the website is the primary marketing tool to the outside world and the Marketing Committee works closely with the Web Committee to this end. Two versions of an electronic newsletter are created with one sent to students and one to employers.
- **Social Media:** implementation of social media is increasing and we have added an “opt-in” to text messaging to our student database.

- **Public Speaking:** every Career Services staff member conducts workshops, participates in tabling events, makes class presentations, works with faculty and academic advisors to inform them about our services, and builds relationships with employers. In staff meeting, we often have specific training on making presentations, both electronic and verbal. This is an office initiative rather than a Marketing Committee initiative.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

The challenge of Career Services has always been to deliver the message, “Who are we?” “Where are we?” and “What do we have to offer?” That isn’t always easy as we have many constituencies and students in particular are bombarded with a lot of campus “noise.” This effort can always be improved.

We are working on presenting the message via online workshops and other electronic methods as well as print media to minimize the strain on an individual employee’s time. We need to use campus mobile applications, plus more consistent Facebook, Twitter and other campus electronic sources to deliver our message. We have one employee who is especially skilled at these applications and who provides support and resources for the rest of the staff.

## **What are your top priorities for action to improve Career Services?**

1. Once again, to secure training for our employees in order that they all may feel more confident in the marketing, promoting and outreach of Career Services. To continue developing more online resources to deliver these messages so our employees are not stretched beyond their limits. Work more closely with University Marketing & Communications for assistance and support. To seek additional financial support for expanding programs such as UworkUwin.
2. To further develop the Student Ambassador program from ASUU leadership. These student leaders will provide both employer and student outreach to help with our marketing efforts.

## **V-A7: Brokering/Connecting/Linking (Competencies)**

### **Overview and Summary:**

Every Career Services’ employee is responsible for developing networks of students, faculty and employers in order to fulfill the mission of Career Services. We are encouraged to take advantage of training opportunities and to reach out to both the community and the profession for resources and collaboration.

### **What are the strengths of your Career Services program?**

- The Economic Development Corporation of Utah has invited a representative from Career Services to join their presentation to employers investigating Utah as a place to do business.
- We invite other campus departments to our staff meeting to talk about what they do, thereby providing a better understanding of other agencies. Also, staff meeting has been a forum for

training on creative career coaching, delivering better presentations, using LinkedIn, and other topics of interest.

- All counselors develop unique expertise (through a variety of methods) to serve their majors and do so at their own initiative. Several examples are participation in Week on Wall Street, attending the Hispanic MBA conference, outreach targeted to employment opportunities in the Midwest in the automotive industry, and developing new expertise at the request of the School of Nursing which was a population we hadn't previously served.
- Career Services staff recognize that a major component of their job is networking, whether this be with an academic department or a newly developed local business. Every opportunity to connect with employers is taken.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Counselor usage of social media is in its infancy and we need to provide more training in order for counselors to be comfortable and effective in creating social networking accounts for the benefit of their student populations.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

It would be mutually beneficial for Career Services to attend departmental faculty meetings annually so they also understand the valuable role of Career Services. This can be an outgrowth of close relationships with academic advisors, faculty, deans and departments and should be an initiative on which we work harder.

We have talked about the value of an advisory board, but have not yet visualized how this board would best be used to our advantage.

Focus groups for both students and employers have been used sporadically, but the more routine implementation of this tool would benefit the design and assessment of our programs.

### **What are your top priorities for action to improve Career Services?**

1. To continue to seek opportunities to connect with employers, colleagues and campus faculty and staff. Major specific business connections could enhance the skills and knowledge of the counselors when working with the related departments.

## **V-A8: Information Management (Competencies)**

### **Overview and Summary:**

Career Services utilizes industry standard software used by more than 500 career services offices nationwide. Our information management system is purchased through a license agreement from CSO Research of Austin, Texas, and branded for our own campus (*UCareerLink*). It contains several major

modules including a job-posting database, an employer registration database, a student registration component, a recruiting scheduling system and a career fair management system. Other office software includes the Microsoft Office Professional Business Suite running on a high-speed Microsoft-based PC office network which is managed and maintained through the Student Affairs Division of the University of Utah.

Uniquely, all staff are trained and use the *UCareerLink* system on a daily basis. This allows all staff to access and manage data and information need to serve both students and employers.

### **What are the strengths of your Career Services program?**

- Our software and hardware are efficient, well maintained but continually need to be upgraded. Some staff have additional software for making HTML additions to our web site and graphic design software for making publications. All software is properly licensed and updated.
- All staff have been well trained on the use of office software. Our Information Specialist, some counselors and administrative assistants have received additional training to utilize specialized software such as Contribute, Articulate, Adobe Premium Suite, including Flash, Photoshop, Illustrator. Some staff have received additional training in MS Office and serve as office experts on technical issues related to Excel, Word, PowerPoint, Publisher, etc.
- Data (jobs, interview schedules and events) are entered in an efficient and timely manner and reports can be run by all staff as needed. Our recruiting coordinator specializes in handling employer-related activities and events effectively and efficiently.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Student access to counselors through live chat and blogs are currently limited and confined to normal business hours.

The hosting of our website is now through Media Solutions which handles most of the high-volume websites on our campus. They are highly trained and keep abreast of all web-based media innovations and updates but because of numerous clients, they are giving us basic web support and are not available for multi-media applications. We have the ability to update our site as needed to an extent.

### **What are your top priorities for action to improve Career Services?**

1. We are undergoing a major redesign and update of our website.
2. Finalize approval with U of U Information Technology to do an upload of student data into *UCareerLink*, creating prepopulated accounts for all enrolled students.

## V-B1: Position Qualifications

### Overview and Summary:

Career Services' staff represent a diverse set of professional experiences and qualifications. There is a blend of staff members who possess graduate-level training in student personnel and/or counseling based programs, and those that have educational background and degrees -- both bachelor's and master's from a variety of other academic areas (business, communication, public administration, etc.).

We also have a wide range of professional experience. Many members of the staff have over 20 years of experience in Career Services at the University of Utah. However, we have been adding young professionals to our staff and, within the last year, hired two recent graduates --both with master's degrees (Educational Leadership & Policy and Communication). Many of our current professional staff have been advancing their education in graduate-level courses and program while working as a career services professionals. Our non-exempt support staff parallels this successful model. We intentionally hire students for many of the support roles and consider their employment us as a career development experience, encouraging their educational goals along with the skills they gain while with us.

As we indicate in this self-review (see **Section III: Program Management**), our campus has developed a model of career counseling and self-assessment which is shared across Career Services, University College (undeclared advising), and University Counseling Center. Although this model creates some challenges for both students and departments, each agency has worked to collaboratively to develop expertise and programming that reflects the different aspects of career and major decision-making. Because our Center has historically engaged students in career exploration and job search implementation, staff members did not always come with counseling-based education. Over the last several years, we have become more comprehensive in our mission and added emphasis on all staff having training in career assessments and career coaching techniques.

### What are the strengths of your Career Services Program

- Our focus as a team has been the continuing professional development and training in areas related to gaining the core competencies of our profession. As an example, we have recently completed as a staff the NACE Career Coaching Intensive Workshop. As you will note throughout this self-review, all staff have been actively engaged in professional training and development to promote knowledge and gain key competencies related to both practicing career services professionals and specific to their job function. Many of our staff have been recognized as outstanding professionals in the field and represented professional organization as board members and in leadership roles.
- Staff development and in-service training is integrated as regular part of our staff meeting schedule. We have once a month dedicated training on a topic that comes from staff suggestions. We often will bring outside trainers and presenters or subscribe to web-based professional training provided by NACE or other professional associations. We have recently had Dr. Phil Gardner present to staff on "High Impact Internships." Other topics of training include FERPA, ethics of accepting and rejecting job offers, and many others. This type of training is

critical to our staff and we actively engage both professional exempt staff and support staff in this type of training and development.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

As a staff, we conduct regular annual staff performance evaluations. This initiative is an important tool to identify areas of strength and opportunity in each staff member. We have used a variety of evaluations, including a formalized instrument developed by our Student Affairs Division, which identified the central dimensions of a practicing Student Affairs professional. We have also used peer evaluations and an internally designed assessment and goal setting inventory on a recurring basis (see Appendix C: – Staffing/Human Resources). Although this process has provided staff with and supervisors with valuable feedback and has been a developmental and motivating process, as a team, we would like to have staff engage in a more comprehensive 360-type evaluation in the future with the help of our professional Human Resources team at the University.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

As discussed in Section IV, a clear area for improvement that has grown out of the office restructure is a more clearly defined set of expectations for Program Managers based on their leadership role. We must develop job descriptions that are based on Career Services' roles and functions as well as professional qualifications and competencies for both exempt and non-exempt positions. Over the next year, one action we will undertake is a complete review of existing job descriptions (see Appendix C:– Staffing/Human Resources) and create functional working descriptions which include more qualifications and competencies based on Career Services' specific functions and roles, rather than the more generalized Human Resources presentation.

Staff salaries have not increased by any amount in the last four years, and this has resulted in the loss of some talented staff members as they seek other employment opportunities either outside of Student Affairs or at other institutions. After some benchmarking on salaries with career services colleagues (local and regional), we find that our entry-level salary for a career counselor is well below the average. We have not been as competitive as other career centers when making offers to new graduates at the master's level. Fortunately, we have strong candidate pools when we do post new positions and, combined with our own University Educational Leadership and Policy program (with Student Affairs' Graduate Assistants), we are able to source good candidates. Of course, this salary stagnation is a morale challenge for existing staff and needs consideration from our Student Affairs leadership.

### **What are your top priorities for action to improve Career Services?**

1. Create functional job descriptions for Program Mangers, then all staff, with clear leadership competencies and expectations.
2. Engage all staff in a formalized performance evaluation designed and conducted with our professional Human Resources team.

3. Staff salaries need to be increased – work with Student Affairs leadership and University of Utah Staff Council to build a case for this action.

## **V- B2: Leadership by Career Services' Managers (Director, Associate Director, Assistant Director and Program Managers)**

### **Overview and Summary:**

Our Career Services leadership team has been assembled through careful sorting of experience, strengths and interests to effectively carry out our mission and goals. We have been fortunate to identify qualified candidates and have benefited from their continued growth into leadership promotions.

### **What are the strengths of your Career Services program**

- We have identified a clear mission and execute specific goals through five-year and just-in-time planning based on needs of the students/alumni and employers. Internal and external communications are recognized as strengths in our staff with each of our constituencies.
- Staff professional development has continued to be a high priority for our current and previous management teams. Monthly visitors invited to present in staff meeting, targeted publications purchased, cost-effective webinars, and active membership in professional associations have all helped to keep us informed of current trends. Unfortunately, conference attendance has been limited to a minimum of those in leadership roles or presenting. We have also expanded our outreach to local employers due to travel expense in conducting out-of-state outreach.
- Our management team has still managed to do well with resources particularly during these past 10 years of diminishing budgets. Through creative budget management and development of unique funding (see **Section VI: Financial Resources**), our focus has been to keep relatively current with technology trends, implement a few facility changes meant to enhance services, and attempt to maintain personnel and resources. We were unable to re-hire after one longtime staff member retired, have reduced the number of student support staff, delayed in replacing some positions for 6-12 months to recoup budget cuts, and moved three employees to .75 FTE.
- Over many years, we have enjoyed collaboration with the Alumni Association, Business School, and now the Graduate School to create more options available to students and alumni.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Although we have some coordinated efforts with other departments, more effort is needed to interact with University College and departmental advisors to help students understand and implement an effective career development model. We have established career planning classes with three departments involving 50 students per semester.



With the right backing and resources, a Career Exploration Center for all majors would centralize students' ability to identify their major and career path. We need to be included at orientation for academic advisors to begin this conversation with students as they are picking their classes. Our expectation with these steps is fewer undeclared students and ideally improving retention and ultimately creating better satisfaction with the University at the completion of their degree.

Continue to improve our advocacy for Career Services. Currently each of our staff are involved in committee service with campus and departmental development offices, Athletics, Student Affairs, Human Resources, and a variety of student groups. Each professional staff member has a liaison role with another department on campus. More collaboration could be effective.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

Our leadership team will seek more opportunities to be included in institutional and departmental decisions about campus career services' decisions. We recognized that where possible being a more integral part of academic department discussions around how they are serving their students will allow us to deepen our ties with departments. We have targeted departmental advisor trainings/meetings, employer advisory boards, as one good introduction to the services we offer. With our budget challenges for personnel and placement resources, we felt a need in the last year to eliminate services to MBA programs. We currently spend significant time working with specialized master's and Ph.D. programs; however, we feel efforts to increase our services to undergraduates would be much more value-added to the institution.

### **What are your top priorities for action to improve Career Services?**

1. Create a Career Exploration Center particularly for undeclared students to better select their path.
2. We need to work more closely with colleges on the graduate level of advising to refer to expertise of faculty for placement assistance. Long term, we need to continue the discussion with the Graduate School for them to provide funding for counselors for campus graduate programs.

### **V-B3: Professional Positions (Career Counselors and Advisors, Employer Relations Coordinators, Consultants)**

#### **Overview and Summary:**

Our Career Counselors, Advisors, Program Managers, and Directors all hold undergraduate degrees from various colleges and universities, with a number of staff members having graduate degrees in related areas. This includes master's programs, doctoral programs and career-development-specific certifications. In addition to our educational backgrounds, our staff members have numerous years of experience from a variety of industries which contribute to their professional qualifications.

## **What are the strengths of your Career Services Program?**

- Our division of advising responsibilities in our department is one of our biggest strengths. By allowing each counselor to specialize by major, we each are able to develop competencies and expertise in the areas which we counsel. Our counselors are responsible for the student advising as well as developing strong relationships with employers serving our students. This allows us to provide specialized programming and become experts on the employment-related concerns in our specific areas.
- Additionally, the credentials of our staff contribute to the overall success of our program. Because we serve a diverse set of students, we need staff with a diverse set of backgrounds. Our employment backgrounds come from recruiting, education, employment counseling, academic advising, and business which we are able to share with each other in order to provide better service to our students. Eight of our 12 career counselors have more than 10 years of experience in career planning, providing us with the institutional knowledge and connections that have been so important to our department. This, along with the educational expertise brought by those graduating from master's programs, career coaching programs and global career development facilitator programs, allows us to stay current on issues affecting our office.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

While our staff has developed expertise in their areas of specialty, we acknowledge that additional training is always needed in order to stay up to date on current employment and career advising trends. As our budgets were cut in recent years, travel and attendance at conferences needed to be reconsidered. Additional funding for trainings and membership in regional and national associations would help our staff members acquire additional knowledge and learn the best practices being used at colleges and universities across the country.

Our important consideration is how to improve the diversity of our staff. We lack diversity in our Career Services personnel as a whole, and particularly at the leadership levels. This has historically been an area of concern for our Center, and we have not done enough to seek professionals from underrepresented-diverse populations. Although we have benefited greatly from the diversity added to our staff by Graduate Assistants, we need to have better representation of professionals with diverse backgrounds. This is especially important as we seek to engage students of color and other student communities centered around ethnic affiliations.

## **What are your top priorities for action to improve Career Services?**

1. Seek creative methods to increase our ability to serve students. We currently have a one-year temporary counselor position that carries a full case-load in addition to other office responsibilities such as chairing one of the career fairs. This position is indicative of our current tentative year-to-year ability to meet the demands of our increasing caseload. Another priority for our staff is to provide more opportunities to participate in training programs related to their areas of specialty whether this includes membership and attendance to NACE or MPACE

conferences, NCDA, or those more specialized by the majors that we serve. We also would like staff members to participate in career development training programs like the NACE Career Coaching or NCDA Global Career Development Facilitator certifications. As we transition into providing more content through the website and other means, additional technology training will be needed.

2. Seek greater diversity of professional staff through more proactive outreach in any future hiring opportunities.

## **V-B4: Pre-Professional Positions**

### **Overview and Summary:**

Career Services provides graduate assistantships to one first-year and one second-year master's student in the Department of Educational Leadership and Policy. We are also fortunate to collaborate with the University Counseling Center in the use of doctoral interns as instructors for our "Successful Career Planning" courses. Both graduate assistants and doctoral interns are carefully selected, utilizing the national APPIC matching system in the case of doctoral interns and a thorough application process for the graduate assistants.

### **What are the strengths of your Career Services program?**

- Graduate assistants receive training in nearly all aspects of Career Services during their first semester. This includes shadowing each career counselor, assisting with our student job and career fairs and plenty of opportunities to interact with students. By the beginning of the following semester, they are given their own counseling load, present workshops and interact with internal and external constituents.
- Doctoral interns co-teach our career planning classes and are provided with two hours of training on career development theories as part of the University Counseling Center orientation. Those with little previous career development experience co-teach with someone with greater knowledge of the career planning process. There is strong collaboration between the supervisors of both groups of pre-professionals, and frequent feedback is provided. Doctoral interns are supervised by a Ph.D., and graduate assistants by a career counselor with an M.Ed.

### **What programs are functioning at a satisfactory level but could be improved?**

The current training and supervision of graduate assistants is certainly adequate, but there is always room for improvement. It would benefit the pre-professionals if more regular evaluations were provided.

Several years ago, our office made the decision to utilize graduate assistants in lieu of peer advisors and developed a more pre-professional role for the graduate assistants. However, feedback from several student focus groups indicates the use of undergraduate 'career ambassadors' to announce events of interest to their peers will be very effective in increasing our campus visibility. Currently, we have a partnership with ASUU Student Career Ambassador Program. This program has been expanded to now

include a student option for an on-campus outreach ambassador to campus groups and faculty in addition to the employer outreach which we utilized previously to create more visibility for Career Services (see Appendix G: Program Collaboration).

### **What are your top priorities for action to improve Career Services?**

1. The training and evaluation of graduate assistants could be more structured than currently occurs, and the supervisor should sit in on appointments and presentations periodically to better evaluate performance.

The selection, training and supervision of at least one undergraduate peer advisor in the (MUSE) My Signature Experience Program for the upcoming academic year will provide the opportunity to assess whether or not a complement of ambassadors could drive students to our office earlier in their academic careers.

### **V-B5: Student Employee and/or Volunteer Positions**

#### **Overview and Summary:**

Student employees are carefully selected, trained, supervised, and evaluated. Some of their primary duties are receptionist with responsibilities of greeting the public and making appropriate referrals, bulletin board updates and organization, as well as accurately performing data entry in our database.

#### **What are the strengths of your Career Services program?**

- Our student workers have brought vitality to our office and allow students visiting our office to feel a common connection when obtaining services. Their student perspective and input to our programming provides great assistance in helping us meet the needs of our student constituency.

#### **What program dimensions are functioning at a satisfactory level but could be improved?**

Initial training is very strong to integrate student workers into our routine. However, greater efforts need to be made to hold weekly or bi-monthly meetings for regular updates and coordination.

#### **What are your top priorities for action to improve Career Services?**

1. We are increasing the number of hours we hire for our three front desk employees particularly allowing for some overlap of time available for weekly support staff meetings to coordinate training, scheduling, and productivity.

## **V-B6: Support Staff and Technical Positions**

### **Overview and Summary:**

We do have administrative and technical staff to help accomplish our mission. Full-time employees are in place as Administrative Assistant, Recruiting Coordinator, an Executive Secretary for handling CPT processing for international students, and one 35-hour/week student employee dedicated to updating our website, managing our recruiting database, designing projects for our Marketing Committee, and placement data management using Excel. For staff assignments see Appendix C: Staffing/Human Resources.

### **What are the strengths of your Career Services program?**

- We have been committed to continuing professional development for our support staff. They are encouraged to regularly seek training opportunities that will create greater competencies in their roles. We have introduced a series of customer service training events to front desk staff, and hold monthly support staff meetings, where we take ideas and concerns from staff. All of our support staff are proficient in their duties and qualified to perform them.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

We are fortunate to have a student worker and a newly-hired career counselor who are proficient using graphics software and have been able to create strong visuals for our web and unique components to draw attention to our site. However, the student worker is only 35 hours/week and it isn't cost efficient to have our career counselor working on these projects for more than 10% of his week. Together, it is not enough for the ongoing needs of the office. There is an opportunity to share a web graphic designer with another Student Affairs department and it would be ideal to have the funding to take advantage of that opportunity. We know that part of the answer to serving more students with fewer resources is to put more of our activities online for broader access.

### **What are your top priorities for action to improve Career Services?**

1. Evaluate what technical competencies are important for our student workers to possess and ensure that we hire for these skills in the future as we try to improve the overall technical knowledge of our staff.
2. Continue to build a strong relationship with our new partner, Media Solutions, who now manage web design and content. Using their expertise in creating on-line content and delivery.
3. Discuss with Student Affairs directors a shared technical position with web expertise.

## **SECTION VI: FINANCIAL RESOURCES**

### **Overview and Summary:**

Career Services is funded primarily by state-appropriated monies. As a result of state budget reductions, over the past several years self-generated funding sources have played an increasingly important role. This general trend over the past decade to increase self-generated funding was one rationale for a revised and more proactive employer partnership program. Operational/professional development needs are largely met by non-legislative funds, such as career fair revenues and partner programs (see Appendix K: Financial Resources).

Two other funding sources have been critical to Career Services. First, an annual disbursement of \$50,000 comes to the department from central administration for our long-standing management of an internship program for the University as a whole and specifically as a cohort participating with academic departments.

Additionally, an emerging funding source has been the SCH (Student Credit Hours) from a complement of career development courses that are taught in conjunction with three academic departments. Although Career Services receives \$5 (approximately \$25,000 annually) for each new student enrolled per semester, this funding is called a “matriculation fee” and is taken directly from registration fees and not tuition. The following section provides an overview of the funding model and a description of each funding source.

#### ***State Appropriated Funding***

- State-appropriated funds are primarily encumbered to meet staff salaries and benefits. Each year the office receives legislative funding as set by the Utah State Legislature. This base funding we receive represents the bulk of our budget. Included in the base budget is a small amount which is designated to cover office costs. Over the last decade, the legislative budget has been reduced by budget cuts by approximately 14% percent. As a result, because of the critical importance of maintaining staff positions, the operating budget took the majority of the cut, necessitating creative solutions. (See Appendix K: Financial Resources) for detailed budget breakdown

#### ***Self-Funding Initiatives***

- As the model has shifted to self-funding, Career Services has taken advantage of the large career and job fairs that we hold every year to provide support for travel, professional development, memberships, and operating costs. The cost for an employer to attend a Career Fair has been \$325.00 per table for several years, and the fee for a Student Job Fair has remained at \$75.00 per table.

We can expect the fall and spring career fairs to generate between \$40,000 and \$50,000 in revenue. Twice a year, funds are distributed to office accounts to supplement either salaries for temporary staff or operating costs. Of course, this soft funding is variable and presents real problems if the fairs are not as profitable as expected. The smaller student job fairs primarily cover their expenses and are not a significant source of income.

- To help generate revenue, Career Services established a Partnership Program which encourages employers to donate funds for which they receive increased visibility opportunities. This program generates enough income to supplement salaries for temporary staff and some special projects. The advantage to receiving donated funds is that they are protected from budget cuts and the University can't take them from the department. The drawback is that there are University policies regarding how the funds are administered and for which they may be used. Time and effort is significant in raising these funds.
- Tuition-generated funds from career development courses (see **Section II-B: Career Information**) have emerged as promising potential source of revenue to the center. We currently are in a teaching agreement with the colleges of Humanities and of Social and Behavioral Science to offer a range of career development courses each semester. Beginning in 2011, 100% of SCH generated from these courses is set to come back to the department (\$1,750-semester). Additionally, we split SCH revenue with the School of Business for co-managing two upper division internship courses and have received \$4,500 per year.
- Each year we have an opportunity for Campus Facilities funding and one-time money for special projects from the Vice President's office. We might get a significant amount of money or get nothing at all.

#### ***Internship Education Funding/Job Location and Development (JLD) Grant***

- Our second institutional income source is funding for the experiential education program. Each year we earn \$50,000 of funding from central administration for the work we do in collaboration with academic departments to build internships for students. This funding collaboration is largely based on our efforts to develop the job/internship sites, job location and development activities (for academic departments who do not have an external employer relations), and the management and supervision of the internships for students who are seeking career-relevant "for-credit" internship experiences under the Career Services Internship Program (see **Section II-E: Experiential Education**). This vital resource is spent on support staff salaries and office operating costs. We disburse the funds according to a formula established in 1998 and funds which remain unspent are left in the account for use in developing the program. In 2010, we successfully asked for an increase of \$10,000 to help fund one-fourth of a salary for an employee in the School of Business hired specifically for develop internships.

Because the grant requires the University to match 25% with our own money, we have to designate \$12,500 as the match. We use legislative funds for this purpose and, by using the JLD grant to fund two salaries, the University actually pays a portion of the benefits from general University funds.

#### **What are the strengths of your Career Services program?**

- We are not able to rely exclusively on the legislative source for hard funding and have had to develop multiple income streams (see Appendix K: Financial Resources).
- In the past, internship funding has provided significant undisbursed monies which have been used for gradual updating of computers and office furniture.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

Technology is a major expenditure for the center. Hardware and software costs make up a major portion of the expenses coming directly from our operating budget. At the end of each fiscal year an assessment is made to determine what computers or office equipment need to be replaced or upgraded. We have generally purchased four or five new computers each year for staff. Additionally, we have needed to invest in equipment like copy machines and LCD projectors (Career Library). Along with these expenses comes the necessary updates and re-licensing of annual software.

Although we have been well equipped, it is clear the rising cost of technology is going have to be a priority. We have not sought support from academic departments or Student Affairs for career development software, but this may become more realistic as we begin to offer more value to the departments related to self-assessment software used in the career courses.

## **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

During the budgeting process, we currently allocate the funds we expect to receive during the following fiscal year based on what was spent in the past. This historical budgeting process could be strengthened by anticipating what money is needed for future projects and strategically setting aside funds. This requires discipline and overcoming the pull to use encumbered funding for just-in-time needs.

All of our accounts are audited by the University of Utah Accounts Payable Office. The Administrative Assistant is responsible for maintaining the office financial records and ensuring that expenditures meet the guidelines set forth in Policies & Procedures. Our Purchase Card expenses are reviewed every September with a written report to the Associate Vice President for Student Development, Kari Ellingson. Backup training for the work the Administrative Assistant does would strengthen the office and provide much-needed checks and balances.

We have an increasing need for additional personnel in two key areas. First, employer relations and outreach has only .49 FTE designated for employer outreach and job development. In order for us to continue to strengthen current relationships and build new employer partnerships we need to find funding to support the Employer Outreach program. Again, one possible source is to turn to the academic departments that greatly benefit from this activity.

## **What are your top priorities for action to improve Career Services?**

1. Strengthen the development revenues by collaborating with campus development and academic departments across campus in a new partnership model called Crimson Companies, which has revenue-sharing potential for the value-added employer services tied to Career Services.
2. Develop additional SCH from teaching additional career courses for academic departments, particularly the College of Engineering for shared revenue from courses using our assistance.



3. Cross-training additional personnel in budget-related processes and creating a checks and balance system of reconciliation.

## **SECTION VII: FACILITIES AND EQUIPMENT**

### **Overview and Summary:**

Competition for space is always an issue in a complex university with many growing demands on square footage. Additionally the rapid evolution of technology creates strains on budgets to provide the best resources for our staff, students and other audiences. We have been fortunate to receive funding to remodel, redecorate and redesign spaces to make them more efficient. This office has always been admired for having the latest technologies and good resources for staff and students in terms of wireless Internet, a Career Library and a comfortable place to wait for an appointment or attend an interview or information session.

### **What are the strengths of your Career Services program?**

- Staff members have adequate space with private offices, and above average technology to do their jobs. Within the last five years, all office desks have been modernized and staff members are encouraged to personalize their offices to make them more attractive. We have also rethought part of our office and created a new Employer Relations area with a receptionist where our employers may enter and get started in their interviewing process.
- Updating and replacing individual computers is an ongoing initiative and the office is consistently investigating methods of information delivery to students that is technologically advanced. We have full access to technical support and they are responsive to all our needs. All computer equipment is secure and monitored by a central security system. Rooms are carefully locked at the end of the day and the building is monitored by security/police after hours and on holidays.
- Currently the Career Library is in the middle of a “makeover.” We have evaluated the function of this space and how it serves (and doesn’t serve) students. We have examined the books on the shelves and the technology available and are making changes to better utilize this space.
- Our conference room currently serves as a place to deliver workshops, employer information sessions, and is routinely used by other departments in Student Affairs for their meetings. The conference room is fully equipped with LCD projection equipment, computer, teleconferencing capability, and white board.
- Twelve private, dedicated interview rooms are available and employers can enjoy a recruiters’ lounge when they are on campus.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Whereas all full-time staff members have their own office, we are currently facing a situation where a graduate assistant does not have a private office and must counsel an individual student in a room with two other workers. While several interview rooms are available for use most of the year, these offices

do not have the technological access necessary to be a true “office”. We are negotiating with another Student Affairs office for some space for the graduate student to use for confidential advising.

Our conference room is large and well-equipped, although at times there is a demand for a larger space. Since Career Services houses one of two large conference rooms in the building, the space is often requested by other departments. Storage space is adequate, but inasmuch as storage is located in several areas of the office, it is sometimes difficult to keep track of where everything is. However, we are continually shuffling and reorganizing and cataloging to make these areas as efficient and accessible as possible.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

We maintain a close relationship with the Center for Disability Services and once a year they are featured at a staff meeting to bring us up-to-date on policies and procedures and they do a walk-through assessment of our facilities. They are personally available and collaborate with our staff members on individual student needs. However, the building is not equipped with adequate disability access primarily in terms of automatic doors. They exist at certain entrances, but not all, and the doors are extremely heavy. We have had a disability computer station available, but it is rarely used. Perhaps we should provide more publicity that such a station exists so more students would take advantage.

One concern is that our office hours don’t meet the needs of all students. The University of Utah is a non-traditional, commuter campus where a high percentage of students attend class and then immediately go to work during the day. We are open 8:00am-5:00pm Monday through Friday. We have tried weekend hours and other variations, but it has not been successful. With limited hours of operation, we have instituted several online webinars, and some IM to make up for the absence of staff after hours. Several staff do offer evening and weekend workshops, especially during the busy seasons of accounting and teacher recruiting.

There is a visitor parking lot adjacent to our building; however, parking is never easy! We are continually challenged by overfilled lots, closures due to construction and other difficulties. It is also costly for us to provide parking permits or stickers to our employers and other visitors. We do not provide parking solutions to students. Parking will continue to be a problem, especially during events such as career fairs and during our recruiting seasons and it is a challenge over which we have little control.

### **What are your top priorities for action to improve Career Services?**

1. We have creative leadership teams who consistently strive to improve everything we do. Most, if not all, of these solutions require some funding. A top priority will always be to seek additional funding for capital improvements such as additional office space, and common areas.
2. Meeting facilities are booked to capacity and expansion would require major financial support. Also we will continue to seek one-time funding for special projects such as purchasing mobile technologies to take our office elsewhere, to purchase furniture, improve lighting, etc.
3. We will continue to collaborate with other agencies to find methods to improve both the physical space and services rendered.

## **SECTION VIII: TECHNOLOGY**

### **Overview and Summary:**

We have made every effort to stay informed about career-based technological applications in current use, as well as to purchase and implement as many options as possible within our budget for the use of staff and students.

### **What are the strengths of your Career Services program?**

- Currently we are undertaking our fifth major redesign of the website in 15 years as we try to stay in sync with current information-delivery trends. Our Web Committee, comprised of 5-6 staff members, has met from 2-4 times per month during these many years to create a user-friendly site. We review and update pages, links, and paths of research. Web analytics have shown that based on usage, our site is one of the top three sites visited (behind Registrar and Financial Aid) on our campus and we want it to be engaging, accurate, relevant, and useful to each visitor.
- We have often been complimented as to the strength of our website with targeted information for students, alumni and employers about career planning, assessment and research tools, and job search information.
- With three different online recruiting platforms previously utilized, we have enjoyed a great product and service from CSO Interfase over the last five years. We highly trust the security and confidentiality of this software and feel it operates according to our University privacy policy in the appendix. We have been encouraged to submit ideas for improvement and have benefited from CSO's annual updates in functionality.
- Our next goal is to move toward a total student data upload from our campus PeopleSoft records into CSO to allow for all students to have an account pre-populated with their basic data and updated automatically as they make changes to their major, grad date, and contact information.
- We have purchased annual licenses for unlimited student access to three self-assessment and two employer research software programs. These allow students free and convenient access to these tools from any location. We are encouraging our students to use these self-discovery options in the career development model to move them in a positive direction in their career search. The research tools are important for identifying potential employers in their implementation stage.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

We do have adequate hardware to meet our current staff needs. However, most companies recognize a three year window of obsolescence in current computer hardware; and with 25 stations, we should be upgrading 8 of our stations each year. Our current budget has only allowed for 4-5 machines/year to be

purchased (approximately \$5,000) so we are making do with rebuilt machines to double their longevity which often means that speed and effectiveness are sacrificed.

We have observed an increasing trend of students in both the Career Library and in student appointments that U of U students are increasing using Mac products. We currently have 6 PC's for student use provided by student fees but expect to need an equitable number of Apple products. Two of our counselors regularly need to use their own personal laptops to read resumes or complete graphics multimedia that can't be accomplished on the current office hardware.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

One area in which we are below performance is in delivering multimedia content that we are seeing as we benchmark with other schools across the country. We need greater expertise for editing purposes, mobile applications, webinar posting and social media. Currently we have a significant percentage of one counselor time (25%) dedicated to managing our website and leading our internal Web Committee. The trend of increased use of web resources and the creation of multimedia tools by career services offices nationally will require us to consider how to meet this demand. We know that web competency for counselors is a new qualification we must now add to job descriptions. Whether we seek this dual role for counselors or continue to utilize both institutional and office support staff that possesses technical expertise to provide assistance with this specialty area of multimedia is a question that needs to be addressed.

The Career Library is currently undergoing a new format for organizing resources using the career development components of Discover, Explore, Decide and Implement. We have a MBA class that is currently assessing the use of iPads as way to orient students to the Library format and resources. Finding ways to complement and tie together the investment we make in resources with technology is a priority.

### **What are your top priorities for action to improve Career Services?**

1. Focus our efforts on training both professional counselors and support staff understanding utilizing (experimenting) web-based tools, such as; creating workshop content for the web presentation; social media applications and, streaming video segments.
2. Develop mobile website and applications for use with smartphones – modeled after the current mobile site that the University has developed.
3. Add touch screen technology in the Career Library to orient student on how to use the Library resources and larger Career Services programs.

## **SECTION IX: CAMPUS AND EXTERNAL RELATIONS**

### **Overview and Summary:**

Developing and maintaining relationships with both campus and community constituencies is a vital part of our mission. As we addressed this section of the self-review we felt it was more consistent to break out the description of our activities/and accountabilities into the two respective areas – “campus” and “external” relations. For a full list of internal and external committees, associations and other groups we are involved in (see Appendix D: Counselor Assignments/Liaison).

#### ***Internal (Campus)***

Counselors are assigned liaison roles with academic departments across campus based on areas of expertise and previous experience (see Appendix D: Counselor Assignments/Liaison) By assigning our staff to specific areas of study, we are able to develop strong relationships with the deans, department chairs, faculty, staff and student groups that serve these areas. This relationship has provided us with additional ways to collaborate and provide better services to our students and employers. This also allows us to exchange information with our stakeholders in these areas about employment requirements, labor market trends, and specific employment opportunities. We regularly provide feedback to the faculty and Deans on hiring statistics and employer feedback about student readiness and employability. See supplemental material in “Who Hired Our Graduates.”

In addition to our academic liaisons, we have developed a parallel counselor assignment to manage the multiple relationships we have with other key departments on campus (see Appendix D: Counselor Assignments/Liaison). A key partnership with the orientation office has allowed us to present at all new student and parent orientations. We also have collaborated with the International Center to provide trainings on CPT and OPT issues with our international student population. Many other relationships exist across campus departments. We have a strong relationship with all Student Affairs agencies and currently are in many collaborative projects across the division.

#### ***External:***

Our department is committed to collaboration that allows us to stay up to date on the current national and regional recruiting trends. As a part of these efforts, we have lead the way in collaborating and benchmarking with state and regional schools through site visits and benchmarking trips. We have partnered with our state-wide schools on Teacher Employment Fairs, Graduate School Fair, employer outreach visits, and actively participated and promoted the “RockyJobs” consortium.

Career Services is routinely asked by both institutional representatives and media for employment statistics and recruiting trends for our campus. We release an annual press release each May giving an overview of employment and graduate school statistics. We also provide information on employment trends, student profiles, and overviews of academic programs to employers interested in relocating to Utah in our partnership with the Economic Development Corporation of Utah. We contribute quarterly data to the NACE Salary Survey and participate in other industry surveys.

## **What are the strengths of your Career Services program?**

### ***Internal:***

- Strong collaboration with on-campus offices is a strength of Career Services. Our staff members serve on multiple committees across the University and in Student Affairs, including Professional Development, Scholarship, and Academic Advising (see Appendix D: Counselor Assignments/Liaison).
- Our current collaboration between departments on campus reflects our staff's commitment to building internal campus relationships. Examples include joint employer outreach with College of Engineering, collaboration with the School of Business on new course development and the shared funding of a career development specialist, transferring a Career Services-initiated Target grant to create scholarships for first-generation Humanities students. Similar relationships exist between other departments that have created productive relationships and sense of shared vision across campus (see Appendix G: Program Collaboration).

### ***External:***

- The collaboration with the Utah and regional schools and relationships we have developed through participation with UACE (Utah Association of Career Educators) are a particular strength for our office. Our staff has held leadership roles within this organization and has been instrumental in developing the collaborative culture that currently exists among our schools. This collaboration allows us to partner on key employment and graduate school recruiting events and to conduct employer outreach visits together as one unit. We feel this ability to collaborate allows us to provide better service to our students and employers as well as create strong relationships with our fellow Utah schools.
- Additionally, our staff members have been extremely involved in professional associations on national, regional and local levels. Staff are actively involved in the following associations: NACE, MPACE, UACE, NASPA, SHRM, CEIA, AAEE, UAEE, and NSEA (see Appendix G: Program Collaboration). Although this is listed as current strength we recognize that more targeted affiliations based on increased participation in both local and industry-specific associations need to be added.

## **What program dimensions are functioning at a satisfactory level but could be improved?**

### ***Internal:***

We have developed a strong relationship with our Alumni Association, exemplified by the creation and co-funding a strong Alumni Career Services program, additional collaboration should be explored. Our Alumni Career Services program has been in existence for 11 years and serves hundreds of alumni from the University of Utah. Our Alumni Career Services Director provides monthly workshops, individual appointments, online resources, and a weekly job club with guest speakers on job-search topics. We have recently collaborated with the Young Alumni Board to create the Career Pathways exploration event. This is a networking event where alumni from various industries network with students looking to

explore career paths within these industries. This is a new program and we hope to continue this collaboration for an event each semester. We also would like to explore bringing more alumni into the Career Services Mentor database to provide additional ways for our students to connect with alumni for career exploration and networking opportunities.

Our relationship with our student government (ASUU) has been growing over the past year with the introduction of the new Career Services Student Ambassador Program. This program partnered student government representatives with Career Services to do employer outreach and develop more internship opportunities for students. While we feel this program was a start to a long-term commitment, each new year brings a change in leadership with a new vision. We need build more consistency and formality in the student government collaboration and create Career Services-specific board positions that will remain in place year to year.

While the academic department liaison model is working well for many departments, we have multiple staff members who are spread across multiple colleges and majors. While some counselors' caseloads include high numbers of students in a few majors, other counselors may be serving 10 or more majors located within many departments (see Appendix D: Counselor Assignments/ Liaison). We understand that as we develop better relationships within each of the departments we serve it ultimately means we serve more students. Our current student loads do not allow some counselors the time or ability to do much more than they are already doing in this area.

***External:***

Our Partnership Program has allowed us to create greater relationships with key employers. As we move forward, the structure of this program may be changing. While the University looks at a larger employer partnership program (Crimson Companies) to be shared by multiple departments across campus, we have concerns about how this will affect our current program and what we are able to offer. We are also concerned about the possible increase in work load as new partners learn about our services and look to recruit on our campus. With the Crimson Companies' goal of 500 new partner companies in five years, this will put a considerable strain on our resources (see Appendix D: Counselor Assignments/Liaison).

**What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

***Internal:***

We would like more collaboration between the departments on campus offering and promoting internship opportunities. While our office holds the majority of this responsibility, other opportunities exist on campus through programs such as the MUSE program (My Utah Signature Experience - on campus internship opportunities), Hinckley Institute of Politics, and individual departments. Better coordination of these opportunities through a centralized "Internship Office" would be beneficial for our students as they are confused as to where to look for internships.

Even though we should be widely recognized by academic departments as the central source for delivering career development resources, a more active and systematic approach to orienting new departmental advisors and faculty about our services would help reinforce our role with campus



departments as they seek to provide additional support and expertise in these areas, specifically, our continued inclusion into the Advising Basics Training for new departmental advisors.

***External:***

Career Services does not have our own advisory board, although departments often have program-specific advisory boards. We need to determine how a Career Services advisory board would actually add value to our department. We have not developed a sense of the mission and purpose of this group and how it would add value to the current work we are doing with partner employers. When we have polled our employers in the past, they prefer to be included in the department advisory boards as they feel this is the best way to connect with faculty on curriculum concerns.

While many of our staff members have been very involved with multiple professional associations, we would like the opportunity to expand our relationships by joining other local associations like the Utah Technology Council, Chamber of Commerce, or associations that are more specific to our industry sectors and majors with which we work. With our recent budget cuts, we had to dramatically reduce our memberships and attendance at conferences. Many staff members have not attended a regional or national conference for over three years. We also have had limited representation on NACE in the past few years and feel it would be important to attend in the future. We would like to reaffirm our commitment to developing relationships through these existing areas and pursue new opportunities through additional association memberships. As we look to the MPACE Annual Conference in 2012, which will be held in downtown Salt Lake City, we would love to have funding to send most of our staff.

## **What are your top priorities for action to improve Career Services?**

***Internal:***

1. We lack direct connection for information from the academic side of the University. Changes that directly affect our office are often instituted without conversation, such as creating new majors, employer partnership programs or career services offices, although this has a large impact on our department. Also, see the **Overview in Section III: Program Management**.
2. In seeking alternative methods for serving students, we have investigated dividing the majors that we serve in a way that would foster better relationships with additional departments on campus. Ultimately this would allow us to serve a more diverse student load across our campus, collaborate with more faculty and reach out to more employers. We understand some of our student populations are underserved and more staff would allow us to develop stronger relationships in these areas and provide better service. While we are still investigating this method, it would be difficult with our current number of counselors.
3. Our last internal priority would be to continue to develop stronger programs with our Alumni Association through additional Career Pathways events, more involvement in the Career Services Mentor Database, and a more strategic way for our department and students to connect with alumni.

***External:***

1. Involvement in major-specific associations and attend regional and national conferences has paid off through greater relationships with employers and other professionals in our specific areas of expertise. As we mentioned in **Section V-B3**, we feel this is a top priority for a more robust Employer Relations Program and key to developing new relationships locally and nationwide.

## **SECTION X: EMPLOYER RELATIONS AND SERVICES**

### **Overview and Summary:**

Recently Utah was named by Fortune magazine as one of the best places to do business globally, as well as being named by Forbes as having one of the best job markets. These strong economic and hiring factors positively affect our students at the University of Utah and our department's opportunities to connect with quality employers. We have benefited from a lower unemployment rate than the national average as well as a faster-than-average recovery from the recession.

Three years ago, Career Services reorganized our office structure in order to put more emphasis on the employer relations area. While previously we had one part-time person to do all employer outreach, we now have a Program Manager and Employer Relations Committee to help oversee the outreach efforts of our department. We still have one dedicated part-time staff member whose only role is local outreach with our employers and all staff members are asked to participate in outreach based on their designated counselor loads. They are also responsible for attending employer-related events and staying up to date on the labor market trends in their respective areas.

During this time we have developed a strategic plan for the Employer Relations Committee, standardized our outreach documentation process, created a monthly employer newsletter, designed an Employer Relations Office, and implemented the Career Pathways program for specialized networking opportunities for students. These new services have allowed us to provide better service to our existing customers while extending our reach to new employers and industries. We have also coordinated outreach efforts with the David Eccles School of Business Career Services as well as other departments across campus.

As part of our review process, a survey was sent out to all active contacts within our database. Additional one-on-one conversations were held with a subsection of the employers who responded to our survey. Much of their feedback is included in these findings.

### **What are the strengths of your Career Services program?**

- The University of Utah continues to provide strong on-campus recruiting opportunities for our employers. Employers have access to *UCareerLink*, our online database which organizes job postings, on-campus interviews and on-campus events. Employers utilizing the on-campus interview system feel that it is well organized and a successful recruiting tool. Our career fairs have been very well attended, allowing us to sell out our possible spaces even during difficult recruiting times.
- Additionally, we have collaborated with the other schools within our region to create the RockyJobs.com system. By using the RockyJobs website, our employers are able to post their job one time and it will be automatically posted with 17 colleges and employers in Utah, Idaho, Montana and Nevada. We also have taken a leading role in developing collaborative employer outreach visits with four other Utah universities. By coordinating our visits together, it allows the employers to meet all schools at once, instead of multiple visits from each school

individually. Employers have reported that they appreciate these efforts to collaborate between the schools as it makes their jobs easier.

- Career Services has partnered with the Alumni Association to create the Career Pathways alumni networking event, which connects students with alumni in industries that do not typically recruit on our campus. By focusing these events on industries like nonprofit and government, we are providing services to new employers which we previously were not serving.
- We also have a very strong partnership program for both our student employment and professional employment areas. This program allows us to provide a customized recruiting approach for participating companies. The companies participating in this program value the additional exposure they gain on our campus. This program is open to all employers who wish to participate and meet the guidelines provided by NACE for on-campus recruiting. Once a company has decided to participate in this program, one of our counselors is assigned to them as their main point of contact. This allows consistency for the partner employer in coordination of their recruiting efforts on our campus. We are currently moving towards a campus-wide partnership program, Crimson Companies, which will provide additional opportunities for exposure for employers through scholarships and department collaboration. This program has a stated goal to grow in the next five years to 500 Crimson Companies.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Employers have indicated that they would like to receive more information about the students and the programs at the University of Utah. Our employer newsletter would be a good vehicle to share this information on a monthly basis. Employers have specifically indicated a desire for updates on the number of graduates we have in each program, student availability, Alumni Career Services, and news from departments on campus.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

The employer section of our website is currently outdated and not very effective. We need to expand the resources provided to employers on this site to include specific statistics regarding our programs and information on ways to build their brand on our campus. A more organized site which provides information in a more user-friendly way should be implemented.

We also recognize that our employers would like to have a greater connection with faculty members. While we feel we already have a strong relationship with many of the departments we work with, additional ways to connect employers and faculty need to be explored. In the past we have hosted faculty/employer lunches and networking events around the Career Fair. None of these proved particularly successful, so new options should be considered.

While many of our colleges and departments have their own advisory boards, Career Services does not currently have their own advisory board. Developing an advisory board would allow us to receive

greater feedback from the employers that we serve and generate ideas on new programming opportunities.

As the University of Utah enters the Pac-12 Conference this year, we now will have exposure to more national employers than before. Likewise, many of our students have indicated an interest in relocating to the Pac-12 states after graduation. For that reason our West Coast and nationwide outreach efforts must be stepped up. This is a great opportunity for us to educate new employers on the value of the University of Utah, our programs and our students.

## **What are your top priorities for action to improve Career Services?**

1. Moving forward, we will be creating a new employer website which provides more a more organized and user-friendly format. We also plan to include more information on opportunities for employers to connect with others on campus, as well as an instructional webinar on how to use the *UCareerLink* recruiting system. As part of the redesign of our website, it will include a more pronounced presence of our policies and procedures, ensuring that all employers acknowledge them before being allowed to proceed into our *UCareerLink* recruiting system.
2. Career Services is partnering with the David Eccles School of Business and our Development offices to create a new employer outreach program called Crimson Companies. This program will target local employers who do not have an established recruiting relationship with the University of Utah. The goal will be to help these employers connect with students and programs within the University of Utah and to build their presence on campus and ultimately hire our students. This may include recruiting events, scholarships or collaboration with departments on campus. The program is in its first year, with the goal to reach 500 companies within five years. Each of these companies will need a dedicated point person to ensure that they are receiving the desired level of service. In order to fulfill our responsibility to these companies, additional staff will be needed to handle the outreach meetings, follow-up, events and publicity surrounding their company.
3. We plan to continue with our goal to provide specialized employer activities such as our Career Pathways networking events. Employers have indicated that they would like more opportunities to connect with diverse students, so we are possibly looking at an event associated with our Career Fair that could bring these groups together.
4. Finally, we feel that participation in professional associations and employer outreach visits are critical to the growth and success of our department and our students. As we enter the Pac-12, we need to step up our outreach in key West Coast cities where our students wish to relocate after graduation to take advantage of our increased visibility in those communities. We currently do not have any funds set aside for outreach, so this would be of great need to our department. During our recent budget cuts, we also eliminated many of the funds that were used for professional memberships and travel to annual and regional conferences. These conferences and memberships provide tremendous opportunities to connect with colleagues, employers and the best practices being used in our industry. Salt Lake City was recently chosen as the host for the 2012 MPACE Conference and one of our staff members will be the

Conference Co-Chair. This provides us with an incredible opportunity to involve our staff members in the planning of this conference, as well as the opportunity to connect with colleges and employers representing this region.

## **SECTION XI: LEGAL RESPONSIBILITIES**

### **Overview and Summary:**

Career Services is familiar with and follows the guidelines developed by the National Association of Colleges and Employers Principles for Professional Practice. Our active membership with NACE provides access to written documents, web presentations, and other training resources under the Principles for Professional Practice. NACE also has an attorney on staff who is available for institutional consultation.

The Office of General Counsel represents the legal interests of the University of Utah, providing a full range of legal services and providing advice in developing and implementing University policy and procedures. Career Services has access to this office for questions or advice in any matters pertaining to employment law, student and employer rights, and other matters as referenced in the paragraph above regarding NACE. We also strictly adhere to FERPA guidelines and have dedicated a staff meeting to FERPA training.

### **What are the strengths of your Career Services program?**

- A link to information outlining legal issues and ethics for students and employers is prominently posted on each page of our website.
- Career Services employs one staff member to deal directly with international students and CPT issues.
- Career Services maintains secure electronic records for those students who use its services. This information consists of self-completed resumes, cover letters and may include personal references and academic transcripts furnished by the student. These items are distributed to potential employers by consent of the student who has registered for services. Any written documents containing personal information that are no longer in active use are appropriately archived or destroyed.
- Staff training in the area of legal, confidential and ethical issues, has been introduced regularly, and we have brought in presenters with expertise in this area, such as our Registrar's Office, and our Behavior Intervention Team, who help us as staff understand important factors surrounding student confidential information. Many of our staff are familiar and have been involved in NACE's Principles for Professional Practice; however, we would like to have formal training for all counselors, utilizing the case studies and scenarios that provide the basis of understanding and adhering to the standards of our profession. We will look for an opportunity to provide more training on legal and ethical practices using NACE material.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

It is a challenge to keep current on changing laws and regulations and to adequately inform both students and employers who may be even less knowledgeable. Issues have arisen primarily around offers of employment and students renegeing on them. Both employers and students have been guilty of

this, but students are the greatest offenders. The perspective is to do whatever is in their “best interest” with little regard for an oral or even written contract. We coach them on appropriate behaviors, but the problem remains. Our plan is to continue educating students in workshops and individual counseling sessions and to have the subject more prominently displayed on our *UCareerLink* login page, with an agreement-to-policy box each student must check.

We intend to pay greater attention to potential liability issues arising from international employment and unpaid internships and to investigate issues of which we may be unaware.

### **What are your top priorities for action to improve Career Services?**

1. To remain informed about legal issues affecting career services offices, to maintain relationships with agencies who have specific legal expertise, and to inform students about their legal and ethical responsibilities in accepting an offer of employment
2. Provide more training to faculty and staff on legal and ethical practices using the NACE-produced materials.



## **SECTION XII: EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION & DIVERSITY**

### **Overview and Summary:**

Career Services provides equal access to all students and alumni on a fair and equitable basis. Career Services adheres to equal opportunity policies, standards and guidelines in all activities, documents, events. Career Services serves as an advocate to all students and alumni equally without discrimination. Career Services makes extra efforts to connect with and nurture students and alumni from diverse backgrounds. Career Services takes into consideration the needs of special individuals and communities when publishing information, planning events and in all activities, actions and programs engaged in through our mission. Career Services makes special efforts to identify and address the unique needs of the career development of special populations.

### **What are the strengths of your Career Services program?**

Career Service programs and facilities are accessible and are designed to be welcoming to all students. Career counselors and support staff have participated in on-going training on the needs of students from diverse and underserved populations. Career Services leadership has initiated trainings from Human Resources on a variety of topics which will make them better able to serve students. Examples include Safe Zone (understanding LGBT issues) and Accommodating Students with Disabilities. In addition, the Student Affairs Diversity Council (SADC) holds monthly seminars on topics ranging from working with specific student populations to legal issues around diversity. The first seminar of the coming year addresses the changing demographics of Utah. The Career Services staff is strongly encouraged to attend these trainings.

Career Services actively seeks to prevent discriminatory practices through its Student Affairs-wide zero tolerance policy for acts of discrimination or hate. Any students or staff who feel they have been a victim of discrimination either from Career Services or elsewhere on campus would immediately be referred to the Office of the Dean of Students or Equal Opportunity/Affirmative Action as appropriate.

Career Services staff actively link to groups on campus which specific work with underserved student populations. These outreach activities may take the form of presentations, coordinating activities, sitting on committees or other connecting events. Examples of partnerships include Upward Bound and Student Support Services (TRIO), Hispanic Business Association, Black Student Union and the LGBT Resource Center.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

The Center for Disability Services has recently reviewed our physical space. While we provide a disability-approved workstation in our library, it is underused. More effort to marketing this service could benefit students. However, the office is lacking a wheelchair/friendly door opener, providing a barrier to these students.

Only 57% of students indicate ethnicity on their Career Services registration form, leaving Career Services with unclear knowledge about who we are serving. Of those who do indicate ethnicity, only 15% are non-Caucasian., less than the 22% non-white student population. Better records on student demographics and increased marketing to specific populations are indicated.

Our website has a section titled "Student Communities" (<http://careers.utah.edu/studentcommunities.htm>) that addresses some career-related issues for students from diverse backgrounds and provides links to specific populations and online resources. Our plans are to expand and improve this section. We have asked our graduate assistant to lead this effort and work with our Web Committee.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

There are currently no counselors of color on the Career Services permanent staff. While some attempt to mediate this lack can temporarily be found in hiring Graduate Assistants from diverse backgrounds, it is critical to address this issue in future hiring.

### **What are your top priorities for action to improve Career Services?**

1. Proactively identify and recruit qualified candidates of color through national recruitment, working closely with Human Resources and the Office of Equity and Diversity.
2. Work with Disability Services to identify accessibility issues in our physical space for ADA compliance.
3. Review our current website with our website host (Media Solutions) to ensure menu items and navigation on the web page are ADA compliant.

## **SECTION XIII: ETHICS**

### **Overview and Summary:**

Much of the information requested in this Section is covered in **Section XI: LEGAL RESPONSIBILITIES** and **Section XII: EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION AND DIVERSITY**. The University adheres to all principles of ethical behavior as set forth in the “Career Services Professions” section of the NACE Principles for Professional Practice and the University of Utah Code of Student Rights and Responsibilities (see Section C: Staffing/Human Resources). Additionally, there is a Regulations Library on the University of Utah website which covers all University policies, with links to rules, procedures, guidelines, forms and other helpful information (<http://www.regulations.utah.edu/>).

### **What are the strengths of your Career Services program?**

Career Services employees are expected to operate under the highest ethical standards. The Director and/or Associate Director are trained to address staff who exhibit unethical behavior. Discrimination is not tolerated and instances where staff witness discrimination should be brought to the attention of the center leadership.

Students must read and attest that they have read the policies (what policies) when they register for services. Disclosure of personal information contained in resumes, cover letters, transcripts, etc, is distributed to appropriate employers only with express permission of students registered in our database.

Only three staff members handle receivables from career events, employer donations, advertising payments, credit cards and other financial transactions. They are trained in established and responsible accounting procedures. The Administrative Assistant acts as compliance officer and is routinely trained by the office of General Accounting and Accounts Payable in University Procedures. Financial oversight is provided by the Director and Associate Director in regular budget meetings.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

As in other “policy” oriented rules and regulations, the challenge is to keep staff, students and employers informed and to make current information available to all parties concerned. A recent update of our website has helped to make this more effective by adding a policy section for both employers and students to which they may easily refer.

While employers and faculty set standards for review and employment, we must continue to educate them on the ethical necessity of allowing access to interview for positions to all students who meet the criteria. All too often, employers and faculty ask for “top” students for certain positions. We are committed to providing “equal access” to all jobs for all students.

## **What are your top priorities for action to improve Career Services?**

1. To insure our ethical policies and standards are prominently visible on our website and that students, employers and faculty are coached accordingly.
2. Provide faculty training using the NACE standards regarding unethical student referrals.
3. To continue to enforce measures to safeguard our students from unfair employment practices.

## **SECTION XIV: PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH**

### **Overview and Summary:**

Career Services benefits from coordinated interaction facilitated by the Student Affairs Assessment Evaluation and Research Office, where Student Voice (a nationally recognized assessment tool) is used as a repository for all mission statements, strategic objectives, and related assessments. This recent division-wide emphasis has helped Career Services tie all assessments conducted to the relevant strategic objectives. As mentioned in Section I: Mission, this coordination encourages Career Services to develop assessments of specific learning outcomes resulting in targeted organizational programs and goals to meet needs of all Career Services constituencies.

Career Services has been diligent in conducting a variety of assessments and evaluations (primarily utilizing surveys such as pre/post class evaluation, employer needs, career fair and other events). This has yielded a better understanding of student and employer needs and has led to improvements in many programs. Career Services has participated national benchmarking groups, and national professional association surveys such as NACE, NASPA, and Universum student surveys.

### **What are the strengths of your Career Services program?**

- The program has a well-developed organizational structure with strategic goals that are set on both a five-year and annual basis.
- Career Services committee goals are based on functional areas and reviewed annually. Assessment projects are aligned with these strategic objectives.
- Career Services has routinely produced a summary of each assessment conducted with key findings described. These summary reports are part of the assessment profile for Career Services in Student Voice (see Appendix J: Assessments) and also the documented on the Student Affairs assessment website.
- The leadership of the Student Affairs Division and the Office of Assessment, Evaluation and Research provide ongoing training and service as a resource for each Student Affairs unit in conducting assessment. Our staff also possess expertise in this area. Career Services is actively working with this office to create a strategic assessment plan that identifies and develops relevant and desirable student learning goals in conjunction with the larger Student Affairs' mission. The use of Student Voice has provided a platform that complements the Career Services' database management software (CSO) and is very adaptable to individual units as an assessment tool. Data from each assessment conducted can be viewed or revisited any time.

### **What program dimensions are functioning at a satisfactory level but could be improved?**

Although we have conducted a number of assessments related to services and programs and have discovered that learning outcomes are occurring as a result of our efforts, a coordinated assessment model within the office has not been put in place. A more intentional timeline-oriented assessment plan

with a goal of selectively identifying areas to consider for evidence that the desired learning goals and outcome are being met needs to be implemented.

The identification of important learning outcomes is not currently inherent or purposeful in advance of the program planning. In developing learning outcomes that meet the core areas of our mission and strategic plan, we need to create an assessment model with clearly identified outcomes that align with our mission.

### **What dimensions of your program are functioning below performance expectations and defined standards and should be improved?**

An improved systematic assessment plan that includes area of targeted student learning, employer services outcomes, or programming results developed in conjunction with Student Affairs Assessment, Evaluation and Research can be developed and implemented.

### **What are your top priorities for action to improve Career Services?**

1. Development of a systematic assessment approach managed by the Assistant Director and by the Career Development Manager – with one primary assessment each year that is targeted at specific learning outcomes related to the five-year strategic objectives.
2. Each Career Services committee will select one area for assessment of learning outcomes that they wish to put into a master plan for an assessment to be conducted.
3. Utilizing the expertise of Office of Assessment, Evaluation and Research, the program will move beyond survey-type assessment to a more research-based model for student learning outcomes.

## **APPENDIX**

### **Appendix A: Mission and Strategic Goals**

- Career Services Mission Statement
- Student Affairs Mission Statement
- University of Utah Mission Statement
- Committee Goals for Career Services

### **Appendix B: Student Statistics**

- Number of Students Registered in UCareerLink
- Active UCareerLink Registrants by College
- University of Utah Enrollment Statistics for October 2010

### **Appendix C: Staffing/Human Resources**

- Career Services Organization Chart
- Student Affairs Organization Chart
- Position Descriptions from Human Resources
- Sample 360 Staff Evaluations Online
- Sample Student Affairs Staff Evaluation
- NACE Principles for Career Service Professionals

### **Appendix D: Counselor Assignments/Liaison**

- Counselor Assignments
- Chart of Counselor-to-Student Registration Totals
- Campus and External Relations 2005-2010
- Staff Professional Activities 2010-2011
- Counselor Departmental Duties
- University Campus Liaison Assignments 2011-2012
- Support Staff Assignments 2011-2012
- Walk-in & Early/Late Schedule for Fall Semester 2011

### **Appendix E: Experiential Education/Internships**

- CSIP Week #5 Classes from 7/6/2010 to 11/29/2011
- Comparison of Internship Fund Distributions 1998-2010
- ED Psych Internship Syllabus
- Mechanical Engineering Internship Syllabus
- Marketing Internship Course Assignments Syllabus
- Management Department Internship Course Assignments Syllabus
- International Internship Day flyer

### **Appendix F: Classes and Workshops**

- Career Services Workshops
- Sample Workshop Flyer "Extreme Hiring Makeover"
- Sample flyer "Fall 2011 Workshops and Events"
- Ed Psych 3960 (Sec 081) Spring Successful Career Planning
- Hum 3960-001 Successful Career Planning
- Career Services Foundation Series Webshops

### **Appendix G: Program Collaboration**

- Funding Proposal: The Humanities at Work for Target Scholarship Grant
- Proposal for the Creation of an Exploration Center at the University of Utah
- DESB and Career Services Joint Hire Proposal
- Proposal for Career Counseling for Business Administration Students
- CPT Agreement

Partners in the Park flyer  
Student Career Ambassador Program flyer  
Student Career Ambassador Program goals  
Student Career Ambassadors PowerPoint  
Executive Summary for UworkUwin Proposal  
Partner Employer Program Letter

Appendix H: Alumni Career Services

University of Utah Alumni Career Services Report 2011  
August 2011 Monthly Alumni Report  
Alumni Services Brochure  
*Career Corner* Article "Got Your Mojo Working?" September 2011

Appendix I: Campus Recruiting

Top 10 Employers -- Job Postings  
Top 10 Employers -- Placements  
Yearly Recruiting Activity Report, 2010-2011  
Yearly Recruiting Activity Report, 2009-2010  
Yearly Recruiting Activity Report, 2008-2009  
Recruiting and Workshop Calendars  
Companies registered for 2011 Student Job Fair  
Companies registered for 2011 Spring Career Fair  
Companies registered for 2010 Fall Career Fair  
Sample of online WHOOG -- Accounting

Appendix J: Assessment

Assessment Surveys conducted through Student Voice 2006-2011  
Executive Summaries of Assessment Results  
Student Focus Groups Questions 2011  
Employer Feedback Survey Results 2010

Appendix K: Financial Resources

Career Services Income Summary 2011-2012  
Summary of Five Years of Revenue and Expenses  
Revenue and Expense Budget Report for 2010-2011  
Development Partnerships with Employers 2009-2011

Appendix L: Marketing

Sample Career Fair and Job Fair Logos  
Sample Career Services flyers  
Employer Resource Guide and Corporate Partnership Program brochures  
UworkUwin flyer  
Sample Student Employment Bulletins  
Sample Employment News & Info Bulletins  
Sample Career Connections  
Bound copy of *Internship Toolkit for Employers*  
Bound copy of *Annual Report 2009-2010*  
Bound copy of *Student Career Guide (2011)*  
Bound copy of *Who Hires Our Graduates - College of Engineering*  
Bound copy of *Who Hires Our Graduates - David Eccles School of Business*



## **Appendix A: Mission and Strategic Goals**

### **Career Services Mission Statement**

Career Services is the centralized department at the University of Utah charged with educating students and alumni in the discovery and realization of meaningful careers. Our services develop greater self-understanding, expand awareness of career opportunities, and foster effective job search practices which can be applied throughout a lifetime. We bridge the world of work for students/alumni by building relationships with a variety of employers in a diverse and dynamic workplace.

### **Values**

These three core values personify our work, individually or as a team. They embody the many themes that are essential to the fulfilling of our mission and are inclusive of every service perspective.

1. Educate
2. Collaborate
3. Innovate

### **Themes**

Themes help further describe distinctive areas of focus within our strategic objectives. Themes identify related qualities and behaviors linked to successful implementation of the stated objective.

Benchmarking	Infusion	Professionalism
Communication	Ingenuity	(RE)Evaluation
Diversity	Integrity	Resourcefulness
Efficiency/Streamline	Linking/Connecting	Student Focus
Excellence	Outreach	Utilizing
Fundraising	Prioritize/Strategize	

### **Programs & Services**

1. Individual Career Coaching
2. Career Exploration and Self-Assessment
3. Experiential Education and Student Employment
4. Career Resource Library/Software Programs
5. Job Search Training/Workshops
6. Employer Relations and Recruitment Events

### **Strategic Objectives: 2009 – 2014**

1. Manage and grow resources to maximize services.
2. Increase awareness of career development process.
3. Develop quality representation of employers with increased global opportunities.
4. Enhanced use of technology to educate and disseminate career information.
5. Professional development of staff through training and use of industry best practices.
6. Increase faculty/department partnerships and campus relationships.
7. Implement coordinated assessment and research in support of our mission.
8. Develop programs and resources to make Career Services more accessible and meaningful to under-represented student populations.

## **Student Affairs Mission Statement**

The mission of Student Affairs at the University of Utah is to contribute to the general mission of the University by providing an opportunity for students to develop their lives to be enlightened citizens and contributors to a free and just society. We accomplish this goal by planning and administering services which contribute to the learning environment and augment the functions of teaching, research, creative scholarship, and public service.

Specifically, the role of Student Affairs and Services is to:

- Provide direct support for University, college, and department programs.
- Provide direct support and services to students to facilitate their obtaining an education.
- Foster student development by providing and supporting programs which contribute to the education of students in various developmental areas, such as cognitive and aesthetic development, identity formation, physical self, moral reasoning, interpersonal relatedness, and social perspective.
- Help remove personal obstacles, provide the information, and teach the competencies students need to take advantage of and profit from the University learning environment.
- Help students make the transition into the community.
- Gather information about the student, the environment, and the outcomes of that interaction in order to identify potential concerns and needed interventions.

## **University of Utah Mission Statement**

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

### ***Teaching***

In its role as teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

### ***Research***

In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

### ***Public Life***

In its role as contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

## **Committee Goals for Career Services**

### **Career Development Committee Goals**

1. The first objective was the creation, development, and implementation of a career-planning course. Over the last year the CDC has continued to work on this year one objective. Starting from the initial development of a course for humanities students, the CDC has now successfully developed three distinct courses for students from humanities, social science, and an all majors. The class offerings from the 2009-10 year will be expanded to offer a total of eight sections with an “all majors” section taught twice a semester (all courses are half-semester courses). The expansion of a course for social science majors was through collaboration with the College of Social and Behavioral Science and will fulfill an allied course requirement in the students major.
2. The second major objective of the committee was to develop a thorough and complete understanding the career development theory and implement a professional development and training program for the entire Career Services staff. Over the past year this continuing objective has been fulfilled with all career counselors participating in the “Intensive Career Coaching Seminar” presented by a certified trainer from the National Association of Colleges and Employers (NACE). This two-day training created the basic career development and coaching competencies needed bring all staff to a professional practitioner level. Along with this jump-start intensive training, continuing professional development sessions have been conducted by the Program Manager of the CDC.

### **Employer Relations Committee Goals**

1. **Strategic Employer Outreach Program**
  - Create a method of communicating outreach efforts to staff, tracking progress and follow-up
  - Develop a strategic method to targeting employers for outreach efforts
  - Analyzing what we’ve gathered, who we know, and what groups we are a part of broaden connections for the office at large
2. **On-Campus Recruiting Events**
  - Create targeted list of employers for career fairs, on campus recruiting activities
  - Analyze effectiveness of on campus recruiting schedules
  - Develop policy and procedures for departments utilizing our recruiting space
  - Create assessment for employers recruiting on-campus to assess student readiness, activities, etc.

- 3. **Newsletter to Employers**
  - Create employer newsletter to educate employers on hiring trends, on-campus recruitment opportunities, legal issues (hiring international students), as well as promote U of U students and programs
  
- 4. **Strategies to improve employers visibility on campus**
  - Develop script explaining what is/is not appropriate ways to increase visibility on our campus
  - Develop alternative methods of reaching students for companies wishing to improve visibility
  - Create directory for employers with student group contact information
  
- 5. **Professional Development for CS Staff**
  - Provide trainings and webinars on labor market and hiring trends
  - Read business and employer journals, sharing appropriate resources with staff

## Marketing Committee Goals

The primary goal of the Marketing Committee is ongoing. That is, to creatively and effectively increase visibility of services and programs to our diverse audiences which primarily include students, faculty and employers.

- In 2009, the Marketing Committee set a goal to produce a quality Employer Brochure that explains both what the University of Utah has to offer in terms of preparation of the future workforce, and what Career Services can do to assist the efforts of hiring interns and full-time professional people. That has been published and is being used on employer development visits.
- The **Student Career Guide** is being rewritten and reformatted with a more appealing, modern look. This will be the third year of use (8,000 copies handed out so far) and will be completed shortly after the start of fall semester, 2010. Thanks to a grant from The Parent Fund, we have some financial support to assist in the printing costs and assessments of effectiveness will be provided as requested.
- UworkUwin is in its third year. It continues to improve and grow. This year we will have line-item funding for prizes to the winners and not have to solicit funding over and over again. Faculty and employer support of this contest increased substantially this past year and our goal is to grow the program modestly.
- Maintaining campus bulletin boards continues to be a challenge. Creativity does not seem to be lacking; finding person-power to do the actual maintenance and posting is difficult.

- This year the newly formed Employer Relations Committee will work more closely with the Marketing Committee to improve and expand Employer Partnerships. New and existing partnerships are valuable in terms of University/Corporate collaboration and in terms of development monies for Career Services.
- We have pulled back a bit from video production, but have entered the world of Facebook and Twitter and do have some YouTube videos which link from our website.

## **Web Committee Goals**

1. Develop and implement more office generated video and social media to be presented in the department website (<http://careers.utah.edu>)
2. Review and adapt website menu and scheduling opportunities for students in order to increase accessibility.
3. Move the Career Library catalog from a departmental Excel tracking system to an interactive and accessible online catalog.

## Appendix B: Student Statistics

### UCareerLink Total Students Registered

All students (active and non-active): 31,959

All active students: 11,618

### UCareerLink Current Active Registrants by College

College	07-08	08-09	09-10	10-11
Architecture + Planning	101	133	148	223
Business	2,041	1,589	1,585	2,232
Education	115	99	311	425
Engineering	1,166	1,125	1,234	1,796
Fine Arts	340	457	704	734
Health	596	685	871	939
Humanities	1,004	1,076	1,323	1,377
Law	35	46	31	77
Medicine	38	72	95	168
Mines & Earth Sciences	79	90	104	153
Nursing	71	95	206	242
Pharmacy	9	29	25	69
Science	498	494	650	810
Social & Behavioral Science	1,095	1,393	1,583	1,744
Social Work	53	85	97	151
Undeclared	302	376	510	428
<b>Total</b>	<b>7,543</b>	<b>7,844</b>	<b>9,477</b>	<b>11,568</b>

# University of Utah Enrollment Statistics 2010

The Office of Budget & Institutional Analysis (OBIA) produces institutional information that facilitates decision-making, effectiveness, strategic planning, and enrollment management. Most answers to data requests can be found in OBIA's Statistical Summary Reports:

## B. ENROLLMENT AND PERSISTENCE

**B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Note: Report students formerly designated as "first professional" in the graduate cells.

B1	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>B1 Undergraduates</b>				
B1 Degree-seeking, first-time freshmen	1,460	1,309	173	168
B1 Other first-year, degree-seeking	624	430	226	167
B1 All other degree-seeking	6,875	5,441	3,000	2,387
B1 <i>Total degree-seeking</i>	<i>8,959</i>	<i>7,180</i>	<i>3,399</i>	<i>2,722</i>
B1 All other undergraduates enrolled in credit courses	124	101	462	424
B1 <i>Total undergraduates</i>	<i>9,083</i>	<i>7,281</i>	<i>3,861</i>	<i>3,146</i>
<b>B1 Graduate</b>				
B1 Degree-seeking, first-time	1090	795	103	90
B1 All other degree-seeking	2137	1644	866	723
B1 All other graduates enrolled in credit courses	0	0	0	0
B1 <i>Total graduate</i>	<i>3227</i>	<i>2439</i>	<i>969</i>	<i>813</i>
B1 Total all undergraduates				23,371
B1 Total all graduate				7,448
<b>B1 GRAND TOTAL ALL STUDENTS</b>				<b>30,819</b>

**B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

B2	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
B2 Nonresident aliens	195	759	853
B2 Hispanic	271	1,445	1,464
B2 Black or African American, non-Hispanic	46	301	309
B2 White, non-Hispanic	2,228	17,206	17,730
B2 American Indian or Alaska Native, non-Hispanic	18	143	148
B2 Asian, non-Hispanic	169	1,062	1,094
B2 Native Hawaiian or other Pacific Islander, non-Hispanic	27	141	147
B2 Two or more races, non-Hispanic	119	344	355
B2 Race and/or ethnicity unknown	37	859	1,271
<b>B2 TOTAL</b>	<b>3,110</b>	<b>22,260</b>	<b>23,371</b>



## **Appendix C: Staffing and Human Resources**

## **NACE Principles for Career Service Professionals**

- 1.** Career services professionals, without imposing personal values or biases, will assist individuals in developing a career plan or making a career decision.
- 2.** Career services professionals will know the career services field and the educational institution and students they represent, and will have appropriate counseling skills.
- 3.** Career services professionals will provide students with information on a range of career opportunities and types of employing organizations. They will inform students of the means and resources to gain access to information which may influence their decisions about an employing organization. Career services professionals will also provide employing organizations with accurate information about the educational institution and its students and about the recruitment policies of the career services office.
- 4.** Career services professionals will provide comparable services to all employers, regardless of whether the employers contribute services, gifts, or financial support to the educational institution or office and regardless of the level of such support.
- 5.** Career services professionals will establish reasonable and fair guidelines for access to services by employers. When guidelines permit access to organizations recruiting on behalf of an employer and to international employers, the following principles will apply:
  - a)** Organizations providing recruiting services for a fee may be asked to inform career services of the specific employer they represent and the specific jobs for which they are recruiting. When deemed necessary, career services can request contact information to verify that the organization is recruiting for a bona fide job opportunity. Career services must respect the confidentiality of this information and may not publish it in any manner. Third-party recruiters that charge fees to students will not be permitted access to career services;
  - b)** Employers recruiting for work outside of the United States are expected to adhere to the equal employment opportunity (EEO) policy and U.S. labor law policies of the career services office. They will advise the career services office and the students of the realities of working in that country and of any cultural and employment law differences.
- 6.** Career services professionals will maintain EEO compliance and follow affirmative action principles in career services activities in a manner that includes the following:
  - a)** Referring all interested students for employment opportunities without regard to race, color, national origin, religion, age, gender, sexual orientation, veteran status, or disability, and providing reasonable accommodations upon request;
  - b)** Notifying employing organizations of any selection procedures that appear to have an adverse impact based upon the student's race, color, national origin, religion, age, gender, sexual orientation, military service, veteran status, or disability;
  - c)** Assisting recruiters in accessing certain groups on campus to provide a more inclusive applicant pool;

- d)** Informing all students about employment opportunities, with particular emphasis on those employment opportunities in occupational areas where certain groups of students are underrepresented;
- e)** Developing awareness of, and sensitivity to, cultural differences and the diversity of students, and providing responsive services;
- f)** Responding to complaints of EEO noncompliance, working to resolve such complaints with the recruiter or employing organization, and, if necessary, consulting with the appropriate campus department.

**7.** Any disclosure of student information outside of the educational institution will be with prior consent of the student unless health and/or safety considerations necessitate the dissemination of such information. Career services professionals will exercise sound judgment and fairness in maintaining the confidentiality of student information, regardless of the source, including written records, reports, and computer data bases.

**8.** Only qualified personnel will evaluate or interpret assessments of a career exploration nature. Students will be informed of the availability of assessments, the purpose of such assessments, and the disclosure policies regarding assessment results.

**9.** If the charging of fees for career services becomes necessary, such fees will be appropriate to the budgetary needs of the office and will not hinder student or employer access to services. Career services professionals are encouraged to counsel student and university organizations engaged in recruitment activities to follow this principle.

**10.** Career services professionals will advise students about their obligations in the recruitment process and establish mechanisms to encourage their compliance. Students' obligations include providing truthful and accurate information; adhering to schedules; accepting an offer of employment in good faith; notifying employers on a timely basis of an acceptance or non-acceptance and withdrawing from the recruiting process after accepting an offer of employment; interviewing only with employers for whom students are interested in working and whose qualifications requirements they meet; and requesting reimbursement of only reasonable and legitimate expenses incurred in the recruitment process.

**11.** Career services professionals will provide services to international students consistent with U.S. immigration laws; inform those students about these laws; represent the reality of the available job market in the United States; encourage pursuit of only those employment opportunities in the United States that meet the individual's work authorization; and encourage pursuit of eligible international employment opportunities.

**12.** Career services professionals will also promote and encourage acceptance of these principles throughout their educational institution, **particularly with faculty and staff who work directly with employers**, and will respond to reports of noncompliance.

(see <http://www.nacweb.org/principles/>)



## Appendix D: Counselor Assignments/ Liaison

### Counselor Assignments (August 15, 2011)

#### ***Linda Wells /Sarah Johnston***

Executive MBA  
MBA (except MBA w/Accounting)  
MS Finance  
MS Information Systems  
MS Real Estate  
Professional MBA

#### ***Stan Inman***

Business Administration, BS/BA  
Entrepreneurship

#### ***Kathy Leslie***

Economics  
Mass Communication  
Speech Communication

#### ***Melissa Kraft***

Accounting, BS, MAcc & MBA  
Marketing, BS/BA

#### ***Liz Mimms***

College of Health:  
Communication Science/ Disorders  
Exercise & Sport Science  
Health Promotion & Education  
Nutrition  
Masters of Public Health  
Occupational Therapy  
Parks, Recreation & Tourism  
Physical Therapy  
College of Nursing: BS/BA only

#### ***Caroline Peck***

Anthropology  
Behavioral Science and Health  
Consumer & Community Studies  
Early Childhood Education  
Education, Culture, & Society  
Educational Leadership & Policy  
Educational Psychology  
Elementary Education  
Gerontology (MS)  
Human Development & Family Studies

Human Development & Social Policy (MS)  
Music Education (K-12)  
Physical Education (K-12)  
Secondary Education  
Special Education  
University Studies (BUS)

#### ***Valery Pozo / Nedra Hotchkins***

Art  
Art History  
Ballet  
Film Studies  
Modern Dance  
Music

#### ***Pat Reilly***

Asian Studies  
History  
International Studies  
Languages & Literature  
Linguistics  
Middle East Studies  
Philosophy

#### **Undeclared students**

#### ***Laura Shackelford***

Pre-business  
Business Administration

#### ***Joe Sindad***

Computer Science  
Electrical & Computer Engineering  
Geological Engineering  
Geoscience  
Information Systems, BS/BA  
Materials Science & Engineering  
Metallurgical Engineering  
Mining Engineering

#### ***Dana Sowby***

Finance, BS/BA  
Management  
Operations Management

**Julie Swaner**

Alumni –after graduation, 1 year or more

**Diane Ward**

Biomedical Engineering  
Chemical Engineering  
Civil & Environmental Engineering  
Master of Science & Technology  
Mechanical Engineering

**Kate Whetman**

English  
Gender Studies  
Psychology  
Social Work  
Sociology

**Jim White**

Architecture Studies  
Atmospheric Sciences  
Biochemistry  
Biology  
Chemical Physics  
Chemistry  
Environmental & Sustainability Studies  
Geography

Human Genetics  
Mathematics  
Medical Biology  
Medical Lab Science  
MIAGE – International Affairs & Global  
Enterprise  
MPA - Public Administration  
MPP - Public Policy  
Pharmacy  
Physics  
Political Science  
Statistics  
Urban Planning

**Sam Morrison**

Employer Outreach

**Mary Bennett**

Present Workshops  
Conduct practice interviews

**Leslie Bolton**

Manage Student Employment Office  
Organize/ manage Student Employment Fairs  
Maintain student jobs in *UCareerLink*  
Manage campus tables for recruiters

<b>Counselor-to-Student Registration Totals</b>				
	<b>FTE for Counselor Duties</b>	<b>Number of Student Accounts Created</b>	<b>Number of Active Student Accounts</b>	<b>Counselor-to-Student Ratio</b>
<b>2003</b>	12	---	3,200	1 to 267
<b>2005</b>	14	3,071	---	---
<b>2006</b>	12	---	7,090	1 to 591
<b>2009</b>	12.50	5,684	---	---
<b>2010</b>	11.50	5,850	10,603	1 to 922
<b>Aug 2011</b>	11	4,494	11,734	1 to 1,020

## **Campus and External Relations 2005-2010**

### **Student Affairs and University Committees:**

Advisor Education & Development Committee	Society for Automotive Engineering Advisor
Advisor Education & Development Sub-committee	Society for Human Resources Advisor
Alumni Association Events Committees, 5K, Founders Dinner, Young Alumni Association	Staff Advisory Council
Campus Advocacy Partnership	Student Affairs Diversity Committee
Commencement Volunteers	Study Abroad Scholarship Committee
Freshman Advising Committee, Co-Chair	Sustainability Committee
Health and Safety Committee	University Academic Advising Committee, Co-Chair
Legislative Committee, Chairman	University College Annual Conference Planning Committee
Masters of Accounting Advisory Board	University of Utah Benefits Advisory Committee
Parking Violations Committee, Chairman	Women's Resource Center Scholarship Committee
Partners in the Park Event Coordination	Women's Week Conference Planning
Professional Development Committee, Chairman	

### **Orientations:**

David Eccles School of Business Orientation	Parent Orientations
Engineering Orientation	Plaza Fest table
Freshman Overnight Orientations	Social and Behavioral Sciences Orientation
Humanities Orientation	Student orientation tables
International Student Orientation	Welcome Week table
Masters of Accounting Orientation	Workshop to train orientation leaders
New Student Orientations	

### **Class Presentations:**

A Successful Start at the U courses	Environmental Studies courses
Accounting courses	Exercise and Sports Science courses
Advising Basics courses	Finance courses
Anatomy and Toxicology courses	Geography courses
Anthropology courses	Health Promotion and Education courses
Architecture courses	Major Exploration courses
Atmospheric Science courses	Management courses
Bi-monthly Alumni Career Services Series	Marketing courses
BioEngineering Writing course	Masters of Public Administration courses
Business Writing course	Masters of Accounting courses
Chemical Engineering courses	Masters of Public Health courses
Chemistry courses	Mathematics courses
Communications–Negotiating& Interviewing course	MBA Ethics course
Computer Science Industry Forum	Mechanical Engineering courses
Education Cohort Seminar	Nursing courses
Education Leadership and Policy courses	Parks, Recreation and Tourism courses
Electrical/Computer Engineering course	Psychology as a Science and Profession courses
Electronic Engineering Seminar	Psychology course
	Strategies for College Success courses

Urban Planning courses

## **Student Group Presentations:**

AICHe Interviewing Skills	LDSSA Organization
American Marketing Association Student Group	Married student housing presentations
Athletic Department Life Skills course	Non-Traditional Students Group
Bennion Scholarship house presentation	Phi Beta Sigma
Beta Alpha Psi Practice Interview Day	Pre-Occupational Therapy Club
Beta Alpha Psi Student Group	Society of Women Engineers
Black Engineers Association	Sororities and Fraternities presentations
Business ASAP Program	TEK (Information Systems) Club
Business Opportunities Program	TEK Club practice interview day
Humanities Lunch & Learn	Top Jobs Finance Club
Humanities Peer Advisors	U SHRM Student Chapter
Kappa Omicron Nu, Family & Consumer Studies	Women's Resource Center
Honors class	

## **Current and Previous Professional Associations:**

**Alumni Career Services Professional** – Incoming President  
**American Association for Employment in Education (AAEE)** – Member  
**American Chemical Society (ACS)** – Conference Presenter  
**American Society Public Administrators (ASPA)** – Member  
**Arizona Career Development Association (ACDA)** – Member  
**Cooperative Education & Internship Association (CEIA)** – Conference Presenter  
**Envision Utah** – Utah Planning Roundtable – Participant  
**Mountain Pacific Association of Colleges and Employers (MPACE)** – President, Past-President, Regional Director, Conference Chair, Conference Planning, Conference Presenter  
**National Academic Advising Association (NACADA)** – Conference Presenter, Program Reviewer  
**National Association of Colleges and Employers (NACE)** – Principles for Professional Practice Committee  
**National Career Development Association (NCDA)** – Member  
**National Communications Association (NCA)** – Member  
**National Student Employment Association (NSEA)** -- Officer, Member  
**Society for Human Resource Management (SHRM)** – Member  
**Student Affairs Administrators in Higher Education (NASPA)** – Program Reviewer, Conference Presenter, New Professional/Graduate Student Institute Co-Chair  
**Utah Association for Career Educators (UACE)** – President, Treasurer, Conference Planning Committee, Presenter  
**Utah Association for Employment in Education (UAEE)** – Statewide Fair Coordinator, Secretary, Treasurer  
**Utah Technology Council (UTC)** – Member  
**Western Association of Student Employment Administrators (WASEA)** -- Member  
**Western Cooperative Education Association (WCEA)** – Member



## **Staff Professional Activities by Individual 2010-2011**

### ***Awards***

Julie Swaner  
Ph.D., Educational Leadership & Policy, 2011

### ***University Committees***

Nedra Hotchkins  
Student Affairs Diversity Committee

Stan Inman  
Institutional Policy Committee  
Red Roots Scholarship Committee Chair  
U Community Leader Committee  
Crimson Companies Committee  
Pac-12 Planning Group

Melissa Kraft  
Student Affairs Professional Development Committee  
Masters of Accounting Advisory Board

Kathy Leslie  
Student Affairs Professional Development Committee

Elizabeth Mimms  
Women's Resource Center Scholarship Committee  
University Academic Advising Fall 2010 Conference Planning Committee (UAAC)

Pat Reilly  
University Academic Advising Committee (UAAC)  
Student Affairs Assessment Committee

Dana Sowby  
University Benefits Advisory Committee, HR Department  
Opportunities Scholars, Board Member, Business School  
Returning to the "U", Board Member, University College  
Wellness Network Member, Wellness Connection, Counseling Center

Julie Swaner  
Women's Week  
Sustainability Committee

Jim White  
Student Affairs Diversity Committee

### **Professional Associations**

Mary Bennett  
Arizona Career Development Association (a state chapter of the National Career Development Association (NCDA.))

Leslie Bolton  
Member, Western Association Student Employment Administrators (WASEA)  
Member, National Student Employment Association (NSEA)

Nedra Hotchkins  
Member, National Student Affairs Administrators in Higher Education (NASPA)  
Treasurer, National Graduate Black Student Association (NGBSA)  
Member, Young Women's Council (YWCA)

Stan Inman  
President, Utah Association for Career Education (UACE)

Kathy Leslie  
Member, National Communication Association (NCA)  
Member, Student Affairs Administrators in Higher Education (NASPA)

Elizabeth Mimms  
Member, Student Affairs Administration in Higher Education (NASPA)

Sam Morrison  
Member, Society of Human Resource Management (SHRM)  
Member, Salt Lake SHRM

Caroline Peck  
Treasurer, Utah Association for Employment in Education (UAEE)  
Member, American Association for Employment in Education (AAEE)

Pat Reilly  
Member, Student Affairs Administration in Higher Education (NASPA)  
Member, National Career Development Association (NCDA)

Joseph Sindad  
Member, Student Affairs Administration in Higher Education (NASPA)

Dana Sowby  
Director, Student Programs (2010), Salt Lake SHRM  
At-large Board Member, (2011), Salt Lake SHRM  
Treasurer, Utah Association for Career Education (UACE)

Julie Swaner  
President Elect, Alumni Career Services Network, ACSN (2011-2012)  
Member, National Association for Colleges and Employers (NACE)  
Member, Society of Human Resource Management (SHRM)

Jim White  
Member, Utah Association Colleges & Employers (UACE)  
Member, Cooperative Education and Internship Association (CEIA)

### **Presentations**

Kathy Leslie, 2011 Western States Communication Association (WSCA) conference, Monterrey, California, "Bridging Tensions in Student Past and Action."  
Julie Swaner, and Mitchell, Jessica  
Western Governors University (WGU) webinar, "Networking for Introverts."

### **Publications**

Julie Swaner, "Career Corner" *U News & Views*, monthly column, online  
<http://ww.alumni.utah.edu/career/news.html>

## **Counselor departmental duties include (but not limited to):**

### ***Basic Student Assignments***

- Student counseling load by major, from 600-1,800 students per counselor
- Face-to-face appointments, email and phone interactions
- Supervise internship experiences with approval, assignments, site visit, and counseling
- Gathering and compiling statistical data on personal student population
- Liaison to Academic Advisors and targeted colleges/majors
- Presentations at the request of faculty, such as Education Cohorts, College of Health, School of Business, Math Department, College of Engineering
- Workshops for student groups including Beta Alpha Psi, Finance Club, Society for Women Engineers

### ***Shared Internal Responsibilities***

- Office committee participation for departmental advancement and innovation
- Walk-in assignments (4.5 hrs weekly)
- Foundation and specialty job search workshops
- Faculty and presenters in Career Development courses
- One-on-one student practice interviews
- Facilitating Internship Group Sessions for Career Services Internship Program
- Liaisons to colleges and student affairs departments

### ***Shared Campus Contribution***

- Contribution to wide variety of University committees and programming including Employee Appreciation Day, Partners in the Park, Leadershape for Orientation Office, Commencement activities, Disability Services Scholarship Committee, Returning to the "U", Wellness Network
- Student Initiative calling assignments
- Campus tabling events such as Welcome Week, Plaza Fest, Major Day, Study Abroad Fair, Wellness Fair, University Student Apartments Block Party, Freshmen Summer Orientations
- Campus group presentations such Non-Traditional Student Conference, Greek Summit, LDSSA annual conference, Golden Key Induction Ceremony, Phi Beta Lambda, Residence Halls, Connecting "U" Days, Parent Orientations, training Orientation Leaders, ASUU Student Career Ambassadors, Opportunity Scholars

### ***Employer/External Designations***

- Career fairs and employer information events support
- Early/Late hosting of employers
- Recruiting schedule responsibilities of verifying accuracy and completeness of material, marketing to students, and facilitating targeted company schedules for best possible outcomes
- Partner Employer/Crimson Companies liaison assignments
- Employer outreach development calls and visits – in part, Governors Office of Economic Development, Utah Technology Council
- Professional association leadership and committee assignments for meetings and conferences – UACE, MPACE, NACE, SHRM

## University Campus Liaison Assignments for 2011-2012

Cheston Newhall (MUSE)	Fraternities/Sororities, ASUU Student Ambassador Program (campus)
Caroline Peck	Registrar, Childcare Services, Student Recruitment/High School Services
Dana Sowby	Student Health (SHAC), Athletics, Orientation/Leadership, ASUU
Diane Ward	U Marketing & Communications, Printing Services, Chronicle, AOCE
Pat Reilly	University Academic Advising Committee (UAAC), University College, Honors
Jim White	Graduate School, Media Solutions, Campus Recreation, Campus Security/Safety,
Joseph Sindad	Housing and Residential Education, Media Solutions, Network Support
Julie Swaner	Alumni Association
Kate Whetman	Counseling Center, ADEC, Learning Enhancement
Melissa Kraft	Guest House, Conference Services,
Leslie Bolton	Financial Aid, Human Resources
Elizabeth Mimms	Admissions, LGBT Resource Center, Women's Resource Center, Non- Traditional Student Association
Patti Henriksen	Union/Chartwells, International Center - CPT
Stan Inman	AVP, Bookstore, Commuter Services, Disability Student Services
Kathy Leslie	International Center, Golden Key, Study Abroad, Marriott Library
Nedra Hotchkins	SA Diversity Committee, CESA, EOP

## Support Staff Assignments for 2011-2012

Carol Yocom	Administrative Assistant	Support the Director, manage financial accounts, personnel forms and records, order supplies and printing, occasional front desk duties
Kathleen Jarman	Recruiting Coordinator	Organize and support all aspects of annual recruiting, schedule workshops and presentations, maintain the recruiting calendar
Patti Henriksen	Executive Secretary	Interact with international students to set up, maintain records for OPT and CPT, maintain Career Library inventory, organize catering and other Career Fair events, occasional front desk duties
Sara Jarman	Office Assistant	Manage CSO database, interact with Media Solutions to maintain website, manage Career Fair registrations, creates promotional material, support counselors
Mason Bolton, Yan Chen, Hannah Christensen, Valery Pozo	Temporary clerks	Cover reception desk, maintain bulletin boards, enter jobs into <i>UCareerLink</i> database
Cheston Newhall	MUSE Student Ambassador	Represent Career Services at student events



## Appendix E: Experiential Education/Internships

### CSIP Classes from 7/6/2010 - 11/29/2011

CSIP -- Caroline	Tue 7/6/2010 5:00 PM	CSIP -- Pat	Tue 3/15/2011 2:00 PM
CSIP -- Kate	Thu 7/8/2010 12:00 PM	CSIP -- Melissa	Thu 3/17/2011 3:30 PM
CSIP -- Caroline	Wed 7/21/2010 7:30 AM	CSIP -- Pat	Tue 3/29/2011 3:30 PM
CSIP -- Liz	Tue 7/27/2010 9:30 AM	CSIP -- Liz	Thu 3/31/2011 12:00 PM
CSIP -- Dana	Thu 7/29/2010 4:00 PM	CSIP -- Liz	Wed 4/6/2011 9:00 AM
CSIP -- Patrick	Thu 9/2/2010 11:00 AM	CSIP -- Caroline	Thu 4/7/2011 7:30 AM
CSIP -- Kate	Thu 9/16/2010 4:00 PM	CSIP -- Kate	Fri 4/8/2011 11:00 AM
CSIP -- Caroline	Wed 9/22/2010 5:00 PM	CSIP -- Dana	Tue 4/12/2011 11:00 AM
CSIP -- Jim	Wed 10/20/2010 12:30 PM	CSIP -- Dana	Thu 4/21/2011 12:00 PM
CSIP -- Kate	Thu 10/21/2010 4:00 PM	CSIP -- Kate	Mon 6/6/2011 10:30 AM
CSIP -- Melissa	Mon 10/25/2010 5:00 PM	CSIP -- Dana	Fri 6/17/2011 11:30 AM
CSIP -- Liz	Wed 11/3/2010 1:30 PM	CSIP -- Jim	Wed 6/22/2011 12:30 PM
CSIP -- Kate	Thu 11/11/2010 12:00 PM	CSIP -- Kate	Tue 6/28/2011 10:30 AM
CSIP -- Dana	Tue 11/16/2010 12:30 PM	CSIP -- Joe	Thu 6/30/2011 12:30 PM
CSIP -- Caroline	Fri 11/19/2010 7:30 AM	CSIP -- Pat	Thu 7/7/2011 3:30 PM
CSIP -- Kate	Tue 11/30/2010 12:00 PM	CSIP -- Caroline	Thu 7/14/2011 7:30 AM
CSIP -- Liz	Thu 12/2/2010 3:00 PM	CSIP -- Valery	Mon 7/18/2011 12:30 PM
CSIP -- Liz	Wed 12/8/2010 4:00 PM	CSIP -- Kathy	Tue 7/26/2011 3:30 PM
CSIP -- Kate	Fri 1/21/2011 11:00 AM	CSIP -- Kate	Mon 9/19/2011 2:30 PM
CSIP -- Jim	Thu 1/27/2011 2:00 PM	CSIP -- Liz	Mon 9/26/2011 2:00 PM
CSIP -- Liz	Mon 1/31/2011 3:00 PM	CSIP -- Kathy	Wed 9/28/2011 10:30 AM
CSIP -- Jim	Wed 2/2/2011 12:55 PM	CSIP -- Caroline	Fri 10/21/2011 7:30 AM
CSIP -- Pat	Mon 2/14/2011 4:10 PM	CSIP --Pat	Mon 10/24/2011 7:30 AM
CSIP -- Dana	Tue 2/15/2011 4:30 PM	CSIP -- Jim	Wed 10/26/2011 11:30 AM
CSIP -- Liz	Wed 2/16/2011 10:00 AM	CSIP -- Kate	Thu 10/27/2011 1:30 PM
CSIP -- Kate	Thu 2/18/2011 3:45 PM	CSIP --Joe	Mon 10/31/2011 9:30 AM
CSIP -- Caroline	Fri 2/18/2011 7:30 AM	CSIP -- Liz	Tue 11/8/2011 9:00 AM
CSIP -- Melissa	Tue 2/22/2011 5:00 PM	CSIP -- Melissa	Wed 11/9/2011 4:00 PM
CSIP -- Pat	Wed 2/23/2011 11:30 AM	CSIP -- Kate	Tue 11/15/2011 9:30 AM
CSIP -- Jim	Thu 2/24/2011 2:00 PM	CSIP -- Caroline	Wed 11/16/2011 7:30 AM
CSIP -- Liz	Fri 2/25/2011 1:30 PM	CSIP -- Pat	Thu 11/17/2011 3:30 PM
CSIP -- Jim	Wed 3/9/2011 12:30 PM	CSIP -- Kathy	Mon 11/21/2011 2:30 PM
CSIP -- Caroline	Fri 3/11/2011 7:30 AM	CSIP -- Joe	Wed 11/23/2011 1:00 PM
CSIP -- Kate	Mon 3/14/2011 9:30 AM	CSIP -- Dana	Tue 11/29/2011 4:00 PM

### Comparison of Internship fund distributions against the 1998-1999 base year

Depts	98-99 Distribution		98-99 Credits (# Students)	Possible if 100% of SCH reached		02-03 Credits (#Students)	% of 98-99	02-03 Distribution
Communications	14,455.00		285 (115)	\$11,564.00		510 (206)	179%	\$11,564.00
Health Pro/Edu	9,134.00		222 (45)	\$7,307.00		258 (52)	116%	\$7,307.00
Hinckley Institute	45,515.00		562 (152)	\$36,412.00		1,252 (339)	223%	\$36,412.00
Psychology	11,523.00		342 (109)	\$9,218.00		208 (67)	61%	\$5,623.00
Ed Psychology	23,337.00		1,372 (315)	\$18,670.00		1,473 (289)	105%	\$19,604.00
Depts	03-04 Credits	# Students	03-04 % of 98-99	03-04 Distribution	#Credits	# Students	% of 98-99	04-05 Distribution
Communications	472	186	166%	\$11,564.00	466	191	164%	\$11,564.00
Health Pro/Edu	196	48	65%	\$4,750.00	328	84	127%	\$7,307.00
Hinckley Institute	1034	166	267%	\$36,412.00	1,113	177	198%	\$36,412.00
Psychology	104	104	30%	\$2,765.00	75	37	22%	\$2,028.00
Ed Psychology	1,046	223	75%	14,003.00 (17,000.00)	860	176	63%	11,575.00 (17,000.00)
Totals	2,852	727			2,842	665		
Depts	05-06 Credits	# Students	05-06 % of 98-99	05-06 Distribution	06-07 Credits	# Students	% of 98-99	06-07 Distribution
Communications	496	182	174%	\$11,564.00	468	188	156%	\$11,564.00
Health Pro/Edu	256	66	115%	\$7,307.00	248	71	112%	\$7,307.00
Hinckley Institute	1,119	177	199%	\$36,412.00	1,071	164	191%	\$36,412.00

Psychology	79	42	23%	\$2,650.00	100	44	29%	\$2,673.00
Ed Psychology	1,061	216	77%	14,376.00 (17,000.00)	1,054	225	77%	14,376.00 (17,000.00)
Totals	3,011	683			2,941	692		
Depts	07-08 Credits	# Students	07-08 % of 98-99	07-08 Distribution	08-09 #Credits	# Students	% of 98-99	08-09 Distribution
Communications	453	167	159%	\$11,564.00	380	148	133%	\$11,564.00
Health Pro/Edu	259	66	115%	\$7,307.00	222	65	100%	\$7,307.00
Hinckley Institute	1,401	218	249%	\$36,412.00	1,620	283	288%	\$36,412.00
Psychology	79	41	23%	\$2,120.00	64	36	19%	\$1,752.00
Ed Psychology	no numbers	no numbers		14,000.00	no numbers	no numbers		14,000.00
Totals	2,192	492			2,286	532		
Depts	09-10 Credits	#Students	09-10 % of 98-99	09-10 Distribution	10-11 #Credits	10-11 #Students	% of 98-99	10-11 Distribution
Communications	398	159	140%	\$11,564.00	507	209	178%	\$11,564.00
Health Pro/Edu	162	48	73%	\$5,335.00	177	48	80%	\$5,846.00
Hinckley Institute	1,390	264	247%	\$36,412.00	1,625	320	289%	\$36,412.00
Psychology	135	64	40%	\$3,688.00	127	65	37%	\$3,411.00
Ed Psychology	526	146	26.62 per hour	14,000.00	389	99	28%	\$14,000.00
Classes	36	36	26.62 per hour	959.00				
Totals	2,647	717			2,825	741		



## Appendix F: Classes and Workshops

### Career Services Workshops

#### Yearly Totals 2010-11

Scheduled	Held	Date	Title	Attend- ing	Counselor
1	1	9/2	Accounting - Interviewing	14	Melissa Kraft
2	1	9/3	Interviewing Successfully	4	Mary Bennett
3	1	9/7	Resume for Business Professionals	1	Dana Sowby
4	1	9/8	Grad School? Start Preparing Now!	1	Patrick McShane
5	1	9/10	Successful Career Planning	4	Mary Bennett
6	1	9/14	Accounting - Interviewing	9	Melissa Kraft
7	1	9/15	The Art of Networking	5	Dana Sowby
8	1	9/22	Grad School? Start Preparing Now!	19	Jim White
9	1	9/22	Making Your Study Abroad Work for You	13	Patrick McShane
10	1	9/22	Write a Winning Resume	12	Dana Sowby
11	1	9/27	Dress to Impress: Advice for Both Men and Women	14	Melissa Ceballos
12	1	9/27	How to Land a Government Job	14	Jim White
13	1	9/27	Resumes & Cover Letters: An Engineering Hiring Manager's Perspective	27	Diane Ward
14	1	9/28	Employer Secrets: How to Land the Interview	79	Employer Panel
15	1	9/28	How to Succeed at the Career Fair	17	Liz Mimms
16	1	9/28	Resumes for the Career Fair (Business, Humanities and Social Science)	7	Melissa Kraft
17	1	9/29	Marketing Yourself - the Art of Self-Promotion	25	Jessica Whittaker
18	1	9/30	It's More the Just Submitting an Online Application	13	David Kooyman
19	1	9/30	Resumes for Engineering Professionals	17	Diane Ward
20	1	10/1	How to Succeed at the Career Fair	18	Mary Bennett
21	1	10/4	How to Succeed at the Career Fair	13	Mary Bennett
22	1	10/21	Interviewing Successfully	5	Mary Bennett
23	1	10/21	Write a Winning Resume	5	Patrick McShane
24	1	10/26	The Art of Networking	1	Melissa Kraft
25	1	10/27	How to Land a Social Services job	9	Caroline Peck
26	1	10/28	Interviewing Successfully	4	Mary

					Bennett
27	1	10/29	Resumes and Cover Letters	8	Mary Bennett
28	1	11/3	How to Land a Job at the U of U	4	Caroline Peck
29	1	11/4	Write a Winning Resume	10	Dana Sowby
30	1	11/5	Successful Career Planning	4	Mary Bennett
31	1	11/10	How to Land a Government Job	12	Jim White
32	1	11/15	Interviewing Successfully	6	Liz Mimms
33	1	11/17	International Internship Day	130	Dana Sowby
34	1	12/1	Networking Successfully	3	Dana Sowby
35		1/18	Orientation to Career Services	0	Kate Whetman
36		1/19	Orientation to Career Services	0	Joe Sindad
37	1	1/19	Write a Compelling Resume	1	Diane Ward
					Caroline Peck
38		1/20	Increase Your Interviewing Impact	0	Peck
39	1	1/20	The Art of Networking	3	Dana Sowby
40		1/21	Your GPS for Career Planning	0	Stan Inman
41		1/24	Your GPS for Career Planning	0	Pat Reilly
42	1	1/24	The Career Fair - Prepare to Succeed	1	Valery Pozo
43		1/24	Write a Compelling Resume	0	Joe Sindad
					Kate Whetman
44	1	1/25	The Career Fair - Prepare to Succeed	1	Whetman
45		1/25	Write a Compelling Resume	0	Melissa Kraft
					Caroline Peck
46		1/26	Orientation to Career Services	0	Peck
47		1/26	Your GPS for Career Planning	0	Jim White
48		1/26	The Career Fair - Prepare to Succeed	0	Dana Sowby
49		1/27	The Career Fair - Prepare to Succeed	0	Melissa Kraft
50	1	1/27	Write a Compelling Resume	1	Dana Sowby
51	1	1/28	Increase Your Interviewing Impact	4	Liz Mimms
52	1	1/28	The Career Fair - Prepare to Succeed	4	Pat Reilly
53	1	1/31	Increase Your Interviewing Impact	4	Liz Mimms
54		1/31	Orientation to Career Services	0	Melissa Kraft
55		1/31	Your GPS for Career Planning	0	Jim White
56	1	1/31	How to Evaluate a Salary Offer	8	John Brinkerhoff
57	1	1/31	Green Jobs for All Majors	5	Office of Sustainability
58	1	2/1	Orientation to Career Services	2	Valery Pozo
59		2/1	Your GPS for Career Planning	0	Valery Pozo
60	1	2/1	Making the Most of Your Student Job	2	Stan Inman

61	1	2/2	Internships: The Pipeline to Career Employment	37	Engineering Employers Panel
62	1	2/2	Management Trainee: First Step to CEO	5	Panel of Recent Graduates
63	1	2/3	Student Leaders Who Used the Career Fair to Get Jobs	7	Chase Jardine Morgan Sorenson
64	1	2/4	Write a Compelling Resume	7	Caroline Peck
65	1	2/7	Orientation to Career Services	2	Pat Reilly
66	1	2/7	Write a Compelling Resume	4	Joe Sindad
67		2/9	Orientation to Career Services	0	Stan Inman
68		2/9	Your GPS for Career Planning	0	Pat Reilly
69	1	2/9	Brand "U" in the Digital Age	20	Joe Sindad
70		2/11	Orientation to Career Services	0	Stan Inman
71	1	2/14	Increase Your Interviewing Impact	3	Kate Whetman
72		2/14	Orientation to Career Services	0	Melissa Kraft
73	1	2/15	Write a Compelling Resume	1	Kate Whetman
74		2/16	Increase Your Interviewing Impact	0	Liz Mimms
75	1	2/17	Your GPS for Career Planning	3	Dana Sowby
76	1	2/22	Orientation to Career Services	1	Caroline Peck
77		2/22	Making the Most of Your Student Job	0	Stan Inman
78	1	2/23	Increase Your Interviewing Impact	5	Liz Mimms
79	1	2/23	Write a Compelling Resume	2	Diane Ward
80		2/24	Increase Your Interviewing Impact	0	Melissa Kraft
81		2/25	Your GPS for Career Planning	0	Dana Sowby
82		2/28	Your GPS for Career Planning	0	Stan Inman
83	1	2/28	MIAGE Student Presentation	7	Jim White
84		3/2	Orientation to Career Services	0	Caroline Peck
85	1	3/2	Your GPS for Career Planning	2	Jim White
86		3/3	Write a Compelling Resume	0	Diane Ward
87		3/4	Increase Your Interviewing Impact	0	Kate Whetman
88		3/7	Increase Your Interviewing Impact	0	Liz Mimms
89		3/7	Orientation to Career Services	0	Pat Reilly
90		3/8	Increase Your Interviewing Impact	0	Dana Sowby
91		3/9	Your GPS for Career Planning	0	Joe Sindad
92		3/10	Orientation to Career Services	0	Melissa Kraft
93	1	3/10	Getting Into Grad School	7	Jim White
94	1	3/11	Write a Compelling Resume	3	Dana Sowby
95		3/14	Increase Your Interviewing Impact	0	Stan Inman
96		3/14	Your GPS for Career Planning	0	Valery Pozo

97	1	3/14	Brand "U" in the Digital Age	35	Joe Sindad
98		3/15	Increase Your Interviewing Impact	0	Caroline Peck
99		3/16	Increase Your Interviewing Impact	0	Joe Sindad
100	1	3/16	Write a Compelling Resume	2	Caroline Peck
101		3/16	Your GPS for Career Planning	0	Stan Inman
102		3/18	Orientation to Career Services	0	Kate Whetman
103	1	3/23	What Color is Your Parachute	0	Dana Sowby
104		3/28	Orientation to Career Services	0	Dana Sowby
105	1	3/28	Write a Compelling Resume	2	Valery Pozo
106		3/29	Write a Compelling Resume	0	Melissa Kraft
107		3/30	Increase Your Interviewing Impact	0	Liz Mimms
108	1	3/30	Your GPS for Career Planning	2	Pat Reilly
109	1	3/30	Build a Mentoring Network to FAST FORWARD Your Career	1	Dana Sowby
110		4/4	Increase Your Interviewing Impact	0	Liz Mimms
111	1	4/5	Brand "U" in the Digital Age	30	Joe Sindad
112	1	4/6	Graduate to LinkedIn, Jumpstart Your Career!	0	Dana Sowby
113		4/7	Increase Your Interviewing Impact	0	Kate Whetman
114		4/8	Your GPS for Career Planning	0	Joe Sindad
115		4/11	Your GPS for Career Planning	0	Pat Reilly
116		4/12	Increase Your Interviewing Impact	0	Stan Inman
117	1	4/12	The Art of Networking	5	Dana Sowby
118		4/13	Increase Your Interviewing Impact	0	Liz Mimms
119		4/13	Orientation to Career Services	0	Stan Inman
120	1	4/13	Know Behavior Styles to ACE Your Interview	0	Dana Sowby
121		4/14	Write a Compelling Resume	0	Kate Whetman
122		4/18	Increase Your Interviewing Impact	0	Melissa Kraft
123		4/18	Write a Compelling Resume	0	Valery Pozo
124	1	4/20	Twitter Your Way to a GREAT Job!	?	Dana Sowby
125	1	4/21	Orientation to Career Services	1	Caroline Peck
126	1	4/25	Write a Compelling Resume	4	Caroline Peck
127		4/26	Increase Your Interviewing Impact	0	Dana Sowby
128	1	4/26	Summer Strategies to Prepare for the Fall Accounting Recruiting Season	10	Melissa Kraft
129	1	4/27	If You Are NOT Listening, You Won't Get the Job!	?	Dana Sowby
130	1	5/4	Guerilla Job Hunting	15	Stan Inman
131	0	5/4	Networking for People Who Hate Networking	0	
132	0	5/11	Work Strong! Your Personal Career Fitness System	0	

133	1	5/12	Accounting - Summer Strategies	10	Melissa Kraft
134	0	5/18	Knock 'em Dead Secrets and Strategies	0	
135	1	5/19	Increase Your Interviewing Impact	3	Mary Bennett
136	1	5/25	Increase Your Interviewing Impact	10	Kathy Leslie
137	1	5/25	Write a Compelling Resume	16	Mary Bennett
138	1	5/26	Your Job Search Journey	7	Mary Bennett
139	1	5/26	The Art of Networking	3	Dana Sowby
140	1	6/2	Increase Your Interviewing Impact	6	Mary Bennett
141	1	6/2	The Art of Networking	4	Dana Sowby
142	1	6/3	Write a Compelling Resume	3	Mary Bennett
143	1	6/3	Your Job Search Journey	5	Kathy Leslie
144	1	6/9	Your GPS for Career Planning	1	Mary Bennett
145	1	6/28	Increase Your Interviewing Impact	12	Mary Bennett
146	1	6/29	Write a Compelling Resume	12	Mary Bennett
147	1	6/29	Your Job Search Journey	6	Kathy Leslie
148	1	7/14	Increase Your Interviewing Impact	3	Mary Bennett
149	1	8/2	Write a Compelling Resume	13	Mary Bennett
150	1	8/3	Increase Your Interviewing Impact	7	Mary Bennett
151	1	8/8	Accounting Recruiting - Write a Compelling Resume	5	Melissa Kraft
152	1	8/8	Accounting Recruiting - Write a Compelling Resume	5	Melissa Kraft
153	1	8/11	Accounting Recruiting - Networking	8	Melissa Kraft
154	1	8/11	Accounting Recruiting - Networking	3	Melissa Kraft
155	1	8/12	Write a Compelling Resume	3	Mary Bennett
156	1	8/13	Accounting Recruiting - Everything You Need to Know	3	Melissa Kraft
157	1	8/15	Accounting Recruiting - Everything You Need to Know	7	Melissa Kraft
158	1	8/15	Accounting Recruiting - Everything You Need to Know	7	Melissa Kraft
159	1	8/22	Accounting Recruiting - Everything You Need to Know	13	Melissa Kraft
160	1	8/22	Accounting Recruiting - Everything You Need to Know	11	Melissa Kraft

161	1	8/26	Your GPS for Career Planning	?	Mary Bennett
<b>Totals</b>	<b>161</b>	<b>107</b>		<b>972</b>	

**Appendix G: Program Collaboration Funding Proposal**

# **The Humanities at Work: Internship Scholarships for First Generation Humanities Undergraduate Students**

## ***Project/Program Start Date***

March 1, 2010

## ***Project/Program End Date***

April 1, 2011

## ***Proposal Detail:***

Which Best Describes the primary focus of the project/program?

EDUCATION--CAMPUS GRANTS-Diversity

## ***Please provide an overview of the project/program.***

Include how the project/program is unique or new.

At the University of Utah, the College of Humanities serves over 2,500 undergraduate student majors in Asian Studies, Communication, English, History, International Studies, Languages and Literature, Latin American Studies, Linguistics, Middle East Studies, and Philosophy. Major courses of study in the humanities encourage and challenge students to think more creatively, comparatively, and systematically than they have before.

In the twenty-first century, college advisors and employers agree that the knowledge and skills developed through an education in the humanities are critical to our world and that a degree in the humanities is the cornerstone for our students' future success. However, without explicit and intentional conversation with humanities students about how to prepare for their career after their bachelor's degree, students often feel overwhelmed, lost and directionless. One of the most effective pathways to addressing this disconnect between a student's undergraduate major and career outcome is through an internship. The internship gives students the opportunity to apply theoretical knowledge beyond the classroom. In addition, employers view internships as critical in their hiring criteria.

For students who are the first in their family to attend college, a college education is seen as the gateway into professional life and graduate experience. However, many of these first generation undergraduates are supporting a family in addition to funding their education by piecing together part-time work and student loans. Due to these financial stresses many of these students are not able to participate in internships, particularly short-term, unpaid internships. It is important to note that for humanities majors -- unlike their peers majoring in engineering or business -- many of the most coveted internships are both short-term (lasting one semester) and unpaid. As a result, first generation students are at a disadvantage when competing with their more affluent peers for top career positions and the desired outcome of their undergraduate education is thus deferred.

In order to promote greater participation by first generation humanities undergraduates in internships, Career Services, along with the College of Humanities, the Women's Resource Center and the Center for Ethnic Student Affairs would like to provide scholarships for unpaid internships for first generation humanities students. It is important to note that many of the unpaid internships are with social service, humanitarian, education and arts organizations. Thus, through the work these students engage in as interns countless lives will be touched. These scholarships will be for \$500 per student internship.

Note to reviewer: Please note that the organization annual budget funds the entire Career Services office which serves all students in all majors at the University of Utah



(undergraduate and graduate) as well as alumni. This reflects funding for 25 staff members and various programs. However, the program proposed here receives no additional funding from the operating budget of Career Services and is targeted specifically to first generation humanities undergraduates.

Jessica Mitchell  
Career Counselor



## **Appendix H: Alumni Career Services**

### **University of Utah Alumni Career Services Annual Report -- 2011**

During this past year, the University of Utah Alumni Association and Career Services consulted about the future of Alumni Career Services. Our previous program was fee-based, and we voiced our concerns about fees charged during a poor economy, with many people out of work. We saw increased price sensitivity from our alumni. As our mission and goal is to grow lifetime relationships between our alumni and the University of Utah, we opted for a solution to offer a basic package of career-related services for free as a membership benefit for a six-month period. By adding greater value to membership, we hoped to connect to increasing numbers of our alumni family.

- In June 2010, we revamped our program to offer the following:
- First-year graduates are given one free year to meet with a counselor for their major, attend workshops and have access to our job database.
- Alumni in their second and third years after graduation are given a discounted membership rate of \$20.
- After that, membership is \$40 per year.
- We also offer our services to non-U of U graduates for a \$40 fee, plus the \$40 membership charge.
- The number of annual new Alumni Career Services memberships is about 400 per year.

Our six-month program includes the following:

- Free access to two half-day workshops
- Free access to *UCareerLink* (a job database) that includes other tools and proprietary software
- One personalized session with an Alumni Career Services counselor, either by phone or in person
- Subscription to the job e-newsletter
- Access to Job Club, a support group for job seekers
- Monthly job-related webinars

### **Our Workshops**

We offer a variety of workshops for our alumni. Here is a sampling of them:

- A Brand Called You
- The Art of the Interview
- How to Get Ahead, Save Your Ass and Land a Job In Any Economy
- High Impact Job Search — Advanced Approach
- Troubleshooting: Why You May Not Be Landing a Job
- Career Mapping — Know Thyself
- Nuts and Bolts of Your Job Search
- Your Career Game — Utilizing Game Theory to Enhance Your Professional Goals

### **Job Club**

Job Club is a weekly support group that meets on Fridays from 2 to 4 p.m. in Room 380 of the Student Services Building. This past year, we held approximately 48 sessions with an average of 25 individuals.

- Total annual participants numbered more than 1,200.

### ***U-News & Views Newsletter* — “Career Corner” Column**

Each month, Julie Swaner, Director of Alumni Career Programs, writes a job-related article for *U-News & Views*, the online newsletter of the University of Utah Alumni Association. These articles are available at: [www.alumni.utah.edu/career/news.htm](http://www.alumni.utah.edu/career/news.htm).

### **Professional Résumé Writing**

Our program also offers à la carte, fee-based résumé writing. We have received many inquiries soliciting help on this process and offer it as revenue-generating service. During this past year, our director crafted approximately 30 résumés, for a price range of \$99 to \$250 per résumé.

## August 2011 Stats for Alumni Career Services

Victor Chan	\$20
Brian Nelson	\$20
Blake Drury	\$20
Candice Case	\$20
Thomas Fox	\$20
Nathan Burk	\$20
Chad Larsen	\$20
Greg Slater	\$20
Aime Salazar	\$40
Brian Grzybowski	\$40
Jason Dautel	\$40
Sonja Dinsdale	\$40
Francisco Quezada	\$40
Heather Thuet	\$40
Jane Stecklein	\$40
Douglas Winkler	\$40
Tim Donnelly	current member
Jon Bernal	current member
Jill Merritt	\$170 Became lifetime member first payment
Matt Frieda	\$40 plus \$40
Alex Ellwood	\$40 plus \$40
Jeff Williams	\$40 plus \$40
Jackie Filippeli	\$40 plus \$40
Lynn Cunliffe	\$40 plus \$40
Lucy Hansen	\$60 U of U employee
Bugra Oktay	\$60 U of U employee

### *A la carte*

Judy Ballantyne	\$25 workshop
Karen Sylvester	\$25 workshop
Alex Ellwood	\$30 for MBTI
Jessica Burnham	\$99 resume rewrite
Jan Folsom	\$225 resume rewrite

**Total Income** **\$1474**

### *Landings:*

Chan Braithwaite	Procurement specialist Rio Tinto
Ada Almanza	Health and Wellness Coach at Aetna
Kierash Dierakati	Enterprise
Karolina Abuzyarova	Utah State Courts as Courts Visitor Volunteer Program Coordinator
Timber Miller	Receptionist and Jones Waldo
Carolyn Candilora	Covenants Review Committee Manager at Daybreak for CCMC
Sierra Holz	Dept. of Natural Resources Conservation in Bozeman, MT.



## **Appendix I: Campus Recruiting**

### **Top 10 Employers, 2010 - 2011 (Job Postings)**

University of Utah	586
Utah Transit Authority	148
KSL TV and Radio	64
Intermountain Healthcare	55
Xactware	49
Henry Schein	47
Neways Inc.	42
ABC 4 / KUCW / The Hive TV	40
RBS Securities	38
Zions Bank	36

### **Top 10 Employers, 2010 - 2011 (Placements)**

University of Utah	166
Granite School District	49
Goldman, Sachs & Co	35
Intermountain Health Care	34
Verizon Wireless	33
L-3 Communications	28
Canyons School District	25
Jordan School District	25
Salt Lake City School District	25
PwC	21





## Appendix J: Assessment

### Assessment Surveys conducted through Student Voice

<b>Name of Survey Respondents</b>	<b>Status</b>	<b>Mode</b>	<b>Begin-End Dates</b>	
Student Career Guide Survey 2011	Active	web	CS 8/1/11 - 12/31/11	1
Student Career Guide Survey 2011 Drawing	Active	web	CS 8/1/11 - 12/31/11	1
Graduating Senior Survey Drawing	Completed	web	CS 4/28/11 - 5/31/11	1,818
Graduating Senior Survey	Completed	web	CS 4/20/11 - 5/31/11	2,029
Career Fair 10-5-10 Demographics	Completed	web	CS 3/10/11 - 3/31/11	655
Business & Humanities Career Fair	Completed	web	CS 10/7/10 - 11/15/10	98
Career Fairs Drawing Combined Fall 2010	Completed	web	CS 10/7/10 - 11/15/10	203
Tech Career Fair 2010	Completed	web	CS 10/6/10 - 11/15/10	149
Ed Psych 3960 SP10 Course Eval (Hum 81)	Completed	web	CS 8/30/10 - 9/4/10	16
Ed Psych 3960 SP10 Course Eval (SBS - 82)	Completed	web	CS 8/30/10 - 9/3/10	9
Ed Psych 3960 SP10 Post	Completed	web	CS 7/7/10 - 7/12/10	26
Ed Psych 3960 SP10 Pre	Completed	web	CS 7/7/10 - 7/12/10	31
Ed Psych 3960 FA09 Course Eval	Completed	web	CS 5/5/10 - 9/15/10	29
Ed Psych 3960 FA09 Post	Completed	web	CS 5/5/10 - 5/28/10	23
Ed Psych 3960 FA09 Pre	Completed	web	CS 5/5/10 - 5/28/10	25
Consortium 2010: Career & Professional Aspirations Student Survey	Completed	web	NASPA 3/29/10 - 4/25/10	454
Graduation Survey 2010	Completed	PDA	CS 3/26/10 - 8/31/10	443
Ed Psych 3960 Course Eval	Completed	web	CS 5/20/09 - 5/31/09	17
Ed Psych 3960 SP09 Pre	Completed	web	CS 5/18/2009 - 5/22/09	18
Business & Hum Career Fair FA08	Completed	web	CS 10/23/08 - 11/10/08	67
Business & Hum Career Fair FA08 Drawing	Completed	web	CS 10/21/08 - 11/10/08	64
Tech Career Fair FA08	Completed	web	CS 10/8/08 - 11/10/08	63
Tech Career Fair FA08 Drawing	Completed	web	CS 10/8/08 - 11/10/08	5
CS Staff Retreat 2008	Completed	web	CS 7/25/08 - 8/4/08	17
Career Fair Survey 2008	Completed	web	CS 2/27/08 - 4/30/08	141
Career Fair 2008 Drawing	Completed	web	CS 2/27/08 - 4/30/08	119
Career Fair Survey 2006	Completed	webPDA	CS 10/17/06 - 1/11/07	99
Internship/Cooperative Ed Survey	Completed	webPDA	CS 11/8/05 - 2/6/2006	383

## **Student Focus Group Questions—July 19, 2011**

### ***What campus resources have you used to help guide your decision-making around careers?***

Career Services (CS), Beta Alpha Psi, professors, just starting, professors, other students, world indicators, trendy fields (blogs, news, social networks), taking different courses to see what would be interesting after college, academic advisors give options and open doors. I struggled with having one counselor for careers and one for advising. I wished they worked hand in hand more.

### ***Please share what you know about the services offered through our office.***

Resume building, helps structure internships (steps to get there); mock interviews, workshops at fraternity (Dress for Success, professional etiquette), getting counselors go to student groups, job announcements (career & student jobs) – talk to counselor, registered thru UCL, no collaboration between departments – e-mails from academic advisors and career service folks – info should be shared; UCareerLink (UCL) is not intuitive, too cumbersome (unanimous agreement); HR website helpful but need more collaboration with us; give up UCL and let someone else manage postings?

### ***If you met with a career counselor for help in exploring career options, what were you expecting from the interaction? (Did they know what questions to ask; did they expect us to provide all the answers?)***

Explore help with resume and search out options for jobs/internships; registering for and using UCL & help with job search; exposure to learning standardized recruiting process (accounting); guidance, next steps, insights.

### ***What, if any, resources have you utilized within Career Services to help you assess and relate your interests, skills, goals and experience to the world of work?***

More of a counselor role (we're not here to provide help assessing skills, interests, etc. – that's what advisors are for – another student clarified speaker was referring to advising not counseling) – where should I go with that, not what should I do; undergraduate advisors focus on major exploration instead of getting a job – does Career Services offer any services to help students do this? (I explained our role in helping undeclared and exploring students). Students didn't seem to know that we offered separate services than University College. NO ONE AWARE OF OUR SERVICES (Liz's caps); would want to come to CS to decide what to do with their major; sometimes think they know what to do but need direction – found out through academic advisor then went to meet with career counselor; need better ways to market – best marketing is student word of mouth – pamphlets DON'T WORK (comment: "You might as well just say 'Here, will you throw this away for me?'" ) – visit student groups or classes.

### ***Please provide feedback on our career information resources, both online and in the Career Library. Do you find them organized, user-friendly, and up-to-date? What could we improve, and how?***

Know nothing about career library; sometimes prevents investigation – told about resources, not shown – counselors should walk student through and point out some resources and why they like them; group or individual intro to career library so it will be more used; when to send e-mails – getting them via smart phone not good because they forget message by time they have real computer access – consider sending e-mails (re jobs/events) in evening so they can read first thing next AM; Career Connection

events/info sessions good, recruiters etc. may not apply to everyone – each counselor should send out a version of newsletter specific to their populations – direct link to job posting ('live' job ID #?) would be helpful. Difficult knowing what resources were available because navigating the website didn't really reveal them. It was really frustrating to navigate the different systems; finding information on finding a student job was hard.

**Career Library suggestions:** is it a library? What is it? I thought we weren't supposed to go in there; it looks like it's just for meetings. No one knew what was in the library or how it was to be used except one student (anthropology major); why have books if you can't take them out; does library have website of books with links? Add list of mentors in specific fields who are willing to be contacted by students; offer coffee and donuts so people will come.

***What help does our office provide to help you develop job-search skills? Can you provide an example of how you've used those services?***

Specific job-search skills; Melissa does great networking/using UCL workshop; developing networking skills – talking to professors, different departments – practice interview that really helped with the interview process; helping me articulate what I wanted and what I brought; we should wean students off dependence and teach skills of networking and make sure students understand the importance of making connections.

***How do you learn about current employment opportunities and prospective employers? What actions do you take once you've received this information?***

E-mails: CS, academic advisors, department websites, job postings in UCL, job boards. "Navigating all the online systems is difficult – knowing what to search for. It's the people that don't come in that need help."

***Have you referred a friend to Career Services? Would you?***

Yes, and would again; fraternity – looking for job/resume help then go to CS; have forwarded e-mails from CS to friends (job postings); do we use Twitter, Facebook, texting?(!) – e-mail is more formal.

Why not: never thought about it – don't know enough about career services; not utilized myself so why should I recommend?; knew it exists but puts off (no need to make career decisions now); we need to stress more the option of exploring because they're not 'career' ready – we will help you find career name (?); freshmen need to know about career services ASAP – jobs, internships, sometimes don't know you can work with a professor as a freshman; students should present at freshman orientations instead of counselors and talk about their experience using our services; Beta Alpha Psi requires students to register with UCL before becoming a member and other student groups should as well.

***Would you value short announcements in class from faculty on career topics?***

YES! Sounds more important as long as info relevant to class/major. It would be nice if professors shared information on Career Services and the resources available.

***What other feedback on our services would you like to share?***

Biggest disconnect: job posting and e-mails from departments vs. career services (engineering/sciences are biggest culprits); students are somewhat aware of all the campus resources but there appears to be so much overlap it becomes overwhelming and they experience information paralysis – why isn't there

more collaboration between colleges and CS? Business Career Services sends out separate e-mails and appears to be completely independent, so students there are confused as to who they should be meeting with; consider individual career counselor for each major working with academic advisors (in-house? Better collaboration? Both?). It should be mandatory to meet with a career counselor.

## Employer Feedback Survey Results June 15-August 15, 2010

Question 1: Career Services prepares University of Utah students to present themselves effectively as valued candidates to employers?

Strongly Agree: 20.93%  
 Agree: 65.12%  
 Neutral: 6.98%  
 Disagree: 6.98%  
 Strongly Disagree: 0.0%

Question 2: Career Services provides you with opportunities to connect with students through job listings, campus recruiting, career fairs, networking and/or referrals?

Strongly Agree: 37.21%  
 Agree: 58.14%  
 Neutral: 4.65%  
 Disagree: 0.0%  
 Strongly Disagree: 0.0%

Question 3: Career Services has developed and maintained policies and procedures, which ensures high-quality employer relations and services?

Strongly Agree: 30.23%  
 Agree: 46.51%  
 Neutral: 23.26%  
 Disagree: 0.0%  
 Strongly Disagree: 0.0%

Question 4: Career Services has provided opportunities for feedback to faculty, administrators and students on the preparation for jobs, curricula, job search readiness, and the hiring process?

Strongly Agree: 16.28%  
 Agree: 32.56%  
 Neutral: 41.86%  
 Disagree: 9.3%

Strongly Disagree: 0.0%

Question 5: Career Services informs, educates, and consults with you on the nature of services provided, career information, university information and/or student availability?

Strongly Agree: 20.93%  
 Agree: 37.21%  
 Neutral: 32.56%  
 Disagree: 9.3%  
 Strongly Disagree: 0.0%

Question 6: Career Services provides uniform and consistent services to employers?

Strongly Agree: 20.93%  
 Agree: 55.81%  
 Neutral: 20.93%  
 Disagree: 2.33%  
 Strongly Disagree: 0.0%

Question 7: How effective have the Career Services programs been in meeting your company hiring needs?

Very Effective: 18.6%  
 Effective: 51.16%  
 Neutral: 18.6%  
 Ineffective: 11.63%  
 Very Effective: 0.0%



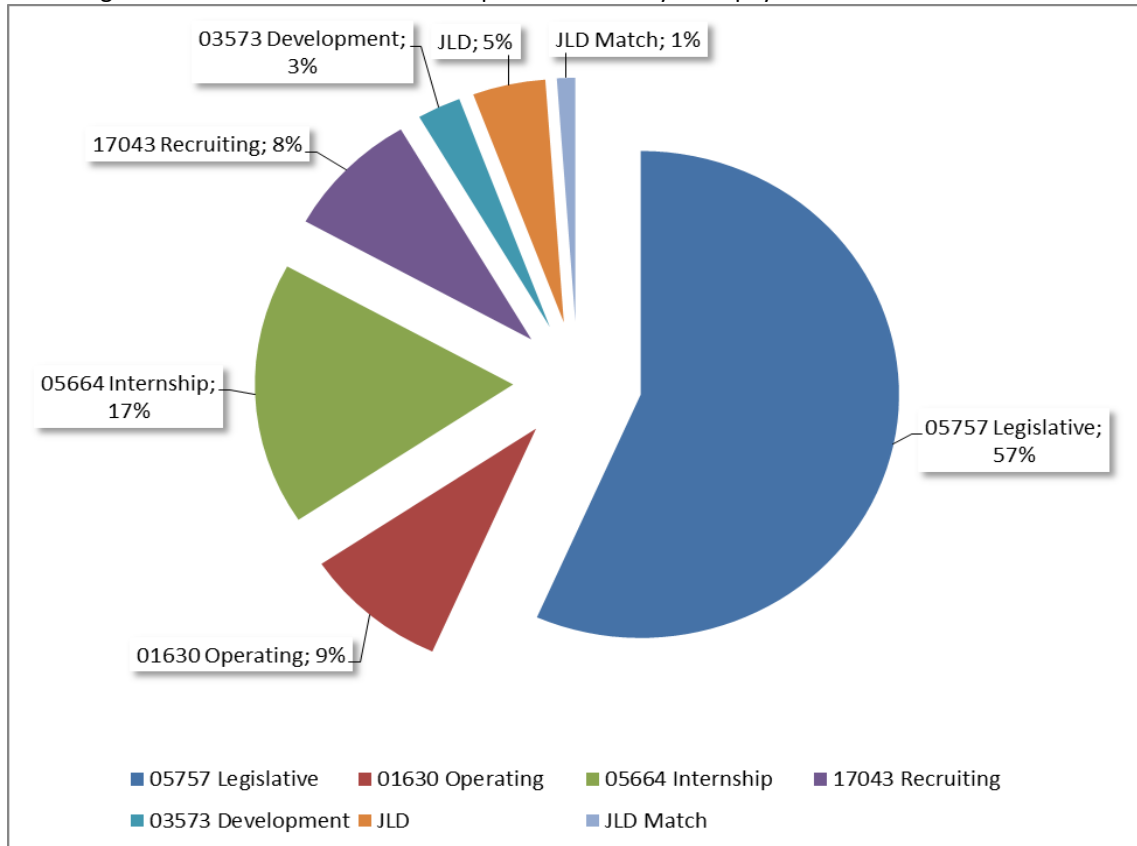


## Appendix K: Financial Resources

### Career Services Income Summary 2011-2012

Revenues		Personnel Expenses		Operating Expenses		
05757	620,116.00	05757	-580,890.00	05757	-39,226.00	0.00
01630	99,000.00	01630	-30,396.00	01630	-68,122.00	482.00
05664	191,064.00	05664	-58,398.00	05664	-126,186.00	6,480.00
17043	93,200.00	17043	0.00	17043	-93,200.00	0.00
03573	30,000.00	03573	-30,000.00	03573	-3,000.00	-3,000.00
JLD	50,000.00	JLD	-50,000.00	JLD	0	0
JLD Match	12,500.00	JLD Match	-12,500.00	JLD Match	0	0
<b>Totals</b>	<b>1,095,880.00</b>		<b>-762,184.00</b>		<b>-329,734.00</b>	<b>3,962.00</b>
						<b>3,962.00 Balance</b>

\*Benefits are omitted in the 05757 Personnel Expenses because they are paid by the University's General Fund. The charge for benefits is credited to the department directly after paychecks have been issued.



## Summary of Five Years of Revenue and Expenses for Career Services

		2007	2008	2009	2010	2011
<b>05757</b>	Transfers In	822,748.00	833,217.00	892,841.00	859,586.00	816,140.00
<b>Legislative</b>	Personnel	761,100.00	774,377.00	807,628.00	798,790.00	769,506.00
	Non Personnel	39,114.00	37,162.00	32,296.00	22,533.00	21,351.00
	Transfers Out	15,166.00	20,091.00	48,563.00	20,127.00	9,032.00
	<b>Bal Forward</b>	7,366.00	1,587.00	4,354.00	17,837.00	16,250.00
<b>01630</b>	Revenue	30,668.00	28,568.00	27,506.00	36,676.00	37,204.00
<b>Operating</b>	Transfers In	67,304.00	88,135.00	105,000.00	30,500.00	59,187.00
	Personnel	53,922.00	51,083.00	52,136.00	20,660.00	28,457.00
	Non Personnel	56,085.00	58,716.00	51,556.00	46,120.00	70,386.00
	<b>Bal Forward</b>	-12,036.00	6,903.00	28,814.00	396.00	-2,453.00
<b>17043</b>	Revenue	99,461.00	115,280.00	112,071.00	77,353.00	84,065.00
<b>Recruiting</b>	Transfers In	-3,511.00	-4,457.00			
	Non Personnel	69,110.00	71,312.00	86,123.00	44,684.00	53,974.00
	Transfers Out	25,000.00	36,000.00	50,000.00	25,000.00	26,200.00
	<b>Bal Forward</b>	1,841.00	3,511.00	-24,053.00	7,669.00	3,892.00
<b>03573</b>	Revenue	13,596.00	27,380.00	34,553.00	24,465.00	29,333.00
<b>Development</b>	Transfers In	10,000.00	1,993.00			2,000.00
	Personnel	18,855.00	21,213.00	31,797.00	23,256.00	19,754.00
	Non Personnel	-2,127.00	13,834.00	1,989.00	6,788.00	9,787.00
	Transfers Out				133.00	
	<b>Bal Forward</b>	6,858.00	-5,671.00	-3,232.00	-5,711.00	1,792.00
<b>05664</b>	Transfers In	148,588.00	156,224.00	155,350.00	155,699.00	180,444.00
<b>Internships</b>	Personnel				5,367.00	25,905.00
	Non Personnel	2,533.00	12,625.00	6,499.00	6,534.00	15,757.00
	Transfers Out	114,956.00	121,403.00	161,638.00	121,999.00	121,233.00
	<b>Bal Forward</b>	31,099.00	22,196.00	-12,787.00	21,799.00	17,549.00

\*Does not include amounts for JLD and JLD Match.



## Detailed Revenue and Expense Budget Report for Career Services 2011-2012

05757 Legislative		01630 Operating	
<b>Revenues</b>		<b>Revenues</b>	
Non-mandatory from Co-op	28,000.00	Non-mandatory from Co-op	22,000.00
State Appropriation Non-Personnel	39,226.00	Non-mandatory fr Career Fairs	50,000.00
State Appropriation Personnel	537,664.00	Student Fees	27,000.00
2012 Intern Funding	10,000.00		
2012 Approved Equity Funding	5,226.00		
Sub Total	620,116.00	Sub Total	99,000.00
<b>Personnel</b>		<b>Personnel</b>	
Exempt	459,792.00	Grad Assistants	23,000.00
Non-exempt	109,263.00	Non-exempt	4,923.00
Intern/Staff Specialist	11,835.00	Benefits	2,473.00
Sub Total	580,890.00	Sub Total	30,396.00
<b>Expenses</b>		<b>Expenses</b>	
Insurable Equipment	3,751.00	Travel	13,000.00
Supplies	810.00	Insurable Equipment	4,700.00
Network Computer Support	4,680.00	Office Supplies	11,000.00
ACS Security Assessment	315.00	Computer Programs	10,000.00
Printing/Copying	2,500.00	Printing	2,000.00
Telephone Equipment	9,016.00	Memberships	3,000.00
Telephone Install/Repair	500.00	Professional Development	7,762.00
Telephone Long Distance	500.00	Business Meals	1,000.00
TEO Web Backbone	3,000.00	Employee Morale	1,000.00
Postage	600.00	Other Services/Fees	3,660.00
Service and Maintenance	4,522.00	Licensing Fees	7,000.00
Mandatory Transfer Out	9,032.00	Books/Subscriptions	4,000.00

Sub Total	39,226.00
<b>Total</b>	<b>620,116.00</b>
<b>Balance</b>	<b>0</b>

**05664 Internship Education**

**Revenues**

Non-mandatory Funding	134,564.00
Additional Personnel funding	10,000.00
SCH for Classes	9,000.00
Carry Forward	37,500.00
Sub Total	191,064.00

**Personnel**

Exempt	58,398.00
Sub Total	58,398.00

**Expenses**

Non-mandatory to CS	50,000.00
Non-mandatory to Depts	76,186.00
Sub Total	126,186.00

<b>Total</b>	<b>184,584.00</b>
<b>Balance</b>	<b>6,480.00</b>

Sub Total	68,122.00
<b>Total</b>	<b>98,518.00</b>
<b>Balance</b>	<b>482.00</b>

**17043 Recruiting**

**Revenues**

Copies	500.00
Career Fairs	78,000.00
Student Employment Fair	7,800.00
Graduate School Fair	6,000.00
Interest/Dividends	900.00
Sub Total	93,200.00

**Expenses**

Parking	8,103.00
Career Fair Catering	15,000.00
Career Fair Room Rentals	3,000.00
Office Supplies	1,300.00
Printing	3,000.00
Stan's Phone	500.00
Advertising	4,300.00
University Relations	1,515.00
Business Meals	5,000.00
Other University Services	700.00
Licensing Fees	782.00
Non-mandatory To CS	50,000.00
Sub Total	93,200.00

<b>Total</b>	<b>93,200.00</b>
<b>Balance</b>	<b>0.00</b>

**03573****Development****Revenues**

Donations	30,000.00	
Balance Forward	30,000.00	
Sub Total		60,000.00

**Personnel**

Temporary Workers	30,000.00	
Sub Total		30,000.00

**Expenses**

	3,000.00	
Sub Total		3,000.00

**Total****33,000.00****Balance****27,000.00****JLD Grant****Revenues**

Grant	50,000.00	
Matching Funds	12,500.00	
Sub Total		62,500.00

**Personnel JLD**

Exempt	16,386.00	
Non-exempt	15,654.00	
Temporary Workers	2,396.00	
Benefits	14,299.00	
Sub Total		48,735.00

**Personnel Match**

Exempt	5,462.00	
Non-exempt	5,210.00	
Temporary	799.00	
Benefits	4,766.00	
Sub Total		16,237.00

**Total****64,972.00****Balance****-2,472.00**

## Development Partnerships with Employers

<b>Date</b>	<b>Company</b>	<b>Amount</b>	<b>Date Beg</b>	<b>Date End</b>
9/13/2011	ClearLink	5,000.00	8/21/2011	7/20/2012
7/22/2011	UPS	1,200.00	7/1/2011	6/30/2012
7/14/2011	Progrexion	1,200.00	7/1/2011	6/30/2011
7/14/2011	FedEx Ground	1,200.00	7/1/2011	6/30/2012
5/4/2011	L3 Communication	5,000.00	8/1/2011	7/31/2012
4/4/2011	Bard Access	2,000.00	6/1/2011	5/31/2012
3/17/2011	Williams Foundation AKA Tulsa Community Fund	3,250.00		
1/12/2011	Fidelity	2,000.00	2/1/2011	3/30/2012
10/7/2010	Proctor & Gamble	5,000.00	10/1/2010	9/31/2011
9/23/2010	Williams Foundation AKA Tulsa Community Fund	3,000.00		
9/7/2010	Verizon Wireless	5,000.00	8/1/2010	7/31/2011
8/5/2010	FedEx Ground	1,200.00	7/1/2010	6/30/2011
8/5/2010	UPS	1,200.00	7/1/2010	6/30/2011
7/19/2010	Progrexion	1,200.00	7/1/2010	6/30/2011
3/3/2010	Southwestern Company	300.00	4/1/2010	6/30/2010
2/22/2010	Vector Marketing -- Performance Award	1,000.00		
2/22/2010	ClearLink	1,200.00	2/1/2010	1/31/2011
11/30/2009	Williams Foundation AKA Tulsa Community Fund	3,000.00		
10/22/2009	McQueen Financial Group	1,500.00	7/1/2009	6/30/2010
10/13/2009	TerraTek, Inc. AKA Schlumberger	5,000.00	7/1/2009	6/30/2010
8/31/2009	FedEx Ground ½	600.00		
8/12/2009	Progrexion	1,200.00	7/1/2009	6/30/2010
7/2/2009	UPS	1,200.00	7/1/2009	6/30/2010
6/15/2009	Extend Health	5,000.00	5/27/2009	5/26/2010
4/20/2009	Enterprise-Rent-a-Car	5,000.00	7/1/2009	6/30/2010
3/2/2009	Southwestern Company	600.00	4/1/2009	6/30/2010
2/4/2009	Vector Marketing	2,500.00		
2/4/2009	APX Alarm Security Solutions	300.00	2/1/2009	4/30/2009
1/22/2009	L3 Communication	5,000.00	7/1/2008	6/30/2009
1/22/2009	FedEx Ground ½	600.00	1/1/2009	6/30/2009
12/15/2008	Williams Foundation AKA Tulsa Community Fund	3,000.00		
12/3/2008	Vector Marketing -- Performance Award	1,000.00		
11/21/2008	Schlumberger -- partial	1,475.00		
11/12/2008	Discover Financial Services	1,200.00	7/1/2008	6/30/2009
11/3/2008	Schlumberger -- partial	3,525.00	7/1/2008	6/30/2009
9/8/2008	ClearLink	1,200.00	7/1/2008	6/30/2009
9/8/2008	FedEx Ground	600.00	7/1/2008	12/31/2009
8/21/2008	Cintas Corporation	1,200.00	7/1/2008	6/30/2009
8/4/2008	UPS	1,200.00	7/1/2008	6/30/2009
8/1/2008	Fastenal	1,200.00	7/1/2008	6/30/2009
3/10/2008	Progrexion	1,200.00	7/1/2008	6/30/2009



**Appendix L: Marketing**