



2012-13 ANNUAL REPORT

| Department Name: | ACADEMIC & CAREER DEVELOPMENT SERVICES | | | | | | | | | | | | |
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| Location: | Academic Advising Center – Old Main 380 Career Services Center – Old Main 280 Tutoring Center – Wilson Library 280 | | | | | | | | | | | | |
| Main Phone Number: | Academic Advising Center – x3850 Career Services Center – x3240 Tutoring Center – x3855 | | | | | | | | | | | | |
| Web Site: | Academic Advising Center – http://www.wvu.edu/advising/ Career Services Center – http://www.wvu.edu/careers/ Tutoring Center – http://www.wvu.edu/tutoring/ | | | | | | | | | | | | |
| Director's Name: | Tina Loudon | | | | | | | | | | | | |
| Director's Email: | Tina.Loudon@wvu.edu | | | | | | | | | | | | |
| Number of Staff: | <table border="1"> <thead> <tr> <th>Staff Type</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>Full-time Professional/Classified Staff:</td> <td>15</td> </tr> <tr> <td>Part-time Professional/Classified Staff:</td> <td>5</td> </tr> <tr> <td>Graduate Assistants:</td> <td>1</td> </tr> <tr> <td>Student Employees:</td> <td>85</td> </tr> <tr> <td>TOTAL:</td> <td>106</td> </tr> </tbody> </table> | Staff Type | No. | Full-time Professional/Classified Staff: | 15 | Part-time Professional/Classified Staff: | 5 | Graduate Assistants: | 1 | Student Employees: | 85 | TOTAL: | 106 |
| Staff Type | No. | | | | | | | | | | | | |
| Full-time Professional/Classified Staff: | 15 | | | | | | | | | | | | |
| Part-time Professional/Classified Staff: | 5 | | | | | | | | | | | | |
| Graduate Assistants: | 1 | | | | | | | | | | | | |
| Student Employees: | 85 | | | | | | | | | | | | |
| TOTAL: | 106 | | | | | | | | | | | | |
| A. Mission: | <i>Please include the most recent version of your unit's mission statement.</i> | | | | | | | | | | | | |
| <p>Academic & Career Development Services (ACDS) empowers student to become engaged, independent learners who identify and articulate their interests and abilities, and connect them to academic and career goals to achieve lifelong success. ACDS does this by providing the highest quality academic advising, tutoring, career planning and job search services.</p> | | | | | | | | | | | | | |
| B. Unit Overview: | <i>Please include a three to six sentence narrative that captures the essence of your unit's services, programs and activities.</i> | | | | | | | | | | | | |
| <p>Our blended model allows us to integrate the services and programs of our three units to support student success. We are dedicated to helping students succeed academically and capitalize on their university experience in order to achieve success in their chosen endeavors after graduation. A focus on student data and creative use of technology allows us to leverage our resources to provide quality services and programs with increased efficiency. Cross-functional training of staff provides more comprehensive support for students and improves our ability to coordinate major programming efforts such as orientation advising for new students and our quarterly career fairs. Increased attention to assessment and measurement of defined student learning outcomes helps ensure that our services and programs are meeting identified objectives.</p> | | | | | | | | | | | | | |


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| C. Goals: | <i>Please list your unit's goals. These should include your standing (year-after-year) goals, not strategic goals (year-to-year).</i> | |
| <p>Our department works collaboratively to help students:</p> <ul style="list-style-type: none"> • Take responsibility and initiative for personal and educational outcomes • Develop self-efficacy which included problem solving, effective study skills and self-management • Complete GURs promptly and successfully to maximize their liberal arts experience and graduate on time • Make sound educational and career decisions related to their values, interests and personal aspirations in the context of the economic realities of job market conditions and their earning potential • Identify transferrable skills associated with GURs, major/minor/elective coursework and extra-curricular activities • Manage college experiences and attain their degrees • Transition successfully to continued education, community service or career employment after completing their studies at Western | | |
| D. Strategic Goals & Major Accomplishments (2012-13): | <i>Please list your unit's strategic goals from this past year and address the progress towards achieving each goal and/or major accomplishments and activities with respect to each goal.</i> | |
| | GOALS | MAJOR ACCOMPLISHMENTS & ACTIVITIES |
| GOAL #1: | Increase percentage of student completing internships prior to graduation with an emphasis on paid internships. | <ul style="list-style-type: none"> • % of students reporting that they completed an internship prior to graduation increased from 46% to 50% • % of students whose internships were paid increased from 38% to 42% • Increased outreach to employers and worked more closely with departments to publicize internship opportunities • 565 internships listed on Viking CareerLink |
| GOAL #2: | Develop online Advising Handbook as a resource for the campus community | <ul style="list-style-type: none"> • This project was put on hold due to staffing shortages in Academic Advising Center |
| GOAL #3: | Increase usage of Tutoring Center online resources | <ul style="list-style-type: none"> • Consulted with academic departments to identify online resources that might be useful to students in math and science GUR courses • New resources placed on Tutoring Center website |
| GOAL #4: | Provide drop-in career counseling hours in Ethnic Student Center | <ul style="list-style-type: none"> • One of our career counselors had office hours in the ESC and did targeted outreach through the ESC to publicize CSC services and programs |
| GOAL #5: | Develop a "Virtual Career Center" on CSC website | <ul style="list-style-type: none"> • Website content expanded and reorganized to create "Virtual Viking Career Center" |
| GOAL #6: | Implement CSC marketing plan to make better use of | <ul style="list-style-type: none"> • Expanded use of Facebook, Twitter and LinkedIn to publicize internship and job listings and to market |

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| | social media to publicize services and special programs | special events |
| GOAL #7: | Expand employer outreach efforts to include parents and alumni | <ul style="list-style-type: none"> Hired a grad assistant to do research to identify alumni employed by leading Puget Sound employers Met with Alumni Association to discuss strategies to increase alumni participation in CSC programming |
| GOAL #8: | Collaborate with other ESS departments to develop improved systems to identify, support and retain at risk students | <ul style="list-style-type: none"> Three ACDS staff actively participated in the Academic Care Team Assisted Residence Life with outreach to students experiencing academic difficulty |

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| E. Points of Pride (2012-13): | <i>Please list three to five 'points of pride' for your unit from the past year. This can include initiatives, programs or recognitions.</i> |
| <i>Short Title</i> | <i>Description</i> |
| Peace Corps Recognition | WWU ranked number one medium-size university for Peace Corps recruiting |
| Viking CareerLink | Employer registrations increased by 30%. VCL Widgets (customized job announcements for departmental websites) created for 18 academic departments/colleges |
| ACDS Student Usage | <p>AAC:</p> <ul style="list-style-type: none"> 3,871 visits; 1,612 hours; 2,758 unique students <p>CSC:</p> <ul style="list-style-type: none"> 2,438 visits; 2,071 hours; 1,628 unique students Additional 9,115 student contacts via 294 presentations and events <p>TC:</p> <ul style="list-style-type: none"> Visits have increased by 178% in the past 5 years For 2012-13 student visits totaled 42,121 (up 10.5% from last year) and total hours of service surpassed 59,000 |
| Pre-Health Advising | 40% of WWU applicants accepted to medical school, 63% accepted to programs in Osteopathic Medicine, 50% accepted to dental school and 85% to pharmacy program. |
| Paid Internships | Of those students with internships, the percent that were paid increased from 37.5% to 43.4% on the most recent (2011-12) Employment Survey. |
| Employment of WWU Grads | Employment of new grads increased to 80.2%, compared to 74.9% the previous year. Starting salaries increased by 15.7%. |
| F. Collaborative Efforts: | <i>Please describe any initiatives, programs or activities that your unit has collaborated with one or more other University and/or community partners.</i> |
| <i>Short Title</i> | <i>Description</i> |
| Advising for Veterans | CSC counselor provided drop in advising in Veteran's Services Office |
| Academic Care Team | Three ACDS staff were regular participants |
| MBA New Student Orientation | ACDS staff provided presentations on Viking CareerLink, Optimal Resume and E-Portfolios |
| Learning Commons | Barb Quick meets regularly with other LC partners and serves on the Learning Commons Planning Group. She was also invited to join the Library's Teach and Learning Integrative Work Group. |

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| Majors Fair | Collaborated with academic departments to provide this annual info fair to assist student in exploring majors and learning about declaration processes/requirements |
| Ethnic Student Center | Provided career counseling appointments in ESC |
| College of Business & Economics | Co-sponsored Fall Business Career Fair |
| Huxley College | Jointly sponsored Internship Fair |
| International Programs & Exchanges | Jointly sponsored International Opportunities Fair |
| Department Advisors Group | Facilitate quarterly meetings and ongoing communication to provide an avenue for exchange of information on curricular changes and advising concerns |
| G. Continuous Improvement: | <i>Please list areas which have been cited (either through formal or informal assessment and evaluation) as requiring additional attention.</i> |
| <i>Short Title</i> | <i>Description</i> |
| Transitions & SummerStart Planning | Redefined roles of Co-Coordinator to eliminate redundancies in activities and create a more efficient planning process |
| Advising for high credit Running Start Students | Recruited departmental advisors to work with high credit Running Start students attending the first session of SummerStart |
| Seat Release for Winter Quarter Freshmen | Developed a more efficient and equitable method for the release of reserved seats for freshman starting classes at WWU winter quarter |
| AAC Peer Advisor Recruitment | Streamlined recruitment process and strengthened training and service delivery by recruiting from pool of Academic Student Advisors hired for summer orientation programs |
| H. Diversity & Inclusion: | <i>Please describe any initiatives, programs or activities that your unit has conducted regarding issues of diversity and inclusion.</i> |
| <i>Short Title</i> | <i>Description</i> |
| Leek Family Career Preparation Award | Continue to collaborate with Western Foundation in the coordination of this scholarship designed to help graduating students of color prepare for the job search process |
| Advising for Veterans and Veteran's Dependents | As mentioned above, a Career Services counselor held regular office hours in the Veteran's Services Office. |
| Academic Support for Veterans | All veterans and veteran's dependents with cumulative GPAs below 2.0 referred to TC for academic success coaching |
| Academic Support for Students of Color | Students of color accounted for 28% of the 2012-13 visits in the TC, compared to approximately 22% of WWU's general student population |
| Ethnic Student Center | As mentioned above, a Career Services Counselor provided targeted outreach |
| 1079 Students | Special resources for students without documents were added to the CSC website |
| I. Professional Development: | <i>Please describe opportunities your staff has had to participate in professional development activities (i.e.: conference attendance and/or presenting at a conference).</i> |

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| <ul style="list-style-type: none"> • Renee Murray and George Kriz attended the Western Regional Meeting of the National Association of Advisors for the Health Professions • Kristi Birkeland attended the annual conference of the Mountain Pacific Association of Colleges and Employers • Heather Brett and Sandy Brown completed facilitator training for “True Colors” | |
| J. Strategic Goals (2013-14): | <i>Please list your unit’s strategic goals for the coming year and address efforts to be made towards achieving each goal. NOTE: Goals should be specific, measurable, attainable, realistic and timely.</i> |
| GOAL #1: | Continue efforts to expand internship opportunities with an emphasis on paid internships |
| GOAL #2: | Collaborate with the Western Foundation to increase visibility with leading Puget Sound employers with the goal of increasing internship and career employment opportunities for WWU students |
| GOAL #3: | Implement Student Success Collaborative platform to better support students in the process of exploring and choosing majors |
| GOAL #4: | Increase advising support for students interested in health careers |
| GOAL #5: | Develop Online Advising Handbook as a resource for the campus community |
| GOAL #6: | Continue and expand use of social media to market ACDS services and programs |
| GOAL #7: | Increase collaboration with academic departments in planning and delivery of Tutoring Center services |
| K. Learning Outcomes: | <i>Please list your unit’s learning outcomes. If your unit has not adopted a set of learning outcomes, please develop at least one (and not more than three) learning outcomes, specific to your unit, that could be adopted and incorporated into your unit’s programs, activities and services to students and that are consistent with the Division’s learning outcomes.</i> |
| The ACDS learning outcomes are currently under review and revision. | |
| L. Key Performance Indicators | <p>ACDS:</p> <ul style="list-style-type: none"> • Student Learning Outcome surveys <ul style="list-style-type: none"> ○ new for 2013-14; no data available yet • Support to Students of Color <ul style="list-style-type: none"> ○ AAC → 24% of students served were students of color (23% last year) ○ CSC → 24% of students served were students of color (23% last year) ○ TC → 28% of students served were students of color (30% last year) <p>AAC:</p> <ul style="list-style-type: none"> • Number of students receiving 105 Registration Hold emails <ul style="list-style-type: none"> ○ 2011-12: 696 ○ 2012-13: 678 <p>CSC:</p> <ul style="list-style-type: none"> • Percent of graduating students with Internship (employment |

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| | <p>survey)</p> <ul style="list-style-type: none"> ○ 2010-11: 46% ○ 2011-12: 50% <ul style="list-style-type: none"> • Paid Internships, of those with Internships <ul style="list-style-type: none"> ○ 2010-11: 37.4% ○ 2011-12: 43.4% <p>TC:</p> <ul style="list-style-type: none"> • Using the TC in a student's first year is correlated with a higher likelihood of declaring a STEM major: <ul style="list-style-type: none"> ○ 2007-2011 (five-year average) <ul style="list-style-type: none"> ▪ Used TC = 16.6% declared STEM major ▪ Not used TC = 13.3% declared STEM major |
| <p>M. Organizational Chart</p> |  <p>ACDS Org Chart 2013</p> |

Please submit this annual report (and supporting documents for sections L and M) *electronically* to [Sara Wilson](#) in the Office of the Vice President for Enrollment and Student Services by Friday, July 19th.