

Career Center 2009 – 2010 Blueprint for Service Excellence Performance Analysis – May 27, 2010 Update

For a summary of contacts with students and employers, see Appendices 1 & 2

Mission Statement - The Career Center serves as a comprehensive career information center providing programs to enhance the career development of college-bound high school students, currently enrolled students, faculty, staff, and alumni. The Career Center provides counseling and testing to assist students in career clarification along with opportunities to gain career-related experience, explore career goals, develop marketable skills and make contact with employers for part and full-time employment. The Center facilitates communication among employers, faculty, students, and alumni concerning employment and enrollment trends. The Center adheres to the code of ethics of NACE, the National Association of Colleges and Employers.

In a January 2010 retreat, Career Center staff began the process of revising the office mission statement. With continued staff participation, the following new mission statement was created: The mission of the University of South Carolina Career Center is to empower and educate students in the development of lifelong career management skills.

Goal #1 -Experiential Education: Expand experiential education opportunities for students.
Contributes to Division Goal #1; Outcome B

Performance Blueprint Analysis of Goal Achievement:

Since the March 15 report, the Community Internship Program (CIP) has contributed greatly to the expansion of experiential education opportunities for students. Seventy three (73) students were hired for summer internships, exceeding the goal of 60 students. Thirty two (32) additional students were hired even though their employers did not receive funding from the CIP grant. CIP internships were offered by 44 employers with an average wage of \$11.69 per hour. A total of \$180,000 of federal stimulus dollars will be distributed to CIP employers to assist them with the salary costs of their interns. Three hundred six (306) students attended outreach presentations introducing the internship program. Three hundred ninety (390) students attended CIP orientations which are pre-requisites for CIP participation. In addition, 112 employers have submitted signed agreements to participate in CIP.

Experiential education emerged as a primary Career Center focus for 2009-2010, bolstered by a 2-year institutional initiative grant (\$135,000), the funding of the Community Internship Program (CIP) with federal stimulus dollars (\$212,600), and the federal *Call to Serve* grant (\$5000: \$3000 in 2010-2011 and \$2000 in 2011-2012) promoting internships with the federal government. These grants allowed the Career Center to hire additional staff members dedicated to identifying and promoting internships as well as other experiential education opportunities. Since being officially launched less than a month ago, CIP has already had some initial success. Nearly 300 students have attended outreach presentations introducing the internship program. 70 students have attended CIP orientations which are pre-requisites for CIP participation. In addition, 33 employers have submitted signed agreements to participate in CIP. By June 30, 2010, at least 60 students should secure paid summer internships through CIP.

In addition to staff members who focus solely on experiential education, all other staff members now include promotion of experiential education in their work. 100% of program managers and assistant

directors have created search agents in our JobMate database that regularly notify them of new co-op and internship listings. At our job fairs, all professional staff members are assigned specific employers and network with them at the fairs.

This additional effort has taken place in an economic climate where hiring is down and where employers are refocusing their recruitment strategies. Employer participation in job fairs has declined to about half of the previous year. Career Center staff members have recognized this significant challenge and through February, have nearly doubled the number of employer site visits and employer meetings made in all of last year. The number of internship listings through February 2010 has nearly surpassed the number of listings for all of 2008-2009.

One specific initiative for 2009-2010, the creation of an academic course to prepare students for internship searches, has not been realized. Staff time and fiscal resources simply did not allow for work on the course. The Career Center will explore offering the course as a UNIV 201 option and will seek institutional initiative funding for developing and offering of the course in the 2010-2011 academic year.

Initiative 1A: Increase staff awareness and promotion of experiential education opportunities through use of office technology.

1A Key Performance Indicators (KPIs):

- 100% of professional staff have created saved searches in Job Mate to notify them of co-op and internship postings
- 100% of professional staff are assigned specific job fair employers and network with them at the fairs
- 77 targeted emails were sent to thousands of students advertising experiential education opportunities
- 9 employers participated in presentations to 100 students and promoted their experiential education opportunities

Table 1 - # of employers participating in presentations to promote experiential education opportunities	
Employer	# of Students Attending
Belk (Kim Turnbo)	2
Belk (Stephen Quickery)	3
Computer Science Corporation (Davina Dockter)	12
Enterprise Rent-a-Car (John Reeves)	3
Kohl's (3 representatives)	34
SCANA (Charles Ambos)	11
Siemens (Peter Olf)	10
Target (3 representatives)	14
URS (Dave Olson)	11
Total for 9 presentations	100

Initiative 1B: Increase the number of employer contacts regarding internships and cooperative education.

1B Key Performance Indicators (KPIs):

Planning

- 19 employer site visits in 2009-2010 compared with 8 in 2008-2009
- 16 employer meetings in 2009-2010 compared to 9 in 2008-2009
- 561 internship listings in JobMate as compared to 308 in 2008-2009
- 76 employers attended job fairs promoting internships in 2009-2010 as opposed to 124 in 2008-2009. Economic factors have reduced the overall number of employers attending job fairs.

Initiative 1C: Develop a course to prepare students for their internship searches.

1C Key Performance Indicators (KPIs):

Planning

- 0 course sections offered
- 0 students enrolled in the course
- learning outcomes were not developed for the course
- no evaluation of the course was offered since the course was not developed

Goal #2 –Career Counseling/Advising: Maintain effective career services to students with fewer resources. Contributes to Division Goal #1; Outcome B

Performance Blueprint Analysis of Goal Achievement:

The assessment of the new service delivery model utilizing small groups and workshops to reduce the number of individual appointments with students has continued since the March 15 report. The total participation in individual appointments, small groups, and workshops (1119 participants) exceeded the previous 3-year average for individual appointments (944). Even so, attendance at each small group and workshop remained low.

Surveys of small group and workshop participants indicate that learning outcomes were met; however, the number of survey responses was very low with some small groups/workshops having no participants respond.

Both students and staff members have had some difficulty transitioning to the new service delivery model. Some students expressed a preference for individual appointments. Feedback from staff members suggests that the content of several small groups needs to be reviewed, particularly the small groups, *Academic Options* and *What can I do with a major in ...?*. Offering internship workshops, internship small groups, and Community Internship Program orientations seems to be confusing to students and staff, suggesting these options also need to be reviewed itself. Staff members also suggested reviewing the menu of job search related small groups and workshops.

Logistically, staff members offered that the scheduling, room locations, and attendance data entry improved over the academic year. Student pre-requisites for small groups were not always met. Staff members were challenged by facilitating small groups with students who were at different developmental stages. Staff members will use the written feedback to make improvements to the service delivery model content and logistics in 2010-2011.

Beginning with the 2009-2010 academic year, the Career Center transitioned to a new service delivery model that emphasized small groups and workshops instead of individual student appointments. The rationale for implementing this new model was to continue delivering quality career services with fewer staff resources.

During the preceding summer, staff members created learning outcomes for each of the small group and workshop topics as well as outlines and supporting materials. The new service delivery model required a new approach to staff calendaring and a new understanding on how to deliver career services for both students and staff members.

The assessment of this new service delivery model includes 3 components – What effect, if any, has the new model had on student utilization of Career Center services? Is the new model effective, in other words, are learning outcomes being met? How satisfied are students and staff with the new model?

With regards to student participation, comparing the total number of students participating in individual appointments, small groups, and workshops in 2009-2010 (through March 1, 2010) with the previous 3-year average of individual appointments is nearly the same, 647 in 2009-2010 and 616 for the previous 3-year average. Two-thirds of the 2009-2010 interactions have remained individual appointments. Unfortunately, the number of students participating in small groups and workshops has not had the expected impact on reducing the number of individual appointments. Average participation in small groups was only 2 students and in workshops, 4 students.

During the months of February and March, student participants in small groups and workshops are being surveyed through Student Voice. The surveys focus on whether learning outcomes are being met and student satisfaction with small groups and workshops.

In late April and early May, staff members will be solicited for feedback regarding their experiences with small groups and workshops. Their feedback along with student participation data, student satisfaction data, and learning outcome data will be used to assess the effectiveness of the new model and to make any necessary changes for the 2010-2011 academic year.

Initiative 2A: Implement a more efficient service delivery model that provides effective career services to students.

2A Key Performance Indicators (KPIs):

Planning

- 125 students participated in small group counseling sessions
- 329 students participated in workshops
- 1119 students participated in individual appointments, small groups, and workshops in 2009-2010 compared to the previous 3-year average of 944 students in just individual appointments.
- Learning outcomes for the FOCUS, Strong Interest Inventory, and Academic Options small groups seem to have been met with 77% of students who responded to follow-up surveys strongly or moderately agreeing that the learning outcomes for their small groups were achieved. No students stated that the learning outcomes were not met.
- Learning outcomes for the Career Fair Preparation and Finding Part-time Jobs and Internships workshops seem to have been met with 96% of students who responded to a follow-up survey strongly or moderately agreeing that the learning outcomes for their

workshops were achieved. No students stated that the learning outcomes were not met.

- Staff members who facilitated small groups and workshops responded to open-ended prompts regarding the content, logistics, and student participants. Staff feedback will be used in summer meeting to modify the content and improve the logistics of service delivery.

Table 2 - Career Center Student Contact Data 05/15 – 05/14 for Years Indicated Below							
	2009- 2010	Previous 3-year Average	Difference		2008- 2009	2007- 2008	2006- 2007
Individual Counseling Appointments	665	944	-279		869	1,035	928
Small Group Attendance	125	0	125		0	0	0
Workshop Attendance	329	0	329		0	0	0
Career Fair Attendance	2,802	2,688	114		3,327	2,906	1,831
Career Library Visits	1,537	2,551	-1,014		2,655	2,455	2,542
Presentation & Info Table Attendance	9,438	12,500	-3,062		12,252	13,833	11,414
Walk-in Counseling Sessions	4,145	3,298	847		3,836	3,489	2,568

Goal #3 –Assessment/Learning Outcomes: Each professional staff member will be proficient in developing clear and measureable learning outcomes.

Contributes to Division Goal #3; Outcome B

Performance Blueprint Analysis of Goal Achievement:

Since the March 15 report, surveys of small group and workshop participants indicate that learning outcomes were met; however, the number of survey responses was very low with some small groups/workshops having no participants respond. In the same surveys, nearly 90% of participants strongly agreed that the small groups and workshops were well-organized; 100% strongly agreed that the facilitators communicated the content clearly and were effective in leading the small groups and workshops; and 75% of participants were likely to attend future Career Center small groups and/or workshops.

Career Center staff members continue to have difficulty getting student response to follow-up surveys and invitations to join focus groups. This suggests that perhaps fewer and perhaps more targeted surveys and focus groups need to be developed. Also, other assessment methods need to be identified and tried.

The formal process of developing clear and measurable learning outcomes is new to most Career Center staff members. The transition to a new service delivery model presented a timely opportunity to help staff think specifically about outcomes for newly developed small groups and workshops. Staff members were assigned specific small group and workshop topics and asked to develop learning outcomes for their assigned topics. In addition, staff members were organized into teams so that they could seek guidance and input as they developed their learning outcomes. Learning outcomes were completed for all small groups and workshops by August 15, 2009.

To assist with the assessment of learning outcomes, all staff members completed training on how to use Student Voice. Currently, students who participated in small groups and workshops during the month of February 2010 are being surveyed. The surveys include the specific learning outcomes for the small group/workshop they attended as well as questions on student satisfaction with their experiences. Surveying participants will continue throughout March 2010.

In addition to these office-wide activities, some individual staff members will be conducting additional assessments of specific programs in the second half of the spring semester. These assessment activities should be completed by April 1. Results of the small group, workshop, and other programmatic assessments will be used to revise small group/workshop content and delivery methods for 2010-2011.

Initiative 3A: Develop learning outcomes for all Career Center small groups and regular workshops, become proficient in using Student Voice, and use assessment results to improve student learning and satisfaction.

3A Key Performance Indicators (KPIs):

Planning

- Learning outcomes were developed for all small groups and workshops
- 100% of program managers, assistant directors, and associate directors have completed Student Voice training
- Learning outcomes for the FOCUS, Strong Interest Inventory, and Academic Options small groups seem to have been met with 77% of students who responded to a follow-up survey strongly or moderately agreeing that the learning outcomes for their small groups were achieved. No students stated that the learning outcomes were not met.
- Learning outcomes for the Career Fair Preparation and Finding Part-time Jobs and Internships workshops seem to have been met with 96% of students who responded to a follow-up survey strongly or moderately agreeing that the learning outcomes for their workshops were achieved. No students stated that the learning outcomes were not met.
- Nearly 90% of participants strongly agreed that the small groups and workshops were well-organized. 100% strongly agreed that the facilitators communicated the content clearly and were effective in leading the small groups and workshops. 75% of participants were likely to attend future Career Center small groups and/or workshops.

Goal #4 –Employer Relations: Increase quality interactions with employers among all professional staff
Contributes to Division Goal #2; Outcome E

Performance Blueprint Analysis of Goal Achievement:

No analysis update from the March 15 report.

Employer site visits and meetings through February 2010 nearly doubled the total number of similar employer interactions in 2008-2009. Despite limited funds and human resources, intentional efforts were made to connect with employers seeking information about their hiring needs, informing them of Career Center services, and encouraging them to consider University of South Carolina students as potential hires. Targeted outreach seemed particularly important during this down economy.

During the months ahead, these efforts will continue as resources allow and all professional staff members will gradually be incorporated into employer outreach efforts. Meaningful interactions with employers will help staff members to be better resources for students as they prepare for entry into the world of work. Staff members have made some progress with regards to developing employer development skills; however, more growth in this area is still needed.

Efforts to double the number of Career Center corporate sponsors has fallen short of the goal, likely due to the down economy. Contributions from corporate sponsors provide supplemental funds that assist with Career Center operations. Attempts to continue adding new partners will continue with targeted solicitations beginning April 1 and continuing for the remainder of this fiscal year.

Initiative 4A: Increase professional staff involvement and competency in constituent outreach resulting in greater employer loyalty and financial commitment to the Career Center

4A Key Performance Indicators (KPIs):

Planning

- 19 employer site visits in 2009-2010 compared with 8 in 2008-2009
- 16 employer meetings in 2009-2010 compared to 9 in 2008-2009
- the mean score of staff members' ratings regarding competency in employer relations increased by 0.611 of a point, less than the 1-point goal

Table 3 - Staff Self-Appraisal of Competencies in Employer Relations (1=Minimum and 4=Extensive)			
	March 2010	April 2009	Difference
Bervine	2.375	2.0	0.375
Fecas	2.5	2.125	0.375
Fields	3.625	2.5	1.125
Hix	2.75	2.125	0.625
Jackson	3.25	2.625	0.625
Lake	3.625	2.625	1.000
Orange	1.875	1.125	0.625
Todd	2.625	1.25	1.375
Tomes	1.625	2.375	-0.750
Mean of Self-Appraisal	2.694	2.083	0.611

Initiative 4B: Increase constituent loyalty and financial commitment to the Career Center

4B Key Performance Indicators (KPIs):

Planning

- 5 Career Center partners in 2009-2010 compared to 3 in 2008-2009

Goal #5 –Career Events: Increase opportunities for students to interact with employers at job fairs.
Contributes to Division Goal #2; Outcome E

Performance Blueprint Analysis of Goal Achievement:

Since the March 15 report, one additional job fair for teacher education students was held. Attendance at the fair boosted the total student participation at all job fairs this year to 2,802. This overall attendance increase of 114 students is diminished by the fact that 785 of these students attended the Part-time Job Fair which was added as a new job fair offering in 2009-2010. Given the current economic situation, one would expect job fair attendance to be even higher. More work is needed to help students recognize the value of job fairs as not only one way to find employment but to also recognize that job fairs can help them learn about the world of work and to initiate networking relationships that may eventually lead to employment.

Job fairs provide a unique opportunity for students to interact with multiple employers in one setting. Fairs allow students to learn about employers, identify potential full-time job, internship, and cooperative education opportunities, and to initiate the employment process with potential employers. Given the current economy, attracting employers to job fairs in 2009-2010 has been challenging. Employer participation at our primary job fairs was down by almost 50%.

Recognizing that more students are working to help pay for their education, the Career Center launched a new Part-time Job Fair during Welcome Week 2009. 785 students were able to explore part-time job opportunities with 14 on-campus employers and 14 off-campus employers.

Job fairs have historically been a major revenue source for the Career Center and can be quite costly to implement. To reduce costs in 2009-2010, CareerFest (non-technical hiring) and SET (technical hiring) were staged in one venue for the both the fall and spring semesters. This change resulted in a savings of only \$2.32 per employer; however, if employer registrations had not declined so significantly, the savings would have been even greater. Staging the events in separate venues would have resulted in a significant financial loss for the Career Center. In another move to save money, the Education Recruitment Day on March 16, 2010 will be held in the Career Center. The change of venue from the Carolina Coliseum should result in savings as well, depending on the final employer registration numbers.

Students have reacted pessimistically to the news that they hear about the economy. Through individual counseling sessions, many students state that there are no jobs available; so, they simply self-select out of the job search process. Some are delaying graduation hoping to wait out the economic downturn; some are focusing on graduate school as an alternative to joining the world of work; and some are continuing in their current employment. These trends are reflected in the number of students attending job fairs. Where one might predict the student participation to increase, in reality, student attendance is down by 78 over the previous 3-year average.

Not only is student attendance at job fairs important, their level of preparedness is also important. Employers expect students to be prepared. Preparation helps students to be strong candidates for employment. Initial data on student preparation is discouraging and more work needs to be done in this area.

Initiative 5A: Implement a Part-Time Job Fair during Carolina Welcome Week 2009.

5A Key Performance Indicators (KPIs):

Planning

- 14 on-campus employers attended the Part-time Job Fair
- 14 off-campus employers attended the Part-time Job Fair
- 785 students attended the Part-time Job Fair

Initiative 5B: Increase the operational efficiency of all job fairs.

5B Key Performance Indicators (KPIs):

Planning

Table 4 - Job Fairs – Cost Per Employer				
	2009-2010	2008-2009	Difference	Comments
Part-time Job (PTJ) Fair	\$14.20	N/A	N/A	No previous PTJ Fair
Career Fair Blitz (non-technical hiring)	\$217.29	N/A	N/A	08-09 expenditures unavailable
SET Fall (technical hiring)	\$217.29	N/A	N/A	08-09 expenditures unavailable
Pharmacy	\$100.44	\$57.45	+\$42.99	Increase in costs due to using Coliseum rather than Russell House (RH was off line due to renovations). Center Plate catering and labor cost more.
Career Fest & SET Spring	\$233.21	\$235.83	-\$2.62	The fairs were held separately in 08-09 and jointly in 09-10. While the savings in 09-10 does not appear to be significant, employer registrations were down by 32. If registrations had remained the same, more income would have been generated.
Education Recruitment Day (ERD)	\$63.04	\$118.13	-\$55.09	ERD was held in the Career Center eliminating facility rental costs. This change greatly reduced the cost per employer.

Initiative 5C: Increase student preparation for and attendance at job fairs.

5C Key Performance Indicators (KPIs):

Planning

Table 5 - # of students who reported at least one method of preparation for job fairs in student evaluations		
	2009-2010	Comments
Part-time Job Fair	785	
Career Fair Blitz	63	
SET Fall	38	
Pharmacy	4	
Career Fest	37	Survey completed by 43 students.
SET Spring	95	Survey was completed by 100 students.
Education Recruitment Day	53	Survey was completed by 54 students.
TOTAL	380	

Table 6 - # of students who reported participating in Career Center workshops prior to job fairs		
	2009-2010	
Part-time Job Fair	Not applicable	
Career Fair Blitz	8	
SET Fall	6	
Pharmacy	0	
Career Fest	7	
SET Spring	18	
Education Recruitment Day	8	
TOTAL	47	

Table 7 - # of students attending job fairs compared with the previous 3-year average					
	2009-2010 ¹	2008-2009	2007-2008	2006-2007	Previous 3- year average
TOTAL	2,802	3,327	2,906	1,831	2,688

¹ One additional job fair added in 2009-2010.

Appendix 1

USC Career Center Student Contacts

Close & Swearingen Sites

5/15/09 - 5/14/10 & Comparison to Previous 3-Year Avg

	2009-2010		3-Year Avg		Difference	Difference
Total Number of Contacts -	Total Contacts	Unique Contacts	Total Contacts	Unique Contacts	Total Contacts	Unique Contacts
	20,925	8,083	21,980	7,977	-1,055	106

Contact Type	#	#	Difference
Individual Counseling Appointments	665	944	-279
Small Group Attendance	125	0	125
Workshop Attendance	329	0	329
Career Fair Attendance	2,802	2,688	114
Career Library Visits	1,537	2,551	-1,014
On Campus Interviews	1,885	1,694	191
Presentation & Information Table Attendance	9,438	12,500	-3,062
Walk In Counseling Sessions	4,145	3,298	847

Class Standing	#	%age	#	%age	Difference	Diff %age
Freshman	4,866	29%	5,175	29%	-309	0%
Sophomore	2,489	15%	2,161	12%	328	3%
Junior	2,162	13%	2,405	13%	-243	0%
Senior	5,244	31%	6,239	35%	-995	-4%
Graduate Student	1,858	11%	1,323	7%	535	4%
Other Student	84	0%	233	1%	-149	-1%
Alumni	241	1%	272	2%	-31	0%
Faculty/Staff	11	0%	24	0%	-13	0%
<i>Total</i>	16,955	100%	17,831	100%	-876	

Race/Ethnicity	#	%age	#	%age	Difference	Diff %age
Amer. Indian/Alaskan	5	0%	27	0%	-22	0%
Asian-Pacific Islander	131	7%	583	7%	-452	1%
Black, Not Hispanic	322	18%	1,419	16%	-1,097	2%
Hispanic	46	3%	242	3%	-196	0%
White, Not Hispanic	1,256	71%	6,519	74%	-5,263	-3%
<i>Total</i>	1,760	100%	8,790	100%	-7,030	

Gender	#	%age	#	%age	Difference	Diff %age
Female	8,152	48%	9,305	53%	-1,153	-5%
Male	8,668	52%	8,228	47%	440	5%
<i>Total</i>	16,820	100%	17,533	100%	-713	

School/College	#	%age	#	%age	Difference	Diff %age
Arnold School of Public Health	549	3%	587	3%	-38	0%
College of Arts & Sciences	3,472	21%	3,753	22%	-281	-1%
College of Education	891	5%	923	5%	-32	0%
College of Engineering & Computing	3,192	19%	1,731	10%	1,461	9%
College of Hospitality Retail & Sport Management	1,450	9%	1,655	9%	-205	0%
College of Mass Communications & Info Studies	602	4%	786	5%	-184	-1%
College of Nursing	293	2%	287	2%	6	0%
SC College of Pharmacy	296	2%	479	3%	-183	-1%
College of Social Work	116	1%	118	1%	-2	0%
Moore School of Business	5,201	31%	6,122	35%	-921	-4%
School of Law	51	0%	168	1%	-117	-1%
School of Medicine	9	0%	62	0%	-53	0%
School of Music	58	0%	108	1%	-50	-1%
SC Honors College	15	0%	11	0%	4	0%
Other USC Campuses	112	1%	198	1%	-86	0%
Other USC Academic Programs	434	3%	436	3%	-2	0%
<i>Total</i>	16,741	100%	17,425	100%	-684	

Appendix 2

USC - Career Center

Employer/Jobs Data - Close & Swearingen Sites

5/15/09 - 5/14/10 & Comparison to Previous 2-Year Avg

	2009- 2010	Previous 2-Year Avg	Difference
On Campus Recruiting			
Employer Visits	166	167	-1
Students/Alumni Interviewed	1,885	1,694	191
Job Fairs			
Employer Registrations	255	424	-169
Student Attendance	2,802	2,688	114
Jobs			
Jobs Posted	1364	2049	-685

last update 10/25/2010