2013

ACDC Program Review Self Study 2013

UNO Academic & Career Development Center
University of Nebraska at Omaha

Career Services Self-Study

FALL 2013

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The Academic & Career Development Center (ACDC) would like to thank the members of the Program Review Committee for examining and evaluating the services provided by ACDC. Your time and thoughtful consideration is appreciated. Your insights, suggestions and recommendations will be used to improve the career services offered to University of Nebraska at Omaha students and alumni. Also, a special thank you to Dr. Daniel Shipp for his guidance and support in writing this report. The recommendations listed below are listed in priority order.

Summary of Recommendations

1. <u>Addition of Employer Relations Staff Member ($40,000 + 25% for benefits)</u>

    As noted in several sections within the self-study, ACDC is understaffed in the area of employer relations. This is a source of frustration for ACDC staff members. Currently, employer relations is a "team" effort with no staff member taking complete responsibility for the development of these relations. As a result, employers do not always receive the best service and support. Additionally, with the creation of the Career Center at the College of Business Administration, employers are forced to decide which office to call. The addition of an employer relations staff member would serve as a bridge for employers between the two offices. The addition of a University Employer Relations Manager would allow us to not only adequately support current employer partners, but also help us to cultivate new partnerships for the University.

2. <u>University Advisory Board / Committee / Task Force</u>

    In reviewing the recommendations provided in the self-study, several sections make reference to the need to create a centralized coordinating body comprised of employers, faculty, and staff. This advisory body could assist with the strategic planning for career development on UNO's campus.

3. <u>Funding Model</u>

Currently, ACDC's budget is tied to self-generated revenue from Career Fairs and its employer partnership program. This revenue is not guaranteed. It is important to explore alternative sources of funding to solidify support for full-time positions and on-going operating expenses.

4. <u>Student Employment</u>

ACDC should consider taking on student employment for the University. This would provide a significant professional development opportunity for students, and the opportunity for ACDC to work with a large population of the student body.

5. <u>Addition of StrengthsFinder</u>

UNO needs a campus-wide approach for students to gain insight into their strengths and how they fit within their academic plans. Currently, the StrengthsFinder assessment is administered in pockets around campus. A coordinated effort would allow better pricing options for the University. The implementation of StrengthsFinder on other college campuses has shown to improve retention rates and increase students' understanding of career and academic development. ACDC is best positioned to coordinate this effort.

6. <u>Preparation to Serve On-line/Distance Students</u>

UNO's population of distance learners continues to grow. ACDC should be prepared to assist these students. ACDC might consider offering a career development course (MOOC) for on-line students. This class might also serve as a source of revenue for ACDC.

7. <u>Addition of Academic & Career Advisor ($36,000 to $39,000 + 25% for benefits)</u>

As the self-study illustrates, ACDC is understaffed by approximately 5.0 FTE. The addition of an Academic & Career Advisor would enable ACDC to move closer to the appropriate staffing levels for a campus of UNO's size. Additionally, this might serve as an opportunity for ACDC to diversify its staff.

8. <u>Addition of Internship Coordinator located in ACDC (($36,000 to $39,000 + 25% for benefits)</u>

   In addition to the Internship Coordinators located in various UNO departments, ACDC should also have a staff member dedicated to preparing students for internships. During fall 2013, the Interim Executive Vice President and Provost for the University of Nebraska system asked the Chief Academic Officers for each Nebraska campus (UNL, UNO, UNK, and UNMC) to invite key campus individuals to talk about internship programs on the their respective campuses. The Nebraska Chamber of Commerce and Industry was also involved in the discussion. The discussion focused on what each campus is doing to support internships for its students. UNO has pockets of successful internship programs, but students without a strong department internship program are not being adequately served in this area.

9. <u>Develop Alumni Initiative</u>

   ACDC has started to partner with the Alumni Association on career events. However, this partnerships needs further exploration. ACDC should work with the Alumni Association to discuss a mentor database for current UNO students, develop a career services plan for UNO Alumni, and collect post-graduation data.

This self-study of the Academic & Career Development Center (ACDC) represents an overview of the programs, services, facilities, staffing levels, and funding of career services offered through the Division of Student Affairs. ACDC has experienced several name changes. It was formerly known as the UNO Career Center and before that the Office of Career Exploration and Outreach. To maintain consistency throughout the report and to make it easier for the readers of this report, the name ACDC or Academic & Career Development Center will be throughout this report instead of UNO Career Center or the Office of Career Exploration and Outreach. Wherever possible, this self-study has been contextualized and supported by historical information; however, the amount of historical information is lacking due to the limited documents and data remaining from previous ACDC staff members.

During the past five years, ACDC has experienced staffing and organizational changes. In 2007-2008, ACDC staffed a Director, Assistant Director, part-time Assistant, Event Coordinator, and two graduate students. In 2008, the Director left to manage the Executive MBA Program at UNO's College of Business Administration. As a result, the Assistant Director was promoted to Director. The Assistant Director position was left vacant. In April 2011, the Director moved to Wisconsin and an Interim Director was appointed. A full-time Director was hired at the end of February 2012. Since 2012, the ACDC staff has continued to grow.

ACDC was formed as the result of 1) new senior leadership in the Office of Academic and Student Affairs (a new Senior Vice Chancellor and Associate Vice Chancellor of Student Affairs were hired in 2012), 2) a desire to incorporate best professional practices, and 3) a systematic and intentional effort to identify the best way to serve UNO students from "cradle to career". In addition to career advising, ACDC is now responsible for the academic advising of all exploring students with less than 36 credit hours. These students do not have a declared major and have not decided on a college. To support this new responsibility, ACDC hired an Assistant Director of Academic Advising in April 2013. While ACDC is now also responsible for academic advising,

the intentional focus of this self-study will be only on the career services offered. With that said, the self-study will also address how the addition of the academic advising function supports the delivery of career services.

It is important to note that the delivery of career services at UNO is scattered across pockets of UNO's colleges and departments. However, ACDC represents the University's resource for all UNO students who want assistance with career development and preparation. This self-study will focus on the services and programs provided through ACDC, but the other services provided on-campus will be noted and documented in this report.

The framework used to guide and format this self-study is based on the *Professional Standards for Colleges and University Career Services* created by the National Association of Colleges and Employers (NACE), copyright 2009. NACE is a longstanding member of the Council for Advancement of Standards (CAS) in Higher Education. The NACE standards are similar to the CAS standards, (2011). The self-study is organized in the following way:

- Introduction of the <u>NACE Professional Standard</u> (this section will contain the language of the Professional Standard, boldface text indicates services that are deemed essential for every career services office and non-boldface text are services that are important to consider for greater enhancement of the office's value to its stakeholders);

- Application of the Professional Standard to ACDC's operations;

- Challenges ACDC faces to meet the Professional Standard; and

- Recommendations that will enable ACDC to meet the Professional Standard.

NACE STANDARD: MISSION

Career services must support the mission, academic and experiential programs, and advancement of the institution to promote student learning and student development. Within this context, the primary purpose of career services is to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.

Specifically, career services should help students and other designated clients to:

- Develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.

- Obtain educational and occupational information to aid their career and educational planning and to develop their understanding of the world of work.

- Select personally suitable academic programs and experiential opportunities that optimize future educational and employment options.

- Take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job-search competencies.

- Prepare to find suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements.

- Gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities.

- Link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.

- Use technology to enhance the career development process.

- Seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program.

- Prepare to manage their careers after graduation.

Career services must consider the needs of all students of the institution when designing the program and delivering services.

As career issues are addressed by different units within the institution, career services should provide leadership to the institution on career development concerns and linkages and/or coordination among career-related programs and services where appropriate.

Career services must incorporate student learning and student development in its mission.

Career services must develop, record, disseminate, implement, and regularly review its mission and goals.

Career services should develop positive relationships with employers and other external constituencies.

Career services should support the institutional outcomes assessment and other relevant research endeavors.

ACADEMIC & CAREER DEVELOPMENT CENTER (ACDC)

In March 2013, the ACDC leadership team attended a two-day planning retreat. One goal of the planning retreat was to study and revise the department's mission statement so that it would accurately reflect ACDC's new responsibilities related to academic advising. The leadership team also developed a vision statement. In accordance with NACE Standard on Mission Statements, the new mission statement directly incorporates self-directed student learning and exploration. It also addresses support for alumni advising services. The previous mission statement for ACDC was:

> *The UNO Career Center continuously establishes and develops partnerships with employers, the community, and alumni to assist students in gaining the knowledge and skills that are necessary components of professional development.*
>
> *The Career Center team provides students and faculty with the opportunity to engage in specialized career development and educational experiences that will increase knowledge and awareness of employment options and facilitate lifelong career management.*

The revised vision and mission statements for ACDC now read:

> ***Vision of Academic and Career Development Center***
> *To be the premier campus resource for academic and career development by creating and using nationally recognized practices to assist students with educational, career, and life goals.*
>
> ***Mission of Academic and Career Development Center (ACDC)***
> *The mission of the Academic and Career Development Center is to facilitate academic success and career development through:*
>
> - *Academic advising for undeclared students*
> - *Career advising for all UNO students and alumni*
> - *Job and internship exploration and preparation*
> - *Academic and career events, workshops, class presentations, and community and employer outreach*
> - *First Year Experience curriculum and programs*
>
> *We serve as a resource for students, alumni, faculty, staff, and employers. We empower students and alumni to make decisions regarding potential majors, internships, jobs, and graduate programs. Through intentional collaboration with faculty, staff and employers, we help students and alumni explore possibilities, find their passions, and realize their career potential.*

The mission statement is published on most ACDC publications, such as the employer guide and student brochure, ACDC Facebook page, and ACDC website. ACDC carries out its mission by providing individual career advising appointments to undergraduate and graduate students, presenting to classes and student organizations on relevant career topics, and hosting events to connect students with relevant employment opportunities. ACDC maintains and develops relationships with employers through hosting job fairs, information sessions, on-campus interviews, and maintaining a job-posting database to connect students and alumni with employment opportunities. According to a survey conducted on behalf of the American Association of Colleges and Universities (2013), 93% of surveyed employers agreed that "a candidate's demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major." In line with the NACE Standards and employer feedback the overall goal of ACDC activities is to assist students in recognizing their ability to think critically, communicate clearly, and solve complex problems regardless of their major. ACDC supports students in gaining the knowledge, skills, and awareness necessary for professional development and lifelong career management.

Operating as an essential part of the Office of Academic and Student Affairs and the University of Nebraska at Omaha as a whole, ACDC also strives to support the institutional mission, which states:

"UNO exists for the purpose of providing appropriate educational opportunities, discovering and disseminating knowledge through research and teaching, and offering public services to the citizens of the state, particularly the residents of the Omaha metropolitan area."

CHALLENGES

1. ACDC has undergone significant staffing changes in the past few years and the University is currently in the midst of significant strategic planning efforts. These staffing changes, new perspectives, and changing priorities have an impact on how the mission statement is interpreted and executed.

2. In fall 2012, ACDC started offering free career advising appointments for alumni more than a year after graduation and career exploration appointments for current students. Both of these services were added to address unfilled needs.

3. ACDC does not currently offer career development opportunities specifically for faculty members, although individuals are able to utilize office resources in addition to services provided through UNO Human Resources.

RECOMMENDATIONS

1. As lawmakers continue to look toward higher education institutions for accountability related to job placement after graduation, it will be important for ACDC to think about how it can support the University with increased job placement and tracking of job placement for UNO students.

2. As the priorities of higher education institutions continue to change and evolve, ACDC should continue to review its current mission statement to ensure that it accurately reflects the office and its services appropriately.

3. ACDC must be prepared to support a growing number of international students and on-line students.

NACE STANDARD: PROGRAM COMPONENTS

The key program components of the career services function must be clearly defined, designed, and implemented in alignment with:

- **the career development perspectives and needs and the academic and occupational interests of students and other designated clients.**

- **current research, theories, and knowledge of career development and learning.**

- **contemporary career services practices.**

- **the needs of external constituents, economic trends, opportunities, and/or constraints.**

- **institutional priorities.**

- **technological advancements.**

- **resources.**

Career services must work collaboratively with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development.

Career services should promote career development for students as integral to the mission of the institution.

Career services staff should provide information on programs and services through institutional print and electronic media, campus publications, presentations, outreach, and orientation programs.

Career services should provide information on career and employment topics and the ethical obligations of students, faculty, employers, and others involved in the employment process.

ACADEMIC & CAREER DEVELOPMENT CENTER

The Academic & Career Development Center is currently positioned to develop and follow best practices concerning career development on college campuses. This was not the case 12 months ago. Dr. Andy Chan, Vice President for Personal and Career Development at Wake Forest University, explained in a May 15, 2013 article of Inside Higher Ed that the traditional model of career services must be abandoned. Dr. Chan describes the traditional model of career services as one that employs six to twelve overbooked career advisors who meet with students as they are ready to graduate. According to Dr. Chan, the traditional model doesn't work because it usually operates independently and is viewed as only providing a single service. In May 2013, a crowd-sourced paper edited by Dr. Chan and Tommy Derry, titled *The Roadmap for Transforming College-to-Career Experience*, was published and released. **See Appendix A**. The roadmap suggests that a career services office must be viewed as a critical part of the entire college experience. To achieve a college-to-career experience, Chan and others suggest that universities do the following:

1. Develop a Bold Vision and Mission for Personal Career Development;

2. Secure Backing from Institutional Leadership;

3. Strategically Position the Personal and Career Development Leadership Role;

4. Strategically Transform, Build and Align Personal and Career Development Organization and Staff;

5. Gather and Report Personal and Career Development Outcome Data to all Constituents; and

6. Engage and Equip a College-to-Career Community of Influencers with a Focus on Faculty and Parents.

Beginning August 2012, ACDC started its journey away from the traditional model of career services to the college-to-career experience described above. The programming of ACDC has changed from offering resume reviews and mock interviews to appointments that assist

students with career and major exploration. The mission of ACDC strives to empower students to make decisions regarding careers.

The Associate Vice Chancellor of Student Affairs placed ACDC as a top priority for the 2012-2013 academic year. A strategic plan was put in place to expand the services offered by ACDC. With the addition of responsibilities such as academic advising and coordination of the first year experience, ACDC staff members have intentional contact with over 1,000 first and second year students. When a student comes in for academic advising, they meet with an Academic & Career Advisor. This advisor can address the student's academic and career concerns. The addition of academic advising has enabled ACDC staff members to build relationships with the UNO colleges because each student advised by ACDC must declare a major or select a college within their first 36 credit hours.

CHALLENGES

1. The greatest challenge to the development of a strong college-to-career experience model of career services is the lack of coordination with other departments on campus. In order to have a successful college-to-career programming, the entire campus needs to join a coordinated effort.

2. The second challenge is a lack of governance on how career services is delivered at UNO. Currently, there is not a campus plan for career services. This results in duplication of programming, low student attendance at events, and confusion for employers and students. A governance model would not limit who can deliver career services on campus, but it would ensure that programming is consistent for students. Part of the problem is the disconnect between the academic departments and the operations of ACDC.

RECOMMENDATIONS

1. In order to continue the successful transition of creating a college-to-career experience, a senior leadership position needs to be developed. While the Director of ACDC was recently promoted to Senior Director of Achievement, a senior leader needs to be dedicated to coordinate the programming of career development for the entire campus. Ideally, this person would be a faculty member or someone with a Ph.D. and ten plus years of career development experience.

2. A campus-wide advisory or programming board should also be established. This advisory board would consist of faculty members and Student Affairs staff members. The board would be responsible for coordinating career programming campus-wide. This would help eliminate duplication of programming. A campus-wide effort for career programming would hopefully increase student participation and decrease employer and student confusion because UNO would deliver one message about career services on campus.

NACE STANDARD: PROGRAM COMPONENTS: CAREER ADVISING/COUNSELING

The institution must provide career advising/counseling to assist students and other designated clients at any stage of their career development.

Career services should offer career advising/counseling services that:

- Encourage students to take advantage of career services as early as possible in their academic programs.

- provide career advising/counseling through scheduled appointments and drop-ins with individuals, group programs, career planning courses, outreach opportunities, special events, information technology, and/or any other available resources.

- refer students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling.

- help students explore careers through part-time employment and experiential education programs.

- maintain appropriate records for future work with the students.

- assist students to assess their skills, values, and interests and understand how they relate to academic and co-curricular options and career opportunities.

- help students develop and apply job search competencies and decision-making skills.

Career services must help students and other designated clients make career choices based on accurate self-knowledge and information about the world of work.

Career services should recognize that career decision-making is inextricably linked to additional psycho-social, personal, developmental, and cultural issues and beliefs.

Careers services should help students obtain, evaluate, and apply occupational, educational, and employment information.

Career services should help students establish short-term and long-term career goals.

Career services should help students explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education, and/or other career-related activities.

Career services should assist students with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.

ACADEMIC & CAREER DEVELOPMENT CENTER

Undergraduate and graduate students receive unlimited, free career advising sessions with ACDC staff. Advising sessions are tailored to meet individual career development needs including career exploration and research, job search strategies, resume/cover letter writing and reviews, interview skills, mock interviews, and graduate school planning and preparation. ACDC also has a license to myplan.com. It is an on-line assessment tool that allows students to take an assessment related to their interests, values, personality, and skills. Students can make appointments to review the results of the assessments. Since January 2013, 504 students have taken the MyPlan assessments. Previous appointment types also included Kaplan test results and job shadow assistance. The typical student appointment takes 30 to 45 minutes.

Table 1. Student Appointments by Type for 2013

January 2013 to September 2013
Appointments
Total = 1,336

- New Student Orientation (486)
- FYE (79)
- Walk-In Appointments (220)
- Resume Review (266)
- Mock Interview (157)
- Internship / Job Search (38)
- Grad School Prep (7)
- Cover Letter (11)
- Career Exploration (69)
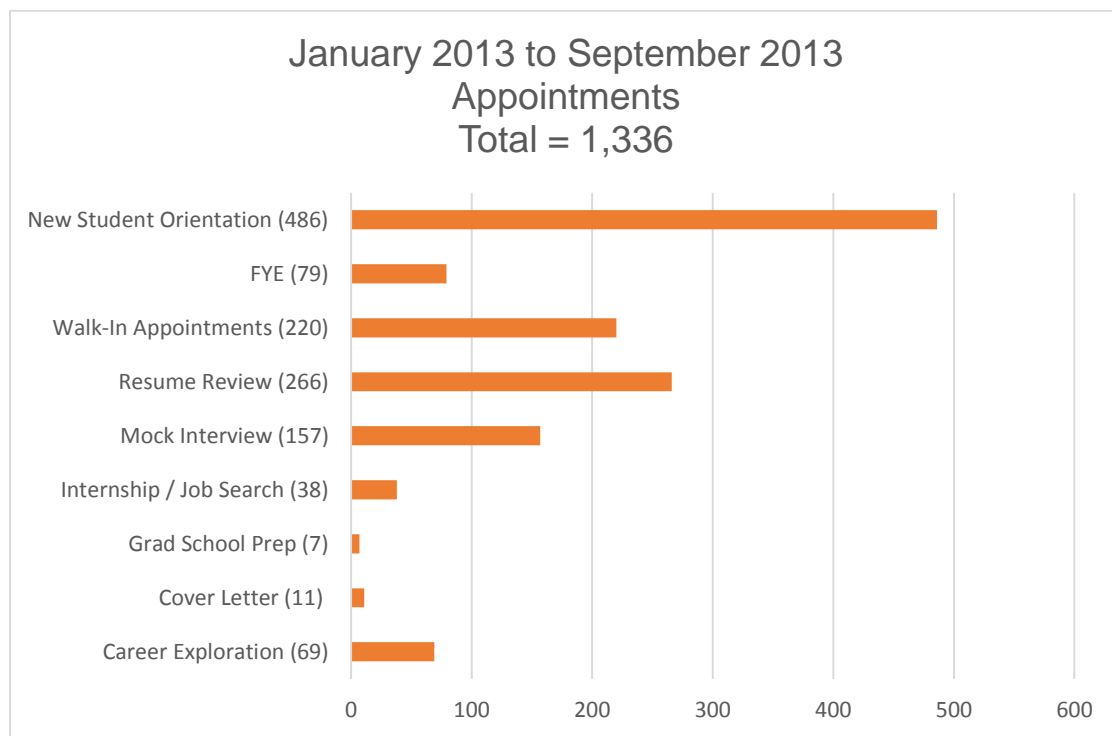
Students are encouraged to schedule appointments in advance, indicating the reason for their visit, academic major, and year in school. Appointments are typically scheduled via phone or through office visits. Beginning in fall 2012, two graduate student workers in the office started

seeing students for drop-in resume reviews to accommodate additional student visits with a limited staff. The graduate student workers were trained by the Director on how to properly critique resumes and conduct mock interviews. Each graduate student was required to shadow appointments before starting resume reviews or mock interviews. Typically, students are able to be seen within 24 hours, but may have to wait a few days during peak times of the year.

Students sign in at the reception desk when they come in for an appointment or drop-in resume review, allowing the ACDC to track student usage. In January 2013, ACDC signed a contract with Symplicity, a career services management software. Prior to contracting with Symplicity, ACDC used a career management system managed by CSO software company located in Texas. The decision to change was supported by several factors such as employers favor the Symplicity software, and Symplicity offers robust analytic and reporting tools. Symplicity is connected to the National Association of Colleges and Employers (NACE). As a result of this partnership, Symplicity consistently updates its system to reflect the changing needs of colleges and employers. The Director prepared a report for the Accounting department prior to the purchase of this new software. **See Appendix B.** This new software allows staff members to keep and maintain student advising notes. This helps to keep track of student appointments and allows advisors to share appointment notes.

The Career Center also has a staff member responsible for serving as the staff advisor for the academic honor society, Delta Epsilon Iota (DEI). This honor society, established in 2007 at UNO, focuses on career development, community service, and academic excellence. The staff member responsible for advising this student group provides guidance and advice for the student leadership team as well as presenting to the group on career and professional development topics. There are presently about 450 members of this student organization. Members of DEI have participated in community service events such as the Central High Career Closet, ACDC Career Closet, and ACDC Career Fairs. Each member receives a point for attendance at

volunteer and career related activities. Some members choose to find their own volunteer opportunities. In order to receive graduation cords, members must earn over eight points each year.

Other UNO Career Advising Services

The Testing Center administers and orders career assessments for the campus. This includes the Myers-Briggs Type Indicator (MBTI), Campbell Interest and Skills Inventory, and Strong Interest Inventory. Currently, three staff members are certified to interpret MBTI results, and two staff members are certified to interpret Strong results. ACDC recently worked with the Testing Center to move the MBTI and Strong Interest Inventory on-line. The Counseling Center also refers students to take these self-assessments and provides interpretation of results afterward.

Currently, ACDC utilizes the Strong and MBTI assessments in the First Year Experience (FYE) course. Approximately 425 FYE students took the MBTI and Strong assessments during the fall 2013 semester. At the end of this semester, all students will be asked to reflect on their career goals. This information will be used to assess learning outcomes related to the use of the MBTI and Strong in the FYE course. This is an important service to offer students and is central in helping students develop self-knowledge as outlined in the NACE Standard's mission of career services.

The College of Business Administration (CBA) created a Career Development Coordinator position in October 2012. The Career Center at CBA is designed to offer support for students in their college. The Career Center at CBA offers career advising (including job search, resume/cover letter reviews, interview skills, networking), an internship program, and hosts Career Fairs, workshops, and on-campus interviews.

Prior to August 2013, the College of Education also had its own Career Services office. This office offered resume assistance, mock interviews, professional portfolio assistance, and an

Education Job Fair in the spring. As of August 2013, ACDC is now providing resume and mock interview assistance for the College of Education.

There are several other offices across campus that provide a variety of career services and student support resources, including:

- Students may find assistance for writing personal statements and resumes through the UNO Writing Center.

- Multicultural Affairs provides programming related to career services.

- Project Achieve advertises that they offer Interviewing Skills workshops.

- The Office of Civic and Social Responsibility connects students with community partners and professional development opportunities, a form of experiential learning.

- International students can get information about working in the United States through International Student Advising.

- Human Resources offers resume reviews and interviewing strategies for faculty and staff looking to advance their careers.

- Human Resources maintains an on-line job database for student employment on-campus.

- Athletics offers an internship fair in the spring.

CHALLENGES

1. Many career resources are being offered across campus without a coordinated effort. This can lead to confusion for students, alumni, faculty, and staff. Without a coordinated effort, there is no guarantee students are receiving a consistent message or the most up-to-date information and resources.

2. If students do not take a First Year Experience course or seek out the available career assessments on-campus, they may not have the opportunity to develop self-knowledge that is critical to career development.

3. Currently, students apply for all on-campus employment opportunities through Human Resources. This can cause confusion for students because they will come to ACDC looking for on-campus employment. We have a handout to give to students explaining the difference between on-campus employment, work-study, and part-time employment. This is also a missed opportunity for career development and education. The campus employs hundreds of students. An intentional and systematic training program for all student employees managed by ACDC would create an opportunity for professional development for all student employees.

RECOMMENDATIONS

1. It is important to coordinate efforts to avoid duplication and maximize resources and staff time. In order to accommodate this goal, a Career Task Force is recommended. The Task Force would be comprised of campus career service providers and key service providers. This group would meet regularly to discuss relevant career topics, provide necessary training and updates, and review upcoming programming and services currently being offered. This group should be chaired by the Director of ACDC to ensure consistent messaging and coordination of career services across campus. It would also allow for more appropriate referrals between offices based on more thorough knowledge of each other's services. For example, it would help to establish a clearer division of responsibilities for ACDC and the Writing Center. As the Writing Center is not primarily focused on career development, their staff has limited knowledge of employment and resume trends. They currently provide students information about writing technique, but not resume formatting, resulting in students needing to seek out additional assistance from career professionals on campus. The ACDC staff currently provide students assistance with developing and reviewing personal statements for graduate school applications, but are not experts in writing technique and style. In order to reduce the need for students to schedule appointments at multiple offices, the Career Task Force could recommend that ACDC (and other campus career offices) would serve as the primary resource for resume writing and the Writing Center serve as the primary resource for personal statement writing/reviews.

2. In addition to the assessments offered, it would help to explore other assessments, such as the Gallup/Clifton StrengthsFinder. **See Appendix C.** Several schools, such as Kansas State University, University of Minnesota, and Texas Tech University, have incorporated StrengthsQuest into the curriculum, leadership programs, first year experience classes, and advising. The StrengthsQuest program starts with students taking the Clifton StrengthsFinder, a web-based assessment based on the principles of positive psychology. StrengthsFinder

identifies an individual's top five talents and provides resources for setting goals to put those talents into action. Additionally, some schools have used it as a retention tool. For example, Harper College introduced StrengthsFinders on its campus to students on probation.

> "In fall 2009, a sample of 405 individual probation students who received strengths-based counseling/advising and enrolled for fall received individual counseling/advising using a strengths-based approach. These students achieved a 96% fall semester completion rate, a 79.5% fall to spring retention rate, and a 65.8% fall GPA of 2.0 or greater. A sample of 436 students who received strengths-based counseling/advising in fall 2009 and enrolled in spring 2010 achieved a 93.6% spring semester completion rate and a 70.3% spring GPA of 2.0 or greater.

3. In order to best serve students, it is recommended that UNO explores the option of ACDC managing student employment operations. ACDC would be responsible for recruiting student employees and providing initial training. This would provide students with a great professional development opportunity. Additionally, all on-campus positions could be posted on UNO Career Connect, ACDC's on-line job board. This would drive student traffic to the on-line job board used by local employers and help students to become familiar with the system before graduation. Certain functions, such as W-2s, I-9s, and payroll would still function as a responsibility of Human Resources.

NACE STANDARD: PROGRAM COMPONENTS – CAREER INFORMATION

Career services must make current and comprehensive career information accessible to students and other designated clients as they explore and make career decisions.

Career information should include the following categories:

- self-assessment and career planning;
- occupational and job market information;
- graduate/professional schools;
- employment/job search;
- job, experiential education, and internship listings; and
- employer information.

Career services must provide resources to help students and other designated clients assess and relate their interests, competencies, needs, expectations, education, experience, personal back-ground, and desired lifestyle to the employment market.

Career services should provide information on current and projected employment opportunities and employers to ensure that candidates have the widest possible choices of employment.

Career services should provide information on graduate and professional academic programs and other continuing education programs.

Career services should use information technology to give students, staff, and other designated clients access to the Internet and other computer resources.

Career information should be conveniently available in a variety of media appropriate for different learning styles and special needs.

Career information resources must be accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change.

Career information facilities should be staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.

ACADEMIC & CAREER DEVELOPMENT CENTER

ACDC makes career information available through print publications in the office resource library, web links posted on the ACDC website, and in meetings with students one-on-one for career exploration and job search appointments. Students are referred to information about employment trends, such as skills, abilities, education level and values necessary for careers, and self-assessment tools through resources such as O*NET, the Bureau of Labor Statistic's Occupational Outlook Handbook and Quint Careers. Presentations and workshops are available upon request to provide information and training about relevant career topics.

Job and internship postings are shared online via UNO Career Connect, on-line job board, and the office's social media pages. ACDC also facilitates employers coming to campus for career events and information sessions to promote job opportunities directly to students.

As mentioned in **Section IIA: Program Components – Career Advising**, ACDC and the Writing Center both provide assistance to students in writing personal statements as part of their graduate school applications. ACDC can assist students in researching graduate school programs, but typically refer students to department contacts for more detailed information.

In January 2013, ACDC developed a comprehensive resource guide for students. This publication is available in print and on the web. The resource guide contains information about resume writing, interviewing, job searching, dress, and etiquette. Staff members take the resource guide to presentations. It is also used in advising appointments. The resource guide is also a great print material to give to students walking in for general career information. The career resource guide will be revised by January 2014 to include career related worksheets, such as a page to list volunteer experience and information related to academic advising.

During the summer 2013, ACDC also published a tri-fold brochure outlining its services and upcoming events. This brochure is designed for current students, prospective students, faculty, staff, and employers.

Web Resources

The NACE Standard indicates that "Career information resources must be accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change." The previous ACDC website (www.unoceo.unomaha.edu) and Maverick HireWire system, the on-line job board used prior to UNO Career Connect, were in need of an update to increase user-friendliness and the ability to update quickly. ACDC changed its website to www.unomaha.edu/acdc and transitioned to NACELink Symplicity (UNO Career Connect) as the service provider for on-line job postings to meet these objectives. As mentioned in **Section IIA: Program Components – Career Advising,** the Symplicity system provides additional management tools for ACDC staff members. Symplicity allows ACDC to share career information to targeted student populations.

With the changes made from December 2012 to the present, ACDC now maintains an informative website that students can use to access information about career-related topics such as building a resume, interviewing techniques, and departmental internship contacts. Upcoming events are advertised on the website. As the University implements the new Content Management System, ACDC is prepared to make continued updates to its website. As part of Phase II of the website redesign, the website will also include a blog written by peer advisors, information on major and career exploration, and first year experience. ACDC has researched a number of career services website. **Please see Appendix D.**

The website also serves as a portal for students and employers to access UNO Career Connect. UNO Career Connect is an online system that allows employers to post current job and internship postings and students/alumni to search and apply for them 24 hours a day, seven days a week. From January 2013 to October 15, 2013, UNO Career Connect was visited 42,837 times. **See Table 2.** The previous on-line job board received 28,937 visits from January 2012 to October 2012. Additionally, students and alumni can access MyPlan.com (previously mentioned) and

Career Coach on the ACDC website. Career Coach is a software supported by the Chancellor's office. Career Coach allows students to search for degree programs, average salary for positions, and careers by major. The information provided in Career Coach is based on local data.

Table 2. Visits to UNO Career Connect from January 2013 to October 15, 2013

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2013	3,253	5,627	153,323	835,662	6.04 GB
Feb 2013	1,655	2,939	112,718	491,022	5.12 GB
Mar 2013	3,299	5,825	192,872	763,519	5.36 GB
Apr 2013	2,023	4,610	179,701	711,051	4.13 GB
May 2013	1,664	3,897	146,376	577,378	3.13 GB
Jun 2013	1,323	2,928	95,565	403,019	2.23 GB
Jul 2013	1,324	2,864	73,577	342,653	2.10 GB
Aug 2013	1,769	4,168	143,084	592,560	4.48 GB
Sep 2013	3,110	7,266	277,295	1,095,607	7.60 GB
Oct 2013	1,257	2,713	91,661	376,563	2.25 GB
Nov 2013	0	0	0	0	0
Dec 2013	0	0	0	0	0
Total	20,677	42,837	1,466,172	6,189,034	42.43 GB

Employment Resources

Formerly referred to as Job Fairs, ACDC typically hosts two on-campus employer/student networking events per academic year. These events give UNO students and alumni a chance to network with area employers, organizations and colleges. In spring 2010, ACDC held a "Virtual Job Fair," a 6-week event hosted through Maverick HireWire (previous name for UNO Career Connect). Only 54 students participated and the event was not repeated in subsequent semesters.

Student attendance at the Career Fairs has decreased dramatically since spring 2012. **See Tables 3 and 4.** In March 2012, the College of Business Administration (CBA) hosted its first Career Fair in Mammel Hall. CBA also hosted fairs in March 2013 and October 2013, with plans to host another fair in spring 2014. The College of Information & Science Technology is also planning to host a small Career Fair in December 2013.

Table 3. Student Attendance at ACDC Career Fairs
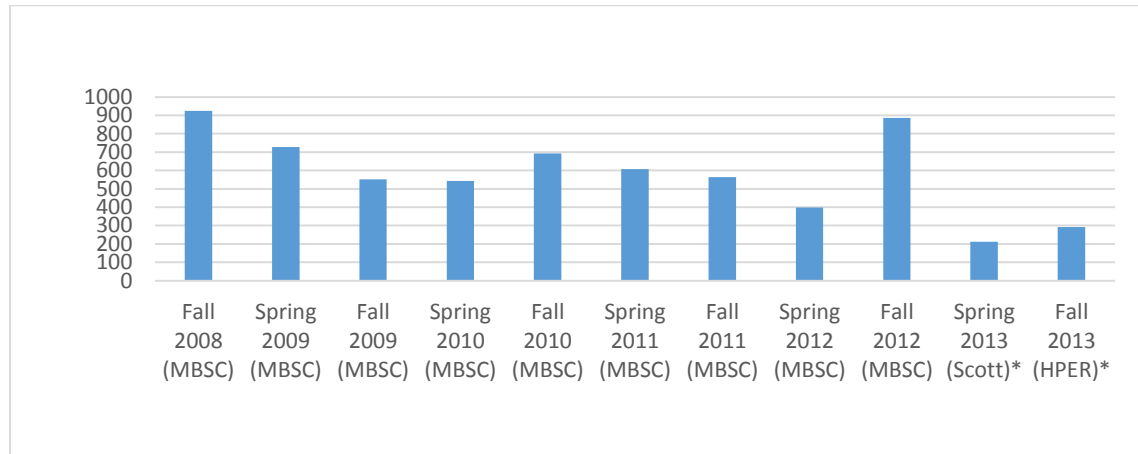
*(Location of Career Fairs)

Table 4. Employer Attendance at ACDC Career Fairs
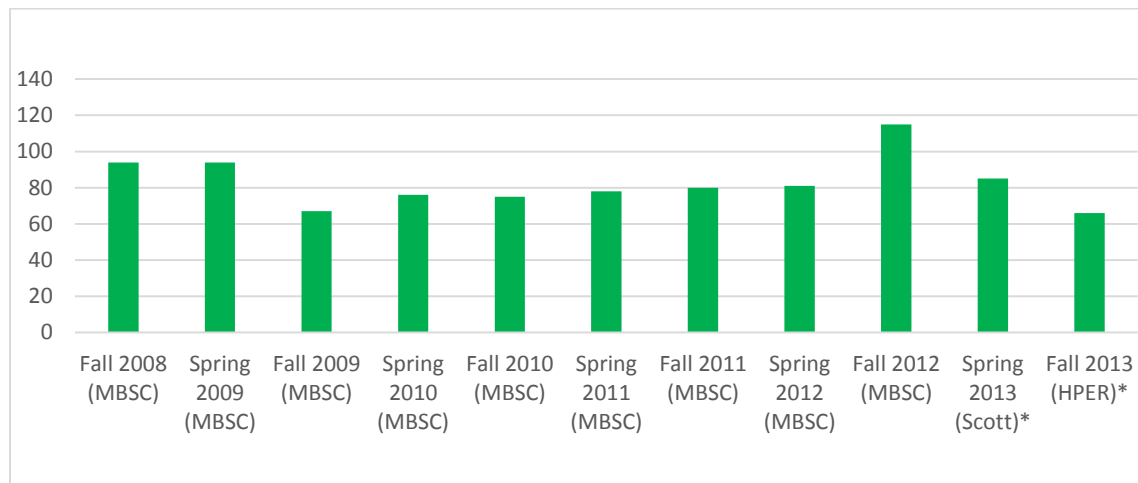
*(Location of Career Fairs)

In addition to lower student attendance, some employers have also indicated that they prefer one coordinated effort in lieu of several Career Fairs. They have also commented on the low student traffic. The career services literature supports the idea that employers prefer a coordinated career fair effort. The Director of ACDC met with the Dean of CBA and the Career Development Coordinator for CBA to discuss alternative ideas to hosting multiple Career Fairs. CBA decided that it still wanted to host its own Career Fairs in Mammel Hall. **See Appendix E**

ACDC provides space within the office (and reserves space elsewhere on campus) for On-Campus Interviews. The College of Business Administration also provides space for On-Campus Interviews. Staff facilitate the applicant selection process via UNO Career Connect. Prior to January 2013, ACDC staff would collect transcripts from student and alumni interviewees on behalf of the employer. This process was time intensive, so the collection of transcripts is now handled on UNO Career Connect.

ACDC offers employers a chance to participate in the Employer Partnership Program in which they are given priority access to create an on-campus recruiting presence. Participating employers have their logos displayed on the ACDC walls/windows and on various ACDC communications and advertisements. Additionally, notification of their job postings is sent to UNO faculty and staff, as communicated to UNO students via our social media sites. Previously, their Career Fair fees were waived and employer partners were also given exclusive access to on-line resume books. ACDC changed the Employer Partnership program for 2013-2014. **See Appendix F.** ACDC elected to make changes to the employer partnership program after reviewing best practices utilized by other universities and to clear up confusion.

First, the career fair registration waiver was removed from the Employer Partnership Programs because employers were expecting to receive waivers for all UNO Career Fairs. ACDC does not have control over the pricing for Career Fairs hosted by other departments. Second, ACDC opened up access to employer resume books to all employers to best serve students looking for opportunities. Resume books allow employers to view student resumes and contact students of interest. ACDC does screen which employers have access to this information. Third, the program was changed to include the Career Center at CBA. This would allow the offices to work collaboratively on the Employer Partnership Program and avoid duplication of programs. ACDC and the Career Center at CBA agreed to a profit sharing model. ACDC receives 89% of the Employer Partnership dollars and the Career Center at CBA receives 11%.

Social Media

In November of 2009, ACDC created accounts on Facebook and Twitter; a year later an ACDC LinkedIn account was created. These channels allow for another form of communication with students. In the past, these accounts were primarily utilized to share job opportunities from Employer Partners and information about on-campus career events. There is limited data available on historic usage of the office's Facebook, Twitter, and LinkedIn accounts. The data available shows that from December 2011 to December 2012 the number of followers on Twitter increased from 299 to 393; the number of likes on Facebook increased from 80 to 190; and the number of group members on LinkedIn increased from nine to 41. These numbers are still relatively low and social media is seen as an area of much growth potential. For example, the University of Central Florida Career Services (UCF) has 4,253 likes on Facebook and the University of Nebraska-Lincoln Career Services (UNL) has 1,567 likes on Facebook.

In October of 2012, ACDC staff reevaluated the type of content being posted on social media sites. We looked at UCF and UNL as examples because of their large amount of followers. Recently, there has been more of an emphasis on posting relevant career tips, articles, photos and trends to engage followers of the sites. In order to increase the number of followers/likes on social media pages, trivia contests were also added. This change has resulted in a greater reach to students and the entire UNO campus. For example, a post on April 1, 2013 received 2,031 views.

With the addition of its new responsibilities, ACDC created a new Facebook page named Academic & Career Development Center. Unfortunately, Facebook will not let you merge accounts if you have over 250 likes. As of December 1, the ACDC Facebook page has over 300 likes.

Staff Professional Development

The office had a subscription to Campus Career Counselor from August 2008-September 2011. This monthly electronic publication provides trends in the career services industry and employment information tailored to college students and new graduates. ACDC also receives Career Advancement Management or CAM Reports. This career exploration/discovery resource is published twice a month with information about latest career trends, emerging industries, and resource reviews. This resource is primarily used to keep staff updated on the top in-demand careers.

ACDC staff members also stay current on career service and employment trends through participating in professional associations including attending meetings and conferences with the Nebraska College Career Services Association, National Association of Colleges & Employers (NACE), and the Midwest Association of Colleges & Employers. For example, each year NACE publishes a *Job Outlook* guide. The recent *Job Outlook* asked employers to rate the importance of candidate skills. **See Appendix G.** ACDC staff also maintain relationships with local employers to stay up-to-date on regional employment trends and demand.

CHALLENGES

1. With a variety of career information available, it is challenging to stay current with career trends across disciplines. With career advisors serving all colleges, it is difficult for them to know everything about all majors offered at UNO. It is important for staff to continue professional development through attending conferences, reading articles, and networking with employers and alumni. This requires funding and the allocation of staff time away from career advising dedicated to this endeavor.

2. Additionally, career information frequently changes. The current website design makes it difficult to make timely and accurate changes to the website. UNO is in the process of implementing a Content Management System that will allow departments to update their content in a timely fashion. In the meantime, ACDC relies on the graphic designer for the Division of Student Affairs to make changes and updates to the web content.

3. It is common for career service departments to offer a general career development and/or exploration course. Currently, ACDC does not have the staff or resources to develop such a course. At this time, career development is incorporated into First Year Experience courses and offered through select academic departments such as Psychology and English.

RECOMMENDATIONS

1. In an intentional effort to keep department staff current on trends and research in the field, it is recommended that a professional development fund be established and dedicated for staff members to attend professional conferences, meetings, and training sessions. It is also recommended that ACDC provide greater outreach and services to reach diverse student populations. A majority of the employers currently recruiting on campus focus on hiring business and technology positions. Additional outreach should be done to build relationships with employers from other industries and fields and those committed to recruiting from diverse applicant pools.

2. The University is expected to implement a Content Management System for the website in fall 2013. It is recommended that ACDC staff members take advantage of all training related to the Content Management System.

3. ACDC should investigate best practice options to offer a one-credit hour course for career exploration and/or development. An alternative to a class is to offer students a professional development certificate for completing career assessments and attending career related events.

NACE STANDARD: PROGRAM COMPONENTS – EMPLOYMENT SERVICES

Career services must assist students and other designated clients in:

- **exploring a full range of career and work possibilities that match their career goals.**

- **preparing job-search competencies and tools to present themselves as effective candidates for employment.**

- **Obtaining information on employment opportunities and prospective employers.**

- **connecting employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.**

- **making informed choices among a variety of options.**

Career services should develop and maintain relationships with employers, alumni, and other entities that provide career development and employment opportunities for students and other clients.

ACADEMIC & CAREER DEVELOPMENT CENTER

Due to limited staffing, employer relations is a team effort at ACDC. The advising staff does not find or place students into specific employment opportunities; however, the advising staff provides students and alumni guidance on how to search for on-campus employment, part-time employment, internships, and full-time positions. As of February 2012, with the hiring of a new Director, students and alumni can make appointments with a career advisor to discuss job search strategies and career exploration. Each appointment is tailored to the individual's specific needs or questions. Additionally, students and alumni can make appointments for resume reviews and mock interviews to assist with the job-search.

ACDC has also started working with the Alumni Association to provide career services for alumni. During fall 2012, office hours were held at the Thompson Alumni Center on a monthly basis. This service was not highly utilized, but greatly appreciated by the five alumni that took advantage of the service. Alumni can make appointments at ACDC during regular business hours. In June 2013, ACDC joined the Alumni Association in hosting a "Speed Networking" event. This event was designed to connect current UNO students with UNO alumni. Over 30 students attended this event.

ACDC offers a number of events and programs on an annual basis that allow students to interact with employers. Some of these programs have included:

- *Employer Information Sessions:* These sessions are held on-campus at the Milo Bail Student Center, Peter Kiewit Institute, and Mammel Hall. Typically, these are held prior to on-campus interviews or after students have been hired for a position. Employer representatives provide an overview of their organization to the students. This also allows the students to receive clarification from the employer regarding the position or organization.

- ***Employer Information Tables:*** Employers can reserve a table at the Milo Bail Student Center, Peter Kiewit Institute, and Mammel Hall. This allows employers to have a physical presence on-campus. Employers can promote job opportunities and network with students.

- ***On-Campus Interviews:*** Some employers host interviews on campus. Employers can schedule on-campus interviews at the Milo Bail Student Center, Mammel Hall, or Peter Kiewit Institute. This allows students an opportunity to interview for full-time positions or internships without leaving campus. Employers typically use these interviews for first round screening purposes. The number of on-campus interviews varies per semester. **See Table 5.** When you look at Table 5, you will see a large number of Information Tables during 2007-2008. We are not sure why there was such a great decrease in the number of Information Tables.

Table 5. Information Tables, Sessions, and On-Campus Interviews
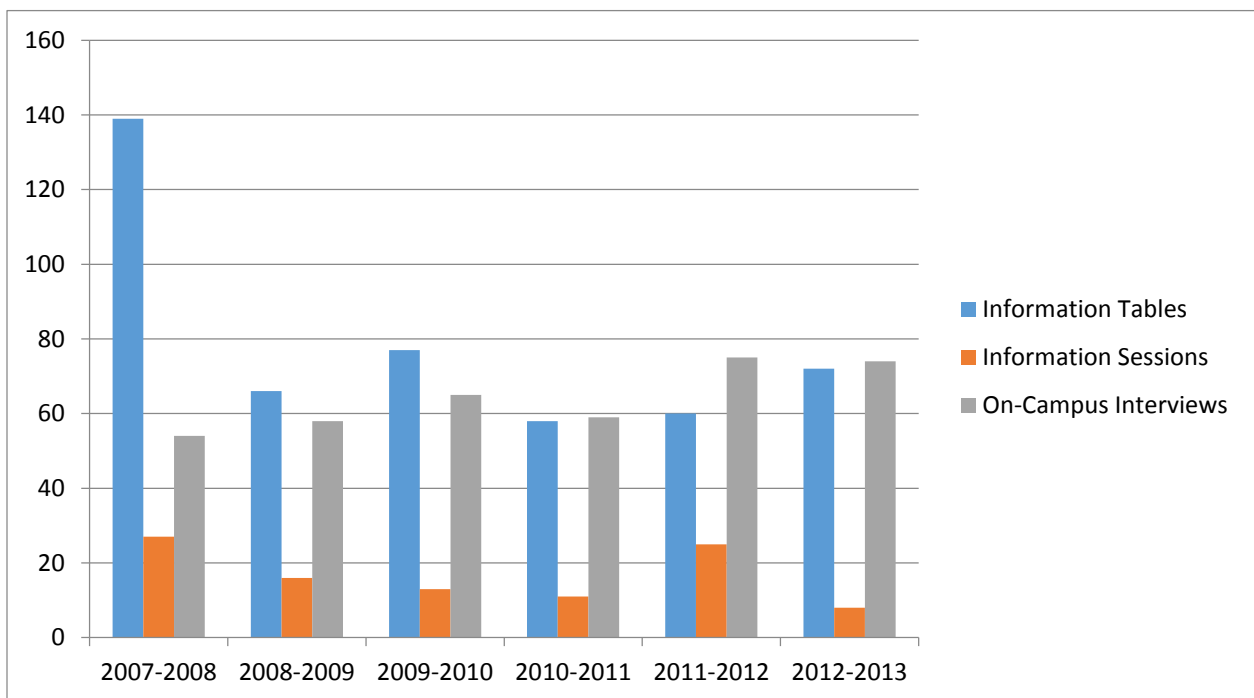
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Information Tables	139	66	77	58	60	72
Information Sessions	27	16	13	11	25	8
On-Campus Interviews	54	58	65	59	75	74

- *Panels*: Employers have been invited to be guest speakers for panels, such as *Interviewing Secrets: Recruiters Tell All*, *Brand You!*, and *How to Work a Career Fair*. This allows employers to share information about the recruiting process. It also allows students to learn about current trends in recruiting.

- *Classroom Mock Interviews:* In 2012, ACDC introduced the idea of doing classroom mock interviews with employers. The leadership team created a pilot program with the TLC sophomore class. Eight employers attended the first event. Two more TLC mock interview events were held in spring 2013. Over fifteen employers attended the second two events. These events served over 100 TLC students. This concept was also utilized in Dr. Chao's *Business and Communication* class. The feedback from students and employers was positive. Ten employers assisted with these mock interviews, and forty-eight students attended the event. The class mock interview assignments allow students to gain feedback about their interviewing skills from employers. It also enables students to learn more about the organization. Employers are able to meet UNO students and help them perfect their interviewing skills.

- *Reverse Career Fair:* In January 2013, ACDC hosted a Reverse Career Fair event. At this event, the roles are reversed, student organizations put together a booth and employers walk around to each booth and talk with the employers. This event allows student organizations to promote the unique talents and abilities they have because they are involved in the group. The event permits students to network with new employers and learn more about their organizations. Employers are able to learn more about the student organizations at UNO. They can also make connections for presentations to specific organizations.

- *Career & Internship Fairs*: ACDC hosts two Career Fairs, one in the fall and one in the spring. ACDC has experimented with different formats for the Career Fairs. The Career Fairs are typically held in the Milo Bail Student Center. The fairs are usually divided into two days:

for-profit companies and non-profit companies. In spring 2013, ACDC hosted a two-day event at the Scott Conference Center. The first day was directed at STEM majors. The second day was geared toward Health, Human Services, and Liberal Arts majors. Unfortunately, the event was not well attended. In considering plans for 2013-14, ACDC has decided to host a one day fair in the fall and spring. These fairs will be open to all majors because ACDC serves all majors. The Career Center at CBA hosted a career fair in spring 2012 and 2013. They plan to host Career Fairs in fall 2013 and spring 2014. Athletics also hosted an internship fair in spring 2013. Career Fairs are a great way for students to explore career options and learn more about employers recruiting at UNO. Attendance by students at Career Fairs has ranged from 249 students to 886 students. The number of employers attending has ranged from 63 to 115. **See Tables 3 and 4.**

- *UNO Career Connect – On-line Job Board:* In December 2012, the decision was made to change vendors for ACDC's on-line job board. ACDC switched from CSO to NACELink Symplicity (known as *UNO Career Connect*) in order to provide students and employers with a comprehensive tool for recruiters and job seekers. Based on student and staff feedback, it was determined that the previous CSO platform was not user-friendly, and did not have as many features and reporting options as Symplicity. **See Section IIB.** In working with Information Services, ACDC downloaded student information from PeopleSoft into UNO Career Connect via the Active Directory. The student data is updated daily. It allows students to login using their NetID and NetID password. It is the same username and password students use to login into Blackboard and gmav. There has been some confusion as to whether students use their NU ID or NetID. ACDC has updated language on the login page to assist students with this confusion. Currently, UNO Career Connect has over 21,850 student and alumni accounts in the system and 4,068 students/alumni have logged into the

system at least once. Currently, over 600 job opportunities are posted on UNO Career Connect.

UNO students and alumni receive assistance from career advisors in preparing and developing job search competencies. **See Section IIA.** ACDC uses the following methods to effectively connect students with opportunities and employer information:

- ***UNO Career Connect*****:** provides full-time and part-time jobs and internships from local and national employers; electronic resume books allow Employer Partners to review resumes of students who have elected to publish their resumes; students can secure on-campus interview times; students can see a calendar of events and research employers.

- ***Bulletin Boards*****:** ACDC will stamp posters for employers to post on bulletin boards around campus. This information is also displayed in ACDC.

- ***Announcements and Newsletters*****:** ACDC sends out job and internship announcements via its social media websites, such as Facebook and Twitter. UNO Career Connect also allows staff members to share job and internship announcements in the form of an email or newsletter.

- ***Internship widget on ACDC's website:*** UNO Career Connect has a feature that enables ACDC to customize an external widget or listing of internships available on UNO Career Connect. Students do not have to be logged into Career Connect to see the opportunities. If they want to learn more about the opportunity, students can click on the link which will direct them to sign into UNO Career Connect. ACDC has also created customized widgets for other departments on campus.

- *Faculty/Advisors/Staff:* ACDC shares job announcements with faculty, staff, and advisors.

CHALLENGES

1. First, the record keeping regarding the data prior to Fall 2012 is unclear. The record keepers did not record how they were collecting the data. The career events hosted by other campus departments and colleges are not included in the data provided in this section. To the best of our knowledge, colleges and departments started hosting more Career Fairs and career events at the beginning of spring 2012. With the addition of the Career Center at CBA, some of the management of employer relations has been handled outside of the ACDC. This decentralized approach has made it difficult to accurately compare the numbers from previous years when everything operated out of the ACDC. As a result, the numbers from other departments and colleges are not included in the numbers for 2012 and 2013.

2. Second, there is no University governance policy regarding employer relations. While every campus department and college should have free access to all employers, the lack of a centralized employer relations team makes it difficult to ensure that employers receive the same message and have consistent and fair access to all UNO students. Additionally, at times employers assume that everything is operated out of ACDC. If ACDC doesn't know about an event and an employer calls with a question about the event, it is difficult to give the employer accurate information and this can negatively impact the institution's reputation.

3. Third, ACDC does not have a staff member dedicated solely to the development or maintenance of employer relations. **On average ACDC, receives over 10 phone calls or emails per day from employers asking questions about recruiting UNO students.**

RECOMMENDATIONS

1. ACDC should adopt a record keeping process for collecting data to ensure that the data recorded is consistent from year to year. ACDC staff members have already taken steps to ensure the accuracy of data recorded. In order to create a comprehensive picture of employer related events on-campus, it is also important that ACDC reach out to other departments and colleges and ask for the data collected from their events.

2. As mentioned earlier, a Career Task Force could assist with the lack of governance regarding employer relations on campus. It may also be necessary for an Assistant or Associate Vice Chancellor to assist with the development of a governance policy or related guidelines.

3. ACDC recently implemented a liaison structure for each college. The college liaison will also work with employers and develop new employer relations for their liaison college. Additionally, ACDC staff should consider incorporating an account manager system and assign employers to specific career advisors. However, this will increase the work load for the staff who in most cases are already doing work beyond their 1.0 FTE assignment. In the 2012-2013 NACE Career Services Benchmark Survey for Colleges and Universities, the average size of the clerical support staff for a career service office is 2.5 FTE. Currently, ACDC does not have any clerical support to assist with the management of employment opportunities. Beginning July 2013, ACDC will have an administrative support person to assist with its new academic advising responsibilities. It is likely that this person will also assist with some employer relations. It is also recommended to explore the option of hiring a staff member dedicated to employer relations for the entire campus. This person could be the point of contact for all employers. This would decrease confusion for employers on who to contact at UNO for employment related questions.

NACE STANDARD: PROGRAM COMPONENTS – EXPERIENTIAL LEARNING

The institution must provide experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.

Career services should provide, or work closely with other departments that provide, experiential education opportunities.

Career services should help students develop strategies for finding and pursuing financial resources to support experiential education options.

Experiential education programs should help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.

SECTION IID. PROGRAM COMPONENTS: EXPERIENTIAL LEARNING

ACADEMIC & CAREER DEVELOPMENT CENTER

The University of Nebraska at Omaha (UNO) has expressed a commitment to experiential learning for all UNO students. UNO has identified three strategic priority areas: student centered, academic excellence, and engagement with urban, regional, national, and global communities. (**See** http://www.unomaha.edu/plan/) One of the objectives outlined to meet the goal of community engagement reads, "UNO will expect that all students complete a minimum of 20 hours of service or community engaged scholarship, such as volunteering, service learning experiences, and/or internships." According to the UNO Admissions website, 79% percent of December 2012 graduates gained career-related experience through internships, service-learning, and community engagement programs before graduation. Additionally, 2,300 UNO Students were in 121 service related courses in 2011-2012.

UNO would like to have 100% participation in experiential education; however, as with other career services at UNO, the identification, support, and administration of experiential learning is dispersed across several departments. ACDC keeps a list of all internship coordinators, and makes this list available on its website. (**See** http://www.unomaha.edu/careercenter/tabs/students/internships.php) The internship coordinators are designated by department. UNO does not have an internship requirement for graduation. Depending on their major, students can enroll in an internship course for credit. ACDC's role in experiential learning has been limited. ACDC provides the following services:

- establish connections with employers to develop internships and post them on UNO Career Connect.

- schedule on-campus interviews for interested, internship-based organizations.

- host career fairs where students have the opportunity to identify internships.

- provide classroom presentations related to securing and preparing for experiential education.

- counsel students regarding experiential education opportunities, preparing professional materials, resumes, and interviews.

- assist students with searching for internships, job shadowing opportunities, and other experiential education opportunities.

- create internship widgets upon request for department websites.

On average ACDC receives 3-4 phone calls or emails a week from employers requesting information about the internship opportunities. A portion of the Employer Guide is dedicated to internship information for employers. **See Appendix H.** In an attempt to create a consistent definition of the term internship that includes education, the Employer Guidebook references the definition of *internship* as outlined by the National Association of Colleges & Employers. Employers are also encouraged to contact the respective internship coordinator.

ACDC is not currently designed to broadly serve UNO students in the areas of student employment, cooperative education, volunteer opportunities, or service learning. Student employment is managed by Human Resources, and volunteer opportunities and service learning are handled by Office for Civic and Social Responsibility and the Service Learning Academy. Cooperative education (co-op) is not offered at UNO. A co-op provides students with integrated academic and work experience. Typically, students will take academic classes one semester and work full-time with an employer the following semester.

Service Learning and Volunteer Opportunities

The Office for Civic and Social Responsibility (CSR") is very active on UNO's campus. CSR is "dedicated to developing students as engaged community citizens…" CSR offers the following programs: Non-Profit Leadership Alliance at UNO, internships and resources, University Service Days, 7 Days of Service, 3 Days of Service, Martin Luther King Day, 9-11 Remembrance Day, Veteran's Day, fall and spring Volunteer Fairs, Global Youth Service Day, Make a Difference Day, World AIDS Day, and SummerWorks. Additionally, CSR's website has a listing of volunteer opportunities. Students can also fill out an electronic volunteer service tracking form. ACDC staff members strongly encourage students to volunteer. Not only will students develop useful skills

while volunteering, they will also have the opportunity to network with individuals. A link to the CSR website is provided on ACDC's website.

The Service Learning Academy "facilitates collaborative partnerships between the University and the metropolitan community for the purpose of enhancing student learning, advancing community service initiatives, and fostering engaged citizenship." A link to the Service Learning Academy's website is provided on ACDC's website. As mentioned above, in 2011-2012 UNO offered 121 service related courses. An example of a service related course is Introduction to Criminal Justice taught by Dennis Hoffman. This course provides an overview of the justice process and the criminal justice system in general. As part of the class, students mentor at-risk youth through local mentoring programs. The total number of service learning course continues to grow. **See Table 6.**

Table 6. Five-Year Review of Service Learning Data
(http://www.unomaha.edu/servicelearning/assesstat.php)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
# Courses	104	103	105	111	110	121
#Students	1860	1650	1561	1673	1505	1882
# Credit Hrs			4749	5368	4754	5646
# Faculty	81	71	73	72	70	64
# New Faculty	59	27	30	16	14	
# Comm Partners	3	7	21	26	33	
$ Value Added	80,373.06	121,229.01	196,929.87	299,011.50		

Student Employment

All student employment opportunities are posted on the UNO Human Resource's website. Career advisors work with students if they have questions regarding the application, interviewing,

or searching for on-campus positions. If students ask about on-campus opportunities, ACDC staff provides them with a hand-out on how to find on-campus employment.

Tracking Participation in Experiential Education

Tracking of participation in experiential education has not been unified across campus. Certain departments maintain information about internships; however, there is not a centralized process for reporting experiential education. In the most recent graduation exit survey a question was added to ask graduating students about career related experience during college. **See Appendix I.** According to the survey, 80.4% of May 2013 graduates participated in a career related experience. The addition of this question to the post-graduation survey is helpful; however; it does not identify any specific information about the experience, such as the duration of the career related experience or the location of the career related experience.

ACDC has not maintained a database of students participating in internships or other types of experiential education. During the 2013-2014 academic year, ACDC plans to follow-up with employers and students to encourage higher reporting of UNO student internships.

CHALLENGES

1. The major challenge related to experiential education is that there is not a centralized committee or commission to coordinate or encourage collaboration. For example, the Office for Civic and Social Responsibility hosts a Volunteer Fair every fall and spring. The spring Volunteer Fair also promotes campus internship opportunities. In addition, UNO Athletics hosted an Internship Fair during the spring semester. While it is great to have a number of events on campus, without campus-wide coordination it can cause confusion for both employers and students. An experiential education committee could also review and approve experiential education to ensure that there is an educational component to the opportunity. For example, the word internship is often used to describe a part-time or temporary job. Even if students don't receive credit for the experiential education experience, it would benefit the student and employer to have the experiential education opportunity reviewed and approved by a governing committee to ensure that learning occurs.

2. Another major challenge is tracking and reporting of experiential education. As mentioned above, this is done in pockets, but it is not done in a systematic, campus-wide process. The Office of Institutional Effectiveness has made improvements to the graduation exit survey by adding career-related questions; however, more needs to be done to capture the information as students are participating in experiential education. Again, a committee or commission tasked with developing UNO's experiential education program could also assist with the tracking and reporting of these opportunities.

3. Finally, as mentioned in **Section IIA**, ACDC does not assist with student employment. At times, this can create confusion for students. Additionally, if on-campus employment opportunities were posted on UNO Career Connect this could drive more student and department traffic to our on-line job board.

RECOMMENDATIONS

1. The University should form a committee tasked with managing experiential education. The Chair of this Committee should be an Assistant or Associate Vice Chancellor in Academic and Student Affairs. This committee would need strong backing from upper administration. The committee could be comprised of representatives from Human Resources, Service Learning Academy, Office for Civic and Social Responsibility, ACDC, each academic college, and other interested departments. The committee would be tasked with creating a uniform definition of experiential education, reviewing and approving opportunities, and developing a plan to track experiential education.

2. As mentioned in **Section IIA**, UNO should explore the option of having ACDC assume the responsibilities for student employment.

NACE STANDARD: PROGRAM COMPONENTS – GRADUATE SCHOOL PLANNING

Career services must assist students and other designated clients in:

- **identifying graduate or professional school programs that match their career goals.**

- **effectively presenting themselves as graduate/professional candidates for further study.**

- **obtaining information on graduate/professional school programs through a variety of sources.**

- **connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and information technology.**

ACADEMIC & CAREER DEVELOPMENT CENTER

To assist students with graduate school preparation, ACDC offers services such as reviewing graduation school applications and providing mock interviews for graduate school admittance. Additionally, three to five graduate school programs attend the fall and spring Career Fairs. If a student is exploring graduate school options, an advisor will help the student identify available resources, such as meeting with faculty members in the student's area of interest or visiting the Writing Center to receive assistance with writing a compelling personal statement.

ACDC's website contains a page titled "Graduate School Preparation." This page contains a series of questions a student may want to ask before s/he makes the decision to go to graduate school. The webpage also contains links to admissions tests for several different types of graduate programs.

If a graduate school sends information about their program, staff members will make this information available in the Career Resource Library. This library is physically located in our office. We have books on interviewing, resume writing, and information about graduate school programs.

In fall 2013, ACDC is hosting an event called "How to Get Into Graduate School". The panel will include representatives from UNO, UNL, and UNMC graduate programs. ACDC partnered with Graduate Studies to plan this event.

CHALLENGES

1. In a recent side conversation with a Chemistry faculty member, he mentioned that he was told that ACDC did not offer mock interviews for graduate school admission. It is a challenge to ensure that the entire campus is aware of the services available at ACDC.

2. Additionally, the materials received from graduate schools are not readily accessible or visible to students. It may be helpful to create a specific space for these materials to make sure students can access these materials. The materials received from graduate schools are not located on-line.

RECOMMENDATIONS

1. ACDC should partner closely with Graduate Studies at UNO to coordinate information and communication. A staff member should be assigned to working with Graduate Studies and promoting UNO's graduate programs.

2. ACDC should reach out to student organizations focused on earning admission to graduate school (such as Pre-Law, Pre-Pharmacy) to let them know about the services offered related to graduate school planning. It would also be helpful to make sure this information is available to faculty advisors.

3. When ACDC moves to its new space in Eppley Room 115, it should consider designating an area for graduate school materials. Additionally, ACDC should investigate options on how to put the graduate school materials on-line.

NACE STANDARD: PROGRAM MANAGEMENT

An institution must appoint, position, and empower a leader or leadership team to manage career services and align career services with the mission of the institution and the needs of the constituencies served. If career services are offered by several units, the institution must designate a leader or leadership team that will be responsible for coordinating the institution's programs and services for students. Such leadership is necessary to ensure adherence to institutional and unit missions and to enhance program effectiveness and efficiency.

Programs and services must be structured purposefully and managed effectively to achieve stated goals.

Evidence of appropriate structure should include current and accessible policies and procedures; written job descriptions and regular performance reviews for all employees; functional workflow or organizational charts; facilities appropriate for career services functions; and defined service standards.

Evidence of effective management should include strategic and operational planning processes; clearly defined areas of responsibility; effective communication practices; decision-making and conflict resolution procedures; accountability systems; sound fiscal management practices; and proof of continuous improvement.

Review processes for policies, procedures, and budgetary issues must be defined and occur on a regular basis.

Career services leaders should coordinate efforts with other career services providers in the institution to integrate career services into the broader educational mission. Key constituencies of career services should be identified and their needs reflected in the mission and goals of the unit. Priorities for services should be defined.

Career services leaders must be advocates for the advancement of career services within the institution.

ACADEMIC & CAREER DEVELOPMENT CENTER

UNO offers 200 majors and programs, including bachelor's, master's, and doctoral degrees. The programs and services of ACDC are designed to be broad and meet the needs of diverse students and alumni. As explained in the following section (**Section IV. Organization**), the Director of ACDC provides leadership to ACDC together with the Assistant Directors. ACDC's leadership team develops programming based on the most current research, theories, and knowledge related to career development. The leadership team participates in professional associations, attends conferences, and partakes in continuing education opportunities through webinars, workshops, presentations, and professional journal reading.

As mentioned in **Sections 2A-2E. Program Components**, several different departments offer career services to specific student groups on-campus. While the leadership team in ACDC can offer suggestions, advice, and collaboration, there is not a single reporting structure for the delivery of career services on-campus. Over the years, ACDC has experienced significant staffing and organizational changes. When the current Director arrived in February 2012, the Event & Services Coordinator (who did not have a college degree) and two graduate student workers were providing career services for the entire campus. With limited resources and limited experience in career services, the services offered were limited and did not follow best practices. Given the nature of ACDC, other departments and programs started filling the void by developing their own programming.

As explained in the **Section I** of this self-study, the work of the ACDC is intended to be aligned with institutional priorities of academic excellence, community engagement, being student-centered. Additionally, ACDC works to develop programming that supports UNO's goal of reaching 20,000 students by 2020. ACDC supports this goal by working with students to develop skills to enter the workforce and empowering students to make career decisions.

Currently, ACDC is in the process of developing program goals, objectives, and anticipated learning outcomes. While the general purpose of college is to gain an education, the

focus of students and parents tend to focus on viable career options upon graduation. A University with a strong career services office can assist students with finding meaningful employment upon graduation. For example, Tinto suggests that a lack of career goals is a factor for students "stopping" and dropping out. A strong emphasis on career services and career development can help UNO with recruitment and retention efforts. **See Appendix J** for a list of current literature supporting the connection between career development and retention.

ACDC held a two-day planning retreat in March 2013. At this planning retreat, the staff identified initial goals and objectives for the upcoming academic year. The goals and objectives for 2013-2014 include: 1) marketing ACDC's new services, 2) defining learning outcomes and assessment methods for each type of advising appointment and programming even, and 3) developing stronger relationships with campus departments. ACDC staff members also developed a new organizational chart at the planning retreat. As part of the new organizational structure, every staff member is assigned a specific college or department. Each staff member is responsible for developing relationships and communicating with the assigned college/department. The inclusion of assigned liaison areas is intended to help increase communication between ACDC and UNO departments, allow staff members to gain specialized knowledge, and assist with the promotion of programs and events.

After the planning retreat, the ACDC leadership team created and developed an assessment plan for 2013-2014. **See Appendix K**. The assessment plan includes plans for assessing academic advising appointments and mock interview appointments. Each staff member has been trained on administering the assessment. The leadership team meets once a week for an hour to discuss advising priorities

ACDC regularly collaborates with faculty members, other departments within Student Affairs, and employers and community partners to assist with the career development of UNO Students. **See Section IX** for specific details regarding these collaborative efforts. Additionally,

the leadership team decided to partner with another campus department for each ACDC event. The selection of campus partners depends on the event. For example, ACDC is partnering with Graduate Studies to host the "How to Get Into Graduate School" event. By forming these partnerships, ACDC hopes to increase student participation.

ACDC needs to clarify its review process of policies, procedures, and budgetary issues. As the result of leadership changes in ACDC, the review process of policies, procedures, and budgetary issues has not been clearly defined. When the current Director was hired at the end of February 2012, she was given a CD of information about the operations of ACDC. The Director discovered that many of the policies were not written down, but passed orally from one person to the next. The Director has been working to formulate written policies and procedures. ACDC's employee handbook had not been revised since 2009. During summer 2013, the Director worked with a student worker to revise the Employee Handbook. The Employee Handbook is now up-to-date and reflects current policies and procedures. With regard to the budget, the Director of ACDC works with the Assistant to the Senior Vice Chancellor for Budget (Kathy Krause) and the Associate Vice Chancellor of Student Affairs (Dr. Shipp) on a regular basis to solicit feedback on budget plans and develop budget projections. The annual budget is reviewed with the Budget Office in May/June of each year.

The leadership team advocates for the advancement of career services within the institution. The leadership team has worked with the Associate Vice Chancellor of Student Affairs (Dr. Shipp) to restructure the focus and mission of ACDC to include undeclared academic/career advising. As a result of this restructuring, ACDC is now responsible for advising over 1,000 undecided/exploring students. This change is projected to increase student traffic to a monthly rate of 500 to 1,000, depending on the time of year. During the first week of October 2013, advisors saw approximately 200 students. The leadership team is involved with various campus committees and advocates for the advancement of career services.

CHALLENGES

1. At times, it is challenging to work and collaborate with other entities that offer career services throughout campus because there is no single reporting structure or communication protocol. With various departments/staff reporting to various campus leaders, the goals of each area can come into conflict. This can lead to duplication of events and inconsistent messages to students and employers.

2. In the past, ACDC has not had a written, developed assessment plan. However, leadership has developed a plan for 2013-2014. At the end of the 2013-2014 academic year, ACDC hopes to have more evidence to support and drive its programming decisions.

RECOMMENDATIONS

1. As mentioned in earlier in the Self-Study**,** UNO should create a Career Task Force charged

    with coordinating the institution's career programs and services for students. The Task Force

    would assist with the coordination of events and decrease the number of duplicate events.

NACE STANDARD: ORGANIZATION

The external and internal organization of career services, including its place within the institution, must support its mission.

To help ensure student learning and development, career services must be purposefully structured to achieve stated goals. Such structure must include current policies and procedures, organizational charts, clearly stated expectations for services delivery, and written performance expectations for all employees.

Career services should be structured to ensure effective functioning of student services. Staff titles, roles, and reporting lines should support the efficient and effective delivery of career services and programs.

Career services must be organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.

The external organization e.g., reporting lines of career services within the college/university should provide optimal visibility and institutional support. The unit to which career services reports should allow for efficient and effective delivery of career services within the institution.

The internal and external reporting relationship of career services should support related student outcomes that are reflected in the departmental mission statement.

ACADEMIC & CAREER DEVELOPMENT CENTER

ACDC is part of the Achievement subdivision in the Division of Student Affairs. . ACDC currently reports to the Associate Vice Chancellor of Student Affairs. The table contained in **Appendix L** outlines the current internal organization of ACDC. The Division of Student Affairs conducted a search for a Dean of Students / Assistant Vice Chancellor of Student Affairs during spring 2013. Unfortunately, it was a failed search. The search is tentatively scheduled to resume in spring 2014. As soon as this person is hired, ACDC will report to the Dean of Students / Assistant Vice Chancellor of Student Affairs. The Director of ACDC was recently promoted to Senior Director of Achievement and attends the Division of Student Affairs' leadership team meetings on behalf of the Achievement subdivision.

The recent restructure ACDC to add additional staff members. **See Introduction.** Prior to October 2012, ACDC had one professional staff member, its Director, one events coordinator, and two student workers. When the Director arrived at the end of February 2012, the events coordinator was providing career advising to UNO students. The two student workers were also providing career advising. The events coordinator did not have the appropriate education qualifications to perform career advising nor was career advising listed in the events coordinator's job description. In July 2012, the Director clarified the role of the events coordinator and limited the role to events coordination. In order to increase the advising capacity of the ACDC, the events coordinator position eliminated and a career advisor position was added in October 2012.

ACDC currently consists of six full-time staff members, one graduate assistant, five peer advisors, an administrative assistant, and two student workers. A graphic design intern was hired in December 2012. The graphic design intern was hired by Division of Student Affairs as the Division's graphic designer.

As of April 2013, the UNO ACDC leadership team is comprised of the Director, Assistant Director of Career Advising, and the Assistant Director of Academic Advising. All staff members

report directly to the Director. Performance evaluations and expectations are outlined an annual basis. **See Appendix L.**

Full-time staff members and the graduate assistant have career and academic advising responsibilities, and most full-time staff members teach First Year Experience. The Peer Advisors also assist with career advising and general questions. The Director is primarily responsible for employer relations, event planning, budget, and operations management, including coordinating First Year Experience (FYE) and teaching an FYE course. The Director has moved away from advising duties, but will advise students during peak advising times. Additionally, full-time staff members assist with employer relations and event planning as needed. Current staff members are trained and available to help students make academic and career decisions. **See Section IIA.**

The new organizational chart allows for stronger relationship building with students, campus colleagues, employers, and alumni. Each full-time staff member acts as a liaison to specific colleges and departments on campus. This organizational structure was designed to divide responsibilities, strengthen communication, and promote specialty areas among the advisors.

Other career services offered at UNO are not housed within the Division of Student Affairs. For example, the Career Center at CBA reports to the Dean of the College of Business Administration. **See IIA** for a description of more services offered outside Student Affairs. These services are designed for their specific students. The services provided at ACDC, however, are available to all undergraduates, graduates, and alumni.

CHALLENGES

1. ACDC does not have a staff person dedicated to marketing or technology needs. Currently, staff members share responsibility with regard to social media and marketing materials. The University is planning to purchase a website content management tool, so this will alleviate some of the challenges to updating the website in a timely fashion. The Division of Student Affairs recently hired a full-time graphic designer to assist departments with their graphic design, web design, and communication needs.

2. ACDC has minimal staff or resources to support the development of experiential education programs on campus. Staff members can set up appointments to help students search for positions, but staff time is not dedicated to developing these opportunities for students. Additionally, the lack of information sharing and coordination of services among the various entities delivering career services can sometimes create confusion for students, alumni, and employers.

3. It is also a concern that even with the addition of staff members that ACDC will not have enough full-time staff members to successfully advise all the students. Currently, ACDC is responsible for the academic advising of over 1,000 students. (Note: this number can and does fluctuate throughout the year as students declare majors.) Undeclared students can require more preparation and time for academic advising.

4. Finally, ACDC is unable to develop employer relations without a full-time staff member(s) dedicated to this responsibility. A person dedicated to employer relations could be meeting with employers on a daily basis and investigating how UNO's curriculum is matching with employer needs.

RECOMMENDATIONS

1. Major strides have been made in the past 12 months to create a vibrant and healthy ACDC staff. ACDC has grown from a staff of 4 to a staff of 13. This is major progress in a short amount of time. In reviewing UNO's CUMU Peer Institutions we are still lagging in certain key staffing areas. **See Table 7 and Appendix M.** The primary staff area that needs to be addressed is the area of employer relations. ACDC needs a staff member dedicated to answering employer questions in a timely manner, exploring new employment opportunities for students, and coordinating employer activity on-campus. Currently, the first available staff member assists with employer questions. During peak advising times, this is not functional. Advisors are seeing 9 to 11 students a day and do not have time to adequately respond to employer inquiries. This is a disservice to UNO's students because they could be missing out on potential employment opportunities. According the previously cited NACE Benchmark Survey 2012-2013, the average employer relations position is salaried at $40,000. However, this position will not only potentially increase job opportunities for students, it could also increase funding opportunities for ACDC because 1.0 FTE will be fully dedicated to providing employers with quality customer service.

Table 7. (*total staff members includes peer advisors and student workers*)

UNO CUMU Peer Institutions	Total Staff Members	Employer Relations Staff
Cleveland State University	10	1
Northern Illinois University	23	6
Portland State University*	15	2
University of Arkansas at Little Rock	8	0
University of Colorado Denver	9	0
University of Missouri at St. Louis	9	3
University of North Carolina - Charlotte	26	5
University of Northern Iowa**	10	0
University of Texas at San Antonio	25	4
Wichita State University ***	11	2
University of Nebraska at Omaha	**13**	**0**

*Most resembles UNO's set-up of academic & career advising
*Number of employer relations staff unknown
*Also have 11 staff members dedicated to experiential education

NACE STANDARD: HUMAN RESOURCES

Career services must have an adequate number of qualified professional and support staff to fulfill its mission and functions. Career services must embrace fair employment practices and must be proactive in attracting and retaining a diverse staff. Career services must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory.

Programs and services should employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

Career services must be staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively. Primary program functions and their related core competencies and knowledge domains are defined below.

Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with career services constituency groups and other specialized functions.

Career services must develop and maintain job descriptions for all staff members and must provide regular performance appraisals.

Career services must have a regular system of staff evaluation and must provide access to professional development opportunities, including in-service training programs and professional conferences/workshops.

Salaries and benefits for staff must be commensurate with similar positions within the institution, in similar institutions, and in the relevant geographic area.

All staff members must be trained in legal, confidential, and ethical issues related to career services.

Career services professionals must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect career services.
Staff training and development should be ongoing to promote knowledge and skill development across program components.

Leadership by Career Services Managers:

Effective and ethical leadership is essential to the success of all organizations. In career services, that leadership comes from members of the management team, including the director, associate directors, and assistant directors.

The institution must appoint, position, and empower career services leaders at various levels within the administrative structure to accomplish the stated mission and goals.

Career services leaders at various levels should be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.

The institution must determine expectations of accountability for leaders and fairly assess their performance.

Leaders in the career services unit must exercise authority over resources for

which they are responsible to achieve their respective missions.

Career services leaders must:
- **articulate a vision for their organization.**
- **set goals and objectives based on the needs and capabilities of the population served.**
- **promote student learning and development.**
- **prescribe and practice ethical behavior.**
- **recruit, select, supervise, and develop others in the organization.**
- **manage financial resources.**
- **coordinate human resources.**
- **plan, budget for, and evaluate personnel and programs.**
- **apply effective practices to educational and administrative processes.**
- **communicate effectively.**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.**

Career services leaders should identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

Career services leaders should promote campus environments that result in multiple opportunities for student learning and development.

Career services leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

If career components are offered through multiple units, the institution should designate a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.

Career services leaders should coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit are clearly identified and reflected in the mission and goals of the unit.

Career services leaders must be advocates for the advancement of career services within the institution.

Career services leaders must participate in institutional decisions about career services objectives and policies.

Career services leaders must participate in institutional decisions related to the identification and designation of students and others served.

Decisions about students served should include type and scope of services offered and the fees, if any, that are charged.

Professional Positions (career counselors and advisors, employer relations coordinators, consultants):

Career services professional staff members must hold an earned graduate degree in a field relevant to the position they hold or possess an appropriate combination of educational credentials and related work experience.

Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, as well as in highly specialized functions, such as career and employment counseling, employment opportunities, cooperative education, internships, work-study, graduate school advising, computer technology, and so forth.

Pre-professional Positions:

Paraprofessionals, interns, and graduate assistants must be carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.

Degree or credential-seeking interns should be qualified by enrollment in an appropriate field of study and by relevant experience.

These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student Employee and/or Volunteer Positions:

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.

Student employees and volunteers should be provided with clear and precise job descriptions, pre-service training based on assessed needs, and continuing educational development. Training should include customer service, program procedures, and information and resource use.

Support Staff and Technical Positions:

Each organizational unit must have administrative and technical staff adequate to accomplish its mission.

Such staff must be technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training.

The level of staffing and workloads should be adequate and appropriate for program and service demands.

A technical support person or support service should be available to maintain computer and information technology systems for career services.

ACADEMIC & CAREER DEVELOPMENT CENTER

ACDC staff members possess the core competencies and the knowledge necessary to cover all primary functions, with the exception of a technical function. ACDC hired a student graphic designer in November 2012 to assist with updating web and promotional materials. The graphic designer continues to work with the ACDC on a part-time basis. She is now employed full-time as the graphic designer for the Division of Student Affairs. Staff members have the baseline knowledge in order to perform their core functions, including creating documents and presentations, using spreadsheets and databases, and using social media networking. However, ACDC staff does not have a full-time staff member with the ability to update the website. ACDC has access to technical support at the University.

In addition to the individual qualifications of staff members, ACDC also has access to other campus experts. For example, staff members worked closely with a project manager and developer in Information Services to successfully import student information into UNO Career Connect, UNO's on-line job board. ACDC is also working with staff members in University Communications on following the revised brand guidelines.

With respect to other career offices on campus, ACDC cannot evaluate the competencies of those individuals. However, the Director was invited to meet with the final candidates for the College of Business Administration Career Development Coordinator.

With regard to staffing procedures, ACDC complies with the hiring, selection, and performance review procedures set forth by the Office of Human Resources. The Director worked closely with the Director of Human Resources when working on the restructuring of ACDC staffing needs.

Staff development involves providing funds for staff to attend at least one professional development conference or event each year. ACDC held staff and faculty information forums in April 2013. At these forums, participants were asked if they would like to join a Career Task

Force or Career Advising Council. From February 2013 to May 2013, ACDC staff members completed weekly trainings with academic advisors from all of the colleges and some departments on-campus in preparation for advising undeclared and exploring students. While the focus of these trainings was academic advising, advisors can use the knowledge learned to improve the quality of career advising on-campus. ACDC holds staff meetings twice a month to discuss and review office policies and procedures. During 2012-2013, staff members attended the following trainings:

- Nebraska College Career Services Association Meeting
- LinkedIn Training for Career Services Professionals
- Symplicity Manager Trainings
- CPACS Graduate Programs Info Session
- UNO PeopleSoft Training
- Intrusive Academic Advising Webinar
- Academic Advising/UD Trainings-Fridays February
- Chancellor's Commission on the Status of Women Luncheon
- NACADA Region 6 Art of Advising Conference
- National Association of Colleges & Employers Conference
- NCDA Regional Conference
- Reading and Understanding Background Checks
- Managing Difficult Employees
- Introduction to LinkedIn – Talent Pipeline
- Asperger's Syndrome

Management and Administration

As part of the Division of Student Affairs, ACDC reports directly to the Associate Vice Chancellor of Student Affairs (AVSCA). The Director meets with the AVCSA every two weeks, and sometimes weekly, to discuss the operations of ACDC. The AVSCA has been instrumental in finding additional resources for ACDC and expanding its operation to fit best practices and better support UNO students.

Ultimately, the Director of ACDC is responsible for the operations and management of the office. The Director meets with each employee every two weeks. Staff members receive performance reviews on an annual basis.

The Director works with the Assistant to the Vice Chancellor of Academic and Student Affairs for Budget to prepare and manage ACDC's budget.

Program and Event Administration

The ACDC leadership team met for a two day planning retreat in March 2013. At this retreat, the leadership team created an event calendar for the entire academic year. Each event will be assessed and reviewed. The leadership team will continue to meet on annual basis to plan its events.

Research and Student Learning Outcomes

At this time, ACDC does not have written learning outcomes. ACDC is in the process of creating these outcomes. Unofficially, ACDC programming and advising appointments are designed to produce the following outcomes:

- As a result of attending an ACDC program or advising appointment, students will be able to 1) make decisions about career options; 2) create well-written resumes; 3) communicate effectively in interviews; 4) conduct a successful job search; and/or 5) develop skills and experience through internships.

Career Advising / Counseling and Consultation

ACDC is currently staffed by six academic and career advisors who possess the core competencies and knowledge necessary to effectively perform their roles. Three of the six advisors also have other administrative duties. Those performing career advising hold degrees ranging from a master's degree in Student Affairs/Counseling to Juris Doctorate. A graduate assistant also performs career advising. The graduate assistant is in his second year of the student affairs master's program at UNO. The undergraduate Peer Advisors have been trained by the Assistant Directors of Academic Advising and Career Advising. Members of the advising staff have taken graduate level courses in research, statistics, assessment tools, and career development theory.

ACDC only refers to its responsibilities as advising. ACDC does not want to give students, parents, faculty, or staff the impression that we are licensed counselors. Certain expectations can be assumed, such as privacy, if a person is meeting with someone they perceive as a licensed counselor. In order to avoid this confusion, we only refer to our sessions as advising or exploration appointments.

All career advisors engage in professional development and continuing education in order to continuously enhance their knowledge and refine their competencies. Each advisor is also active in a national professional association related to advising and career development fields. Career advisors also work closely with employers and recruits to stay on-top of the latest recruiting trends.

Technology / Training / Educating

ACDC employs individuals who are qualified to provide teaching and training related to career development topics. Through a commitment to ongoing education and on-the-job training, career advisors are competent to educate students regarding the job search process,

resume writing, interview skills, and career exploration. Career advisors use technology and one-on-one interactions to deliver career education content.

ACDC does not offer a career exploration class. However, two ACDC staff members teach a First Year Experience (FYE) course. In these FYE courses, the career advisors incorporate career development lessons in the curriculum.

Marketing / Promoting Outreach

ACDC has several individuals with experience in marketing within higher education environments. Additionally, ACDC hired a graphic designer in December 2012 to work on its promotional materials. Staff members continue to research best practices and attend workshops regarding marketing to students. The Director and Assistant Director attended UNO's Office of University Communication's branding forum to learn how to comply with UNO branding guidelines and procedures. University Communication staff members have provided guidance on the development of ACDC's social media sites and ACDC's website.

Staff members continue to work with campus departments to clearly publicize events. In an effort to attract more students to events, ACDC has decided to find a campus partner for each event with the idea that the campus partner will help with the promotion.

Brokering / Connecting / Linking

The recently revised ACDC mission statement highlights ACDC's goal to be a resource for the campus, employers, and community. All staff members work to link ACDC's constituents to appropriate resources on campus. The Director meets with employers and community members interested in learning more about opportunities to connect with UNO students.

Staff members in ACDC are equipped with skills to build connections and link its programs to others on campus. ACDC has developed and documented systems and procedures to allow greater access to its services. For example, ACDC recently published an Employer Guide book that details how employers can request information sessions and on-campus

interviews. **See Appendix H.** The leadership team also developed a mock interview policy to ensure uniformity among advising appointments.

The new ACDC organizational structure is intended to allow for more connections with colleges, departments, and employers. With a specific staff member assigned as a liaison to a particular college and/or department, the staff member can focus on developing and fostering internal and external relations for that particular college and/or department.

With the addition of the Career Center at the College of Business Administration (CCCBA) in October 2012, ACDC has worked to collaborate with the CCCBA on various programs and events. The leadership team has met with the Career Development Coordinator at CCCBA, Bianca Harley, on a regular basis. The two offices joined to promote the spring Career Fairs, and the CCCBA was present at the spring Information Forums.

Office Location

ACDC was located in the Milo Bail Student Center. ACDC moved to Eppley Administration Building in August 2013. Being located in the center of the Milo Bail Student Center allowed staff members to act as an information source for the University. Students, community members, prospective students, and visitors frequently stopped by ACDC to ask questions about events occurring on-campus. Staff members were trained to help these individuals find answers to their questions. In an effort to streamline this process, staff members documented common questions.

With the move to Eppley Administration Building, it is unlikely that staff members will continue to receive the random street traffic. However, ACDC is revising its web content and materials to provide a *one-stop-shop* experience for students, prospective students, and campus visitors.

Ideally, ACDC will have a presence in Milo Bail Student Center in the future. UNO is planning to revise the Milo Bail Student Center. A request has been made to allow ACDC to have a satellite office in the Milo Bail Student Center.

Information Management

All information related to ACDC's activities are stored and filed in the ACDC's electronic shared drive or UNO Career Connect. Each staff member has access to the shared drive. The shared drive was recently re-organized to assist staff members in searching for documents. Information from UNO Career Connect is downloaded on a monthly basis. ACDC is able to track appointments and student and employer activity.

ACDC recently performed an analysis of its website content. The content was overwhelming and unorganized. The new website structure, completed in December 2012, allows users to more easily access information about events and career information. Additionally, ACDC published a career resource guide for students, staff, faculty, and employers. **See Appendix X.** The resource guide is a one-stop guide for students looking for reliable career information. The resource guide was published in January 2013 as a response to student requests. Additionally, it is a best practice for a career services office to produce a campus resource guide on career services.

Staff members receive several requests from career information vendors. As time permits, the ACDC leadership team explores these requests. ACDC recently purchased a license to MyPlan.com, a career and major exploration tool. Staff members also watched demonstrations of *Candid Careers* and *Vault,* but neither product has been purchased.

The Career Resource Library contains books for students to check out. ACDC evaluates the library on a regular basis and updates the resources as necessary. If employers provide ACDC with promotional materials, ACDC will place these materials in the library or in prominent

places in the student waiting area. As soon as ACDC acquires the new Web Content Management System, it is likely that the resource library will become an on-line resource.

ACDC staff members are qualified and trained to use various methods for retaining and organizing information. Staff members have been trained to use *UNO Career Connect* to record and manage information related to employers, events, and student information. *UNO Career Connect*, an outside career services management system, is a secure Internet database use to record, manage, and deliver information related to career advising sessions, employer relations, jobs and internships, student communications, and student written materials. Staff members also use Microsoft Excel to record and analyze information related to office operations.

Additionally, staff members are qualified to use PowerPoint, Prezi, and social media to assist with information management. ACDC also uses a University shared drive to organize all documents. All staff members have access to this shared drive.

Leadership

The leadership team of ACDC has evolved over the last academic year. Currently, ACDC has a Director and two Assistant Directors. Please **see Appendix N** to review a copy of these job descriptions. Currently, the Director holds a law degree and had previous experience as a collegiate instructor, career services professional, and worked as an attorney. The Assistant Directors both hold master's degrees in student affairs related disciplines. Both Assistant Directors have had previous Student Affairs experience.

Currently, the Director of ACDC attends the Student Affairs leadership team meetings. The Associate Vice Chancellor of Student Affairs has made career development one of the strategic priorities for the Student Affairs division.

Professional Positions

The leadership team described above also serve as the professional staff members for the organization. ACDC recently developed a position description for a Career & Academic

Advisor. Please **see Appendix N** to review a copy of this job description. ACDC currently employs three academic and career advisors. One staff member has a bachelor's degree and over 30 years with of higher education experience. Another staff member has a master's degree in Student Affairs and several years of industry experience. The newest staff member has a bachelor's degree from UNO in Business Administration and has worked with high school students for over five years.

Pre-professional Positions

ACDC hired its first graduate assistant in the fall 2013. The position was approved by the Office of Graduate Studies. **See Appendix N.** The graduate assistant is working on his master's in Student Affairs and has experience working with the Thompson Learning Community, Student Life and Leadership, Orientation, and SummerWorks. ACDC also hired five peer advisors in the fall 2013. The peer advisors were selected to represent the different colleges on-campus.

Student Employee and/or Volunteer Positions

ACDC hires 2-3 student employees each year. All student hiring is managed through UNO Human Resources. The director follows these guidelines when making student hires. All student hires are trained on the "Welcome Desk" procedures.

Support Staff and Technical Positions

ACDC lost its clerical position in an effort to increase the advising capacity at the ACDC. From mid-September 2012 to December 2012, the Student Affairs' administrative assistant was housed in ACDC and provided administrative support to ACDC. This was a temporary solution. ACDC has operated without a full-time administrative assistant from January 2013 to August 2013. ACDC has relied on student workers to perform general administrative tasks, the remaining duties have been absorbed by the Director and other staff members. With the move to Eppley Administration Building in August 2013, ACDC gained a full-time administrative assistant due to a reallocated position from the Associate Vice Chancellor of Student Affairs' Office.

ACDC relies on the Student Affairs technology assistant for technical support. This individual does not provide web support. ACDC hired a graphic designer with website design skills. Dr. Russ Smith also offered to let ACDC use the web designer housed in Academic Affairs and Institutional Effectiveness to assist with coding related to the website.

CHALLENGES

1. The lack of an administrative assistant has been a major challenge for ACDC's operations; however, this problem was recently solved. Without a full-time consistent front desk staff member, ACDC risked providing inconsistent information to its constituents. Additionally, a large percentage of the Director's time had been devoted to administrative tasks. This took valuable time away from the Director's management duties.

2. Second, while ACDC staffing levels increased for the 2013-2014 academic year, ACDC is still below its peers. **See Table 7.** According to the NACE 2012-2013 Benchmark Survey, "the overall average student-to-professional staff level is 1,889 to each career services professional." Based on UNO's approximate enrollment of 15,000 students, UNO dedicates 7.9 FTE to career services professionals. Currently, ACDC employs six professional staff members. However, four of the six staff members have significant administrative duties outside career advising. Additionally, this does not include the staff time spent on academic advising. The 2011 National Survey of Academic Advising reports that the median case load of advisees per full-time professional academic advisor is 296 (National Academic Advising Association, NACADA) ACDC is responsible for the academic advising approximately 1,000 students. This means ACDC should dedicate 3.3 FTE to academic advising. NACADA suggests that other factors should be considered when assessing the advising load of an academic advisor. These factors include: 1) Does the advisor teach a First Year Experience Course?; 2) Does the advisor have additional responsibilities such as program outreach?; 3) Does the advisor work with students that traditionally require more time and attention (i.e. at-risk students)? If the answer to any of these questions is *yes,* the advisor's advising load should be decreased. The advisors in ACDC teach FYE, conduct program outreach such as Strong and MBTI presentations, and work with a population that requires more time and attention. Given ACDC's responsibilities, the staff level of professional advisors should be

11.2 FTE, at a minimum. Currently, ACDC employs six professional staff members to do the work of 11.2 full-time advisors. Given the limited number of staff members, professional staff members, and leaders find themselves "doing it all" – advising, leading, planning, employer relations, and assessment. This provides little time for active outreach, planning, and an overall wellness of the staff members.

3. Third, ACDC has done little to assess its goals and objectives. ACDC has maintained usage statistics, but has not assessed what students are learning or if ACDC is meeting its goals.

4. ACDC does not have a staff member assigned to manage employer relations or technology.

RECOMMENDATIONS

1. In order to best serve students, ACDC staff levels need to increase. As UNO continues to push toward its goal of reaching 20,000 students by 2020, increasing staff levels is imperative. It would be great to add five additional full-time staff members, but ACDC does not have the space to accommodate an increase that large. To start, it is recommended that ACDC add 2.0 FTE in staff member time. This could be divided into one full-time hire and two part-time hires. The funding from these positions would need to be identified. Three possible sources could be used to fund these positions:

   a. One of the additional advisors could focus his/her attention on advising for on-line or distance education students. ACDC could request funds for a distance education advisor.

   b. ACDC could offer a class to distance education students focused on career development. The revenue generated from this course could be used to fund an advising position.

   c. ACDC currently oversees University Division and the First Year Experience course. University Division is the college home for undeclared students. The revenue generated from First Year Experience could be used to fund an additional advisor. Additionally, each college receives an apportionment of state-aid dollars. ACDC should look into whether ACDC should be apportioned some money for its management of University Division.

NACE STANDARD

Career services offices must have dependable sources and adequate funding to ensure achievement of its mission and goals.

Career services must demonstrate fiscal responsibility and cost effectiveness consistent with institutional policies and procedures.

Career services should cultivate outside sources of funding for special projects, scholarships, and programs that help fulfill the office's mission. These sources, or sponsorships, may include but are not limited to employers, alumni, members of the community, grant agencies, and professional associations. Such external funding should not be used as a replacement for institutional funds, but can be used to supplement existing budgetary funds in a limited and reasonable manner.

Each career services office should have a funding strategy that outlines projects, programs, and related activity that can be further enhanced with additional outside funding sources. This should be undertaken in collaboration with the institution's development office.

ACADEMIC & CAREER DEVELOPMENT CENTER

The operations of ACDC are currently funded by two primary funding sources. ACDC relies on money from its state-aided budget and its revolving account. A portion of the state-aided budget is from Job Location and Development (JLD) funds. The JLD program is a Federal Work Study Program. An institution is allowed to use part of its federal funds to establish or expand JLD program. The purpose of the JLD Program is to locate and develop off-campus job opportunities for students who want a job regardless of need. ACDC receives approximately $33,000 to $35,000 annually. The revolving account is a self-generated revenue account. ACDC receives revenue from Career Fair registrations and the Employer Partnership Program. In addition to these two funding sources, ACDC has accounts at the Alumni Association and Foundation. Additionally, ACDC recently received one-time funds from the Division of Student Affairs. **See Appendix O** to review budget allocations for ACDC.

In an effort to increase staffing, ACDC is currently using $120,000 from its revolving account to fund employee salaries. Additionally, ACDC eliminated its Event Coordinator position, so it could use those funds for a new advising position. The Associate Vice Chancellor of Student Affairs has also reallocated funds for an administrative assistant to ACDC to fund a new advising position.

ACDC's print and web marketing materials were outdated and unprofessional looking. Approximately, $15,000 was spent to update and print new materials. These materials not only help promote ACDC's services to students and the UNO campus, but it is also a representation of UNO to the employers using ACDC's services.

In addition to updating ACDC's marketing materials, a decision was made to change the career services management tool used by ACDC. ACDC was using CSO for its on-line job board, but switched to the NACElink Symplicity. **See Appendix B** to review ACDC's comparison of the two products. While NACElink Symplicity is more expensive than CSO, NACElink

Symplicity has great data management capabilities and is more user-friendly for both students and employers.

With ACDC's transition to an Academic & Career Development Center, ACDC is also managing University Division and seventeen sections of 1-credit First Year Experience Course. ACDC does not pay the instructors to teach the course. Also, it should be noted that ACDC does not receive tuition dollars for the First Year Experience course.

CHALLENGES

1. First, ACDC relies on external funds to pay its staff members. This is not a sustainable model. The external revenue generated by ACDC is contingent upon employers signing up for Career Fairs and taking advantage of the Employer Partnership Program. ACDC experienced a drop in fall career fair registrations from 2012 to 2013. In 2012, over 100 employers signed up for the career fair. This year only 66 employers signed up for the career fair. While ACDC did increase its career fair registration fee, this will not make up for the lack of registrations. Furthermore, the reliance on external funds is not a best practice, nor is it recommended by NACE standards.

2. Second, the Employer Partnership Program needs to be reviewed. ACDC is no longer including career fair fees as part of the Employer Partnership Program. Previously, the Employer Partnership Program included career fair registrations for events sponsored by ACDC. However, when the College of Business hosted a career fair in spring 2012, it charged employer partners for registrations. This was confusing for employer partners. ACDC partnered with the Career Center at the College of Business Administration (CCCBA) to create a joint Employer Partnership Program. CCCBA proposed a profit-sharing model. Based on the proposal, CCCBA receives 11% of the funds, and ACDC receives 89% of the funds. ACDC is happy to collaborate on this project and finds the profit-sharing agreement reasonable, but it does cut into ACDC's stream of external funding. If UNO continues to decentralize career services, this could have a negative impact on ACDC's revenue stream, and ultimately, reduce ACDC's capability to fund positions and programs.

3. Third, it does not make sense to fund duplicate services on campus. While a hybrid model of centralized and decentralized career services can work, the efforts need to be coordinated and communicated campus-wide.

4. Finally, ACDC has received limited additional funding from UNO for its new responsibilities.

As a result, ACDC has had to increase its reliance on external revenue.

RECOMMENDATIONS

1. The Division of Academic and Student Affairs should evaluate its financial commitment to ACDC. If additional funds are not allocated, will it become obsolete? The use of self-generated external funds should not be relied upon to fund staff positions. UNO needs to make sure there is a contingency plan in place to deal with market trends/swings in employer participation.

2. ACDC should also investigate additional funding sources. The Director of ACDC is working with the Associate Vice Chancellor of Student Affairs to develop an alumni networking plan that could be a potential revenue source.

NACE STANDARD

Career services must have adequate facilities and equipment to fulfill its mission and to perform its functions effectively.

Career services professional staff must have private offices, allowing them to perform career advising/counseling and/or other confidential work. In addition, there must be support staff work areas; a reception and student waiting area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student use.

Career services must provide students and employers with private interview facilities and adequate conditions and equipment to function professionally. The number of employment interview rooms must be adequate to meet employer and student needs. An employer lounge or an accessible lunch area should be made available.

The career services facility must have Internet connectivity and access to conference rooms and large group meeting rooms that have an appropriate level of technology to support service delivery. Information technology specific to enhancing awareness of employment opportunities and networking must be available for students and staff to support career services functions. Equipment and facilities must be secured to protect the confidentiality and safety of records.

Facilities must be accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA). Accommodations for students with special needs must be provided by career services or in conjunction with the department that serves this population.

Career services must provide office hours at times appropriate for its constituencies. The career services office should be located conveniently on campus and project a welcoming, professional atmosphere for students, employers, alumni, parents, and the community. Parking for visitors should be adequate and convenient.

ACADEMIC & CAREER DEVELOPMENT CENTER

Currently, ACDC is located on the first floor of the Eppley Administration Building, suite 115. In August of 2013, ACDC moved from the Milo Bail Student Center to the Eppley Administration Building (EAB) 115. Prior to ACDC's move, the Counseling Center was located in Eppley 115. EAB 115 will not only accommodate ACDC's increased staffing needs, but it will also allow current University Division (UD) students to meet with their academic advisors in the same location.

In Eppley, each professional ACDC staff member has his or her own private office. The graduate assistant, peer advisors, and student workers share private office and work space. This allows for confidential one-on-one appointments for students and alumni. Staff members can also have private discussions with employers. Each staff member has a computer that allows access to UNO Career Connect, the Internet, a shared Drive, and other software applications.

ACDC's resource library is located in the student waiting area. However, it is not very accessible to students. The library contains materials on resume writing, interviewing, and job searching. The student waiting area also houses four computers. Student can access UNO Career Connect and the Internet. ACDC also plans to expand its career library, make it more accessible, and move to an on-line resource library.

ACDC uses private offices and the conference room for on-campus interviews hosted by employers. This space allows students and alumni to engage in private on-campus interviews with employers. Each interview room has a table or desk, at least two chairs, and wireless Internet access. If ACDC does not have interview space available, the Milo Bail Student Center (MBSC) is used for interviews. With the addition of a Career Development Coordinator in the College of Business, more business interviews are being conducted on south campus in Mammel Hall. ACDC has also experienced an increased number of phone calls from firms wanting to recruit engineering students. Previously, engineering firms would contact the executive assistant of the

Peter Kiewit Institute to coordinate on-campus interviews. However, she has asked ACDC to assist with this process.

ACDC does not have a lounge for employers. We encourage employers to use the cafeteria in MBSC. We provide water and coffee to employers. However, ACDC does have a conference room. The room is equipped with a technology cart.

Accommodations for students with disabilities are provided by ACDC in conjunction with the Office of Disability Services. There is ramp accessibility to the building. While we do not have a TTY phone access or resources in format alternative to print such as Braille, we can work with the office of Disability Services to provide access to these types of assistive technologies.

ACDC maintains business hours of 8:00am to 5:00pm, Monday – Friday. The staff offered evening hours in fall 2012, however; only a few students used the evening hours, so they were discontinued in the beginning of spring 2013. ACDC will accommodate evening and weekend requests from student organizations, faculty, staff, and employers.

Parking on-campus is difficult, and at times inconvenient for employers. ACDC makes arrangements to accommodate visitor parking for: on-campus interviews, special events, employer information sessions, panel presentations, and Career Fairs. Employers are allowed to park in student and staff lots. They can park in the metered lots, if they pay. ACDC met with parking earlier in the semester to clarify parking arrangements. We've tried to schedule events at locations on campus with more convenient parking.

CHALLENGES

1. ACDC does not have enough space to accommodate on-campus interviews. ACDC works to find additional space on-campus, but employers and students do not have a consistent place to host on-campus interviews. In fall 2013, the Career Center at the College of Business Administration coordinated most business on-campus interviews at Mammel Hall.

2. ACDC does not have adequate space to store its donations for the Career Closet. ACDC collects gently used professional clothes for UNO students. Students can "shop" at the Career Closet before the fall and spring Career Fairs.

3. It is also a challenge for employers to find parking on-campus. At times, employers are upset that we cannot reserve a spot for them. The number one complaint we receive repeatedly from employers is the lack of parking available for events.

RECOMMENDATIONS

1. The new space in Eppley has office space for all of ACDC's employees. ACDC did lose one office space to accommodate the request of another member of the Student Affairs staff. ACDC is doing a slight remodel of the Eppley space. However, the new office space, even with the remodel, does not allow for permanent on-campus interviewing space. ACDC made a request to use the FYE suite in Kayser Hall for on-campus interviews and its Career Closet items. ACDC is waiting to hear back on this request. It would be ideal if ACDC had 3-4 interview rooms and 1-2 spots reserved for employer parking.

NACE STANDARD

Career services staff must be well-informed about the array of career-based technological applications that are in current use.

Based upon program design, mission, budget, and staffing considerations, career services offices must implement appropriate technological applications for career programs and ensure that appropriate technology is used to deliver services.

Career services offices must ensure that adequate hardware, software, and staff are available to support existing technological applications.

In light of the rapidity of change associated with technology, career services offices must develop plans for the replacement/updating of existing hardware and software as well as plan for the integration of new technically based or supported career programs.

Technological applications to career services, including web sites, should be consistent with and integrated within the college or university technology infrastructure.

Specific technological applications for career services that must be considered include:

- **career services web sites that provide updated information regarding mission, location, staffing, programs, and services available to students and other designated clients, as well as contact information. The web site should be integrated within the college/university technological infrastructure and include links to appropriate sites both within and external to the institution.**

- **computer-based assessment and computer-assisted career guidance systems that support the mission of career services.**

- **computer-based and/or online recruiting and employment systems that support the career services mission for part-time employment, cooperative education, internship, and professional employment. These systems include online opportunity listings and student resume data bases.**

Career services offices must make informed choices regarding the use of available technological applications to career programs, including systems developed internally by the college/university, systems available through professional associations, or private vendor-based systems.

Career services offices must make informed decisions based upon the office's mission, budget, and staffing regarding the use of additional technologically based applications to career services. Such applications include student registration systems; student contact, record, and tracking systems; career portfolios; graduating student surveys; career fair management systems; resume writing software; office intranet sites; e-mail-based career advising/counseling; and video-based technology.

Computer access and/or work stations must be available to staff, students, and other designated clients in support of technological applications for career services.

Adequate staff support must be available to maintain and update the use of any

technological applications for career services.

Technological applications for career services must ensure student confidentiality and be consistent with legal and ethical standards. Data security and privacy of student records must adhere to the institutional privacy policy.

Adequate funds should be available to support the hardware and software associated with the use of any technological applications for career services.

ACADEMIC & CAREER DEVELOPMENT CENTER

ACDC staff members are knowledgeable about the career-based technological applications available for use. Staff members attend webinars and conferences to learn about the latest technology. Additionally, staff members research ways to best use technology in the delivery of career services. The director will meet with vendors to learn more about their products. ACDC also works with the IT department to meet its technology needs. For example, ACDC worked with the IT department to review its current inventory of technology and replace items if needed.

At this time, students cannot make appointments electronically, but they will have this capability in spring 2014. Advisors will provide resume feedback via email, however; we ask that students see an advisor in person before engaging in electronic advising.

Currently, ACDC maintains a website, an on-line job board, an assessment tool, and a resume builder. ACDC also promotes the use of Career Coach, a platform sponsored by Avenue Scholars, Metro Community College, and UNO.

Website: As noted earlier, ACDC revised its website in 2012. Staff members reviewed the website content and decided to simplify the information on the website. The previous website contained several outdated links and an overwhelming amount of information. The current homepage lists the hours of operations, upcoming events, logos of employer partners, an internship widget with a list of interns, contact information, and a link to UNO Career Connect. The website is divided into tabs for students/alumni, employers, faculty/staff, parents, and events. Under the student tab, students can find the following information: the Career Resource guide, a four year plan, and a link to the MyPlan assessment.

UNO Career Connect: UNO's on-line job board, UNO Career Connect, is managed by ACDC. ACDC worked with the IT department to import student data from UNO's active directory. Students can use their NetID and NetID password to login. The student data is updated daily. ACDC staff members are responsible for assisting students, alumni, employers, faculty, and

staff with any technical questions. If a staff member cannot find the solution, the vendor has a helpline and issue submission system. The vendor is quick to respond to technical inquiries. In addition to helping constituents with using the system, staff members are responsible for reviewing employer registrations and job postings. UNO Career Connect is used to manage events for ACDC, store data, such as student advising notes, and conduct surveys. Students can also use the resume builder within Career Connect. ACDC is also looking to add a mock interview module and integrating the MBTI and Strong Inventory. In spring 2014, students can make an appointment on-line via Career Connect.

Online Assessments: As of January 2013, students can take the MyPlan.com assessment on-line. The MyPlan assessment is a tool that allows students to take an assessment related to their personality, skills, interests, and values. The assessment is free for students. After students take the assessment, staff members can review the results on-line. ACDC is working with the Testing Center to offer the MBTI and Strong Inventory on-line. These inventories were previously administered with pencil and paper. Students are charged a fee to take these assessments. In the past, the Counseling Center has reviewed the results with students. Starting fall 2013, ACDC staff members have the adequate training to review results with students.

Computer Access: ACDC has four computers for student use in its office. Students can also print from these computers.

Funds and Staffing: ACDC uses funds from its revolving (self-generated revenue) account to purchase new technology and update its current technology. These funds are also used to pay for the on-line job board. ACDC has also received funds this year from the Student Affairs technology fund. At this time, ACDC does not have a full-time staff member dedicated to technology. These responsibilities are shared by the professional staff members.

CHALLENGES

1. First, ACDC has limited funding for additional resources like *Candid Careers* and other software because dollars from its revenue generating accounts are being used to fund staffing positions. *See* https://www.candidcareer.com/

2. Second, according to Dey and Real (2009) the delivery of career services on college campuses are moving to a more virtual model. At this time, ACDC does not have the staffing to explore this option. *See link to Dey and Real's article:*

   http://www.myacpa.org/comm/careerdev/documents/Casella%20Adaptation%20Presentation.pdf

3. Third, the website needs to be updated in a timely fashion. Currently, this is a challenge because ACDC has to rely on external staff members to make these changes. However, this challenge will be resolved when UNO implements a content management tool.

RECOMMENDATIONS

1. In addition to exploring the funding model for ACDC's technology budget, ACDC needs to create a plan for moving its website to a virtual career center. As a metropolitan University with a diverse student base, students need to access ACDC resources beyond the hours of 8am-5pm.

2. ACDC should consider purchasing the Candid Careers software package. This software will enable students to learn about different career opportunities. Candid Careers interviews employees about their education and job experience.

3. The management of UNO Career Connect takes a considerable amount of time away from the advisors. The new Administrative Assistant is being trained on how to manage and monitor UNO Career Connect.

4. ACDC should consider the idea of checking out laptops for daily student use.

NACE STANDARD

As an integral function within the institution, career services must develop and maintain productive relationships with relevant campus offices and key stakeholders at the institution and externally.

In order to achieve this, career services should:

- develop institutional support for career development and employment services for students and other designated clients.

- involve the academic administration and faculty in career planning and employment programs.

- raise issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.

In addition, career services should:

- participate in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs.

- exchange information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development.

- arrange appropriate programs that use alumni experience and expertise.

- establish cooperative relationships with other offices and services to support mutual referrals, exchange of information, sharing of resources, and other program functions.

- provide information and reports to the academic administration, faculty, and key offices of the institution regarding career services for students, employers, and alumni.

- provide feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning.

- encourage dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates

- create and effectively utilize advisory groups that may include employers, alumni, and students.

- provide parents with information and relevant data on career education programs and services and key results related to employment and graduate study outcomes for recent graduates.

- serve as an institutional resource for the media and provide key information and data related to career development, labor market trends, and employment outcomes as appropriate.

- encourage staff participation in professional associations and community activities related to career and employment issues; (e.g. chambers of commerce, work force development functions, employer open houses, workshops, federally mandated one-stop centers, school-to-work efforts).

- participate in professional staff development activities.

ACADEMIC & CAREER DEVELOPMENT CENTER

Over the past year, ACDC has improved campus and external relationships. The Director of ACDC met with key campus partners, such as the Dean and Associate Dean of the College of Business Administration, the Associate Dean of the College of Information Science & Technology, Dean of Arts & Sciences, and the President of the Alumni Association. Since February 2013, the staff members of ACDC have met with academic advisors from all of the academic colleges. While the primary focus of these meetings was academic advising, this allowed ACDC staff members to make connections and learn more about the academic program at UNO. In 2012-2013, ACDC worked with the UNO campus on the following:

- presented at Academic Advising Council to demonstrate its new services for the campus.

- held meetings with faculty members on its new services for the campus.

- worked with TLC and Joy Chao's Business & Communications class to develop an employer mock interview clinic for its students. ACDC will be working with both groups next year on the same project.

- assisted the Math Science Learning Center with its STEM education grant.

- worked with Russ Smith and the office of Institutional Effectiveness to review graduate exit survey.

- connected employers to faculty members.

- maintained list of internship coordinators.

- emailed job postings to faculty, staff, and students on a weekly basis.

- invited Deans to Employer Thank You Reception.

- Participated in campus committees such as, RAN, Welcome Week, Majors Fair, and Leadership Team.

- worked with Counseling Center on successful transition of University Division.

- collaborated with Career Center at CBA on spring Career Fairs and Career Fair Prep Week.

- participated in professional organizations such as NACE, NACADA, NCDA, and NCCSA.

- communicated with the campus about upcoming changes through faculty and staff information forums.

- changed services provided. Prior to 2012, ACDC would not meet with students regarding job or internship searches or mock interviews for pre-professional school. In the past, ACDC staff members had expressed that they would/could not work with Alumni Association.

ACDC is also working on developing new programs for 2013-2014, such as a Career Advising Council. This Council would consist of staff, faculty, employers, and students. ACDC is also exploring the option of developing a professional development certificate for students. The professional development certificate would encourage students to attend ACDC events. The program would require students to attend workshops on resume writing, interviewing, networking, job searching, leadership, communication, and etiquette in the workplace. Upon completing the program, student would receive a certificate. Ideally, this certificate would be listed on the student's transcript or resume.

CHALLENGES

1. The primary challenge of ACDC with relation to campus and external relations is the limited number of staff members. With the current level of staffing, it is difficult for ACDC to be proactive in assisting the campus with the development of career services. Instead ACDC often reacts to the needs of the campus.

RECOMMENDATIONS

1. In order to best serve the campus, ACDC should create a communication plan to help the campus understand its services. Each professional ACDC staff member is a liaison to a specific college. ACDC should continue to develop relationships with the liaison advisor. While ACDC promoted this new structure at the faculty and staff information forums, ACDC should continue to promote the liaison structure to the colleges.

NACE STANDARD

Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services office must develop policies and practices to ensure the highest quality employer relations and services.

Within the context of these principles, career services must:

- **develop strategic objectives for employer relations/services and job development that yield maximum opportunities for the institution's students and other designated clients.**

- **develop, maintain, and enhance relationships with employers who may provide career development and employment opportunities for students and other designated clients.**

- **enhance customer service and foster continuous improvement by using feedback from employers on key performance indicators and measures of services.**

- **inform, educate, and consult with employers on the nature of services provided and student candidates' availability.**

- **actively involve employers in on-campus programs that meet career and employment needs of students and other designated clients.**

- **promote employer adherence to professional and ethical standards that serve as conduct models for students and other designated clients.**

- **provide employer feedback to faculty, administrators, and students on the students' preparation for jobs, the curricula, and the hiring process.**

In addition, career services should:
- develop and implement marketing strategies to cultivate employment opportunities for students.

- maximize opportunities for employers to consider candidates for employment.

- maximize students' exposure to employers while respecting appropriate academic and co-curricular standards.

- encourage dialogue among employers, faculty, and administrators concerning career and employment issues.

- facilitate employer involvement and communication with faculty, students, and administrators.

- use employers' experiences and expertise in support of institutional activities.

Career services must not give preferential treatment to specific employers. Employers must be treated uniformly and consistently.

Career services staff should understand the variety and diversity of needs and employment practices among small businesses, large corporations, government agencies, and nonprofit organizations. Career services should define the various types of employers it will serve and articulate policies that guide its working relationships with these employers.

Career services must offer a variety of services to employers that ultimately reflect the match between student interests and employer needs.

These should include, but not be limited to site visits; campus recruiting; resume referrals; pre-recruiting information sessions with students; meetings with faculty members; student access to timely employer information; posting and publishing of job and internship openings; career/job fairs; providing information on academic departments and students within legal and policy guidelines; assistance in identifying and recruiting student populations; experiential learning options that may include shadowing experiences, intern/externships, and/or cooperative education; long-distance electronic interviewing options; salary information; advertising and promotional vehicles; career center advisory board memberships; and individual employer recruiting and college relations consultations.

Career services should:

- provide information to employers on the institution's operations, enrollment, curricula, interviewing logistics, e.g., policies, procedures, transportation, lodging, and so forth.

- encourage employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships.

- provide information and services to assist recruiters to effectively communicate their opportunities to specific and targeted student populations.

- encourage employers to list job vacancies on a continuing basis and provide timely information to career services staff on their job offers, salaries, and hires.

- encourage employer support of the institution, which may include scholarships and related forms of financial support, in collaboration with campus development office efforts.

- develop policies for working with third-party recruiting organizations, which may include requiring recruiters to disclose the identities of organizations they represent and agreeing to abide by the ethical guidelines documented in the NACE Principles for Professional Practice.

ACADEMIC & CAREER DEVELOPMENT CENTER

ACDC values the partnerships it has developed with local employers. As Nebraska's metropolitan University, it is important that ACDC/UNO continues to manage existing relationships and develop new relationships that will benefit students and alumni. UNO is in the recruiting region that includes, University Nebraska-Lincoln, Creighton, and Iowa State University.

Employers can take advantage of a number of recruiting events at UNO. ACDC published its first Employer Guidebook in May 2013. **See Appendix H.** This guidebook is available on ACDC's website, www.unomaha.edu/acdc. The Employer Guidebook was created to clearly articulate UNO's recruiting options. The guidebook also contains information about UNO and its academic programs. It provides information on setting up information tables and sessions, hosting on-campus interviews, Career Fairs, and UNO's on-line job board, UNO Career Connect.

The Employer Guidebook also outlines ACDC's employer policies. First, third party recruiters are required to disclose the name of the organization they represent. Third party recruiters may have limited access to UNO's recruiting options. Second, ACDC adheres to the definition of internship provided by NACE. Third, ACDC follows the NACE *Principles for Professional Practice,* and asks employers to do the same when recruiting at UNO.

In May 2013, ACDC in collaboration with the Career Center at CBA, hosted an Employer Information Forum. The purpose of the forum was to provide employers with an update regarding changes at UNO. Approximately 80 employers attended the event. Specifically, ACDC talked about its new advising responsibilities and introduced new staff members and the liaison structure. The new Employer Guidebook was discussed, along with the changes to the Employer Guidebook. At the end of the presentation, employers had the opportunity to ask questions.

ACDC encourages all employers to post available positions on UNO Career Connect, UNO's on-line job board. UNO Career Connect is designed to serve as the centralized location for all job postings. The Career Center at the College of Business also uses UNO Career Connect. Employers can post flyers on campus, but they must have them stamped by ACDC before they

can post the flyers. ACDC will stamp 25 copies for employers. ACDC will not post the flyers for the employers because of limited staff time. However, ACDC does provide employers with a map indicating where flyers can be posted.

The Director will meet with employers upon request to discuss employment opportunities and recruiting strategies. Since February 2012, the Director has met with approximately 30 employers to discuss recruiting options. At times, employers will want to connect with UNO faculty or promote certain job opportunities to students via email. ACDC will facilitate employer requests to meet with faculty members. In an effort to minimize the number of emails sent to students, ACDC will send an email on the 1st and 15th of the month to student and/or faculty regarding relevant job opportunities.

ACDC invites employers to actively participate in campus events, such as mock interviews and career workshops. Several employers have assisted with the Thompson Learning Community mock interviews. Employers such as, Boys Town, Verizon, and Sogeti, have assisted with "How to Work a Career Fair" workshop. ACDC also invited employers to participate in the Reverse Career Fair. This is an opportunity for UNO student groups to promote their organizations while employers walk around and meet with the groups.

The Employer Partnership Program is a way for employers to support the career development services offered at UNO. During 2012-2013, 18 employers participated in the Employer Partnership Program. In 2013-2014, 20 employers participated in the program. The 2013-2014 program also includes a category for non-profits, known as Community Partners. A Community Partner receives the same benefits as an Employer Partner, but at a reduced cost. **See Appendix P for a historical list of Employer Partners.**

CHALLENGES

1. ACDC does not have a professional staff member dedicated to employer relations or employer services. **See Section X.** In October of 2012, ACDC eliminated the clerical position designated to event coordination in order to add another advising staff member. The Director has assumed most of the responsibilities related to coordinating events such as jobs fairs and coordinating on-campus interviews. The Assistant Director of Career Advising and the Administrative Assistant assist with the coordination of the events.

2. The addition of the Career Center at the College of Business has created an additional challenge. Many employers think the two offices are connected. While ACDC does collaborate with the Career Center at CBA, they operate in different areas of the University. At times employers will contact ACDC if they can't get ahold of someone at the Career Center at CBA. While the offices do their best to share information, it does not always happen.

3. UNO is located in a metropolitan area with a variety of employment opportunities. ACDC is contacted by employers for a variety of requests ranging from part-time opportunities to experienced professional positions. The staff members do not have adequate time to respond, manage, and promote all of the opportunities. This includes connecting employers to faculty members.

4. ACDC does not gather information from employers regarding average salary or placement records. During summer 2013, ACDC did send out a survey to employers regarding the number of UNO students hired for internships. **See Appendix Q.**

5. Currently, employer feedback is obtained through conversation with employers and survey. There is no formal mechanism to solicit employer feedback.

RECOMMENDATIONS

1. At least one staff member should be hired to manage and develop employer relations. Ideally, this person could work with both ACDC and the Career Center at CBA to act as a "bridge" for employers for both offices. This would ensure that employers don't have to remember who to contact, but instead would have one point of contact. This would serve to support a coordinated and intentional campus strategy.

2. In an effort to connect employers with faculty members at UNO, it is suggested that ACDC hosts faculty lunches or "Lunch and Learn" sessions. This would be a great opportunity for employers to share about their hiring needs. It would also provide departments that are not heavily recruited to talk about their majors and the skills students are learning in the classroom.

3. Finally, ACDC should invite a group of employers to participate in an advisory capacity. Employers can provide regular feedback on topics, such as what they are looking for in recent graduates or how UNO can best serve them with their recruiting needs.

NACE STANDARD

Career services professional staff members must be knowledgeable about accepted and current professional practices and must be responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments.

Career services must ensure that records are maintained following prevailing legal guidelines.

Career services staff members must use appropriate policies and practices to protect students and limit the liability exposure of the institution, its officers, employees, and agents. In this regard, the institution must provide access to legal advice for professional staff as needed to carry out assigned responsibilities.

The particular areas of the law that career services must be aware of and seek advice about from legal counsel include, but are not limited to:

- **Family Education Rights and Privacy Act, regarding disclosure of student information contained in education records;**

- **privacy of data maintained in electronic form by career center or by another entity acting at its request;**

- **defamation law regarding references and recommendations on the behalf of students;**

- **equal employment opportunity laws regarding employment referral practices of the career services office and others employed by the institution that refer students for employment;**

- **affirmative action regulations and law, regarding special programs for special student populations;**

- **liability issues pertaining to experiential learning programs;**

- **work authorization practices in countries other than where the student holds citizenship;**

- **institutional policy regarding safety standards and practices for students traveling to work or participating in university-sponsored experiential activities;**

- **laws regarding contracts governing service provided by outside vendors;**

- **laws regarding grant applications;**

- **laws regarding eligibility to work in the United States; and**

- **any other state or federal employment or student-related statute.**

The institution must inform career services staff in a systematic and timely fashion about extraordinary or changing legal obligations and potential liabilities.

The Academic & Career Development Center staff is familiar with the professional standards and current practices of career services as set forth by NACE. **See Appendix R.** These policies and procedures are not currently located on ACDC's website.

All ACDC staff members adhere to the University policies and procedures including all Human Resources regulations, affirmative action and equal employment opportune laws, all risk management and safety standards and guidelines, as well as FERPA regulations. ACDC staff is also in compliance with laws governing services provided by outside vendors. Our current vendors are: Symplicity and MyPlan.com. All parties have written policies and ACDC is in compliance.

ACDC plans to distribute the NACE guidelines to faculty and staff in order to comply with defamation laws regarding references and recommendations on the behalf of students.

ACDC ensures that all records, including electronic files and data, are maintained in a manner that adheres to the ethical and legal guidelines outlined by the University. **See Appendix S.** To ensure the privacy and confidentiality of career advising notes, ACDC uses the *Counseling Module* in UNO Career Connect. The *Counseling Module* allows restricted, secure user access to advising notes. UNO Career Connect is in compliance with the privacy regulations of the University managed by Matt Morton, the Chief Information Security Officer. He makes certain that all electronic University documentation is secure.

Work authorizations for international students are handled by the Office of International Studies and Programs. ACDC staff members are familiar with the guidelines regarding CPT, OPT, and F-1 student visas and can provide students with some direction. However, ACDC refers students needing work authorization to visit with an attorney or the Office of International Studies and Programs.

Finally, all ACDC employees have access to the University's legal counsel for guidance on any concerns related to civil and criminal laws, institutional policies, contractual commitments,

state and federal employment laws, or any other relevant student-related statute. For example,

ACDC consulted with University counsel before purchasing UNO Career Connect.

CHALLENGES

1. The law can change so quickly that it can be difficult to stay up-to-date on changes made. Further, during peak advising times, it can be difficult to stay current on readings and articles published by NACE or other career services related organizations.

RECOMMENDATIONS

1. ACDC staff members should continue their professional development and reading of journals related to the field of career development to stay current on the laws. Additionally, the Director should regularly update the staff on any changes made in the laws

NACE STANDARD

Career services must ensure that services and programs are provided on a fair and equitable basis.

Career services must adhere to the spirit and intent of equal opportunity laws in all activities.

Career services' operating policies and procedures must not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Career services' programs and facilities must be accessible to all students.

Career services' hours of operation, customer service systems, and on-line operations should respond to the needs of all students.

Career services must seek to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.

Career services staff must provide advocacy by bringing the career related needs of all students to the attention of the institution's administration.

Career services should ensure that employers using services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.

Career services staff should educate faculty members about legal and ethical issues relating to student referrals and recommendations.

Career services must nurture environments where commonalities and

differences among people are recognized.

Career services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Career services should work in conjunction with the institution's special services and related organizations to enhance student and employer awareness and appreciation of cultural and ethnic differences.

Career services must provide educational programs that help students from diverse backgrounds and individuals with special needs to identify and address their unique needs related to career development and employment.

Career services should initiate partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.

Consistent with its goals and mission, career services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services on campus.

Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to appropriate services in their geographic region.

ACADEMIC & CAREER DEVELOPMENT CENTER

ACDC serves all UNO students. The staff does not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status. Events are accessible to all students and vary times and locations to accommodate different schedules. ACDC publicizes its events and activities to all organizations on campus. All of ACDC's promotional materials contain either the long or short version of the University's diversity statement. **See Appendix T.** ACDC also consults with the Office of Disability Services as needed.

Currently, ACDC does not capture demographic information about the students that use its services. Students are not required to enter demographic data into the Career Connect profiles, so there is not an easy way to track and collect this data. ACDC could work with Information Services to export its student data and compare it to the demographic data stored in *PeopleSoft*.

As mentioned above, ACDC needs to provide faculty and staff with information on recommendations, referrals, and issues related to hiring. ACDC should educate faculty on these issues by providing all faculty members with a guide created by NACE entitled *A Faculty Guide to Ethical and Legal Standards in Student Hiring*. **See Appendix U.**

Expectations of employers regarding adherence to equal opportunity practices are clearly stated in the Employer Guidebook. **See Appendix H and the language provided below.**

> In order to provide fair and equitable services to students, alumni, and employers, the Academic & Career Development Center (ACDC) adheres to the Principles of Professional Practice outlined by the National Association of Colleges and Employers (NACE), last revised January 2012 (http://www.naceweb.org/principles/); the laws and regulations established by the Department of Labor; guidelines provided by the Equal Employment Opportunity Commission (EEOC); and the laws established by the Federal and Nebraska governments. **We ask all employers who use our office to do the same. (Emphasis added).**

As indicated in the **Section IX,** ACDC works together with other departments to serve students from diverse backgrounds and collaborates with various student groups. For example, ACDC collaborated with UNO's Military and Veteran University Services Office (MAV USO) to

create programming for its students. In 2013-2014, ACDC hosted a speed networking event entitled *Celebrate Diversity.*

SECTION XII: EQUAL OPPORTUNITY, ACCESS, AND DIVERSITY

CHALLENGES

1. Although greater diversity with regard to race, ethnicity, and gender exists among ACDC staff members than in previous years, there is still work to be done to diversify ACDC's staff. When ACDC conducted its searches for the Academic & Career Advisor positions and peer advisors, ACDC recruited a diverse pool of talent and is committed to developing a diverse staff.

2. Due to limited staff time, ACDC has not focused its efforts on coordinating with certain groups on campus, such as the LGBTQI community or students with disabilities.

3. ACDC does not have a bilingual staff member that can provide support to our Latino and Latina students.

SECTION XII: EQUAL OPPORTUNITY, ACCESS, AND DIVERSITY

RECOMMENDATIONS

1. ACDC should continue to work with Human Resources to ensure that it receives a diverse pool of applicants when making new hires.

2. ACDC should also develop specific website materials that focus on specific groups. Additionally, ACDC should continue to engage in professional development workshops that focus on working with specific populations of students.

3. ACDC should hire a bilingual staff member that can provide support to our Latino and Latina students.

NACE STANDARD

All persons involved in the delivery of career services to students must adhere to the highest standards of ethical behavior as set forth in the "Career Services Professionals" section of the National Association of Colleges and Employers' *Principles for Professional Practice* as well as additional professional standards and/or codes that may apply.

In addition to adherence to these standards, leaders/managers should proactively provide guidance and education to these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.

Guidance on ethical rights and responsibilities should also be provided to students and other designated clients.

All career services staff members must be aware of and comply with the provisions contained the institution's human subject research policy and other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

When handling institutional funds and funds generated through ACDC activities, all career services staff must ensure that such funds are managed in accordance with established and responsible accounting procedures and **the fiscal policies or processes of the institution.**

Career services staff must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Career services staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Career services staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Career services staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice.

Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies.

ACADEMIC & CAREER DEVELOPMENT CENTER

Professional Standards and Use of Best Practices

As members of the National Association of Colleges and Employers (NACE), ACDC staff members adhere to the NACE Principles of Professional Conduct. **See Appendix R.** As academic advisors, ACDC staff members also follow the guidelines set forth by the National Association of Academic Advising. **See Appendix V.** Additionally, staff members follow federal confidentiality guidelines as outlined in the Family Education Rights and Privacy Act (FERPA). **See** http://www2.ed.gov/policy/gen/guid/fpco/index.html**.**

The ACDC leadership team meets once a week to discuss topics related to advising policies and procedures. The leadership team provides guidance and education on ethical standards to all persons in ACDC. Each member of the ACDC staff is expected to adhere to NACE Principles for Professional Conduct. When ACDC develops new polices, the NACE Principles are consulted, referenced and used as a guideline. Additionally, UNO's Office of Institutional Effectiveness has identified a list of UNO's peer institutions. ACDC consults policies established at other peer institutions for best practices and benchmarking purposes. **See Appendix W.** ACDC also consults with members of the Nebraska College and Career Services Association, Kansas State University, and Northern Arizona University. ACDC also remains up to date on policies by attending professional conferences.

Policies Regarding Job Postings and Referrals

Policies that have been developed to assist ACDC in carrying out its work in both an ethical and professional manner include:

- Third Party Recruiters – Guidelines for Posting: Third party recruiters are able to post positions on UNO Career Connect, but they must disclose that they are recruiting for another company and provide the name of the company to ACDC. The company's name does not have to be in the posting, but ACDC must be informed of the company's name.

- Multi-level Marketing: ACDC will not post opportunities on UNO Career Connect that require students to make an initial financial obligation or commitment in order to be affiliated with the company.

- Informal jobs: ACDC does not knowingly endorse or post jobs that are located in a private residence. ACDC attempts to ensure that employers offer workers' compensation insurance and can provide a current business license.

- Professional and Ethical Expectations of Students and Employers: As mentioned earlier, ACDC adheres to NACE's Principles of Professional Conduct. These guidelines are: 1) students can openly, freely and objectively select employment opportunities, making these choices based on their assessment of the best use of their abilities, their personal goals, and other pertinent facts; 2) a recruitment process is fair and equitable to students and employers alike; 3) support for informed and responsible decision making by students is provided in an ethical and professional manner.

Use of ACDC Funds

The Director of ACDC is responsible for managing ACDC's funds. The Director attends trainings offered by the UNO Accounting Department and follows the guidelines outlined by the UNO Accounting Department and the Nebraska Board of Regents. Additionally, the Director consults with the Assistant to the Associate Vice Chancellor for Academic & Student Affairs for Budget regarding any funding or accounting questions.

RECOMMENDATIONS

1. ACDC does not have challenges related to this area, but it is missing some information on its website. ACDC should ensure that all of its web and print materials are up-to-date with regard to student and employer expectations during the recruiting process. Currently, this is not readily available on the ACDC website.

SECTION XIV: PROGRAM EVALUATION, ASSESSMENT, RESEARCH

NACE STANDARD

Systematic and regular quantitative and qualitative program evaluations must be conducted in support of career services' mission, goals, and student learning and development outcomes. Although methods of assessment vary, a sufficient range of measures must be employed to maintain objectivity and comprehensiveness. Data collected must include responses from students, employers, and other affected constituencies.

Career services must evaluate periodically how well it complements and enhances the institution's stated mission and educational effectiveness.

Core program evaluation should include:

- annual review of goal completion.

- quantitative evaluation via user data for programs and services.

- career services-wide qualitative student satisfaction and feedback surveys.

- program-specific qualitative assessment via student satisfaction and feedback surveys.

- student needs-based surveys.

Additional assessment and research should include:

- graduating student (first destination) and alumni surveys.

- benchmarking-comparative surveys.

- empirically based outcome research.

Career services must conduct regular evaluations to improve programs and services, to adjust to changing client

needs, and respond to environmental threats and opportunities.

Evaluations should include:

- review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document;

- regular feedback from participants on events, programs, and services;

- systematic needs assessment to guide program development;

- first destination surveys at or following graduation;

- employer and student feedback regarding experiential learning programs;

- alumni follow-up surveys administered at specific times following graduation; and

- reports and satisfaction surveys from students and other constituencies interacting with career services, including employers and faculty.

Evaluation results must be used in revising and improving programs and services, and in recognizing staff performance.

In order for institutions to employ comparable methods for evaluation, professional association resources such as NACE benchmarking surveys, and peer institutional resources should be consulted. Career services offices should collaborate with institutional research units, state agencies, accrediting bodies, academic graduate programs, and other evaluative groups that generate and assess evaluation information.

Career services should promote institutional efforts to conduct relevant research on career development, institutional issues such as academic success and retention, student learning outcomes, employment trends, and career interests of students.

Career services should prepare and disseminate annual reports as well as special program evaluation reports addressing career services philosophy; mission, goals, and objectives; programs and services, activities/outcomes; and graduate follow-up information.

Career services should gather, participate in and/or conduct relevant research on career development; academic success; institutional issues such as admissions and retention; student learning outcomes; employment trends; and career interests.

ACADEMIC & CAREER DEVELOPMENT CENTER

Program Evaluation

ACDC staff members conduct post-event evaluations of most programs and services. Classroom outreach presentations and employer on-campus interviews have not been evaluated. Evaluations are sent to students, alumni, and employers. Post-event evaluations have not been sent to UNO faculty or staff. ACDC has used the following measures to evaluate its programs and services: tracking student and alumni usage and satisfaction surveys. Surveys are administered for the following programs and services: Career Fairs, career advising appointments, and career related workshops. Results from these evaluations are used to determine the efficacy of ACDC efforts, how events can be improved, as well as what impact they had on students, alumni, and employers. ACDC staff members make changes to programs based on the feedback received. For example, we track attendance numbers to gauge which events to retain, reduce, or expand. The spring 2013 STEM and HSLA Career Fairs hosted at the Scott Conference Center were not highly attended by students. As a result, the spring 2014 career fair will be hosted at the Milo Bail Student Center.

In addition to evaluating programs and services, students receive an email survey after their advising appointment. The response rate to this survey has been extremely limited. In order to increase student response to the post-advising survey, students will be asked to fill out a survey directly after the advising appointment.

Assessment

Assessment of student learning as a result of using ACDC's services has been limited. During the summer of 2013, ACDC staff members conducted an assessment that involved reviewing student resumes that had been uploaded onto UNO Career Connect. The resumes were divided into two categories: students who used an ACDC career advising service and students who had not. Three individuals were given a rubric and asked to rate the quality of each resume. The reviewers were not told about the two categories of resumes. The resumes of

students who had used an ACDC career advising service were, on average, given a higher quality rating by the evaluators than the resumes of students who had not used a service. While this assessment activity does not establish a causal relationship between using ACDC services and increased resume quality, it does provide some evidence of a correlation between using ACDC services and increased resume quality.

One of the primary goals of the Division of Student Affairs is to create a culture of assessment. As a result of this stated goal, ACDC has created an assessment plan for 2013-2014 that will assess ACDC's work in the areas of community engagement and student development. Specifically, ACDC plans to assess student learning related to interviewing techniques. **See Appendix K.** ACDC is committed to moving away from assessment of "satisfaction" to assessment of learning.

Post-Graduation Surveys

ACDC consulted with the Office of Institutional Effectiveness (OIE) regarding the collection of post-graduate information. The OIE administered a survey to May 2013 graduates that included questions regarding post-graduate plans. This exit survey had a response rate of over 95%. As a result of the survey questions, UNO was able to gather preliminary information about career plans following graduation. **See Appendix I.**

Research

Several ACDC staff members are active members of the Retention Analysis and Action Network (RAAN). The goal of this committee is to help identify best practices related to retention efforts. The addition of ACDC's new academic advising responsibilities was part of the plan created by RAAN.

SECTION XIV: PROGRAM EVALUATION, ASSESSMENT, RESEARCH

CHALLENGES

1. Currently, ACDC staff members are not allocated specific FTE time for research. Even if a staff member wanted to conduct research on a career development topic, it would be difficult to find the time to complete the project.

2. There is no centralized agreement for collecting post-graduate information. While the exit survey conducted by the Office of Institutional Effectiveness is helpful, it does not capture the full picture of post-graduation statistics. Most recent college graduates do not secure a full-time position until 6 months after graduation. Currently, UNO does not do any follow-up on recent graduates. While this information might be collected in pockets, this information is not shared with other departments.

SECTION XIV: PROGRAM EVALUATION, ASSESSMENT, RESEARCH

RECOMMENDATIONS

1. ACDC should continue to work and develop an assessment plan with a focus on student learning. Student learning outcomes should be connected to all programs and services.

2. Staff members should be allowed to request FTE time for research related to career development.

3. UNO should develop a Memorandum of Understanding (MOU) regarding the collection of post-graduate information. It should be the goal of the University to collect data from all of its recent graduates. This information is helpful for recruitment purposes. It is also helpful for students to see what UNO graduates are doing.