Career Services Staff Retreat Summary
Summer 2008

17 Respondents
17 Completed (100%)

When asked to list the core values that guide Career Services, the responses included the following major themes:

Student Focused – Students (and Alumni) as top priority; respect/concern for individual students' needs.

Mentoring - Educating/Empowering students; helping students develop skills to successfully navigate the career exploration process; guide students from academia to career; connecting students to employers/opportunities on and off campus; providing most current resources.

Collaboration – Teamwork; collaborate within Career Services, across the University and with employers to provide needed services and establish connections to better serve clientele;

Customer Service – Integrity; provide caring, welcoming and accessible environment for students/employers; courteous and inclusive attitude toward all clientele; commitment to improvement/innovation regarding resources and information available to clients; streamlining processes.

How would you break down the percentage of resources that should be devoted to each of these groups?

Students

75%	5.88% (1)
70%	17.65% (3)
65%	5.88% (1)
60%	29.41% (5)
50%	23.53% (4)
40%	11.76% (2)
35%	5.88% (1)

Employers

40%	5.88% (1)
35%	5.88% (1)
30%	17.65% (3)
25%	5.88% (1)
20%	35.29% (6)
17%	5.88% (1)
15%	5.88% (1)
10%	17.65% (3)

Faculty/Advisors

20%	5.88% (1)
17%	5.88% (1)
15%	23.53% (4)
10%	47.06% (8)
5%	11.76% (2)
No response	5.88% (1)

Community/Professional Associations

25%	11.76% (2)
16%	5.88% (1)
15%	5.88% (1)
10%	41.18% (7)
5%	29.41% (5)
No response	5.88% (1)

When asked to comment on the Strengths of Career Services, based on the four populations mentioned above, major themes were as follows:

Student Focus – Individualized attention; student-centered focus; availability/access to all students; pleasant/positive environment

Effective Staff – Caring, creative staff committed to providing quality information/services; educated staff; diverse areas of interest/knowledge; effective relationship builders; supportive leadership.

Quality Resources – Convenient, up-to-date resources; useful information sessions; effective outreach programs; excellent career fairs.

Networking/Relationship Building – Strong involvement in professional organizations; national/local leadership roles; positive relationships with employers.

When asked to comment on the Weaknesses of Career Services, based on the four populations mentioned above, major themes were as follows:

Student Needs – Lack of visibility on campus; not enough attention to changing student needs/diversity issues; low student participation/attendance

Relationships with Faculty/Advisors – Not enough attention to faculty/advisors; not enough buy-in/support from faculty/academic departments; poor communication with academic departments and their career development programs; limited access to all students.

Marketing/ Employer Outreach – Not enough attention/resources put into marketing; not enough attention paid to small businesses; need wider range of industries (sports, leisure, hospitality, healthcare, etc.); not enough "wow"

companies; limited local/regional employer base; decentralized employer outreach plan.

Department Resources – Limited resources (time, financial); resources spread too thin; low salaries; too much attention to School of Business; need better website; database accuracy; lack of assessment/research in planning programming;

Staff Limitations – Need more specialized counselors; lack of familiarity with student/adult development theories and career development theories.

Other – National employers struggle with students' tendency to stay in Utah; lack of recognition from Student Affairs VP level.

When asked what trends or areas of potential growth Career Services should address, major themes were as follows:

Employer Outreach/Development – Organize marketing/outreach efforts better (create plan for all counselors); create Asst. Director for employer outreach & development; more specialized recruiting efforts.

Department Outreach – Increase efforts to collaborate with other departments; increase awareness of career services with other departments; collaborate with advisors more.

Staff Development – Develop increased knowledge base of student/career development; create office culture of research/assessment; adopt coaching vs. counseling model; increase knowledge of current/core literature on career trends; increase counseling-based training; pursue national certification credentials.

Technology – Move forward with technological advance to appeal to/engage younger audience; improve website; increase use of social networking sites; look at impact of technology on career skills (decreased social/interview skills).

Programming – Plan programming addressing current economic situation; more advising for students going to grad school/applying to non-profits/government agencies; target special populations (sophomores, non-traditional students, students in low demand fields, undecided students); focus on specialized skills seminars (employability); look into peer advising; collaborate with alumni assoc/require grads to provide placement/work information.

When asked if there were any threats/competition that Career Services should consider, 15 out of 17 respondents (88.24%) indicated "Yes". Among those responses, major themes were as follows:

Academic/Department Advisors – need to ensure referrals; combining academic advising and career counseling; poor info/guidance from academic advising

impacts perception of Career Services; perception that departments serve as career services alternatives/replacements.

Technology – Lack of knowledge of technological advances; increase of "impersonal" services.

State Government – Trend toward consolidation/privatization of services; decrease in funding.

Lack of Visibility

Economy

Limited Time/Attention of Students

Trend toward Outcome-based Learning