Career Services and Cooperative Education

Chancellor
Dr. John Bardo

Provost and Senior Vice Chancellor of Academic Affairs
Dr. Kyle Carter

Assistant Vice Chancellor for Undergraduate Studies
Dr. Carol Burton

Director of Career Services and Cooperative Education
Ms. Mardy Ashe

Special Events Coordinator
Ms. Jill Woodruff

Career Services Coordinator and Counselor
Mr. Michael Despeaux

Student Employment Specialist
Mr. Steven Wilson

Administrative Support Specialist
Mrs. Jessica Ross

Graduate Assistant

Student Office Assistant

Student Office Assistant
Career Services and Cooperative Education
Primary Duties

Director, Ms. Mardy Ashe:

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

Career Services Coordinator and Counselor, Mr. Michael Despeaux:

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

Special Events Coordinator, Ms. Jill Woodruff:

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

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

Administrative Support Specialist, Mrs. Jessica Ross:

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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Salaries*</td>
<td>29,898.00</td>
<td>31,094.00</td>
<td>30,550.00</td>
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<tr>
<td>Benefits</td>
<td>6,732.00</td>
<td>297.00</td>
<td>297.00</td>
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<td>Student Wages</td>
<td>3,980.00</td>
<td>4,000.00</td>
<td>4,000.00</td>
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<tr>
<td>2000BP - Purchased Services</td>
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<td>18,500.00</td>
<td>16,000.00</td>
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<tr>
<td>2100BP - Purchased Services Cont.</td>
<td>560.00</td>
<td>300.00</td>
<td>300.00</td>
</tr>
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<td>3000BP - Supplies</td>
<td>4,870.00</td>
<td>3,020.00</td>
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<tr>
<td>4000BP - Property, Plant and Equipment</td>
<td>4,192.00</td>
<td>1,350.00</td>
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<td>5000BP - Other Expenses and Adj. Budget</td>
<td>7,700.00</td>
<td>3,830.00</td>
<td>5,500.00</td>
</tr>
<tr>
<td><strong>TOTAL AMOUNT</strong></td>
<td><strong>69,435.00</strong></td>
<td><strong>62,391.00</strong></td>
<td><strong>61,847.00</strong></td>
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</tbody>
</table>

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

C.A.S., Counseling
Western Carolina University
Thesis Title:
"The Relationship of On-Campus Student Work Performance to Financial Aid Classification"
August, 1986

M.A. Ed., Counseling
Western Carolina University
August, 1978

B.S., Biology, minor: General Science
Alma College
June, 1970

CERTIFICATIONS

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

PROFESSIONAL EXPERIENCE

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

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

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

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

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

**Interim Director and Career Counselor**

WCU Career Services  
Cullowhee, NC  
1996-1999

**Assistant Coordinator of Career**

Planning and Placement, CAP Center  
Cullowhee, NC  
1978-1996

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

**PRESENTATIONS**

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

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

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

MAHEC Health Careers Education Awareness Conference. The good, the bad and the ugly: the reality of choosing a career in the medical profession.  

MAHEC Health Careers Education Awareness Conference. Expanding knowledge of self.  

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


North Carolina Cooperative Education Association. Outreach services to grades K-16.  


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


PUBLICATIONS


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


ORGANIZATIONAL MEMBERSHIPS
- American Counseling Association
- National Career Development Association
- North Carolina Association of Colleges and Employers
- Southeastern Association of Colleges and Employers
- National Association of Colleges and Employers
- North Carolina Cooperative Education Association - Membership Committee, 2000
- Cooperative Education Association
- American Association of Employment in Education
- Southeastern Association of Student Employment

COMPUTER SKILLS
Microsoft Office, Outlook, DISCOVER Computer Aided Guidance Program, eRecruiting (On-line registration, resume creation, job-listing service)
EDUCATION
University of South Carolina
Master of Education in Student Personnel Services
Columbia, SC
May 1994

College of Charleston
Bachelor of Arts in English
Charleston, SC
May 1991

ACADEMIC & STUDENT AFFAIRS EXPERIENCE
Western Carolina University
Career Services Coordinator
Cullowhee, NC
2002-present

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

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

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

Service to Western
• QEP Assessment Committee, Current
• Basecamp Cullowhee Advisory Board, Current
• Western PEAKS planning group, Current
• University Club Board of Directors, 2007-2009
• Assistant Director for Service Learning Search Committee, Fall 2008
• Assistant Director for Service Learning Search Committee, Summer 2007
• First Year Cabinet contributor, 2004-2005
• Initiated strategic planning process for office using Council for the Advancement of Standards (CAS) self-assessment instrument and chaired committee of faculty, staff, and students that completed a year-long study in anticipation of SACS, 2005-2006
• Planning Committee for the Faculty, Staff, and Student Mentor Program, 2003-2004
• Received Safe Zone certification, 2003-2004
• University Equal Employment Opportunity Committee, 2004-2005

University of Virginia

Charlottesville, VA

Coordinator for Focused Communities
1999-2002

Supervision, Student Support, & Program Development

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

Service to UVA

• Served as Faculty Fellow at Brown Residential College, 2000-2002
• Served on campus-wide Enrollment Committee chaired by vice-provost helping to develop and implement policies and programs to enhance student satisfaction and retention
• Chaired strategic planning advisory committee for Student Health Services, 2000
• Created New Employee Orientation Program and manual as part of Dean of Students Office task force, 2001-2002
• Collaborated with mental health professionals to co-present various student staff training sessions on suicide prevention and intervention, 1998-2002
• Collaborated with Housing in marketing plans and initiatives to build new facilities
• Office Coordinator, Commonwealth of Virginia Campaign (United Way), 2002
Area Coordinator for all Upperclass Areas 1997-1999
- Supervised 12 head residents, over 65 resident staff members, and area managers with oversight for 3500 students living in 13 residential areas
- Advised students and worked with parents regarding any serious concerns
- Supervised and trained staff advisors of 7 residential area councils
- Coordinated between students, staff, mental health professionals, university police, and parents to provide major crisis intervention, follow-up, and support
- Coordinated overall annual selection process (appointed 2 search committee chairs, and chaired 1 committee) for head resident and department graduate student positions, 1998-2002

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

Valdosta State University Valdosta, GA
Residence Hall Director 1994-1995
- Responsible for staff supervision, educational programming, facility concerns, and crisis management for residence hall housing 300 first-year students including first-year student athletes

Graduate Student Positions at University of South Carolina Columbia, SC
- Program Development Specialist (Graduate Assistantship): Developed comprehensive model for marketing of campus-wide honor code, March-August 1994
- Interim Discipline & Withdrawals Specialist (Full-time): Supervised a office staff of 7 student personnel; Conducted student exit interviews related to refund appeals; Managed campus disciplinary and crime database and provided senior administration with formal reports and analysis, Winter 1994
- Graduate Assistant for Student Discipline & Withdrawals: Coordinated the Fifth Circuit Solicitor’s Pre-Trial Intervention program at the university; Managed 2 line-item budgets summing over $100,000, Fall 1993
- Graduate Intern in University Center at Western Carolina University: Developed a comprehensive needs-assessment pilot study for the renovation of the University Center student union including a survey, benchmark study, and analysis; Summer 1993
- Practicum Student in Wellness Center: Conceptualized and programmed a health festival, *Carolina Fitness Fest*, attended by over 1000 participants and 30+ area businesses, Spring 1993
- Practicum Student in Greek Life: Presented leadership workshops, conducted research on scholarship among campus fraternities and designed and published a series of outreach pamphlets, Spring 1993

**SELECTED PUBLICATIONS**

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

**SELECTED PRESENTATIONS & PROFESSIONAL ACTIVITY**

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

**PROFESSIONAL MEMBERSHIPS**

- North Carolina Counseling Association (Division 3: NC Career Development Association), Current
- North Carolina Association of Colleges and Employers, Current
- Previously active in the North Carolina College Personnel Association, the Virginia Association of Student Personnel Administrators, the North Carolina Cooperative Extension Association, and the American College Personnel Association
EDUCATION

Bachelor of Arts in English, Western Carolina University, Cullowhee, NC  
Minor: Marketing  
GPA: 3.67  
Dean’s List  
May 2007

EXPERIENCE

Western Carolina University Office of Career Services, Cullowhee, NC  
January 2009 – Present  
Administrative Support Specialist  
Provide administrative support to the Director of Career Services; process federal  
and state paperwork for student employment; assist with career fairs and other  
office events; coordinate student internships; serve as office receptionist by greeting  
visitors and answering phone calls with a courteous and helpful attitude

Western Carolina University Office of the Provost, Cullowhee, NC  
December 2007 – January 2009  
Administrative Support Associate  
Provide administrative support to the Associate Vice Chancellor for Operations  
and Research; assist Budget Officer with procession of faculty hiring paperwork,  
travel reimbursements, check requests and independent contracts; maintain databases  
for special projects, including the Chancellor’s Travel Fund and New Faculty Orientation;  
manage 6 faculty apartments and track and write receipts for rent payments; pay utility  
bills in a timely manner for apartments and coordinate move-ins and repairs;

Western Carolina University Office of Public Relations, Cullowhee, NC  
January 2007 – December 2007  
Communications Specialist I / News Writing Assistant  
Composed more than 130 news releases about university events and student achievements,  
wrote articles for university publications, organized alumni information for the “Western”  
magazine, interviewed WCU alumni for articles, interviewed students for “One of Ours”  
marketing poster campaign, directed phone calls and guests

Western Carolinian Newsmagazine, Cullowhee, NC  
August 2005 – May 2007  
Copy Editor  
Proofread articles of 34 issues (using Microsoft Word and Adobe Creative  
Suite), created themes and article topics for 17 issues, composed 10 articles

University Writing Center, Cullowhee, NC  
August 2004 – May 2007  
Student Tutor  
Collaborated with students for writing assignments in various stages of the  
writing process, managed appointments, directed phone calls and guests

ORGANIZATIONS/ACTIVITIES

Western Carolina University Dance Society  
• President 2005–2006

International English Honors Society, Sigma Tau Delta  
Initiated Fall 2005

National Freshman Honors Society, Alpha Lambda Delta  
Initiated Fall 2003

SKILLS

Web Content Management: Macromedia Contribute, Red Dot  
Microsoft Office: Word, Excel, Outlook, PowerPoint, Publisher, Visio  
Adobe: Creative Suite, Photoshop  
Type 70 wpm  
Intermediate-level conversational and written Spanish
Steven G. Wilson
492 Seminole Drive
Whittier, NC 28789
828-269-6216
wilsons@wcu.edu

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

EXPERIENCE
Western Carolina University  Cullowhee, North Carolina
Career Services/Cooperative Education  January 2002 – Present
Student Employment Specialist
- Responsible for all student employment matters including maintaining BANNER Payroll system, student jobs website, posting vacant positions, processing student employees once hired which includes the completion of I-9s and tax forms and maintaining employment files.
- Assist international students with obtaining proper federal hiring documentation.
- Insure all federal, state and university employment policies/regulations are followed which includes maintaining records and employment files in accordance with rules and regulations.

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

COMPASS/Challenge  Spruce Pine, NC
Supervisor/Case Manager/Counselor  September 1995 – June 1998
- Responsible for supervising five staff of an in-home family preservation project and service learning covering a seven county area, insuring monthly reports are completed and clients are being served timely. Also overseeing all financial request/reports and coordinating staff calendar items.
- Provide intensive services to Juvenile Court involved youth and families with the primary goal to keep youth from out-of-home placement. Services provided: in-home family counseling, mediation between family and child, assist family in working with schools and other agencies, crisis intervention and accomplishing the orders of the court.
SOAR, Inc
Balsam, North Carolina
Program Director
April 1994 – September 1995
• Directed an alcohol and drug education program that targeted all 8th grade students in Jackson County with an emphasis on transitioning into high school.
• Operated and managed a month long individualized educational remedial program that incorporates adventure activities and experiential education into student’s treatment plan.
• Facilitated small group team building workshops including high and low ropes courses.

Camp Chosatonga
Brevard, North Carolina
Program Director
March 1990 – April 1994
• Directed day-to-day operations for a wilderness summer camp for boys that specialized in out of camp adventure activities.
• Maintained quality insurance program by monitoring camper/staff relations, staff effectiveness, in-service training, and risk management.
• Responsible for recruiting campers and staff, developing off-season program, and facility maintenance.

Big Brothers/Big Sisters of Western North Carolina
Asheville, North Carolina
Program Coordinator
October 1991 – April 1993
• Directed the branch office located in Transylvania County with responsibility for recruiting, screening, and interviewing prospective volunteers and children.
• Monitored volunteers, parents and children with emphasis on appropriate behaviors and interactions.
• Developed and coordinated local fund raising events with main office and advisory board.

Hurricane Island Outward Bound School
Tallahassee, Florida
Intake Coordinator and Trainer
April 1989 – July 1989
• Coordinated overall admissions by screening referrals and conducting interviews with family and child to determine appropriateness of placement.
• Developed individual treatment plans for all incoming clients and served as program liaison with state agencies.
• Developed an intensive, five-day staff training to teach all program components.

Director of Operations
July 1988 – March 1989
• Maintained overall administration of separate, twenty-eight day residential programs for delinquent (committed) and status offender youth aged 13-18 years.
• Responsible for management of field supervisors, quality/safety control, in-service training, staff performance evaluations, and monitoring state contracts.
• Served as program liaison with judges, state counselors, detention officials, and parents of clients.
Course Director  October 1986 – May 1988

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

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

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

Assistant Dean of Student Affairs August 1981 – May 1983

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

COMMUNITY SERVICE
Red Cross Disaster Response Team April 2009 – Present

CERTIFICATION

- North Carolina Environmental Education Certification
- Expeditionary Learning Outward Bound
- Ropes Course Trainer and Facilitator
- Active Parenting of Teens
- Wilderness First Responder
- CPR

HONORS

- Outstanding Young Men of America, 1982
JILL NORTON WOODRUFF  
134 Walton Drive  
Sylva, North Carolina 28779  
828.226.5300

EDUCATION  
University of Tennessee       Knoxville, TN  
Bachelor of Science in Business Administration    May 1992  
• Major in Marketing  
• Minor in Psychology

PROFESSIONAL EXPERIENCE  
Western Carolina University Career Services & Cooperative Education Cullowhee, NC  
Special Events Coordinator  
2001-Present  
• Plan, coordinate, promote and implement 17 campus-wide special events annually  
• Develop themes, invitations, programs, menus and agendas for all events  
• Redesigned and maintain website for department  
• Supervise student interns in event planning and web development

Western Carolina University Advancement & External Affairs Cullowhee, NC  
Special Events Coordinator  
2000-2001  
• Planned all Foundation board meetings, university ribbon cuttings and groundbreakings, Chancellor’s Regional Roundtable, and donor gatherings at athletic events  
• Corresponded directly with campus administration and faculty as well as the off-campus community, dignitaries and employers in organizing events and programs  
• Interacted with government, city and state agencies and organizations

Nantahala Racing Club, Inc.       Bryson City, NC  
Executive Director  
1999-2000  
• Responsible for coordination and follow-through of all regularly scheduled club activities, special events and fundraisers  
• Recruited and corresponded directly with corporate sponsors and government agencies  
• Coordinated and led all Board of Directors meetings  
• Supervised club staff, athletes and event volunteers  
• Responsible for budget and daily accounting procedures as well as sanctioning and insuring each activity and event
Nantahala Outdoor Center  
**Festival Coordinator**  
Bryson City, NC  
1998-2000

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

Friends of the Festival/Variety Services, Inc.  
**Coordinator of Volunteers**  
Chattanooga, TN  
1996-1999

- Involved in planning and organizing the Riverbend and Kaleidoscope festivals and the Tennessee Festival & Events Association convention
- Recruited, scheduled and managed over 500 volunteers on a daily basis during events
- Responsible for promoting the volunteer program and its service to the community and businesses
- Organized and conducted training and recruiting presentations for 1000+ volunteers

Ocoee Region Canoe & Kayak Association  
**Administrator for Volunteers & Events**  
& Assistant Athlete Services Director  
Ocoee, TN  
1993-1996

- Responsible for planning and daily operations of the athlete village at the 1996 Centennial Olympics Canoe/Kayak Slalom venue on the Ocoee River
- Assisted in organizing and conducting fundraisers, special events, volunteer training and pre-Olympic events
- Involved in recruiting, training and managing volunteers on an event to event basis

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

**PROFESSIONAL ACTIVITY, SERVICE & HONORS**
- *Participant,* grant writing seminar, 1999
- *Member,* Alpha Omicron Pi Sorority, Omicron Chapter, 1988-2006
- *Volunteer,* Kneedler Child Development Center, Head Start Program, 2005-2006
- *Member,* Board of Directors, Placing Animals Within Society (P.A.W.S.), 2005-2006
- *Appointee,* Chancellor’s committee for the WCU’s *CulloWHEE! Arts Fest,* 2002-2003
- *Executive Board Member,* Board of Directors, Downtown Sylva Association, 2009- present
Career Services & Cooperative Education  
CAS SELF-ASSESSMENT STUDY

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

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

WHAT IS CAS?

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

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

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

Who is CAS?
American Association for Employment in Education (AAEE)
American Counseling Association (ACA)
American College Counseling Association (ACCA)
Association of Collegiate Conference & Events Directors-Intl (ACCED-I)
American College Health Association (ACHA)
Association of College Honor Societies (ACHS)
American College Personnel Association (ACPA)
Association of College and University Housing Officers – International (ACUHO-I)
Association of College Unions International (ACUI)
Association of Fraternity Advisors (AFA)
Association on Higher Education and Disability (AHEAD)
Association for Student Judicial Affairs (ASJA)
Canadian Association of College and University Student Services (CACUSS)
Collegiate Information and Visitor Services Association (CIVSA)
Council for Opportunity in Education (COE)
College Reading and Learning Association (CRLA)
National Association for Campus Activities (NACA)
National Academic Advising Association (NACADA)
National Association of College Auxiliary Services (NACAS)
National Association of Colleges and Employers (NACE)
National Association of College Stores (NACS)
National Association of College and University Food Services (NACUFS)
National Association for Developmental Education (NADE)
NAFSA - Association of International Educators (NAFSA)
National Association of Student Affairs Professionals (NASAP)
Who is CAS?
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Clearinghouse for Commuter Programs (NCCP)
National Clearinghouse for Leadership Programs (NCLP)
National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (Consortium)
National Council on Student Development (NCSD)
National Intramural and Recreational Sports Association (NIRSA)
National Orientation Directors Association (NODA)
National Society for Experiential Education (NSEE)
The Network: Addressing Collegiate Alcohol and Other Drug Issues (The Network)
Southern Association for College Student Affairs (SACSA) -- Associate Member

WHAT HAD WE BEEN DOING?

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

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

CAS SELF-ASSESSMENT PROCESS

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

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

- Mardy Ashe, Director of Career Services
- Ronda Bryant, Director of Enrollment Support, Student Affairs
- Craig Capano, Assistant Professor of Construction Management
- Michael Despeaux, Career Services Coordinator
- Eric Newsom, Career Services Graduate Assistant
- Melissa Swicegood, Undergraduate Student
- Also thanks to Heather Hanami, Graduate Intern

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

Step Three: Compile and Review Documentary Evidence
We gathered all benchmark results, other data, evaluation results, and reports and created a file for each review team member.

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

CAS CRITERION MEASURE RATING SCALE:
ND -- Not Done
1 -- Not Met
2 -- Minimally Met
3 -- Well Met
4 -- Fully Met
NR -- Not Rated

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

TEAM RATINGS FOR EACH STANDARD

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

POSITIVE RESULTS
1. Mission
Student learning, development, and educational experiences are incorporated in the mission statement. [Rating: Well Met Statement identifies a number of goals to encourage student growth and employment opportunities.]

The program functions as an integral part of the host institution’s overall mission. [Rating: Fully Met Career Services fulfills its mission to provide, “a basis for continued personal development and life-long learning.”]

The program promotes awareness of the world of work over the life span. [Rating: Well Met Career Services provides several services, including job search skills, resume preparation, cooperative education and internship opportunities.]

2. Program

The program promotes student learning and development that is purposeful and holistic. [Rating: Well Met Career Services promotes career-based learning through multiple workshops and services.]

The program provides students with opportunities designed to encourage achievement of the identified outcomes. [Rating: Well Met Career Services provides a wealth of services to assist students in all aspects of the career world, including a library of current information, career fairs, presentations, workshops on relevant topics and one-on-one counseling.]

2. Program

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

Intellectual Growth. [Rating: Well Met Workshops and newsletter articles on transferring critical thinking skills from coursework to the job site, and internship opportunities improve career-related intellect.]

Effective Communication. [Rating: Fully Met Practice interviews and resume preparation improve verbal, body language, and verbal and written communication.]

2. Program

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

Enhanced Self-Esteem. [Rating: Well Met Practice job interviews inspire confidence in students, and career testing gives self-assurance to students who are choosing their field of study.]

Realistic Self-Appraisal. [Rating: Fully Met Career counseling sets parameters for realistic approaches to career choices.]

2. Program

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

Clarified Values. [Rating: Fully Met Career counseling and career testing assist students in identifying values during selection of major and occupation.]

Career Choices. [Rating: Fully Met Library of job information, the presence of e-recruiting, multiple major- and field-oriented job fairs throughout the year, and cooperative education and internship opportunities create a wealth of choices.]

2. Program

The program provides evidence of its impact on the achievement of student learning and development outcomes in (continued):
Healthy Behavior. [Rating: Well Met] Career Services provides counseling available for students who seek information on making positive on-the-job choices.

Independence. [Rating: Fully Met] Students may utilize Career Services’ programs, but are themselves responsible for the job search / procurement process.

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

- Collaboration. [Rating: Well Met] Career Services programs feature much interaction between students, faculty, counselors and employers in establishing cooperative education and internships.

- Social Responsibility. [Rating: Fully Met] Career Services encourages service for inclusion in resumes, and includes multiple non-profit organizations in student internships.

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

- Satisfying and Productive Lifestyle. [Rating: Well Met] Career testing and counseling are designed to ensure an enjoyable career for each student based on his or her interests and ethics.

- Personal and Educational Goals. [Rating: Fully Met] Career Services helps students decide on majors through career testing and set up opportunities for cooperative education with employers.

2. Program
Program offerings are intentional, coherent and based on theories of learning and human development. [Rating: Fully Met] Services are based on the needs of students and are constantly being adjusted to better serve those needs. Examples -- Career Services staff uses Holland’s Code in career testing and counseling, and theories such as Astin’s Theory of Involvement in promoting campus involvement and cooperative education services.

Program offerings are designed to meet the developmental needs of relevant student populations and communities. [Rating: Fully Met] Career Services programs are directed toward specific populations, and at different majors through job fairs.

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

2. Program
Program includes career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making. [Rating: Fully Met] Career Services fulfills all of these requirements with its career counseling and career testing services.

Program includes information and resources on careers and further education, including access to valid career information, comprehensive and current information about careers such as via the Internet, access strategies for all students, and information about life-long learning opportunities. [Rating: Fully Met] Career Services houses a wealth of current information and periodicals in their career library and research and provide up-to-date articles for their newsletter.
Program includes career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision. [Rating: Fully Met The cooperative education and internship program and the employer/student evaluation processes ensure experiential learning under appropriate supervision.]

Program includes job search services, including the development of job-search competencies and skills in the use of information for career decision making. [Rating: Fully Met Students find current information about job trends in our career library, can search for regional jobs through JobCAT, and get help with resume writing through the critique service, workshops, and one-on-one counseling.]

Program is designed to meet the needs of multiple constituencies through flexible approaches. [Rating: Fully Met Career Services serves students and alumni of all backgrounds, provides major-specific job fairs, and provides one-on-one career counseling according to individual needs.]

Program works collaboratively with other relevant units on campus, especially with the academic programs. [Rating: Fully Met Career Services works with other departments and offices to put together workshops, presentations and major-specific job fairs.]

Program goals are reviewed and updated regularly. [Rating: Well Met Goals are reviewed on a yearly basis.]

Program promotes adherence to ethical standards by employers. [Rating: Well Met Career Services monitors student internships for non-ethical behavior by employers, and plans distribution of ethics pamphlets from NACE at career fairs.]

3. Leadership

The host institution has selected, positioned, and empowered a program leader. [Rating: Fully Met Career Services has appointed a director, Mardy Ashe.]

Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. [Rating: Fully Met Director holds appropriate graduate degrees, and is a National Certified Counselor and a National Certified Career Counselor.]

Program leaders apply effective practices that promote student learning and institutional effectiveness. [Rating: Fully Met Director guides the creation and implementation of services provided by the office.]

The leader exercises authority over program resources and uses them effectively. [Rating: Fully Met]

The program leader articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served. [Rating: Well Met Director consults with students and faculty to discern student needs and creates / adjusts program offerings based on their feedback.]

The program leader prescribes and practices appropriate ethical behavior. [Rating: Fully Met All staff and colleagues regard the director to be in compliance with ethics standards at all times, including areas of interaction with students and employers.]

The program leader recruits, selects, supervises, instructs, and coordinates staff members. [Rating: Fully Met Director takes an active part in the recruitment and hiring process, and in post-hiring training of staff members.]

The program leader manages fiscal, physical, and human resources effectively. [Rating: Fully Met Director oversees budget, manages expenses, and works with staff to discern their needs in areas of office resources and personal and career growth.]
The program leader applies effective practices to educational and administrative processes. [Rating: Fully Met Director uses both current theories of student enrichment and feedback from students, teachers, administrators and staff to optimize practices.]

The program leader communicates effectively and initiates collaborations with individuals and agencies to enhance program functions. [Rating: Well Met Director works with professors, academic departments and employers to create career opportunities for students.]

The leader deals effectively with individuals and environmental conditions that inhibit goal achievement. [Rating: Fully Met Director works with resources to provide students with the best possible access to program services.]

The leader encourages campus environments that promote multiple opportunities for student learning and development. [Rating: Well Met Director collaborates with other campus organizations to provide a wealth of career enrichment opportunities for students, including job fairs, workshops, classroom visits, resume instruction, and others.]

The leader strives to improve the program in response to evolving student needs and institutional priorities. [Rating: Fully Met Director utilizes knowledge of current job trends, feedback from students and administrators, and collaboration with staff to enhance program services.]

The program advances career services within the institution. [Rating: Well Met Program is advertised through a number of means, including radio/television commercials, banners, and a monthly newsletter listing services and upcoming events.]

4. Organization and Administration

The program is structured purposefully and managed effectively. [Rating: Well Met Program services are created, offered, and managed consistently according to program goals.]

Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. [Rating: Well Met Staff has access to current news and research in relevant disciplines, a hierarchy of authority has been established, and regular evaluations measure yearly successes.]

5. Human Resources

Procedures in place for staff selection, training, evaluation, supervision, and professional development opportunities. [Rating: Well Met Currently, these requirements are in effect as informal procedures. In the future, they will be made official and stored for review in a central location. Current review process follows Performance Management Plan through HR.]

Program strives to improve professional competence and skills of all staff members. [Rating: Well Met Staff members are given access to current literature and information on careers and counseling, and attend workshops relevant to their position.]

Professional staff members hold relevant graduate degree and/or combination of education and work experience. [Rating: Fully Met Counseling staff members hold appropriate or related graduate degrees.]

Interns are enrolled in an appropriate field of study, have relevant experience and are trained and supervised by professional staff members. [Rating: Fully Met All student staff members meet these requirements.]

Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. [Rating: Well Met Student evaluations occur as an infrequent process but will be formalized in the future. Following our involvement on a task force, evaluations will be on line along with time sheets as of June 2010.]
Hiring and promotion practices are fair, inclusive, and non-discriminatory. [Rating: Fully Met Career Services follows institutional policy on hiring practices.]

A diverse program staff is in place that provides readily identifiable role models for students. [Rating: Well Met CS is staffed with a diversity of age and gender. There is a lack of racial diversity in staff.]

Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. [Rating: Fully Met Each CS staff member has a description of their position that is used in the new performance management program.]

The program has a system for regular staff evaluation. [Rating: Fully Met Staff is evaluated regularly through WCU’s Performance Management Program Work and Management Program.]

The program provides staff members with professional development opportunities. Rating: [Well Met Professional staff regularly attend relevant regional conferences and workshops through the university.]

6. Financial Resources

Funding priorities are determined within the context of program mission, student needs, and available fiscal resources. [Rating: Fully Met Budget priority is determined by services offered through the program, which are, in turn, determined by student needs.]

The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols. [Rating: Fully Met Career Services utilizes a well-planned budget to ensure funding of services.]

7. Facilities, Technology and Equipment

The program has adequate, suitably located facilities, technology, and equipment to support its mission. [Rating: Well Met Offices are sufficient for current staff; however, if new staff are hired, additional office space will be needed.]

Program facilities, technology, and equipment is evaluated regularly. [Rating: Well Met Evaluation is informal, and should be made on a specific regular basis, though current evaluations are sufficient.]

Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users. [Rating: Well Met All facilities, technology and equipment are compliant with institutional requirements.]

The program provides adequate private office space. [Rating: Well Met Each professional staff member holds an office, with an additional office for graduate assistant and career testing.]

8. Legal Responsibilities

Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. [Rating: Well Met CS will work with the WCU Legal Department in developing a seminar for staff regarding confidentiality in technology.]

Staff members use informed practice to limit the liability exposure of the institution and its personnel. [Rating: Well Met The University Human Resources Department is available for additional information.]

Legal advice is available to staff members as needed to carry out assigned responsibilities. [Rating: Fully Met Legal advice is available through the WCU Legal Department.]
9. Equity and Access

- The program maintains appropriate records for future work with students and other clients.  
  \textbf{[Rating: Fully Met] } CS maintains a comprehensive and confidential records system of student co-op and internship experiences and student employment on campus. 

- All programs and services are provided on a fair and equitable basis.  
  \textbf{[Rating: Fully Met] } Services are provided to all students and alumni on a non-discriminatory basis. 

- All program facilities and services are accessible to prospective user.  
  \textbf{[Rating: Fully Met] } Career Services offices and functions are held in ADA-compliant facilities. 

- Program operations and delivery are responsive to the needs of all students and other users.  
  \textbf{[Rating: Fully Met] } Regular evaluation of services strives to keep them relevant to student needs. 

- All services adhere to the spirit and intent of equal opportunity laws.  
  \textbf{[Rating: Fully Met] } Services are provided to all students and alumni in ways that comply with all aspects of equal opportunity laws. 

- Program policies and practices do not discriminate against any potential users.  
  \textbf{[Rating: Fully Met] } Again, services are provided to all students and alumni on a non-discriminatory basis. 

- The program acts to remedy imbalances in student participation and staffing.  
  \textbf{[Rating: Fully Met] } Ratio of staff to student participation is appropriate and adequate. 

- Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.  
  \textbf{[Rating: Fully Met] } Through technology such as JobCAT, the Career Services website, and e-mail exchange with counselors, services are available to distance learning students. 

10. Campus and External Relations

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

11. Diversity

- The program nurtures environments wherein commonalities and differences among people are recognized and honored.  
  \textbf{[Rating: Well Met] } Career Services meets this requirement and continues to present students with information on diversity and multiculturalism in the workplace. 

- The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.  
  \textbf{[Rating: Well Met] } Career Services works with specific minority offices and groups on collaborative programs that promote and celebrate diversity. 

11. Diversity

- The program promotes respect for commonalities and differences in historical and cultural contexts.  
  \textbf{[Rating: Well Met] } Career Services works with other campus organizations to present multiculturalism workshops, specifically highlighting diversity in the work world. 

- The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.  
  \textbf{[Rating: Well Met] } Career Services continues to create programs and provide literature that address the needs of a diverse student population. 

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

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

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

NEGATIVE OR INCONCLUSIVE (NOT DONE) RESULTS

1. Mission

The Mission includes:

- …Leadership to the institution on career development concerns. [Rating: Not Met]
- …Positive relations with employers and other external agencies. [Rating: Minimally Met]
- …Supporting institutional outcome assessment and research. [Rating: Not Met] Clearer, more concise language was needed in mission statement to unmistakably address the three criteria identified here – we have completed this revision.

Program mission and goals statement is in place and is reviewed periodically. [Rating: Minimally Met] Mission statement contains goals statement, but lacks in other areas. Done. Review system was needed – this review process satisfies the latter.

The mission is consistent with that of the host institution and the CAS standards. [Rating: Not Met] Statement needed more specific language to fully align with standards -- done.

2. Program

- Program has identified student learning and development outcomes that are relevant to its purpose program mission and goals statement is in place and is reviewed periodically. [Rating: Minimally Met] Clear-cut and measurable outcomes need to be identified in aspirations statement. We are in process of tying these to the QEP outcomes.

Program provides evidence of its impact on the achievement of student learning and development outcomes in appreciation of diversity. [Rating: Minimally Met] We have since created workshops addressing entering a multi-cultural workforce, disabilities in the work place, and multi-national opportunities. Career Services offers few other services on diversity at this time.

The program includes services to employers, including determination of the needs and types of employers, involvement of employers in meaningful education programs on campus, valid and complete information about students, and meaningful exchange of information with employers. [Rating: Minimally Met] Exchange of information between students and employers needs to be increased due to limitations involving e-recruitment program JobCAT. Additional staff would help in fostering better employer relations. We have increased efforts to include employers in career education events (panels, business etiquette dinners).

The program includes consultation and outcome assessment, including services to employers, faculty and staff members, students, and other constituencies. [Rating: Minimally Met] Mardy and Michael have visited employers at workshops, and both have sought involvement in the QEP process to create outcomes with which we will align our own.

The program provides evidence of its impact on the achievement of student learning and development outcomes in Leadership Development. [Rating: Not Done] We have designed and teach career exploration courses under the LEAD prefix that may be used as electives toward a future Leadership minor.

The program provides evidence of its impact on the achievement of student learning and development outcomes in Spiritual Awareness. [Rating: Not Done] Although career counseling
helps students discern how their values and ethics coincide with a particular job decision, Career Services offers no real services related to student spiritual awareness.

- The program provides evidence of its impact on the achievement of student learning and development outcomes in Meaningful Interpersonal Relationships. [Rating: Not Rated]

Career Services currently offers no programs to improve interpersonal relationships.

3. Leadership

- Clearly defined leader accountability expectations are in place. [Rating: Not Met] A clearer process was implemented in Enrollment Management in 2006 and presumably will be followed or improved upon in Undergraduate Studies.

- Leader performance is fairly assessed on a regular basis. [Rating: Not Met] EPA positions, including CS director, need to be reviewed on a more regular basis. Being done.

4. Organization and Administration

- Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place. [Rating: Minimally Met] Elements are in place, but are not organized and readily available. They should be collected in a central location.

- Channels are in place for regular review of administrative policies and procedures. [Rating: Not Met] At this time, there is no regular review of administrative policies.

5. Human Resources

- Program is staffed adequately with personnel qualified to accomplish its mission. [Rating: Minimally Met] Additional staff would improve ability to make connections with employers and supplement ability to serve students.

- Student employees and volunteers are provided job descriptions, pre-service training, and continuing development. [Rating: Minimally Met] Student job descriptions are not formally documented.

- Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions. [Rating: Minimally Met] Career Services is currently developing, with the WCU legal department, a set of terms regarding student use of online job listings.

- Staffing and workload levels are adequate and appropriate. [Rating: Minimally Met] As enrollment numbers and job fair numbers grow, staff numbers should also increase to handle workload.

- Staff member compensation is commensurate with positions in comparable institutions and situations in the relevant geographical region. [Rating: Not Rated] Career Services should begin a process of compiling a benchmark study on regional salaries in similar fields at comparable institutions.

6. Financial Resources

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

8. Legal Responsibilities

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

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

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

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

Step Five: Completing the Assessment Process
Timeline & Next Steps
In the Summer of 2006, we used this self-assessment guide and the review team’s ratings to identify areas which were unsatisfactory or needed improvement.

In an action plan, we established goals, set a timeline, and assigned point persons. Some goals have been addressed (see italics) and others have not or have not been prioritized.
**Step Four: Describe the current practice that requires change and actions to initiate the change**

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Corrective Action Sought</th>
<th>Task Assigned To</th>
<th>Timeline Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1 Mission</td>
<td>Rewrite Mission Statement • Use clear, brief, more concise language • Make consistent with WCU mission</td>
<td>Mardy (leads) Office team</td>
<td>December 2006</td>
</tr>
<tr>
<td>Section 2.2 Program</td>
<td>Identify QEP related goals and write strategic plan focusing on student outcomes and improve measurement strategies • Outcomes should be clear and measurable • Outcomes should be connected to QEP once established</td>
<td>Mardy Mike</td>
<td>Started in December 2006 and ongoing</td>
</tr>
<tr>
<td>Section 2.4.14</td>
<td>Increase quality and identify plan for diversity training for staff and students • Further develop existing university-wide diversity training presentation and offer it as program in classes/residence halls</td>
<td>Mike</td>
<td>May 2007</td>
</tr>
<tr>
<td>Section 2.8E</td>
<td>Hire job development professional to increase network of job and co-op employers</td>
<td>Mardy</td>
<td>August 2008 [not done]</td>
</tr>
<tr>
<td>Section 2.8F</td>
<td>Implement marketing and evaluation ideas from July 2006 retreat (ie: meetings with department heads and colleges; relationship building with CSLs)</td>
<td>Mardy Mike</td>
<td>December 2006</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Responsible</td>
<td>Date</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>3.4</td>
<td>Leadership</td>
<td>Mardy</td>
<td>August 2006</td>
</tr>
<tr>
<td></td>
<td>Clearly defined expectations for leader should be established and viewable</td>
<td>Mardy</td>
<td>August 2006</td>
</tr>
<tr>
<td></td>
<td>• Expectations by both the University and by subordinate staff should be assessed and written</td>
<td>Mardy</td>
<td>August 2006</td>
</tr>
<tr>
<td>3.5</td>
<td>Mardy will be catalyst for action</td>
<td>Mardy</td>
<td>April 2007</td>
</tr>
<tr>
<td>4.2</td>
<td>3 ring binder</td>
<td>Mardy Donna</td>
<td>December 2006</td>
</tr>
<tr>
<td>4.4</td>
<td>Retreat</td>
<td>Jill</td>
<td>July 2006</td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td>Mardy</td>
<td>August 2008</td>
</tr>
<tr>
<td>5.7</td>
<td>Job descriptions, expectations, evaluations</td>
<td>Steve</td>
<td>December 2006</td>
</tr>
<tr>
<td>5.8</td>
<td>Attend FERPA</td>
<td>Jill</td>
<td>August 2006</td>
</tr>
<tr>
<td>5.9</td>
<td></td>
<td>Mardy</td>
<td>August 2008</td>
</tr>
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<td>6.1</td>
<td></td>
<td>Mardy</td>
<td>August 2008</td>
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<td>8.2</td>
<td>NACE Literature JobCat Pop-up Web-based disclaimer</td>
<td>Jill Steve Mardy</td>
<td>September 2006</td>
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<tr>
<td>Section 8.6</td>
<td>Bulletin Board Web page</td>
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<td>-----------</td>
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<tr>
<td>Section 12.2</td>
<td>See mission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 13.3</td>
<td>At retreat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission &amp; Campus</td>
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<td>Georgia Southern Univ.</td>
<td>Murray State Univ.</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Campus enrollment size?</td>
<td>9,600</td>
<td>10,300</td>
<td>10,100</td>
</tr>
<tr>
<td>Mission statement</td>
<td>The Career Services/Cooperative Education Office’s mission enhances Western’s mission of teaching and learning by seeking to guide and support students and alumni as they gain self-awareness, define realistic choices, integrate major choice and academic goals with work experiences, learn and practice skills necessary for job/career searching and pursue post-graduate jobs and work relationships ethically, with integrity and professionalism.</td>
<td>Our mission is to guide members of the Georgia Southern University community in establishing their career objectives through comprehensive programs, which provide opportunities for individuals to learn strategies useful in reaching their career goals. As advisor and catalyst, the Career Services staff seeks to assist students with choosing their major and career interests, gaining relevant work experience, as well as providing guidance in their full-time professional job search, through three distinct areas: Career Exploration and Education, Experiential Education, and Professional Employment.</td>
<td>Not provided.</td>
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Western Carolina University’s Career Services Benchmark Comparison - Fall 2009
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<tr>
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<th>Georgia Southern Univ.</th>
<th>Murray State Univ.</th>
<th>Radford Univ.</th>
<th>James Madison Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Does staff in your office offer/teach first-year, for-credit classes for students?</td>
<td>Yes, two staff members teach first-year experience courses (the career exploration theme); 1 staff member teaches Career Exploration class for sophomores</td>
<td>80% of the staff is classified as adjunct faculty; we teach: FYE 1220 First-Year Seminar, JSS 2121 Career Exploration</td>
<td>No</td>
<td>No</td>
<td>Yes, vita and Career Mapping 1 credit, 50 sections annually, 20 freshmen in each section</td>
</tr>
<tr>
<td>4. Do you coordinate (not just post or promote) co-ops/internships for academic departments? If so, how many departments/how many internships (annually)? Explain your role.</td>
<td>Yes, our office handles all paperwork for co-ops at WCU and 3 internships (English, Graphic Design and Interior Design). All majors have the option to do a co-op.</td>
<td>Yes, students register for the CO-OP and internship classes. We assign their grades at the end of the semester.</td>
<td>Yes, our office does this campus wide. We work closely with our academic departments and assist our students with co-op/internships. In addition, a student comes in with an idea or something they have created independently of either the department or our office, we will coordinate with the department to provide credit (if approved by the department) for that experience.</td>
<td>Yes, our office combines the functions of academic engagement and career services into one area reporting to the Provost and academic role of the university. We serve a central resource for all departments on campus to ensure that all of the internships utilize the RU liability agreements as part of their department specific internships. We have 6 colleges and 50 departments on campus and provide service to all of them in this capacity. Over 50% of RU students report that they have completed an internship experience as part of their undergraduate experience here. We also supervise a development internship course for the University, Highlanders in Action, that has approximately 30 students per year in the field.</td>
<td></td>
</tr>
<tr>
<td>5. Does your office produce quarterly/each semester/monthly office publications?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Do you provide Career Counseling and Testing? If so, what tests/instruments do you use?</td>
<td>Yes, Strong Interest Inventory, Personality Inventory, Myers-Briggs Type Inventory, Jungian Typology, Self-Evaluation of Abilities, Values Exercise, DISCOVER, Salience Inventory, ADA Career Concerns</td>
<td>Yes, FOCUS, GCIS, MBTI, Strong Interest Inventory and Self-Directed Search</td>
<td>Yes, but we only use the MBTI and Discover</td>
<td>Yes, Focus, SDS, Myers-Briggs, and the CI</td>
<td>Yes – MBTI, home grown assessments, FOCUS</td>
</tr>
<tr>
<td>8. How many career fairs are held each academic year?</td>
<td>14 fairs 6-7 events and/or panel discussions per quarter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Are they for specific majors?</td>
<td>Most are, some are broad</td>
<td>Education, Retail Sales and Communication Arts</td>
<td>No</td>
<td>Education, Nursing, Business, and one non-profit</td>
<td>2 for all majors, 1 for Health/Medical, 1 for Education</td>
</tr>
<tr>
<td>10. What is your average attendance?</td>
<td>Most fairs are between 50 &amp; 100 students depending on the fair and faculty involvement</td>
<td>600</td>
<td>400</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>11. What was last year's student attendance (total number for 08-09)?</td>
<td>1532</td>
<td>1107</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>12. How do you market your fairs?</td>
<td>Banners, signs, sandwich boards, announcements in class</td>
<td>Personalized Post Cards, E-Mail, Flyers, News Paper Ads, Letters to Faculty</td>
<td>Direct with company recruiters</td>
<td>Website, campus newspaper, faculty, email</td>
<td>Website, campus newspaper, faculty, email</td>
</tr>
<tr>
<td>13. How many employers attend these career fairs (total number for 08-09)?</td>
<td>257 – down 35% from previous year</td>
<td>481</td>
<td>201</td>
<td>184</td>
<td>200</td>
</tr>
<tr>
<td>14. Do you participate in any classroom presentations or workshops?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>15. How many each academic year?</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>

Western Carolina University's Career Services Benchmark Comparison - Fall 2009
<table>
<thead>
<tr>
<th>Question</th>
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<th>Georgia Southern Univ.</th>
<th>Murray State Univ.</th>
<th>Radford Univ.</th>
<th>James Madison Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Do you offer an online job search engine?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>10-A It is customized, purchased or in-house?</td>
<td>Purchased and one in-house</td>
<td>Eagle Career Net/NACELink powered by Simplicity</td>
<td>Purchased</td>
<td>Purchased</td>
<td>Purchased/customized</td>
</tr>
<tr>
<td>10-B What is the corporate (unbranded) name of the search engine?</td>
<td>Experience.com, but we also have the job listings available from Monster TRAK, NACE LINKS and _LOCALJOBS.COM and our own Local Area Jobs</td>
<td>Simplicity</td>
<td>Experience</td>
<td>CSO – Known here as Hire a Highlander</td>
<td>NACELink</td>
</tr>
<tr>
<td>11 What other interactive tools are offered on your website?</td>
<td>Mock interview practice, DISCOVER on-line information and career exploration; JobCat (Experience), Perfect Interview</td>
<td>OptimalResume, FOCUS, GCIS</td>
<td>None</td>
<td>Optimal First Impressions &amp; Optimal Resume; Going Global</td>
<td>N/A</td>
</tr>
<tr>
<td>12 Do you offer a computer aided guidance program?</td>
<td>Yes, Discover</td>
<td>Yes, Focus and GCIS</td>
<td>Yes, Discover</td>
<td>Yes, Focus II</td>
<td>Yes, Focus</td>
</tr>
<tr>
<td>Question</td>
<td>Western Carolina Univ.</td>
<td>Georgia Southern Univ.</td>
<td>Murray State Univ.</td>
<td>Radford Univ.</td>
<td>James Madison Univ.</td>
</tr>
<tr>
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<td>-------------------</td>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>13 In what ways is the quality of your services assessed?</td>
<td>Surveys at the end of each event, CAS Standards for Career Services, University/system surveys of graduating students</td>
<td>CAS standards for Career Services, Georgia Board of Regents Standards for Career Services and The CO-OP Program, ACCE Accreditation for the CO-OP Program, Best Practices and benchmark studies (NACE, etc.)</td>
<td>Paper surveys, survey monkey</td>
<td>Student and employer evaluations after career service fairs and other events</td>
<td>We evaluate all major events (career fairs, majors fair, grad school fair, resume programs, etc)</td>
</tr>
<tr>
<td>Western Carolina University's Career Services Benchmark Comparison - Fall 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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| **Western Carolina Benchmark Study**  
**Leadership, Organization & Human Resources**  

<table>
<thead>
<tr>
<th>14. Where does your office report in the structure of your university (academic affairs, student affairs, etc.)?</th>
<th>Western Carolina Univ.</th>
<th>Georgia Southern Univ.</th>
<th>Murray State Univ.</th>
<th>Radford Univ.</th>
<th>James Madison Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs/Office of the Provost, Undergraduate Studies</td>
<td>Academic Affairs/Office of Student Affairs and Enrollment Management</td>
<td>Academic Affairs/Office of Student Affairs</td>
<td>Academic Affairs (however, we did also report to Student Affairs for 4 years)</td>
<td>Academic Affairs/Office of Student Affairs</td>
<td>Academic Affairs/Office of Student Affairs</td>
</tr>
</tbody>
</table>

| 15. What do you describe as the core functions of your office? | Career Exploration – testing and evaluation (individual or through classroom instruction); job app/internship listings and placement; career fairs and events; job skills training through classroom delivery | Career Exploration and Education, Relevant Work Experiences, Professional Employment | Promoting experiential education and providing guidance in job search techniques | Internship and senior placement activities – we were very developmental and spent a lot of time on career decision making appointments, however, this is changing due to state support and decreasing finances from the state | Academic advising for all freshmen; assistance with choosing or changing a major; internship development and identification; job search strategies and techniques; on-campus recruiting and interviewing |

<table>
<thead>
<tr>
<th>16. What is the size of your staff?</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>11</th>
<th>15</th>
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</thead>
<tbody>
<tr>
<td>17. How many staff have counseling or related graduate degrees (like college personnel services)?</td>
<td>2 with Masters</td>
<td>3 with Masters</td>
<td>2 with Masters, 1 PhD</td>
<td>3 with Masters, 2 with PhDs</td>
<td>10 with Master, 2 PhDs</td>
</tr>
<tr>
<td>18. Do you offer individual, private office space for each counselor?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>19. What other specially designated spaces does your office provide?</td>
<td>We have 1 extra office space for testing, interviewing and/or use as GA office</td>
<td>Mock Interview Room, Career Resource Center and 2 Employers Interview Rooms</td>
<td>Interview rooms</td>
<td>Resource room and meeting tables</td>
<td>Academic and career resource center, classroom, meeting rooms (5), media production room, interviewing center (19 rooms)</td>
</tr>
<tr>
<td>20. Does your office have an assistant/associate director or related position?</td>
<td>No, Director, Coordinator (performed similarly other than budgetary) Special Events (plans and executes the career fairs and events), Resources specialist (Student employment coordinator) Admin assistant (Office maintenance)</td>
<td>Yes, Assistant Director for Career Exploration and an Assistant Director for Employment</td>
<td>No</td>
<td>Yes, Associate Director supervises delivery for seniors</td>
<td>Yes – three associate directors and two assistant directors: One associate is responsible for all freshmen advising programs; one associate is responsible for all decision-making programs; one associate is responsible for all job search and recruiting programs. One assistant is responsible for all employer relations and recruiting; one assistant is responsible for all staff training and development.</td>
</tr>
<tr>
<td>21. Is student employment handled in your office?</td>
<td>Yes, non-work study is handled through our office; work study is handled through the Financial Aid Office</td>
<td>No, it is handled in the Human Resources Office</td>
<td>No, job listings only</td>
<td>No, Work study positions are posted in our CSO software known as Hire a Highlander</td>
<td>No</td>
</tr>
<tr>
<td>22. Does each of your individual colleges/schools have a Career Services office, or is it in one central location in the university?</td>
<td>One centralized Office</td>
<td>We have a centralized Career Services Office but Decentralized Operations. We have a Career Center Team in each of the Colleges.</td>
<td>No</td>
<td>Combination of centralized and decentralized</td>
<td>No – everything is central</td>
</tr>
<tr>
<td>23. Do you employ a job developer or an employer relations specialist? Explain how this function is addressed.</td>
<td>No, something I would like to have. Either the Director or the Coordinator visits employers</td>
<td>No, we have a director who is responsible for job development</td>
<td>No</td>
<td>No</td>
<td>Yes – an assistant director who coordinates employer relations/development and manages the on-campus recruiting program</td>
</tr>
<tr>
<td>24. What is your total operating budget for the academic year not including salaries?</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$46,000</td>
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SENIOR SURVEYS: CAREER-RELATED SERVICES SECTION

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

SPRING 2009
Opportunity for career assistance
• Of the 75% of students who knew about or used this, 74% responded good or excellent.
Information on internships, co-op, other career-related experiences
• Of the 79% of students who knew about or used this, 72% responded good or excellent.
Resources available to explore career options
• Of the 77% of students who knew about or used this, 68% responded good or excellent.
Information available through computers/Internet and other technology
• Of the 81% of students who knew about or used this, 78% responded good or excellent.
Career-related services overall
• Of the 81% of students who knew about or used this, 72% responded good or excellent.

FALL 2008
Opportunity for career assistance
• Of the 67% of students who knew about or used this, 73% responded good or excellent.
Information on internships, co-op, other career-related experiences
• Of the 72% of students who knew about or used this, 74% responded good or excellent.
Resources available to explore career options
• Of the 68% of students who knew about or used this, 74% responded good or excellent.
Information available through computers/Internet and other technology
• Of the 71% of students who knew about or used this, 78% responded good or excellent.
Career-related services overall
• Of the 74% of students who knew about or used this, 72% responded good or excellent.

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

FALL 2004
Career/Employment Assistance
• Of the students who knew about or used this, 77% responded good or excellent.
Resources for career options and information available to them on internships, etc.
• Of the students who knew about or used this, 75% responded good or excellent.
Information available through computers
• Of the students who knew about or used this, 82% responded good or excellent.
Access to employment opportunities and resume preparation
• Of the students who knew about or used this, 70% responded good or excellent.
Career-related services overall
• Of the students who knew about or used this, 79% responded good or excellent.
Career-related services

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Opportunity for career assistance: 4. Career-related services

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<td></td>
<td>Good</td>
<td>88</td>
<td>28.3</td>
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<td>Excellent</td>
<td>63</td>
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<td>19.2</td>
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<td>Good</td>
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<td>Excellent</td>
<td>36</td>
<td>13.5</td>
<td>74.8</td>
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<td></td>
<td>Don't know/ Did not use</td>
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<td>14.3</td>
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### Information on internships, co-op, other career-related experiences: 4. Career-related services

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<td>Fair</td>
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<td>28.9</td>
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### Resources available to explore career options: 4. Career-related services

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### Information available through computers/Internet and other technology: 4. Career-related services

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### Information available through computers/Internet and other technology : 4. Career-related services

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### Career-related services overall : 4. Career-related services

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CAREER SERVICES STAFF INVOLVEMENT,
ACTIVITY & SERVICE

Mardy Ashe (See also Appendix B-1)

2008-2009

- University & Other Events: Orientation sessions, Study Abroad Fair, Service Learning Fair, Graduation Fair
- Committees, Initiatives & Task Forces: Sophomore Year Experience Planning, Teaching Fellows Advisory, Service Learning Advisory, QEP Steering Committee, Assist in recruitment of athletes,

2007-2008

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

2006-2007

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

2005-2006

- University & Other Events: Orientation, Open Houses,
• **Committees, Initiatives & Task Forces:** Service Learning Advisory, QEP Committee, committee to track students currently on Probation, mock interviews with CSP students

• **Presentations, Programs & Instruction:** Counseling 150 with Continuing Education, New Entry Program, transfers from community colleges to WCU, presented at Gender Research Conference with Graduate Assistant, “Dressing for Success,” sent to London by International Programs, multiple presentations on careers, majors and job search skills

2004-2005

• **University & Other Events:** Graduation Fair, ACA Conference in Atlanta,

• **Committees, Initiatives & Task Forces:** Cherokee internship program,

• **Presentations, Programs & Instruction:** Conference “Dressing for Success,” multiple presentations on careers, majors and job search skills.

**Michael Despeaux (see also Appendix B-2)**

2008-2009

• **University & Other Events:** Orientation, Admissions’ Open House,

• **Committees, Initiatives & Task Forces:** Search Committee for Service Learning Assist Director, QEP Assessment Committee and Sub-committee, Western Outdoor Council, Base Camp Cullowhee Advisory, Committee on Student Learning

• **Presentations, Programs & Instruction:** Teaching Western Peaks USI 140 – Career Exploration, (piloted eBriefcase in this class), FEED Conference – “Integrated Learning Communities and Student Success,” Career Services sponsored 3 panel discussions: Fall: “Disabilities in the World of Work” (panelist), Spring: “Life after Art” and “Career Searching in Tough Economic Times (panelist), SCC interview workshops, editor & author of articles—Career Journal, multiple class presentations on careers, majors and job search skills

2007-2008

• **University & Other Events:** Orientation, Open Houses, Study Abroad Fair, Service Learning Fair, Service Learning Symposium

• **Committees, Initiatives & Task Forces:** 1st year Advisory, Service Learning Search Committee, QEP Assessment Committee, Base Camp Cullowhee Advisory, Committee on Student Learning – co-chaired a sub-committee, Appointee, University –wide task force in student employment, Kappa Sigma Fraternity Advisor

• **Presentations, Programs & Instruction:** ASP course in the summer, USI 140 Class—Career Exploration, SCC Interview Workshops, Editor – Career Journal, multiple class presentations on careers, majors and job search skills.

2006-2007

• **University & Other Events:** Orientation, Open Houses, Service Learning Symposium

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

2005-2006

• University & Other Events: Orientation, Open Houses, Service Learning Symposium
• Committees, Initiatives & Task Forces: Search Committee Chair for the Assistant Director of Supplemental Learning (cancelled),
• Presentations, Programs & Instruction: Summer Upward Bound, presented “Diversity in the Workplace” with Tanisha Jenkins, also presented at NC ACE Conference “Diversity in the Workplace” with Heather Hanami, Alumni Board presentation, USI 130 Learning Community, With First Year Students, History Dept and Mountain Heritage Center presented “The Historical and Fictional South,” along with faculty from History, Sociology, and English won the $2000 Integration of Learning Award for creating the class “Adventure Sports in the Mountains,” received the certificate of Achievement for Exemplary Use of a Service Learning Model, multiple presentations on careers, majors and job search skills.

2004-2005

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

Steven Wilson

2008-2009

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

2007-2008

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

2006-2007

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

2005-2006

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

2004-2005

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

**Jill Woodruff**

2008-2009

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

2007-2008

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

2006-2007

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

2005-2006

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

2004-2005

• **University & Other Events**: Open Houses
• **Presentations, Programs & Instruction**: Planned and implemented all of Career Services’ activities and events for the year, class presentation on careers in event planning
Part 1: MISSION

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

In addition, the mission of CS is:

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

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

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

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

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

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

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PART 1. MISSION (Criterion Measures)
1.1 The mission includes …

1a. leadership to the institution on career development concerns

1b. positive relations with employers and other external agencies

1c. supporting institutional outcome assessment and research

1.2 Program mission and goals statement is in place and is reviewed periodically.

1.3 Student learning, development, and educational experiences are incorporated in the mission statement.

1.4 The mission is consistent with that of the host institution and the CAS standards.

1.5 The program functions as an integral part of the host institution’s overall mission.

1.6 The program promotes awareness of the world of work over the life span.

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<tr>
<th>Part 1: Mission Overview Questions</th>
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<tr>
<td>1.1 What is the program mission?</td>
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<tr>
<td>1.2 How does the mission embrace student learning and development?</td>
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<td>1.3 In what ways does the program mission complement the mission of the institution?</td>
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<td>The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Career Services (CS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.</td>
</tr>
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</table>

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

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

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

Understands one's own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society.

**Spiritual Awareness**

Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors.

**Personal and Educational Goals**

Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others.

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

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

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

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

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

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

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

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

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

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

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

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

Career counseling should:

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

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

Information and Resources on Careers and Further Study

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

CS should provide information and resources:

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

Information and resources must be:

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

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

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

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

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

Opportunities for Career Exploration through Experiential Learning

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

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

Experiential learning programs administered through CS must:

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

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

Job Search Services

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

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

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

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

Services to Employers

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

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

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

CS must:

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

CS must provide timely, pertinent information to employers regarding:

• the institutional student profile, academic programs and curricula, enrollments, and academic calendar
• class profile according to majors
• recruiting options available to reach targeted students
• policies, procedures, and instructions for using the services
• institutional non-discrimination policies with which employers must comply

CS must treat employers fairly and equitably.

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

Consultation and Outcomes Assessment

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

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

CS should provide guidance on:

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

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

CS should support faculty and staff and administrative units by:

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

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

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PART 2. PROGRAM (Criterion Measures)

2.1 The program promotes student learning and development that is purposeful and holistic.

Rating Scale

NOTES:

List Criterion Number
2.2 The program has identified student learning and development outcomes that are relevant to its purpose.

2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.

2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.

List student learning and/or developmental outcomes in spaces provided.

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<td>Effective Communication</td>
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<tr>
<td>2.4.16</td>
<td>Personal and Educational Goals</td>
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</table>

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

2.7 The program is designed to assist students to develop skills appropriate to the global workplace.

2.8 The program includes …

2.8a career counseling, including the assessment of interests and competencies, setting of long- and short-term goals, and assistance with decision-making

2.8b information and resources on careers and further education, including access to valid career information, comprehensive and current information about careers such as via the Internet, access strategies for all students, and information about lifelong learning opportunities

2.8c career exploration through experiential learning, such as cooperative education and service-learning that insures adequate site supervision

2.8d job search services, including the development of job-search competencies and skills in the use of information for career decision making

2.8e services to employers, including determination of the needs and types of employers, involvement of employers in meaningful education programs on
campus, valid and complete information about students, and meaningful exchange of information with employers

2.8f consultation and outcome assessment, including services to employers, faculty and staff members, students, and other constituencies

2.9 The program is designed to meet the needs to multiple constituencies through flexible approaches.

2.10 The program works collaboratively with other relevant units on campus, especially with the academic programs.

2.11 The program goals are reviewed and updated regularly.

2.12 The program promotes adherence to ethical standards by employers.

2.13 The program treats all employers fairly.

**Part 2: Program Overview Questions**

2.1 What are the primary elements of the program?

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

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

**Part 3: LEADERSHIP**

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

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

CS leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

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

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

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

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

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

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

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

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**PART 3. LEADERSHIP** *(Criterion Measures)*

3.1 The host institution has selected, positioned, and empowered a program leader.

3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.

3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.

3.4 Clearly defined leader accountability expectations are in place.

3.5 Leader performance is fairly assessed on a regular basis.

3.6 The leader exercises authority over program resources and uses them effectively.

3.7 The program leader . . .

3.7a articulates an organizational vision and goals that include
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**Part 3: Leadership Overview Questions**

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

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

3.3 How are program leaders accountable for their performance?

3.4 What leadership practices best describe program leaders?

**Part 4: ORGANIZATION and MANAGEMENT**

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

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

- size, nature and mission of the institution
- number and scope of academic-related services
- scope and intent of recruiting services
- philosophy and delivery system for service
- varied delivery methods (e.g., direct contact, technology)

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

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**PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)***

4.1 The program is structured purposefully and managed effectively.

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.

4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.

4.4 Channels are in place for regular review of administrative policies and procedures.

**PART 5: HUMAN RESOURCES**

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

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

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

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<tr>
<th>Functions</th>
<th>Core Competencies</th>
<th>Knowledge Domains</th>
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<tr>
<td>Management and Administration</td>
<td>Needs assessment; program design, implementation and evaluation; strategic &amp; operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesize, interpret and report information.</td>
<td>Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; management of information systems; customer service; marketing.</td>
</tr>
<tr>
<td>Program and event administration</td>
<td>Needs assessment; goal setting; program planning; implementation and evaluation; budget allocation; time management; problem solving; attention to detail.</td>
<td>Systems, logistics, and procedures; project management; customer service.</td>
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<tr>
<td>Career counseling and consultation</td>
<td>Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information.</td>
<td>Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumes.</td>
</tr>
<tr>
<td>Teaching/ training/ educating</td>
<td>Needs assessment; program/workshop design; researching, evaluating, and integrating information; effective teaching strategies; coaching; work with individuals and groups; use of technology for delivery of content.</td>
<td>Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job search process; learning styles.</td>
</tr>
<tr>
<td>Marketing/ promoting/ outreach</td>
<td>Needs assessment and goal setting; written and interpersonal communication; public speaking; job development; effective use of print, web, personal presentation methods.</td>
<td>Customer service; knowledge of institution and its academic programs; career services; employers= and faculty needs and expectations; recruiting and staffing methods, trends.</td>
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<tr>
<td>Brokering/ connecting/ linking</td>
<td>Organize information, logistics, people, and processes toward a desired outcome; consulting; interpersonal skills.</td>
<td>Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices.</td>
</tr>
<tr>
<td>Information management</td>
<td>Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design.</td>
<td>Library/resources center organization; computer systems and applications; specific electronic management information systems.</td>
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</table>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.

5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.

5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.

5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.

5.12 A diverse program staff is in place that provides readily identifiable role models for students.

5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.

5.14 The program has a system for regular staff evaluation.

5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.

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Part 5: Human Resources Overview Questions

5.1 What is the strategic plan for staffing the program?

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

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

Part 6: FINANCIAL RESOURCES

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

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

CD should cultivate employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts. While outside revenue may be generated to supplement the services it should not replace institutional funding. Revenue generated from employers, vendors, students, and other designated clients should be limited and reasonable to carry out stated objectives.
PART 6. FINANCIAL RESOURCES  
(Criterion Measures)

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6.1 The program has adequate funding to accomplish its mission and goals.

6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

Part 6: Financial Resources Overview Questions

6.1 What is the funding strategy for the program?

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

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

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

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

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

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

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PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)

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</table>
7.3 Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.

7.4 The program provides adequate private office space.

**Part 7: Facilities, Technology, and Equipment Overview Questions**

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

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

**Part 8: LEGAL RESPONSIBILITIES**

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

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

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

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

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

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

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**PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)**

8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.

8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.

8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.

8.7 The program maintains appropriate records for future work with students and other clients.

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Part 8: Legal Responsibilities Overview Questions

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

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

Part 9: EQUITY and ACCESS

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

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

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

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

Consistent with their mission and goals, programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.
These groups may include traditionally under-represented, disabled, evening, part time, commuter, and international students.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

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

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

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

Part 10: CAMPUS and EXTERNAL RELATIONS

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

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

To achieve this, CS should develop institutional support for career development and employment programs by:
- participating fully in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs
- arranging appropriate programs that use alumni experience and expertise
- establishing cooperative relationships with other offices and services to support the practice of mutual referrals, information exchange, resource sharing, and other program functions
- providing information and reports to the academic administration, faculty and key offices of the institution regarding career services for students, employers, and alumni
- developing informal or formal student, faculty, or employer advisory groups
- encouraging dialogues among employers, faculty members, and administrators concerning career issues and trends for students and graduates

In addition, CS should:

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

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**Part 10. CAMPUS and EXTERNAL RELATIONS** *(Criterion Measures)*

**Rating Scale**

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**NOTES**

List Criterion Number

**Part 10: Campus and External Relations Overview Questions**

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

10.2 What evidence confirms effective relationships with program constituents?

**Part 11: DIVERSITY**

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

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

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

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

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<th>PART 11. DIVERSITY (Criterion Measures)</th>
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<td>Part 11: Diversity Overview Questions</td>
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<tr>
<td>11.1 In what ways does the program contribute to the nurturing of diversity?</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>11.2 How does the program serve the needs of diverse populations?</td>
<td>ND 1 2 3 4 NR</td>
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Part 12: ETHICS

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

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

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

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

CS staff members must recognize and avoid personal conflict of interest or appearance
thereof in their transactions with students and others.
CS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

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

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

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

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

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

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

12.9 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.

12.10 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.

12.11 Staff members practice ethical behavior in the use of technology.

---

**Part 12: Ethics Overview Questions**

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

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

12.3 How are ethical dilemmas and conflicts of interest managed?

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

---

**Part 13: ASSESSMENT and EVALUATION**

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

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

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

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

Evaluations should include:

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

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

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

### PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)

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13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.

### Part 13: Assessment and Evaluation Overview Questions

13.1 What is the grand assessment strategy for the program?

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

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

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<th>Step One</th>
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<td>Part</td>
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<td>11. Diversity</td>
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<td>12. Ethics</td>
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<td>12.10</td>
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<td>13. Assessment &amp; Evaluation</td>
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<td>13.4</td>
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</tr>
</tbody>
</table>

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

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
INSTRUCTIONS:
The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 3, Work Form A). In Step Four, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

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

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Corrective Action Sought</th>
<th>Task Assigned To</th>
<th>Timeline Due Dates</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
Step Five:
This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

Part 2: Program

Part 3: Leadership

Part 4: Organization and Management

Part 5: Human Resources

Part 6: Financial Resources

Part 7: Facilities, Technology, and Equipment

Part 8: Legal Responsibilities

Part 9: Equity and Access

Part 10: Campus and External Relationships

Part 11: Diversity

Part 12: Ethics

Part 13: Assessment and Evaluation
## Breakdown of Students*

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Graduate</th>
<th>Other</th>
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<td>2007-2008</td>
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<td>268</td>
<td>578</td>
<td>948</td>
<td>78</td>
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<td>2006-2007</td>
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<td>767</td>
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<td>2005-2006</td>
<td>1109</td>
<td>295</td>
<td>329</td>
<td>724</td>
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<td>107</td>
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<td>242</td>
<td>685</td>
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<td>1889</td>
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* Does not include events
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<tr>
<th>Year</th>
<th>Co-Op Inquired</th>
<th>Co-Op Actual</th>
<th>Individual Contacts</th>
<th>Group Contacts</th>
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<td>90</td>
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<td>793</td>
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* Not counted in total
## Career Services Events Attendance Chart 2008 – 2009

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<th># in Mailing</th>
<th>Approximate # of Employers</th>
<th>Approximate # of Students</th>
<th>Approximate # of Faculty</th>
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<tr>
<td>Etiquette Dinner – Sept 30</td>
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<td>129</td>
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<td>Construction Management Career Day – Oct 8</td>
<td>278</td>
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<td>122</td>
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<td>Teaching Ops for Non-Teaching Majors – Oct 21 &amp; 22</td>
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<tr>
<td>Engineering, CS &amp; Math Career Fair – Oct 28</td>
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<td>9</td>
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<td>Criminal Justice Career Fair – Oct 30</td>
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<td>Allied Health &amp; Nurses’ Career Day – Nov 6</td>
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<td>Etiquette Dinner – February 3</td>
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<td>Construction Management Career Day – Feb 11</td>
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<td>284</td>
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<td>116</td>
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<td>PT &amp; SLP Career Fair – February 17</td>
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<td></td>
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<td>Corp – 535</td>
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<td>NP – 138</td>
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<td>Gov – 197</td>
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<td>Comm – 89</td>
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<td>Eng – 289</td>
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<td>Enviro – 54</td>
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<td>CJ – 65</td>
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<td></td>
<td>17 – 4 STEM &amp; 13 EXPO</td>
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<td>Corporate, Non-Profits &amp; Gov Career Expo &amp; STEM Fair – March 11</td>
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<td>Education Recruitment Day – March 24</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>% change from past year</strong></td>
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<td>30%decrease</td>
<td>.007%increase</td>
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Allied Health & Nurses’ Career Day
Fall 2008

Event Evaluation Summary

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

<table>
<thead>
<tr>
<th>Employers Evaluation</th>
<th>Page(s)</th>
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<tbody>
<tr>
<td>Summary</td>
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<tr>
<td>Sample of the Employer Evaluation</td>
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<td>Graphs 1 – 11</td>
<td>5 – 10</td>
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<td>Summary</td>
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<td>Students’ written responses to evaluation questions</td>
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</tr>
<tr>
<td>Sample of the Student Evaluation</td>
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</tr>
<tr>
<td>Graphs 12 – 17</td>
<td>14 – 16</td>
</tr>
</tbody>
</table>
Allied Health & Nurses’ Career Day, November 2008
Event Summary

Employer Responses

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

Graphs 1 – 11 represent the employer’s evaluation responses.
<table>
<thead>
<tr>
<th>Fall 2008 Employer Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate each aspect of the career fair on a scale of 1-5, with 5 being most satisfactory:</td>
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<table>
<thead>
<tr>
<th>Aspect</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>eRecruiting/JobCat on-line registration</td>
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<tr>
<td>Confirmation &amp; follow-up information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of event</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of event</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location/facility</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shuttle service</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (re: manner, dress, attitude, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event in comparison to other college recruiting events you have attended</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Please feel free to provide us with any suggestions or comments on reverse.*
Graph 1: Please rate eRecruiting/JobCat on-line registration

Graph 2: Please rate the confirmation and follow-up information
Graph 3: Please rate the time of the event

Number of Respondents

5 = Most Satisfactory

Graph 4: Please rate the date of the event

Number of Respondents

5 = Most Satisfactory
Graph 5: Please rate the location/facility

Graph 6: Please rate the food & beverage
Graph 7: Please rate the number of students attending this event

![Bar graph showing the number of respondents rating the number of students attending the event.]

Number of Respondents

0 0 3 4 5

1 2 3 4 5

5 = Most Satisfactory

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

![Bar graph showing the number of respondents rating the students.]

Number of Respondents

0 0 1 5 7

1 2 3 4 5

5 = Most Satisfactory
Graph 9: Please rate the shuttle service for this event

Graph 10: Please rate the event overall
Graph 11: Please rate this event in comparison to other college career days

Number of Respondents

1 2 3 4 5

0 1 2 2 2 8

5 = Most Satisfactory
Allied Health & Nurses’ Career Day, November 2007
Event Summary

Student Responses from Evaluations

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

Graphs 12 – 17 represent student evaluation responses.
Student responses to
“What did you find most valuable about the career fair?”

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

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

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

Majors represented (as taken from evaluations):
Pre-Nursing – 2
Nursing – 13
Physical Therapy – 18
Emergency Medical Care – 9
Recreational Therapy – 1
Health Information Administration – 8
MPT – 3
Allied Health & Nurses’ Career Day  
Fall 2008 Student Evaluation  

Name:  
Major:  
Grad Date:  

1) How did you hear about the career fair?  
Sandwich Board  Banner  Radio  Professor  Friend  Other  

2) Please rate the each aspect of the event with 5 being most satisfactory:  
   Information Received  Location  Time  Business Represented  Event Overall  
   1  1  1  1  1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5  

3) What did you find most valuable about the career fair?  

4) How will you use what you learned?
Graph 12: How did you hear about the Allied Health & Nurses' Career Day?

- Poster: 7%
- Banner: 8%
- Friend: 5%
- Professor: 78%
- Other: 2%
- Radio: 0%

Graph 13: Please rate the location of this event

Number of Respondents

<table>
<thead>
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<th>Rating</th>
<th>Number</th>
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<td>2</td>
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<td>2</td>
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<td>4</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>39</td>
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</tbody>
</table>

5 = Most Satisfactory
Graph 14: Please rate the time of the event

Number of Respondents

1 2 3 4 5

Graph 15: Please rate the organizations represented

Number of Respondents

1 2 3 4 5

5 = Most Satisfactory
Graph 16: Please rate the information received at the event

Graph 17: Please rate the event overall
Construction Management Career Day Spring 2009

Event Evaluation Summary

Career Services & Cooperative Education
Western Carolina University
205 Killian Annex
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</tr>
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<td>Sample of the Employer Evaluation</td>
<td>4</td>
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<td>5 – 10</td>
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<th>Page(s)</th>
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<tr>
<td>Summary</td>
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<tr>
<td>Students’ written responses to evaluation questions</td>
<td>12</td>
</tr>
<tr>
<td>Sample of the Student Evaluation</td>
<td>13</td>
</tr>
<tr>
<td>Graphs 12 – 17</td>
<td>14 – 16</td>
</tr>
</tbody>
</table>
Construction Management Career Day, February 2009
Event Summary

Employer Responses

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

Graphs 1 – 11 represent the employer’s evaluation responses.
**CONSTRUCTION MANAGEMENT CAREER DAY**

**Spring 2009 Employer Evaluation**

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

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>eRecruiting/JobCat on-line registration</td>
<td>1</td>
</tr>
<tr>
<td>Confirmation &amp; follow-up information</td>
<td>1</td>
</tr>
<tr>
<td>Time of event</td>
<td>1</td>
</tr>
<tr>
<td>Date of event</td>
<td>1</td>
</tr>
<tr>
<td>Location/facility</td>
<td>1</td>
</tr>
<tr>
<td>Shuttle service</td>
<td>1</td>
</tr>
<tr>
<td>Number of students</td>
<td>1</td>
</tr>
<tr>
<td>Students (re: manner, dress, attitude, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Event overall</td>
<td>1</td>
</tr>
</tbody>
</table>

Event in comparison to other college recruiting events you have attended

---

*Please feel free to provide us with any suggestions or comments on reverse.*
Graph 1
100% of the respondents rated the eRecruiting online registration a 4 or 5, with 5 being most satisfactory.

Graph 2
Eight, or 89%, of the respondents rated the confirmation and follow-up information a 5, with 5 being most satisfactory.
Graph 3
The time of the event was rated 4 or 5 by 100%.

Graph 4
The date of the event was rated 4 or 5 by 100%.
Graph 5
The location/facility of the event was rated a 5 by 89%.

Graph 6
100% of the respondents rated the food and beverage provided a 4 or 5.
Graph 7
The number of students was rated a 5, with 5 being most satisfactory, by 89% of the employers.

Graph 8
100% of the employers rated the students a 4 or 5 in regards to how they presented themselves (re: manners, dress, attitude, etc.).
Graph 9
The event’s shuttle service was rated a 5 by 67% of the respondents.

Graph 10
The event overall was rated a 5 by 78%.
Graph 11
100% rated the Construction Management Career Day a 4 or 5, with 5 being most satisfactory, in comparison to other college career days.
Construction Management Career Day, February 2009
Event Summary

Student Responses from Evaluations

• Approximately 116 students attended the Construction Management Career
  Day.

• 55 students completed the student evaluation for the Construction
  Management Career Day.

• 54% of students responded they heard about the Construction Management
  Career Day from a professor and 16% from My Cat. – Graph 12

• 95% of the students rated the location of the fair a 4 or 5, on a scale of 1 – 5
  with 5 being most satisfactory. – Graph 13

• 87% of the responding students ranked the time of the event a 4 or 5 on a
  scale of 1 to 5, with 5 being most satisfactory. – Graph 14

• The number of graduate or professional schools represented was ranked a 2
  or 3 by 65%. – Graph 15

• The information received at the fair was thought to be beneficial (ranked a 4
  or 5) by 76% of the respondents. – Graph 16

• 80% of the students responded a 4 or 5 when asked to rate the even overall.
  – Graph 17

• Six companies conducted interviews. Forty three students participated in
  these interviews.

• The breakdown of number of students from each class attending the
  Construction Management Career Day & completing the survey is:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2008</td>
<td>1</td>
</tr>
<tr>
<td>May 2009</td>
<td>12</td>
</tr>
<tr>
<td>August 2009</td>
<td>3</td>
</tr>
<tr>
<td>December 2009</td>
<td>7</td>
</tr>
<tr>
<td>May 2010</td>
<td>17</td>
</tr>
<tr>
<td>August 2010</td>
<td>1</td>
</tr>
<tr>
<td>May 2011</td>
<td>8</td>
</tr>
</tbody>
</table>

Graphs 12 – 17 represent student evaluation responses.
Student responses to
“What did you find most valuable about the career fair?”

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

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

• Getting a job
• Be more assertive
• Everyone was looking for an internship and I need a career
• Research for future internship
• Getting internships
• Adjust resume & my academic/professional focus
• Cover letter/resume preparation
• Interview skills
Construction Management Career Day
Spring 2009 Student Evaluation

Name:

Major:       Grad Date:

1) How did you hear about the career fair?
Sandwich Board  Banner  Radio  Professor  Friend  Other

2) Please rate the each aspect of the event with 5 being most satisfactory:
   Information Received  1     2     3     4     5
   Location  1     2     3     4     5
   Time   1     2     3     4     5
   Business Represented 1     2     3     4     5
   Event Overall 1     2     3     4     5

3) What did you find most valuable about the career fair?

4) How will you use what you learned?
Graph 12
54% of students responded they heard about the Construction Management Career Day from a professor and 16% from My Cat.

Graph 13
95% of the students rated the location of the fair a 4 or 5, on a scale of 1 – 5 with 5 being most satisfactory.
**Graph 14**

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

**Graph 15**

The number of graduate or professional schools represented was ranked a 2 or 3 by 65%.
Graph 16
The information received at the fair was thought to be beneficial (ranked a 4 or 5) by 76% of the respondents.

Graph 17
80% of the students responded a 4 or 5 when asked to rate the event overall.
Construction Management Career Day Fall 2008

Event Evaluation Summary

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

## Employers Evaluation
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- Sample of the Employer Evaluation: 4
- Graphs 1 – 11: 5 – 10

## Student Evaluation
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- Students’ written responses to evaluation questions: 12
- Sample of the Student Evaluation: 13
- Graphs 12 – 17: 14 – 16
Construction Management Career Day, October 2008
Event Summary

Employer Responses

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

Graphs 1 – 11 represent the employer’s evaluation responses.
## Fall 2008 Employer Evaluation

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

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

Please feel free to provide us with any suggestions or comments on reverse.
Graph 2: Please rate the confirmation and follow-up information

Graph 3: Please rate the time of the event
Graph 3: Please rate the time of the event

Graph 4: Please rate the date of the event
Graph 5: Please rate the location/facility

Number of Respondents

1 2 3 4 5 6 7
0 0 0 1 6

1 = Most Satisfactory

Graph 6: Please rate the food & beverage

Number of Respondents

1 2 3 4 5 6 7
0 0 2 0 0 6

1 = Most Satisfactory
Graph 7: Please rate the number of students attending this event

Graph 8: Please rate the students in regards to manner, dress, attitude, etc.
Graph 9: Please rate the shuttle service for this event

Graph 10: Please rate the event overall
Graph 11: Please rate this event in comparison to other college career days

5 = Most Satisfactory

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5 = Most Satisfactory
Construction Management Career Day, November 2007
Event Summary

Student Responses from Evaluations

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

Graphs 12 – 17 represent student evaluation responses.
Student responses to
“What did you find most valuable about the career fair?”

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

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

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

Majors Represented (according to evaluations):
Construction Management – 67
Business - 1
Construction Management Career Day
Fall 2008 Student Evaluation

Name:

Major:       Grad Date:

1) How did you hear about the career fair?
   Sandwich Board      Banner  Radio       Professor  Friend      Other

2) Please rate the each aspect of the event with 5 being most satisfactory:
   Information Received  1     2     3     4     5
   Location 1     2     3     4     5
   Time 1     2     3     4     5
   Business Represented 1     2     3     4     5
   Event Overall 1     2     3     4     5

3) What did you find most valuable about the career fair?

4) How will you use what you learned?
Graph 12: How did you hear about the Construction Management Career Day?

- Professor: 57%
- MyCat: 16%
- Friend: 8%
- Banner: 8%
- Radio: 0%
- Sandwich Board: 4%
- Other: 7%

Graph 13: Please rate the location of this event

Number of Respondents

<table>
<thead>
<tr>
<th>Number</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>52</td>
</tr>
</tbody>
</table>

5 = Most Satisfactory
Graph 14: Please rate the time of the event

Graph 15: Please rate the organizations represented
Graph 16: Please rate the information received at the event

Graph 17: Please rate the event overall