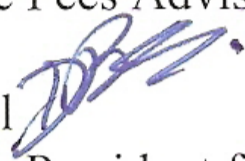




MEMORANDUM

TO: Student Service Fees Advisory Committee

FROM: David B. Small 
Associate Vice President for Student Services

RE: FY2011 One-Time Allocation Request
FY2011 One-Time Allocation Request
FY2012 Base Allocation Request

DATE: October 25, 2011

This is a request from University Career Services (UCS) for consideration by the Student Service Fee Advisory Committee (SFAC) for the following:

1. A FY2011 One-Time allocation in the amount of \$41,039 to replace the state monies removed from the UCS budget in FY2011.
2. A FY2011 One-Time allocation in the amount of \$20,000 to make up the difference in the increase to the University's Administrative Fee (3.6 percent to 6.0 percent; from \$32,000 to \$52,000).
3. A FY2012 Base allocation in the amount of \$61,039, representing the total of the removal of state monies and the Administrative Fee increase.

Thank you for your consideration.

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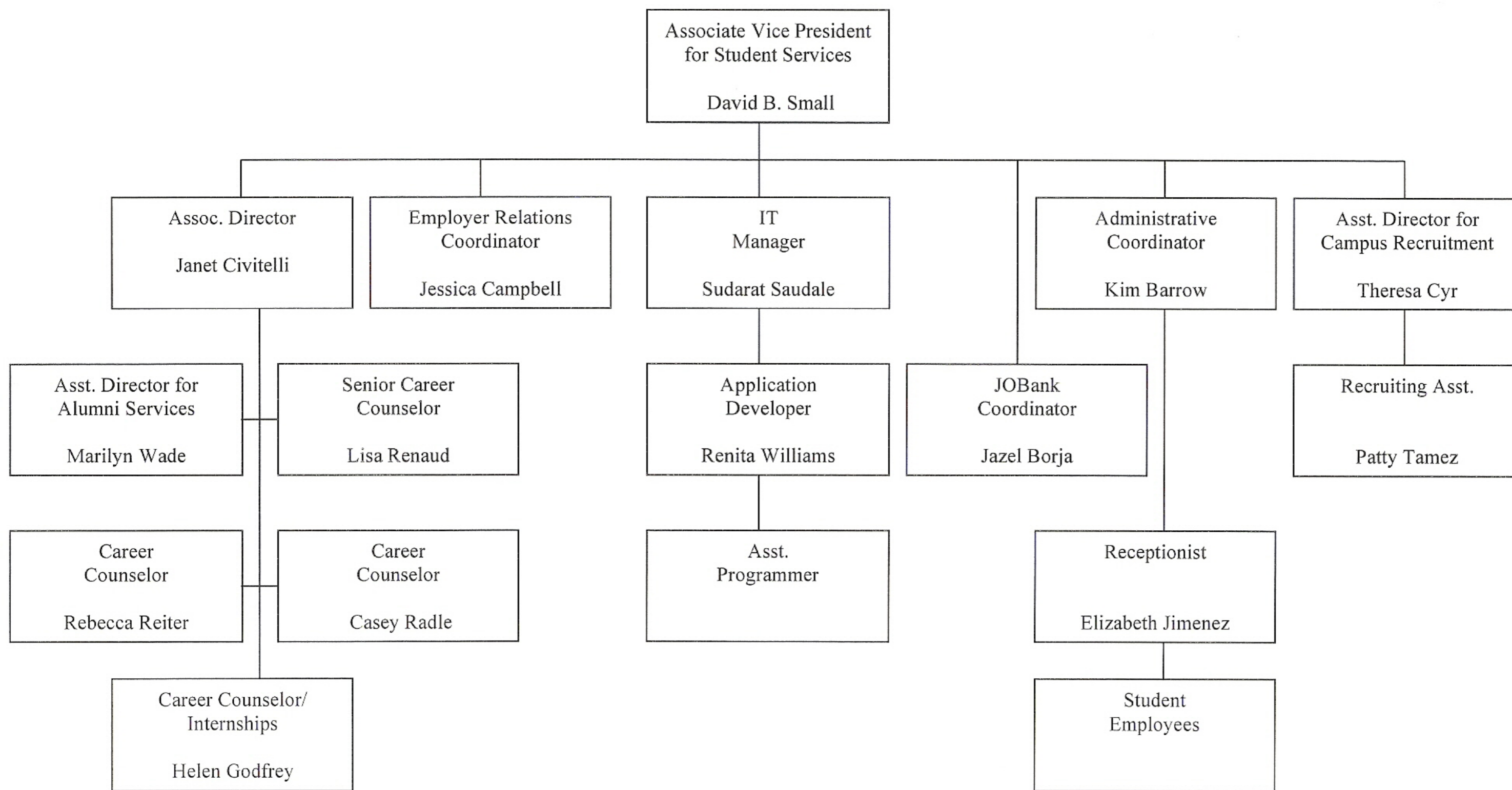
**UNIVERSITY CAREER SERVICES
STUDENT FEES ADVISORY COMMITTEE
FY2012 PROGRAM QUESTIONNAIRE**

**David B. Small
Associate Vice President
for Student Services**

David B. Small

10/22/10

**UNIVERSITY CAREER SERVICES
UNIVERSITY OF HOUSTON
FY2011**



**UNIVERSITY CAREER SERVICES
STUDENT FEES ADVISORY COMMITTEE
FY2012 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 2010-2011 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 created a career counseling curriculum for CORE 1101 Fall 2009 and Spring 2010. The purpose of the class was to increase student success and to assist students with choosing a major. Enrollment was 751 students in Fall 2009 and 96 students in Spring 2010. UCS career counselors also assisted with teaching the classes, grading the final writing assignments, and answering questions at a 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 1052 followers on Twitter, 624 Fans on Facebook and 364 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 further communicate with UH students and alumni.

C. Objective Three. UCS will host its first Summer Job Fair in April, 2010. 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 "Summer Jobs for Coogs" job fair on April 22, 2010. A total of 560 students attended this event to meet with the 61 companies in attendance. Of the 45 companies that completed an evaluation from the event, 100 percent indicated that they met students that they planned to interview and possibly hire. The event was very well received by students. Due to the positive feedback from students and employers, UCS will repeat the Summer Jobs for Coogs fair in Spring, 2011.

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. This objective is in progress. 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, with 66% of volunteers favored migration to a LinkedIn Group platform. UCS will honor the majority preference to migrate from UCAN to a LinkedIn Group for UCAN advisors and students/alumni. 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. This objective is in progress. One of UCS's corporate partners, Verizon Wireless, is currently offering job shadowing to students, every Wednesday, until the end of the year. UCS will advertise and expand the program to include additional companies.

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 in Spring 2010, 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% 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 in Summer/Fall 2010. The alumni group ran for 10 weeks, met Wednesdays from 12:30PM to 2PM and focused on addressing challenges during a difficult job search. 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. UCS will offer both workshop series again in Spring 2011.

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." The pilot test for the live event is scheduled for March, 2010.

Comment. This objective is in progress. UCS established Distance Career Services in Spring, 2010 to address the needs of alumni who prefer to (or must) communicate by phone, email and/or Skype. 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 15 alumni have taken advantage of these services. UCS hosted and facilitated a panel discussion event, entitled "Leveraging LinkedIn to Land a Job" in Spring 2010 for students and alumni. The approximately 50 attendees were introduced to LinkedIn features for 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.

The development of a LinkedIn webinar and a handout for students/alumni remain in progress.

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; 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 strongly suggests that the objectives outlined above, and those objectives articulated below for FY2012, are in accord with the mission and goals of the unit. In particular, the continued development of web-based 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 8,125 job postings received by JOBank and JobScan in 2009-2010. 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. Collections of job postings, i.e., booklets, brochures, and other lists of job openings received from employers, are included in the above counts.

B. The JOBank program automatically forwards an e-mail survey questionnaire to employers one week after their job postings expire. Over 52.3 percent of survey respondents report that they hired a UH student as a result of their posting and 91.4 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 2009-2010 was 267,769.

D. The number of job search/career development workshops conducted at UCS in 2009-2010 was 159. 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 156 workshops outside of UCS facilities in 2009-2010 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 2009-2010 was 3,399; an additional 3,488 individuals were served in career development workshops; 1,071 completed the on-line workshop module for campus recruitment; 240 UH students attended the Texas Job Fair which is co-sponsored by UCS; 897 UH students attended Campus Jobs for Coogs; 560 students attended the Summer Jobs Fair; 565 students attended the Internship Career Fair; 133 students attended BioResearch Career Day; 101 students attended the Shell/UCS Networking Event; 847 UScholars participated in the UCS portion of CORE 1101 for students who have not yet declared a major; and 27 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 11,328.

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 2009-2010 was 13,466 (approximately one out of every three students). The number of individuals in the full registration category was 3,839.

H. There were 172 corporate recruitment visits in 2009-2010, resulting in 270 interview schedules and 1,539 on-campus interviews.

I. There were 67 resume searches and 1,887 resumes retrieved by employers through the on-line resume search service during 2009-2010.

J. There were 1,449 on-campus Work-Study positions and 393 off-campus Work-Study positions posted through UCS in 2009-2010.

K. There were 604 internship opportunities posted by 202 employers in 2009-2010. There were 78 students placed in internship positions.

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, 2010, there were 275 student/alumni users and 235 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 2009-2010, 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, and the job performance of UH alumni. As to UCS services, questionnaire responses are over 95.4 percent favorable.

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 2009-2010:

A. Beginning with the 2011 fiscal year, all Ledger I (state) monies were removed from the UCS budget. This action resulted in a \$41,039 deficit, an amount that was covered by an FY2011 SFAC one-time allocation. This amount supports the salary of one UCS exempt staff member. UCS requests from SFAC a \$41,039 base budget increase to offset this action beginning with the 2012 fiscal year.

B. 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 \$1,000 from the publisher of Career Visions; \$11,500 in corporate gifts; \$55,638 in generated income, and a \$60,000 Federal grant. Advertising revenue has been more difficult to generate for Career Visions as corporations rely increasingly on the internet to communicate with prospective hires. Recessionary conditions in the larger job market have affected revenues from employer job postings and resume search sources. A welcome 32.3 percent upturn has been experienced during the current year in generated income; the preceding year, however, was a particularly anemic year for this category and we are still well below the revenue total of three years ago.

C. UCS received \$60,000 in FY 2011 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 \$2,193,150 in student wages for 2009-2010, the equivalent of \$1,699 per each of the 1,291 students placed through the program. JLD funding in the amount of \$60,000 has been received for the 2012 fiscal year.

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 \$1,675 to help defray costs of supervision and regular consultation with an established 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 FY2012.

E. As a cost-cutting measure, UCS has terminated its affiliation with two online career resource sites, CareerBeam and Vault, at a savings of \$7,500 and \$3,145 per year respectively. Alternative, lower-cost resources are being identified that will provide equivalent services for students and alumni.

F. UCS applied for and was awarded a \$500 Student Development Grant from the Houston Area Consortium of Career Centers (HACCC) to help defray the cost of the online Houston Business Journal subscription. This subscription provides students with access to high-powered research tools on corporations and industries to assist with the planning and execution of their job searches. UCS has recently agreed to partner with the Bauer College of Business, the Cullen College of Engineering, and the UH School of Law to share the total subscription cost of \$3500 for this service.

VI. List 2011-2012 objectives in priority order. These objectives were identified in the unit's 2010-2011 SFAC report and are continued as objectives-in-progress for the 2010-2011 and 2011-2012 academic years.

A. 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.

B. 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.

C. UCS will host its first Summer Job Fair in April, 2010. The job fair will be open to all majors and will focus on connecting students with summer employment, internship and volunteer opportunities.

D. 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.

E. 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.

F. 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.

G. 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." The pilot test for the live event is scheduled for March, 2010.

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 32.3 percent increase (\$42,040 to \$55,638) in generated income during the past year and the unit expects the upward trend to continue into the 2011-2012 fiscal year. The unit, however, is still well below the income levels of three years ago in this category.

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.