

University Career Services
STUDENT FEES ADVISORY COMMITTEE (SFAC)
FY2027 PROGRAM QUESTIONNAIRE

Please answer the questions below. The totality of your responses should give the members of the Committee a comprehensive understanding of the role and function of your unit(s).

Questionnaire completed by (please include name, title, email, and phone number):

- 1. Please provide in brief terms: your unit's mission, goals that support your mission, and a justification of your unit's student fee allocation in terms of benefits for students.**

Mission

University Career Services empowers every student to achieve career readiness through personalized guidance, innovative programs, and a collaborative campus-wide ecosystem that connects students, faculty, staff, alumni, and employers.

Vision

To be the University of Houston's premier career services hub, recognized for leading the campus career ecosystem, driving student success, and preparing the next generation of professionals.

Goals that support mission:

Lead in advancing **career readiness** and uniting the campus career ecosystem.
Expand support systems to scale **student success**.

Justification of UCS's student fee allocation in terms of benefits for students:

- The literature strongly suggests that a student with a career goal, even a tentative career goal, is more likely to persist and achieve their educational objectives than a student without a career goal.
- Help advance students' persistence and increase graduation rates as well **help student articulate their marketable skills to secure favorable internships and jobs with select employers.**
- Students who are successful and satisfied in their pursuit of a career are **more likely to become satisfied alumni, many of whom may be able to assist the university in annual giving**, stronger partnerships with diverse employers, recruitment of qualified students, and legislative relations.
- Students benefit when the career center builds bridges between the university and the larger community including **research studies/data to measure students' career intentions and student success initiatives.**
- **Related to increasing student engagement, NACE's research shows that career services has a quantifiable effect on students and their entry into the world of work, NACE, 2022.**
 - There is a correlation between career services and use of those services by graduating seniors: Graduating seniors who used at least one service—any service—received an average of 1.24 job offers. And, for every additional service they used beyond just one, their average number of job offers increased 0.05.

- 2. Please discuss the means that you are utilizing to evaluate your success in achieving the DSA strategic initiatives as well as action steps in contributing to the retention of students. Where data exists, discuss any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting this data.**

UCS utilizes Qualtrics to collect and assess data to make informed decisions to better serve our students and employers.

FY25 Assessment Measure and Learning Outcomes:

1) Paws to Career Pathways

Paws to Pathways: By participating in this program, students will be able to: share their career aspirations, personal goals and increase awareness of University Career Services supporting them in their journey.

Learning Outcomes (for Students):

1. Identify and articulate their initial career aspirations and personal goals.
2. Recognize the role of Career Services in supporting their academic and professional journey.
3. Demonstrate early engagement with career planning and goal setting.
4. Reflect on their growth and progress toward their goals over time.

2) UH Sugar and Katy Campus Student Engagement

Establish a baseline by building new cross-campus collaborations at the University of Houston Sugar Land and Katy campuses to increase student engagement. The initiative involves partnering with other Division of Student Affairs (DSA) departments and academic units to co-host presentations, workshops, and events tailored to the needs of students at these locations.

Learning Outcomes:

1. Increased Student Engagement: Students will participate more actively in career services through collaborative events and presentations.
2. Enhanced Cross-Departmental Collaboration: Strengthen partnerships between University Career Services and academic units (faculty and staff) across the Sugar Land and Katy campuses.
3. Broadened Access to Resources and Services: Students at off-site campuses will benefit from expanded programming and support services through collaborations with DSA departments.
4. Improved Sense of Belonging: Students will feel more connected to the university community through inclusive and engaging activities.

3) College Work-Study Program

The program being assessed is the **College Work-Study Program**, with a focus on understanding its impact on student retention and the development of career readiness skills.

Program Outcomes:

1. Increased Student Retention: Students who participate in the work-study program will demonstrate higher rates of persistence and continued enrollment compared to non-participants.
2. Career Readiness Skill Development: Students will gain transferable skills such as communication, time management, teamwork, and professionalism through their work-study roles.
3. Enhanced Career Confidence: Students will report increased confidence in their career direction and preparedness as a result of their work-study experience.

Learning Outcomes (for Students):

1. Students will be able to articulate their perceptions of their persistence likelihood have changed or improved through their work-study experience.
2. Students will be able to connect their work-study responsibilities to future career goals.
3. Students will demonstrate professional behaviors and competencies aligned with NACE career readiness competencies and also the DSA student employee competencies.

3. Please discuss any budget or organizational changes experienced since your last (FY2026) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.

Yes, With two staff resignations this year, I have an opportunity to reclassify the vacant role and make strategic organizational changes within University Career Services (UCS). These changes aim to build the necessary capacity to support [UCS's strategic objectives](#), [UH Strategic Goal related to increasing experiential learning](#) and ultimately enhance career readiness support for our students.

Following an extensive benchmarking study of Big 12 career services, it's evident that many peer institutions are restructuring to elevate student career success. This insight, along with findings from UCS's 2022 external review, underscores UCS's essential role in uniting the campus career ecosystem and scaling services to reach all students.

Our new mission, vision, and belief statements align with this direction, positioning UCS as a campus-wide leader in building bridges and preparing UH students for today's workforce.

After careful consideration regarding replacing two staff positions, I would like to proposed refining the position that aligns with UCS's 3rd strategic plan and **lift the burden of the current staff from wearing multiple hats which in part will help staff to focus more on their primary work that they were hired to do, ultimately decreasing other duties as assign.**

I believe this new structure **would help minimize burnout and provides an opportunity to hire two experienced professionals in the areas of assessment and research and event management and communications.**

This proposed restructure will enable UCS to address the **Seven Strategic Priorities** outlined in the [2024-2028 Strategic Plan](#). The following key adjustments are recommended:

Cost \$ 0	Vacant Position: Assistant Director of Alumni Career Services <i>*in lieu of reclassifying this position, funds will be used to repurpose the administrative vacant position.</i>	Title Change: Assistant Director of Alumni Career Services to <i>Assistant Director of Experiential Learning, Assessment, and Research. Refer to job description for mor detailed information.</i> Updated Timeframe: Fall 2025 Example: AD SHRL Retention, Strategic Planning & Assessment	<u>Justification and Benefit:</u> Transitioning this role to focus on experiential learning, assessment, and research will enhance UCS's ability to support student career readiness and job placement programs. Since UCS is funded through SFAC and primarily serves enrolled students, the alumni career services component will be reduced to a six-month grace period post-graduation. This shift allows staff to focus more on programs that facilitate internships, job placements, and experiential learning opportunities for graduating seniors, ensuring students are well-prepared for the job market.
Cost \$0	Vacant Position: Administrative Assistant	Change 2: Repurpose the Administrative Assistant position to Program Manager I-Events, Management, Communications –	<u>Justification and Benefits:</u> University Career Services (UCS) hosts numerous events to support students, recent graduates, and employers. These events involve various logistical tasks such as event planning, room reservations, marketing

		Refer to job description for more detailed information. Updated Timeframe: Fall 2025 Example: NSM's Program Manager I- Events, Management, Communications	coordination, aligning with UH branding, ordering and managing promotional items, maintaining inventory, processing payments, and collaborating with Business Services. This position will lead the departmental internal Marketing and Communication committee and will reduce the number of UCS staff on the committee. Implementing a proposed structure that reallocates these responsibilities would allow staff to focus more on their primary roles, relieving them of wearing multiple hats. This shift would reduce the burden on staff, helping them concentrate on their core responsibilities, decreasing the number of "other duties as assigned," and ultimately minimizing burnout.
Cost \$0	New Vacant Position: Office Coordinator	Change: In lieu of hiring 5 student employees approximately \$60,000 annually, hire a full-time staff Updated Timeframe: Summer 2025	<u>Justification and Benefits:</u> Instead of hiring five student employees at an estimated annual cost of \$60,000, UCS proposes hiring a full-time staff member to ensure consistent front desk coverage, reducing the challenges associated with frequent schedule changes among student employees. Previously, student employees primarily staffed the front desk and supported team projects. Moving forward, UCS will strategically hire College Work-Study students for front desk responsibilities and one non-College Work-Study employee—a Marketing Intern—to support UCS's marketing and communication efforts. This approach enhances operational efficiency while optimizing resources to better serve students, staff, and employers. This position will work with the Program Manager I- Events, Management, Communications to process expense forms, provide administrative support to the Executive Director with calendar and travel.
Cost \$0	Existing Position:	Change 2: Adjust Current Associate Director Role and title to Associate Director	<u>Justification and Benefit:</u> Based on Big 12 schools' findings, institutions with 30,000+ students average over 20 staff members with specialized functional areas,

		of Employer and Alumni Connections such as student engagement, employer and alumni connections, experiential learning, career education, and life design. Many universities have a tall organizational structure, allowing for defined roles dedicated to specific functions like assessment, marketing, faculty engagement, technical support, and peer mentorship. UCS operates with a lean, flat structure, requiring each staff member to manage multiple roles. Currently, eight professional staff support all UH majors, while three professionals manage employer relations, organizing up to 14 career fairs and mixers annually. UCS differentiates its services by focusing on industry-specific fairs using a career cluster model to help students explore career paths beyond their majors. Reclassifying this role to focus on Employer and Alumni Connections will streamline our approach to managing employer relationships, strengthen our alumni engagement efforts, and minimize overlap with college-based career fairs.
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Conclusion

To effectively implement the strategic initiatives outlined in the UCS Strategic Plan, we must adopt a structure that optimally supports students' career success. **I am grateful I received support from leader for this restructure and look forward to discussing how best to implement these changes over the next four years.**