Pilot Proposal

For

Enhancement of Career Services

Within the

College of Business

By

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In Collaboration with

Dr. Bill Murphy, Dean, College of Business

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Pilot Proposal for Enhancement of Career Services within the College of Business

Background:

Over the years, Winona State University (WSU) Career Services (CS) has enjoyed a positive working relationship with the WSU College of Business (COB); however, Dr. Bill Murphy, Dean, COB, and I agree that much more can be done to enhance services and work collaboratively with the COB faculty. This would include more intentional ways to work together for common goals, potentially developing a plan for centralizing the internship criteria and management for the COB, and effective approaches to job development with current and potential employers of COB candidates. This would contribute to positioning WSU and the COB to achieve the Association to Advance Collegiate Schools of Business (AASCB) accreditation. Other outcomes may include enhanced retention in the COB, earlier selection of majors by COB students, more meaningful internships and related experiences for COB students, and COB students becoming more competitive candidates for the world of work or graduate school upon graduation.

After meeting with Dr. Murphy and receiving his encouragement, the next step was to gather information from literature and other resources which included professional associations and colleagues to develop a pilot proposal.

Findings:

What quickly became apparent to me while seeking out data on this topic was that there was not a consensus on how to best provide career services to the COB. While many
colleagues responded that my questions sparked their interest and they agreed that enhancing partnerships with the COB sounded like a great idea, most did not have a similar plan in place. I surveyed several colleagues in Minnesota and then expanded my research to a nationwide request of CS professionals through the National Association of Colleges and Employers listserv which has over 700 collegiate subscribers. I heard back from several who currently are working in an environment that has at least one or more of the puzzle pieces in place but after telephone interviews with each of them, none had everything I was hoping to find.

A literature review provided additional insight into this question. Although there was not a lot written on the subject, there didn’t appear to be a standard method of accomplishing these goals, but rather a variety of ways to approach them. Therefore, in the end, the resulting proposal I hope to put forward will be a combination of what I believe has merit and what would work effectively with the WSU structure and culture.

I think the basic premise for more direct service by CS to the COB parallels a recent report published by the AACSB International Alliance for Management Education Task Force: Business and Business Schools: A Partnership for the Future (2006). This report indicated that the more business schools understand what potential skills or knowledge employers want their new hires to know and then proceed to adapt their programs accordingly, the more value will be added for both the employer and the graduate. By involving employers in business schools and by involving faculty in business, the lines of communication will be opened and both will benefit. Opportunities for collaboration will be maximized and it is not unusual that corporate
donations will follow. Employers will benefit by hiring candidates who are more fully prepared to quickly adapt to the needs and culture while adding value to their business.

The report identified three hurdles:

1. Many industry leaders feel business schools are disconnected from the real world and its requirements. Conversely, many deans and faculty of business schools believe business leaders misunderstand their teaching and research missions.

2. Criticism of business schools often comes from the academy including Pfeffer & Fong’s (2002, The End of Business Schools? Less Success than meets the Eye. Academy of Management Learning & Education, 1, 78-95) claim that business schools could claim only ‘modest’ results in preparing students and impacting management practice through research.

3. Business leaders often get frustrated with business schools, citing that they are slow to respond to new business challenges and to creating skilled graduates who can meet those challenges.

The report also stated that business leaders want candidates who can apply analytical models they learn while in school to actual business problems and decisions; they want candidates to be able to use good judgment in situations where the outcomes are not predicted. Strong communication and the ability to work in teams were other factors business leaders sought.

Four challenges identified in the report facing businesses and business schools alike are:
1. Targeting and teaching the right things – understanding the essential skill sets of business school grads and identifying and responding to how they will change in the future.

2. Optimizing business school research – being sure business schools focus on the topics most relevant to business and communicating results to business leaders.

3. Keeping up with the pace and challenge of globalization – keeping pace will likely be a large challenge. More and more companies are entering the global market and what they are learning could provide valuable insights into globalizing business education.

4. Increasing the engagement of business in business schools and business schools in business – both business leaders and business schools agree that cross communication is too limited. Advisory boards at schools provide business input to individual schools. Corporate membership in AACSB, on the International Board of Directors, and at conferences provides a chance to discuss issues; however, expanded and more effective ways to exchange ideas and concerns still need to be uncovered.

So, how does this report relate to CS and the COB? Simply stated, it is an awareness of what the business community expectations are and a realization that the lines of communication are not always as open as they could and should be. It seems that CS could endeavor to help with that process which would be a win/win for the students, the COB, and ultimately our employers.
Who are our Students

Students today are known as the millennial generation, often referred to as ‘tethered.’ If they are not on the cell phone, they are typically on their laptop while listening to their IPod. They are described as ‘feeling special.’ They are often more sheltered than their parents’ generation and are more comfortable adopting values from their parents. They are self-confident with a high level of trust. They are saturated with information and choices.

Their parents are known as ‘helicopter’ parents, wanting to hover over their progress, their decisions, and their concerns. More of our youth are pursuing meaning and purpose – self-actualization. I recently had an opportunity to listen to Daniel Pink, author of *Free Agent Nation* and *A Whole New Mind*, give an address to the National Association of Colleges and Employers. He said there are four values students seek when going into the world of work:

- **Autonomy** – desire for a measure of freedom over time, over the tasks they perform, over the techniques they use, and over the team
- **Authenticity** – not having a ‘mask’ at work
- **Mastery** – feedback, and for this generation it is constant
- **Purpose** – can s/he pursue something larger than her/himself

Students are still finding themselves when they get to college. Arthur Chickering’s Psychosocial Theory (Pascarella & Terenzini, 2005) says there are seven vectors around identity
development. The first three are generally identified with first and second year traditional college students:

Developing competence – intellectual, social, physical

Managing emotions – awareness and integration of feelings

Developing autonomy – emotional, instrumental, i.e., self-direction, goals, identifying resources

Typically students in their junior and senior years move through the last four vectors:

Developing mature interpersonal relationships – increasing awareness of and openness to differences in people, ideas, backgrounds, and values

Establishing identity – a sense of ‘self’ based on history, cultural conditions and issues from family and ethnic heritage; an “I” of personality

Developing purpose - increasing intentionality to develop plans that integrate what one is going to be and where one is going

Developing integrity – clarifying and rebalancing personal values and beliefs

I believe this means we need to be able to adapt and change the way we deliver information to our students. We need multiple ways for them to access resources. By partnering more closely with the COB on delivery of services, we can be responsive to COB students’ needs, faculty needs, and employer needs. We can react more quickly and implement new ideas.
Current Winona Model

Right now WSU CS is centralized and does not have a dedicated liaison to the COB whose full time responsibility is to assist those students. With five colleges and only two full time Administrative Service Faculty (ASF), it has not been possible. Currently, 23% of the one-on-one appointments in CS during 2007-2008 were with students from the COB. WSU Students had access to 348 employers (exclusive of duplication) on campus and through Job Fair during 2007 – 2008 which compares to 350 for the previous year. Over 4100 students attended CS presentations during the 2007-2008 year. CS modifies presentations based upon faculty needs, but there is not a COB class dedicated to career development. Annually we track the number of COB students who register for service with CS. For the past five years, it has averaged 70% overall for the entire college. National averages are closer to 52%. As of February, 2008, all students now automatically have an electronic account established for them with CS, so theoretically all COB students now have an account with CS; however, it is up to the student to activate her/his account. The CS Director met with the Dean and the Department Chairs to create an awareness among the COB faculty of the services provided through CS and to gather ideas for needs that the COB sees in relation to CS. These meetings will continue at least annually.

COB faculty provide academic advising as well as internship supervision; some faculty also interact regularly with employers and bring employers in as resources for their classes. Last year (2007-08), a mentorship program was piloted through CS in collaboration with the WSU Alumni Office; however, matches were limited. Approximately 25 students indicated an
interest in the program, but only a handful actually contacted their mentors. CS found that this is something that also requires much more time and attention to nurture and build than current staffing levels allow.

Other Models

Seeking information through email surveys and telephone interviews, reading journal articles and reviewing websites, provided a wide array of offering services to COBs. For the purpose of staying as close to WSU as possible, my focus was primarily on undergraduate COBs; however, some of the methods used in MBA programs would also be applicable. A sampling of those finding follows.

Retention is always an issue in higher education, and it seems more and more colleges and universities are paying attention particularly to sophomore experiences. One program that impressed me immensely because of its innovative approach was the University of Houston, TX, C. T. Bauer College of Business required course for sophomores and transfer students. In addition to focusing on learning outcomes, they consider the different ways students learn today and incorporate that into their course. It includes three parts: a video game component, a regular classroom component, and a learning lab built around the world of work. They conduct pre and post tests for learning outcomes and find that students are more focused and certain of their major after completing the course.

The learning lab includes dividing students up into virtual teams, developing a charter for the team, creating a blog related to career topics i.e., resumes, interviewing, reviewing
articles, and showing how this research will enhance their job search. They incorporate mock interviews using Interview Stream (the same system WSU CS uses) with the same questions for all teams. Kuder self assessments and Strengths Quest are instruments used to identify skills, interest, values, and their strengths, respectively.

The video game, “Super CEO” is a three-year cycle with the goal to acquire another company at the end of the three years. Each student goes through the game independently and receives points for completing the game. At the end, the student is either fired or receives a bonus. There are conflicting demands which force ‘players’ to make choices just as there are in the world of work; there are no right or wrong answers per se. Faculty reviewed the definitions used in the game as well as the various sections of the game prior to rolling it out to the students. This provided buy-in by the faculty and a common understanding of business definitions used in the game.

Interestingly enough, the students have consistently rated resume writing and interview skills as two of the most useful things learned in the course. Interview skills, learning how to identify their strengths, skills, interests and values, resume writing, an internship panel and decision making: risks and ethics, were the most popular in-class activities. The students said these activities best prepared them to obtain employment, for the world of business, and to assist them in selecting their major.

As a result of this course, more students are coming to the Career Center for assistance. Corporate participants in the class (panels & presenters) are increasingly partnering with the COB and donations have increased as a byproduct.
The McCombs School of Business, University of Texas, Austin, reaches business students through creative peer to peer programming. They employ student bloggers who meet with career advisors regularly for topic ideas related to careers in business. They provide career related information to fellow students via their blog. The CS staff has the ability to take the blog down if anything ‘inappropriate’ appears.

“Between Classes” is another peer program where students interview professors for short sound bytes; “Behind the Suit” has students interviewing employers who are attending on campus events or interviews. “After Hours” targets recent alums and discusses their academic path as well as their transition into the world of work. These three programs are then produced into online videos and deployed on the COB website.

Xavier’s Williams College of Business, Cincinnati, Ohio, has also developed a four-year program for the COB students which closely follows the Four Year Career Development Plan being used by WSU CS. The major differences are the required component of portions of their program and the focus on COB students.

The first year focuses on self-assessment, ethics, and goal setting. A feature of this first year is an interview at the end of the semester with an ‘executive in residence’– retired executives selected by the COB Dean. This might be an opportunity for our retired faculty to assist in a meaningful way.

The second year focuses on preparing for co-ops and internships. Students are required to attend workshops on resume writing and interviewing. They also offer optional workshops
on etiquette, dressing for success, and executive presence covering values and attributes that most employers reward.

The third year programs are designed to prepare students for the career search and teach them what it takes to find full time employment after graduation.

The fourth year concentrates on helping students find full time employment. Students finalize their career plans, understand their objectives, identify their skills, and learn how to compare and negotiate offers.

Student evaluations have been positive, indicating that the program helped them with their career planning. Business leaders and parents of prospective students have also been impressed with it.

**Michigan State University, Lear Career Services, Broad College of Business, East Lansing, MI**, has a distributed model. The central coordination goes through CS. They have three centers or hubs that they call service centers and focus on field clusters: one on business, one on science and technology, and one for the public sector, health, human services, and creative jobs.

The field consultants report to the Deans AND the CS director and they jointly map out priorities each year. CS funds 75% of the position and the COB funds the other 25%. The field consultant manages special events for the college, manages relationships with employers, and allows easy access for employers by having one centralized phone number to call; and it results
in increased revenue to the University from satisfied corporations. Fifteen major corporations are on the service center advisory board for the COB.

Students identify with their college and major, so having the field consultant in the service center is effective. The field consultants meet regularly so that students from across campus have access to prospective employers and information.

**Northeastern University, Boston, MA** has a centralized CS with two liaisons to the COB for two thousand undergraduates. They collaborate with the academic advisors but are housed in CS. They plan activities with advisors for the first week orientation for incoming students as well as programming incorporating learning outcomes for all first year students.

They host two ‘concentration’ fairs per semester such as ‘Careers in Accounting.’ They will invite 3 – 4 employers and graduate schools to discuss opportunities, the differences between an MBA and a Master’s in Accounting, and so on.

They host ‘choosing a major’ presentations and do group as well as individual career counseling. All employer recruiting takes place in CS. The liaisons partner with the college on events, present in classes, provide workshops, and so on. Each COB senior is required to take a research and strategy class where the liaison presents on CS, the job search, and related issues. All COB students are required to do a three to six month co-operative learning experience.

Marie Stein, Director, indicated that students, faculty, and advisors all like the fact that they have two liaisons they can refer students to. The liaisons have credibility with the COB and are knowledgeable in industry trends and the world of work.
At the University of North Carolina, Chapel Hill, the undergraduate COB has a designated CS staff member but is centralized. The Associate Director spends two half days a week on site in the COB to be accessible to students and faculty alike. He meets with faculty, alumni, and development staff. Academic advisors are also designated as ‘career success persons.’

The COB has a mentoring program of business alums. The database is searchable for students. The MBA program also provides mentors for undergrads and has a dinner run by the COB academic advisor. They host an undergraduate business symposium each year that brings in 60 – 65 professionals. There is a general session followed by breakout sessions on focus areas. A student committee plans the event with supervision of the academic advisor.

Students have a competitive application process for business majors at the end of their sophomore year. No first year students or sophomores are admitted. 1200 freshmen indicated an interest in the COB; 550 sophomores apply; 330 are admitted as juniors. Once admitted, the CS designee meets with all sections of the junior communication class for interview training and job search strategies.

Penn State, The Behrend College School of Business, Erie, PA has a program that is very intriguing for sophomore COB students who have not declared a major. It is called the Sophomore Business Bridge and incorporates peer advising and a weekend event held off site. Students are bused to a local venue – no one is allowed to drive. Friday night opens with a dinner with local employers. A dress code for the weekend is enforced; Saturday is business
casual; the COB provides each student with polo shirts incorporating the COB logo. Sunday is business attire - suits and ties.

The weekend includes a session on dining etiquette, one on appropriate business dress including how to shop for clothes, and a session with all of the COB club presidents talking about their respective associations. There is a team building exercise, luncheon with business professionals, and then break-out sessions where five to six students sit with one professional and talk about issues related to that business. Students switch tables at least three times after which a similar break-out occurs with recent alums. Senior business students host a session to talk about their particular major. Students can inquire about classes and faculty. The evening ends with a formal dinner. Sunday includes a breakfast and keynote speaker. COB faculty participate in various events throughout the weekend.

The Bridge program is limited to the first forty students to sign up. They pay a small fee to participate ($35) and the balance of the cost is picked up by the COB.

**State University of New York, Brockport**, has a decentralized approach to CS for the COB. There are 1200 students in the COB, all of whom are required to take a business career seminar which the Director teaches. The COB pays his salary and he reports to the Department Chair which is equivalent to a College Dean in most schools. In addition to his position, there is support staff.

The Director maintains a very good relationship with CS. He enhances their services but does not duplicate them. CS handles the career fairs and the graduate follow up study. He
provides employer outreach information to CS. Those employers who are exclusively recruiting
COB candidates go through him; others go through CS. He meets one-on-one with students
and conducts site visitations to employers. He also works with students who are pursuing
graduate programs in business or law.

Rowan University, Glassboro, NJ looks at a holistic approach for student success that
includes both academic and personal needs as well as advocacy for students as they find their
way through the academic and student service maze.

A key point of the article by Damminger, Pritchard, Potter, and McCalla-Wriggins is that
“researchers in student affairs point to the need for collaborative arrangements for student
career assessment and exploration between career services and academic affairs as well as the
development of structures needed to support the collaboration.” At WSU, we are on the
forefront by the integration of many of our student services in Maxwell. To take it one step
further, we would need to consider further alignment of academic advising and career services
for the COB.

At Rowan, they start working with the students who are freshmen in the COB. They
offer career and business major exploration as well as self-assessment to assist in selection of
majors. During the junior year, the COB students learn job search skills as well as resume and
cover letter development. As seniors, interview skills, job fair attendance, and participation in
on-campus interviews are focused on. The positive about this format is that it is embedded into
the curriculum with modules taught by CS staff.
Damminger, Pritchard, Potter, and McCalla-Wriggins summarized by saying that “schools of business should assist existing and potential students in selecting a business major by familiarizing them with:

1. Types of positions available and career opportunities for graduates of each major
2. Personal and professional attributes needed to be successful in each position
3. General and management-specific knowledge and skills required of all students
4. Particular knowledge and skills required for students in each business major
5. Outcomes assessment procedures that the university and COB will use to assess student knowledge and skills, including a statement indicating the level of proficiency all students must attain in each area to be assessed and when they will be required to demonstrate the required level of proficiency
6. Types of professional certifications available in each field of business and an overview of the requirements for each
7. Types of graduate degree programs frequently pursued by graduates in each COB major and the typical requirements for gaining admission to those graduate programs “
I concur that this list has merit and is, in fact, what CS strives to do now; however, by inculcating this into the curriculum with the COB, it would be a much more effective and collaborative approach. It would reach all COB students, and there would be measurements to determine success.

A review of students’ satisfaction reveals “statistically significant improvement in student satisfaction with Career Services” after instituting this program. While this program has enjoyed favorable feedback from COB students as they graduate, personally I believe it needs to be introduced earlier. I concur with the self-assessment and major selection during the first year; however, to wait until junior and senior year for job search, attendance at fairs, and interviews is too late in my opinion.

**WSU COB Faculty**

I conducted a survey of the COB faculty, including adjunct instructors. The actual survey is attached as Attachment A. I received 13 completed surveys which were usable out of 47 emailed which equates to a 28% response rate.

Basically I wanted to establish whether or not the COB faculty felt it would be helpful to have a dedicated CS representative for COB students. 100% of those responding to this question said it would be helpful; when asked if the individual should be housed in the COB, all but one said it would be helpful; the one who didn’t mark ‘yes’ said it would depend on what the person was doing.
Overall, the results indicated that faculty would appreciate a more focused CS presence for their COB students. They were also interested in having CS develop site visits, job shadowing opportunities, and internship opportunities for COB students. Almost half did not feel adequately knowledgeable regarding current trends in their field. None were aware of the full range of services currently offered by CS but all respondents were aware of a majority of the services offered.

The Future

We must position ourselves not only for AACSB accreditation but to meet the ever changing needs of employers. The National Association of Colleges and Employers Future Directions Task Force prepared “2017: A Very Good Year.” Even though that sounds like a long time off, it will be here before we know it. Will we be ready?

Joyce Gioia-Herman predicts that employers will take a deep interest in students’ emotional health and developing minds. She predicts mentors being paired with students as early as ninth grade. If the mentee remains with the employer throughout college and then accepts a position with the mentor’s organization, s/he would be given a financial gift.

More alumni will recruit talent from college campuses, using email, US mail, special events, podcasts, and other media yet to be developed. Employers will have internships and likely will even pay for college in an effort to hire quality talent. Employers will continue to court students at earlier and earlier ages, possibly even reaching to upper elementary grades to identify top students.
“Campus Recruiting 2017 – Welcome to the Great Convergence” by Steven Ehrlich and Gary Gracie predicts that students will “pin on tiny Personal Data Devices (PDDs) to perform a variety of tasks and access information as well as communicate with their career center and potential employers. Whoever owns the most robust link to the PDD will own the fastest and most direct path to graduating students.” Further, they predict that “employees will make their choices based on work-life balance issues, connection to an organization’s core values, and diversity of the workforce among others.” Emerging technologies will allow potential employees to prioritize their selection of employers so they can focus on “the auction for their talent.”

Barbara Drago in “A Higher Education Administrative Perspective,” says the focus for educators should be on aligning the curriculum with the global workforce needs. Teachers will need to teach differently using more distance learning, podcasts, and webinars. Drago warns that the need for STEM (science, technology, engineering, and math) classes and career opportunities is real and urges educators and employers to work together in determining solutions. She also affirms that technology will play an ever increasing role in access to employment opportunities.

Gerry Crispin predicts that courses including online job shadowing, career research, and exploration will be required by all high school freshmen by 2017. He further predicts that independent data on employers’ will be accessible online and transparent, including demographic data on staffing, the number of hires annually, and what support is provided for a variety of lifestyles.


**Recommendations**

Carolyn Haynes, director of the Honors and Scholars Program and professor of interdisciplinary studies at Miami University, Oxford, Ohio, talks about an integrative process to design student experiences incorporating both the academic component and the student service component. She discusses the need to help students “synthesize the scholarship, leadership, and service skills gained in college and develop a self-image that integrates their affective, social, and intellectual dimensions.”

This idea is also borne out in Learning Reconsidered literature where the book discusses the importance of “recognizing the essential integration of personal development with learning and that it reflects the diverse ways through which students may engage.” The transformation this book refers to is to have the “focus of education shift from information transfer to identity development.” This supports what we were discussing earlier with Chickering’s seven vectors. I believe it is important to include this developmental theory as a basis for the work we do.

Ideally, at WSU we could introduce a program that would cut across the curriculum in the COB, integrating the four year career development plan steps in appropriate classes. A full time career counselor would be assigned to the COB as liaison and would spend 20% of her/his time on site in the COB. S/he would be available for students one-on-one or in small groups, could make presentations in classes on topics mutually agreed upon with the faculty member, and perhaps would even be able to provide assistance in managing the internship program. This could include site development for internships, assisting in paperwork processing, and
ensuring all supervisory reviews are completed and filed. Faculty would continue to supervise the internship and approve credit.

Because internship site development could occur in concert with job development, site visitations would take another 20% of her/his time but would result in expanded opportunities for internship sites as well as full time employment opportunities after graduation. This is something the WSU COB faculty also requested in the survey.

Fifty percent of her/his time would be spent developing and delivering programming. The first year would focus on self-assessment, gaining an understanding of the majors and what types of positions and/or graduate programs they lead to for more satisfied major selection. Development of a basic resume would also occur so students could use it for part time job searches on and off campus. Collaboration with orientation faculty would ensure reaching all of the potential COB students.

In the second year, students will continue self exploration and declare a major if they have not already done so. Attending Career Fair to explore opportunities will add to the students’ information bank. Students would need to update and polish their resume. The current co-op internship program with local companies could be expanded to offer more opportunities to COB students. Students would be placed with a company in a part time position and gradually take on more responsibilities, moving from department to department to gain an overview of the entire organization, and culminate in an internship in concert with the pursuit of their degree. If successful, the candidate would likely get an offer for full time employment after graduation.
Expansion of the mentoring program would also allow for more hands-on information from alumni and other business people. Expanding, monitoring, and nurturing the mentor program is time consuming and would take a major chunk of the programming time but the benefits would be worth it.

During the second year, it would be an optimum time to do a job shadow visit at the employer’s site. In order to prepare for that, the student would need to have a clearer understanding of her/his major and strengths possessed.

Getting a summer job or volunteer experience in her/his field will round out her/his tool set and allow for further clarity to determine if s/he is on the right path.

The third year we would move into a required class which would include mock interviews with employers, defining the career objective and goals, determining what jobs are available to fulfill those goals, and further defining the resume and cover letter to support that pursuit, having a module on dining and business etiquette including email etiquette and dressing for success. Having an on-line component to the class would make it more ‘user friendly’ for today’s students and would provide a variety of pedagogical styles. Learning Reconsidered 2 could be used as a basis for determining learning outcomes for the class. Pre and post surveys would be administered to measure success of achieving those outcomes.

Students would continue to attend Career and Job Fairs and may also conduct informational interviews.
The fourth year would be focused on making sure the candidates are ready for their full time search or graduate school application process. Students would finalize their marketing package, attend Career and Job Fairs, participate in on-campus interviews, have an internship experience if required or desired, gather letters of recommendation, and continue polishing their networking skills.

The final 10% of the position would be dedicated to assessment. We would want to measure the impact of a focused program for the COB and see how it impacts retention, student satisfaction, completion rate, and acquiring desired positions or getting admitted into graduate schools of choice.

I would also recommend that we meet annually with the existing COB Employer Advisory Board to provide insight into emerging trends, changing skill set needs for new hires, and, as a result, how the curriculum may be impacted.

By hiring a full time person, I believe the proposal could be put into place in a relatively smooth fashion. We have the support of Dean Murphy. The cost of this proposal would be approximately $45,000 in salary and another $15,000 or so in benefits. I am confident it would help with the AACSB accreditation process and would result in more satisfied students.

If the funding is not possible given the current budget conditions, a second option would be to hire a full time person who would have a skill set to work in both CS and Advising Services on a 50/50 assignment in each department. This would take advantage of a collaborative, integrative mindset Barb Oertel, Advising Director and I support. Obviously this would cut the
time in half that would be dedicated to the initiatives put forth in this proposal, but it would be
a start and, at the same time, would also benefit WSU students with the availability of
additional advising personnel.

A third option would be to hire an MBA graduate assistant, which means we would need
to attract someone from another school. I think it needs to be an MBA student to have
credibility with the COB students and faculty.

In either of these two options, once consensus is reached with Dr. Murphy, Dr. Gores,
the COB, and CS on what we felt would be manageable to implement with the reduced hours,
the plan would phase in.

The most obvious limitation of having a part time person or a graduate assistant versus
a full time person would be the time allotted (twenty hours versus forty). An MBA graduate
assistant would create more of a challenge to achieve credibility in the minds of students and
faculty; site visitations to employers may be compromised for job and internship development
since employers would also value a full time staff member more highly.

I believe the time is right to move forward with a more focused and intentional program
for the COB through CS. It is particularly timely with the COB trying to achieve AACSB
accreditation. Once we implement this model, it could easily be adapted for other colleges.

Thank you for the opportunity to take a look at this situation and offer
recommendations to enhance the experience of our COB students.
Dear College of Business Faculty,

This is a request for assistance from you for an idea I am working on.

If you have a few minutes, I would really appreciate your answering the questions below. It should take no more than five minutes to complete, and I sincerely would like to have your input.

The idea is to see if there would be interest in and support for a dedicated liaison to the College of Business (COB) from Career Services to work specifically with your students and provide support for their career development plan through the COB.

I truly appreciate your anticipated responses. Simply 'reply' to the email and include your responses below. If you could possibly reply by June 03, it would be most helpful. Thanks!

1. Would it be helpful to have a dedicated Career Services representative for your students?  
   Yes _12_ No _0_ If so, would it be helpful to have that person housed in the COB part of his/her work week? Yes _11_ No _0_ Depends on what they’d be doing - 1

2. Do you feel adequately knowledgeable regarding current career trends in your field? Yes _6_ No _7_  
   Do you share that information regularly with your students? Yes _5_ No _4_ Somewhat - 1

3. Do you feel Career Services (CS) adequately provides career assistance to students in your department?  
   Yes _4_ No _3_ Do not know – 4; Students don’t use – I’m not completely aware of what’s offered - 1
   For those that seek it, yes – maybe it should be forced on them – 1;

4. Would you be interested in having CS develop site visits for your students? Yes _9_ No _2_  
   Not sure what it is - 1
   Would you like to accompany the CS representative and your students on the visit?  
   Yes _6_ No _5_

5. Would you be interested in having CS develop job shadowing opportunities for your students?  
   Yes _9_ No _3_
6. Would you be interested in having CS develop internship opportunities for your students?  
Yes ___13__ No  ___

If so, would it be helpful to have CS assist in monitoring those internship opportunities?  
Yes ___11____ No  ___

7. Would you like a CS representative to attend your department meetings?  Yes ___6___ No  ___5___
If so, how often?  _Once/twice a year - 2; once a semester – 2; when career issues or internships are on the agenda – 2; as needed - 1

8. Are you aware that CS publishes a newsletter during the academic year with updated information on hiring trends, salaries, employment information, and upcoming events for students?  Yes 7___ No ___6___

9. Is the weekly electronic 'job bulletin' helpful to you and your students?  Yes ___7__ No  ___2___  
Not sure - 1  I don’t use it - 2

10. How frequently do you refer students to CS?  Frequently ___4___ Occasionally ___8___ Never ___1___

11. How often do you assist students in making contacts with employers?  
Frequently ___2___ Occasionally ___7___ Never ___3___ Seldom - 1

12. Would it be helpful to have a CS representative work with your students from the time they declare their major until graduation through a holistic career development process?  Yes ___11___ No ___1___ Unsure - 1

13. How would you rate the CS website as a faculty member?  Excellent ___2___ Good ___5___ Fair ___1___ Poor ___1___ Haven’t spent much time on it – 2; Never looked at it - 1

14. Are you aware that CS has/sponsors:
   - A career library?  Yes ___6___ No ___7___
   - A weekly electronic job bulletin?  Yes ___8___ No ___5___
   - Annual on-campus career fairs?  Yes ___13___ No ___0___
   - An annual state-wide job fair with the other state universities CS departments?  Yes ___11___ No ___2___
   - Class presentations on a variety of topics?  Yes ___8___ No ___5___
   - Resume and cover letter critiques by professionals and by peers?  Yes ___10___ No ___3___
   - On campus interviews by employers?  Yes ___12___ No ___1___
   - Mock interviews available during business hours?  Yes ___9___ No ___4___
   - One-on-one appointments for career advising?  Yes ___10___ No ___3___
   - The Discover Program?  Yes ___1___ No ___11___
Assistance to alumni as well as current students? Yes ___9__ No ___4___

15. Comments (feel free to add here):

- Help in developing internships for students in Winona and Rochester.
- Help with internships
- Someone dedicated to the COB students within CS or on site or a few days a week would be very useful
- Have CS and COB work together to increase the number of internship and full time employment opportunities for COB students
- Dedicated COB representative would greatly enhance our focus on careers and assist our students

Thanks so much for your input. I really appreciate it.
1. Would it be helpful to have a dedicated Career Services representative for your students?  
Yes _12__  No __0__

If so, would it be helpful to have that person housed in the COB part of his/her work week?  
Yes _11___ No ____
Depends on what they’d be doing - 1

2. Do you feel adequately knowledgeable regarding current career trends in your field?  Yes__6__  
No_7___

Do you share that information regularly with your students?  Yes 5____  No_4___  Somewhat 1

3. Do you feel Career Services (CS) adequately provides career assistance to students in your department?  
Yes _4___  No 3____  Do not know - 4; for those that seek it, yes; maybe it should be forced on them -1; students don’t use – I’m not completely aware of what’s offered – 1;

4. Would you be interested in having CS develop site visits for your students?  Yes 9___  No _2__

Not sure what it is - 1
Would you like to accompany the CS representative and your students on the visit? Yes _6___ No _5___

5. Would you be interested in having CS develop job shadowing opportunities for your students? Yes _9___ No 3____ Don’t know what this means -1

6. Would you be interested in having CS develop internship opportunities for your students? Yes 13___ No __0___

   If so, would it be helpful to have CS assist in monitoring those internship opportunities? Yes _11___ No ____

7. Would you like a CS representative to attend your department meetings? Yes _6___ No 5____
   If so, how often? ____________________
   Once/twice a year -2; Once a semester – 2; When career issues or internships are on the agenda – 2; As needed - 1

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9. Is the weekly electronic 'job bulletin' helpful to you and your students? Yes 7__ No_2___Not sure – 1; I don’t use it - 2
10. How frequently do you refer students to CS? Frequently 4 ____ Occasionally _8__ Never _1___

11. How often do you assist student in making contacts with employers?
Frequently __2__ Occasionally 7____ Never 3____ Seldom - 1

12. Would it be helpful to have a CS representative work with your students from the time they declare
their major until graduation through a holistic career development process? Yes 11 No 1 Not sure -1___

13. How would you rate the CS website as a faculty member? Excellent 2 Good 5__ Fair 1____ Poor
Haven’t spent much time on it – 2; Never looked at it - 1

14. Are you aware that CS has/sponsors:
   A career library? Yes 6 ____ No _7____

   A weekly electronic job bulletin? Yes 8____ No 5____

   Annual on-campus career fairs? Yes 13____ No __0__

   An annual state-wide job fair with the other state universities CS departments? Yes 11_ No __2__

   Class presentations on a variety of topics? Yes _8___ No 5____

   Resume and cover letter critiques by professionals and by peers? Yes 10__ No __3__
On campus interviews by employers? Yes _12__ No __1__

Mock interviews available during business hours? Yes _9___ No 4___

One-on-one appointments for career advising? Yes _10___ No 3___

The Discover Program? Yes __1__ No _11_

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Dedicated COB representative would greatly enhance our focus on careers and assist our students
List of Websites Reviewed

Arizona State University, W. P. Carey School of Business, Tempe, AZ
(http://wpcarey.asu.edu/WPCarey.cfm)

Baylor University, Hankamer School of Business, Waco, TX
(http://www.baylor.edu/business/)

Florida International University College of Business Administration, Miami, FL
(http://business.fiu.edu/cms/index.cfm)

Indiana University Kelley School of Business, Indianapolis, IN
(http://kelley.iupui.edu/)

Iowa State University, College of Business, Ames, IA (http://www.bus.iastate.ed/Careers/)

Michigan State University, Lear Corporation Career Services Center, Eli Broad College of Business, East Lansing, MI (http://careernetwork.msu.edu)

Penn State Erie, The Behrend College, Erie, PA (www.erie.psu.edu/NewsCal/news2000/november-businessbridge.htm)

Penn State Smeal College of Business, University Park, PA (http://www.smeal.psu.edu/uprog/career)

Rowan University, The Rohrer College of Business and Career & Academic Planning Center, Glassboro, NJ (http://www.rowan.edu/colleges/business/) (http://www.rowan.edu/studentaffairs/cap/resources/)

Texas A & M, Mays Business School, College Station, TX
(http://mays.tamu.edu/)

Towson University, College of Business & Economics, Towson, MD
(http://www.towson.edu/cbe/intern_career/)

University of Arkansas, Sam M. Walton College of Business, Fayetteville, AR
(http://waltoncollegeuark.edu/careerdevelopment/)

University of Central Florida, College of Business Administration, Orlando, FL
(http://www.bus.ucf.edu/uss/cgi-bin/sitew.cgi?page=advising/business_orientation.htx)

Xavier University, Williams College of Business, Cincinnati, OH
(http://www.xavier.edu/williams/)
References

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Learning Reconsidered: A Campus-Wide Focus on the Student Experience. The National Association of Student Personnel Administrators and The American College Personnel Association, January 2004


