

CAREER SERVICES TASKFORCE

REPORT TO THE PROVOST

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TASK FORCE MEMBERS

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EXECUTIVE SUMMARY & RECOMMENDATIONS

In a world of rising student debt, the debate about the cost of higher education and return-on-investment (ROI) is occurring at all levels, from the Whitehouse to board rooms to faculty meetings to kitchen table conversations. For the parents and students with whom we speak, the most pressing linkage (often expressed as fear) has to do with career beginnings.

The Career Center is the foundation for an engaged and connected university and extended community of influencers, linked together by innovative technology. With a shared sense of purpose, we will teach, equip, and inspire all RU students to acquire the career clarity, competencies, and confidence to fully engage in the RU experience and thrive in a dynamic global society.

To accomplish this mission, the taskforce recommends the following Priority Actions, associated with 5 Strategic Drivers identified by the taskforce as central to the success of the Career Center. The priority actions range from immediately-doable for little or no cost, to aspirational and costly; and, they are not all stand-alone, as this is a complex interrelated system that will require on-going fine-tuning and the flexibility to adjust to internal and external shifts.

PRIORITY ACTIONS 2014-15

ORGANIZATION

1. Rename “Career Services” to “The Career Center” and reorganize from a centralized model to a de-centralized model with college-based career coaching units and a centralized oversight and employer-cultivation hub. Re-align existing staff and hire four new Career Coaches and one new Employer Cultivation Specialist, all at the assistant director level. (Optimal implementation: May 2014)
2. Re-align “Community Engagement” mission elsewhere within the university and either return the position to a career coaching function or remove the position line from the

Career Services budget and add an additional new Career Coach at the assistant director level. (Optimal implementation, May 2014)

VISIBILITY

3. Leverage the university branding initiative to make the development of a Career Center integrated marketing and communication plan a priority. (Optimal implementation, Spring 2014)
4. Locate The Career Center Hub in a highly visible location in close proximity to Alumni Relations, Admissions, and access to parking (recommend Young Hall). Locate the college-based Career Coaches in close proximity to the College Advising Centers and/or College Dean's Office. (Optimal implementation, Summer 2014)
5. Create a Cyber Career Center leveraging 24/7 Virtual Career Assistant Call-Service technology, enhanced web resources, social media, and CISCO videoconference career-coaching appointments, workshops, and webinars. (CISCO implementation Spring 2014; Optimal Virtual Career Assistant implementation, Summer 2014)

INTEGRATION

6. Charge the college deans to develop a blueprint for mapping career development learning outcomes to curricular and co-curricular initiatives and enlist the support of college leadership teams, faculty, and advisory boards to implement the plan. Similarly charge the Director of Retention and leadership team to map career development learning outcomes to UNIV course sequencing, Pre-Major Advising, Quest, and other retention initiatives. (Optimal implementation: Fall 2014-Spring 2015)
7. Charge each department to identify options for every student in their majors to participate in internships, undergraduate research, and/or other high impact experiences. (Optimal implementation: Fall 2014-Spring 2015)

CULTIVATION

8. Create a Career Advisory Board comprised of delegates from college advisory boards and other key constituency groups. (Optimal implementation: Begin Spring 2014)
9. Support enhanced travel / operations budget for Alumni/Employer Cultivation initiatives. (Optimal implementation, Spring 2014)
10. Secure an RU NOVA Campus, with office, meeting, and CISCO technology classroom, to be used by Career Center, Alumni, Advancement, and Admissions staff. (Optimal implementation: Fall 2014, or when financially feasible)

ACCOUNTABILITY

11. Support university purchase of an enterprise wide CRM system and make integration of a Career Module a priority for targeting, tracking, data collection, analysis, reporting, and data-informed decision making. (Optimal implementation: Begin development of Career Module, when system is purchased by university)
12. Purchase "Outcomes/First Destination" survey module to enhance ability to gather employment and graduate school admissions data. (Optimal implementation: Purchase Spring 2014 for use with May 2014 graduates)

REPORT SUMMARY

TASK FORCE CHARGE AND METHODOLOGY

Provost Minner convened a task force in August 2013, with the charge to examine existing practices in career services, research best practices at other high performing institutions, and recommend changes to improve performance to create the best career services unit we can afford.

The group embarked upon a path of inquiry that began with a review of current literature, followed by consultation with career professionals at high-performing institutions, and organizational benchmarking of peer and high-performing institutions. The Crowd-sourced paper “A Roadmap for Transforming the College-To-Career Experience” (Edited by Andy Chan and Tommy Derry, Wake Forest University) set the framework for initial thought and discussion. A review of current models of best practice followed and consultations with career services directors led to intriguing conversations about how to integrate the best of each model to fit RU. The taskforce primary takeaways were:

- GMU’s centralized forward-looking industry-centric model, with career coaches creating as a trusted network for guidance and counsel, and offering nuanced information and wisdom. (Christine Cruzvergera, Director)
- Wake Forest’s bold, visionary, and integrated personal and career development model that emphasizes collaborative partnerships and mission-critical authentic institutional buy-in.(Andy Chan, Director)
- ODU’s 24/7 Cyber Center model that leverages technology and creative staffing, including out-sourcing “off hour” service, to create 24/7 on-demand, career support. (Tom Wunderlich, Director)

Turning our focus to RU internal constituents, the task force solicited input through student focus groups; informational interviews with the Career Services and Community Engagement staff and with student and academic support colleagues; and departmental surveys. Looking to our external constituents, a diverse cross-section of alumni attending the Homecoming Open Alumni meeting provided insightful “career-world” feedback and recommendations.

Challenged and encouraged by the voices of our constituents and enlightened and inspired by the insights and encouragement of our peers, the task force brings forth a paradigm that is not only unique to Radford University, but is future-oriented, and game-changing in its utilization of technology to individualize each student’s career pathway.

CAREER CENTER MISSION

To create an engaged and connected university and extended community of influencers linked together by innovative technology. With a shared sense of purpose, we will teach, equip, and inspire all RU students to acquire the career clarity, competencies, and confidence to fully engage in the RU experience and thrive in a dynamic global society.

CAREER DEVELOPMENT

Essential to the success of the mission is the integration of a career development model that emphasizes high engagement and focuses on straight-forward outcomes that can be mapped to existing curricular and co-curricular happenings.

Career development theory provides a conceptual model to illustrate how individuals, at particular times in their lives, come to understand themselves as they relate to the world of work and their role in it. The following model, is grounded in psychosocial and cognitive career development theory and expands upon Andy Chan's 3C's vision, by adding a 4th "C"-- Catalyst.



Catalyst: The spark that sets in motion the desire to find a life of meaning and purpose.

Clarity: Personal & career reflection, instruction, and experience to test career and life choices.

Competency: Achieved through the acquisition of knowledge, skills, tools, and experience.

Confidence: Honed through success and knowledge of what lies ahead.

CAREER CENTER MODEL

The structure and organization of the Career Center is a highly integrated, interdependent, multifaceted network; however the basic functions of The Career Center are straightforward-- to provide students with the avenues to explore:

- Personal and career development, and
- Career opportunity networking and access.

The following model illustrates the relationship between The Career Center, key infrastructure, and the major influencers and partners who interact with students as they make their way through the process of personal and career discovery and into the world.



The taskforce believes that a model based on a centralized Career Center infrastructure for program oversight, management, career assessment, and alumni/employer cultivation; enhanced by a college-based career and personal development structure; and supported by strong infrastructure, will create the optimal blend of technology and face-to-face interaction to maximize student personal and career development and post-graduation success.

STRATEGIC DRIVERS & OBJECTIVES

The taskforce has identified 5 Strategic Drivers that are critical elements for creating a Career Center capable of fulfilling its mission of teach, equip, and inspire all RU students to acquire the career clarity, competencies, and confidence to fully engage in the RU experience and thrive in a dynamic global society.

STRATEGIC DRIVER 1: ORGANIZATION

Strategically transform “Career Services & Community Engagement” into “The Career Center” -- an integrated career network that links the student and the university to the career-world.

Emerging and future trends in university career center structure of services reflects our continuing evolution as an information-based, global economy. Evidence suggests that with information readily available via the web, students increasingly rely on career professionals to serve as “trusted networks” for guidance and counsel, thus valuing “wisdom” over “information.” Employers and alumni influencers, also seek a higher level of nuanced service from a career professional who knows their industry and can help them identify how best to integrate into the university.

The success of this strategic driver depends upon a collaborative, highly skilled professional staff operating within a values framework based on integrity, open-mindedness, responsibility, and transparency-- keeping the well-being of the student as the core.

The Career Center will be organized as a “high tech - high touch” enterprise, maximizing visibility, access, and relationship-building. Structurally, the staff will be in teams and staff will be de-centrally located.

- **Career Coaching Team:** The Career Coaches will be located in the colleges, with primary responsibility for coaching and instructing students; creating a bridge for students to interact with alumni and employers in their industry sectors for mentoring, internships and career opportunities. A Career Coach will also be assigned to support Pre-Major students and New Student Programs and Retention initiatives.
- **Employer & Alumni Cultivation Team:** The Cultivation team will be outreach-focused, with a staff member located in NOVA/DC, a new staff member sharing responsibility for Richmond/Eastern Virginia and South; and regional outreach as a component of the Director’s responsibility. The team will be supported by the Employer Relations Specialist. The primary responsibilities of the team are cultivating internships and career opportunities; developing specialized experiential and networking programs; assisting students and alumni seeking opportunity in their areas; and, coordination of recruitment and employer services utilizing Hire-A-Highlander.

- **Cyber Career Team:** The Cyber Career team will be located in the Career Hub. The team will manage on-demand daily walk-in and will support the 24/7 career access mission by leveraging technology and creative staffing, including utilization of a specialized “Call Center” during off-hours, to create 24/7 career support.
- **Career Support Team:** The logistical team, led by the Director and supported by the Office Manager will support the Career Teams and oversee Center operations. The role of the director is to be collaborative and mission-focused to adeptly perform the roles of visionary leader, strategic-manager, relationship-builder, data-informed-advocate, and influencer.

STRATEGIC DRIVER 2: VISIBILITY

Take a “Think Big” approach to strategic reinvention, customer engagement, brand awareness, integrated-communications, and enhanced visibility.

The IO Psychology students delivering a report of the Student Focus Groups findings, began by sharing good news-- *Students don't have a negative view of Career Services...* but they quickly went on to deliver the rest of the story--*Students don't really know much about Career Services.*”

The success of this strategic driver depends upon university commitment to make visibility a priority by supporting initiatives to increase:

- **Brand-visibility:** Leveraging the university branding initiative and engaging colleagues with expertise in integrated communication/marketing in the process,
- **Virtual-visibility:** Creating a 24/7 Cyber Career Center with on-demand career access.
- **Communication-visibility:** Leveraging the proposed university CRM and developing a customized career component,
- **Programmatic-visibility:** by creating a Career Development Certificate and Signature Programs in NOVA/DC and elsewhere. (Both of which can be marketed to parents at Quest.), and
- **Physical-visibility:** Securing high visibility locations for the Career Hub and College Career Centers, and creating an RU NOVA/DC Campus, located in premium location, conveniently located near a metro-stop.

STRATEGIC DRIVER 3: INTEGRATION

Create an integrated campus-wide model for student career and personal development so that personal and career development is a mission-critical component of a student's college experience.

Career development theory takes many shapes, but generally all agree that career development is not a linear process. Rather, it is a lifelong culmination of interesting side-paths and searching that, with any luck, lead in a general direction that fits with our sense of self. So, while first-destination (i.e. job / graduate school) is an important metric, we will serve our students best if we look beyond simply guiding them to their first destination. In other words, rather than giving them a fish, we must teach them to fish.

The success of this strategic driver hinges upon:

- **Authentic institutional buy-in**, especially among academic leadership, deans, departments, and faculty, to integrate career development and high-impact experiences into their mission, from the freshman year through graduation,
- **Mission-critical and strategic Career Center leadership** to garner excitement and engagement in the mission, to cultivate an environment of trust, and to facilitate relationship-building among internal and external partners.
- **Commitment by career center staff** to communicate a clear roadmap and milestones to motivate personal and career development and engagement throughout the college experience; and to provide opportunities (coaching, workshops, events) for students to master the internship and job search process, network with alumni and employers, and engage in “real life” work.

STRATEGIC DRIVER 4: CULTIVATION

Cultivate a network of influencers -- with a focus on colleges, faculty, alumni, and families/friends of university.

The Career Center is the “bridge” with one foot in the academy and the other in the career world. In our capacity as connectors, we create linkages for students to transition from college to career, for alumni to contribute back to the university, for employers to secure interns and employees, and for the cultivation of relationships and exchange of ideas and resources that can benefit both communities.

The success of this strategy depends upon:

- **Collaboration with key partners** to create a Career Advisory Board comprised of college-to-career community influencers who are highly engaged on campus and in their career communities.
- **Strategic and specific alumni call-to-action plans** and creation of opportunities for engagement, through close collaboration with Alumni Relations (i.e. Career Mentor Network, Alumni/Career World Café webinars).

- **Ability to leverage CRM technologies**, social media (LinkedIn), and strategic face-to-face interactions in the cultivation and development of relationships
- **Expansion of the Employer & Alumni Cultivation team** to cover the Richmond/Eastern Virginia regions, and budgets to support the increased travel. .
- **Addition of a RU NOVA Campus**, with office, meeting, and CISCO technology classroom, to be used by Career Center, Alumni, Advancement, and Admissions staff.

STRATEGIC DRIVER 5: ACCOUNTABILITY

Engage in qualitative and quantitative assessment practices to assess progress and inform strategic direction; and, embrace transparent reporting to tell our story.

The Career Center serves many constituents and has many accountability partners. We routinely provide data to inform discussions that occur in boardrooms, in academic departmental meetings, and with parents at Quest. Some requests demand hard quantitative data, while others call for a qualitative approach that provides a more nuanced element to the story. In all cases, our goal is to gather, measure, and report data, transparently, based on the highest professional standards.

The success of this strategy depends upon:

- **The development of organizational metrics** and measurable outcomes based on National Association of College and Employers (NACE) Professional Standards for College University Career Services and Practitioners.
- **University integration of a Customer Relationship Management (CRM)** system for data-collection, analysis, tracking and reporting.
- **Procuring a First Destination / Outcomes Survey system** to enhance collection of employment and graduate school admissions data.
- **Career director leadership and diligence** to stay abreast of pertinent federal and state legislation and initiatives, such as Student Right to Know (Rubio Wyden Warner) Act; Internship Labor Debate (Black Swan Lawsuit), Higher Education Reauthorization Act (related to Internships), and so forth.

It always seems impossible until it's done.
-Nelson Mandela

Budget – New Funding Requests

DESCRIPTION	Priority Action	Category			
		Personnel			
		Salary	Fringe	On-going	One-Time
Career Coach - Asst. Director salary @ fringes	1	\$38,000	\$7,691	\$45,691	
Career Coach - Asst. Director salary @ fringes	1	\$38,000	\$7,691	\$45,691	
Career Coach - Asst. Director salary @ fringes	1	\$38,000	\$7,691	\$45,691	
Career Coach - Asst. Director salary @ fringes	1	\$38,000	\$7,691	\$45,691	
Career Coach - Asst. Director salary @ fringes *	2	\$38,000	\$7,691	\$45,691	
Employer & Alum Cultivation – Asst. Dir. salary & fringes	1	\$38,000	\$7,691	\$45,691	
Career Coach Supervisor: Upgrade salary & fringes for one Asst. Dir. (current or new) to Assoc. Dir.	1	\$7,000	\$1,417	\$8,417	
TOTAL PERSONNEL				\$282,563	

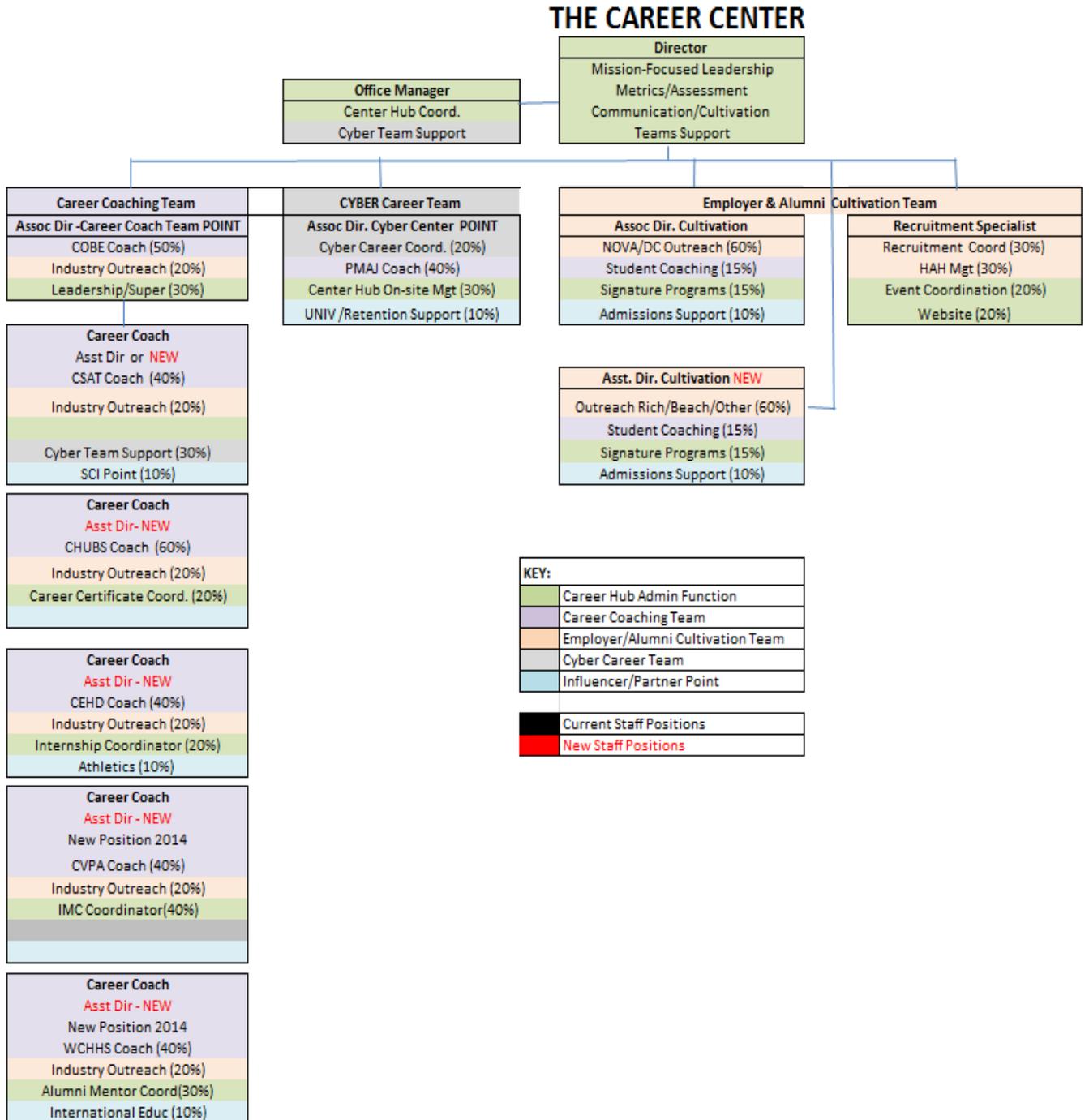
DESCRIPTION	Priority Action	Category			
		Non-Personnel			
				On-going	One-Time
Employer Cultivation: NOVA Operating budget	9			\$19,000	
Employer Cultivation: Increase director budget	9			\$8,000	
Employer Cultivation: New position operating	9			\$19,000	
Career Coaches: New positions Operating @ 2500 ea.	1			\$12,500	
Employer Cultivation NOVA Operating Budget 2013-14	9				\$19,000
Office Set Up new hires (estimate @ \$2000 X 6)	4				\$12,000
Renovation / moving Career Center Hub (estimate)	4				\$40,000
CSO First Destination Survey Module \$5/graduate				\$11,000	
Integrated Communication/Marketing Consultant	3				\$5,000
Cyber Center 24/7 Call Center (\$1/talk-minute X 5 min/call X 40 calls / week X 52 weeks/year)	5			\$10,400	
RU NOVA Campus (1000 sq. ft. @ \$35/sq. ft. estimate X 12 months + utilities & phone etc. @ \$1000/month estimate)	10			\$47,000	
RU NOVA Campus Initial Set-Up (estimate)	10				\$20,000
TOTAL NON-PERSONNEL				\$126,900	\$96,000

* 5th Career Coach Position not required if current Assistant Director for Community Engagement is reassigned as a Career Coach

Total On-Going	Total One-Time
\$409,463	\$57,000

TOTAL
\$466,463

PROPOSED ORGANIZATIONAL STRUCTURE



Career Development Metrics:

Draft of 4 C's Career Development metrics currently in development.

Career Development Metrics		
Career Development Stages	Career Development Tasks	Measureable Objectives
<p>CATALYST</p> <p>The spark that sets in motion the desire to find a life of meaning and purpose</p>	<p>Developing career perspective:</p> <ol style="list-style-type: none"> 1. Developing awareness of the need to plan for the future and career. 2. Developing effective decision-making skills 3. Learning about self 4. Learning about the world-of-work 	<p># of students completing UNIV 100 and freshman courses with career development component</p> <p># students doing "Informational Interviews"</p> <p># of students completing FOCUS 2 career assessment battery</p> <p># of students attending Volunteer & Service Fair</p> <p># of students attending Majors Fair</p> <p># of students attending Club Fair</p> <p># of Career Coaching - Assessment appointments</p> <p># of students following Career Center on social media</p>
<p>CLARITY</p> <p>The process of personal and career reflection, instruction, and experiences to test and clarify career and life choices</p>	<p>Developing career identity:</p> <ol style="list-style-type: none"> 1. Developing, planning and firming up tentative career goals 2. "Trying out" careers through classes and extracurricular activities 	<p># of students member of a major/discipline club/fraternity</p> <p># of students doing volunteer/service learning experiences</p> <p># of students moving from Pre-Major to a declared major</p> <p># of students creating a "first" resume</p> <p># of students beginning a e-portfolio</p> <p># of students completing COED 260</p> <p># of Career Coaching - "What Can I do with this Major" appointments</p> <p># of Career Coaching – "First Resume" Appointments</p>
<p>COMPETENCE</p> <p>The perfecting of skills, tools, and strategies for a successful internship, job, or graduate school search</p>	<p>Developing career maturity:</p> <ol style="list-style-type: none"> 1. Building employability skill 2. Acquiring academic knowledge to enhance career 3. Developing general world-of-work savvy. 	<p># of students posting resume in Hire A Highlander</p> <p># of students seeking internships in Hire A Highlander</p> <p># of students developing a LinkedIn Profile</p> <p># of students completing Internship/Pre-Employability Success courses</p> <p># of students completing Graduate School Success course</p> <p># of students completing a first internship</p> <p># of students engaged in undergraduate research</p> <p># of Career Coaching – Preparing for Internship appointments</p> <p># of Career Coaching – Interview Prep appointments</p> <p># of Career Coaching – 2nd Resume appointments</p> <p># of Career Coaching – Preparing for Graduate School appointments</p>
<p>CONFIDENCE</p> <p>The professional self-assurance to embark upon a career path, honed through experiences in a real-world environment. a career path.</p>	<p>Developing career professionalism:</p> <ol style="list-style-type: none"> 1. Gathering detailed information about occupations of interest 2. Preparing for the college-to-career transition 3. Making the college-to-career transition 4. Mentoring other students as an alumni 	<p># of Career Coaching – Graduate School Application Appointments</p> <p># of Career Coaching – Job Search Appointments</p> <p># of Career Coaching – E-portfolio Appointments</p> <p># of students seeking jobs through Hire A Highlander</p> <p># of people completing "Capstone" College-to-Career Courses</p> <p># of people attending Career Fairs/Events</p> <p># of people completing a second internship</p> <p># of alumni finding jobs/going to graduate school</p> <p># of alumni finding employment closely related to their major</p> <p># of alumni requesting career services</p>

APPENDICES

Appendix A: National Trends and Best Practice in Career Services

- A:1 National Trends in Structure and Programmatic Design
- A:2 Best Practices and Consultations with Career Services Professionals
- A:3 Staffing Levels at VA Public and Benchmark Universities

Appendix B: Scan of Radford University Career Services and Career Development Initiatives

- B:1 Current Career Services and Community Engagement Organizational Structure
- B:2 2012-13 Career Services & Community Engagement Accomplishments
- B:3 RU Career Services Primary Constituents & Influencers
- B:4 Student Focus Group Report
- B:5 RU Undergraduate Catalog 2012-13 Scan for Career Development Key Words
- B:6 Academic Departmental Qualtrics Survey: Integration of Personal, Professional, and Career Development Concepts

Appendix C: CSO Outcomes Survey Executive Summary and Letter of Intent

Appendix D: References and Resources

APPENDIX A: TRENDS AND BEST PRACTICE IN CAREER SERVICES

A:1: National Trends in Structure and Programmatic Design

The **National Association of Colleges and Employers (NACE)** is the professional association that connects campus recruiting and career professionals, and provides best practices, trends, research, professional development and conferences. Three of the guiding documents published by NACE are:

- [Professional Standards for College & University Career Services](#) intended to facilitate excellence in the creation, maintenance, and delivery of career related programs and services. RU Career Services utilizes this document as the central guiding document for internal program review and strategic visioning.
- [NACE Professional Competencies for College and University Career Services Practitioners](#) developed to inform and assess the critical skills and competencies required of career professionals. RU Career Services utilizes this document in position description development, in annual performance assessment, and to inform decisions related to professional development.
- [Career Services Benchmarking Survey for Colleges & Universities](#) The Executive Summary provides key data regarding the operations, structure, and staffing of career centers. RU Career Services uses this annual survey to benchmark our programs, services, technology, and staffing to peers.

National trends and models for providing career services. Information derived through recent literature, professional meetings, and conversations with directors at peer institutions, suggests the following trends related to the models and trends in providing career services.

- **Centralized Career Center / Career Counselors with College Specializations:** The vast majority of Career Centers are centralized operations, and a structure that is becoming increasingly prominent is a centralized career operational structure with career counselors assigned to work with specific colleges/disciplines. These models can be highly effective and efficient, since specialization and affiliation with college units allow for the cultivation of relationships with students and faculty; and, the centralized reporting lines maintains the integrity of the overall program and mission.
- **Merged “Academic and Career Advising Centers”:** A trend over the last 10-15 years has been to centralize and merge the Academic Advising and Career Services functions. The advantage is that academic advising appointments occur regularly and are an excellent launch point for career conversations. In practice, however, colleagues report difficulty keeping current in both academic and career advising trends, and express frustration, that the urgency of discussing class schedules consistently takes precedence, to the detriment of career conversation.
- **Hybrid Model:** A variation of the model above is a hybrid model in which specific colleges (most frequently colleges of business, colleges of engineering, and professional colleges such as law and medicine) have a dedicated career staff, with the rest of the university colleges being served by a centralized staff. This model may be advantageous in meeting specific accreditation standards such as AACSB, however, it can also lead to lack of collaboration and duplication of resources and services.

A:2: Best Practices and Consultations with Career Services Professionals:

The Taskforce researched and met with career services directors and leaders from three universities at the fore-front of emerging trends within the field of career, personal, and professional development.

- Andy Chan, Vice President for Personal and Career Development, Wake Forest University (Video-conference consultation)
- Christine Cruzvergara, Director University Career Services and Pat Carretta, Assistant Vice President for University Life, George Mason University (Site-visit by Taskforce)
- Tom Wunderlich, Executive Director for Career Management, Old Dominion University, (Site Visit by Bill Kennan, Video-conference consultation with Taskforce)

Additionally, Ellen Taylor spoke with Career Center Directors from six additional Virginia Public Colleges and Universities:

- Libby Westley, Christopher Newport University
- Mary Shilling, College of William and Mary
- Mary Meade Saunders, Longwood University
- Joe Testani, Virginia Commonwealth University
- Sam Ratcliffe, Virginia Military Institute
- Donna Cassell Ratcliffe, Virginia Tech

From these conversations and consultations, the committee has identified three models, each of which offered key elements for integration into the proposed Radford University Model.

Integrated / Highly Engaged Career Development Focused Programs.

Spearheaded by Andy Chan (Wake Forest University) and leaders, primarily from liberal arts colleges and universities, we see the emergence of a highly engaged and integrated developmental career approach that spans the students' university experience. Within this framework, the title "Career Services" has been banished as articulated in an Andy Chan TEDx, You-Tube video: ["Career Services" Must Die](#). A full overview of the integrated career development focus and examples of selected innovative programs are fleshed out in the Crowd-sourced Paper [A Roadmap for Transforming the College-To-Career Experience: ReThinking Success From the Liberal Arts to Careers in the 21st Century](#).

Similarly, Jerry Houser, developer of [The Career Roadmap Project](#) at Willamette University emphasizes an integrated approach to integrating career development into the life of the university. The recent [AAC&U High-Impact Educational Practices LEAP Initiative](#) has also informed the thinking of most highly engaged programs and a study conducted on behalf of The Association of American Colleges and Universities, by Hart Research Associates (April 10, 2013) ["It Takes More than a Major: Employer Priorities for College Learning and Student Success : An Online Survey Among Employers"](#) emphasizes many of the same points.

Core elements of these programs are: (1) Sequenced developmental career content and/or content integrated into the curriculum; (2) High Impact Learning experiences that provide opportunity for "real world" experience, integrated into the curricular and co-

curricular lives of the students; (3) Strong emphasis on engaging the full university - especially faculty and parents in the process of career development.

Industry Focused Centers:

In most career centers, the two primary missions of career services—career counseling and employer outreach are performed by separate distinct sets of staff, with cross-functional training. Colleagues at GMU have initiated an [industry-centric / outwardly focused paradigm](#), setting up a structure in which the career counselors are also actively engaged with employers representing specific industries.

In this GMU scheme, the majority of career counselors are also employer outreach staff, with allocated time spent in: Student-based career counseling (40%); Industry Specific Employer Relations (30-40%); and Projects (20-30%). Initial data suggests that students are benefiting from the industry-specific counselor's direct contact with employers, as the counselors now have much more up to date first-hand knowledge of emerging trends within their industry sector. Additionally employer recruiters are benefiting from the direct relationship with the industry-specific counselor, as the counselor can assist them in developing a recruiting strategy to best access the students and to increase their brand awareness.

Technology / Cyber Center Emphasis:

The ODU Career Management Center is leveraging technology and creative staffing, including outsourcing "off hours" to a specialized Higher Education "Call Center" to create a 24/7 Cyber / [Virtual Career Center](#) approach to career services delivery.

Other elements of the ODU program that the taskforce found interesting included a Career Certificate Program and the integration of Work-Study management as a function of the Career Management Center.

The ODU Model is significantly influenced by Dey and Real's 2010 update of Casella's Career Center Paradigm article [Emerging Trends in University Career Services: Adaptations of Casella](#). This paradigm emphasizes shifts in student expectations, technology, globalization, and limited resources, as factors that are reshaping our model of service delivery and outreach.

A:3 VA Staffing Levels at VA Public and Benchmark Universities

University	Career Website	2013-14 Enrollment	Center Name	Career Staff
VIRGINIA PUBLICS				
Virginia Military Institute	http://www.vmi.edu/Career_Services/Home/	1,675	Career Services	4
UVA College at Wise	http://www.uvawise.edu/studentdev/CareerServices	2291	Career Services	1
University of Mary Washington	http://academics.umw.edu/academicandcareerservices/	4,100	Academic and Career Services	10
Longwood University	http://www.longwood.edu/career/	4,497	Academic & Career Advising Center	6
Virginia State University	http://www.vsu.edu/career-services/	5,073	Career Services	5
Christopher Newport University	http://cnu.edu/ccp/	5,094	Center for Career Planning	6
Norfolk State University	https://www.nsu.edu/student-affairs/career-services/index	6,026	Career Services	3
College of William and Mary	http://www.wm.edu/	6,271	Career Center	10
Radford University	www.radford.edu/careers	8913	Career Services & Community Engagement	7
University of Virginia	http://www.career.virginia.edu/	14,000	University Career Services	22
James Madison University	http://www.jmu.edu/cap/index.shtml	18,431	Career and Academic Planning	20
Old Dominion University	http://www.odu.edu/cmc	19,819	Career Management Center	22
George Mason University	http://careers.gmu.edu/	21,990	University Career Services	20
Virginia Commonwealth University	http://www.students.vcu.edu/careers/	23498	University Career Center	15
Virginia Tech	http://www.career.vt.edu/	24,034	Career Services	28
PEER BENCHMARKS				
Seattle University	http://www.seattleu.edu/careerservices/	4,631	Career Services	6
Monmouth University	http://www.monmouth.edu/university/career-services.aspx	4,738	Career Services	6
Gonzaga University	http://www.gonzaga.edu/Student-Life/Career-Center-and-GAMP/default.asp	4,896	Career Center/GAMP	11

University	Career Website	2013-14 Enrollment	Center Name	Career Staff
Winthrop University	http://www.winthrop.edu/cce/	5,029	Center for Career & Civic Engagement	7
The University of Tampa	http://www.ut.edu/career/	6,051	Career Services	7
Loyola Marymount University	http://careers.lmu.edu/	6,087	Career Development Services	7
Hofstra University	http://www.hofstra.edu/studentaffairs/student-services/career/	6,893	Career Center	8
SUNY College at Brockport	http://www.brockport.edu/career/	7,133	Career Services Center	4
Salisbury University	http://www.salisbury.edu/careerservices/	7,969	Career Services	4
Western Carolina University	http://www.wcu.edu/academics/campus-academic-resources/career-services-and-cooperative-education/index.asp	7,979	Career Services and Cooperative Education	4
Texas Christian University	https://careers.tcu.edu/	8,456	Career Services	19
Bloomsburg University of PA	http://www.bloomu.edu/career_s	9,044	Career Development Center	4
Kutztown University of Pennsylvania	http://cdc.dept.kutztown.edu/	9,135	Career Development Center	4
William Paterson University of NJ	http://www.wpunj.edu/career-advisement/	10,089	Career Development & Advisement Center	12
Univ. of Northern Colorado	http://www.unco.edu/careers/index.html	10,102	Career Services	11
University of Wisconsin, Eau Claire	http://www.uwec.edu/career/	10,499	Career Services	8
Rowan University	http://www.rowan.edu/studentaffairs/cmc/	10,750	Career Management Center	5
University of Wisconsin, Oshkosh	http://www.uwosh.edu/career/	12,232	Career Services	13
Indiana University of Pennsylvania	http://www.iup.edu/career/default.aspx	13,058	Career Development Center	3
Minnesota State Univ. Mankato	http://www.mnsu.edu/cdc/	13,547	Career Development	7
California State University, Chico	http://www.csuchico.edu/careers/	15,316	Career Center	11
CA State San Bernardino	http://career.csusb.edu/	15,885	Career Development Center	8
St. Cloud State Univ.	http://www.stcloudstate.edu/careerservices/	15,909	Career Services Center	8
Appalachian State	http://careers.appstate.edu/	16,026	Career Development Center	12

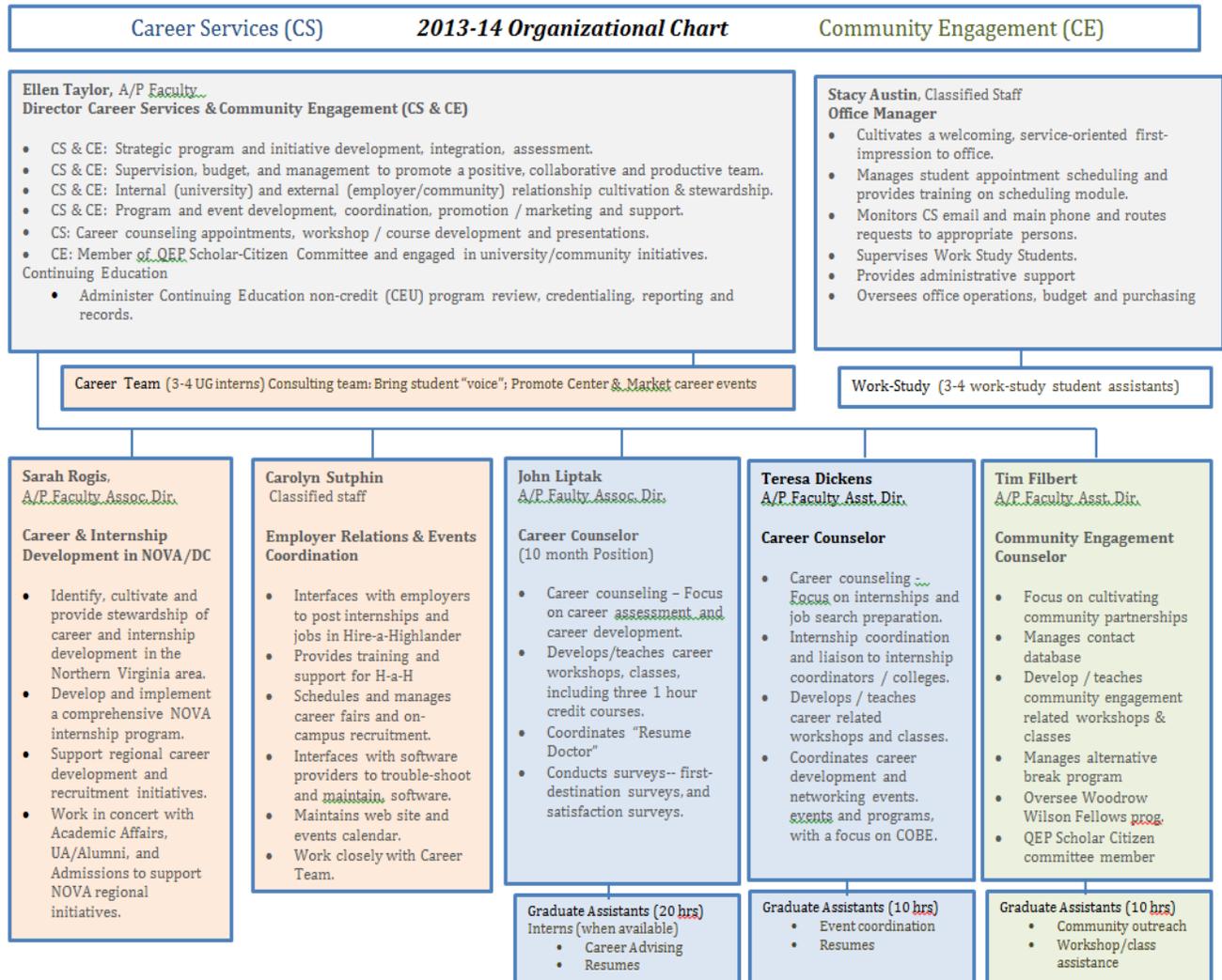
APPENDIX B: RU Career Services and Career Development Initiatives

The Taskforce members researched, surveyed, held focus groups and met with many key constituents including students, academic leadership, alumni, employers, and the Career Services and Community Engagement staff.

B:1 Current Career Services & Community Engagement Organizational Structure

Current Staff:

- Ellen Taylor, Director, Career Services & Community Engagement (AP Faculty)
- John Liptak, Associate Director, Career Services (AP Faculty 10 month position)
- Sarah Rogis, Associate Director, Career & Internship Development – NOVA (AP Faculty)
- Carolyn Sutphin, Employer Relations & Events Coordination (Classified Staff)
- Teresa Dickens, Assistant Director, Career Services (AP Faculty)
- Tim Filbert, Assistant Director, Community Engagement (AP Faculty)
- Stacy Austin, Office Manager, Career Services & Community Engagement (Classified Staff)



B:2 2012-13 Career Services & Community Engagement Accomplishments

Internship Initiative: Convened a group of departmental internship coordinators to review current practices/procedures/forms related to credit-based internships. This resulted in a streamlined process with one single internship agreement form, approved by the AG office, and utilized by all academic departments. As a follow up, we provided a workshop attended by 35 community members and faculty internship coordinators, related to best practices in developing an internship program.

COBE Career Services Satellite Center: Piloted a college-based satellite career center model in which we located a Career Services Counselor in an office adjacent to the COBE Advising Center to study the impact of proximity, accessibility, and professional-presence, in engaging students, faculty, academic advisors, and college leadership to participate in career related activities. The outcome has been a higher usage of services by COBE students and stronger relationships / increased interaction between the career counselor and academic advisors / faculty / college leadership.

Northern Virginia Associate Director for Internship and Career Development: With the support of Dr. Kennan and Provost Minner, we created a new position of “Associate Director for Internship and Career Development in northern Virginia, for the purpose of cultivating internship opportunities, supporting academic initiatives and other signature programs that will expand student access to northern Virginia / DC for internships, jobs, and other high impact educational experiences. Sarah Rogis was hired to fill the position in July 2013.

Development of College-to-Career Courses: Continued to develop a series of sequential career development one credit hour courses, taught on-line utilizing D2L. Courses include: Pre-Internship Course (piloted Spring 2013); Getting Into Graduate School (piloted Fall 2013); Transition College to Career (on-going)

Call to Serve: Applied and accepted to be a “Call to Serve” University—a partnership with the *U.S. Office of Personnel Management* and the *Partnership for Public Service* to more effectively promote student career opportunities in public service. This will facilitate RU students in finding promising civil service internship and career opportunities and address a critical need to bring talented new graduates into service to the country.

Faculty-In-Residence Program: Recruited regional IT Human Resources Professional to hold weekly Career Services office hours to meet with provide “real-world” feedback to students engaged in choosing a major and in the internship and job search process.

Communication Enhancement Plan: Career Services utilized the expertise of a student-led Career Team to implement an enhance web and social media presence utilizing LinkedIn, Facebook, Twitter, and Pinterest to engage with students, alumni, and employers in networking and sharing internships, jobs, and career advice. Community Engagement embarked upon a major website update incorporating linkages to encourage connections among community, students, and faculty.

Retention Initiative: Prepared and submitted a report to Steve Lerch noting research indicating the positive correlation between retention and student engagement in career development and high-engagement activities, and participate in Noel Levitz consultations.

Scholar Citizen Initiatives. Director and Assistant Director for Community Engagement served on the SCI Steering Committee and participation in the summer 2013 Strategic Planning. Director served as co-instructor for SCI Highlander in Action Summer Fellows program. Assistant Director served as Community Engagement Sub-committee Chair. Assistant Director compiled data and drafted narrative for application, to the President's Community Service Honor Roll.

Our-Turn Sessions: Supported faculty and staff development through the following *Internships @ RU* (offered twice and attended by 20 faculty/staff) and *Civic Engagement* workshops.

Community Based Events and Programs:

- *Southern Sunday Community Reception and Radford City Bus Tour.* Coordinated this event, in partnership with Radford City Chamber of Commerce and Main Street Radford, in support of Student Affairs 2012 Opening Weekend Initiative
- *Building Public Partnerships on Both Sides of the Fence Forum.* Co-sponsored this event and staff served on the planning committee and as panel presenters.

Career Services & Community Engagement Usage & Contact Statistics:

- Sponsored 10 large-scale career networking events and fairs attended by 583 employers and 1217 student, including:
 - Volunteer & Service Fair
 - Experience Business Casually (Co-sponsored with COBE)
 - Graduate School Fair (Co-Sponsored with the Graduate College)
 - Criminal Justice Invitational (Co-Sponsored with Lambda Alpha Epsilon)
 - UVA Diversity Career Day (Co-Sponsored with Office of Diversity & Inclusion and Student Support Services)
 - The Professional Protocol Dinner (Co-Sponsored with Chartwells)
 - Education Job Fair
 - RU Spring Career & Internship Fair
 - Career Premier Internship & Job Fair (Co-Sponsored with Consortium)
 - Alternative Spring Break
- Taught and presented 96 customized workshops, classes, and club meetings attended by 2492 students, on topics including:
 - Career Assessment & What Can I do with a Major in?
 - Resumes, Vita, and E-Portfolios
 - Interview Skills and First Impressions
 - Networking and leveraging Social Media in the Job Search
 - The Internship & Job Search Process
 - Volunteering & Community Engagement
 - Getting into Graduate School
 - Competing in a Global Economy, and more.
- Engaged in individual career coaching and counseling sessions with 1679 students.
- Participated in 22 admissions and new student program initiatives

B:3 RU Career Services Primary Constituents / Influencers

RU CAREER SERVICES STAKEHOLDERS & INFLUENCERS
INTERNAL
Primary – Our reason for being!
<ul style="list-style-type: none"> • Students
Advocacy, Access, Collaboration Partners
<ul style="list-style-type: none"> • President / Provost / Academic Leadership
<ul style="list-style-type: none"> • College Deans/Leadership
<ul style="list-style-type: none"> • Academic Advising Centers
<ul style="list-style-type: none"> • Faculty
<ul style="list-style-type: none"> • NSP / Retention / Pre-Major Advising
<ul style="list-style-type: none"> • Alumni Affairs
<ul style="list-style-type: none"> • University Advancement
<ul style="list-style-type: none"> • Student Groups
<ul style="list-style-type: none"> • Athletics
<ul style="list-style-type: none"> • International Education
Consultation, Support, Production, Collaboration Partners
<ul style="list-style-type: none"> • Library
<ul style="list-style-type: none"> • Institutional Research
<ul style="list-style-type: none"> • IT / IT Enterprise Systems / Web Strategy & Interactive Media
<ul style="list-style-type: none"> • Public Relations
<ul style="list-style-type: none"> • Center for Innovative Technology & Faculty Development Center
EXTERNAL:
Advocacy, Access, Collaboration
<ul style="list-style-type: none"> • Advisory Boards
<ul style="list-style-type: none"> • Alumni / Alumni Networks
<ul style="list-style-type: none"> • Parents / Friends of the University
<ul style="list-style-type: none"> • Hire A Highlander Employers

B:4 Student Focus Group Report

Career Services Developmental Feedback

By Kelsey Geary and Thomas Kwiatkowski
November 2013

Executive Summary

Introduction

Four graduate students in the Industrial/Organizational Psychology master's program conducted two different focus groups with nine Radford undergraduates in their either their junior or senior year of school. The students came from the following majors: Marketing (3), Mathematics (2), Management, Political Science, Biology, and Criminal Justice. The focus group first examined the reputation of Career Services (CS) from the undergrad's point of view. The reputation of CS seems to be nonexistent. There is a lack of knowledge of what actually happens at CS, what services CS provides, and where CS is located. CS also seems to give off an impression of usefulness for freshman and seniors only. The specific problem areas and common themes discussed within the focus groups are summarized below. Appendix A has a list of the questions that were provided by CS to the graduate students; these questions were elaborated on and therefore may not have face validity. In appendix B you will find frequency tables detailing overall responses and group responses. In this appendix, you will also see the question that loosely corresponds to the response indicated.

CS Offerings. The first topic covered in the focus groups were the services offered by CS. Areas with positive feedback include virtual mock interviews and resume help. These are services the students want and feel they will utilize. It was indicated that the walk in resume workshop offered on Monday's should be consistently offered and not cancelled spur of the moment. The students would also like to see more help from CS in finding internships and getting employer contacts. For example, many students do not know where to begin looking for internships or jobs, and CS may be a good starting point if they knew that they would get valuable information. Students reported that networking is also a big concern when entering the real world. They suggested, offering guest speakers from potential employers could provide students with the opportunity to make contact with employers and practice their networking skills. The students reported that providing the opportunity to get certifications could be helpful, a suggestion was a certification in phlebotomy.

CS Advertising. Next, students feel like CS advertising could be improved. They reported feeling like they were bombarded with emails. They suggested that reducing the total amount of emails sent out to students might cause students to take a closer look at them. They also stated that the headlines of the emails should also clearly state how the event benefits the student. Students indicated that they look for advertisements about CS on the televisions scattered throughout the campus (in particular the dining halls) and on the MyRU portal but do not feel that they actually see any advertisements in these areas. Putting an ad in these locations might increase the number of students that utilize CS. When asked about the CS LinkedIn page, students stated that it was very up to date and felt it was well known around campus, the Facebook page was not acknowledged. Reaching out to more students through Facebook and posting about events happening at CS can increase the likelihood that students attend events. Students also suggested having CS representatives speak as guests in classes. CS could also collaborate with clubs and different campus communities to improve their presence on campus.

CS Location. One of the biggest barriers for students looking for CS is the location of the office. Students indicated that the location of CS can be frustrating. They complimented that statement by indicating that they have known students who have gotten so frustrated that they have simply stopped looking for CS. Signs pointing directly to where CS is could potentially help bring students in.

CS Job Fairs. The next topic of discussion included job fairs available on campus. It is felt that CS should be central to the organization and implementation of job fairs on campus. The fairs currently offered do not target a wide variety of majors; most fairs seem to focus on business majors. Currently, the fairs are held during the middle of the day when most students have classes, consequently decreasing the number of students that attend. A possible solution to this could possibly be offering some sort of virtual job fair. Students also reported that some of the employers brought to these fairs was almost insulting. For example, the undergraduates felt that they are going to college so they can become something more than a Waffle House manager. Having higher-quality employers at job fairs may increase attendance.

CS Job Board. Finally, students discussed the Hire-a-Highlander service. They felt this service has the potential to be very helpful; however, the login process deters them from using it. In order to log in and see the job listings, students need to go through a lengthy process of signing up and providing a lot of information. If a student does go through this process and are subsequently disappointed by the quality of the job postings, they are likely to become disgruntled and bad mouth the service. Allowing students to simply log in with their student email would increase the utilization of this tool by students.

Appendix A

Questions Asked

1. Have you given much thought to what type of career you might be interested in after you graduate?

* It is important to note that although this question was asked, it did not generate much of a response other than yes/no

2. For those of you who do not have a real clear idea on what you want to do after leaving RU, what kind of information would you find useful in helping you get a better picture of career options?

3. Have you thought about the possibility of including an internship as part of your education here at RU?

a) If so, how are planning on making that happen?

b) If not, what seems to be the barriers in doing an internship?

4. In terms of preparing you for life after Radford, what kind of things could Radford do to make you feel more prepared to enter the workforce?

5. When you feel like talking about your future, what people do you trust to have that conversation?

6. Did you know that we have a Career Services Office on campus?

a) If not, how should that Office reach out to you?

b) If so, what do you know about that Office?

Appendix B

Table 1
Statistical Overview of Both Groups

Opinion	Frequency of Positive Responses	Question Related To
Reputation		
There is a reputation that surrounds CS	0/9	5
CS targets freshman and seniors only	7/9	5
CS Offerings		
Virtual mock interviews are helpful	2/9	2
The resume help offered by CS is sufficient	9/9	2
CS should help students find internships and employer contacts	9/9	4
Networking is important	4/9	4
CS should offer guest speakers with a Q & A	4/9	4
CS should offer certifications	2/9	4
CS should offer more walk in days	9/9	2
CS cancels too many walk in days	9/9	2
CS should offer a virtual resume workshop	4/9	2
CS Advertising		
CS does a good job of marketing	0/9	6
CS should have speakers make guest appearances in classes to talk about CS	5/9	6
CS should advertise on the MyRU portal	4/9	6
CS should advertise at dining halls	9/9	6
CS should partner with clubs and different campus communities to get the word out	9/9	6
The CS Facebook page needs to be updated	5/9	6
The CS LinkedIn page is well done	5/9	6
CS should send less emails to students	4/9	6
CS Location		
CS needs new signs directing students to the office	9/9	6
There should be a map/directory of the campus available to students	9/9	6
CS Job Fairs		
More majors need to be represented at job fairs	9/9	4
Job fairs need to be held at different times to improve the availability	9/9	4
The job fairs on campus need to attract more prestigious employers	9/9	4
CS should offer a virtual job fair	2/9	4
CS Job Board		
It takes too long to log into Hire a Highlander	3/9	3
It would be beneficial for Hire a Highlander to allow any RU student/alumni to log in	3/9	3
The quality of jobs offered on Hire a Highlander is questionable	3/9	3

Table 2
 Statistical Overview of Group 1

Opinion	Frequency of Positive Responses	Question Related To
Reputation		
There is a reputation that surrounds CS	0/4	5
CS targets freshman and seniors only	4/4	5
CS Offerings		
Virtual mock interviews are helpful	2/4	2
The resume help offered by CS is sufficient	4/4	2
CS should help students find internships and employer contacts	4/4	4
Networking is important	4/4	4
CS should offer guest speakers with a Q & A	4/4	4
CS should offer certifications	2/4	4
CS should offer more walk in days	4/4	2
CS cancels too many resume workshops	4/4	2
CS should offer a virtual resume workshop	4/4	2
CS Advertising		
CS does a good job of marketing	0/4	6
CS should have speakers make guest appearances in classes to talk about CS	0/4	6
CS should advertise on the MyRU portal	4/4	6
CS should advertise at dining halls	4/4	6
CS should partner with clubs and different campus communities to get the word out	4/4	6
The CS Facebook page needs to be updated	0/4	6
The CS LinkedIn page is well done	0/4	6
CS should send less emails to students	4/4	6
CS Location		
CS needs new signs directing students to the office	4/4	6
There should be a map/directory of the campus available to students	4/4	6
CS Job Fairs		
More majors need to be represented at job fairs	4/4	4
Job fairs need to be held at different times to improve the availability	4/4	4
The job fairs on campus need to attract more prestigious employers	4/4	4
CS should offer a virtual job fair	2/4	4
CS Job Board		
It takes too long to log into Hire a Highlander	1/4	3
It would be beneficial for Hire a Highlander to allow any RU student/alumni to log in	1/4	3
The quality of jobs offered on Hire a Highlander is questionable	1/4	3

Table 3
 Statistical Overview Group 2

Opinion	Frequency of Positive Responses	Question Related To
Reputation		
There is a reputation that surrounds CS	0/5	5
CS targets freshman and seniors only	3/5	5
CS Offerings		
Virtual mock interviews are helpful	0/5	2
The resume help offered by CS is sufficient	5/5	2
CS should help students find internships and employer contacts	5/5	4
Networking is important	0/5	4
CS should offer guest speakers with a Q & A	0/5	4
CS should offer certifications	0/5	4
CS should offer more walk in days	5/5	2
CS cancels too many resume workshops	5/5	2
CS should offer a virtual resume workshop	5/5	2
CS advertising		
CS does a good job of marketing	0/5	6
CS should have speakers make guest appearances in classes to talk about CS	5/5	6
CS should advertise on the MyRU portal	0/5	6
CS should advertise at dining halls	5/5	6
CS should partner with clubs and different campus communities to get the word out	5/5	6
The CS Facebook page needs to be updated	5/5	6
The CS LinkedIn page is well done	5/5	6
CS should send less emails to students	0/5	6
CS Location		
CS needs new signs directing students to the office	5/5	6
There should be a map/directory of the campus available to students	5/5	6
CS Job Fairs		
More majors need to be represented at job fairs	5/5	4
Job fairs need to be held at different times to improve the availability	5/5	4
The job fairs on campus need to attract more prestigious employers	5/5	4
CS should offer a virtual job fair	0/5	4
CS Job Boards		
It takes too long to log into Hire a Highlander	2/5	3
It would be beneficial for Hire a Highlander to allow any RU student/alumni to log in	2/5	3
The quality of jobs offered on Hire a Highlander is questionable	2/5	3

B:5 RU Undergraduate Catalog 2012-13 Scan for Career Development Key Word

Word Search for the words *Career*, *Resume*, *Internship*, *Practicum* in course titles and course descriptions

Department	Course	Career	Resume	Internship	Practicum
Accounting					
	• ACTG 490 - Accounting Internship	C		I	
Anthropological Sciences					
	• ANSC 201 - Introduction to Anthropological Research	C	R		
	• ANSC 303 - Quantitative and Computer Metho Anthropology		R		
	• ANSC 321 - Archaeological Field and Lab Methods		R		
	• ANSC 330 - Primatology		R		
	• ANSC 333 - World Prehistory		R		
	• ANSC 401 - Anthropological Theory		R		
	• ANSC 410 - Paleoanthropology		R		
	• ANSC 420 - Advanced Forensic Anthropology		R		
	• ANSC 430 – Bio archaeology		R		
	• ANSC 495 - Seminar in Anthropological Sciences		R		
	• ANSC 496 - Seminar in Biological Anthropology		R		
	• ANSC 497 - Seminar in Archaeological Anthropology		R		
	• ANSC 499 - Internship			I	
Art					
	• ART 490 - Graphic Design Practicum				P
	• ART 492 - Museum Practicum (MS)				P
Art History					
	• ARTH 431 - Special Topics in Modern/Contemporary Art History				
	• ART 493 - Museum Internship (MS)			I	
	• ART 494 - Internship			I	
Athletic Training					
	• ATTR 205 - Introduction to Athletic Training Skills				P
	• ATTR 225 - Practicum I (Athletic Training)				P
	• ATTR 250 - Practicum II (Athletic Training)				P
	• ATTR 325 - Practicum III (Athletic Training)				P
	• ATTR 335 - Seminar in Athletic Training				P
	• ATTR 340 - General Medical Conditions/ Concerns of Athlete				P
	• ATTR 345 - General Medical Rotation (Athletic Training)				P
	• ATTR 355 - Practicum IV (Athletic Training)				P
	• ATTR 422 - Athletic Injury Assessment II – Head, Spine, Thorax				P
	• ATTR 425 - Organ and Admin of Athletic Training Programs				P
	• ATTR 430 - Senior Professional Athletic Training Seminar		R		P
Biology					
	• BIOL 160 - Introductory Seminar in Biology	C			
	• BIOL 310 - Human Structure and Function I	C			
	• BIOL 311 - Human Structure and Function II	C			
	• BIOL 401 - Medical Technology			I	

• BIOL 402 - Medical Technology					I
• BIOL 403 - Medical Technology					I
• BIOL 495 - Internship in Biology					I
Chemistry					
• CHEM 498 - Independent Study		R			
Business and Economics					
• COBE 190 - Business Internship					I
Communication and Media Studies					
• COMS 481 - Journalism Portfolio		R			
• COMS 482 - Production Technology Portfolio		R			
• COMS 498 - Independent Study	C	R	I		P
• COMS 499 - Communication Internship			I		
Communication Sciences and Disorders					
• COSD 498 - Independent Study	C	R	I		P
Counselor Education					
• COED 260 - Seminar in Career Development	C				
• COED 270 - Student-Athlete Career Educ. Dev.Seminar	C				
• COED 461 - Highlander Internship	C		I		
Criminal Justice					
• CRJU 484 - Internship in Criminal Justice					I
• CRJU 498 - Independent Study	C	R	I		P
Dance					
• DNCE 365 - Performance Practicum					P
• DNCE 498 - Independent Study	C	R	I		P
Design					
• DSN 340 - Pre-Internship Seminar					I
Design Merchandising					
• DSNM 341 - Merchandising Internship					I
• DSNM 440 - Design Products and Services					I
• DSNM 442 - Economics of Design					I
Economics					
• ECON 490 - Economics Internship	C		I		
• ECON 498 - Independent Study	C	R	I		P
Early Childhood Education/Early Childhood					
• EDEC 425 - Assess-Based Inst & Adapt for Young Child.(PreK-3rd)					P
• EDEC 430 - Practicum in Early Childhood Education					P
• EDEC 485 - Practicum in Admin of Programs for Young Children					P
Education					
• EDUC 200 - Exploring Education	C				
• EDUC 498 - Independent Study	C	R	I		P
English					
• ENGL 300 - Introduction to English Studies (WI)	C				
• ENGL 306 - Professional Writing	C	R			
• ENGL 406 - Advanced Technical Writing		R			
• ENGL 407 - Technical Editing		R			
• ENGL 495 - English Internship	C	R	I		
• ENGL 498 - Independent Study	C	R	I		P
Exercise, Sport and Health Education					
• ESHE 212 - Introduction to Sport Management	C				
• ESHE 363 - Seminar in Professional Fieldwork		R			

	• ESHE 498 - Independent Study	C	R	I	P
Fashion					
	• DSNF 341 - Fashion Design Internship			I	
Finance					
	• FINC 472 - Independent Study	C	R	I	P
	• FINC 490 - Finance Internship	C		I	
Foreign Language					
	• FORL 109F - Study Abroad Practicum: French				P
	• FORL 109G - Study Abroad Practicum: German				P
	• FORL 109M - Study Abroad Practicum: Mandarin				P
	• FORL 109S - Study Abroad Practicum: Spanish				P
	• FORL 209F - Study Abroad Practicum: French				P
	• FORL 209G - Study Abroad Practicum: German				P
	• FORL 209M - Study Abroad Practicum: Mandarin				P
	• FORL 209S - Study Abroad Practicum: Spanish				P
	• FORL 309F - Study Abroad Practicum: French				P
	• FORL 309G - Study Abroad Practicum: German				P
	• FORL 309M - Study Abroad Practicum: Mandarin				P
	• FORL 309S - Study Abroad Practicum: Spanish				P
	• FORL 409F - Study Abroad Practicum: French				P
	• FORL 409G - Study Abroad Practicum: German				P
	• FORL 409M - Study Abroad Practicum: Mandarin				P
	• FORL 409S - Study Abroad Practicum: Spanish				P
Forensic Science					
	• FOSC 420 - Advanced Forensic Anthropology		R		
Geography		C			
	• GEOG 211 - Perspectives in Geography	C			
Geology					
	• GEOL 495 - Internship in Geology			I	
	• GEOL 498 - Independent Study	C	R	I	P
Geospatial Science					
	• GEOS 498 - Independent Study	C	R	I	P
	• GEOS 499 - Internship			I	
History					
	• HIST 490 - Internship			I	
	• HIST 498 - Independent Study	C		I	P
Interior Design				I	
	• DSNI 341 - Interior Design Internship			I	
	• DSNI 400 - Senior Studio I			I	
Information Technology			R		
	• ITEC 307 - Programming Practicum				P
	• ITEC 490 - Senior Seminar				
International Studies					
	• INST 489A - Study Abroad Practicum AustrLearn				P
	• INST 489C - Study Abroad Practicum Middlesex Univ. London,				P
	• INST 489D - Study Abroad Practicum in Kansai Gaidai, Japan				P
	• INST 489E - Study Abroad Practicum Kassel Universitat in Germany				P
	• INST 489G - Study Abroad Practicum in Spain				P
	• INST 489I - Study Abroad Practicum Univ Catholique de l'Ouest France				P
	• INST 489J - Study Abroad Practicum in Glasgow, Scotland				P

• INST 489K - Study Abroad Practicum in Mexico					P
• INST 489L - Study Abroad Practicum in China and Taiwan					P
• INST 489M - Study Abroad Practicum with AIFS					P
• INST 489N - Study Abroad Practicum with AIU-London					P
• INST 489O - Study Abroad Practicum Salzburg College, Austria					P
• INST 489Z - Non-RU Study Abroad Practicum					P
Management					
• MGNT 426 - Cultural Diversity and International Management	C				
• MGNT 472 - Independent Study		R	I		P
• MGNT 490 - Management Internship	C		I		
Marketing					
• MKTG 360 - Professional Selling	C		I		
• MKTG 472 - Independent Study	C	R	I		P
• MKTG 490 - Marketing Internship	C				
Mathematics					
• MATH 111 - Math Content for Teachers I	C				
• MATH 112 - Math Content for Teachers II	C				
• MATH 160 - Introductory Seminar in Mathematics	C				
• MATH 498 - Independent Study	C	R	I		P
• MATH 499 - Internship in Mathematics			I		
Military Science					
• MSCI 411 - Leadership Challenges & Org Goal-Setting					P
Music					
• MUSC 104 - The Arts, Entertainment, and the Marketplace	C				
• MUSC 305 - Music with the Disabled					P
• MUSC 446 - Methods and Practicum for General Music					P
• MUSC 459 - Methods and Practicum for Performing Ensembles					P
• MUSC 493 - Internship in Music Therapy			I		
• MUSC 494 - Internship in Music Business			I		
• MUSC 498 - Independent Study	C	R	I		P
• MUSC 499 - Undergraduate Thesis		R			
Nursing					
• NURS 343 - Nursing Therapeutics					P
• NURS 352 - Mental Health Nursing					P
• NURS 364 - Nursing of the Adult I					P
• NURS 366 - Nursing of Childbearing Family					P
• NURS 443 - Nursing of Children					P
• NURS 444 - Gerontological Nursing					P
• NURS 448 - Nursing of the Adult II	C				P
• NURS 453 - Leadership in Nursing	C				P
• NURS 498 - Independent Study	C	R	I		P
Philosophy					
• PHIL 490 - Philosophy Internship	C		I		
• PHIL 498 - Independent Study	C	R	I		P
Physical Science					
• PHSC 490 - Internship			I		
• PHSC 498 - Independent Study	C	R	I		P
Physics					
• PHYS 490 - Internship			I		
• PHYS 498 - Independent Study	C	R	I		P

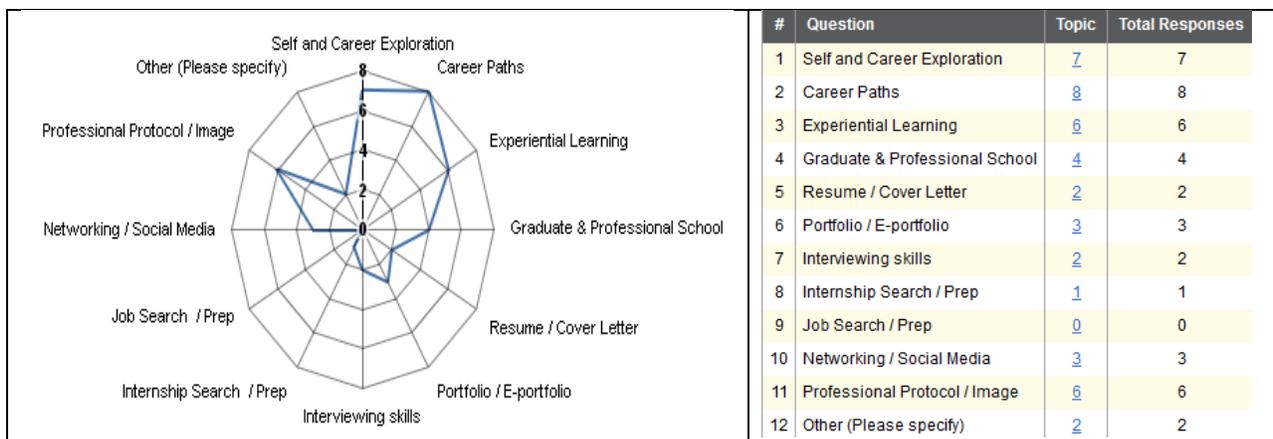
Political Science					
• POSC 485 - Internships in Political Science and Public Administration				I	
• POSC 498 - Independent Study (AG; CG; IR; PA; PT: as designated)	C	R	I		P
Psychology					
• PSYC 222 - Orientation to the Psychology Major	C				
• PSYC 498 - Independent Study	C	R	I		P
• PSYC 499 - Internship				I	
Reading					
• EDRD 498 - Independent Study	C	R	I		P
Recreation, Parks and Tourism					
• RCPT 413 - Prof Issues in Recreation, Parks and Tourism				I	
• RCPT 470 - Internship				I	
Religious Studies					
• RELN 490 - Religious Studies Internship	C			I	
• RELN 498 - Independent Study	C	R	I		P
Social Work					
• SOWK 419 - Service Learning	C				
• SOWK 489 - Field Instruction Placement				I	
• SOWK 498 - Independent Study	C	R	I		P
Sociology					
• SOCY 480 - Survey Research Methods	C				
• SOCY 493 - Practicum in Sociology					P
• SOCY 498 - Independent Study	C	R	I		P
• SOCY 499 - Internship				I	
Special Education					
• EDSP 429 - Practicum: Spec Educ: Secondary					P
• EDSP 430 - Practicum: Spec Educ: Elementary					P
• EDSP 432 - Practicum: Deaf and Hard Hearing Students					P
• EDSP 440 - Practicum in Early Intervention					P
• EDSP 498 - Independent Study	C	R	I		P
Statistics					
• STAT 498 - Independent Study	C	R	I		P
• STAT 499 - Internship in Statistics				I	
Theatre and Cinema					
• THEA 476 - Production Practicum					P
• THEA 478 - Internship in Theatrical Production				I	
• THEA 498 - Independent Study	C	R	I		P
Women's Studies					
• WMST 499 - Internship in Women's Studies				I	

B:6 Academic Departmental Qualtrics Survey: Integration of Personal, Professional and Career Development concepts

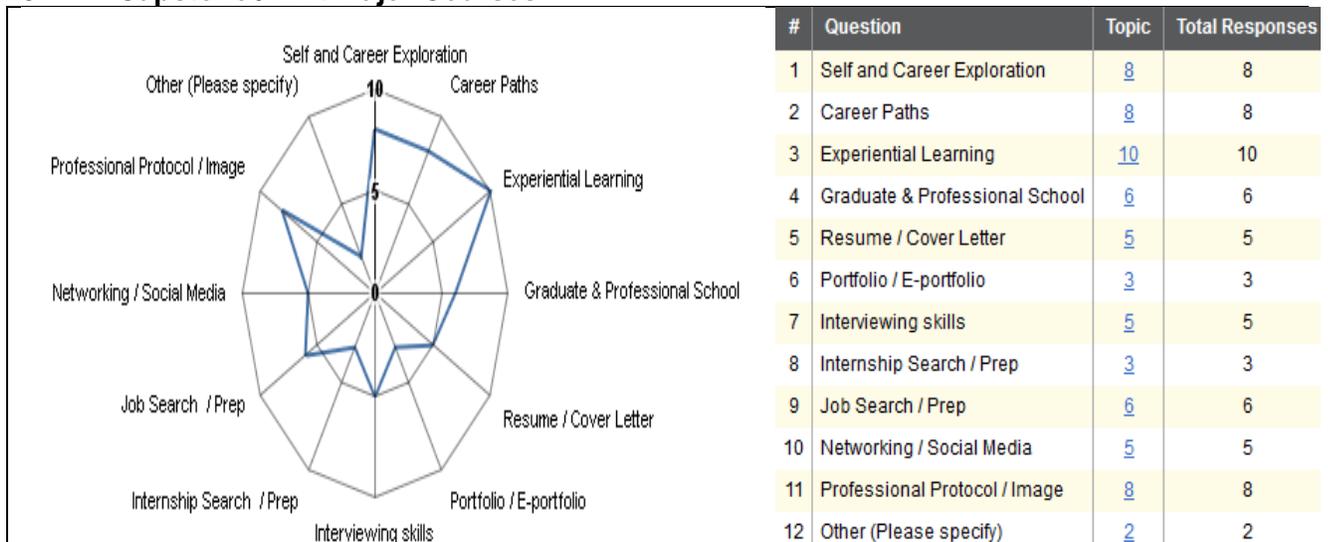
1. Departments Responding:

Accounting, Finance, Business Law	Management Department
Chemistry Department	Music Department
Criminal Justice Department	School of Nursing
College of Science & Technology	Political Science Department
Geospatial Science	Sociology Department
Information Technology	School of Social Work
Interior Design & Fashion	

2. Gateway / Entry to Major Courses:

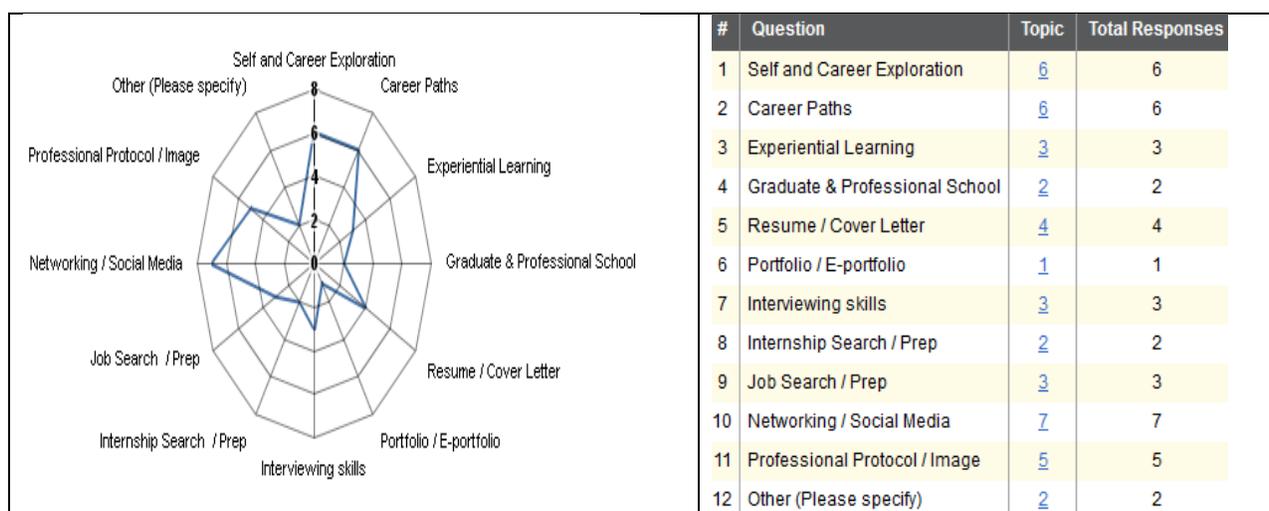


3. Capstone / Exit Major Courses



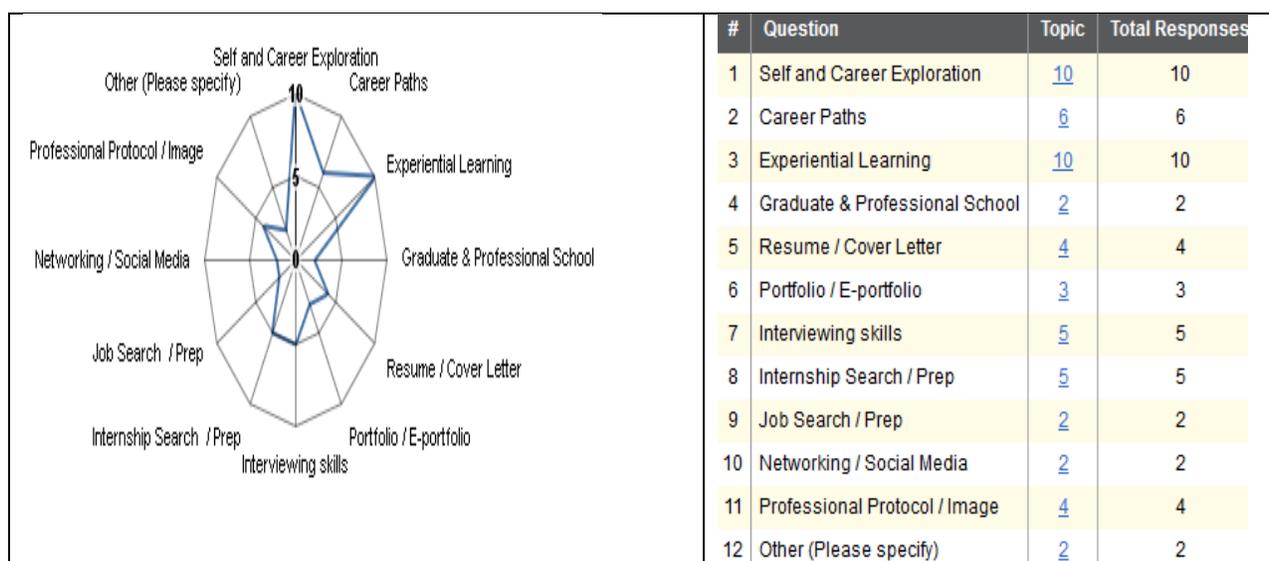
Other: Field trips to professional organization events; Discipline-specific professional experiences

4. Major-specific clubs / Student Professional Associations and Fraternities



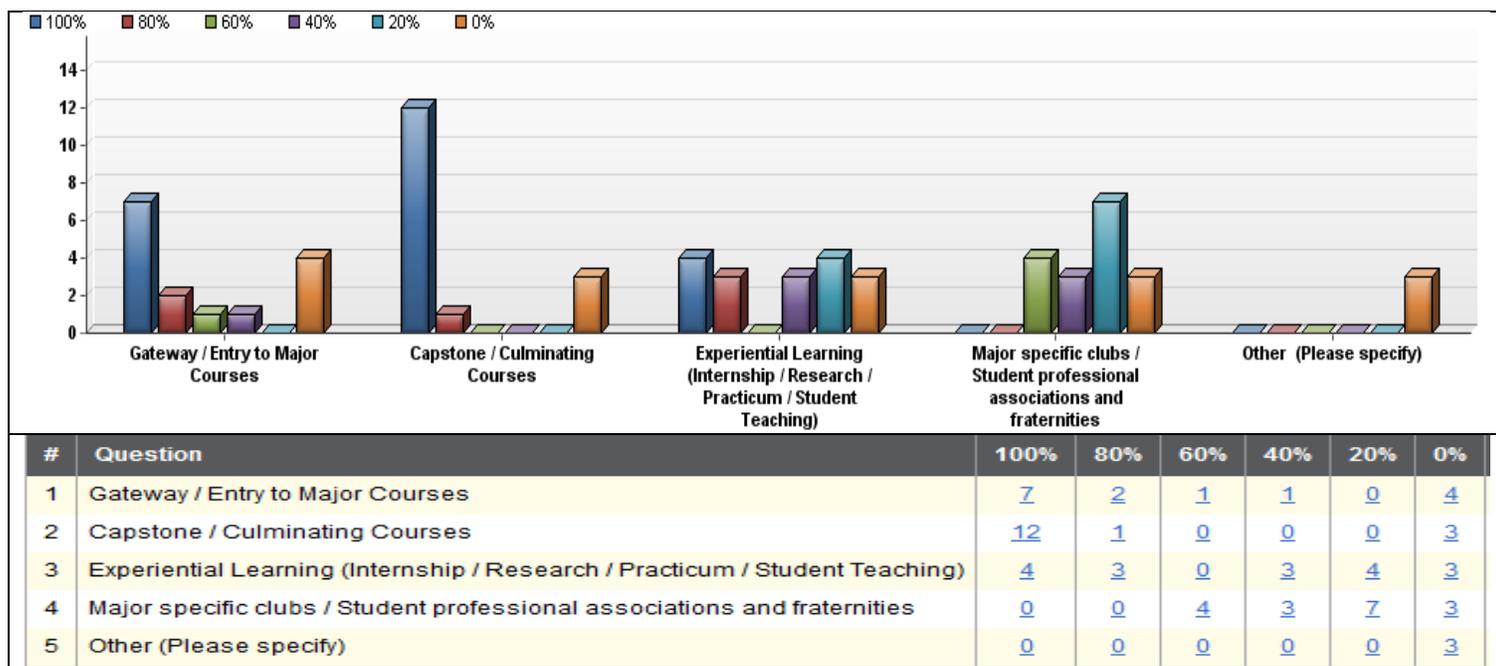
List of Major-specific clubs / Student Professional Associations and Fraternities	
Alpha Kappa Psi and Delta Sigma Pi	Alpha Kappa Delta; Sociology Club
Political Science Society	Financial Management Association, Beta Alpha Psi
Music Therapy Club, Phi Mu Alpha	UPE
CSAT STEM Club, BBB in Biology, RUGS in Geology, Math Club, Student Chayper of ACS in Chemistry, Society of Physics Students	Improve Clug, USITT Student Chapter, SETC, VTA, and USITT and USITT - SE
ASID, Fashion Society	Geospatial Club, Gamma Theta Upsilon (Geography Honor Society)
Radford University Nursing Students Association	Student Affiliate of the American Chemical Society
Lambda Alpha Epsilon (Professional Criminal Justice Fraternity), Alpha Phi Sigma (National Criminal Justice Honor Society, Criminal Justice Club	

5. Internship / Practicum Student Training



Other: Field trips to professional organizations; Discipline specific professional experiences

6. Approx. % of Majors participating in Internships / Practicum/ Student Teaching



7. List the Courses that contain a personal, professional and career development component.

Gateway / Entry to Major Course or Courses (Specify Course Prefix and Number)	Capstone / Culminating Course or Courses (Specify Course Prefix and Number)	Experiential Learning Courses- Internship / Practicum / Student Teaching (Specify Course Prefix and Number)	Other (Please list other courses with a significant career, professional development component)
MGNT 101, MGNT 221, MGNT 322	MGNT 421, MGNT 428	MGNT 490, MGNT 481	
All Accounting classes beyond 212; all Finance classes beyond 331	ACTG 414, 416; FINC 438	ACTG 490; FINC 490	
MUSC 102	MUSC 477, MUSC 493, MUSC 302	MUSC 302	
BIOL 160, MATH 160	BIOL 460, ITEC 490, GEOL 460	BIOL 495	
ITEC 110	ITEC 490		
DSN 100, DSN 143, DSN 340	DSNI 407, DSN 407, DSN 445	DSNI 340, DSNF 340, DSNM 340	
THEA 201,	THEA 425, THEA 476, THEA 450,	THEA 478, THEA 488	THEA 498
GEOS 211	GEOS 496	GEOS 490, GEOS 362, GEOS 492	
CRJU-100	CRJU-495	CRJU-483 and CRJU-484	Many of our other courses have some component of this.
	SOCY 497	SOCY 486, SOCY 499, SOCY 498, SOCY 493, SOCY 485	
	POSC 490: Seminar	POSC 485: Internship in Political Science and Public Administration	
	NURS 453	NURS 454	

Appendix C: CSO Outcomes Survey – Executive Summary & Letter Of Intent

The Outcomes Survey

College Graduate Survey powered by CSO Research, Inc

[CSO Research, Inc.](#) - the company that provides the software powering more than 830 college career centers across the US and in eight other countries - has developed a national solution and standard for first destination graduate outcomes data collection: The Outcomes Survey.

Executive Summary

Rationale Institutional accountability for college student outcomes is a top priority from the kitchen table all the way up to the White House. Parents of students and students themselves are scrutinizing the return on investment in higher education and are looking for data to inform their decision-making related to admissions acceptance and major selection. Efforts are underway to at the US Department of Education tie financial aid eligibility to “gainful employment” outcomes. The *White House College Scorecard*, the *Rubio-Wyden Student Right to Know Before You Go Act* and the DOE’s *Title IV Federal Student Aid Programs - Gainful Employment in a Recognized Profession Proposed Rule* illustrate clearly that all colleges and universities must prepare to respond to demands for outcomes data. The Outcomes Survey is a solutions designed to deliver outcomes data in a manner that meet the institutional needs of US colleges and university and creates a national standard for “first destination” outcomes data-gathering.

The Outcomes Survey is an online tool for gathering employment and graduate school admissions data from new college graduates based upon prevailing national demands and standards.

The Outcomes Survey surveys graduates regarding the following five topics:

1. First Destination Employment and Graduate School Admissions Outcomes (required)
2. Engagement in Career Exploration and Job Search Activities (optional)
3. Satisfaction with their “First Destination” (optional)
4. Motivation for pursuing a College Degree (optional)
5. Custom Questions: Each institution will have the opportunity to ask a set of up to 10 questions unique to that institution alone (optional)

Methodology Outcomes data is collected primarily by an online survey, administered to all graduates immediately prior to graduation and updated at multiple intervals after graduation for a period of up to nine months. Graduates are prompted to update their contact information and enter or update employment/work status and graduate school admissions outcomes data that has changed since their prior submission.

Graduates respond via desktop, laptop, tablet or mobile device. The target response rate range using the online survey only is 30-40%. Response rates ranging from 50%-90% can be achieved by adding optional Call Center support.

For more information, contact Matt Berndt or Mason Gates via phone at 1-866-705-4201 x 128, or via email at outcomes@csoresearch.com.

The Outcomes Survey

College Graduate Survey powered by CSO Research, Inc

Pre-launch Client - Letter of Intent

TO: Ellen Taylor
Radford University

FROM: Mason Gates
Director of Engagement
CSO Research Inc.

DATE: November 30, 2013

By signing this letter of intent, Radford University agrees to be a Pre-launch Client of *The Outcomes Survey*.

The Outcomes Survey Product Overview

An initiative (in phase I) to develop and launch an online survey resource for gathering first destination employment and graduate school admissions outcomes data on college graduates.

The product team will be led by professional and survey research staff from CSO Research Inc. and will solicit input on product features and functionality from Pre-launch Clients

The product team will develop an online tool that will survey graduates regarding the following five topics:

1. Employment and Graduate School Admissions Outcomes (required)
2. Engagement in Career Exploration and Job Search Activities (optional)
3. Satisfaction with their "First Destination" (optional)
4. Motivation for pursuing a College Degree (optional)
5. Custom Questions: Each institution will have the opportunity to ask a set of up to 10 questions unique to that institution alone (optional)

Expectations of Pre-launch Clients: Pre-launch Client representatives will commit to providing periodic pre-launch feedback on product development and early version testing.

Project Timeline: Production of the Beta Survey is underway and early version testing will begin in November 2013. The anticipated first milestone is a survey of spring 2014 graduates.

Project Objective: Creation of an online tool for gathering employment and graduate school admissions data from new college graduates based upon prevailing national demands and standards.

Project Deliverables: As part of the initial product development and launch, all Pre-launch Clients will receive their own outcomes data, along with a report containing the related, aggregate outcomes data from other participating institutions.

www.TheOutcomesSurvey.com
outcomes@csoresearch.com
(866) 705-4201 x128

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CSO Research, Inc.

The Outcomes Survey

College Graduate Survey powered by CSO Research, Inc

Benefit to Pre-launch Clients: Pre-launch Clients will have input in the development of *The Outcomes Survey* and will receive first destinations outcomes data on their graduates for a period of three years at no additional fee. Pre-launch Clients will receive comparable aggregate data on graduates from other institutions using *The Outcomes Survey* to gather first destinations data. Pre-launch Clients will also be recognized on news releases and communications collateral, if desired.

Pre-launch Client Financial Commitment: \$_____ (\$5/per yearly graduation total)

Your signature below is an indication of Radford University's intent to be a Pre-launch Client of *The Outcomes Survey*.

You will be invoiced for the above amount upon receipt of this signed Letter of Intent.

Name

Title

Institution

Date

www.TheOutcomesSurvey.com
outcomes@csoresearch.com
(866) 705-4201 x128

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Note: If the University can move rapidly to sign the letter of intent by early January, as members of the pilot group, RU will receive 3 years for the price of the first year.

APPENDIX D: REFERENCES AND RESOURCES

NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS (NACE) RESOURCES

NACE 2013 Professional Standards for College & University Career Services

<http://www.nacweb.org/knowledge/professional-standards-for-college-and-university-career-services.aspx?terms=Professional%20Standards%20for%20College%20University%20Career%20Services>

NACE 2013 Professional Competencies for College and University Career Services Practitioners

<http://www.nacweb.org/career-services/professional-competencies.aspx>

NACE 2012-13 Career Services Benchmark Survey for Colleges and Universities - Executive Summary

<http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2012-13-career-services-benchmarks-survey-executive-summary.pdf>

NACE The College Class of 2013 Executive Summary

<http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2013-student-survey-executive-summary.pdf>

NACE Position Statement: The Critical Importance of Institutional First-Destination / Post-Graduation Surveys

<http://www.nacweb.org/advocacy/position-statements/first-destination-surveys.aspx>

NACE Position Statement: U.S. Internships: A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation

https://www.nacweb.org/connections/advocacy/internship_position_paper/

ARTICLES AND MATERIALS THAT INFLUENCED THE THINKING OF THE TASKFORCE.

A Roadmap for Transforming the College-to-Career Experience: ReThinking Success From the Liberal Arts to Careers in the 21st Century. A Crowd-sourced Paper Edited by Andy Chan and Tommy Derry, housed on the Wake Forest University web-site.

<http://rethinkingsuccess.wfu.edu/roadmap-for-transforming-the-college-to-career-experience/>

Career Centers Stretch to Fill New Roles, Beckie Supiano, (Chronicle 9/30/13)

<http://chronicle.com/article/College-Career-Centers-Stretch/141863/>

“Career Services” Must Die: Chan, A. (Performer) (2013, May 15). [Video podcast].

<http://www.youtube.com/watch?v=6Tc6GHWPdMU>

Emerging Trends in University Career Services: Adaptations of Casella. *NACE Journal*, 31-35. Retrieved from Emerging Trends in University Career Services: Adaptations of Casella Dey, F., & Real, M. (2010).

<http://www.nacweb.org/j092010/trends-career-services-casella.aspx>

High-Impact Educational Practices, Excerpt from “High Impact Educational Practices: What They Are, Who Has Access to Them, and Why they Matter, by George D Kuh (AAC&U 2008) accessed through the AAC&U Website

<http://www.aacu.org/leap/hip.cfm>

How to Get a Job with A Philosophy Degree, Susan Dominus (NY Times / September 13, 2013) http://www.nytimes.com/2013/09/15/magazine/how-to-get-a-job-with-a-philosophy-degree.html?_r=0

It Takes More than a Major: Employer Priorities for College Learning and Student Success: An Online Survey Among Employers” conducted on behalf Of: The Association of American Colleges and Universities by Hart Research Associates (April 10, 2013)
http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf

Rethinking Success: From the Liberal Arts to Careers in the 21st Century: LinkedIn Group
http://www.linkedin.com/groupItem?view=&srctype=discussedNews&gid=4416901&item=5817988068178669569&type=member&rk=eml-anet_dig-b_pd-ttl-cn&fromEmail=&ut=0sGVjwLvp2Q601

The Career Roadmap Project - Willamette University Willamette University. (2012, January).
<https://docs.google.com/file/d/0B-RM8iAkC-yCNiNiZmY0ZTctZjlyNi00ZjkLTg1NGYtMWE3YmJlNmM3NiU5/edit>