Office of Career Services
Self Study Report

Evaluation Report OCS 2006-01
June 30, 2006

Contents

Office of Career Services Self Study, Spring 2006

Introduction and Purpose

The Office of Career Services (OCS) at the University of Montana (UM) undertook a self-study evaluation in the Spring Semester of 2006. The professional Standards of the National Association of Colleges and Employers (NACE) [See Appendix D], our primary professional association, provided the criteria for assessing the overall operations of OCS. There were eight specific goals guiding the study, which can be summarized as: understanding where and how the OCS meets professional standards, where and how it does not, and what changes and development would benefit OCS while concurrently meeting standards and fulfilling its mission. They are specified fully in Appendix B.

Origin of the Study

OCS makes regular use of surveys and special evaluation projects to better understand what needs to be done, how things need to be done, the various constituencies of OCS, and the effectiveness of our efforts. Such efforts are made to provide the most relevant and effective program resources for students, faculty, staff, and alumni. What had not been done recently was a full comprehensive program evaluation as per published professional standards. This study is exactly that: A full comprehensive program review as per the NACE published professional standards; the standards most directly applicable to the overall program and Structure of OCS.

Method

An evaluation panel consisting of the Director of OCS, two professional employees of OCS (one of whom is a former faculty member), a counseling graduate student who is the current OCS Student Intern, the Director of the Griz Card Office, the Associate Director of the University Center, and a professional staff member from the Foreign Students and Scholars Program was assembled. Criteria for selecting members were the particular expertise and experience of the person, and the willingness of the person to make the needed commitment of time and effort. Information resources informing the review included: a file of relevant documents assembled by OCS, the Career Services web site [www.umt.edu/career], and questions to (and elaborations by) OCS employees on the panel, as well as informal but systematic discussions among all panel members.

Only three evaluators who do not work in the Career Services field were included. The small number was to balance keeping the time commitment manageable for busy professionals (longer discussions and more difficulty scheduling with a larger group), and yet to include "fresh eyes" in the evaluation. In retrospect, although one panel member is a former faculty member, it could have proved valuable to have a faculty representative(s) and an undergraduate student on the panel despite the scheduling complexity the larger more diverse group would have created.

Beginning early in the Spring semester of 2006, the panel assembled for a series of seven meetings with two or, on occasion three, weeks between the 90-minute meetings. In these meetings the twelve NACE Standard Areas, which are presented as 213 primary statements of standards (some with "sub-statements"), were reviewed one-by-one. Members had privately rated each statement as: 1) does not meet, 2) meets partially, or 3) meets fully or exceeds. Discussions proceeded until consensus was reached on items where member ratings did not match.

<u>Summary of Findings and Recommendations</u>

OCS meets or exceeds the vast majority of the NACE standards (177 or 80%). OCS partially (usually mostly) meets another 37 (16%). Three (3) standards were Not Applicable (1%). Six standards (3%) were rated as not met. No program component (area) was seen to be "substandard." The primary areas needing attention were:
   a) reviewing the mission statement to assess its ability to fully address current realities,
   b) an ongoing formal process for developing and annually updating a strategic plan,
   c) substandard staff salaries,
   d) a lack of formal "paper trail" documentation for changes made based on evaluation data and staff meeting processes, and
   e) "scattering" of career related activities not under the formal coordination of OCS.

The concomitant recommendations are to:
   a) formally review the mission statement,
   b) implement a formal ongoing strategic planning process,
   c) bring staff compensation up to the level of peer institutions (possibly to include counseling staff being recast as contract professionals,
   d) document implementation of changes via meeting minutes or other such appropriate "paper trails" for purposes of accountability,
   e) and formal designation of the Director of OCS as the institutional person who coordinates all campus career programs and activities.

Comments on Career Assessment items keyed to Assessment Statements are appended.

Background

<u>Mission</u>

The mission of OCS is to provide quality educational, career and life planning services to assist all students and alumni of the University achieve their personal and professional goals, both now and in the future. Toward this end, Career Services provides an array of services designed to support the academic mission of the University while also fostering the out-of-classroom development of the individual as it relates to the realistic setting and attainment of career and life goals.

<u>Mission Implementation</u>

In implementing the mission assigned by the University, OCS has assembled the following program efforts:

1. **Career Counseling.** Four professional staff members and one intern perform career counseling functions. These include, but are not limited to: 1) assisting students in choosing majors and careers consistent with their skills, abilities, values, interests, and situations; and 2) educating students about decision making and workplace interface skills such as interviewing, resume development, application and related career letters, and employment search through workshops, classroom presentations, and teaching career classes.

2. **Employer Relations.** Two professional staff work primarily with employers in developing and implementing career fairs, maintaining employer relationships, developing campus visits and interviews, and managing Griz e-Recruiting; our electronic career management vehicle which includes on-line job listings. Another employee has as part of their mission managing a student employment program, student employment fairs, and an on-line student jobs program.

3. **Testing Center.** One full time and part of another employee's time is devoted to a testing center providing a full range of tests that are important to students' academic and professional pursuits. GRE, ACT, GMAT, and a range of information technology certifications and other professional testing services is available.

4. **Student Employment.** The student employment program is described briefly under Employer Relations above.

5. **Credential Files.** One staff member is assigned the task of maintaining and servicing the credential files program.

6. **Alumni Mentoring**. The Ask-an-Alum program matches students with alumni mentors who are working in an area related to the program of study and/or career field being pursued by the student.

7. **Technical Support.** OCS is extensively web based in its operation. One employee is devoted to developing and maintaining the technical capabilities and hardware and software assets of OCS.

Specific Action Recommendations

1. Assemble all Career Related Programs under the umbrella of Career Services; Internship Services being the most critical area (the standards assume Internship Services is a part of Career Services).

2. Begin an ongoing strategic planning process. Couple it with an annual review by the entire staff, or at least of the entire professional staff.

3. Clearly professionalize the Career Counselor role both in designation and pay.

4. Prepare an updated "notebook" of materials for future external reviewers to use in their program assessment efforts. Provide an on-line resource of relevant web links for the use of program evaluators.

5. Look into bringing representatives of more Graduate programs to campus who will conduct interviews with UM students for admission to their programs.

6. Discuss career needs of special needs populations with The Office of Disability Services to assess for career or advocacy needs not being addressed in the career area.

7. Look into implementing a more systematic needs assessment process as per student clients and employers. Develop such a process if it looks valuable and is cost-effective. If a more systematic approach is seen to be unneeded or too expensive, document this.

8. Explore options for more interview space (and better parking options) for visiting employers.

9. Add an additional counseling office for interns and future counseling staff expansion (current counseling staff, even with intern help, is overextended).

10. In consultation with the Vice President for Student Affairs and the University Attorney, explore the range of items included in the "Legal" section of the standards. (In many cases the panel was unsure about the questions, let alone the answers).

11. Revise the overall Evaluation scheme to be more regular and systematic in data collection, analysis, and reporting no matter what the outcome of item seven turns out to be.)

12. Investigate what follow-up studies, other than the annual employment and salary study (Graduate Survey), might be valuable and cost effective.

Conclusion

The overall conclusion of the Review Team was that OCS is a competent professional unit which parallels national standards and provides the range of needed services in an effective way. Ninety six percent (96%) of all items rated met professional criteria at least minimally. Like all programs and services there are areas and processes that can be addressed and improved. Only six of the items (3%) clearly needed action to meet standards. Eleven actions are specified above addressing the six standards where improvement is needed as well as other items which strengthen overall program.

A summary of this report is available from OCS or the Office of the Vice President for Student Affairs.

Review Committee Members: Appendix A

Michael Heuring, M.S., Director, Office of Career Services and Committee Chair

Jorrun Liston, Director, Griz Card Center

Lee Clark, Associate Director, University Center

Rowan Conrad, Ph.D., Career Counselor, Office of Career Services

Laurie Fisher, M.A., Career Counselor, Office of Career Services

Mona Mondava, Program Coordinator, Office of Foreign Student and Scholar Services

Annelies Pedersen, M.Ed. student, School of Education, & Intern, Office of Career Services

Specific Objectives of the Self Study: Appendix B

1. To better understand the current efficacy of our existing goals and mission statement in the context of the missions of The University of Montana and that of the Vice President for Student Affairs. (Accomplished.)

2. To understand where OCS can make improvements that will better serve students and enhance overall achievement of the mission of OCS. (Accomplished.)

3. To better understand our professional standards. (Accomplished.)

4. To understand where we do not meet, and where we can better meet, these standards. (Accomplished.)

5. To understand what resources an outside evaluator would need available in order to effectively assess OCS. (Largely accomplished and still under review.)

6. Assemble resources identified in number five above both for the current "outside" evaluators and for the use of future external evaluators. (Largely accomplished and still in process.)

7. To increase our ability to document and demonstrate our professional competency and effectiveness to uninformed third parties. (Accomplished and still in process.)

8. To meet the requirement that we do an annual research/evaluation study. (Accomplished.)

Summary Standards with Ratings: Appendix C

Standards for Career Services from the Professional Standards for College and University Career Services Evaluation Workbook of The National Association of Colleges and Employers (With Ratings Given)

High Scores are good. Maximum Score is 3.0.
1.0 = Does not Meet. 2.0 = Partially Meets 3.0 = Fully Meets
When in doubt, the panel assigned the more conservative (lower) score to an item.

Standards and Ratings Summary

#	Section	Number of Standards	Possible Score	Number of Applicable Standards	Actual Score	Mean Score
I.	Mission	16	48	16	44	2.75
II.	Program Components	13	39	13	39	3.00
II-A.	Career Counseling	7	21	7	20	2.86
II-B.	Career Information	14	42	14	41	2.93
II-C.	Employment Services	6	18	6	18	3.00
II-D.	Graduate School Services	5	15	5	14	2.80
II-E.	Experiential Education/Career Exploration	6	18	5	14	2.80
III.	Program Management	11	33	11	27	2.45
IV.	Organization	6	18	6	18	3.00
V.	Human Resources	53	159	53	151	2.85
VI.	Facilities & Equipment	16	48	16	42	2.63
VII.	Campus & External Relations	11	33	11	27	2.45
VIII.	Employer Relations & Services	21	63	20	57	2.85
IX.	Legal Responsibilities	11	33	10	28	2.80
X.	Equal Opportunity, Access, Affirmative Action, & Diversity	11	33	9	24	2.67
XI.	Ethics	6	18	6	18	3.00
XII.	Research, Assessment & Evaluation	14	42	14	29	2.07
	Totals	**227**	**681**	**222**	**611**	**2.75**

Standards for Career Services (with Ratings): Appendix D

I.	MISSION	Rating				Comments	
1.	Career services must support the mission, academic programs, and advancement of the institution.	1	2	[3]	N/A	Yes	No
2.	Career services must assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.	1	2	[3]	N/A	Yes	No
3.	Career services should help individuals to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.	1	2	[3]	N/A	Yes	No
4.	Career services should help individuals obtain educational and occupational information to aid their career and educational planning and to develop their understanding of the world of work.	1	2	[3]	N/A	Yes	No
5.	Career services should help individuals select personally suitable academic programs and experiential opportunities that optimize their future educational and employment options.	1	2	[3]	N/A	Yes	No
6.	Career services should help individuals take responsibility for developing their career decisions, graduate/professional school plans, employment plans, and/or job-search competencies.	1	2	[3]	N/A	Yes	No
7.	Career services should help individuals prepare to find suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and occupational requirements.	1	2	[3]	N/A	Yes	No
8.	The institution should help individuals gain career-related experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities.	1	2	[3]	N/A	Yes	No
9.	Career services should help individuals link with alumni, employers, professional organizations, and others who will provide them with opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.	1	2	[3]	N/A	Yes	No
10.	Career services should help individuals seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program.	1	2	[3]	N/A	Yes	No
11.	Career services should help individuals prepare to manage their careers after graduation.	1	2	[3]	N/A	Yes	No
12.	Career services should consider the needs of all students of the institution in designing and delivering programs and services.	1	2	[3]	N/A	Yes	No
13.	The institution should provide linkages and/or coordination among career-related programs and services where appropriate.	1	[2]	3	N/A	(Yes)	No

I.	MISSION (continued)	Rating				Comments	
14.	Career services must develop specific goals for services to students, employers, alumni, and other client groups that are consistent with the nature and the goals of the institution and with the standards in this document.	1	②	3	N/A	Yes	No
15.	Career services should review and update its goals annually.	1	②	3	N/A	Yes	No
16.	Career services should communicate its mission and goals, as appropriate, to administrators, faculty, staff, and other appropriate institutional constituencies.	1	②	3	N/A	Yes	No

Scoring - Section I
Number of Standards = 16   Possible Score = 48
Number of Applicable Standards = 16   Actual Score = 44
Mean Score (actual score divided by number of applicable standards) = 2.75

II.	PROGRAM COMPONENTS	Rating				Comments	
17.	The key program components of the career services function must be clearly defined.	1	2	③	N/A	Yes	No
18.	Key program components should be designed and implemented in alignment with:						
	a. the career development needs and academic and occupational interests of students and other clients;	1	2	③	N/A	Yes	No
	b. current research, theories and knowledge of career development and learning;	1	2	③	N/A	Yes	No
	c. contemporary career services practices;	1	2	③	N/A	Yes	No
	d. economic trends, opportunities, and/or constraints;	1	2	③	N/A	Yes	No
	e. institutional priorities;	1	2	③	N/A	Yes	No
	f. resources.	1	2	③	N/A	Yes	No
19.	Career services should work collaboratively with academic divisions, departments, individual faculty members, student services, and other relevant constituencies of the institution to enhance students' career development.	1	2	③	N/A	Yes	No
20.	Career services should promote career development for students as integral to the mission of the institution.	1	2	③	N/A	Yes	No
21.	The institution should integrate career planning into student employment and experiential education programs.	1	2	③	N/A	Yes	No
22.	Career services staff should provide information on the availability, scope, and use of the office's programs/services through institutional print and electronic publications, campus media, presentations, outreach, and orientation programs.	1	2	③	N/A	Yes	No

Standards Workbook Page Number

5

II.	PROGRAM COMPONENTS (continued)	Rating				Comments	
23.	Career services should provide information for constituent groups on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process.	1	2	③	N/A	Yes	No
24.	Career services should maintain appropriate records for future work with the students.	1	2	③	N/A	Yes	No

Scoring - Section II
Number of Standards = 13   Possible Score = 39
Number of Applicable Standards =   Actual Score =
Mean Score (actual score divided by number of applicable standards) =

II-A.	Career Counseling	Rating				Comments	
25.	The institution must offer career counseling to students at any stage of their career development while they are enrolled in the institution.	1	2	③	N/A	Yes	No
26.	Career counseling should be offered through the career services office in order to link students' career decision making with access to employers and employment information.	1	2	③	N/A	Yes	No
27.	Career services should provide career counseling through scheduled appointments with individuals, group programs, career planning courses, outreach, special events, and information technology.	1	2	③	N/A	Yes	No
28.	Career services should help clients establish short-term and long-term career goals.	1	2	③	N/A	Yes	No
29.	The career services office should encourage students to take advantage of career-related programs and services as early as possible in their academic programs.	1	2	③	N/A	Yes	No
30.	Career services should help students explore occupations through field visits, student employment, cooperative education, internships, shadowing experiences, and informational interviews with working professionals.	1	②	3	N/A	Yes	No
31.	Career services should refer students to other counseling and resource agencies if assistance is needed beyond the scope of career counseling.	1	2	③	N/A	Yes	No

Scoring - Subsection II-A
Number of Standards = 7   Possible Score = 21
Number of Applicable Standards = 7   Actual Score = 20
Mean Score (actual score divided by number of applicable standards) = 2.9

Standards Workbook Page Number

6

II-B.	Career Information	Rating				Comments	
32.	Career services must make current, comprehensive, and accessible career information available to students as they explore and make career decisions.	1	2	[3]	N/A	Yes	No
33.	Career information must reflect current economic, occupational, and work conditions.	1	2	[3]	N/A	Yes	No
34.	Career services should provide resources to help students assess and relate their interests, competencies, expectations, needs, education, experience, personal background, and desired lifestyle to the employment market.	1	2	[3]	N/A	Yes	No
35.	Career information should be conveniently available in a variety of media appropriate for different learning styles and special needs.	1	[2]	3	N/A	(Yes)	No
36.	Career services should use information technology to give students and staff access to career information available through the Internet and other computer resources.	1	2	[3]	N/A	Yes	No
37.	Career information resources must be accessible and organized with an appropriate classification system that is user-friendly, flexible, and adaptable to change.	1	2	[3]	N/A	Yes	No
38.	Career information should be organized to reflect the size and nature of the student population, curriculum, and the range of career options available to the institution's graduates.	1	2	[3]	N/A	Yes	No
39.	Career information facilities should be staffed with persons who have the appropriate counseling, advising, librarian, and information technology competencies to assist students in accessing and using career information.	1	2	[3]	N/A	Yes	No
40.	Career information should include the following categories:						
	a. self-assessment and career planning;	1	2	[3]	N/A	Yes	No
	b. occupations and job market;	1	2	[3]	N/A	Yes	No
	c. graduate and professional schools;	1	2	[3]	N/A	Yes	No
	d. employment/job search;	1	2	[3]	N/A	Yes	No
	e. job, experiential education, and internship listings;	1	2	[3]	N/A	Yes	No
	f. employers.	1	2	[3]	N/A	Yes	No

Scoring - Subsection II-B
Number of Standards = 14   Possible Score = 42
Number of Applicable Standards = 14   Actual Score = 41
Mean Score (actual score divided by number of applicable standards) = 2.9

II-C.	Employment Services		Rating				Comments	
41.	Career services must assist students in exploring a full range of career and work possibilities that match their career goals.	1	2	[3]	N/A	Yes	No
42.	Career services must assist students in preparing and developing job-search tools and competencies to present themselves effectively as candidates for employment.	1	2	[3]	N/A	Yes	No
43.	Career services must assist students in obtaining information on employment opportunities and prospective employers.	1	2	[3]	N/A	Yes	No
44.	Career services must assist students in connecting with employers through campus interviews, job listings, referrals, direct application, networking, publications, and/or information technology.	1	2	[3]	N/A	Yes	No
45.	Career services must assist students in anticipating career management issues relevant to the individual student, e.g., dual career, disability, sexual preference, etc.	1	2	[3]	N/A	Yes	No
46.	Career services should develop and maintain relationships with employers that provide career development and employment opportunities for students.	1	2	[3]	N/A	Yes	No

Scoring - Subsection II-C:
Number of Standards = 6   Possible Score = 18
Number of Applicable Standards = 6   Actual Score = 18
Mean Score (actual score divided by number of applicable standards) = 3.0

II-D.	Graduate School Services		Rating				Comments	
47.	Career services must assist students in exploring and identifying a full range of career and educational possibilities that match their career goals.	1	2	[3]	N/A	Yes	No
48.	Career services must assist students in seeking applications for further study.	1	2	[3]	N/A	Yes	No
49.	Career services must assist students in presenting themselves effectively as graduate/professional school candidates.	1	2	[3]	N/A	Yes	No
50.	Career services must assist students in obtaining information on graduate/professional school programs through a variety of sources.	1	2	[3]	N/A	Yes	No

II-D. Graduate School Services (continued)	Rating				Comments	
51. Career services must assist students in connecting with graduate/professional schools through campus interviews, referrals, direct application, publications, and/or information technology.	1	②2	3	N/A	(Yes)	No

Scoring - Subsection II-D:
Number of Standards = 5   Possible Score = 15
Number of Applicable Standards = 5   Actual Score = 14
Mean Score (actual score divided by number of applicable standards) = 2.8

II-E. Experiential Education and Career Exploration	Rating				Comments	
52. The institution must provide experiential education opportunities, which could include student employment, cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.	1	2	③3	N/A	Yes	No
53. The career services office should provide, or work closely with other departments that provide, experiential education opportunities.	1	2	③3	N/A	Yes	No
54. Experiential education programs should provide students with opportunities to define their learning objectives, opportunities to reflect upon the learning and developmental aspects of their work experience, and adequate site supervision.	1	2	③3	N/A	(Yes)	No
55. Experiential learning programs should support student retention.	1	2	③3	N/A	Yes	No
56. Experiential learning programs should support institutional efforts to provide students with additional financial resources for attending college and/or opportunities for obtaining academic credit.	1	②2	3	N/A	(Yes)	No
57. Experiential learning programs should allow students to identify employers for career development and potential employment.	1	2	③3	N/A	Yes	No

Scoring - Subsection II-E:
Number of Standards = 6   Possible Score = 18
Number of Applicable Standards = 5   Actual Score = 14
Mean Score (actual score divided by number of applicable standards) = 2.8

III. PROGRAM MANAGEMENT	Rating				Comments	
58. The institution must assign a leader to manage career services and to align career services with the mission of the institution and the needs of the constituencies the institution serves.	1	2	[3]	N/A	Yes	No
59. If career-related services are offered by several units, the institution should designate a leader or leadership team which will be responsible for coordinating the institution's programs and services for students and other clients.	[1]	2	3	N/A	[Yes]	No
60. Career services leadership must develop a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the purpose of the career services program.	1	[2]	3	N/A	[Yes]	No
61. Career services staff must conduct regular program evaluations to improve career services operations and to adjust to changing client needs and environmental threats and opportunities.	1	[2]	3	N/A	[Yes]	No
62. Programs and services must be *structured* appropriately to achieve stated goals. (Evidence of appropriate structure could include current and accessible policies and procedures, written job descriptions and regular performance reviews for all employees, functional work flow or organizational charts, facilities appropriate for career services functions, and defined service standards.)	1	2	[3]	N/A	Yes	No
63. Programs and services must be *managed* effectively to achieve stated goals. (Evidence of effective management could include strategic and operational planning processes, clearly defined areas of responsibility, effective communication practices, decision making and conflict resolution procedures, accountability systems, sound fiscal management practices, and mechanisms for continuous improvement.)	1	[2]	3	N/A	[Yes]	No
64. Career services staff must regularly review the office's policies, procedures, and budgetary issues.	1	2	[3]	N/A	Yes	No
65. Career services leaders should coordinate efforts with others providing career-related services in the institution to integrate the career services office's function into the broader educational mission.	1	2	[3]	N/A	Yes	No
66. Career services should identify major client groups and should reflect client needs in its mission and goals.	1	2	[3]	N/A	Yes	No
67. The services/programs provided by the career services office should be defined in terms of their priority.	1	[2]	3	N/A	[Yes]	No
68. Career services leaders should be advocates for the advancement of career-related services within the institution.	1	2	[3]	N/A	Yes	No

Scoring - Section III
Number of Standards = 11   Possible Score = 33
Number of Applicable Standards = 11   Actual Score = 27
Mean Score (actual score divided by number of applicable standards) = 2.5

Standards Workbook Page Number 10

IV.	ORGANIZATION	Rating				Comments	
69.	The place of the career services function in the overall organization of the institution must support the mission of career services.	1	2	③	N/A	Yes	No
70.	Since the organizational structure of career services must be designed to support its mission, reporting relationships, internally to the department and externally to the institution, should relate to desired student outcomes. For example, programs that emphasize student development should be in student affairs while programs that emphasize experiential education might be located within academic affairs.	1	2	③	N/A	Yes	No
71.	The career services function must be organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.	1	2	③	N/A	Yes	No
72.	The career services office should be structured appropriately to ensure that its programs and services function effectively.	1	2	③	N/A	Yes	No
73.	The outcomes of the career services program should be reflected in its mission statement.	1	2	③	N/A	Yes	No
74.	The institution should integrate student career development services with student employment services.	1	2	③	N/A	Yes	No

Score - Section IV
Number of Standards = 6   Possible Score = 18
Number of Applicable Standards = 6   Actual Score = **18**
Mean Score (actual score divided by number of applicable standards) = **3.0**

V.	HUMAN RESOURCES	Rating				Comments	
75.	Career services must have an adequate number of qualified professional and support staff to fulfill its mission and functions.	1	2	③	N/A	Yes	No
76.	Career services must embrace fair employment practices and must be proactive in attracting and retaining a diverse staff.	1	2	③	N/A	Yes	No
77.	To ensure the existence of suitable and identifiable role models, career services staff diversity should reflect and/or be representative of the student population.	1	2	③	N/A	Yes	No
78.	Career services units must be staffed by persons who, in combination, provide the core competencies to perform primary program functions competently.	1	2	③	N/A	Yes	No
79.	Career services must develop and maintain job descriptions for all staff members and provide regular performance appraisals.	1	2	③	N/A	Yes	No

V.	HUMAN RESOURCES (continued)	Rating				Comments	
80.	Salaries and benefits for staff must be commensurate with similar positions in the institution, geographic area, and national job market.	(1)	2	3	N/A	(Yes)	No
81.	Career services professionals must engage in continuing professional development activities to keep abreast of the conditions that affect their work and to develop skills to perform program functions and tasks effectively.	1	2	(3)	N/A	Yes	No

V-A. Functions

Primary program functions and their related core competencies and knowledge domains are defined below. Feel free to add specific competencies and knowledge areas that specifically reflect your program. Rate the competencies from a program perspective, not an individual perspective. (Please submit additional items to NACE for review and possible inclusion in future revisions of the *Standards*.)

V-A1.	Program Management and Administration	Rating				Comments	
82.	Systematic needs assessment.	1	(2)	3	N/A	(Yes)	No
83.	Systematic program design, implementation, and evaluation.	1	2	(3)	N/A	Yes	No
84.	Systematic strategic and operational planning.	1	(2)	3	N/A	(Yes)	No
85.	Defined staffing procedures.	1	2	(3)	N/A	Yes	No
86.	Staff development and supervision.	1	2	(3)	N/A	Yes	No
87.	Budget planning and administration.	1	2	(3)	N/A	Yes	No
88.	Reporting on program performance.	1	2	(3)	N/A	Yes	No

V-A2.	Career Counseling and Consultation	Rating				Comments	
89.	Client needs assessment and diagnosis.	1	2	(3)	N/A	Yes	No
90.	Client intervention/treatment design and implementation.	1	2	(3)	N/A	Yes	No
91.	Test administration and interpretation.	1	2	(3)	N/A	Yes	No
92.	Counseling skills.	1	2	(3)	N/A	Yes	No
93.	Client evaluation of counseling services.	1	2	(3)	N/A	Yes	No
94.	Ability to work with individuals.	1	2	(3)	N/A	Yes	No
95.	Ability to work with groups.	1	2	(3)	N/A	Yes	No
96.	Use of career, occupational, and employment information.	1	2	(3)	N/A	Yes	No

V-A3.	Teaching/Training/Educating	Rating				Comments	
97.	Population needs assessment to define learning objectives.	(1)	2	3	N/A	(Yes)	No
98.	Program/workshop design competencies.	1	2	(3)	N/A	Yes	No
99.	Researching, evaluating, and integrating educational information.	1	2	(3)	N/A	Yes	No

V-A3. Teaching/Training/Educating (continued)	Rating				Comments	
100. Training/teaching/presenting/public speaking.	1	2	[3]	N/A	Yes	No
101. Coaching.	1	2	[3]	N/A	Yes	No
102. Work with individuals and groups.	1	2	[3]	N/A	Yes	No

V-A4. Marketing/Promoting/Relations	Rating				Comments	
103. Client needs assessment.	[1]	2	3	N/A	[Yes]	No
104. Written, verbal, and interpersonal communication.	1	2	[3]	N/A	Yes	No
105. Job development.	1	2	[3]	N/A	Yes	No

V-A5. Brokering/Connecting/Linking	Rating				Comments	
106. Organizing information, logistics, people, and processes toward a desired outcome.	1	2	[3]	N/A	Yes	No
107. Consulting with clients to improve effectiveness.	1	2	[3]	N/A	Yes	No
108. Efficient and effective placement operations.	1	2	[3]	N/A	Yes	No

V-A6. Information Management	Rating				Comments	
109. Appropriate organization and dissemination of information.	1	2	[3]	N/A	Yes	No
110. Efficient information storage and retrieval.	1	2	[3]	N/A	Yes	No
111. Computing systems and applications.	1	2	[3]	N/A	Yes	No
112. Effective data collection and analysis.	1	2	[3]	N/A	Yes	No

V-B. Position Qualifications/Competencies	Rating				Comments	
113. Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators and employers, and in highly specialized functions, such as career and employment counseling, student employment, cooperative education, internships, work-study, graduate school advising, computer technology, etc.	1	2	[3]	N/A	Yes	No

V-B1. Management/Director-Level Positions	Rating				Comments	
114. In any functional area where there is a full-time director, that individual must possess skills in management and leadership and have the professional credentials and experience to supervise professional and support staff.	1	2	③	N/A	Yes	No
115. Career services program managers must take a leadership role in developing the career services mission statement and program goals.	1	2	③	N/A	Yes	No
116. Program managers should participate in institutional decisions about career services' objectives and policies.	1	2	③	N/A	Yes	No
117. Program managers should prepare and maintain annual budgets in alignment with the mission and goals.	1	2	③	N/A	Yes	No
118. Program managers should establish effective procedures for implementing policies and programs and for conducting outreach efforts.	1	2	③	N/A	Yes	No
119. Program managers should have competence in strategic and operational management, staffing, staff development, supervision, budget management, program marketing, and revenue generation.	1	2	③	N/A	Yes	No
120. Program managers should have experience in and be able to manage and integrate multiple programs, such as career counseling, graduate placement, cooperative education, student employment, graduate school advising, internships, service learning, etc.	1	2	③	N/A	Yes	No
121. Program managers should have an appropriate graduate degree.	1	2	③	N/A	Yes	No

V-B2. Professional Positions (Associate and Assistant Directors, Career Counselors, Advisers, Consultants)	Rating				Comments	
122. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience.	1	2	③	N/A	Yes	No

V-B3. Pre-Professional Positions	Rating				Comments	
123. Paraprofessionals, work/study students, interns, graduate assistants, and volunteer staff must be carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	1	2	③	N/A	Yes	No
124. Under supervision and within the limitations of their knowledge and skills, interns from appropriate graduate programs may counsel students.	1	2	③	N/A	Yes	No

V-B4.	Support Staff and Technical Positions		Rating				Comments	
125.	Career services must have an adequate number of administrative and technical staff to accomplish its mission.	1	2	③	N/A		Yes	No
126.	Career services staff must be technically competent to perform their duties.	1	2	③	N/A		Yes	No
127.	A technical support person or support service should be available to maintain computer and information technology systems for career services.	1	2	③	N/A		Yes	No

Scoring - Section V

Number of Standards = 53   Possible Score = 159

Number of Applicable Standards = **53**   Actual Score = **151**

Mean Score (actual score divided by number of applicable standards) = **2.85**

VI.	FACILITIES AND EQUIPMENT		Rating				Comments	
128.	The career services function must have adequate facilities and equipment to fulfill its mission and to perform its functions effectively.	1	2	③	N/A		Yes	No
129.	Facilities must be accessible to persons with disabilities and comply with the Americans With Disabilities Act.	1	2	③	N/A		Yes	No
130.	Facilities must include: private offices for professional staff to permit them to perform counseling or other confidential work; support staff work areas; reception and student registration area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment.	1	2	③	N/A		Yes	No
131.	Career services should have access to conference rooms and large group meeting rooms.	1	2	③	N/A		(Yes)	No
132.	The career services office must provide accommodations for students with special needs to enable these students to participate in and access career-related programs and services.	1	2	③	N/A		Yes	No
133.	The career services office should be located conveniently on campus.	1	2	③	N/A		Yes	No
134.	The career services facility should project a welcoming, professional atmosphere for students, employers, alumni, parents, and others.	1	2	③	N/A		Yes	No
135.	Career services must provide students and employers with private interview facilities.	1	2	③	N/A		Yes	No
136.	The number of employment interview rooms should be adequate to meet employer and student needs.	1	②	3	N/A		(Yes)	No
137.	The number of counseling rooms should at least equal the number of professional staff members counseling at any time.	1	②	3	N/A		(Yes)	No

Standards Workbook Page Number

15

VI.	FACILITIES AND EQUIPMENT (continued)	Rating				Comments	
138.	The facilities counselors and recruiters use should provide them with privacy and with the conditions and equipment they need to function professionally.	1	[2]	3	N/A	[Yes]	No
139.	Career services should provide office hours at times appropriate for its clients.	1	2	[3]	N/A	Yes	No
140.	Parking for visitors should be adequate and convenient.	[1]	2	3	N/A	[Yes]	No
141.	An employer lounge or an accessible lunch area should be available.	1	[2]	3	N/A	[Yes]	No
142.	Adequate information technology should be available for students and staff to support career services functions.	1	2	[3]	N/A	Yes	No
143.	Equipment and facilities should be secured to protect the confidentiality and safety of records.	1	2	[3]	N/A	Yes	No

Scoring - Section VI
Number of Standards = 16   Possible Score = 48
Number of Applicable Standards = 16   Actual Score = 42
Mean Score (actual score divided by number of applicable standards) = 2.6

VII.	CAMPUS AND EXTERNAL RELATIONS	Rating				Comments	
144.	As an integral function within the institution, career services must develop and/or maintain productive relationships with relevant campus offices and key stakeholders.	1	2	[3]	N/A	Yes	No
145.	Career services should develop institutional support for career development and student employment programs.	1	[2]	3	N/A	[Yes]	No
146.	Career services should involve the academic administration and faculty in career planning and employment programs.	1	[2]	3	N/A	[Yes]	No
147.	Career services should raise issues and concerns with the institution's legal counsel regarding its compliance with employment laws as they pertain to the recruitment and hiring of students and alumni.	1	2	[3]	N/A	Yes	No
148.	Career services should participate fully in campus activities such as faculty organization programs, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs.	1	2	[3]	N/A	Yes	No
149.	Career services should develop institutional support for career development and student employment services for students and other designated clients.	1	[2]	3	N/A	[Yes]	No

VII.	CAMPUS AND EXTERNAL RELATIONS (continued)	Rating				Comments	
150.	Career services should exchange information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development.	1	[2]	3	N/A	[Yes]	No
151.	Career services should use the experience and expertise of alumni to provide appropriate programs for students.	1	2	[3]	N/A	Yes	No
152.	Career services should provide information and reports to the academic administration, faculty, and key offices of the institution regarding career-related services for students, employers, and alumni.	1	[2]	3	N/A	[Yes]	No
153.	Career services should provide feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning.	1	[2]	3	N/A	[Yes]	No
154.	Career services leadership/management should encourage career services staff to participate in professional associations and community activities related to career and employment issues.	1	2	[3]	N/A	Yes	No

Scoring - Section VII
Number of Standards = 11   Possible Score = 33
Number of Applicable Standards = 11   Actual Score = 27
Mean Score (actual score divided by number of applicable standards) = 2.5

VIII.	EMPLOYER RELATIONS AND SERVICES	Rating				Comments	
155.	Each institution should develop policies and practices for employer relations and services.	1	2	[3]	N/A	Yes	No
156.	Career services should not give preferential treatment to specific employers and should treat all employers uniformly and consistently.	1	2	[3]	N/A	Yes	No
157.	Career services should develop strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and graduates.	[1]	2	3	N/A	[Yes]	No
158.	Career services should enhance customer service and continuous improvement by using feedback from employers on key performance indicators and measures of services, e.g., candidate hiring rates, cost-per-hire, satisfaction with service, etc.	1	2	[3]	N/A	Yes	No

VIII. EMPLOYER RELATIONS AND SERVICES (continued)	Rating				Comments	
159. Career services should inform, educate, and consult with employers on the nature of services it provides and the student candidates available.	1	2	③	N/A	Yes	No
160. Career services should involve employers in programs that meet students' career and employment needs.	1	2	③	N/A	Yes	No
161. Career services should promote employer adherence to professional and ethical standards.	1	2	③	N/A	Yes	No
162. Career services should encourage dialogue among employers, faculty, and the institution's administrators concerning career and employment issues.	1	2	③	N/A	Yes	No
163. Career services should facilitate employer involvement and communication with faculty, students, and administrators.	1	②	3	N/A	(Yes)	No
164. Career services should develop and implement marketing strategies to cultivate employment opportunities for students.	1	2	③	N/A	Yes	No
165. Career services should maximize opportunities for employers to consider candidates for employment.	1	2	③	N/A	Yes	No
166. Career services offices should provide information to employers regarding the institution's operations, student profile, academic programs and curricula, enrollments, and academic calendar.	1	2	③	N/A	Yes	No
167. Career services offices should provide information to employers on the recruiting options available to them to reach targeted students.	1	2	③	N/A	Yes	No
168. Career services offices should provide information to employers regarding policies and procedures; interviewing logistics; instructions for using services; and information that may assist the recruiter in visiting campus, e.g., lodging information, maps, parking sites, etc.	1	2	③	N/A	Yes	No
169. Career services should understand the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations.	1	2	③	N/A	Yes	No
170. Career services should define the types of employers they will serve and articulate policies that guide the working relationships with various types of employers.	1	2	③	N/A	Yes	No
171. Career services should offer a variety of services to employers that reflect student interests and employer needs, e.g., campus interviews, resume referrals, job listings, internships, etc.	1	2	③	N/A	Yes	No
172. Career services should encourage employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships and use employer experience and expertise in campus activities.	1	2	③	N/A	(Yes)	No

VIII. EMPLOYER RELATIONS AND SERVICES (continued)	Rating				Comments	
173. Career services should encourage employers to list job vacancies with the career services office on a continuing basis and to provide the office with information concerning job offers, salaries, and hires.	1	2	③	N/A	Yes	No
174. In coordination with the institution's development office, career services should encourage employer support of the institution, which may include scholarships and other forms of financial support.	1	2	3	(N/A)	(Yes)	No
175. Career services should develop policies for working with third-party recruiters, which may include requiring recruiters to disclose the identities of the organizations they are representing and to adhere to the ethical guidelines documented in the NACE *Principles for Professional Conduct*.	1	2	③	N/A	Yes	No

Scoring - Section VIII
Number of Standards = 21   Possible Score = 63
Number of Applicable Standards = 20   Actual Score = **57**
Mean Score (actual score divided by number of applicable standards) = **2.9**

IX. LEGAL RESPONSIBILITIES	Rating				Comments	
176. Career services professionals must be knowledgeable about accepted and current professional practices and be responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments.	1	②	3	N/A	(Yes)	No
177. The institution must provide career services professional staff with access to legal advice as needed to carry out their assigned responsibilities.	1	2	③	N/A	Yes	No
178. The institution must inform career services in a timely fashion about extraordinary or changing legal obligations and potential liabilities.	1	②	3	N/A	(Yes)	No
179. Career services staff must be in compliance with the Family Education Rights and Privacy Act regarding disclosure of student information contained in education records.	1	2	③	N/A	Yes	No
180. Career services staff must be in compliance with defamation laws regarding references and recommendations on the behalf of students.	1	2	③	N/A	Yes	No

IX.	LEGAL RESPONSIBILITIES (continued)	Rating				Comments	
181.	Career services staff must be in compliance with equal employment opportunity laws regarding employment referral practices.	1	2	[3]	N/A	Yes	No
182.	Career services staff must be in compliance with affirmative action regulations and laws regarding special programs for minority students.	1	2	[3]	N/A	(Yes)	No
183.	Career services staff must be in compliance with liability issues pertaining to internship/cooperative education programs.	1	2	3	(N/A)	(Yes)	No
184.	Career services staff must be in compliance with laws regarding eligibility to work in the United States.	1	2	[3]	N/A	Yes	No
185.	Career services staff must be in compliance with any other state or federal employment or relevant student-related statute.	1	2	[3]	N/A	Yes	No
186.	Career services staff must use appropriate policies and practices to protect students and to limit the liability exposure of the institution and its officers, employees, and agents.	1	2	[3]	N/A	Yes	No

Scoring - Section IX
Number of Standards = 11   Possible Score = 33
Number of Applicable Standards = 10   Actual Score = 28
Mean Score (actual score divided by number of applicable standards) = 2.8

X.	EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY	Rating				Comments	
187.	Career services must adhere to the spirit and intent of equal opportunity laws in all activities.	1	2	[3]	N/A	Yes	No
188.	Career services' operating policies and procedures must not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status.	1	2	[3]	N/A	Yes	No
189.	To the extent permitted by the institution's budgetary resources, all of career services' programs, services, events, and facilities must be accessible to special student populations.	1	[2]	3	N/A	(Yes)	No
190.	To the extent permitted by the institution's budgetary resources, hours of operation should respond to the needs of special populations.	1	[2]	3	N/A	(Yes)	No
191.	Career services must seek to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.	1	2	[3]	N/A	Yes	No
192.	Career services staff must serve as advocates in bringing the needs of special populations to the attention of the institution's administration through resource requests.	1	[2]	3	N/A	(Yes)	No

X.	EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY (continued)	Rating				Comments	
193.	Career services should advocate that employers that use its services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.	1	2	③	N/A	Yes	No
194.	Career services staff should make every effort to inform and educate faculty members about issues relevant to discriminatory practices related to their referral of students directly to employers.	1	2	③	N/A	Yes	No
195.	Career services should work in conjunction with the institution's special services and minority organizations to enhance students' awareness and appreciation of cultural and ethnic differences.	1	2	3	(N/A)	(Yes)	No
196.	Collaborating departments and minority organizations should provide educational programs that help minority, multicultural students, and individuals with disabilities in identifying and addressing their unique needs related to career development and employment, to the degree permitted by numbers of students, facilities, and resources.	1	2	3	(N/A)	(Yes)	No
197.	Career services should initiate partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.	1	2	③	N/A	Yes	No

Scoring - Section X
Number of Standards = 11   Possible Score = 33
Number of Applicable Standards =   9   Actual Score = **24**
Mean Score (actual score divided by number of applicable standards) = **2.7**

XI.	ETHICS	Rating				Comments	
198.	All persons involved in providing career services to students must maintain the highest standards of ethical behavior as set forth in the "Career Services Professions" section of the NACE *Principles for Professional Conduct*.	1	2	③	N/A	Yes	No
199.	Career services leaders/managers should provide guidance and education on ethical 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 other administrators.	1	2	③	N/A	Yes	No
200.	Career services staff members must be aware of and comply with the provisions contained in the institution's human research policy and in any other institutional policy addressing ethical practice.	1	2	③	N/A	Yes	No
201.	Whenever handling funds, all career services staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.	1	2	③	N/A	Yes	No

XI.	ETHICS (continued)	Rating				Comments	
202.	Referral of an employed graduate to another employer by career services staff must be preceded by that person's request for referral.	1	2	[3]	N/A	Yes	No
203.	Career services staff members must refrain from any form of sexual harassment.	1	2	[3]	N/A	Yes	No

Scoring - Section XI
Number of Standards = 6   Possible Score = 18
Number of Applicable Standards = 6   Actual Score = 18
Mean Score (actual score divided by number of applicable standards) = 3.0

XII.	RESEARCH, ASSESSMENT, AND EVALUATION	Rating				Comments	
204.	Career services must conduct systematic qualitative and quantitative evaluations of its program quality in order to determine whether and to what degree its stated mission and goals are being met. This may include indicators of students' and employers' satisfaction levels with career services, measures of career counseling gains, employers' yield rates from recruiting on your campus, etc.	1	[2]	3	N/A	[Yes]	No
205.	Although methods of assessment vary, a sufficient range of measures must be employed to maintain objectivity and comprehensiveness in program evaluation.	1	[2]	3	N/A	[Yes]	No
206.	Data collected must include responses from students, employers, and other constituencies.	1	[2]	3	N/A	[Yes]	No
207.	Results of these evaluations must be used in revising and improving programs, services, and staff performance.	1	2	[3]	N/A	Yes	No
208.	Institutions should use accepted methods of program evaluation, such as those in the NACE *Sourcebook for Conducting Evaluations and Measurements of Career Services.*	1	[2]	3	N/A	[Yes]	No
209.	Career services offices should collaborate with institutional research, NACE, their regional association, state agencies, accrediting bodies, and other evaluative groups that generate and assess evaluation information.	1	[2]	3	N/A	[Yes]	No

XII. RESEARCH, ASSESSMENT, AND EVALUATION (continued)	Rating				Comments	
210. Evaluations should include:						
a. review of the strategic plan, mission, human resource needs, diversity efforts, and other areas covered in this document;	1	[2]	3	N/A	[Yes]	No
b. systematic needs assessments to guide program development;	[1]	2	3	N/A	[Yes]	No
c. first destination surveys at or following graduation;	1	2	[3]	N/A	Yes	No
d. alumni follow-up surveys administered at specified times after graduation;	[1]	2	3	N/A	[Yes]	No
e. reports and satisfaction surveys from students, employers, and other constituencies interacting with career services.	1	2	[3]	N/A	Yes	No
211. Career services should prepare and disseminate annual and special reports, including goals and objectives, current programs and services, service delivery information, first destination information, and/or graduate follow-up information.	1	2	[3]	N/A	Yes	No
212. Career services should use inter-institutional benchmarks, and other comparative data should be used to evaluate program effectiveness and efficiency.	[1]	2	3	N/A	[Yes]	No
213. Career services should conduct relevant research on career development, academic success, institutional issues such as admissions and retention, student learning, employment trends, and career interests.	1	[2]	3	N/A	[Yes]	No

Scoring - Section XII
Number of Standards = 14   Possible Score = 42
Number of Applicable Standards = **14**   Actual Score = **29**
Mean Score (actual score divided by number of applicable standards) = **2.1**

Self-Assessment Comments-Career Services Spring 2006: Appendix E

I. Mission: Standards 1 – 16.

Overall, the rating for the "Mission" section is strong. However, a review of the formal mission statement in a strategic planning session could be valuable; especially as per tighter integration with the Student Services statement. Attention is indicated for the topics posed by the following standards:

13. Coordination aspect only partially met because of separate departments for Career Services and Internship Services. This is further complicated by the fact that these departments do not report to the same "Vice President." Coordination is thus entirely dependent on communication and good will; an ideal situation in human affairs which cannot be entirely depended upon over time. (Commonly, Internship Services is a part of the Office of Career Services thus eliminating any coordination difficulties.)

14. Career Services could improve articulation of goals specific to the various sub-populations served (students, employers, alumni, and other client groups).

15. Annual review and update is performed by the Director with informal broader staff input in person and in meetings. A more formalized system might be considered.

16. Other than within student services the communication of mission and goals is not systematic. Maybe this is appropriate, but this could benefit from review and discussion.

II. Program Components: Standards 17 – 57.

Overall, ratings are good for "Program Components" standards. Comments are in order for standards:

II-A. Career Counseling
30. Career Services does not manage internships or cooperative education offerings on the UM campus as previously noted.

II-B. Career Information
35. Career Services shares reception and common use space with two special needs programs. Special needs career efforts are primarily handled in consultation with these specialized programs rather than being offered as a specific component of Career Services. Specialized computer equipment is available in this common area as are other resources. However, Career Services has not provided Career Information targeted to special needs apart from providing both written and computerized resources.

II-D. Graduate School Services
>51. While Career Services does provide referrals, application access, publications, Information Technology, and workshops on applying to Graduate Schools, no on-campus interview process for graduate programs other than that which is offered by Graduate Schools attending career fairs is offered.

II-E. Experiential Education and Career Exploration
>54. N/A. Internship Services, as elsewhere noted, are handled by a different office and Career Services thus controls none of the items covered by this item. We do operate a student employment program, but it is not an academic credit situation.

>56. See Number 54.

III. Program Management: Standards 58 –68.

It was the consensus of the team that Career Services benefits from competent strong management. And, there are areas which could benefit from further attentions, including: Career Services being designated formally as the campus-wide leader for career-related services; a more formalized and better strategic planning process for assessing environmental threats and opportunities; and making the service priorities explicit and documenting them.

Specific items with 'partially met standard', 'standard not net at all' or N/A ratings:

>59. There are a variety of Career Services efforts scattered around the campus which are not in any way responsible to the Director of the Office of Career Services.

>60. Currently, formal strategic planning is done by the Director after a variety of formal and informal consultations with staff and others. A more formalized process involving the staff as a whole might better meet the spirit and letter of the standards and produce a more powerful plan.

>61. While Career Services is almost obsessive in evaluating activities and programs, these have not had as an objective, "adjusting . . . to environmental threats and opportunities."

>63. As has been noted several times, a formalized and documented strategic planning process should prove beneficial.

V. Human Resources: Standards 75 – 81; Human Resources Functions, Standards 82 – 127 (In Four Sub-Sections).

Staff experience and competence is viewed as exceptional. Only one weakness, salaries for career counselors not being commensurate with other similar positions in the region, was noted for items 75 – 127. Limitations in other areas are documented by section beginning with subheading "V-A" below.

Specific items noted:

80. Salaries for our professional career counselors are NOT commensurate with peer institutions.

V-A. Standards for Functions by Category

Staff related items rate very highly. The items on strategic planning and formalized needs assessment could be improved. Specifically:

V-A1. Program Management and Administration
82. There is not a formal systematic needs assessment.
84. The strategic planning and documentation process could be improved.

V-A3. Teaching/Training/Educating
97. Again we note the lack of a formalized needs assessment therefore it is not possible to delineate learning objectives from that which does not yet exist. Rather, learning objectives are derived from the overall mission.

V-A4. Marketing/Promotion/Relations
103. Again, the client needs assessment process and information is not documented.

VI. Facilities and Equipment: Standards 128 – 143.

While facilities and equipment overall are quite good, needs include additional space for recruiter interviewing and counseling offices (Career Services actually lost interviewing room and staff office space in the move to the new facility); parking for visiting employers and the public is a struggle, and there is no specific lounge availability just for employers.

Comments on the particular standards include:

131. While the new facility contains a very nice conference room that was to be fully available to all in the facility, in fact it is used and controlled by one entity and it is very difficult to schedule for Career Services needs.

136. Additional interview rooms would be most valuable. Career Services often books interviews at other camus locations; particularly in the University Center.

137. Career Services would benefit greatly from another counseling office to make more flexible use of current staff, accommodate interns, and for professional staff expansion.

138. Recruiter facilities and interview rooms are minimal.

140. Parking is difficult for everyone at UM, but it is often particularly embarrassing in dealing with employers (and off-campus visitors).

141. While food is available in the building when school is in session, there is no lounge area available in the Lommasson Center that gives privacy to employers.

VII. Campus and External Relations: Standards 144 – 154.

While Career Services operates a model student employment program respected by all, the relationships with various academic areas are inconsistent with some excellent and some absent or even conflicted.

Comments on specific standards include:

> 145. Some campus areas are not "enthusiastically" supportive of the Student Employment Program; including some areas resist posting student employee openings in the Student Jobs system.

> 146. See 145.

> 149. Institutional support for the overall mission is apparent; however as is the case with much of the university, budgetary resources are not available for valuable initiatives (such as providing focused services to particular populations such as Native Americans and students with disabilities).

> 150. While Career Services provides extensive information to the campus community; particularly through our web site, relationships with academic colleagues could improve. Also see 145.

> 152. See item comments 145 – 150 above.

> 153. See item comments 145 – 150 above.

VIII. Employer Relations and Services: Standards 155 – 175.

Career Services is seen to maintain good relationships with the employer community and provide a good interface for students entering employment. Career Fair employer ratings, for example, are very good, sometimes glowing. Primary areas to develop are seen as a formal strategic planning process, and developing support from academic areas; particularly.

Comments on specific Standards include:

> 157. A formal strategic plan/process could be of value.

> 163. Developing greater interest/support among faculty could strengthen the program.

> 172. Responsibility for internship/cooperative education has been assigned to another unit on the "academic side" of the University.

174. This responsibility has been assigned elsewhere in the University. The Office is in agreement with this as a potential conflict of interest is seen combining fundraising with the other responsibilities of OCS.

IX. Legal Responsibilities: Standards 176 – 186.

Career Services is seen as meeting its basic legal responsibilities. Concerns are in being knowledgabe knowledgeable about all laws that may affect OCSservices and students, and being kept abreast of changing legal obligations. OCS relies on the University Attorney and professional associations to keep abreast of this vast arena.

Comments on specific standards include:

176. While OCS staff are competent professionals abreast of current professional practices there is concern about what may be new or different in the legal realm that has not yet come to their attention.

178. OCS is not aware of any systematic effort by the institution to track and inform OCS of "changing legal obligations and potential liabilities."

X. Equal Opportunity, Access, Affirmative Action, and Diversity: Standards 187 – 197.

OCS systematically, by signed statement, makes employers who come to campus aware of their responsibilities and university policies in support of the headline items in this section. The easy availability of DSS staff in our suite, along with staff and budget restraints has argued against specialized staff and services within OCS for addressing these areas.
Specific items with 'partially met standard', 'standard not net at all', or N/A ratings:

189. The institution in general is accessible for special needs students. Special access equipment is available in the OCS suite due to the presence of the DSS office being co-located. However, OCS has not gone beyond these resources which are externally provided.

190. See 189. Budgetary restraints and staffing level do not allow for special hours of operation other than in the Testing Center and the workshop series.

192. See 189. DSS provides this service for The University.
195. N/A. Career Services cooperates with, but does not offer special programs for, the items specified.
196. N/A. See 195.

XI. Ethics, Standards 198 – 203:

OCS is impeccably ethical in its operations on all fronts and rates as fully compliant with all standards in this area.

XII. Research and Evaluation: Standards 204 – 213.

Despite being recognized as among the best Student Services areas in program evaluation, OCS formally rates low in this area. Areas in need of development include: A more systematic evaluation process; diversifying our assessment tools; broadening our "evaluating audience beyond students and employers; paying more attention to NACE specified evaluation methods; more collaboration with other evaluative agencies; developing a formal departmental strategic planning process and plan and a more formalized needs assessment processes. Follow-up graduate surveys beyond the one done at 6-months, better use of benchmarking techniques to evaluate program efficiency/effectiveness; and increasing the amount of ongoing research would bring the office into better compliance with these standards.

Specific items with 'partially met standard', 'standard not net at all', or N/A ratings:

204. More systematic evaluation would be helpful.

205. Broadening the range of assessment measures is called for.

206. Broadening data collection sources seems valuable.

208. More attention to NACE methods in evaluation could strengthen the process.

209. More collaboration in evaluation efforts is indicated.

210a. A formal strategic plan and planning process is needed.

210b. A formal needs assessment process could be beneficial.

210d. A multiple follow-up graduate survey is suggested. This is likely best accomplished by a coordinated statewide survey initiated by the Montana University system as a whole.

212. More attention to benchmarking is indicated.

213. A broader more extensive approach to research and evaluation would be needed to fully meet this standard.

Summary Observations: Appendix F

The standards workbook suggests focusing on five questions as a way to digest the standards ratings data. These questions are succinctly addressed below.

1. **What are the strengths of your career services program?**

    Program Components, Employment Services, Organization, and Ethics all received a perfect score of 3.0 on all the standards for these areas. This cannot happen without excellent staff and management. So in summary, OCS strength is its well-organized and entirely ethical and well-managed program components; including, but not limited to, Employment Services.

2. **What program dimensions are functioning at a satisfactory level, but could be improved?**

    In brief, all component areas received a score of over 2.0, so can be seen as functioning at a satisfactory level, and all of those (probably including those rated 3.0) could benefit from attention.

    Research and Evaluation functions very well and the program is consistently guided by feedback from these efforts. However, these are not organized in ways consistent with the standards. Evaluating evaluation is recommended. It is the lowest scoring area.

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

4. The institution of a documented formal strategic planning process and developing such a plan which shows the involvement of the staff as a whole is a major area to address. It emerged as a concern throughout the standards review. [Note: Formal strategic planning is in process and will be the focus of meetings in December and January, 2006-2007 academic year.]

5. **What are your top priorities for action to improve career services?**

    a) Do a strategic planning process to establish these priorities.
    b) Continue to develop our presence in the curriculum. [In cooperation with an academic unit we have developed, and put into the curriculum, a Career Decision Making class.] And likewise, continue to develop our relationships with academic areas.
    c) Recommend bringing all career-related activities under the umbrella of Career Services (as is recommended by the standards). Failing that, which is likely, work to improve communication and cooperation with other career-focused areas.
    d) Review our approach to research and evaluation to see if, within available resources, enhancements are possible.

The above is a brief summary. Please see "Specific Actions," p. 3.