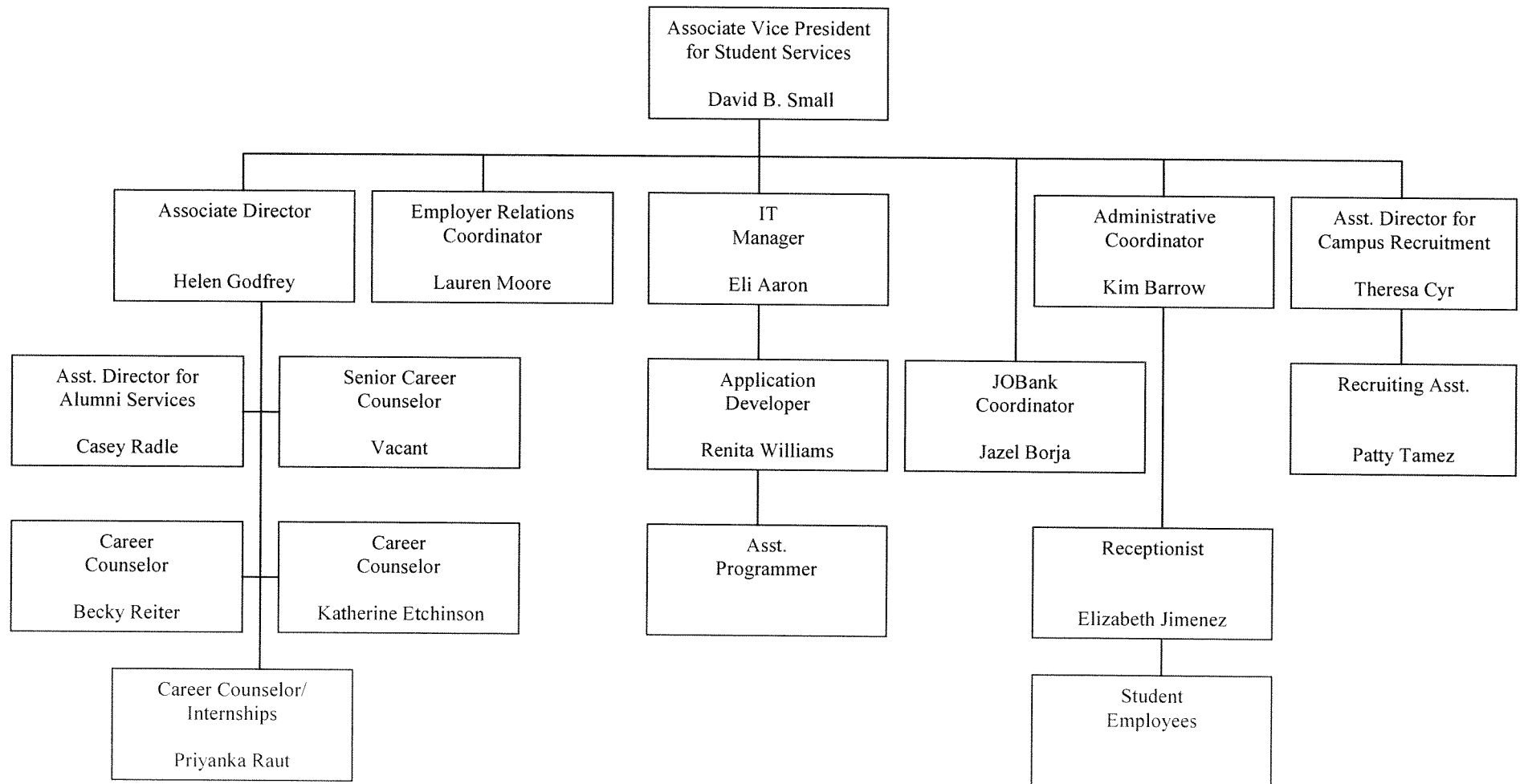


# **University Career Services**

**A Report to the:**  
Student Fees Advisory Committee  
University of Houston

October 24, 2011

**UNIVERSITY CAREER SERVICES**  
**UNIVERSITY OF HOUSTON**  
FY2012



**UNIVERSITY CAREER SERVICES  
STUDENT FEES ADVISORY COMMITTEE  
FY2013 PROGRAM QUESTIONNAIRE**

**I. Executive Summary**

University Career Services (UCS) provides career counseling and job search assistance for currently enrolled students, degree candidates, and alumni of the University of Houston. Assistance is provided through individual counseling sessions, vocational assessments, workshops and seminars, job search services, internship services, campus recruitment services, a career reference library, an interactive website, and an alumni career services component. The unit serves the employment and career development needs of students and alumni while helping to meet the diverse human resource needs of the larger community.

University Career Services' mission is accomplished by first assessing individual students' needs and by providing the appropriate resources to foster self-understanding and goal-clarification. Depending on students' interests and level of career development, additional resources are often utilized, including resume-writing assistance, interview skill development, part-time and summer job search assistance, an internship, a referral to a career advisor/mentor, and/or suggested sources for additional reading and research. In addition, the unit accomplishes its mission by embracing the principles of quality customer service in its relations with the campus and corporate communities. Corporate entities are advised as to the most effective ways to target and hire UH job candidates, depending on the employer's needs and level of commitment. The unit's mission is advanced by maintaining a highly-qualified staff of career counselors and managers and by providing opportunities for staff/professional development. The unit strives to be abreast of, and apply, the latest technologies in making career services accessible to students of a largely commuter university. This is accomplished by creating automated systems for job search, interview scheduling, notification of new job opportunities, resume submittal, and employer research.

The benefits of a robust and vital career services unit on a university campus are multifold. The literature strongly suggests that a student with a career goal, even a tentative career goal, is more likely to persist and achieve his/her educational objectives than a student without a career goal. Students who are successful and satisfied in their pursuit of a career are more likely to become satisfied alumni, many of whom may be in a position to assist the university in annual giving, recruitment of qualified students, and legislative relations. In addition, students benefit when the career center builds bridges between the university and the larger community. Public and corporate support, while intangibles, are extremely important to a public university and they often lead to tangible benefits to be enjoyed by current students, alumni, faculty, and staff.

This Program Questionnaire attempts to present an accurate assessment of University Career Services' accomplishments during the previous year and of its goals and objectives for the ensuing year. The management of the unit feels that through prudent resource allocation significant progress will continue to be made in meeting the career development needs of students as well as the human resource needs of the larger community. University Career Services is grateful for the continuing support of the Student Fees Advisory Committee.

**II. An organizational chart for University Career Services is attached.**

**III. List the objectives that you provided with your 2011-2012 SFAC request.**

**Objectives and comments are as follows:**

A. Objective One. UCS will provide career counseling subject matter expertise to the UScholars CORE 1101 class. This class is required for students who have not yet declared a major.

Comment. UCS has been instrumental in the development of the career counseling curriculum for CORE 1101. The purpose of the class is to increase student success and to assist students with choosing a major. All UH undeclared students are required to take this class. UCS career counselors have assisted with teaching the classes, grading the final writing assignments, and answering questions at the annual Majors Selection Fair hosted by the UScholars Student Success Program.

B. Objective Two. UCS will seek ways to integrate the networking sites Twitter, Facebook, and LinkedIn with existing career services as a means to expand and enhance professional networking and employment opportunities for UH students and alumni.

Comment. An on-going objective, UCS has created social networking sites Twitter, Facebook, and LinkedIn. UCS currently has 1,639 followers on Twitter, 945 Fans on Facebook and 735 members in the UCS LinkedIn Group. UCS utilizes these social media outlets to further expand and enhance existing career services by promoting services and events, posting internship and employment opportunities and connecting with recruiters and other career professionals. UCS will continue to build upon these platforms as a way to communicate with UH students and alumni as well as help them develop their professional networks.

C. Objective Three. UCS will introduce to UH a Summer Jobs Fair. The job fair will be open to all majors and will focus on connecting students with summer employment, internship and volunteer opportunities.

Comment. UCS hosted the first "Summer Jobs for Coogs" job fair in April, 2010 and again in April, 2011. Over 550 students attended each event to meet with the 60+ companies in attendance. Based on written evaluations, 100 percent of the employers indicated that they met students that they planned to interview and possibly hire. The events have been very well received by students. UCS plans to conduct the Summer Jobs for Coogs fair annually.

D. Objective Four. The University Career Advisory Network (UCAN) will undergo an assessment and revitalization with the goals of increasing the number of volunteer mentors and improving functionality for users.

Comment. In June 2010, UCS surveyed the UCAN database (779 active advisors) to determine their preference for advising UH students and alumni, i.e., whether UCAN or LinkedIn would be the better vehicle for facilitating this service. UCAN advisors were asked to review a list of pros and cons before casting a vote for either UCAN or LinkedIn. Sixty-six percent of volunteers favored migration to a LinkedIn Group platform. UCS is, accordingly, acting on the majority preference to migrate from UCAN to a LinkedIn. Program migration is in progress.

E. Objective Five. The Job Shadowing program will expand from a one-time event to a year-around activity offering students opportunities to visit with a professional in the student's field of interest for a day or other agreed-upon span of time.

Comment. Verizon Wireless has offered job shadowing to UH students on a weekly basis. Alley Theatre hosted 15 students in the areas of stage management, finance, and marketing. UCS continues to seek employers who are interested in hosting students for job shadowing opportunities.

F. Objective Six. UCS will implement a weekly lunchtime Job Search Strategies Group. The Group will offer students an opportunity to learn and practice personal marketing strategies from professional career counselors and will provide a forum for participants to share insights about their job search experiences.

Comment. UCS launched a pilot Job Search Strategies Group for students to provide the opportunity for students to develop communication and networking skills in a monitored environment. The student group ran for 12 weeks and met Wednesdays from 12 noon to 1 PM. Lunch was provided. Students could attend as needed; however, a core group of 5-to-10 students attended regularly. Each session provided instruction on a job search related-skill, and students were then encouraged to practice the skills they had just learned. At the end of the 12 weeks, approximately 85 percent of participants reported increased levels of confidence in their interpersonal skills.

Based on the success of the student group, UCS introduced an Alumni Job Search Strategies group. The alumni group ran for 10 weeks, met Wednesdays from 12:30PM to 2PM and focused on addressing challenges during a difficult job market. About 15-to-25 alumni attended each week, with a core group of 10-to-12 alumni attending regularly. There was a total of 185 alumni participants during the 10 week series. Alumni were surveyed after each weekly meeting. Slightly more than 94.6% of participants rated the meeting topics as highly relevant and helpful to their job search.

G. Objective Seven. UCS will implement distance programs and services for alumni for whom such options are more convenient. The first service option will be a Webinar, "Leveraging LinkedIn to Land a Job."

Comment. UCS has established Distance Career Services to address the needs of alumni who prefer to (or must) communicate by phone or email. Job search assistance, resume critiques and mock interviews are now offered to alumni who live outside of the greater Houston area and/or find distance services more convenient. To date, approximately 28 alumni have taken advantage of these services. UCS hosted and facilitated a panel discussion event, entitled “Leveraging LinkedIn to Land a Job” for students and alumni. The approximately 50 attendees were introduced to LinkedIn features associated with the professional job search. Four employers demonstrated their LinkedIn usage for recruiting purposes and answered questions about projecting a professional online image. One hundred percent of the attendees rated the event as good to excellent.

**IV. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs. Please provide the method for collecting these data.**

The means of evaluating departmental objectives include student and employer satisfaction surveys; the use of intake forms to track the number of users by: the type of service requested, student classification, and academic major; client surveys following all counseling sessions; salary and job offer surveys; the Campus Recruitment Survey (employers); informal feedback; University-coordinated surveys; a national survey by an independent research group (366 colleges and universities included); and professional assessments based on observation and anecdotal information. The results of these analyses serve the evaluation and planning functions for University Career Services.

With reference to the importance of the objectives that the unit has pursued, the weight of evidence demonstrate that the objectives outlined above, and those objectives articulated below for FY2013, are consonant with the mission and goals of the unit. In particular, the continued development of web-based services (e.g., distance services) is seen as vital in serving the interests of UH students, alumni, and the corporate community. The defining and prevailing goals of UCS are: 1) to make job vacancy, resume referral, and job interview services as efficient, effective, and accessible as possible for both job candidates and private sector entities, and 2) to assist UH students and alumni in career assessment and career decision-making. These objectives are relevant and realistic given the unit's resource base.

The following presents an overview of selected critical user indices:

A. There were 10,879 job postings received by JOBank and JobScan in 2010-2011. The majority of these job postings are from local employers and most are targeted specifically to UH job candidates. UCS offers links to national and international job posting services as well.

B. The JOBank program automatically forwards an e-mail survey questionnaire to employers one week after their job postings expire. Over 51.1 percent of survey respondents report that they hired a UH student as a result of their posting and 90.6 percent report that they will use JOBank again when they have a hiring need.

C. The number of log-ons to the UCS home page in 2010-2011 was 225,236.

D. The number of job search/career development workshops conducted at UCS in 2010-2011 was 149. The majority of these workshops were for resume writing, interview preparation, choosing a major, preparation for campus recruitment, how to work a career fair, and organizing a job search.

E. UCS conducted an additional 65 workshops outside of UCS facilities in 2010-2011 in conjunction with classroom, student organization, community group, and other presentations. Some of these workshops were custom-designed for campus organizations.

F. The number of individuals served in individual counseling sessions in 2010-2011 was 3,331; an additional 3,168 individuals were served in career development workshops; 1,082 completed the on-line workshop module for campus recruitment; 905 UH students attended the Texas Job Fair which is co-sponsored by UCS; 881 students attended Campus Jobs for Coogs; 577 students attended the Summer Jobs Fair; 241 students attended the Internship Career Fair; 756 UScholars participated in the UCS portion of CORE 1101 for students who have not yet declared a major; and 37 students were advised/counseled individually in conjunction with the College Work-Study program.

The grand total of student counseling sessions/workshop attendance/Job Fairs/Core 1101 is 10,978. The above represents only a portion of events in which UCS participated. Appendix 1. presents a comprehensive overview of the majority of events in which UCS participated with numbers of students served.

G. Registration with UCS is categorized as either "Express" or "Full." Express registration enables students and alumni to receive email notice of new job postings related to their interests; Full registration requires the uploading of at least one resume and it makes resumes available to employers who search online. The number of express registrants in 2010-2011 was 12,358; the number of individuals in the full registration category was 3679. The total number of UCS registrants in 2010-2011 was 16,037 (approximately one out of every 2.2 students).

H. There were 155 corporate recruitment visits in 2010-2011, resulting in 203 interview schedules and 1,158 on-campus interviews.

I. There were 77 resume searches and 3,008 resumes retrieved by employers through the on-line resume search service during 2010-2011.

J. There were 1,397 on-campus Work-Study positions and 491 off-campus Work-Study positions posted through UCS in 2010-2011.

K. There were 1,206 internship opportunities posted by 342 employers in 2010-2011.

L. Interfolio.com continues to be a convenient service for graduate students applying for academic jobs, undergraduates applying to graduate school, and teaching candidates applying for teaching jobs. As of October, 2011, there were 313 student/alumni users and 283 letter writers, many of whom are UH faculty. Faculty members set up accounts with Interfolio.com to electronically upload their letters of recommendation for file holders and to make it easier to reproduce and edit these documents. Interfolio.com streamlines the process of submitting letters of recommendation for candidates and letter writers. Letter writers can track for whom they have written letters and where the letters were sent. Letters may be saved so that those letters can be updated and re-sent in the future for other opportunities, even years down the road.

M. UCS collects satisfaction data from students, alumni, and employers. Student and alumni data are collected via e-mail surveys forwarded to each counseling client one week following the respective counseling session. The survey queries such items as appointment scheduling, how well questions and/or concerns were addressed by the counselor, level of knowledge and friendliness displayed by the counselor, and whether the client would recommend the counselor to others. The results are tabulated by counselor name, client's college or degree, and purpose of visit as determined by completion of an intake form. The combined score for counselors is consistently in the 4.5+ range on a five point Likert scale (five = high). For 2010-2011, the aggregate score was 4.70. Workshop participants gave UCS workshop facilitators a rating of 4.60 on the same scale.

N. Satisfaction data are systematically collected from employers from two primary sources: the Campus Recruitment Survey and the JOBank Survey. The Campus Recruitment Survey is administered to employers who utilize the campus recruitment service. A one-page questionnaire is inserted into employers' information and resume packets and employers are asked to leave the completed questionnaires with UCS at the end of the day. The questionnaire contains questions on services, student preparedness, the UH curriculum (as it relates to the employers' needs), and the job performance of UH alumni. As to UCS services, questionnaire responses are over 97.4 percent favorable.

O. UCS scores consistently in the 82-to-85 percentile range in student satisfaction in the campus-wide Student Satisfaction Survey.

P. In the Universum 2011 national survey of 360 colleges and universities, career services at UH was rated "Excellent" or "Very Good" by 46 percent of UH respondents as compared with 42 percent of the aggregate sample (67,726 respondents) for their respective institutions. The majority of the remaining ratings were in the "Good" or "Adequate" ranges.



**V. Question. Please discuss any budget changes from that which you requested from SFAC, their impact on your programs, and your reasons for implementing them.**

The following changes impacted the UCS budget in 2010-2011:

A. UCS continues to seek and receive funding from external sources with the objective of diminishing its reliance on Student Service Fees. As documented in its current SFAC financial report, UCS received during the previous year \$10,500 in corporate gifts; \$64,388 in generated income; and a \$60,000 Federal grant. Despite recessionary conditions in the larger job market, employer job postings and resume searches, both fee-based services, have produced additional revenues. Those sources, along with alumni fees, accounted for a 13.8 percent increase in revenues over the previous year.

C. As noted above, UCS has received \$60,000 for FY 2013 from the US Department of Education for the continued administration of the Job Location and Development (JLD) program. This Federal program allows college and university career centers to use a portion of an institution's Work-Study monies to develop off-campus job opportunities for students. The grant is used, in part, to support salaries and operating expenses for the JOBank and JobScan programs. UCS's participation in the JLD program generated \$1,747,245 in student wages for 2010-2011, the equivalent of \$1,330 per each of the 1,314 students placed through the program.

D. As a means to support UCS career counselors who are in the process of completing the requirements for licensure (Professional Licensed Counselor), the unit expended \$4,888 to help defray costs of supervision and regular consultation with a certified LPC. State of Texas requirements call for a minimum of 100 hours of supervision at the rate of one hour per week. UCS will continue its commitment to the professional development of career counselors into FY2013 to ensure that students are served by highly qualified and skilled career counselors.

**VI. List 2012-2013 objectives in priority order.**

A. UCS has noted a decline in the quality of student resumes in recent semesters. As a result, UCS will increase quality control in this area. Critiques of submitted resumes will continue, but with greater scrutiny as to grammar, spelling, syntax, and overall organization. Support services will include the employment of a part-time resume proofreader, online feedback, and counselor one-on-one sessions. Resume workshops and handouts will place greater emphasis on the importance of a quality resume. These measures are expected to help ensure that the resumes employers view reflect positively on UH job candidates and the University.

B. UCS will partner with the UH Forensics Society to develop and present a new workshop entitled "Corporate Communications and Etiquette," beginning in spring

semester, 2012. The content will address written and verbal communications, making business presentations, email do's and don't's, making introductions, business meals, and more.

C. UCS will create a pilot Ambassador Program as a way for students to get involved and support UCS while gaining leadership, event planning, and marketing skills. UCS Ambassadors will assist in outreach, workshop presentations, the creation of marketing materials, assessments, and other duties. A rigorous interview and selection process will be used to select the inaugural group, expected to consist of about five students. The possibility of offering these students a book stipend is being explored. The funding for book stipends would come from employer gifts and/or employer career fair registration fees.

D. Distance career services will incorporate the use of Skype to enable UH alumni who live outside of the Greater Houston Area easier access to career counseling sessions, mock interviews, and other services that will be more effective with visual contact.

E. Complete the migration of the University Career Advisory Network (UCAN) to LinkedIn. Promote the service to ensure that a broad spectrum of career fields are represented by the volunteer cohort. Market the service to increase student awareness and utilization.

F. Create mechanisms to deter that practice of some students applying for any and all job postings that appear on the UCS job posting sites. Frequently in these cases, student qualifications do not match with the employers' requirements and it becomes a burden for employers to sort through a large volume of resumes.

G. UCS will redesign the online Campus Recruitment Workshop to facilitate the completion of the workshop in a timely and efficient manner. This workshop explains the Campus Recruitment process, and is a requirement for students to participate in campus interviews. We will explore webinar and other technologies that will support the development of a workshop that is concise and user-friendly. The new design will include updated content, layout, screenshots, and agreement options.

## **VII. What are the other possible sources of funding available to your unit and what efforts are being made to access them?**

The current sources of funding for the unit are as follows: SFAC annual allocations; corporate/foundation gifts; government grants; and generated income from user fees. Each of these sources is detailed in the financial section of this report. JOBank postings, resume searches, and alumni career services continue to provide revenue sources, although these sources are affected substantially by general job market and economic conditions. As noted, there was a 13.8 percent increase (\$55,638 to \$64,388) in generated income during the past year and the unit expects the upward trend to continue into the 2012-2013 fiscal year.

**VIII. Describe any overlap between your unit and any other unit(s) providing services to students.**

Career counseling and advising is, and should be, available at multiple points of student contact, including academic advising sessions, personal counseling sessions, student/faculty conferences, student employment offices, Work-Study offices, career services offices, and other offices where qualified assistance is available. This unit has supported, with personnel and materials, the availability of career advising services in multiple locations on this campus. UCS does not advocate for the needless duplication of campus services, but it does support initiatives where strides can be realized in the accessibility, integration, and reinforcement of career development services.

Concomitantly, if the career development needs of students are to be adequately addressed, it is generally recognized that a strong, collaborative, central career services operation is highly desirable. The centralized model for undergraduate students is embraced by over 88 percent of colleges and universities in the U.S. The administration of career services within one centralized unit enables the institution to capitalize on the synergy between the inter-related services of career decision-making, vocational assessment, internships, co-operative education, student employment, and graduating student/alumni job search services. In such an environment, students can more easily navigate from service-to-service as their goals and objectives achieve clarity. There is no question that a central location helps to increase familiarity and accessibility for students, and that a unifying institutional philosophy of career development (sorely lacking at the University of Houston) helps to ensure continuity at all stages of students' career growth. As for relations with the external community, it is well established that potential employers strongly prefer the "one-stop shop" model in setting up recruitment and interview schedules for the purpose of hiring college-level job candidates.

Within these constructs, the need for close coordination between a centralized career services operation and academic departments and schools cannot be overstated. University Career Services will continue to embrace in philosophy and in practice, a model that incorporates the demonstrated institutional advantages of an efficient, centralized service together with the best features of college-based models.

## APPENDIX 1. University Career Services Event Log 2010-2011

Name of Event	Date of Event	Approx. # of Students Served
<b>Fall 2010</b>		
International Student Orientation	8/18/2010	70
Cat's Back	8/25/2010	400
Cougar Resource Fair	9/1/2010	125
UCS Overview of Services Presentation - Sports Admin. Class	9/1/2010	17
Technology Welcome Back Bash	9/8/2010	40
Phi Alpha Delta Pre-Law Panel	9/9/2010	50
HRM Practicum Classes I & II	9/10/2010	240
Vet's Resource Fair	9/14/2010	5
Technology Career Fair	9/15/2010	35
Phi Alpha Delta Pre-Law Personal Statement Presentation	9/23/2010	40
Resume Writing Workshop - UH Sugar Land	10/7/2010	7
Family Weekend/Parents' Presentation	10/9/2010	10
MTV Hired (Career Week)	10/8/2010	21
Student Teacher Presentation	10/12/2010	8
Cullen Oaks Resource Fair	10/13/2010	15
Moody Towers Career Fair Workshop	10/14/2010	10
Student Teacher Presentation	10/14/2010	8
Pre-Law Presentation	10/16/2010	10
Student Teacher Presentation	10/18/2010	21
Pre-Pharmacy Mock Interviews	10/18/2010	22
Pre-Pharmacy Mock Interviews	10/19/2010	6
IABC Communications Panel	10/19/2010	25
Pre-Pharmacy Mock Interviews	10/25/2010	23
Student Teacher Presentation	10/25/2010	21
Pre-Pharmacy Mock Interviews	10/26/2010	14
English Majors Info. Session Panel	10/26/2010	15
English Majors Info. Session Panel	10/27/2010	30

SSHRD Resume Writing Presentation	10/27/2010	4
Student Teacher Presentation	11/8/2010	7
American Association of Petroleum Geologists	12/1/2010	10
Joint Admissions Medical Program	12/3/2010	15
New Student Orientation	12/10/2010	10
New Student Orientation	12/13/2010	50

**Counted in Employer Relations Numbers:**

Campus Jobs for Coogs	8/11/2010	897
Dining Services Hiring Event	9/9/2010	250
Interview Skills, Hollywood Style (Career Week)	10/4/2010	45
Fastest Growing Careers Panel (Career Week)	10/4/2010	31
Mock Interviews (Career Week)	10/5/2010	100
Internship Career Fair (Career Week)	10/6/2010	241
Picture a Great Career Photo Shoot (Career Week)	10/7/2010	35
<b>Fall TOTAL:</b>		<b>2983</b>

**Spring 2011**

NSO	1/5/2011	75
NSO	1/7/2011	50
NSO	1/13/2011	50
Annual Pre-Law Day	1/27/2011	85
Sports Administration Class	2/2/2011	20
Engineering Career Fair	2/9/2011	75
Challenger Program Meeting	2/16/2011	25
Technology Career Fair	2/16/2011	50
Student Teacher Presentation	2/21/2011	2
Honors College Presentation	2/25/2011	8
HRM Practicum 1 Class	2/25/2011	140
HRM Practicum 2 Class	2/25/2011	140
Health Professions Fair	3/3/2011	10
AAF Presentation	3/3/2011	20
IABC Presentation	3/7/2011	2

Moody Towers Presentation	3/23/2011	5
AED PreMed Society	3/28/2011	10
LGBTGIA Career Resources	4/21/2011	20
Alumni Career Fair	5/19/2011	105

<b>Counted in Employer Relations Numbers:</b>		1609
<b>Spring TOTAL</b>		<b>2501</b>

#### **Summer 2011**

New Student Orientation	6/2/2011	35
New Student Orientation	6/20/2011	10
New Student Orientation	7/7/2011	60
New Student Orientation	7/14/2011	30
New Student Orientation	7/18/2011	25
New Student Orientation	7/21/2011	55
SURF Presentation	7/27/2011	50
ART Orientation	7/29/2011	50
ART Orientation	8/8/2011	30
New Student Orientation	8/11/2011	150
ISSSO presentation	8/16/2011	150
ART Orientation	8/17/2011	20
KIPP Presentation	8/20/2011	6
<b>Summer TOTAL</b>		<b>671</b>

<b>GRAND TOTAL</b>		<b>6155</b>
--------------------	--	-------------