

**Career Center**  
**2010 – 2011 Blueprint for Service Excellence**  
**Year-End Performance Review**  
**May 2011**

**Mission Statement:** The mission of the University of South Carolina Career Center is to empower and educate students in the development of lifelong career management skills.

**Unit Overview**

To carry out its mission, Career Center staff members are organized within 4 primary levels. The management team is comprised the Center's Director, two Associate Directors, and three Assistant Directors. This team leads the overall visioning, planning, and managing of the office. Six Program Managers provide direct service to students through individual and small group counseling as well as through group presentations and workshops. Responsibilities of Program Managers are being expanded to include more outreach to employers. Supporting Career Center operations are six staff members including an Experiential Education Program Coordinator, an Information Technology Manager, and four administrative support staff members. Also providing direct services to students and supporting office operations are undergraduate and graduate student staff members including five graduate assistants, four graduate interns, and five work-study students. Beginning with the fall 2010 term, a new Career Peer Educator program was launched with eight undergraduate students providing direct service to students and office support for projects and events.

In 2010-2011, funding for Career Center operations came from several sources. State monies primarily covered the salary and benefit costs for the Center. Additional monies were raised through job fairs, career assessment fees, and alumni counseling fees. Also supporting operations were employer donations to the Career Center Partners program and individual designated donations to the USC Educational Foundation. Federal stimulus funds were received in 2009-2010 and renewed in 2010-2011 to assist with the expansion of the experiential education program in the Center.

The Career Center was originally created prior to World War II as a Placement Bureau providing returning veterans with vocational counseling and assisting them with finding employment following their graduation. Since its inception, the Career Center has developed programming and services in three primary areas – career counseling/advising, experiential education including internships and co-operative education, and employment opportunities for new graduates.

Most recently, a renewed emphasis on experiential education and connections with employers have been Center priorities. Increasingly, employers are expecting new graduates to have gained career-related experience prior to graduation and employers are using experiences such as internships to identify potential full-time hires. Students can use these experiences to test out their career decisions, develop a stronger professional network, and enhance their marketability to potential employers.

With regards to career counseling/advising activities, staff members struggled with implementing an effective service delivery model that utilizes small groups and workshops. Student participation continued to be minimal in these new service delivery options (129 students in small groups and 202 students in workshops). On a positive note, the number of walk-in counseling interactions remained steady despite a steep decrease in overall contacts from the Moore School of Business. (Beginning in the fall semester of 2008, juniors and senior business majors were no longer served by the Career Center but by the Office of Career Management in the Moore School of Business.) Student feedback regarding their satisfaction with counseling/advising activities was extremely positive.

Participation in experiential education opportunities increased. Student participation in cooperative education increased to 55 compared to the previous three-year average of 33. The number of employers posting internships increased to 403 compared to the previous three-year average of 306. Students are beginning to recognize the value of experiential education. Student contacts who expressed an interest in experiential education increased to 2,060 as compared to the previous 3-year average of 1,290.

Job fairs are one way that the Career Center connects students and employers. Student participation in the seven jobs fairs increased by 44% compared to the previous three-year average. Also encouraging were data stating that 91% of students thought they were prepared for the job fairs and 96% of employers describing students prepared for on-campus interviews. Working within a slowly recovering economy, the 2010-2011 academic year was a productive one for the Career Center.

Overall student contact data is found in Appendix 4.

### **Contextual Statement**

The Career Center carries out its mission through three core functions.

#### ***Career Counseling/Advising***

Career counseling/advising involves helping students make reasoned informed decisions about possible career paths. Using formal and informal assessments, staff members help students identify their interests, values, and skills. Students can use print and electronic career information resources to learn more about different careers. Staff members help students synthesize information gained about themselves and careers to make good career choices. They also assist with implementation plans for those choices. With increased enrollments, a more efficient service delivery model was needed. In fall 2009, a new service delivery model that emphasizes small groups and workshops instead of individual appointments was implemented. The effectiveness of the new model is still being evaluated. Data regarding career counseling/advising is found in Appendix 1.

#### ***Experiential Education***

Experiential education opportunities allow students to test out their career decisions, gain experience before graduation, increase their professional network, and enhance their marketability for full-time employment after graduation. In the last two years, the Career Center

has had a renewed focus on experiential education, especially cooperative education (co-op), internships, and job shadowing. Data regarding experiential education is found in Appendix 2.

### ***Employment Assistance***

The Career Center plays a key role in helping students connect with employers. Through on campus recruiting, students can network with employers at job fairs and information sessions, interview with employers on campus, apply to jobs posted through the Career Center, and participate in resume referral. An important part of its mission to empower and educate students is to teach job search skills such as resume writing, networking, and interviewing. Data regarding employment assistance is found in Appendix 3.

### **Significant Events**

- Funding - Renewal of Federal Stimulus Funds for internships and additional permanent money to enhance experiential education programs and services. Stimulus funds provided matching funds to employers hiring students through the Community Internship Program (CIP). Additional permanent money was used to hire a full-time Assistant Director for Experiential Education and an Experiential Education Program Coordinator. These positions have been vital in strengthening the experiential education programs in the Career Center.
- Staffing – Filled seven staff vacancies – Assistant Director for Experiential Education; Program Manager in Engineering & Computing; Assessment & Career Specialist; Program Manager in Business, Honors, & Pharmacy; Program Manager in Education, Public Health, & Music; Experiential Education Program Coordinator; and Office Manager. New hires have helped to invigorate the Career Center staff with new skills and renewed energy. Orienting new staff members to the Career Center and the University has required much time and effort.
- The second year of the Community Internship Program (CIP) was very successful. Thirty-three interns were hired in Fall 2010; 26 in Spring 2011; and 92 in Summer 2011.
- More intentional coordination occurred with regards to student staff including training, supervision, and professional development.
- A Marketing Team was established to increase brand recognition and promotion of Career Center programs and services. Once staff members clarified the Career Center's mission and identified its 3 core functions, the need to communicate that information in a clear and consistent manner became evident. The Marketing Team worked with USC's Office of Creative Services to achieve this goal. Staff members are currently revising all handouts and PowerPoint presentations to communicate the new brand – Decide It! Experience It! Live It!
- To increase employment opportunities for students, there was an increased focus on employer outreach by all professional staff members. Staff members who are connected to employers can provide students with better information about the world of work. An Employer Advisory Board was formed and met once with 13 employers participating. Intentional outreach to employers has resulted in stronger support for Career Center programs and services.
- To assist students with meeting their financial needs, the Career Center coordinated a part-time job fair for the second year as part of Carolina Welcome Week.

### **Significant Collaboration with other Student Affairs/Academic Support Units**

- Collaborated with the Division's Professional Development Team to bring Dr. Phillip Gardner, Director of Research for the Collegiate Employment Research Institute at Michigan State University, to campus. Dr. Gardner was able to share his latest research on the world of work and educate staff members within the Division of Student Affairs and others across the campus about employment trends. Responses to a year-end survey from the Division's Professional Development Team included the following two comments: "I liked the external speakers, especially the one on the students going into the workplace and how they are unprepared." and "The speakers were outstanding this year. I especially enjoyed ... the faculty member from Michigan State who talked about career development and economic trends."
- Collaborated with UNIV 101 staff members to offer UNIV 201, *Exploring the World of Work*. As part of the Career Center effort to emphasize experiential education with students, the course was created to offer a very systematic approach to clarify career decisions and to test those decisions through teaching students how to search for internships and eventually, full-time employment.
- Collaborated with University Housing to host Resident Mentor interviews in the Career Center using the Center's JobMate database system. Using JobMate helped University Housing to improve the recruitment, application, and interview processes for their Resident Mentor hiring and trained students on how to effectively use the JobMate system.
- Coordinated the Graduate Assistant Recruitment Program (GARP) for the Department of Higher Education and Student Affairs (HESA) and the Division of Student Affairs and Academic Support. GARP continues to be an effective way to recruit and hire graduate assistants for the HESA program.

### **Change(s) made to reduce duplication**

- Efforts have been made to determine experiential education services offered through individual colleges and other units across the USC campus. Identifying all the different approaches to experiential education has proven to be a difficult task. The ultimate goal is to help Career Center staff members better serve students with accurate information.
- Propose campus-wide guidelines for experiential education to the Provost's Office. This process is also on-going. These conversations will become even more important as USCCConnect is launched next year.

### **Anticipated event/situation that may significantly affect the work of the unit**

- An uncertain economy/job market may continue to impact job fair registrations, on-campus interviewing opportunities, and other student connections with employers.
- Potential state budget cuts and anticipation of the loss of federal stimulus funds. The loss of federal stimulus funds in 2011-2012 threatens the sustainability of matching funds for employers with regards to the Community Internship Program (CIP) and impacts the Career Center's operating budget.
- Increases in freshmen/transfer admissions will continue to require greater efficiency regarding how students are best served in the Career Center.

**Goal #1 – Career Counseling/Advising:** Advance students' career development by providing effective career counseling and advising. Contributes to Division Goal #1; Outcome D

### **Analysis of Goal Achievement**

Key components of effective career counseling and advising include formal career assessments, relevant occupational and education information, and reasoned decision-making. Student interest in career assessments grew as evidenced by the number of student contacts with the topic Career Assessments increasing to 1,463 from the previous 3-year average of 1,117. The 2010-2011 academic year saw a continued shift from students using more formal career assessments like the Strong Interest Inventory and Myers Briggs Type Indicator (462 students) to FOCUS, a computer assisted career guidance program (500 students). FOCUS offers a less expensive option with more immediate feedback. Follow up to FOCUS interpretation small groups indicated that 93% of the stated learning outcomes were met.

While 28% (183 of 647) of the Career Center's library books are older than five years, the Career Center continues to make sure career information resources are current. Increasingly, information is being distributed electronically rather than through print resources. This trend is shaping how fiscal resources are spent and will require better tracking of student use of electronic resources as well as the effectiveness of those resources. A benchmarking study comparing the size and diversity of the library's collection with other SEC/ACC institutions indicated that our 647 books exceeded the average number of books at other universities (477). Our 6 web-based subscriptions are on par with the average at other universities (5).

Counseling and advising services are delivered in a variety of formats – individual sessions, small groups, workshops, and other group presentations. The Career Center is in the second year of a new service delivery model that relies on small groups and workshops more than individual appointments. The 2010-2011 year saw the number of drop-in interactions remain steady (3,914 students compared with a previous three-year average of 3,908). Student satisfaction surveys indicate that the drop-in option of service delivery continues to meet student needs and preferences in terms of convenience and flexibility. Workshop attendance also increased to 202 this year compared with the previous year average (127). There was the expected decrease in individual student appointments (650 appointments compared with a previous three-year average of 789), and small group participation remained stable with 129 students participating compared with 125 in the previous year. Although students who participated in the small groups were satisfied with their experience and achieved desired learning outcomes, the number participating is a disappointment. Better promotion of small groups needs to occur and the use of small groups will be evaluated in the coming months. Finally, the number of students attending presentations to classes and other student groups (8,166) dropped from a previous three-year average of 9,310. This decrease can partly be attributed to recent changes in the University 101 curriculum that made Career Center presentations optional rather than mandatory. Additionally, hiring seven new staff members resulted in less time and energy being available for campus outreach.

In fall 2010, the Career Center launched a new Career Peer Educator (CPE) program to assist professional staff members in providing effective career counseling and advising. The initial

group of seven CPEs provided over 625 hours of service and worked with 613 students in the 2010-11 academic year. In the spring 2011 term, students evaluated their satisfaction with resume reviews conducted by CPE's, and 100% reported satisfaction with the experience.

More detailed data regarding Goal #1 is found in Appendix 1.

**Initiative 1A:** Help students understand the relationship between self-knowledge and career choice through formal and informal career assessments.

**1A Key Performance Indicators (KPIs):**

*Planning*

- number of students completing *FOCUS* compared to the previous year
- percentage of learning outcomes met by participants in *FOCUS Interpretation* small groups
- number of students completing the *Strong Interest Inventory* compared to the previous year
- percentage of learning outcomes met by participants in the *Strong Interest Inventory Interpretation* small groups
- number of students completing the *Myers-Briggs Type Indicator* compared to the previous year
- percentage of learning outcomes met by participants in the *Myers-Briggs Type Indicator Interpretation* small groups
- number of students attending *Values Inventory* small groups
- percentage of learning outcomes met by participants in the *Values Inventory* small groups
- number of student contacts with the topic, *Career Assessments*, compared to the previous 3-year average

**Initiative 1B:** Provide students with relevant occupational, educational, and employment information that helps them to explore a wide range of career options.

**1B Key Performance Indicators (KPIs):**

*Planning*

- percentage of library books that are five years old or less
- size and diversity of the Career Library selection
- number of visitors to [webresources.html](#)
- percentage of learning outcomes met by participants in the *Overview of Services and Library Tour* small groups
- number of students asking for passwords to electronic subscriptions
- number of employers presenting to classes, student organizations, and other similar events
- post-small group evaluations – *Overview of Services and Library Tour* – throughout the fall and spring semesters
- C3M student contact summary

**Initiative 1C:** Empower students to make reasoned career choices and to develop realistic implementation plans.

**1C Key Performance Indicators (KPIs):**

*Planning*

- number of student contacts with the topic, *Choosing a Career/Major*, compared to the previous 3-year average
- number of students attending *Choosing Your Major* small groups
- percentage of learning outcomes met by participants in *Choosing Your Major* small groups
- number of students attending *What Can I do with a Major in ...* small groups
- percentage of learning outcomes met by participants in the *What Can I do with a Major in ...* small groups
- mean score regarding the item, “The presentation was valuable”, for UNIV 101 instructors attending the Career Center presentation
- comparison of mean scores regarding the learning outcome, “This course helped me understand the career exploration process”, for UNIV 101 students who did/did not attend the Career Center presentation

**Initiative 1D:** Increase student participation by providing career counseling and advising through a variety of formats including drop-in interactions, small groups, individual appointments, and workshops.

**1D Key Performance Indicators (KPIs):**

*Planning*

- number of drop-in student interactions compared to the previous 3-year average
- number of individual student appointments compared to the previous 3-year average
- number of students participating in small groups compared to the previous year
- number of students participating in workshops compared to the previous year
- number of presentations to student organizations, classes, and other student groups compared to the previous 3-year average
- number of students attending presentations to student organizations, classes, and other student groups compared to the previous 3-year average

**Initiative 1E:** Measure students’ satisfaction with career counseling and advising activities.

**1E Key Performance Indicators (KPIs):**

*Planning*

- percentage of students attending small groups who express satisfaction with their experiences
- percentage of students attending workshops who express satisfaction with their experiences
- percentage of students participating in drop-in interactions who express satisfaction with their experiences
- percentage of students participating in individual counseling sessions who express satisfaction with their experiences

**Initiative 1F:** Launch the newly developed Career Peer Educator Program (CPE) utilizing student volunteers to assist with career counseling and advising.

**1F Key Performance Indicators (KPIs):**

*Planning*

- number of CPEs
- number of hours contributed by CPEs
- percentage of learning outcomes met for small groups led by CPEs
- percentage of learning outcomes met for workshops led by CPEs
- percentage of students expressing satisfaction with their small group experiences led by CPEs
- percentage of students expressing satisfaction with their workshop experiences led by CPEs
- percentage of students expressing satisfaction with resume reviews done by CPEs
- percentage of learning outcomes met by CPEs
- percentage of CPEs expressing satisfaction with their peer education experiences

**Goal #2 – Experiential Education:** Increase experiential education opportunities for students. Contributes to Division Goal #1; Outcome D

**Analysis of Goal Achievement**

Experiential education opportunities include cooperative education (co-op), internships, and job shadowing.

Historically, co-op opportunities have been primarily focused in the science and technology areas. The emphasis for this academic year has been to evaluate the existing program and to make recommendations for program improvement. A focus group and Student Voice survey were used to determine student perceptions and experiences with co-op. Positive outcomes from co-op included –

- students were able to apply what they were learning in the classroom
- students were more motivated to learn and developed a greater investment in their academics
- students developed more effective leadership skills
- students were able to work with more diverse types of people
- students expressed 100% satisfaction with their co-op experiences; 89% of employers rated students' skills as exceeding expectations or being outstanding

Barriers to co-op participation included not being perceived as full-time students while participating in co-op.

Launching the Community Internship Program (CIP) in the spring 2010 semester was a great success. The momentum continued to build over the course of the past year. Employer interest has continued with 68 new employers now participating in CIP. Employer evaluations regarding CIP students indicate that 91% of stated learning outcomes were met; 100% of employers were satisfied with the CIP experience. Students also expressed satisfaction with CIP as 92% had

positive experiences. With regards to all internship postings, a total of 403 employers posted internships in JobMate compared with a previous three-year average of 306.

Job shadowing allows students the opportunity to observe and interact with professionals who are working in career areas that interest the students. Over 82% of students reported that their overall shadowing experience was very good or excellent. Interestingly, if the shadowing experience led students to decide that they did not want to pursue a particular career path, they rated the experiences less favorably. The majority of employers (83%) reported the shadowing experience as being very good or excellent. Reasons given for unfavorable evaluations included schedule conflicts resulting in very little time with the student, human resources arranging the experience leaving inadequate advance preparation information for the shadowed professional, and one student seemed unfocused and not very well prepared. These concerns will be addressed next year.

Students are beginning to understand the value of experiential education as part of their career development. The number of student contacts who expressed an interest in internships, co-ops, or job shadowing increased to 2,060 from 1,290 (60%) the previous year. The Career Center began using *Constant Contact* to regularly inform students about experiential education opportunities and there are currently 2,057 subscribers to that newsletter. Even so, more strategic marketing and communication are needed to motivate students to explore experiential education opportunities. Many student participants in the fall 2010 co-op focus group and Student Voice survey stated that they were previously unaware that co-ops existed and often found out from employers and peers.

More detailed data regarding Goal #2 is found in Appendix 2.

**Initiative 2A:** Evaluate the existing cooperative education (co-op) program, recommending modifications that will increase student and employer participation.

**2A Key Performance Indicators (KPIs):**

*Planning*

- student and employer policies and procedures manual for co-op
- summary of student perceptions about co-op
- number of students participating in co-op compared to previous three-year average
- percentage of students expressing satisfaction with their co-op
- number of employers who post co-op opportunities compared to previous three-year average
- percentage of employers who rate overall students' skills as exceeding expectations or being outstanding
- number of *Cooperative Education Accreditation* criteria met

**Initiative 2B:** Design a comprehensive internship program that will expand the number of quality career-related experiences for students beyond the classroom.

**2B Key Performance Indicators (KPIs):**

*Planning*

- student and employer policies and procedures manual for internships

- number of new employers participating in the Community Internship Program
- percentage of students and employers expressing satisfaction with their Community Internship Program experiences
- number of employers posting internships compared to previous three-year average
- sustainability plan for the Community Internship Program
- percentage of employers who report students completing learning outcomes
- non-Career Center internship initiatives on campus identified through campus career forum

**Initiative 2C:** Evaluate the existing job shadowing program and develop recommendations that will create more opportunities for students to learn about the world of work from professionals.

**2C Key Performance Indicators (KPIs):**

*Planning*

- student and employer policies and procedures manual for job shadowing program
- number of employers participating in job shadowing program
- number of students participating in job shadowing program
- percentage of students who report overall shadowing experience as very good or excellent
- percentage of employers who report overall shadowing experience as very good or excellent
- number of potential employers willing to participate in job shadowing program

**Initiative 2D:** Increase awareness and promotion of experiential education opportunities to students, community partners, and employers.

**2D Key Performance Indicators (KPIs):**

*Planning*

- number of students contacts with the topic internships, co-op, or shadowing compared to the previous three year average
- percentage of learning outcomes met by students participating in *Getting Experience before Graduation* workshops and *Internship and Part-time Job Search Assistance* small groups
- number of students and employers subscribing to *Constant Contact* newsletter
- number of brochures distributed to employers
- number of faculty and staff participating in Federal Advisory Board
- number of students participating in Federal Service Week activities
- number of career-related articles in publications (alumni/parent newsletter, student newspaper, etc.)
- number of marketing postcards distributed to faculty/staff and students

**Goal #3 – Employment:** Facilitate employment of graduates by advancing students' job search skills and creating opportunities for interactions with prospective employers. Contributes to Division Goal #1; Outcome E

### **Analysis of Goal Achievement**

Teaching job search skills and connecting students with employers are the primary ways the Career Center facilitates employment of USC graduates. A new service delivery model was launched in fall 2009 that emphasizes small groups and workshops to teach job search skills. Unfortunately, student participation remains disappointing. For example, attendance at workshops that focused on job search skills was as follows:

- Resume Writing – 37 students attended; 24 workshops offered
- Interviewing – 48 students attended; 16 workshops offered
- Understanding On Campus Recruiting – 3 students attended; 12 workshops offered
- Job Search – 13 students attended; 22 workshops offered

Small group attendance remained stable from the previous year (125 to 129). Based on these data, further information is needed if we are to grow this program. Are students resistant to groups because they prefer individual work with staff members? Is the service delivery model too complicated for students to understand? Are staff members not communicating clearly with students regarding their next steps? Answers to these questions may lead to changes in the service delivery model. On a more positive note, there was an increase in the use of the Perfect Interview system by students. Use increased dramatically this year (2,601 sessions) when compared to the previous 3-year average (1,486 sessions). Using technology to assist students with interview preparation has greatly increased access beyond what was available via face-to-face mock interviews.

UNIV 201, a new course that also teaches job search skills was implemented in spring 2011. Learning outcomes and a course syllabus were created. Eight students participated. Course evaluation results were generally positive as reflected in the mean response to the item *Taking UNIV 201 has been a valuable experience* being 4.00 on a 5.00 scale. Further refinement of the course objectives and targeted student audience is needed.

Preparation for job fairs and interviews is key to a successful experience. This year, 91% of students described themselves as prepared for job fairs, and 96% of employers described students as prepared for on-campus interviews. Student attendance at employer information sessions was emphasized this year. These sessions often occur the evening before an employer interviews students on campus. They are a valuable way for students to make positive first impressions and to learn important information about employers as part of their interview preparation. During the 2010-11 year, 376 students attended information sessions, an increase from 153 students in 2009-2010. Finally, the number of students attending job fairs increased to 4,432, a 44% increase over the previous three-year average of 3,076. This may be attributed in part to the recent implementation of the comprehensive marketing plan described earlier.

More detailed data regarding Goal #3 is found in Appendix 3.

**Initiative 3A:** Improve student preparedness for job search activities.

#### **3A Key Performance Indicators (KPIs):**

##### *Planning*

- number of students participating in Career Center workshops – *Resume Writing, Interviewing Skills & Salary Negotiation, and Understanding On-Campus Recruiting*

- percentage of learning outcomes met by students participating in Career Center workshops – *Resume Writing, Interviewing Skills & Salary Negotiation, and Understanding On-Campus Recruiting*
- number of students participating in the *Job Search* workshops
- percentage of learning outcomes met by students participating in the *Job Search* workshops
- number of students participating in the *Full-time Job Search* small groups
- percentage of learning outcomes met by students participating in the *Full-time Job Search* small groups
- number of Perfect Interview sessions compared to the previous 3-year average
- percentage of students who described themselves as prepared for job fairs
- percentage of employers who described students as prepared for job fairs
- percentage of employers who described students as prepared for on-campus interviews
- number of students who identify networking as a job search strategy

**Initiative 3B:** Increase student participation in on campus recruiting programs.

**3B Key Performance Indicators (KPIs):**

*Planning*

- number of students indicating JobMate system is easy to navigate
- percentage of employers satisfied with student responses to job postings
- number of students attending job fairs as a result of implementation of comprehensive marketing plan compared to previous 3-year average
- number of students attending networking events (i.e. Information sessions and employer- led presentations) compared to 2009-2010 data

**Initiative 3C:** Expand the number and types of employment opportunities provided to students

**3C Key Performance Indicators (KPIs):**

*Planning*

- number of out-of-state employment opportunities available to students compared to previous 3-year data
- number of federal employment opportunities
- number of new employers registered in JobMate compared to the previous year

**Initiative 3D:** Develop a curriculum for a University 201 course that focuses on job search skill development.

**3D Key Performance Indicators (KPIs):**

*Planning*

- learning outcomes developed
- syllabus outlining a semester-long course created

## APPENDIX 1

**Goal #1 – Career Counseling/Advising:** Advance students’ career development by providing effective career counseling and advising. Contributes to Division Goal #1; Outcome D

**Initiative 1A:** Help students understand the relationship between self-knowledge and career choice through formal and informal career assessments.

**1A Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>	<b>Comparison (if applicable)</b>
# of students completing <i>FOCUS</i> compared to the previous year	500 (+17)	483
%age of learning outcomes met by participants in <i>FOCUS Interpretation</i> small groups	93%	N/A
# of students completing the <i>Strong Interest Inventory</i> compared to the previous year	150 (+24)	126
%age of learning outcomes met by participants in the <i>Strong Interest Inventory Interpretation</i> small groups	96%	N/A
# of students completing the <i>Myers-Briggs Type Indicator</i> compared to the previous year	312 (+25)	287
%age of learning outcomes met by participants in the <i>Myers-Briggs Type Indicator Interpretation</i> small groups	100%	N/A
# of students attending <i>Values Inventory</i> small groups	1	N/A
%age of learning outcomes met by participants in the <i>Values Inventory</i> small groups	100%	N/A
# of student contacts with the topic, <i>Career Assessments</i> , compared to the previous 3-year average	1,463 (+346)	1,117

**Initiative 1B:** Provide students with relevant occupational, educational, and employment information that helps them to explore a wide range of career options.

**1B Key Performance Indicators (KPIs):**

*Planning*

KPI	5/15/2010 – 5/14/2011
%age of library books that are five years old or less	28% (183 of 647)
size and diversity of the Career Library selection	Average number of career books held by SEC/ACC schools is 477. The amount held by this Career Center is 647. ACC/SEC schools hold 13 different web subscriptions and an average of 5 web subscriptions. The USC Career Center has 5 of the same subscriptions plus one not held by the other schools.
# of visitors to webresources.html	16,612
%age of learning outcomes met by participants in the <i>Overview of Services and Library Tour</i> small groups	Only 2 students participated in the <i>Overview of Services and Library Tour</i> small groups and their learning outcomes were not assessed.
# of students asking for passwords to electronic subscriptions	58
# of employers presenting to classes, student organizations, and other similar events	8

**Initiative 1C:** Empower students to make reasoned career choices and to develop realistic implementation plans.

**1C Key Performance Indicators (KPIs):**

*Planning*

KPI	5/15/2010 – 5/14/2011	Comparison (if applicable)
# of student contacts with the topic, <i>Choosing a Career/Major</i> , compared to the previous 3-year average	2,797 (+452)	2,345
# of students attending <i>Academic Options</i> small groups	2	N/A

%age of learning outcomes met by participants in <i>Academic Options</i> small groups	Only 2 students participated in the <i>Academic Options</i> small groups and his/her learning outcomes were not assessed.	N/A
# of students attending <i>What Can I do with a Major in ...</i> small groups	14	N/A
%age of learning outcomes met by participants in the <i>What Can I do with a Major in ...</i> small groups	100%	N/A
mean score regarding the item, “The presentation was valuable”, for UNIV 101 instructors attending the Career Center presentation	4.33 (5-PT SCALE)	N/A
comparison of mean scores regarding the learning outcome, “This course helped me understand the career exploration process”, for UNIV 101 students who did/did not attend the Career Center presentation	While students who participated in the Career Center presentation were more likely to report that UNIV 101 contributed to their overall understanding of the career exploration process (Mean = 5.19 on 7-point scale) than students who did not participate in the presentation (Mean = 5.08 on a 7-point scale), the results were not statistically significant.	N/A

**Initiative 1D:** Increase student participation by providing career counseling and advising through a variety of formats including drop-in interactions, small groups, individual appointments, and workshops.

**1D Key Performance Indicators (KPIs):**

*Planning*

KPI	5/15/2010 – 5/14/2011	Comparison (if applicable)
# of drop-in student interactions compared to the previous 3-year average	3,914 (+6)	Average = 3,908 2009-2010 = 4,075 2008-2009 = 3,836 2007-2008 = 3,814

# of individual student appointments compared to the previous 3-year average	650 (-173)	Average = 823 2009-2010 = 651 2008-2009 = 841 2007-2008 = 976
# of students participating in small groups compared to the previous year	129 (+4)	125
# of students participating in workshops compared to the previous year	203 (+93)	110
# of presentations to student organizations, classes, and other student groups compared to the previous 3-year average	384 (-23)	407
# of students attending presentations to student organizations, classes, and other student groups compared to the previous 3-year average	8,166 (-1,144)	Average = 9,310 2009-2010 = 7,473 2008-2009 = 9,738 2007-2008 = 10,720

**Initiative 1E:** Measure students' satisfaction with career counseling and advising activities.

**1E Key Performance Indicators (KPIs):**

*Planning*

KPI	5/15/2010 – 5/14/2011
%age of students attending small groups who express satisfaction with their experiences	100%
%age of students attending workshops who express satisfaction with their experiences	100%
%age of students participating in drop-in interactions who express satisfaction with their experiences	100%
%age of students participating in individual counseling sessions who express satisfaction with their experiences	100%

**Initiative 1F:** Launch the newly developed Career Peer Educator Program (CPE) utilizing student volunteers to assist with career counseling and advising.

**1F Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>
# of CPEs	7
# of hours contributed by CPEs	625.25

%age of learning outcomes met for small groups led by CPEs	No data available
%age of learning outcomes met for workshops led by CPEs	No data available
%age of students expressing satisfaction with their small group experiences led by CPEs	No data available
%age of students expressing satisfaction with their workshop experiences led by CPEs	No data available
%age of students expressing satisfaction with resume reviews done by CPEs	100%
%age of learning outcomes met by CPEs	Data not collected
%age of CPEs expressing satisfaction with their peer education experiences	96%

**APPENDIX 2**

**Goal #2 – Experiential Education:** Increase experiential education opportunities for students. Contributes to Division Goal #1; Outcome D

**Initiative 2A:** Evaluate the existing cooperative education (co-op) program, recommending modifications that will increase student and employer participation.

**2A Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>	<b>Comparison (if applicable)</b>
student and employer policies and procedures manual for co-op	in progress-fall 2011	N/A
summary of student perceptions about co-op	Overall, students felt they gained valuable experience participating in Cooperative Education (Co-op). Students that participated in co-op were previously unaware that co-ops existed and often found out from employers or peers. Many students did not have a good understanding of what a co-op is, so their expectations were misaligned. Students viewed co-ops as extended internships or job shadowing. Students strongly encouraged co-ops and feel that the university should make it a mandatory part of the academic curriculum. Students suggested that co-ops should be better advertised, especially freshmen year. Students expressed co-op's to have a positive impact on academic life, mainly because they learned how to apply what they	

	<p>learned in the classroom. This helped students become more motivated to learn and become more invested in their academic work. Students also felt they gained leadership skills and had an opportunity to work with a diverse group of people.</p> <p>The biggest issues were in regards to Financial Aid, Bursar's office and inconsistencies from employers. Student(s) had problems with being "full-time students." Thus, this affected financial aid and obtaining tickets for football. It was also mentioned that there was a lack of feedback and lack of communication from Career Center and other campus offices.</p>	
# of students participating in co-op compared to previous three-year average	55 (+22)	Average = 33 2007-2008 = 39 2008-2009 = 25 2009-2010 = 35
%age of students expressing satisfaction with their co-op	97%	N/A
# of employers who post coop opportunities compared to previous three-year average	23 (-9)	Average = 32 2007-2008 = 34 2008-2009 = 24 2009-2010 = 38
%age of employers who rate overall students' skills as exceeding expectations or being outstanding	75%	N/A
# of <i>Cooperative Education Accreditation</i> criteria met	4 of 5 criteria met	N/A

**Initiative 2B:** Design a comprehensive internship program that will expand the number of quality career-related experiences for students beyond the classroom.

**2B Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>	<b>Comparison (if applicable)</b>
student and employer policies and procedures manual for internships	In progress – fall 2011	N/A
# of new employers participating in the Community Internship Program	68	N/A
%age of students and employers expressing satisfaction with their Community Internship Program experiences	Employers = 100% Students = 92%	N/A
# of employers posting internships compared to the previous three-year average	403 (+97)	Average = 306 2007-2008 = 221 2008-2009 = 252 2009-2010 = 445
Sustainability plan for the Community Internship Program	Summer 2011	N/A
%age of employers who report students completing learning outcomes	91%	N/A
Non-Career Center internship initiatives on campus identified through campus career forum	Work continued in this area; however, the campus career forum was not convened.	N/A

**Initiative 2C:** Evaluate the existing job shadowing program and develop recommendations that will create more opportunities for students to learn about the world of work from professionals.

**2C Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>
student and employer policies and procedures manual for job shadowing program	JobMate “mentor” module to be implemented in summer 2011

# of employers participating in job shadowing program	42
# of students participating in job shadowing program	2010-2011 = 46  Previous 3yr average = 37 2007-2008 = 40 2008-2009 = 43 2009-2010 = 28
%age of students who report overall shadowing experience as very good or excellent	82.5%
%age of employers who report overall shadowing experience as very good or excellent	83%
# of potential employers willing to participate in job shadowing program	114

**Initiative 2D:** Increase awareness and promotion of experiential education opportunities to students, community partners, and employers.

**2D Key Performance Indicators (KPIs):**

*Planning*

KPI	5/15/2010 – 5/14/2011	Comparison (if applicable)
# of student contacts with the topic internships, co-op, or shadowing compared to the previous three year average	Internships = 1,907 Co-op = 89 Shadowing = 64 Total = 2,060 (+770)	1,290
%age of learning outcomes met by students participating in <i>Getting Experience before Graduation</i> workshops and <i>Internship and Part-time Job Search Assistance</i> small groups	92.5%	N/A
# of students and employers subscribing to <i>Constant Contact</i> newsletter	Students = 2,057 Employers – lack of funding	N/A
# of brochures distributed to employers	198	N/A
# of faculty and staff participating in Federal Advisory Board	13	N/A
# of students participating in Federal Service Week activities	85	N/A
# of career-related articles in publications (alumni/parent newsletter, student newspaper, etc.)	54 (interviews) and 5 (articles)	N/A
# of marketing postcards distributed to faculty/staff and students	3,890	N/A

### APPENDIX 3

**Goal #3 – Employment:** Facilitate employment of graduates by advancing students’ job search skills and creating opportunities for interactions with prospective employers. Contributes to Division Goal #1; Outcome E

**Initiative 3A - Improve student preparedness for job search activities**

**3A Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>	<b>Comparison (if applicable)</b>
# of students participating in Career Center workshops – <i>Resume Writing, Interviewing Skills &amp; Salary Negotiation, and Understanding On-Campus Recruiting</i>	Resume Writing – 37 Interviewing – 48 On-Campus Recruiting – 3	N/A
%age of learning outcomes met by students participating in Career Center workshops – <i>Resume Writing, Interviewing Skills &amp; Salary Negotiation, and Understanding On-Campus Recruiting</i>	Resume Writing – 24% Interviewing – 31% On-Campus Recruiting – 1%	N/A
# of students participating in the <i>Job Search</i> workshops	13	N/A
%age of learning outcomes met by students participating in the <i>Job Search</i> workshops	Learning outcomes were not assessed.	N/A
# of students participating in the <i>Full-time Job Search</i> small groups	3	N/A
%age of learning outcomes met by students participating in the <i>Full-time Job Search</i> small groups	Only 1 student participated in the <i>Full-time Job Search</i> small group and his/her learning outcomes were not assessed.	N/A
# of Perfect Interview sessions compared to the previous 3-year average	2,601 (+1,115)	1,486
%age of students who described themselves as prepared for job fairs	91% (Education Recruitment Day is not included)	N/A
%age of employers who described students as prepared for job fairs	N/A	N/A
%age of employers who described students as prepared for on-campus interviews	96%	N/A
# of students who identify networking as a job search strategy in Annual Employment Survey	39%	N/A

**Initiative 3B - Increase student participation in on campus recruiting programs**

**3B Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>	<b>Comparison (if applicable)</b>
%age of students indicating JobMate system is easy to navigate	71%	N/A
%age of employers satisfied with student responses to job postings	Survey data is incomplete as of the May 2011 report.	N/A
# of students attending job fairs as a result of implementation of comprehensive marketing plan compared to previous 3-year average	4,432 (+1,356 or 44% increase)	3,076
# of students attending networking events (i.e. Information sessions and employer-led presentations) compared to 2009-2010 data	376	Comparison data not available.

**Initiative 3C - Expand the number and types of employment opportunities provided to students**

**3C Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 –5/14/2011</b>	<b>Comparison (if applicable)</b>
# of out-of-state employment opportunities available to students compared to previous 3-year data	598	Comparison data not available.
# of federal employment opportunities	33	N/A
# of new employers registered in JobMate compared to the previous year	771 (-10)	781

**Initiative 3D:** Develop a curriculum for a University 201 course that focuses on job search skill development.

**3D Key Performance Indicators (KPIs):**

*Planning*

<b>KPI</b>	<b>5/15/2010 – 5/14/2011</b>
learning outcomes developed	Syllabus created
syllabus outlining a semester-long course created	8 students participated in U201

### APPENDIX 4 Student Contact Data & Demographics

**Note:** Beginning in the fall semester of 2008, juniors and senior business majors were no longer served by the Career Center but by the Office of Career Management in the Moore School of Business. Many declines in student contacts can be explained by this change in service delivery.

#### 1. Student Contact Types

Contact Type	2010-2011	Previous 3-Year Average	% Difference	Comments
Individual Appointments	650 (-173)	Average = 823 2009-2010 = 651 2008-2009 = 841 2007-2008 = 976	-17%	The increase in individual student appointments from the previous year was unexpected since small groups and workshops were designed to reduce individual appointments.
On Call	3,914 (+6)	Average = 3,908 2009-10 = 4,075 2008-09 = 3,836 2007-08 = 3,814	No significant change	
Small Groups	129 (+4)	2009-10 = 125	No significant change	Small groups were originally offered in 2009-2010.
Workshops	203 (+93)	2009-10 = 110	85%	Workshops were originally offered in 2009-2010.
Career Library Visits	1,174 (-1,042)	Average = 2,216 2009-10 = 1,537 2008-09 = 2,655 2007-08 = 2,455	-47%	Students are relying more and more in Internet-based resources which results in fewer library visits.
Career Fairs	4,432 (+1,356)	Average = 3,076 2009-10 = 2,776 2008-09 = 3,672 2007-08 = 2,780	44%	Increase in attendance may be due to more effective marketing strategies

Presentations	8,166 (-1,144)	Average = 9,310 2009-10 = 7,473 2008-09 = 9,738 2007-08 = 10,720	-12%	Filling 7 staff vacancies and orienting them to the Career Center may have impacted outreach efforts for presentations.
Info Table/Display	1,493 (-218)	Average = 1,711 2009-10 = 2,010 2008-09 = 1,581 2007-08 = 1,541	-13%	This decline may be due to the fact that all freshmen orientation data was not entered in the contact management system in 2010-2011.
<b>Total Contacts</b>	<b>19,629</b>			

## 2. Audiences for Presentations and Other Events

Audience	2010-2011	Previous 3-year Average	% Difference	Comments
Academic Department	789 (-338)	Average = 1,127 2009-10 = 1,484 2008-09 = 396 2007-08 = 1,500	-30%	
Campus Group	2,189 (-102)	Average = 2,291 2009-10 = 943 2008-09 = 2,593 2007-08 = 3,336	-4%	
CIP	1,444	N/A		CIP began in 2009 – 2010.
Classroom	2,019 (-56)	Average = 2,075 2009-10 = 1,723 2008-09 = 1,839 2007-08 = 2,663	-3%	

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Community Group	41 (-133)	Average = 174 2009-10 = 96 2008-09 = 274 2007-08 = 153	-76%	In recent years, there has been an intentional reduction in making presentations to community groups.
Faculty/Staff Training	12 (-89)	Average = 101 2009-10 = 117 2008-09 = 99 2007-08 = 86	-88%	Staff turnover may have impacted training for faculty/staff.
Freshman Orientation.	673 (-522)	Average = 1195 2009-10 = 1,001 2008-09 = 1,450 2007-08 = 1,134	-44%	It is suspected that not all freshmen orientation data was entered in the contact management system in 2010-2011.
Other	3,457 (+447)	Average = 3,010 2009-10 = 4,321 2008-09 = 3,410 2007-08 = 1,300	-13%	
Pre-freshman	1,942 (-131)	Average = 2,073 2009-10 = 1,312 2008-09 = 2,146 2007-08 = 2,762	-6%	
Residence Hall	2 (-158)	Average = 160 2009-10 = 0 2008-09 = 59 2007-08 = 421	-99%	Housing has changed Resident Mentor requirements regarding programming for residents in recent years.

UNIV 101	2,719 (-156)	Average = 2,875 2009-10 = 1,927 2008-09 = 3,313 2007-08 = 3,384	-5%	The Career Center presentation to UNIV 101 classes became optional in 2009-2010. 50-minute sections now only attend one session rather than two.
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### 3. Class Standing of Career Center Contacts

Class	2010-2011	Previous 3-Year Average	% Difference
Freshman	5,283 (+253)	Average = 5,030 2009-10 = 4,510 2008-09 = 5,516 2007-08 = 5,063	+5%
Sophomore	2,183 (-118)	Average = 2,301 2009-10 = 2,357 2008-09 = 2,611 2007-08 = 1,936	-5%
Junior	2,058 (-57)	Average = 2,115 2009-10 = 1,982 2008-09 = 1,835 2007-08 = 2,527	-3%
Senior	4,412 (-435)	Average = 4,847 2009-10 = 4,024 2008-09 = 4,730 2007-08 = 5,788	-9%
Graduate	1,109 (-51)	Average = 1,160 2009-10 = 1,157 2008-09 = 1,247 2007-08 = 1,076	-4%

Alumni	171 (-54)	Average = 225 2009-10 = 216 2008-09 = 231 2007-08 = 229	-24%
Faculty/Staff	4 (-7)	Average = 11 2009-10 = 5 2008-09 = 12 2007-08 = 15	-64%
Other/Unknown	33 (-93)	Average = 126 2009-10 = 45 2008-09 = 127 2007-08 = 207	-74%

**4. Ethnicity of Career Center Contacts**

<b>Ethnicity</b>	<b>2010-2011</b>	<b>Previous 3-Year Average</b>	<b>% Difference</b>
American Indian/Alaskan	36 (+6)	Average = 30 2009-10 = 17 2008-09 = 35 2007-08 = 37	+20%
Asian	515 (+14)	Average = 501 2009-10 = 439 2008-09 = 375 2007-08 = 689	+3%
Pacific Islander/Hawaiian	12 (-17)	Average = 29 2009-10 = 24 2008-09 = 56 2007-08 = 8	-59%
Black, not Hispanic	1,931 (+129)	Average = 1,802 2009-10 = 1,594 2008-09 = 1,876 2007-08 = 1,935	+7%

Hispanic	567 (+162)	Average = 405 2009-10 = 390 2008-09 = 389 2007-08 = 437	+40%
White, Not Hispanic	10,729 (+1,061)	Average = 9,668 2009-10 = 8,257 2008-09 = 10,372 2007-08 = 10,376	+11%
Nonresident Alien	563 (+345)	Average = 218 2009-10 = 394 2008-09 = 185 2007-08 = 76	+158%
Two or more	413 (+178)	Average = 235 2009-10 = 303 2008-09 = 250 2007-08 = 151	+76%
Other/Unknown	517 (-1,750)	Average = 2,267 2009-10 = 3,012 2008-09 = 2,623 2007-08 = 1,167	-77%

### 5. Gender of Career Center Contacts

Gender	2010-2011	Previous 3-Year Average	% Difference
Female	7,826 (-386)	Average = 8,212 2009-10 = 7,046 2008-09 = 8,608 2007-08 = 8,982	-5%
Male	7,383 (+290)	Average = 7,093 2009-10 = 7,206 2008-09 = 7,529 2007-08 = 6,544	+4%

## 6. School/College of Career Center Contacts

School/College	2010-2011	Previous 3-year Average	% Difference
Arnold School of Public Health	622 (+151)	Average = 471 2009-10 = 504 2008-09 = 484 2007-08 = 425	+24%
College of Arts & Sciences	3,595 (+31)	Average = 3,564 2009-10 = 3,155 2008-09 = 3,767 2007-08 = 3,770	+1%
College of Education	1,062 (+165)	Average = 897 2009-10 = 831 2008-09 = 990 2007-08 = 871	+16%
College of Engineering & Computing	2,508 (+484)	Average = 2,024 2009-10 = 2,650 2008-09 = 2,086 2007-08 = 1,337	+19%
College of Hospitality, Retail & Sport Management	1,865 (+488)	Average = 1,377 2009-10 = 1,270 2008-09 = 1,412 2007-08 = 1,449	+26%
College of Mass Communication & Info Studies	602 (-188)	Average = 790 2009-10 = 567 2008-09 = 776 2007-08 = 1,026	-24%
College of Nursing	303 (+2)	Average = 301 2009-10 = 283 2008-09 = 338 2007-08 = 283	+1%
College of Pharmacy	287 (-105)	Average = 392 2009-10 = 174 2008-09 = 455 2007-08 = 548	-27%

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College of Social Work	98 (+45)	Average = 53 2009-10 = 19 2008-09 = 58 2007-08 = 83	+46%
Continuing Education	60 (-28)	Average = 88 2009-10 = 133 2008-09 = 55 2007-08 = 75	-32%
Graduate Studies non-degree	27 (-4)	Average = 31 2009-10 = 20 2008-09 = 32 2007-08 = 40	-13%
Interdisciplinary Programs	146 (+15)	Average = 131 2009-10 = 115 2008-09 = 135 2007-08 = 144	+10%
Moore School of Business	3,820 (-1139)	Average = 4,959 2009-10 = 3,707 2008-09 = 4,872 2007-08 = 6,297	-23%
School of Law	12 (-20)	Average = 32 2009-10 = 31 2008-09 = 25 2007-08 = 39	-63%
School of Medicine	15 (-1)	Average = 16 2009-10 = 12 2008-09 = 8 2007-08 = 28	-6%
School of Music	55 (-65)	Average = 120 2009-10 = 58 2008-09 = 223 2007-08 = 78	-54%
Undergraduate Studies	164 (-32)	Average = 132 2009-10 = 203 2008-09 = 152 2007-08 = 42	+19%

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USC Regional Campuses	56 (-61)	Average = 117 2009-10 = 121 2008-09 = 91 2007-08 = 139	-52%
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