

Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: Career Services

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BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
Career Services provides career planning and employment services and programs to UW-Whitewater students, alumni and community members, and provides recruitment services to employers.
Career Planning services for students, alumni and community members include individual counseling, group workshops, Life/Work and Career planning class, computerized career guidance & other assessments.
Employment services for students, alumni and community members include internship & job search counseling, student organization and campus-wide job searching workshops (ex: resume writing and interviewing) and programs (ex: Etiquette Dinner & Dress for Success event), Career Information class for A&C and L&S majors, Employment Strategies class for Education majors, active participation by Career Services staff in Career Information class for B&E majors, implementing the annual 'Hawk All-University Career Fair, posting internship and job opportunities, referring student resumes to employers, and coordinating employer informational meetings & on campus recruiting for internship and employment opportunities.
Recruitment services for employers include posting internship and employment positions, reviewing student resumes for internship and employment vacancies and interviewing candidates for internship and employment opportunities. Additionally, employers participate in campus-wide events such as the All-University Career Fair and informational sessions for students prior to on campus interviewing events.
2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)

Primary Services: 2003-04

Career Planning, Internship & Job Searching Appointments (except where noted under Undergraduate students)

- Undergraduate Students -- 1,745 OR 390 freshmen, 288 sophomores, 354 juniors, 713 seniors
Additionally, 860 student participants for All-University Career Fair, 290 student participants for Etiquette Dinner and Dress for Success event, 1617 student participants for On Campus Interviews, 1478 students registered in eRecruiting software (used for viewing internship and employment opportunities, publishing resume(s) for employers to view prior to executing on campus and home office interviews and for setting up on campus interviewing opportunities with employers), 143 student participants in Career Information classes for A&C & Employment Strategies classes for Education, and 4,734 student participants attending campus career planning, internship and employment related workshops.
- Graduate Students -- 87
- Alumni -- 128
- Community Members -- 49
- Faculty/Staff -- 9
- Other -- 6

Total Number of All Constituencies Served – 2024 Appointments

Employers Served

- Employment positions posted for students and alumni – 3,264
- Internship positions posted for students – 480
- Number of employers participating in On Campus Interviews (OCI) for internships and jobs – 82
- Number of internship and job positions that employers recruit students for using OCI – 188
- Number of individual student OCI for internship and jobs – 1,617

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

7 **1-9**

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

One unique strength of Career Services is the collective experience of the Unclassified and Classified Staff. Among the seven academic and program staff, Career Services personnel possess 100+ years of career services experience.

- Number of Academic staff (4) is inadequate to meet the career planning, experiential education (primarily internships) and employment needs of 10,500 full and part-time students and alumni. Career Services was granted monies to support a fourth full-time position, the Career Development Specialist, a few years ago (thanks to the support of the Assistant Chancellor for Student Affairs) which has been a great start in assisting students undecided about career direction. Moving forward, Career Services will have to review and revise its mission, and make hard choices between servicing students and alums regarding their career planning, internship and employment related needs.
- Number of PA staff (3), Student staff (10), Graduate assistants (4) are fine.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

8 **1-9**

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Career Services has wonderful physical resources - space in main lobby, academic and support offices, multimedia and group counseling and meeting rooms, and on campus interviewing areas are excellent. Multimedia & group counseling and meeting room space were created, and furniture and technology for these areas were purchased (again, through the support of the Assistant Chancellor of Student Affairs). Furniture for the main lobby and support staff work areas and cubicle dividers for the support staff and on campus recruiting areas were also upgraded through the efforts of the Asst Chancellor. Furniture in academic staff offices and on campus interview rooms need to be replaced. Storage space is tight.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

7 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Budget monies for day to day operations and providing career planning & employment programs and services are adequate. Additional monies are needed for technology needs, including computers for academic, program, grad assistant and student staff (barely adequate) and multimedia and group counseling and meeting rooms (future--3 to 5 years).

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)
Change in two lead positions for Department: Director and Associate Director.
Addition of Career Development Specialist.

In another paragraph or two, describe why these changes occurred.

Change in leadership due to retirement and job change of Director and Associate Director, respectively. Career Development Specialist position was created to assist students, particularly first and second year students that were undecided (re: career) and/or undeclared.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
Creating a program to assist second year students that are undecided about career direction and greater involvement in the creation and posting of internships, particularly within the Colleges of Arts and Communication and Letters and Sciences.
6. Below are five "core values" the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	20
Development of the individual	50
Personal and professional integrity	10
Commitment to serve	10

Commitment to develop a sense of community, respect for diversity, and global perspectives	10
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	15
Academic assessment data/information relevant to student performance against learning outcomes	5
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	5
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	10
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	10
Professional trends (e.g., changes evident at other universities/colleges)	5
Available human resources (e.g., # of employees, talents, etc.) within the unit	15
Available financial resources (e.g., budget, available and accessible \$)	15
Available physical resources (e.g., space, existing technology, etc.)	10
Other:	
Total=	100 points

8. Does your unit have a mission statement?
 Yes No

If you answered “yes,” please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

It is the mission of Career Services to assist students with developing, evaluating and effectively implementing their career plans. Career planning and employment services helps students to: engage in self-assessment; obtain occupational information; explore the full range of employment opportunities and/or graduate study; present themselves effectively as employment candidates; and secure optimal employment or advanced professional preparation. In addition, career planning and employment programs should promote a greater awareness within the campus community of the world of work and the nature of career development over the life span.

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your unit’s planning and/or decision-making.

The mission statement most always plays a role when planning and/or decisions making. The mission statement will need to be adjusted, moving forward, to reflect the priorities re: programs and services committed to for FY 2005-06. Many Career Services offices at comprehensive universities the size of UW-Whitewater, including our own, have a tendency to attempt to be all things to all people. In our desire to serve, we need to do a better job of targeting and performing a reasonable number of goals and objectives.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?
 To serve the career planning, internship and post-graduate employment needs of students and alumni, and to offer recruitment services and resources to employers.
10. What outcome measures (i.e., data, information) provide evidence that your unit’s objectives are being met?

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The number of : student contacts by individual appointments and group meetings, student attendance at Career Services programs and events, internship postings & on campus recruiting schedules and individual interviews in eRecruiting. Data re: planning group, career information classes, 'Hawk Career fair & major event evaluations.

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)
- Yes X (some) No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Career Planning Group evaluations
 - Career Information class (A&C + L&S) evaluations
 - Career Information class (Education) evaluations
 - 'Hawk Career Fair Employer evaluations
 - Etiquette Dinner and Dress for Success evaluations
12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.
- Minor, not significant adjustments made to programs above.
13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- Employers – Posting job and internship opportunities, referring student and alumni resumes for review, coordinating company informational sessions, on campus interviewing opportunities and 'Hawk All-University Career Fair participation.
 - Community members – Providing appointments for career planning and employment needs and inviting participation in the 'Hawk All-University Career Fair.
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- 'Hawk Career Fair---
Area employers seek to hire students and grads for internships and post graduate employment
 - Etiquette Dinner and Dress for Success---
Area retailers participate by describing clothes loaned by retailers and modeled by undergraduate students to student audience.

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: Career Services Staff – highly regarded, improved in serving constituencies.

- Supporting Evidence: Career Services OPR - External Team Report, July 2003

"It appeared that, overall, the Department of Career Services was well known and highly regarded by the UW-W community."

"There seemed to be a general opinion among faculty and staff that Career Services has improved significantly over the past few years. Some attribute this directly to new leadership in the department while others noted more obliquely that Career Services seemed to be more cooperative and helpful than it had in the past."

"A number of faculty commented that they were impressed with the work ethic of the professional staff and didn't know how they met all their commitments so well."

2. Specific Strength: Steady growth in the number of undergraduate and graduate student, alumni and community member sessions; assisting those undecided about career &/or major, critiquing resume and cover letter documents for internships and jobs, assisting those with the internship and job search, performing mock interviews, etc. Additionally, tremendous growth in the number of students, alumni and community members in attendance at campus wide and off campus career planning and job searching workshops. (Effectively teaching groups of students regarding career planning/job searching topics directly leads to a large influx of student sessions.)

- Supporting Evidence: CS Primary Services Activity Reports, 2002-03 & 2003-04

Number of Student, Alumni & Community Member Sessions:

925--1998/99, 2024--2003/04

Number of Students & Community Members in Attendance at Career Planning & Job Searching Wksps:

2,880--1998/99, 4,734--2003/04

3. Specific Strength: Recruiters hiring UW-W students and alumni for internships and post-graduate professional employment are satisfied with Career Services employment services/resources provided to them.

- Supporting Evidence: Career Services OPR-Campus Team & Self-Study Reports, July 2003
 - Scheduling recruiting visits was seen as being efficiently handled and easy to do. [CRT & Self-Study Rep'ts]
 - Receiving recruitment confirmation and materials was also done efficiently. [CRT & Self-Study Rep'ts]
 - Staff assistance during their campus visit was also rated as being very positive. [CRT & Self-Study Rep'ts]
 - Contact with the Director about recruiting efforts was also seen as very positive. [CRT & Self-Study Rep'ts]
 - Arrangement of group presentations was rated positively. [CRT & Self-Study Rep'ts]
 - Quality of candidates interviewed was also rated high. [CRT & Self Study Rep't]
 - Nearly 85% were satisfied with Employment Services/Resources. [Self-Study Rep't]

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: Career Services is in need of additional revenue to support programs and services.

- Supporting Evidence: Career Services OPR - External Team Report, July 2003

" Career Services should be encouraged to generate some additional revenue to support its activities.

Career Services has some opportunities to generate revenue through programs and services that it offers. The best encouragement that they can be offered in this regard is the assurance that if they bring in money to support themselves they will not find their state-allocated resources diminished. Career Services offices can invest substantial time and resources into revenue generation, thereby becoming a trade-off of time for financial health. When a portion of the revenue they generate is withheld they end up running faster to stay in the same place. This results in a strong disincentive for bringing in money."

- Recommended Actions:

Use the Career Services website as a strategy for generating revenue.

Sell advertising to employers in Career Services publications. Handouts that are given to hundreds of students every year become great possibilities for such advertisements.

Seek small gifts (computers, a Career Resource Center copier, subscriptions to print or on-line media, etc.) from employers, always acknowledging such gifts very visibly.

2. Specific Concern: The identification and dissemination of internships are decentralized on the UW-W campus. Many times students do not know where to turn to access internships. Additionally, some academic programs offer a fair amount of internship while other programs offer few, if any internship opportunities to their students.

Supporting Evidence: Career Services OPR - Campus Team Report, July 2003

“Continue to work closely with college departments to facilitate and promote internships.”

Recommended Actions:

Continue to work with academic areas to create a centralized location for identification and dissemination of information on internships.

Develop a centralized location on Career Services website for internships for all Colleges.

Work with targeted programs within the Colleges of Arts and Communication and Letters and Sciences to develop new internship opportunities.

3. Specific Concern: Career Services should receive feedback regarding its program and service offerings from the major constituencies it serves during each academic year

- Supporting Evidence: Career Services OPR - Campus Team Report, July 2003

“Establish a campus Advisory Committee composed of key faculty (advisors, internship coordinators, department chairs) and perhaps students who have a stake in the success of Career Services.

Establish an Advisory Committee of Employers that would be broadly representative of the programs offered on our campus, perhaps including alumni. Expand the pool of employers to include those interested in hiring graduates from the College of Arts and Communications and the College of Letters and Sciences.

Explore the possibility of combining two advisory committees listed above.”

- Recommended Actions:

Develop and establish an Advisory Board comprised of key faculty broadly representative of the programs offered on campus, employers, alumni and students.

The mission of the Advisory Board should include:

Offering feedback regarding career planning, internship and employment programs and services.

Recommending new internship and employment opportunities for UW-W junior and senior students, targeting specific organizations in southern Wisconsin.