Memo

To: Dr. Mary Sias

CC: Dr. Darrelene Rachavong

From: Sue Sherbet

Date: 4/9/2007

Re: End-of-Year Departmental Audit

As requested, we conducted the "End-of-Year Departmental Audit" and involved the entire Career Center staff in the process. In addition, Judy Guyer and her AA, Gaby Perkowski, participated. Our student employees completed one part of the process that we used.

Our leadership team (Sue Sherbet, Director; and Associate Directors Mickey Choate and Michael Doty) found the instrument a little challenging. Because the instrument included both positive and negative statements, the Likert scale was inaccurate. (Staff members also found it difficult to complete.) We added one item to the beginning of the instrument that we felt would help put the rest in context. We also took the opportunity to gather some more specific information by creating our own supplemental instrument. (Both our supplemental instrument and the original instrument as revised by our leadership team are attached.)

We administered our own instrument first because we felt it would put them in a more reflective frame of mind. This instrument included several open ended questions that allowed staff to identify what they believed to be the Career Center's greatest strengths, the program or service that they believed to have the greatest positive impact on the Career Center over the past year, one new program or service they believe would add value to the Career Center, and what they believed to be their greatest individual contribution to the Career Center over the past year. Responses to the first 3 questions are attached, but the following common themes seemed to be the focus of most of the comments:

1. Greatest Strengths of the Career Center

    a. Competent, caring staff that works as a team

    b. Focus on quality career education

    c. Professional image

2. Program or Service with Greatest Positive Impact

a. Drop-by resume services

b. Marketing efforts

c. Implementation of eRecruiting software

3. Suggested Program or Service to Add Additional Value

a. A peer career assistant program

b. More visibility on campus

c. Career mentor program

d. Various new career seminars

We then administered the survey instrument that was provided to us. Staff members completed the survey anonymously. Overall, responses were positive, and there were no real surprises, but there were several contradictions. One survey respondent identified four items as problems, and another respondent identified one item as a problem. Both of these individuals felt that their work is not recognized by the university as a whole, and one of them felt they are not recognized by the department. The majority of the rest of the staff, however, marked "frequently" on recognition by the department. A recap of the responses is attached; frequency counts are given for each response since the structure of the instrument would not allow for a weighted average to be calculated.

Two weeks after the survey instruments were completed, a recap of the responses was given to staff members to review. We then divided the group into three small discussion groups with a facilitator. To remove any potential barrier to the open exchange of ideas, our leadership team did not participate in the small groups. The groups were assigned specific groups of questions to cover, and they were to identify the factors they believed contributed to the way the questions were answered. After about an hour, the staff reconvened with the leadership team to recap their discussions for the entire group.

While there were some definite contradictions throughout this process, a few issues were identified as potential or "sometimes" problems. We also believe that the process helped staff members to realize that "problems" are not always "top-down" issues. They discovered some communication issues among themselves as well. The leadership team has reviewed these results and is working to identify solutions and improvements. We will also be involving other staff members in identifying solutions to the issues that were raised.

Attachments:

- Copy of instruments used

- Recap of responses to questions 1-3 on Part A

- Recap of responses on Part B

Please reflect on the programs, services and activities of the Career Center over the past year to complete the following questions.

1. Identify what you believe to be the greatest strength of the UTD Career Center and tell why you feel this way.

2. List one (1) program, process, service, etc. that you believe has most positively impacted the Career Center program and tell why you feel this way.

3. List one new (1) program, process, service, etc. that you believe would add value to the Career Center program if it were implemented and tell why you feel this way.

4. As you reflect on the past year, what do you believe to be your greatest individual contribution to the successes of the Career Center? And why do you feel this way?

Using the following scale, please assess the frequency with which the items listed below occur in the Career Center:

> 1=Uncommon
> 2=Rarely
> 3=Sometimes
> 4=Frequently
> 5=Major Problem

1. Employees have had the opportunity to participate in professional development over the past year.   _____

2. Employees have taken advantage of opportunities for professional development over the past year.   _____

Departmental Audit (Part B)
January, 2003

Please reflect on the programs, services and activities of the Career Center over the past year to assess the frequency with which the items listed below occur.

1=Uncommon 2=Rarely 3=Sometimes 4=Frequently 5=Major Problem

	1	2	3	4	5
1. Employees generally enjoy their jobs and the opportunities they have to contribute to the team.					
2. The department has difficulty resolving conflicts before they get out of control.					
3. Employees in the department cooperate well in group efforts.					
4. Employees divide into cliques.					
5. Employees have difficulty coordinating their separate work activities.					
6. Employees have to rely on others outside the department to keep them informed of the university's progress.					
7. Employees have difficulty in determining how far they can go in taking individual action.					
8. Employees in the department circumvent their manager to address issues or problems.					
9. Communication with the department manager is limited and tense, or hostile.					
10. Employees are frequently surprised by problems.					
11. Employees are reactive when it comes to problem-solving.					
12. Employees have difficulty responding to questions that lie outside their individual work areas.					
13. Employees often have to stop and wait for direction from their manager before proceeding.					
14. Employees experience a lot of conflicting priorities regarding projects and department responsibilities.					
15. Employees are forced to guesstimate their work quality and productivity.					
16. Employees feel that their good work is recognized by the department.					
17. Employees feel that their good work is recognized by the university as a whole.					
18. Employees find it difficult to trace the underlying causes of department performance problems.					
19. Employees are anxious about the future.					
20. Employees react to change in a quick and well-coordinated manner.					
21. Employees rely too much on traditional solutions when tackling new problems.					
22. The department keeps us with technology and cutting-edge work methods.					
23. The department fails to identify and develop new opportunities.					
24. Employees are willing to commit to tough performance goals.					
25. The department has the resources needed to do its work.					