



Insight into Canadian Post-Secondary Career Service Models
Final Report

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Executive Summary

Introduction

This CERIC-funded study sought to establish the importance publicly funded universities and colleges place on the provision of career development services and to highlight particularly impressive models of career service provision across the country.

Specifically, CERIC's interest in conducting this project was two-fold:

1. To understand the landscape of career service models across Canada
2. To examine the level of institutional commitment to the provision of career services to students

To answer these two research objectives, comprehensive information on career service departments was obtained from as large a sample of Canadian colleges and universities as possible. The study used a three-stage, mixed-methods research design consisting of: i) an online survey targeting selected Career Services staff in all colleges and universities using English and French- language questionnaires as appropriate, ii) targeted in-depth on-site interviews with Career Services staff in those institutions identified as delivering 'impressive' models of service, iii) a content analysis of all Canadian college and university Career Services web sites was conducted to augment the information collected via the web survey.

French and English language versions of a 76 item questionnaire exploring the characteristics of career services in colleges and universities were developed in collaboration with a Project Advisory Panel consisting of Career Services professionals drawn from across Canada. The online survey was conducted between October 12 and November 10, 2016.

Data Sources

The online survey of 180 institutions resulted in a total of 83 responses from 67 institutions for an institutional response rate of 37.2%. The 67 institutions consisted of 32 colleges (48%) and 35 universities (52%) drawn from all Canadian provinces and territories except for Nunavut, Manitoba and Prince Edward Island.

A total of 207 web sites, 116 colleges and 91 universities, were examined to document prominence of the career services site, home page link, who can access career services, department title, and services offered. Of this total number, a specific career services web page could not be found for eight colleges and four universities. The web site analysis, therefore, examined access to and the characteristics of the career services web site for 195 Canadian postsecondary institutions.

Limitations

The findings presented below are subject to a number of limitations. First, the institutions captured by the online survey may not be representative of the total population of Canadian colleges and universities. While institutions from almost all geographic regions of Canada are present, it is quite likely that some self-selection occurred. Selection variables could include respondents who were more interested and committed to the career services field, those who had more time available to complete the questionnaire or those who viewed the survey completion incentives as more desirable.

In addition, answering the survey questions relied to some degree on the respondent’s knowledge of their career services department, recall of facts and the interpretation of each question. It is quite possible that what was reported on the survey was not completely accurate. The reader should keep these limitations in mind when reviewing the findings presented below.

Findings

This Executive Summary will only highlight the findings related to the two main research questions posed by CERIC and listed above. Survey and web analysis results, however, also include a description of career services delivery in Canadian postsecondary institutions including evaluation practices, outcomes and ROI measurement, and human resource characteristics. These findings will not be summarized here. Readers wishing to access this information should consult the main body of this report.

Landscape of career service models

An analysis of survey data with the view to describing or distilling common patterns produced two types of models, ‘criterion-specific’ models and institutions with ‘impressive’ models.

For the first type, survey analysis identified several criteria unique to a subset of institutions herein defined as criterion-specific career services models. The unique criteria associated with each of the five models included the use of student assistants, co-location of career services with other student services, providing service to prospective students, career services funding via student fees and the common structure that exists in Quebec CEGEPs and universities.

Models of Career Services:

- Use of student assistants
- Co-location of services
- Service prospective students
- Student fee funding
- Quebec model

Use of student assistants

A distinguishing characteristic of some institutions was their use of student assistants or peer helpers. Twenty-seven institutions in the sample, distributed across Canada, indicated they had student assistants on staff with the number varying between one and thirty-four. Not surprisingly, larger institutions had higher numbers of student assistants on staff. The use of student assistants was less frequent in colleges since twenty-two of the twenty-seven institutions were universities.

Co-location of services

The degree to which career services was located in close proximity to other campus services was another dimension that distinguished institutions. The web survey examined four campus services as possible candidates for co-location. These were Co-op/Experiential Learning Services, Personal Counselling, Academic Advising and Student Life. The largest number of institutions in the sample (22) was located in close proximity to two other services, followed by 18 institutions in close proximity to one other service. The career services department of sixteen institutions was in close proximity to three other services and only nine institutions were located close to four other services.

The last group of nine institutions, therefore, had five student services located in close proximity to each other and could easily meet the definition of a “one-stop” student services model.

Service for prospective students

Survey results showed that 37% of institutions made career services available to prospective students.

Of the twenty-one institutions that provided this service, 10 were colleges and 11 were universities. Enrollments ranged from a low of 400 students to a high of 39,000 students suggesting that institutional size was not a factor in deciding to serve prospective students. Institutions were located across Canada from the Northwest Territories, to British Columbia in the west and to Nova Scotia and Newfoundland in the east. Ontario dominated the group with seven institutions serving prospective students.

Slightly more than one-third of respondents provide service to prospective students

Student-based funding

Another criterion-specific model was defined by the source of departmental funding. Of the 64 institutions that answered this question, 28 received no funding via fees derived from students or employers while 36 institutions did in varying percentages of their total budget. Eight institutions, four colleges and four universities, obtained 90% or more of their total budget from fees and six, four colleges and two universities received 100% of their budget from fees. In the latter case, all six institutions were located in Ontario and are funded via student ancillary fees. The funding of career services departments via student ancillary fees is clearly a distinct model.

The Quebec model

Quebec CEGEPs and universities exhibited a distinctive model in the organization of career services. Services were divided into two separate areas with the first most frequently titled *Service d'orientation* and less often *Orientation et information scolaire* or *Information scolaire et professionnelle*. This service typically worked with students who had become less sure of their program choice or who were having difficulty in their current program. As partners in a dialogue with such students, the *Conseillere en orientation* or *conseiller en information scolaire et professionnelle* worked to identify an alternative career path. Professional staff who performed this function were members of the *Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ.)*

The second component of career services focused on employment advising, job search and university selection and admissions. This service was typically titled *Service de placement*. Staff that provided the service were most frequently titled *Conseiller en emploi* or *Conseiller en recherche de travail*. Typically, the two services each had their own area on the institutional web site.

Institutions with Impressive Models

The approach to identifying institutions with impressive models of career services began with input from practitioners in the field. This consisted of two types. The first was responses to a questionnaire item asking respondents to rate the utility of eighteen metrics that could potentially characterize impressive models. The second type consisted of asking respondents to nominate colleges or universities they felt demonstrated an impressive model.

It was decided that the top seven metrics, those endorsed by 66% or more of respondents, would be selected as the characteristics of institutions with impressive career service models. While selecting a

cut-off of 66% may appear arbitrary, it was felt that two-in-three respondents identifying a specific metric as “very useful” constituted significant agreement on the utility of the criterion measure.

An Impressive Model Scale Score was then computed for each institution using institutional responses to questionnaire items aligning with each of the seven metrics. This process resulted in a total of 43 institutions with an Impressive Model Scale Score. Twenty-four scored above the scale mean and seven had a score more than one standard deviation (+1 SD) above the mean. Any institution scoring one standard deviation or more above the mean is significantly different from others in the sample and can be seen to exemplify an impressive model.

Institutions with an Impressive Model of Career Services:

- Evaluate services regularly
- Measure outcomes
- Are proactive in service delivery
- Collaborate with campus

In effect, career services practitioners in Canadian colleges and universities characterized institutions with an “Impressive Model” of career service delivery as being those that:

1. Evaluate services regularly
2. Measure outcomes
3. Are proactive in delivery
4. Collaborate with campus stakeholders

An examination of other characteristics the seven top-scoring institutions had in common showed that:

- Six required a Master’s level credential of the Director
- Five of the seven required or preferred the Director to have a “career” designation
- All were organized within the Student Affairs/Student Services area
- Six were co-located with co-op/experiential learning services
- Four said departmental practices were “very” established in written policy and three reported practices were “somewhat” established in written policy.
- Six said their senior administration was “very” or “quite” committed to student career development

Institutional Commitment

A variety of measures of institutional investment in career development were examined. One type included concrete financial and physical investments in career development such as current year total budget, size of complement including student assistants, space allocation, dollar amount dedicated to promotional budgets and sources of departmental funding. Other more indirect measures including having career-focused curriculum embedded in courses or programs, the presence of policies promoting student-faculty dialogue on career topics and the level of collaboration between career services and other stakeholders were also explored. These policies and behaviours require institutional time, energy and commitment and, therefore, characterize institutions that are more invested in student career development.

Current year total budget amounts, clearly varying by institutional size, ranged from a low of \$0 where career services were totally funded via student fees to a maximum of \$5M for a very large university. The overall mean for the 45 institutions reporting was \$697,961.

Of the 24 colleges and 33 universities reporting, full time staff ranged from a low of 0 for one very small college and a university that outsourced career services, to a high of 50 with a mean of 8.5. Part time staff numbers ranged from 0 to 12 with a mean of 1.9. The use of student assistants ranged from a low of 0 to a high of 34 with an average of 7.25 for colleges, 8.5 for universities and an overall average of 8.1. The greatest use of assistants was in large universities and as institutional enrolment declined so did the number of student assistants on staff.

Awareness, Use, and Impact: Career Centre Evaluation - A Practitioner Guide

About one-half respondents said they were not aware of **Career Centre Evaluation: A Practitioner Guide** and over two thirds had not used it. However, approximately one third of the sample had made 'some' or 'extensive' use and of the **Guide** and the majority said it had 'some impact'

Use of *Career Centre Evaluation: A Practitioner Guide* had significant impact on career services

Department Funding

Survey participants were asked to indicate the proportion of their operating funds derived from various sources. While there was some variation, of the 67 institutions in the sample, on average, 60% of their funding came from the institution. The second major funding source was from fees charged to students or employers where, on average, about one quarter (26%) was derived.

In the case of institutional funding, 20% of the sample indicated they received no funding and 29% reported 100% of funding was from their institution. In the case of fees, almost one half (44%) reported this was not a source of funding while only 7% indicated all of their funding was from this source.

Indirect Measures of Institutional Commitment

The following findings were obtained for the indirect measures of institutional investment in student career development.

Embedded career-focused curriculum

Slightly more than one-half of participants reported that a career focused curriculum was present in 'some of their programs'. Only one in ten said this occurred in all programs and approximately one-quarter said this did not happen at all.

Faculty engage students in career-related topics

Slightly less than one-half reported that faculty were encouraged to engage students in career related topics in 'some of their programs' and approximately one-quarter said this occurred in all programs. One fifth was not sure and one-tenth said this did not happen at all.

Career staff meet classes

Survey results showed that career services staff in the vast majority of institutions (91%) met with classes/student groups to introduce themselves and explain services available. Approximately one-fifth

reported that this was with first year students only while almost two-in-three said they met with both first and final year students. Others indicated that this happened for all years, by invitation or on the initiative of program faculty.

Almost one-half of respondents said their senior administration was “quite” or “very” committed to student career development

Collaboration with campus stakeholders

The highest levels of collaboration for career services were with counselling services and academic advisors. A Total Collaboration Score was calculated by summing values across groups with which career services could potentially collaborate. While a maximum score of 80 was possible, the range observed was from a low of 16 to a high of 60 with a mean of 42.5. A mean score of this magnitude suggests that career services departments, overall, collaborate to a considerable degree with other stakeholders on campus.

Commitment of Senior Administration

A final question assessing the level of institutional investment asked respondents to rate the commitment of their senior administration to student career development. The largest group, slightly more than one-third of respondents, said their senior administration was ‘somewhat’ committed to career development. Almost one-quarter reported they were ‘quite’ committed and one-fifth reported they were ‘very committed’. Only 18% said they were either ‘not very’ or ‘not at all’ committed.

Web Site Analysis

As a supplement to the online survey, a content review was conducted of the career services web sites for 207 Canadian colleges and universities located in ten provinces and three territories.

If postsecondary institutions wish to promote the career development of their students, being able to easily locate the career services web site and the relevant services is of utmost importance. Two measures assessed the degree to which an institution’s career services web site was accessible. The first was a subjective measure that documented how easy it was to locate the relevant menu item on the institution’s home page. The second measure used to assess the prominence of the career services web site was the number of clicks required to arrive at the site.

Mean “ease of access” scores were calculated for all institutions by province. The results for the college sector showed a national average score of 3.31 and for university sector, the mean was 3.21. These findings suggest that for the vast majority of Canadian colleges and universities, finding the career services web site was quite easy.

The average number of clicks required to access the career services web site from the institution’s home page was calculated for all institutions by province. For the college sector, the mean number of clicks nationally was 2.28 while for the university sector it was 2.1. This second measure of access to career services via institutional web sites reinforces the first above and confirms that career services on Canadian postsecondary web sites can generally be seen to be easy to find and prominent.

Site Visits

Fifteen site visits with interviews of career services staff are being conducted with institutions scoring above the mean on the Impressive Model Scale, as well as institutions nominated by respondents.

The overall goal of the interviews is to obtain sufficient information on the development and implementation of ‘impressive’ models so that these might be emulated or replicated at other institutions without ‘reinventing the wheel’ or duplicating efforts that proved to be unsuccessful.

A separate report summarizing the results of the site interviews, *Insights into Impressive Practices in Career Services*, will be published in the coming months.

Conclusions

Several conclusions may be drawn with regard to CERIC’s main research questions.

1. There are at least five models of career services delivery in Canadian postsecondary institutions, defined by a specific feature of service delivery shared by a group of institutions.
2. Career services practitioners define an ‘impressive’ model of career services as one where the department evaluates regularly, measures service outcomes, is proactive in service delivery and collaborates extensively with campus stakeholders.
3. There are at least thirteen Canadian postsecondary institutions that can be said to have an ‘impressive’ model of career services delivery.
4. The majority of the top seven of these institutions also: have a Director with a Master’s and a career designation; are within Student Affairs/Services; are co-located with co-op/experiential services; have practices informed by written departmental policies; and, have a senior administration that is “very” or “quite” committed to student career development.
5. Institutional commitment as measured by financial and physical plant investments was highly variable and clearly influenced by institutional size.
6. More indirect measures of institutional commitment suggest significant support for career services delivery exists in a considerable number of Canadian postsecondary institutions.
7. Career Services web sites in Canadian postsecondary institutions are typically easy to access from institutional home pages.

Insight into Canadian Post-Secondary Career Service Models

INTRODUCTION

The purpose of this CERIC-funded study was to establish the importance publicly funded universities and colleges place on the provision of career development services to their students and to highlight particularly impressive models of career service provision across the country.

Specifically, CERIC's interest in conducting this project was two-fold:

1. To understand the landscape of career service models across Canada including:
 - Develop an inventory of career service models
 - Query the leadership across the country to determine up-coming changes
 - Examine the awareness of and use of the Career Centre Evaluation: A Practitioner Guide
 - Highlight impressive models across the country and the criteria used to evaluate
2. To examine the level of institutional commitment to the provision of career services to students
 - Explore the institutional investment in career development and changes over time, including funding, sustainability and location on campus.
 - Determine what outcome measures, if any, institutions are using. Are post-graduation employment status statistics captured?
 - Evaluate which institutions, if any, are calculating the economic value of career development and impact.
 - Review the earlier Burwell, Kalbfleisch and Woodside (2010) research by examining changes in roles/functions, respective educational backgrounds and the definition of these roles and functions in career services and/or other areas of post-secondary institutions, including employment services.

APPROACH AND METHODOLOGY

To answer CERIC's two main research objectives, comprehensive information on career service departments was obtained from as large a sample of Canadian colleges and universities as possible. According to Universities Canada there are approximately 93 major universities, and Colleges and Institutes Canada lists 122 public colleges as members.

Research Design

This study used an efficient and cost-effective three-stage, mixed-methods research design consisting of: i) an online survey targeting selected Career Services staff in all colleges and universities using English and French- language questionnaires as appropriate, ii) targeted in-depth on-site interviews with Career Services staff in those institutions identified as delivering 'impressive' models of service, iii) a content analysis of all Canadian college and university Career Services web sites was conducted to augment the information collected via the web survey. The names of the colleges and universities targeted for this study appear in Appendix A and B, respectively.

Survey Sample

Colleges and universities, where contact information on career services staff was available, were invited to participate in the online survey. Participation rates were maximized by leveraging the Director of Career Services networks for colleges and universities as well as members of the Canadian Association of Career Educators and Employers (CACEE) as agents to promote participation.

Information supplied by members of the Project Advisory Panel and CACEE, augmented with contact information for career services directors of college and universities derived from the web site content review, was used to create a master list of email addresses of potential survey participants. CERIC also emailed invitations to career services staff on their contact list. Ultimately, career services staff at 180 postsecondary institutions were invited to participate in the survey. This total was comprised of 78 university-level institutions and 102 college/CEGEP-level institutions.

Questionnaire Development

Identifying models of career services requires comprehensive information on the landscape of career services in Canadian colleges and universities. The resulting dataset must contain detailed information on six distinct categories, the *Who, What, Where, When, How and How Much* of career services in postsecondary institutions. Sample content for each category is provided below for conceptual purposes only.

- **Who:** Number of staff by staff category; identify and describe roles for frontline staff; job titles for middle and senior management; detail on experience and educational background of service delivery staff; placement of career services within institutional organizational structure.
- **What:** Details on types of services delivered; services to community; expected impacts
- **Where:** Physical location; single vs multiple; independent vs co-location within 'one-stop';
- **When:** Timing of service delivery (admissions and/or pre-graduation), hours of operation
- **How:** Reactive vs proactive/outreach delivery; drop-in vs appointment or both; use of technology (web-site, on-line chat); degree of collaboration with campus stakeholders and with whom.
- **How Much:** Operating budget; student usage by semester and year of study; user satisfaction; graduate employment rates; graduate satisfaction; average salary.

French and English language versions of a questionnaire to explore the characteristics of career services in colleges and universities were developed to collect the type of information listed above. The precise wording and questionnaire structure was created in collaboration with a Project Advisory Panel consisting of Career Services professionals drawn from across Canada (membership in Appendix C). Selected members were also drawn from co-op services since it was evident that some overlap in services does occur in some institutions in the delivery of career development services.

Survey Procedures

Following the draft questionnaire development phase, a pilot of the penultimate French and English versions was conducted with four Directors of Career Services in colleges and universities nominated by the Advisory Panel. These individuals provided written feedback to identify any issues related to clarity,

terminology, response options and presentation. The final English and French version of the web questionnaires are provided in Appendix D.

The online survey was conducted between October 12th and November 10th in order to avoid the peak workload associated with fall semester start-up. Survey subjects were directed to a web site managed by *PSE Information Systems* with the online questionnaire posted in both French and English. A reminder email was sent on October 23rd.

Methodology for Developing an Inventory of Career Service Models

A model, as defined by the Canadian Oxford Dictionary (1998), is “a simplified description of a system, process etc. put forward as a basis for theoretical or empirical understanding.” Identifying models for career services in postsecondary institutions began with an analysis of the six categories of information listed above with the view to describing or distilling common patterns. A similar procedure was utilized in the study, *An Analysis of Counselling Services in Ontario Colleges* (Lees & Dietsche, 2013) that found the following service delivery characteristics defined model types.

- Modes of service delivery: passive/drop-in vs proactive/outreach; workshops, individual counseling & appointments, in class workshops, e-learning; ratio of service mode to total services
- Collaboration: relationship between service and other services on campus (co-op); prevalence of referral by campus stakeholders (faculty, admin, support)
- Source of programming: amount driven by institutional vs external partners; amount generated from within Centre
- Service location: decentralized vs centralized (one-stop) vs combination of both
- Client use statistics: service use by students by term of study

Combinations of service delivery characteristics drawn from these categories can define different models. For example, one model might involve the use of professional staff providing one-on-one service provided at a centralized location using a proactive/outreach approach. This would contrast with a second model that included the use of para-professional/support staff, servicing groups of students in a variety of campus locations, on a drop-in basis.

Methodology for Determining “Impressive” Models of Career Services

The comprehensive information obtained with the online survey provided the necessary data on college and university career services characteristics. This served as a foundation to identify those institutions with “impressive” models of career services. Clearly, there is no objective definition of “impressive”, and some combination of services characteristics and outcomes is required to arrive at a definition.

A draft list of potential criteria that might be used to identify impressive models was developed and provided to Advisory Panel members for comment. Following some revisions, a questionnaire item consisting of 18 possible criteria was added to the online survey. Respondents were asked to rate each criterion as either “Very Useful”, “Somewhat Useful” or “Not Useful” in identifying an impressive model. Table 1 presents the list of criteria rated by survey respondents.

Table 1: Potential Criteria for Identifying "Impressive" Models

Potential Metric
Services are evaluated
Student satisfaction measures are used to improve services
Outcomes for students and other clients are measured
Degree of collaboration with campus stakeholders
Practices that promote student- faculty dialogue on career topics
Career-focused curriculum embedded in programs
Student use statistics for face-to-face services
Programs and services tailored for specific groups
Degree of collaboration with external partner
Number of services provided face-to-face
Student use statistics for on-line services
Economic value (ROI) of services is calculated
Per-capita investment in career services
Use of theoretical models to develop career services programming
Number of student groups eligible for services
Total number of services provided
Number of services provided on-line
Educational level of career service providers

Survey respondents were also asked to identify institutions they felt were “impressive” in their delivery of career services. The precise text of the question was, “Based on your knowledge of career services delivery in Canadian postsecondary institutions, could you identify any as having an “impressive” model?”

Site Visits

Based on the survey results that ranked metrics for selecting institutions with ‘impressive’ models, as well as respondents’ nominations of institutions, on-site interviews were conducted with career services staff at these institutions. The protocol for conducting the interviews is provided in Appendix E. The objective of these interviews was to,

- Describe their model and the historical development of the model
- Identify champion(s) who facilitated development and implementation
- Describe characteristics of management structure and service delivery staff
- Identify barriers to model development
- Identify sources of funding
- Identify development and implementation strategies for institutions wishing to adopt the model.

The overall goal of the interviews was to obtain sufficient information on the development and implementation of ‘impressive’ models so that these might be emulated or replicated at other institutions without ‘reinventing the wheel’ or duplicating efforts that proved to be unsuccessful.

Web Site Analysis

While every effort was made to engage the colleges and universities listed in Appendix A and B in the survey process, experience suggests that very high levels of participation can be a challenge. And this is particularly true for comprehensive questionnaires as is the case with this study. Accordingly, a content analysis of Career Services web sites for all colleges and universities listed in Appendix A and B was conducted. The content analysis focused on documenting accessibility of the site (e.g. # of clicks deep, ease of finding site), the menu of services offered and any unique features that distinguished the institution's site from others. The results provide a comprehensive portrait of career services programming in Canadian postsecondary institutions independent of the online survey. The template for documenting web site content is provided in Appendix F.

Limitations

The findings presented below are subject to a number of limitations. First, the institutions captured by the online survey may not be representative of the total population of Canadian colleges and universities. While institutions from almost all geographic regions of Canada are present, it is quite likely that some self-selection occurred. Selection variables could include respondents who were more interested and committed to the career services field, those who had more time available to complete the questionnaire or those who viewed the survey completion incentives as more desirable.

In addition, answering the survey questions relied to some degree on the respondent's knowledge of their career services department, recall of facts and the interpretation of each question. It is quite possible that what was reported on the survey was not completely accurate. The reader should keep these limitations in mind when reviewing the findings presented below.

RESULTS

The results of this study are presented below corresponding to the three main components: i) the online survey, ii) the web site analysis and, iii) the on-site interviews with institutions identified as having impressive models of career services delivery.

Online Survey

Sample Characteristics

A total of 83 responses from 67 institutions were obtained for an institutional response rate of 37.2%. While this rate is above what is typically experienced with online surveys, it is clear from the comments of survey respondents that it was impacted by two other surveys targeting directors of career services in the field within the same period.

The 67 institutions consisted of 32 colleges (48%) and 35 universities (52%) and were drawn from all provinces and territories except for Nunavut, Manitoba and Prince Edward Island. The Canada map in Appendix G shows the distribution of colleges and universities in the sample by province and territory. Table 2 displays the breakdown of postsecondary institutions by province and territory.

Table 2: Sample by Province and Territory

Province	N	%
Alberta	8	11.9
British Columbia	5	7.5
New Brunswick	5	7.5
Newfoundland, Labrador	1	1.5
Nova Scotia	7	10.4
Northwest Territories	1	1.5
Ontario	27	40.3
Quebec	11	16.4
Saskatchewan	2	3.0
Total	67	100.0

Career Services in Canadian Colleges and Universities

Department Titles

There is some indication that the title of Career Services departments in some institutions has been changed to “Success Centres”, “Experiential Learning Centres” or other such labels. The prevalence of these changes, the reason(s) for the change and who and what prompted them were explored in the survey.

Of the 54 English language respondents, eight said their department name was Career Services. The remaining English titles consisted of variations that included other operations such as co-op, counselling and student success. A complete list of titles is provided in Appendix H. The most common French titles were Service d’orientation or Service de placement.

Diverse reasons were provided for why a department name other than Career Services was selected. The majority related to the fact that career services was integrated with other student services. A complete listing of rationales is provided in Appendix I.

Directors’ Perspectives

Directors of Career Services were asked to provide information regarding past and future directions for their department including budget, staffing, space and programming. Table 3 presents the perceived changes to career services departments, both past and future.

Results show that over the past five years roughly equal proportions experienced an increase, no change or decrease in their budget, almost half (43%) had an increase in staffing, more than half (56%) had no change in space allocation, but two thirds increased the number of services offered.

Over the next five years, the largest percentage of respondents expected no change in any aspect of their department except for the number of services, where two in three predicted an increase.

Table 3: Perceived Change to Career Services

Area	Reported/Expected Change Over Time (%)					
	Last 5 years			Next 5 years		
Budget	30 increase	36 no change	34 decrease	33 increase	44 no change	23 decrease
Staffing	43 increase	32 no change	25 decrease	37 increase	56 no change	7 decrease
Space	25 increase	56 no change	19 decrease	23 increase	71 no change	5 decrease
# of services	65 increase	24 no change	11 decrease	74 increase	22 no change	3 decrease

Current issues of greatest impact/challenge for the service delivery

Respondents made a total of 167 comments when asked to identify their top three current issues and challenges in delivering career services. A thematic analysis resulted in ten separate categories of response with resources being cited as by far the greatest challenge. Table 4 shows the top five themes.

Table 4: Issues and Challenges Themes

Theme	N	%
Resource challenges	59	35
The needs of students	21	13
Characteristics of institution	19	11
Collaborating within institution	15	9
Focus outside institution	10	6

Resource challenges included budget cuts, meeting increasing needs with an existing complement and space limitations. The “needs of students” theme mentioned the challenges of working with students with disabilities, international students and a “more complex” student population. A full description of the elements contained within all ten thematic categories is provided in Appendix J.

Confidence in achieving future goals

When asked how confident Directors were in achieving their future goals, the largest percentage of respondents (43%) said they were quite confident, followed by 26% who said they were somewhat confident. Only 17% said they were very confident. Clearly, there was some uncertainty about goal attainment.

Future Directions

Respondents from 51 institutions provided a total of 117 comments in response to a question asking what their department should look like in the next 5 years. An analysis of the comments resulted in the themes shown in Table 5. The most frequent type of change cited for the future was increased collaboration with institutional stakeholders. This theme listed working more closely with other services on campus, co-location with other services and partnering with academic services to include career

education in faculty activities. A complete listing of typical comments comprising each thematic category is provided in Appendix K.

Table 5: Future Directions for Career Services

Theme	N	%
Increased collaboration within institution	30	25.6
Development of web-based resources	16	13.6
Staff Focus (increase/decrease; change in function)	14	12.8
Increased collaboration outside institution	15	11.9
Development of experiential education	11	9.4
Research, Strategic Planning, Evidence-based/outcome-based practice	8	6.8
Communications and marketing	5	4.3
Service modalities (more/less one-to-one service; self-service; mix online/one-to-one)	5	4.3
Peer Services	4	3.4

Organizational Structure

A number of questionnaire items explored various administrative dimensions of career services departments including location within the organizational chart, reporting lines for the director, degree of service centralization and degree of co-location with other services.

Institutional Structure

Four of five institutions reported that career services was organized under Student Services/Student Affairs. Very few were organized under Academic Affairs (4%), Enrollment Management (3%) or Advancement (3%).

Reporting

The largest percentage (76%) of respondents indicated that they reported to one director/manager and approximately one quarter indicated they reported to multiple directors or managers.

Centralized, decentralized or hybrid structure

In this study, respondents were asked whether career services was delivered via a primarily centralized model, a decentralized model or a hybrid model. Primarily centralized was defined as one central career services location on a campus or on each campus for multi-campus institutions. A decentralized model was defined as multiple career services locations on a campus or on each campus. Those who selected a hybrid model were asked to explain their model in detail.

Over two thirds of institutions (68%) indicated their services were primarily centralized and almost one quarter (22%) said they constituted a hybrid model. Most frequently, the hybrid model consisted of a central location augmented with offices located within specific faculties such as Business or Law. Others indicated that one location housed co-op services while another serviced all other students and alumni.

Quebec CEGEPs and universities had a common organizational structure with career exploration provided via the *Service d'orientation* and employment services via the *Service de placement*.

Location of career services with other services

The literature on delivery of services to students often discusses the benefits of the “one-stop” model where a number of services are co-located or are in close proximity. The questionnaire asked respondents whether their career services department was located in close proximity to co-op/experiential learning services, personal counselling services, academic advising and student life. A total of 65 institutions provided information for this question. The results showed that Career Services, was most frequently located in close proximity to personal counselling (60%) followed closely by academic advising (57%). Co-op/experiential services and student life were tied at (51%).

An examination of co-location by institution showed that, for many, career services was located close to several other services. Of the 65 institutions reporting, the largest number (22), were located in proximity to 2 other services. Eighteen institutions were located in the same area as one other service, 16 were located with 3 other services and 9 were close to four other services, the last example perhaps characterizing a ‘one-stop’ location for student services. Only two institutions reported they were not located close to any of the other services explored in this question. Table 6 summarizes these results.

Table 6: Institutions with Proximal Services

# of services in close proximity	Number of Institutions
0	2
1	18
2	22
3	16
4	9

Service Provision

Several aspects of service provision were examined by the questionnaire including what services are offered, who has access to on-campus career services and how these services are accessed. In addition, the survey explored the degree to which departmental programming was influenced by theory and written policy and as well as the proportion of departmental programming determined by career services or by internal or by external partners.

Services Offered

As the findings in Table 3 showed, institutions have continually grown the suite of services available to students. A survey item asked respondents to check the services they offered from a list of 22 possibilities developed by a review of the literature (Van Norman, 2016) and input from members of the Project Advisory Panel. Table 7 shows the percentage of institutions in the survey sample who indicated they provided the specified service. For the 67 responding institutions, the total number of services per institution ranged from a low of 5 to a maximum of 22. And while the relationship was not perfect, larger institutions tended to offer a greater number of services.

Clearly, the majority of Canadian colleges and universities offer a significant number of services including career exploration, career planning, and advising either individually or in groups. Similarly, individual or group services are offered in the area of employment advising, labour market information and job search. In addition, specialized services are offered to specific groups and student populations on campus.

Table 7: Institutions Offering Service

%	Service
81	Individual career advising
75	Workshops for resume and cover letter writing
75	Interview techniques workshops
74	Career resource library (paper and/or electronic)
72	Career or personality assessments
72	Labour market information
72	Services for employers (e.g. job postings, interview scheduling, career fairs)
69	Workshops on career planning
68	Job search workshops
66	Individual employment advising
65	Individual career counselling
65	Workshops designed for specific Faculties, student clubs, other departments
64	Networking opportunities
63	Support developing LinkedIn profile
60	Programming for specific student populations (Indigenous students, international students)
59	Services for alumni
51	Experiential learning opportunities (job shadowing, internships, work/study abroad)
42	Use of student career assistants (peer helping)
36	Workshops on graduate/professional school applications
36	Negotiating job offers (e.g. workshops, individual advice, resource materials)
27	Co-Curricular record
25	Entrepreneurship/ start your own business workshops
12	Other

Of those services offered less frequently, the use of student assistants (peer helpers) negotiating job offers and entrepreneurship programming stand out. The fact that only one quarter of the sample offered entrepreneurship workshops is particularly notable given the current labour market trend of precarious employment that has prompted more graduates to consider starting their own business.

Access to On-Campus Career Services

Survey results showed that both full and part-time students could access on-campus career services in almost all (92%) institutions. When asked to indicate which student groups, aligned with the student life-cycle, had access to on-campus career services, one of the neediest groups as shown by the work of Dietsche (2012) and Finnie (2012) was observed to have infrequent access. Table 8 shows that 37% of the sample or twenty institutions of the 53 that answered said they provided on-campus career services to prospective students. The group was comprised of almost an equal number of colleges (10) and universities (11) and had enrollments that ranged from 400 to 40,000 students.

The great majority of institutions provided services to students in all other years of study as well as graduates and alumni. Fewer institutions provided services to continuing education students, and very few did so for the external community.

Table 8: Groups Eligible for Individual Career Counselling/Advising/Coaching

Group	%
Prospective students (not yet registered)	37
First year students	98
Upper year students	100
Final year students	100
Graduates/Alumni	81
Masters, Ph.D., Post-Docs	59
Continuing education students	55
Members of external community	16

Results also showed that graduates and alumni could access services for more than 3 years in 38% of institutions, two years for 31% and only one year for 23%.

Other staff serving prospective students

Of the 31 institutions who said prospective students were not eligible for career services, 17 indicated other staff on campus did provide this service, 6 were not sure and 8 said no other staff provided service to prospective students. The most frequently mentioned group of staff to provide service was located in recruitment or admissions or, less frequently, academic advising departments.

Mode of Access to On-Campus Services

The two modes of access to on-campus services explored were appointment and drop-in. Table 9 shows that for 51 institutions access was via drop-in, on average, for slightly more than one third (35%) of the time. It is clear, however, that with a range of 1% to 95% across institutions considerable variation in drop-in access exists.

Table 9: Drop-in vs. Appointment

Mode of Access	N	Min. %	Max. %	Mean %
Drop-in	51	1	95	35
Appointment	56	5	100	65

A similar degree of variation can be seen for 56 institutions reporting on access by appointment. While an average of almost two thirds (65%) of access to services was by appointment, for some institutions only a very small percentage (5%) was by appointment whereas for others access was entirely by appointment. Not surprisingly, access via drop-in tended to decrease as institutional enrollment increased.

Theory, Policy and Departmental Practices

Career guidance and counselling in the western world has developed a comprehensive system of theories and intervention strategies in its more than 100 years of history. As will be seen below, the use of theoretical models to develop career services programming was rated by less than half of respondents (46%) as a 'very useful' indicator of an impressive model of career services. However, it is clear that theoretical frameworks can be useful in developing career services programming. This study explored which of the many theoretical models were in use in Canadian colleges and universities.

In addition to theory, written policies are typically used to establish practice, standardize processes and guide human behaviour in the delivery of services. The extent to which departmental practices were established in written policy was also explored in this study.

Survey respondents reported a variety of theories were used to inform their practice. Krumboltz's Planned Happenstance was mentioned most frequently (13), followed by Chaos (9) and Holland's Typology (7). Super and Amundson were each mentioned 4 times, with Savickas and Kolb cited twice. Student development theory and Chickering's 7 Vectors theory were also mentioned as frameworks to guide practice.

A narrative approach was the most frequent method for delivering services to students with solution-focused and cognitive-behavioral techniques being somewhat less frequent. Overall, most approaches were variations on the client/person-centred method.

When asked about the degree to which departmental practices were established in written policy, 38% of respondents said they were 'somewhat' established and 22% reported they were 'quite' established. Only 13% said they were 'very' established in written policy.

Determinants of Departmental Programming

One questionnaire item sought to determine the key drivers of career services programming. Options included the career services department itself, internal partners such as students, co-op or recruitment departments or other Faculties, and external partners such as community employment agencies or employers.

Of the 67 institutions responding, the average amount of programming determined by the career services department was 71% with a range of zero percent for 5 institutions to a maximum of 100% for 18 institutions. Internal partners, on average, accounted for 21% of career services programming with a range of zero for 19 institutions and 100% for 2 institutions. Only 8% of programming was driven by external partners with more than half (41) of the institutions reporting zero percent. One institution said 100% of their programming was determined by an external partner since career services for this institution was delivered by another located in close proximity.

Services Offered and Accessed by Students – Top Ten.

The survey questionnaire contained two items to specifically measure student participation in the various services typically offered by career services departments. One question focused on key web-based services and asked respondents to rank order those they offered by frequency of student use. If they did not offer a service the rank was to be left blank. Table 10 shows the mean rank for each service and the number of institutions responding.

The results show that respondents ranked web-based employer job postings as the service most frequently used by students, followed by self-serve career planning information. On-line chat was a service ranked by only 11 institutions and rated lowest in frequency of use.

The second questionnaire item asked respondents to rank order their key on-campus services in a similar manner. Table 11 shows the mean rank for each service and the number of institutions responding.

Table 10: Ranking of Web Service Use by Students

Web Service	Rank	N
Use of employer job postings	1.42	43
Use of on-line self-serve career planning information	2.55	38
Use of on-line workshops on career planning process	2.95	22
Use of on-line career, interest and personality assessment instruments	2.97	33
Use of on-line labour market information	3.13	30
Use of on-line chat	4.45	11

The results indicate that two key components of career services, career guidance and employment advising are the most used services by students. More specifically, meeting individually with a career advisor or counsellor, followed by developing resume, cover letter and interview skills are among the most frequently used services. Services such as facilitating international opportunities and corporate mentorships appear to be offered least frequently and are ranked last among the available options.

Table 11: Ranking of On-Campus Service Use by Students

On-Campus Service	Rank	N
Meeting a career advisor for an individual appointment	1.94	33
Meeting a career counsellor for an individual appointment	2.53	30
Resume, cover letter and interview skills with individual or group involving critique	2.67	43
Meeting an employment advisor for an individual appointment	3.07	27
Participation in career events	3.14	44
Use of student career assistants	3.32	22
In-person workshops on career planning process	3.50	38
Career, interest and personality assessments that involve counsellor interpretation	4.00	27
Career, interest and personality assessments that involve advisor interpretation	4.95	21
Facilitating international opportunity	5.50	12
Facilitating corporate mentorship	5.56	9

Table 12: Top Ten Services Used by Students

#	Service	Rank	N
1	Use of employer job postings	1.42	43
2	Meeting a career advisor for an individual appointment	1.94	33
3	Meeting a career counsellor for an individual appointment	2.53	30
4	Use of on-line self-serve career planning information	2.55	38
5	Resume, cover letter and interview skills with individual or group	2.67	43
6	Use of on-line workshops on career planning process	2.95	22
7	Use of on-line career, interest and personality assessment instruments	2.97	33
8	Meeting an employment advisor for an individual appointment	3.07	27
9	Use of on-line labour market information	3.13	30
10	Participation in career events	3.14	44

Integrating the ranking of web-based and on-campus services displayed in Tables 9 and 10, respectively, produces the results shown in Table 12, the top ten services used by students independent of delivery modality.

Institutional Investment in Career Development

A number of dimensions were investigated in order to measure institutional investment in career development. One section asked respondents to report on basic measures including current year total budget, size of complement including student assistants, space allocation, dollar amount dedicated to promotional budgets and sources of departmental funding.

Beyond the concrete financial and physical plant investments in career development, other more indirect measures were also explored. It can be argued that having career-focused curriculum embedded in courses or programs, the presence of policies promoting student-faculty dialogue on career topics and the level of collaboration between career services and other stakeholders requires institutional time, energy and commitment and, therefore, characterizes institutions that are invested in student career development. Consequently, these dimensions were also explored in order to obtain a more complete assessment of institutional investment. Lastly, respondents were asked to rate the commitment of their senior administration to student career development.

Budgets, Staffing and Space

Current year total budget amounts, clearly varying by institutional size, ranged from a low of \$0 where career services were totally funded via student fees to a maximum of \$5M for a very large university. The overall mean for the 45 institutions reporting was \$697,961.

When asked what metrics would be useful in identifying institutions with impressive models of career services, almost half of respondents (46%) felt total budget to be 'very useful' and an additional 43% said 'somewhat useful'. Only one-in-ten felt this was not a useful metric.

Using total budget figures and FTE enrolments captured by the survey, it was possible to calculate per-capita spending on career services for the 29 institutions that provided complete data. However, these calculations were compromised by the fact that some institutions appeared to provide total current budget figures excluding salaries resulting in very low per-capita values. With this caveat in mind, the results showed that most institutions (15) had made per-student investments between \$20 and \$50. An additional 6 institutions had values over \$50 and 8 were under \$20.

Career services staffing

Of the 24 colleges and 33 universities reporting, full time staff ranged from a low of 0 for one very small college and a university that outsourced career services, to a high of 50 with a mean of 8.5. Part time staff numbers ranged from 0 to 12 with a mean of 1.9.

Of the 37 institutions that reported on the use of student assistants, totals ranged from a low of 0 to a high of 34 with an average of 7.25 for colleges, 8.5 for universities and an overall average of 8.1. The greatest use of assistants was in large universities and as institutional enrolment declined so did the number of student assistants on staff. The use of student assistants as defining a model of service delivery will be discussed in more detail later in this report.

Departmental space allocation

Only 25 institutions (11 colleges, 14 universities) provided information for this question. Overall, departmental space ranged from a low of 0 sq. ft. for one very small college and a university that outsourced career services, to a maximum of 3,000 sq. ft., with an average of 1,008 sq. ft. Average space allocation for universities (1,275 ft²) was approximately double that of colleges (667 ft²).

Promotional budget: Print & digital

Thirty-seven institutions reported that print budgets varied from \$0 to \$20,000 with a mean of \$3,850, while digital budgets ranged from \$0 to \$40,000 with a mean of \$6,281.

Sources of Department Funding

Survey participants were asked to indicate the proportion of their operating funds derived from various sources. Table 13 shows that while there was some variation, of the 67 institutions in the sample, on average, 60% of their funding came from the institution. The second major funding source was from fees where, on average, about one quarter (26%) was derived.

Table 13: Sources of Funding

Funding Sources	N	Min. %	Max. %	Mean %
Proportion from - Institution	67	0	100	60
Proportion from - Fees	67	0	100	26
Proportion from - Partnership programs	67	0	60	3
Proportion from - Grants	67	0	35	3
Proportion from - Gifts and donations	67	0	11	1

In the case of institutional funding, 20% of the sample indicated they received no funding and 29% reported 100% of their funding was from their institution. In the case of fees, almost one half (44%) reported this was not a source of funding while only 7% indicated all of their funding was from this source. Further, as evidenced by the mean values shown in Table 13, the proportion of funding derived from partnership programs, grants and gifts/donations was very small.

Indirect Measures of Institutional Investment

As discussed earlier, a number of indirect measures of institutional investment focused on the level of institutional energy and commitment devoted to student career development. The findings related to these measures are presented below.

Embedded career-focused curriculum

One highly effective tactic to promote student involvement in career education is to embed related topics in the curriculum. As this typically requires substantial collaboration with faculty, it reflects strongly on the level of institutional investment in career development. Survey results show that slightly more than one-half (53%) of participants reported that a career focused curriculum was present in 'some of their programs'. Only one in ten said this occurred in all programs and somewhat more than one-quarter (27%) said this did not happen at all.

Faculty engage students in career-related topics

In the absence of a formal career-focused curriculum it is possible for faculty to integrate course topics with career futures. Survey results showed that slightly less than one-half (43%) reported that faculty were encouraged to engage students in career related topics in ‘some of their programs’ and approximately one-quarter said this occurred in all programs. One fifth was not sure and one-tenth said this did not happen at all.

Career staff meet with classes

Career services departments can proactively engage students in career education and highlight their presence on campus by meeting with classes at various points during the student life-cycle. The survey results showed that career services staff in the vast majority of institutions (91%) met with classes/ student groups to introduce themselves and explain services available. Approximately one-fifth (18%) reported that this was with first year students only while the majority (60%) said they met with both first and final year students. Others indicated that this happened for all years, by invitation or on the initiative of program faculty.

Collaboration with campus stakeholders

As will be seen in the discussion of Best Practices and Models below, collaboration with campus stakeholders is highly valued by career services staff. Survey respondents were asked to rate their level of collaboration with various campus stakeholders on a scale of ‘1’ (no contact) to ‘10’ (extensive).

Table 14: Collaboration with Campus Stakeholders

Stakeholder Group	Mean	N
Working relationship with personal counselling services	6.74	54
Level of involvement with academic advisors	6.35	43
Working relationship with disability services	6.31	54
Working relationship with co-op/experiential education services	6.29	52
Working relationship with faculty	6.26	54
Level of involvement with community partners	6.25	51
Level of involvement with Recruitment/Admissions Office	5.88	52
Working relationship with services for Indigenous peoples	5.32	53

Table 14 shows average level of collaboration with each of the campus groups examined. While all but one of the mean scores is above the mid-point of 5.5, the highest levels were with counselling services and academic advisors. The lower number of institutions reporting on involvement with academic advisors was due to the fact that only 80% of institutions indicated these staff were on their campus.

A Total Collaboration Score was calculated by summing values across the eight groups with which career services could potentially collaborate. While a maximum score of 80 was possible, the range observed was from a low of 16 to a high of 60 with a mean of 42.5. A mean score of this magnitude suggests that career services departments, overall, collaborate to a considerable degree with other stakeholders on campus.

Commitment of Senior Administration

A final question assessing the level of institutional investment asked respondents to rate the commitment of their senior administration to student career development. The largest group, slightly more than one-third of respondents (35%), said their senior administration was ‘somewhat’ committed to career development. Almost one-quarter reported they were ‘quite’ committed and one-fifth reported they were ‘very committed’. Only 18% said they were either ‘not very’ or ‘not at all’ committed.

Best Practices and Not So Much

In this section, career services staff were asked to describe three “best practices” their department was engaged in at present. Respondents provided a total of 98 descriptions of best practices with significant variation in the length of entries; some practices were stated in one word while others were extensive program descriptions. As evidenced in Table 15, collaboration, whether inside (27%) or outside (8%) the institution was by far the most prevalent theme, overall, present in slightly more than one-third (35%) of the practices submitted. A second prominent theme involved new service delivery practices.

Table 15: Themes Summarizing Best Practice Submissions

Category	Explanation/Definition	N	%
Collaboration within institution	Most commonly working with faculty, but can include other services such as counselling, co-op, advisory committees, student groups	26	27
Direct Intervention Modality	The practice focuses on providing direct service delivery other than one-to-one: i.e., workshops	13	14
Direct Intervention Modality: one-to-one	The practice emphasizes access to one-to-one service	9	9
Development of on-line resources	Development of portals, e-learning modules, on-line chat support	8	8
Evaluation of Service	The practice emphasizes the development and/or use of outcome measures to evaluate service delivery	8	8
Unclassified	Very little information was provided – could not be classified	8	8
Collaboration outside institution	Focuses on work with entities outside the institution such as potential employers, outside agencies, other educational institutions, alumni	8	8
Delivery model Characteristic	Practice describes a novel program approach, structural innovation, co-location of services	6	6
Staff Development	Focus was on staff qualifications and ongoing training	3	3

Unworkable Service-related Innovations

In addition to identifying ‘best practices’ a second goal was to solicit a description of initiatives that were piloted but deemed to be ineffective and why. Fourteen respondents provided descriptions of initiatives that were tried but discontinued. The majority involved the development of workshops and

other service offerings scheduled for students but which failed to attract sufficient enrolment. A detailed description of these can be found in Appendix L.

Measurement, Evaluation, Impact and Return on Investment

Three sections of the questionnaire examined the areas of measurement, evaluation and return on investment. In the first case, the focus was on determining the extent to which career service departments captured the transactional nature of their processes, how many students used services.

A second section with items exploring evaluation activities, focused on whether services had been evaluated, whether there was an awareness of the CERIC publication *Career Centre Evaluation - A Practitioner Guide*, if it had been used to support an evaluation exercise and, if so, what impact its use had. Another component of this section examined the degree to which departments assessed the outcomes and impact of their services.

A final section examined departmental experience with calculating return on investment.

Measuring Student Use of Services

As discussed below, survey respondents highlighted the importance of collecting student use statistics for face-to-face services as two in three reported this would be a 'very useful' metric to identify an impressive model of career services. Over one half (59%) of the 63 institutions that responded to this question said they maintained service use statistics for all services. Another 37% indicated they did so for some services and only 5% said they did not collect such statistics.

The questionnaire also asked respondents to indicate the level of granularity of their student use statistics; whether they were global and aggregated all services together or captured the use of individual services separately. About two in three (68%) institutions said they collected student use statistics for each of their services while one in five said they did so for only some specific services. A small percentage (7%) collected only global usage statistics with all services combined

The methods used to gather these statistics were also explored. The majority of institutions (55%) collected service use statistics with a stand-alone computer program such as Orbis or Outlook for scheduled appointments. Others did so via their student information system (27%) or with web site traffic statistics (30%). Only a small percentage (18%) did so using a paper-based system.

Tracking Referrals and 'Wait Time'

One effective strategy for documenting the degree to which career services is well known on campus is to track the groups that refer students. The survey results, however, indicated that less than one-quarter (23%) of respondents tracked referral source for their clients. Of the twelve institutions who did so, the highest source was self-referral (33%), followed by 'other staff' (28%), faculty (19%), peers (14%) and the web (13%).

Many student services departments track "wait times", the time between a request for service and when the student receives it. This basic metric provides an indication of whether demand exceeds capacity. Survey results show that almost one-half of respondents (48%) said they did not track wait times, slightly more than one-quarter (28%) said they did, and one-quarter indicated there was no wait time for their services.

Awareness, Use, and Impact: Career Centre Evaluation - A Practitioner Guide

The evaluation of department services is important for many reasons. Among these is establishing whether goals are being achieved, clients are satisfied and whether services are being delivered in an efficient and effective manner. Evaluating services is clearly important to career services staff since three-in-four rated it highest in usefulness as a criterion for defining an impressive model of career services. Several questionnaire items examined the area of services evaluation.

Approximately one-fifth of institutions indicated they evaluated their services regularly with a slightly higher percentage (28%) reporting they did so once or twice. However, half said they had not evaluated their services at all. That said, as discussed in the next section, some typical evaluation metrics were collected by substantial numbers of career services departments.

Use of *Career Centre Evaluation: A Practitioner Guide* had significant impact on career services

One possible explanation for the relatively low level of evaluation activity is a lack of knowledge about how to conduct an evaluation. CERIC has provided resources to support this however, in the form of a publication available online titled ***Career Centre Evaluation: A Practitioner Guide*** (2011). In spite of this, over half of survey respondents (54%) said they were not aware of the ***Guide***, and over two thirds had not used it. However, approximately one third (32%) of the sample institutions had made ‘some’ or ‘extensive’ use and of these, the majority said it had ‘some impact’. A Pearson correlation analysis between degree of use of the ***Guide*** and stated impact resulted in a coefficient t of 0.89, significant at the $p < .01$ level. This indicates that greater use of the ***Guide*** resulted in a greater impact on the career services department.

Measuring the Outcomes/Impact of Career Services

While half of the sample said they had not evaluated their services, almost two thirds (64%) said measuring outcomes/impact was ‘very’ important and an additional 28% said it was ‘quite’ important. Among the outcomes explored in the survey, almost 40% indicated they measured employment rate each year and half said they measured student satisfaction with services. Several respondents mentioned other outcomes measures they collected including exit survey of students and employers at career fairs, and assessing student learning outcomes following workshops.

Career Development Practice in Canada (2014) discusses two common methods to measure the impact of career services. These are: i) collect information from clients before a service is used and again afterward (pre-post measures), ii) clients are asked to rate their level of knowledge/skill after a service is used and, retrospectively, what it was before they used the service (post-pre measures). Survey results showed that a minority of institutions (22%) reported they collected pre-post measures and a similar percentage (27%) said their department had collected post-pre measures.

Calculating the Economic Value of Career Services

When asked if they had calculated the ROI of their department no institution reported they had done so. The majority of comments about this question suggested they would like to calculate this statistic but found the prospect daunting and were unsure of how to do so while controlling for extraneous variables

in order to provide valid and reliable estimates. A complete listing of the comments is provided in Appendix M.

Human Resources

A number of items on the questionnaire explored various characteristics of career services staff. One area focused on the characteristics of the Director/Manager position including the credential level and years of experience required of candidates and whether a professional ‘career’ designation was necessary for the position. A second area examined career services staff characteristics according to the typology created by Burwell, Kalbfleisch and Woodside (2010) including number of staff in each category, minimum educational level required and titles of staff in each category. A final item asked which designations or certifications might be required of professional staff.

Directors/Managers

In terms of educational level required of candidates for the Director position, the majority (61%) of respondents indicated that a master’s credential was the minimum. A bachelor’s degree was sufficient for one third of the sample and just 5% said a diploma was. As for years of experience, two in three respondents said that a Director would have between 5 and 8 years of experience.

With the professionalization of career services practitioners, requiring the director or manager of a department to have a professional “career” designation or certification might not be unreasonable. When asked about this, almost one half (48%) said their department manager did not need to have a professional “career” designation/certification although more than one third (38%) said it was preferred.

Burwell, Kalbfleisch and Woodside Typology

In their publication, Burwell, Kalbfleisch and Woodside (2010) identified five core functions of career development practice. These are career advising, career educating, career counselling, career coaching and career consulting. The authors also suggest an educational framework corresponding to each core function, where lower levels of education are associated with fewer functions. Figure 1 reproduces this framework.

Figure 1: Burwell, Kalbfleisch and Woodside Educational Framework

Core Functions					
Reflect the principal activities of career practitioners working directly with clients in one-to-one or group settings; the degree of shading indicates to what extent each level of education prepares a career practitioner to perform each of the core functions.					
Education	Career Advising	Career Educating	Career Counselling	Career Coaching	Career Consulting
Level 1 College or University Certificate* (without diploma or degree)					
Level 2 Diploma or Undergraduate Degree plus College or University Certificate* Undergraduate Degree* (offered only in Quebec)					
Level 3 Masters Degree * Post-Masters Certificate * Ph.D. *					

Survey respondents were provided with brief definitions of each category, as shown below, to reference when answering related questions.

- **Career Advising:** Is “information-centred, providing information regarding topics and technology related to investigating employment, career development, education and/or training options
- **Career Educating:** Provides information or psycho-educational services tailored to “clients’ unique career/employment needs.”
- **Career Counselling:** A formal relationship encompassing holistic, remedial, and therapeutic efforts to help individuals identify, understand and adapt to work/life decisions, roles and circumstances. Typically offered on a one-on-one basis.
- **Career Coaching:** Involves contracting with clients to work co-actively, on an ongoing or extended basis, toward achieving specific, measurable results in their work lives
- **Career Consulting:** Involves the design, delivery, and evaluation of a wide possibility of career development initiatives within organizations, including job placement, talent development, or downsizing plans.

The first row of Table 16 shows the average number of staff and number of institutions reporting (n) for each of the core functions. The second row represents the percentage indicating the corresponding minimum level of education. The titles associated with each function are provided in Appendices N to R.

The results shown in Table 16 indicate that the largest number of institutions (42) reported, on average, 5.3 staff performing the career advising function. This function appeared to be staffed to the highest degree within the forty-two institutions followed by career counselling (3.5) and career consulting (3.3).

Table 16 also shows that the largest percentage (73%) of those performing career advising held a bachelor’s degree, followed by a master’s (17%) and diploma (10%). According to the Burwell, Kalbfleisch and Woodside framework as depicted in Figure 1, a college or university certificate is the minimum level of education required to perform this function.

Table 16: Career Services Staff Characteristics

Staff Traits	Career Advising	Career Educating	Career Counselling	Career Coaching	Career Consulting
Mean FTE staff (n)	5.3 (42)	3.1 (29)	3.5 (35)	3.0 (25)	3.3 (23)
Min. level education required (%)	Certificate: 0 Diploma: 10 Bachelors: 73 Masters: 17 Doctorate: 0	Certificate: 0 Diploma: 4 Bachelors: 59 Masters: 37 Doctorate: 0	Certificate: 0 Diploma: 0 Bachelors: 27 Masters: 73 Doctorate: 0	Certificate: 0 Diploma: 0 Bachelors: 61 Masters: 39 Doctorate: 0	Certificate: 7 Diploma: 13 Bachelors: 53 Masters: 27 Doctorate: 0
Title(s) of staff	Titles of staff are provided in Appendices N-R				

Indeed, across the five core functions, the bachelor’s degree dominates the minimum level of education required except for the function of career counselling. In the case of career counselling, three-quarters of the respondents reported that a master’s credential was the minimum requirement. This is no doubt

due to the educational requirements associated with the ‘counsellor’ designation, particularly in Ontario.

The latter point is reinforced by the findings shown in Table 18. Respondents were asked to indicate what designations or certifications might be required of professional staff setting aside student assistants or peer helpers. While one-quarter indicated that none of the designations listed was required of their professional staff, more than one-half reported they might be required to have a Canadian Counselling and Psychotherapy Association certification, be a Certified Career Development Professional or a Career Development Practitioner.

Table 17 summarizes the job titles reported by respondents that corresponded to the five core functions described by Burwell, Kalbfleisch and Woodside (2010). It is clear that the same job title can be associated with several core functions, in part due to the fact that the same individual can often perform several core functions within a career services department.

Table 17: Job Titles and Core Functions

Job Title	Advise	Educate	Counsel	Coach	Consult
Career Advisor	X	X	X	X	
Career Consultant	X	X	X		X
Internship Coordinator	X	X		X	X
Applied Learning Coordinator	X	X		X	
Career Counsellor		X	X	X	
Career Education Specialist	X			X	X
Career Strategist	X	X		X	
Employment Advisor	X	X		X	
Guidance Counsellor	X	X	X		
Career & Employment Consultant	X	X			
Career Consultant	X	X	X		X
Career Development Coordinator	X	X			
Career Services Coordinator	X	X			
Counsellor		X	X		
Employment and Financial Coordinator		X			X
Student Advisors	X			X	

Other aspects of the professional staff explored included highest level of education and years of experience. The survey asked for the total number of professional staff that had achieved various educational levels as their highest level. Table 19 shows the mean number of staff at each level of education for the institutions that responded. As the results presented in Table 16 showed, bachelors and master’s degrees were the highest level of education associated with professional staff in career services departments.

A final item in this section asked for the average years of experience of professional staff. Of the 51 institutions that responded, the average years of experience was 10 years, with a range of 2 to 21 years.

Table 18: Designations / certifications that might be REQUIRED for professional staff

%	Designation / certification
24	None of the above
19	Canadian Counselling and Psychotherapy Association (CCC)
17	Certified Career Development Professional (CCDP)
16	Career Development Practitioner (CCCD)
11	Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)
10	Other
6	Coaching certification (i.e. NACE or International Coach Federation)
5	Certified Human Resources Professional (CHRP)
2	Ordre des psychologues du Québec (OPQ)

Table 19: Range and Mean Number of Staff

Level of Education	Min	Max	Mean	N
Diploma	0	4	1.4	9
Bachelors	0	45	4.5	41
Masters	1	14	4.3	40
Doctorate (Ph.D./Ed.D.)	0	1	0.4	5

Identifying Models and Institutions with Impressive Models

A model as defined by the Canadian Oxford Dictionary (1998) is “a simplified description of a system, process etc. put forward as a basis for theoretical or empirical understanding.” Identifying models for career services in postsecondary institutions began with an analysis of the survey data with the view to describing or distilling common patterns. Variations on this process were used to identify ‘criterion-specific’ models and selected institutions with ‘impressive’ models as discussed below.

Criterion-Specific Models

An examination of the survey results and the web site analysis to be discussed below identified several criteria unique to a subset of institutions. These are described as criterion-specific career services models. The specific criteria defining the models include the use of student assistants, co-location of career services with other services, providing service to prospective students, student funding and the common structure that exists in Quebec CEGEPs and universities.

Use of student assistants

A distinguishing characteristic of some institutions was their use of student assistants or peer helpers. Twenty-seven institutions in the sample, distributed across Canada, indicated they had student assistants on staff with the number varying between one and thirty-four. Not surprisingly, larger institutions had higher numbers of student assistants on staff. While the Pearson correlation coefficient of 0.40 is modest and significant at $p < .01$, there was clear variation. For example, one institution with an enrolment of 35,000 reported having four student assistants while another with an enrolment of 33,000 had fifteen.

The use of student assistants was less frequent in colleges since twenty-two of the twenty-seven institutions were universities.

Co-location of services

The degree to which career services was located in close proximity to other campus services was another dimension that distinguished institutions. The online survey examined four campus services as possible candidates for co-location. These were Co-op/Experiential Learning Services, Personal Counselling, Academic Advising and Student Life. The largest number of institutions in the sample (22) was located in close proximity to two other services, followed by 18 institutions in close proximity to one other service. The career services department of sixteen institutions was in close proximity to three other services and only nine institutions were located close to four other services.

An analysis of potential co-variates including institutional type, enrollment and structure (centralized, decentralized, hybrid) did not reveal any corresponding patterns. The nine institutions that were located close to four other services were comprised of colleges (4) and universities (5), had enrollments that ranged from a low of 1,800 to 32,900 students and all but one reported they were primarily centralized services.

Service for prospective students

Survey results showed that making career services available to prospective students was true for 37% of institutions. Of the twenty-one institutions that provided this service, 10 were colleges and 11 were universities. Enrollments ranged from a low of 400 students to a high of 39,000 students suggesting that institutional size was not a factor in deciding to serve prospective students. Institutions were located across Canada from the Northwest Territories and British Columbia in the west to Nova Scotia and Newfoundland in the east. Ontario dominated with seven institutions serving prospective students.

At least three institutions considered that providing the service was a recruitment tool.

An exploration of other factors such as the level of commitment of senior administration to student career development did not disclose any that determined whether this service was available. However, given the relatively low availability of this specific service and the research evidence indicating its importance in student success and retention, it would qualify as a criterion-specific model.

Student-based funding

Another criterion-specific model was defined by the source of departmental funding. Of the 64 institutions that provided information on this question, 28 received no funding via student fees while 36 institutions did in varying percentages of their total budget. A total of eight institutions, four colleges and four universities, obtained 90% or more of their total budget from fees and six, four colleges and two universities received 100% of their budget from fees. All six institutions were located in Ontario and in each case the funding was derived from student fees. The funding of career services departments via student ancillary fees is clearly a distinct model.

The Quebec model

Quebec CEGEPs and universities exhibited a distinctive model in the organization of career services. These were divided into two separate areas with the first most frequently titled *Service d'orientation*

and less often *Orientation et information scolaire* or *Information scolaire et professionnelle*. This service typically worked with students who had become less sure of their program choice or who were having difficulty in their current program. As part of a dialogue with such students, the *Conseillère en orientation* or *conseiller en information scolaire et professionnelle*. Professional staff who performed this function were members of the *Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)*.

The second component of career services services focused on employment advising, job search and university selection and admissions. This service was typically titled *Service de placement*. Staff that provided the service were most frequently titled *Conseiller en emploi* or *Conseiller en recherche de travail*. As will be discussed in more detail under Web Site Analysis, these two services each had their own section on the institutional web site.

Institutions with Impressive Models

The approach to identifying institutions with impressive models of career services began with input from practitioners in the field. This consisted of two types. The first was responses to a questionnaire item asking respondents to rate the utility of eighteen metrics that could potentially characterize impressive models. The second type consisted of asking respondents to nominate colleges or universities they felt demonstrated an impressive model.

Table 20: Ratings of Criteria to Define an “Impressive” Model

Metric	Very Useful (%)
Services are evaluated	78.0
Student satisfaction measures are used to improve services	77.0
Outcomes for students and other clients are measured	75.9
Degree of collaboration with campus stakeholders	70.7
Practices that promote student- faculty dialogue on career topics	67.2
Career-focused curriculum embedded in programs	66.7
Student use statistics for face-to-face services	66.1
Programs and services tailored for specific groups	63.9
Degree of collaboration with external partner	61.4
Number of services provided face-to-face	60.0
Student use statistics for on-line services	51.8
Economic value (ROI) of services is calculated	48.1
Per-capita investment in career services	47.3
Use of theoretical models to develop career services programming	46.4
Number of student groups eligible for services	45.5
Total number of services provided	43.9
Number of services provided on-line	31.6
Educational level of career service providers	29.1

Table 20 shows the results of the survey exercise in terms of the percentage of respondents that rated each metric as ‘very useful’. It was decided that the top seven metrics, those endorsed by 66% or more of respondents, would be selected as the characteristics of institutions with impressive service models. While selecting a cut-off of 66% may appear arbitrary, it was felt that two-in-three respondents

identifying a specific metric as “very useful” constituted significant agreement on the utility of the criterion measure.

Calculating the Impressive Model Scale Score

The next step was to calculate an ‘impressive scale’ and score for each institution for which complete data was available. To begin, items from the online questionnaire were identified that reflected each of the seven metrics as shown in Table 21. Relevant questionnaire items were then recoded so that computing a total score across items would mean a higher total value denoted a more impressive institution.

An Impressive Model Scale Score was then computed for each institution. This was accomplished with the following steps:

1. Calculate a total score for each metric when more than one questionnaire item was involved.
2. Convert raw total scores on each of the seven metrics to standardized (z scores) so that no specific item weighed more heavily than others in computing the total.
3. Compute the Impressive Scale Score for each institution using an algorithm that weighted each metric according to the percentage of survey respondents who said it was ‘very useful’

Table 21: Impressive Model Scale Metrics and Corresponding Questionnaire Items

Metric	Questionnaire Item
Services are evaluated	45. Has your department or services been evaluated?
	46. Aware of Career Centre Evaluation: A Practitioner Guide?
	47. Have you made use of the Guide?
	48. If so, what impact did it have on your department?
Student satisfaction measures are used to improve services	50. Do you collect...Graduate satisfaction rate by year
	51. Do you collect...Student satisfaction rates for services
Outcomes for students and other clients are measured	49. How important is it to measure the outcomes/impact of career services?
	53. Has your department collected pre-post measures
	54. Has your department collected post-pre measures
Degree of collaboration with campus stakeholders	63-67, 70-71. Describe your department’s working relationship with...
Career-focused curriculum embedded in programs	28. Does your institution offer career-focused curriculum embedded in academic programs?
Student use statistics for face-to-face services	31. Do you maintain student use of service statistics?
	33. Do you track only global use statistics with all services combined or for individual services?
Practices that promote student-faculty dialogue on career topics	29. Does your institution encourage faculty to engage students in discussing career-related topics?

The resulting equation to compute an institution-specific Impressive Scale Score is presented below.

$$\text{Impressive Model Scale Score} = 0.78*\text{Eval} + 0.77*\text{Satis} + 0.76*\text{Outcome} + 0.71*\text{Collab} + 0.67*\text{Dialog} + 0.67*\text{Curric} + 0.66*\text{Stats-Fac} + 20$$

The constant 20 was added to create a positive total score since the standardization procedure can create negative values.

Basic descriptive statistics for the distribution of Impressive Model Scale Scores were calculated resulting in a mean value of 19.8 and a standard deviation of 3.5.

This process resulted in a total of 43 institutions with an Impressive Model Scale Score. Twenty-four scored above the mean and seven had a score more than one standard deviation (+1 SD) above the mean. Any institution scoring one standard deviation or more above the mean is significantly different from others in the sample and can be seen to exemplify an impressive model. The list of institutions scoring above the mean and their corresponding Impressive Model Scale Score is provided in Appendix S. Table 22 lists the institutions that scored 0.5 and 1 standard deviation above the mean.

Institutions with an Impressive Model of Career Services:

- Evaluate services regularly
- Measure outcomes
- Are proactive in service delivery
- Collaborate with campus stakeholders

To summarize, career services practitioners in Canadian colleges and universities characterize institutions with an “Impressive Model” of career service delivery as being those that:

1. Evaluate services regularly
2. Measure outcomes
3. Are proactive in delivery
4. Collaborate with campus stakeholders

An examination of other characteristics the top-scoring seven institutions had in common showed that:

- Six required a Master’s level credential of the Director
- Five of the seven required or preferred the Director to have a “career” designation
- All were within the Student Affairs/Student Services organizational area
- Six were co-located with co-op/experiential learning services
- Four said departmental practices were “very” established in written policy and three reported practices were “somewhat” established in written policy.
- Six said their senior administration was “very” or “quite” committed to student career development

Nominations of Institutions with an “Impressive” Model

The second approach to identifying institutions with ‘impressive’ models of career services delivery was to ask for nominations from survey participants. Twenty-four respondents from a variety of provinces mentioned several institutions as having “impressive” models of career services. This included Ryerson (9), Queens (4), Simon Fraser (3), Memorial (3) and Wilfred Laurier (2). While the trend was to nominate a sister institution in the same region (East, Central, West), some clearly had reputations that spanned the country. And a few nominated themselves.

It is interesting to note that a comparison of those institutions nominated and the list of institutions in Appendix S shows considerable overlap.

Table 22: Institutions with Impressive Models of Career Services

Province	Institution	Impressive Score	Standard Deviation
ON	Wilfrid Laurier University	28.16	
ON	Queen's University	26.39	
BC	Simon Fraser University	24.99	
ON	University of Toronto Mississauga	24.91	
AB	Mount Royal University	24.41	
ON	Fanshawe College	23.86	
NS	Nova Scotia Community College	23.70	+1 SD
NS	St. Francis Xavier University	23.28	
ON	Mohawk College	22.86	
NS	Dalhousie University	22.82	
NS	Mount Saint Vincent University	22.57	
AB	Bow Valley College	21.75	
ON	Brock University	21.71	
ON	Ryerson University	21.58	+0.5 SD

Council for the Advancement of Standards in Higher Education

While generating a list of institutions with impressive models by polling professionals in the field has face validity, there are other means available for identifying such institutions. The ninth edition of the CAS Professional Standards for Higher Education (2015) provides a comprehensive set of standards and guidelines for career services departments. The CAS was founded to develop and publish standards of professional practice to guide higher education practitioners and their institutions in their work with college students.

The CAS standards and guidelines for career services departments consist of twelve domains including: Mission; Program; Organization and Leadership; Human Resources; Ethics; Law, Policy and Governance; Diversity, Equity and Access; Internal and External Relations; Financial Resources; Technology; Facilities and Equipment; and Assessment.

It is impossible here to conduct a comprehensive analysis of the data collected with the current survey compared to the twelve domains of the CAS standards. However, it is instructive to review some of the standards for career services identified by CAS and those identified by survey respondents. These are:

- Career Services (CS) must be
 - Intentionally designed
 - Guided by theories and knowledge of learning and development
- Program goals must be reviewed and updated regularly
- CS must work collaboratively with academic divisions, department, faculty members, student services

- CS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or possess appropriate combination of credential and experience
- CS must develop and implement intentional marketing strategies and outreach programming to promote awareness and encourage use of services
- CS must develop assessment plans and processes and an ongoing cycle of assessment activities

While the overlap between these selected CAS Standards and the criteria identified by survey respondents is not perfect, several of the themes are similar. To a degree, therefore, the CAS Standards validate the assessment of what constitutes an impressive model made by career services practitioners in Canadian postsecondary institutions.

Web Site Analysis

As a supplement to the online survey, a content review was conducted of the career services web sites for the Canadian colleges and universities located in ten provinces and three territories. In all cases, content was examined for prominence of the site, web link to access career services, which students had access to career services, department title, services offered, and features that might distinguish a specific institution as unique. The dimensions captured by the Excel template used to document web site characteristics and content is provided in Appendix F.

A total of 116 college web sites were examined to document the measures listed above. Of this number, a specific career services web page could not be found for eight institutions. For the university sector, 91 institutional web sites were examined. Of this number, a specific career services web page could not be found for 4 institutions. The web site analysis, therefore, examined access to and the characteristics of the career services home page for 195 Canadian postsecondary institutions. The discussion below summarizes the findings.

Website Prominence/Ease of Access

If postsecondary institutions wish to promote the career development of their students, being able to easily locate the career services web site and the relevant services is of utmost importance. Two measures assessed the degree to which an institution's career services web site was accessible. The first was a subjective measure that documented how easy it was to locate the relevant menu item on the institution's home page. Ease of finding the web site was scored as, *4 - no problem, 3 - some difficulty, 2 - lots of difficulty, 1 - need search tool*. For the majority of institutions the link to the career services site was via the "Current Students" or "Student Services" menu item. After visiting several institutions it became quite easy to locate the career services site for most institutions. For a few, however, no link could be found and the search tool was used as a last resort to locate the site. These were scored lowest in terms of ease of access.

It was possible to calculate mean "ease of access" scores for all institutions by province. The results for the college sector showed a range of 1.5 to 4.0 across provinces with a national average of 3.31. All provinces but one scored 3.0 or better indicating that for the vast majority of Canadian colleges, finding the career services web site was quite easy.

In the case of the university sector, ease of access scores ranged from a low of 2.5 to a high of 4.0 with a mean of 3.21. All but three provinces scored 3.0 or better. Like colleges, locating the career services web site for Canadian universities was quite easy for the vast majority of institutions.

The second measure used to assess the prominence of the career services web site was the number of clicks required to arrive at the site. The larger the number of clicks the less prominent the site as it would be “buried deeper” on the institution’s homepage.

Again, it was possible to calculate the average number of clicks required to access the career services web site for all institutions by province. For the college sector, the mean number of clicks per province ranged from a low of 2 to a high of 2.65 with the national average of 2.28. This second measure of access to career services via institutional web sites reinforces the first above and confirms that career services on Canadian college web sites can generally be seen to be easy to find and prominent.

In the case of the university sector, the number of clicks across provinces to access the career services web site ranged from a low of 1.6 to a high of 2.7 with a mean of 2.1. These results and the finding of a modal frequency across all provinces of 2.0 indicates that the career services web site for Canadian universities is prominent and easily found on the home page of the vast majority of institutions.

Access to Career Services Home Page

The findings above indicate the no institution had a direct link to their Career Services site on the home page as the lowest number of clicks to access the site was two. If students are to easily find the Career Services web page, the link from the homepage should be relatively intuitive.

Table 23 shows the frequency of the top five institutional home page links for Canadian colleges that led to the career services web page with a varying number of clicks.

Table 23: Home Page Links to Career Services- Colleges

Home Page Link	N
Student services	36
Current students	30
Services	16
Student Life	11
Future Students	4

Table 24 presents the same information for the university sector.

Table 24: Home Page Links to Career Services- Universities

Home Page Link	N
Current Students	30
Services	8
Campus Life	6
Student Services	6
Students	5

Clearly, for both sectors, Current Students is a frequently used institutional home page link to Career Services, albeit with a varying number of clicks across institutions. Colleges appear to use Student

Services as a link more than universities. While it would seem that both links would be obvious for students, it's not clear that this has been tested empirically.

Student Access to Services

In order to complement the survey findings with data from a larger sample of institutions, the web analysis included documenting which student groups had access to career services, whether via online tools or in-person advising/counselling. A caveat is that institutions may not have mentioned all groups.

Table 25: Groups Who Can Access Services- Web Evidence

	Colleges			Universities		
	Prospect	Current	Grad/Alum	Prospect	Current	Grad/Alum
N	16	112	80	8	77	66
%	14	100	71	10	96	83

Web sites were examined for any text that specified which student groups could access in-person career services. Table 25 summarizes the results for the 112 colleges and 80 universities included in the analysis.

Services are delivered to Current Students in 100% of colleges and 96% of universities in the sample. The majority of colleges and universities also provide service to graduate students and alumni. However, the Prospective student group is far less likely to be able to access service as only 14% of colleges and 10% of universities indicate they provide such service.

Department Titles

The web site review also included an analysis of department titles as some have suggested, as discussed earlier, that the title Career Services is being replaced by many other variants. Appendix T lists the variety of titles found within the Canadian university sector. Clearly Career Services is the most frequent department name observed, however the list shows that many more titles have been developed for career services in universities.

Appendix U lists the career services department titles found for college sector. The most frequently observed department titles are *Service d'orientation* and *Service de placement* due to the large number of CEGEPs in Quebec and their characteristic model that divides career services between two departments as discussed above. As with the university sector, the most frequent English title is *Career Services* although the list of variations is lengthy indeed.

The rationale for selecting a specific department title cited by survey respondents are provided in Appendix I and reflect the local context of each institution. However, the one department title found in the college list, *Jobs and Opportunities*, suggests that career services staff are trying to be very explicit with students in indicating the nature of their services.

Services Offered

As indicated in Appendix F, college and university web sites were examined for three of the five core career services functions described by Burwell, Kalbfleisch and Woodside (2010), namely Career Advising, Career Educating and Career Counselling. The site review looked for the presence of seven specific services within the Career Advising function, three with Career Education and three within the

Career Counselling function. These services were drawn from the list of examples corresponding to each core function provided by the authors.

Table 26: Web-Based Career Services in Institutions by Province: Colleges

Province/Territory	N	Min. #	Max. #	Average
Alberta	11	0	9	5.0
British Columbia	11	0	9	5.4
Manitoba	3	1	7	3.0
Saskatchewan	12	0	8	3.3
New Brunswick	2	2	4	3.0
Nova Scotia	1	7	7	7.0
Newfoundland, Labrador	1	1	1	1.0
Ontario	24	0	10	6.2
Prince Edward Island	1	0	0	0.0
Quebec	48	1	7	4.2
Yukon	1	1	1	1.0
Northwest Territories	2	0		
Nunavut	1	0	0	0.0

The review also sought to identify, given the nature of the current labour market, whether institutions offered entrepreneurship or “start your own business” services within career services departments.

Table 27: Web-Based Career Services in Institutions by Province: Universities

Province/Territory	N	Min. #	Max. #	Average
Alberta	8	0	11	9.3
British Columbia	12	2	11	7.6
Manitoba	6	0	12	6.6
Saskatchewan	6	0	9	3.0
New Brunswick	4	5	10	7.0
Nova Scotia	9	0	11	5.7
Newfoundland, Labrador	1	10	10	10.0
Ontario	31	0	12	8.0
Prince Edward Island	1	7	7	7.0
Quebec	13	0	12	7.2

Tables 26 and 27 show the minimum, maximum and average number of services found on the college and university web sites for institutions in each province and territory respectively. While there is considerable variation in the data for both colleges and universities, generally, the trend was for larger institutions to deliver a greater number of services.

Table 28: Mean # of Services by University Size

Enrollment	# Services
Less than 10,000	6.3
10,000 - 19,999	8.8
20,000 or more	10.3

Table 28 shows the mean number of services found on university web sites by institutional size determined by enrollment. These findings are consistent with the results obtained via the online survey.

Site Visits

Fifteen site visits with interviews of career services staff are being conducted with institutions scoring above the mean on the Impressive Model Scale, as well as institutions nominated by respondents. The protocol for conducting the interviews is provided in Appendix E. The objective of these interviews was to,

- Describe their model and the historical development of the model
- Identify champion(s) who facilitated development and implementation
- Describe characteristics of management structure and service delivery staff
- Identify barriers to model development
- Identify sources of funding
- Identify development and implementation strategies for institutions wishing to adopt the model.

The overall goal of the interviews is to obtain sufficient information on the development and implementation of ‘impressive’ models so that these might be emulated or replicated at other institutions without ‘reinventing the wheel’ or duplicating efforts that proved to be unsuccessful.

A separate report summarizing the results of the site interviews, *Insights into Impressive Practices in Career Services*, will be published in the coming months.

Conclusions

The following is a brief summary of the findings for each of the areas examined by this study and the conclusions that can be drawn from the data.

Current State of Career Services

1. While a small number of departments are titled Career Services, the many other variations observed typically included the word “career”. Alternate titles that were relatively frequent included Counselling Services, Student Services or Student Life.
2. A minority of career services directors had a budget increase over the past five years, one half saw increased staff and no change in space but the majority increased services. In the next five years the majority expected no change in resources but an increase in services.
3. The greatest challenge to service delivery for Directors was availability of resources. Despite this, half said they were “quite confident” in achieving the goals for their department. Changes envisioned for the future included increased collaboration with others on campus.
4. The majority of departments were organized within Student Affairs, staff reported to one manager, were primarily centralized on campus and were most frequently co-located with personal counselling or academic advising.
5. Canadian colleges and universities offer a broad array of services, available to full- and part-time students from their first year to graduation and beyond. Prospective students could access career services in a minority of institutions. Generally, services were offered by appointment especially in large institutions.

6. Practitioners utilized a variety of theoretical frameworks to inform practice while focusing on a narrative or client-centred method. Documenting practice in written policy was important for a minority of institutions.
7. Use of employer job posting by students was ranked first as the most frequently used service, followed by meeting with a career advisor or career counsellor for an appointment.

Institutional Investment in Career Development

8. Financial, human resource and physical plant investments in career services departments are strongly influenced by institutional size.
9. The majority of departments were institutionally funded but some, particularly in Ontario, were funded via student ancillary fees.
10. Several indirect measures of institutional investment indicated that many postsecondary institutions are strongly committed to career development. And approximately one half indicated their senior administration was “quite” or “very” committed to student career development.

Measurement, Evaluation, Outcomes and ROI

11. The majority of institutions collect service use statistics for all services offered. Less than one quarter tracked referral source for clients and one-half did not track “wait-times”.
12. Evaluation of services was not conducted for one-half of institutions and conducted regularly by one-in-five.
13. Over half were not aware of *Career Centre Evaluation: A Practitioners Guide*, but one-third had used it and use was highly correlated with reported impact on services.
14. Measuring outcomes/impact was “very important” for the majority and one-in-two measured employment rate of graduates and satisfaction with services.
15. No institution reported they had calculated the ROI for their department. Comments on this topic reflected a need for support and guidance in conducting a return on investment study.

Human Resources

16. A master’s level credential and 5-8 years of experience are seen as necessary for the Director of Career Services. Having a professional “career” designation/certification, while preferred is not necessary.
17. A bachelor’s degree is the dominant credential across all five categories of the Burwell, Kalbfleisch and Woodside (2010) typology of core functions, except for career counselling where the master’s level credential dominates.
18. While there was some overlap between findings and the Burwell, Kalbfleisch and Woodside core functions and their corresponding educational levels, it was not perfect for all core functions. In a few cases diploma-level staff were performing functions outside their theoretical boundaries.
19. The majority of institutions indicated they could require a professional designation of their professional staff.
20. Job titles for professional staff varied tremendously and staff with one title (e.g. advisor) could perform several of the core functions (e.g. educate, counsel, coach).

Landscape of Career Services Models

21. Two types of models, 'criterion-specific' models and 'impressive' models were identified.
22. Criterion-specific career services models were identified based on criteria unique to a subset of institutions. The unique criteria included the use of student assistants, co-location of career services with other student services, providing service to prospective students, career services funding via student fees and the common structure that exists in Quebec CEGEPs and universities.
23. The identity of an "Impressive Model" was defined by career services practitioners in Canadian colleges and universities as being one that: evaluates services regularly; measures outcomes; is proactive in delivery; and, collaborates with campus stakeholders.
24. There are at least thirteen Canadian postsecondary institutions that can be said to have an 'impressive' model of career services delivery.
25. The majority of the top seven of these institutions also: have a Director with a Master's and a career designation; are within Student Affairs/Services; are co-located with co-op/experiential services; have practices informed by written departmental policies; and, have a senior administration that is "very" or "quite" committed to student career development.

Web Site Analysis

26. Generally, career services web sites were easy to locate on institutional home pages and could be accessed with two clicks on average.
27. Access was most often via the "Student Services" or "Current Student" link on the institutional home page.
28. While current students can access career services in all colleges and universities examined, prospective students can do so only in one-in-ten institutions.
29. The number of career services offered increased with institutional size.

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APPENDIX A: Colleges and Institutes Invited to Participate

ALBERTA

Bow Valley College
Grande Prairie Regional College
Keyano College
Lakeland College
Lethbridge College
Medicine Hat College
NorQuest College
Northern Alberta Institute of Technology
Olds College
Red Deer College
Southern Alberta Institute of Technology

BRITISH COLUMBIA

Camosun College
College of New Caledonia
College of the Rockies
Douglas College
Langara College
Northern Lights College
Northwest Community College
Okanagan College
Selkirk College
Vancouver Community College
Vancouver College of Art and Design

MANITOBA

Assiniboine Community College
Red River College
University College of the North
Winnipeg Technical College

NEW BRUNSWICK

Collège communautaire du Nouveau-Brunswick
New Brunswick Community College

NEWFOUNDLAND AND LABRADOR

College of the North Atlantic

NORTHWEST TERRITORIES

Aurora College

NOVA SCOTIA

Nova Scotia Community College

ONTARIO

Algonquin College
Cambrian College
Canadore College
Centennial College
Collège Boréal
Conestoga College
Confederation College
Durham College
Fanshawe College
Fleming College
George Brown College
Georgian College
Humber College
La Cité collégiale
Lambton College
Loyalist College
Mohawk College
Niagara College
Northern College
St. Clair College
St. Lawrence College
Sault College
Seneca College
Sheridan College

PRINCE EDWARD ISLAND

Holland College

QUÉBEC

Cégep André-Laurendeau
Cégep Beauce-Appalaches
Cégep de Baie-Comeau
Cégep de Chicoutimi
Cégep de Drummondville
Cégep de Granby-Haute-Yamaska
Cégep de Jonquière
Cégep de la Gaspésie et des Îles
Cégep de La Pocatière
Cégep de l'Abitibi-Témiscamingue
Cégep de Lévis-Lauzon
Cégep de l'Outaouais
Cégep de Matane

Cégep de Rimouski
Cégep de Rivière-du-Loup
Cégep de Saint-Félicien
Cégep de Saint-Hyacinthe
Cégep de Saint-Jean-sur-Richelieu
Cégep de Saint-Jérôme
Cégep de Saint-Laurent
Cégep de Sainte-Foy
Cégep de Sept-Îles
Cégep de Sherbrooke
Cégep de Sorel-Tracy
Cégep de Thetford
Cégep de Trois-Rivières
Cégep de Victoriaville
Cégep du Vieux Montréal
Cégep Édouard-Montpetit
Champlain Regional College
Collège Ahuntsic
Collège d'Alma
Collège de Bois-de-Boulogne
Collège Lionel-Groulx

Collège Shawinigan
Dawson College
Heritage College
John Abbott College
Vanier College

SASKATCHEWAN

Carlton Trail Regional College
Cumberland College
Great Plains College
North West Regional College
Parkland College
Saskatchewan Polytechnic
Southeast Regional College

YUKON

Yukon College

NORTH WEST TERRITORIES

Aurora College

APPENDIX B: Universities Invited to Participate

ALBERTA

Athabasca University
Concordia University of Edmonton
MacEwan University
Mount Royal University
University of Alberta
University of Calgary
University of Lethbridge

BRITISH COLUMBIA

Emily Carr University of Art + Design
Kwantlen Polytechnic University
Royal Roads University
Simon Fraser University
The University of British Columbia
Thompson Rivers University
Trinity Western University
University of Northern British Columbia
University of the Fraser Valley
University of Victoria
Vancouver Island University

MANITOBA

Brandon University
Canada Mennonite University
University of Winnipeg
Université de Saint-Boniface
University of Manitoba

NEW BRUNSWICK

Mount Allison University
St. Thomas University
Université de Moncton
University of New Brunswick

NOVA SCOTIA

Acadia University
Cape Breton University
Dalhousie University
Mount Saint Vincent University
Nova Scotia College of Art and Design
Saint Mary's University
St. Francis Xavier University
Université Sainte-Anne
University of King's College

NEWFOUNDLAND & LABRADOR

Memorial University of Newfoundland

ONTARIO

Algoma University
Brescia University College
Brock University
Carleton University
Huron University College
King's University College (Western University)
Lakehead University
Laurentian University
McMaster University
Nipissing University
OCAD University
Queen's University
Redeemer University College
Ryerson University
Trent University
University of Guelph
University of Ontario Institute of Technology
University of Ottawa
University of Toronto - Mississauga
University of Toronto - Scarborough
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University

PRINCE EDWARD ISLAND

University of Prince Edward Island

QUÉBEC

Bishop's University
Concordia University
École des Hautes Études Commerciales
École Polytechnique de Montréal
McGill University
Université de Montréal
Université de Sherbrooke
Université du Québec à Montréal
Université du Québec à Rimouski
Université du Québec à Trois-Rivières
Université du Québec en Outaouais
Université Laval

SASKATCHEWAN

University of Regina
University of Saskatchewan

APPENDIX C: Project Advisory Panel Members

UNIVERSITIES

University of Toronto – Mississauga

Ms. Felicity Morgan
Director, Career Centre

Ms. Monica Scott
Career Outreach Consultant

University of Waterloo

Jennifer Woodside
Director, Centre for Career Action
Co-operative Education & Career Action

Peggy Jarvie
Co-operative Education & Career Action

University of Ontario Institute of Technology

Monica Jain
Manager, Career and Internships - Student Life

Laval University

Richard Buteau
Directeur du Service de placement

Mount St. Vincent University

Christine Frigault
CACEE Atlantic Advisory Board Chair

St. Francis Xavier University

Jane MacDonald
Manager, Co-op Program
Student Career Centre/co-op Program

University of Alberta

Joan Schiebelbein
Director, Career Centre

COLLEGES

Nova Scotia Community College

Clarence deSchiffart
Career Development Specialist &
Student/Guidance Coordinator
NSCC Career & Transition Services

Georgian College

Megan Fenton
Manager, Co-operative Education and Career
Success

Camosun College

Irene Wallace
Employment Facilitator & Career Coach
Student & Alumni Career Services
Coop and Student Employment Department

Sheridan College

Judith E. MacKinnon
Counsellor, Student Services Career Education

Appendix D: English and French Web Questionnaires

Survey of Career Services in Canadian Postsecondary Institutions

INTRODUCTION

The Canadian Education and Research Institute for Counselling (CERIC) has engaged *PSE Information Systems* to conduct a national study of career services delivery in postsecondary institutions with the following major goals:

11. To understand the landscape of career service models across Canada including:
 - Develop an inventory of career service models
 - Query the leadership across the country to determine up-coming changes
 - Highlight impressive models across the country and the criteria used to evaluate
12. To examine the level of institutional commitment to the provision of career services to students
 - Explore the institutional investment in career development and changes over time, including funding, sustainability and location on campus.
 - Determine what outcome measures, if any, institutions are using.
 - Evaluate which institutions, if any, are calculating the economic value of career development and impact.
 - Review the earlier Kalbfleisch/Burwell research by examining changes in roles/functions, respective educational backgrounds and the definition of these roles and functions in career services and/or other areas of post-secondary institutions, including employment services.

This questionnaire is one part of a multi-pronged process designed to achieve these goals. Thirty-seven (37) survey participants will be randomly selected as ‘incentive’ winners according to the **Official Survey Rules and Regulations** including 2 chances for a 7.9 in., 32GB Apple iPad mini, 5 chances for free registration at Cannexus17 or Cannexus18, ten \$100 Canadian Tire and 20 \$25 Tim Horton gift cards.

INFORMED CONSENT AND PROTECTION OF PRIVACY

Participation in this survey is strictly voluntary. You are under no obligation to participate and institution-specific information will only be available to CERIC. Information in project reports will be limited to aggregate data unless permission to release specific information is obtained in writing. You may withdraw from this survey at any point prior to clicking the ‘Submit’ button at the end and any information you have provided will be deleted.

Terms of Participation

By clicking on ‘I agree to participate’ below you are accepting the following terms:

1. You must complete this questionnaire **before midnight Nov. 10, 2016**
2. You may leave the questionnaire at any point and return later to complete the remaining questions.
3. You agree to allow the Principal Investigator to access the questionnaire data for the purposes of analysis and reporting
4. You have read the description of this project and understand the goals
5. You understand that there are no known risks for those who participate in this study
6. You have read and agree to the **Official Survey Rules and Regulations**. ([hyperlink to doc here](#))
7. You are under no obligation to participate and you may withdraw from the survey at any time.

I have read the above and I agree to participate.

I do not wish to participate →EXIT

Thanks for agreeing to participate in this survey!

CONTACT INFORMATION

The following is required in order to contact institutions identified, using information collected via this survey, as having an impressive model of career services, and to notify you should you be selected for one of the many survey incentives.

1. **First Name:** _____ 2. **Last Name:** _____
3. **Institution Type:** college/CEGEP university 4. **Total Full Time Equivalent Student Enrolment:** _____
5. **Institution Name:** _____
6. **Your email address:** _____

INSTRUCTIONS

Please read each question carefully and answer each section based on the introduction provided. If you select a response and change your mind, simply click on your new selection. Recall that you may leave the questionnaire at any point and return later to complete the remaining questions. All earlier responses will be saved.

CURRENT AND FUTURE DIRECTIONS FOR CAREER SERVICES LEADERS

The questions below explore past, present and future prospects for career services departments, and leadership issues.

7. **What is the name of your career services department:** _____
8. **If it is not 'Career Services', briefly say why the current name was selected?** _____

Note: For the sake of simplicity we will be using the title "Career Services" for the remainder of this questionnaire.

9. What changes in the areas below have you seen in the past 5 years / do you see in the next 5 years?

Area	Over the last 5 years			In the next 5 years		
	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease
Budget	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease
Staffing	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease
Space	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease
# of services or programming initiatives?	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease	<input type="checkbox"/> increase	<input type="checkbox"/> no change	<input type="checkbox"/> decrease

10. What credential level and years of experience are required of-candidates for the Director/Manager/Co-ordinator position?

- Level of Education certificate diploma bachelors masters doctorate
- Years of experience 1-4 yrs. 5-8 yrs. 9-12 yrs. More than 12 yrs.

11. Is the Director/Manager/Co-ordinator required to have a professional “career” designation/certification (e.g. Canadian Career Development Practitioner/Professional [CCDP], Canadian Counselling and Psychotherapy Association [CCPA], CACEE Career Education Certificate , Ordre des conseillers et conseillères d’orientation du Québec [OCCOQ] etc.)?

- yes no, but preferred Not required

12. Is career services at your institution:

- Primarily Centralized (one central career services location on your campus or on each campus for multi-campus institutions)
 Primarily Decentralized (multiple career services locations at your campus or on each campus e.g. faculty-based)
 Hybrid (please explain) (_____)

13. Is career services physically located with or in close proximity to:

- Co-op/experiential learning services? yes no
 Personal counselling services? yes no
 Academic advising yes no
 Student Life yes no
 Other (specify _____) yes

14. Do career services staff at your institution:

- Report to one Director/Manager
 Report to multiple Directors/Managers

15. What percentage of your programming is determined by your department, by internal partners and by external partners?

Source of Programming	Amount (%)
Career Services Department	Select value 0 to 100%
Internal partners (e.g. students, co-op, recruitment, Faculties etc.)	Select value 0 to 100%
External partners (e.g. community employment agency, employers)	Select value 0 to 100%

16. Under which organizational unit is Career Services located?

- Academic Affairs
 Enrollment Management
 Institutional Advancement/Development
 Student Affairs/Student Services
 Individual Faculty, School or Division (e.g. Faculty of Arts, School of Business, College of Engineering, etc.)
 Other (please specify _____)

For the question below and those that follow career counselling and advising are defined as:

Career Advising: Is “information-centred, providing information regarding topics and technology related to investigating employment, career development, education and/or training options.

Career Counselling: A formal relationship encompassing holistic, remedial, and therapeutic efforts to help individuals identify, understand and adapt to work/life decisions, roles and circumstances. Typically offered one-on-one.

17. Please indicate whether Career Services at your institution offers the following: (Check all that apply)

- Individual career counselling
- Individual career advising Workshops on career planning
- Use of student career assistants (peer helping)
- Career resource library (paper and/or electronic)
- Career or personality assessments
- Labour market information
- Workshops for resume and cover letter writing
- Workshops on graduate/professional school applications
- Entrepreneurship/ start your own business workshops
- Workshops designed for specific Faculties, student clubs, other departments Programming for specific student populations (e.g. Indigenous students, international students etc.)
- Services for employers (e.g. job postings, interview scheduling, career fairs)
- Networking opportunities
- Experiential learning opportunities (e.g. volunteer opportunities, job shadowing, service learning, internships, work/study abroad)
- Co-Curricular Record Individual employment advising
- Job search workshops
- Interview techniques workshops
- Negotiating job offers (e.g. workshops, individual advice, resource materials) Support developing LinkedIn profile Services for alumni
- Other (_____)

18. What two or three current issues have the greatest impact/are the biggest challenge for the delivery of your services?

1. _____ Text Box _____
2. _____ Text Box _____
3. _____ Text Box _____

19. How confident are you that you will achieve the future goals set for your career services department?

- Very Quite Somewhat Not very Not at all n/a

20. To what degree are your departmental practices established in written policy (e.g. student-counsellor contact, policies for employers, internal staff processes etc.)?

- Very Quite Somewhat Not very Not at all

21. What career development theories or models are most frequently used to inform practice in your department? _____

22. What do you think your department should look like in the next 5 years? (_____)

INSTITUTIONAL INVESTMENT IN CAREER DEVELOPMENT

In order to assess institutional investment in career development, please provide the following information for the current year. Recall that this information will be kept STRICTLY CONFIDENTIAL. Only CERIC will have access.

23. Current year total budget from all sources (nearest thousand \$) _____

24. Current number of career services staff Full time _____ Part time _____ Student Assistants _____

25. Total square footage assigned to the department _____

26. Current year promotional budget (excluding salaries) print materials: \$ _____ web-based tools/materials: \$ _____

27. What proportion of your department funding comes from the following sources?

Funding Source	Amount (%)
Institution	Select value 0 to 100%
Fees (e.g. student fees, employer fees, etc.)	Select value 0 to 100%
Partnership programs	Select value 0 to 100%
Grants	Select value 0 to 100%
Gifts and donations	Select value 0 to 100%
Other, specify _____	Select value 0 to 100%
Total = 100%	(calc. total for all)

28. Does your institution offer career-focused curriculum embedded in academic programs?

- Yes, all programs
 Yes, only some programs
 Not sure

No

29. Does your institution encourage faculty to engage students in discussing career-related topics?

- Yes, all programs
- Yes, only some programs
- Not sure
- No

30. Overall, how committed would you say your senior administration is to student career development?

- Very
- Quite
- Somewhat
- Not very
- Not at all

CAREER/EMPLOYMENT SERVICES OFFERED AND ACCESSED BY STUDENTS – TOP TEN.

This section examines whether departments track student use of the various services typically offered by career services. CERIC would like to identify the 'top ten' services used by students.

31. Do you maintain student use of service statistics (counts) for your department?

- Yes, all services
- Yes, some services
- No

32. If yes, how do you do this? (check all that apply)

- Mostly paper based
- Computer-based stand-alone program (e.g. ClockWork, Campus Labs, Excel)
- Via student information system (i.e. Datatel, PeopleSoft, Banner etc.)
- Web site traffic statistics
- Other (please describe _____)

33. If yes, do you track only global use statistics with all services combined or for individual services?

- Global statistics only (all services combined)
- Statistics for some individual services
- Statistics for each individual service (e.g. individual sessions, small group sessions, classroom workshops, events...)

34. Do you track the referral source for career services clients?

- Yes
- No

35. If yes, roughly what proportion of referrals are from the following sources?

___% Faculty ___% other staff ___% peers ___% web ___% self-referral

36. Which of the following groups is eligible for individual career counselling/advising/coaching?

- Prospective students (not yet registered) Yes No
- First year students Yes No
- Upper year students Yes No
- Final year students Yes No
- Graduates/Alumni Yes No
- Masters, Ph.D., Post-Docs Yes No
- Continuing education students Yes No
- Members of external community Yes No

37. If prospective students are NOT eligible, do other staff on campus provide this service (e.g. recruitment)?

- Yes Not sure No

If yes, please describe. (_____)

38. If graduates/alumni are eligible, how long following graduation can they access your counselling/advising services?

- One year Two years Three years More than three years

39. Who can access your on-campus career services?

- Full-time students only
 Both full- and part-time students

40. Considering the services your department offers on-line, please rank order each of the following where lowest rank is the most frequently used service. If service is not offered please leave field blank.

On-line/web Services	Rank (1=highest use)
Use of on-line self-serve career planning information	
Use of on-line workshops on career planning process	
Use of on-line labour market information	
Use of on-line career, interest and personality assessment instruments	
Use of on-line chat	
Use of employer job postings	
Other, please specify _____	

41. Considering the face-to-face services your department offers, please rank order each of the following where lowest rank is the most frequently used service. If service is not offered please leave field blank.

Face-to-Face Services	Rank (1=highest use)
In-person workshops on career planning process	
Participation in career events (career fairs, employers on campus)	

Use of student career assistants (peer helping)	
Meeting a career advisor for an individual appointment	
Meeting an employment advisor for an individual appointment	
Career, interest and personality assessments that involve advisor interpretation	
Resume, cover letter and interview skills with individual or group involving critique	
Facilitating job shadowing	
Facilitating international opportunity (study/employment abroad, etc.)	
Facilitating corporate mentorship	
Meeting a career counselor for an individual appointment	
Career, interest and personality assessments that involve counselor interpretation	
Other, please specify _____	

42. What percentage of your clients access your face-to-face services via:

Drop in (____%)

By appointment (____%)

DETERMINING IMPRESSIVE MODELS OF CAREER SERVICES

CERIC is interested in identifying institutions with “impressive” models of career services delivery. Clearly, there is no objective definition of “impressive”, and some combination of services characteristics and outcomes will ultimately be needed to create a definition and identify institutions. We would like to solicit your input on what metrics might be used as elements of the definition.

43. Please rate how useful the following might be as potential criteria in defining an “impressive” model of career services delivery.

Potential metric to define an “impressive” model of Career Services	Usefulness Rating		
	Very	Somewhat	Not at all
1 Per-capita investment in career services (total budget/total student FTE)			
2 Student use statistics for face-to-face services			
3 Student use statistics for on-line services			
4 Educational level of career service providers			
5 Economic value (ROI) of services is calculated			
6 Outcomes for students and other clients are measured (e.g. impact measures)			
7 Services are evaluated			
8 Student satisfaction measures are used to improve services			
9 Degree of collaboration with campus stakeholders			
10 Degree of collaboration with external partners (e.g. community, corporate)			

11 Number of services provided on-line			
12 Total number of services provided			
13 Number of student groups eligible for services			
14 Programs and services tailored for specific groups (e.g. Indigenous, International etc.)			
15 Number of services provided face-to-face			
16 Use of theoretical models to develop career services programming			
17 Career-focused curriculum embedded in programs			
18. Practices that promote student- faculty dialogue on career topics			
Other, specify _____			

44. Based on your knowledge of career services delivery in Canadian postsecondary institutions, can you identify any as having an “impressive” model?

- No
 Yes, please specify (_____)

AWARENESS, USE, AND IMPACT OF CAREER CENTRE EVALUATION: A PRACTITIONER GUIDE

In 2011, CERIC published, *Career Centre Evaluation: A Practitioner Guide*, to guide those interested in measuring the effectiveness of their department’s programs and services. The questions that follow ask about your experience with this resource.

45. Has your department or services been evaluated? Yes, regularly Yes, once or twice No

46. Are you aware of *Career Centre Evaluation: A Practitioner Guide*? Yes No

[\(http://ceric.ca/resource/career-centre-evaluation-a-practitioner-guide/\)](http://ceric.ca/resource/career-centre-evaluation-a-practitioner-guide/)

47. Have you made use of the *Guide*? Not used Some use Extensive use

48. If you used the *Guide*, what impact did it have on your department? No Impact Some impact Great Impact

INSTITUTIONAL COMMITMENT TO CALCULATING ECONOMIC VALUE OF CAREER SERVICES AND POTENTIAL IMPACT

The results of CERIC’s *2015 Survey of Career Service Professionals* showed this group was interested in research into assessing the impact/value of career services. Questions in this section are designed to identify efforts in this area within Canadian postsecondary institutions.

49. How important is it to measure the outcomes/impact of career services?

- Very Quite Somewhat Not very Not at all

Do you collect information on the following measures?

50. Graduate employment rate by year Yes No
If yes, what was the most recent employment rate (%)? ____%

51. Student satisfaction rates for services Yes No

If yes, what was the most recent satisfaction rate (%)? ____%

52. Are there any other outcome measures you collect? Please describe (_____)

Two common methods to measure the impact of career services are: i) collect information from clients before a service is used and again afterward (pre-post), ii) clients are asked to rate their level of knowledge/skill after a service is used and, retrospectively, what it was before they used the service (post-pre).

53. Has your department collected pre-post measures from those who use your services? Yes No

54. Has your department collected post-pre measures from those who use your services? Yes No

55. Have you calculated the economic value (return on investment) for services provided by your department? Yes No

56. Comments on determining economic value of services? (_____)

KALBFLEISCH/BURWELL RESEARCH

The research of [Burwell and Kalbfleisch \(2010\)](#) argues that the five core functions of career development include “Career Advising”, “Career Educating”, “Career Counselling”, “Career Coaching” and “Career Consulting”. CERIC is interested in determining the prevalence of these core functions in college and university Career Services departments, the minimum level of education of staff performing each of these functions, where available, and related titles.

57. In the matrix below please indicate how many professional staff you have performing each function, the minimum educational level, and title.

Staff Traits	Career Advising Is “information-centred, providing information regarding topics and technology related to investigating employment, career development, education and/or training options	Career Educating Provides information or psycho-educational services tailored to “clients’ unique career/employment needs.”	Career Counselling A formal relationship encompassing holistic, remedial, and therapeutic efforts to help individuals identify, understand and adapt to work/life decisions, roles and circumstances. Typically offered one-on-one.	Career Coaching Involves contracting with clients to work co-actively, on an ongoing or extended basis, toward achieving specific, measurable results in their work lives	Career Consulting Involves the design, delivery, and evaluation of a wide possibility of career development initiatives within organizations, including job placement, talent development, or downsizing plans.
No. of FTE staff delivering this					

function					
Minimum level of Education required	Certificate: Diploma: Bachelors: Masters: Doctorate:	Certificate: Diploma: Bachelors: Masters: Doctorate:	Certificate: Diploma: Bachelors: Masters: Doctorate:	Certificate: Diploma: Bachelors: Masters: Doctorate:	Certificate: Diploma: Bachelors: Masters: Doctorate:
Title(s) of staff who deliver this function					

58. Which designations / certifications might be REQUIRED for professional staff (check all that apply)?

- Certified Career Development Professional (CCDP)
- Career Development Practitioner (CCCD)
- Coaching certification (i.e. NACE or International Coach Federation)
- Canadian Counselling and Psychotherapy Association (CCC)
- Certified Human Resources Professional (CHRP)
- Ordre des psychologues du Québec (OPQ)
- Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)
- Ordre des conseillers en Ressources Humaines et en Relations Industrielles Agréés du Québec (CHRA)
- Other, please specify (___ text box ___)
- None of the above

59. Please indicate how many of your total professional staff has achieved the following educational levels (highest level).

Highest Level of Education Achieved	Number of staff
Certificate	0,1,2,3,4,5,6,7,8,9,10,11 (select one)
Diploma	0,1,2,3,4,5,6,7,8,9,10,11 (select one)
Bachelors	0,1,2,3,4,5,6,7,8,9,10,11 (select one)
Masters	0,1,2,3,4,5,6,7,8,9,10,11 (select one)
Doctorate (Ph.D./Ed.D.)	0,1,2,3,4,5,6,7,8,9,10,11 (select one)

60. What is the average years of experience for your professional staff? _____ years

61. Please list up to three “best practices” you feel your department is engaged in at present.

1. _____
2. _____
3. _____

62. Is there one service-related innovation you have tried that you believe did not work? If so, please explain (_____)

The questions below ask about the degree to which the Career Services Department generally interacts, collaborates or cooperates with other staff/services on campus to promote student career development. While this might vary considerably in some areas for large institutions, please characterize the nature of these interactions from an overall institutional perspective using the rating scale provided?

63. Describe your department's working relationship with faculty by selecting a "rating" on the continuum below.

1 2 3 4 5 6 7 8 9 10
 No contact ←-----→ Extensive collaboration

64. Describe your department's working relationship with personal counselling services on the continuum below.

1 2 3 4 5 6 7 8 9 10
 No contact ←-----→ Extensive collaboration

65. Describe your department's working relationship with co-op/experiential education services on the continuum below.

1 2 3 4 5 6 7 8 9 10
 No contact ←-----→ Extensive collaboration

66. How closely does your department work with disability services in your institution?

1 2 3 4 5 6 7 8 9 10
 No contact ←-----→ Extensive collaboration

67. How closely does your department work with services for Indigenous peoples in your institution?

1 2 3 4 5 6 7 8 9 10
 No contact ←-----→ Extensive collaboration

68. Do you have academic advisors at your institution? Yes No

69. If yes, use the scale below to rate your department's level of involvement with academic advisors.

1 2 3 4 5 6 7 8 9 10
 No contact ←-----→ Extensive collaboration

70. Please use the following scale to rate your level of involvement with Recruitment/Admissions Office.

1 2 3 4 5 6 7 8 9 10
No contact ←-----→ Extensive collaboration

71. Please use the following scale to rate your level of involvement with community partners.

1 2 3 4 5 6 7 8 9 10
No contact ←-----→ Extensive collaboration

72. Comments on Q63-Q71? (_____)

73. Do career services staff meet with classes/student groups at any time to introduce themselves and explain services available?

Yes No

74. If yes, when does this occur? First year Final year Both Other, specify (_____)

75. Do you keep track of "wait times" for students wishing to access career services? Yes No No wait time

76. If yes, could you describe how you track it? _____

77. Any other comments you would like to make? (_____)

Sondage sur les services d'orientation dans les établissements d'enseignement postsecondaire

INTRODUCTION

L'Institut canadien d'éducation et de recherche en orientation (CERIC) a fait appel à la firme PSE Information Systems pour réaliser une étude nationale sur la prestation des services d'orientation dans les établissements d'enseignement postsecondaire, dont les principaux objectifs sont les suivants :

1. Comprendre le paysage des modèles de services d'orientation au Canada, c'est-à-dire :
 - dresser un inventaire des modèles de services d'orientation
 - questionner les dirigeants à l'échelle du pays dans le but de déterminer les changements à venir
 - cerner les modèles impressionnants partout au pays et les critères utilisés pour les évaluer
2. Examiner le niveau d'engagement institutionnel à l'endroit des services d'orientation offerts aux étudiants, c'est-à-dire :
 - examiner le degré d'investissement institutionnel dans le développement de carrière et son évolution au fil du temps, y compris son financement, sa viabilité et son emplacement sur le campus
 - déterminer les mesures de résultats, le cas échéant, utilisées par les établissements
 - déterminer quels établissements, le cas échéant, calculent la valeur économique du développement de carrière et son incidence
 - passer en revue les recherches antérieures de Kalbfleisch/Burwell en examinant l'évolution des rôles et des fonctions, les antécédents scolaires respectifs et la définition de ces rôles et de ces fonctions dans les services d'orientation et dans d'autres secteurs des établissements d'enseignement postsecondaire, dont les services d'emploi.

Le présent questionnaire est un élément d'un processus à volets multiples visant à atteindre ces objectifs. Conformément aux **Règles et règlements officiels du sondage**, trente-sept (37) participants seront choisis au hasard dans le cadre d'un concours « incitatif », où ils auront deux chances de gagner un iPad mini d'Apple de 32 GB avec écran de 7,9 po., cinq chances de gagner une inscription gratuite au congrès Cannexus17 ou Cannexus18, ainsi que 10 certificats cadeaux de Canadien Tire d'une valeur de 100 \$ et 20 certificats cadeaux de Tim Horton d'une valeur de 25 \$.

CONSENTEMENT ÉCLAIRÉ ET PROTECTION DE LA VIE PRIVÉE

La participation à ce sondage est strictement volontaire. Vous n'avez aucune obligation de participer et seul le CERIC aura accès aux renseignements concernant votre établissement. Les renseignements figurant dans les rapports du projet seront limités à des données agrégées, à moins que l'autorisation de divulguer des renseignements précis soit obtenue par écrit. Vous pouvez vous retirer de ce sondage en tout temps avant de cliquer sur le bouton « Envoyer » à la fin et tous les renseignements que vous avez fournis seront supprimés.

Conditions de participation

En cliquant sur « J'accepte de participer » ci-après, vous acceptez les conditions suivantes :

8. vous devez remplir ce questionnaire **avant minuit le 4 novembre 2016**;
9. vous pouvez quitter le questionnaire en tout temps et y revenir plus tard pour répondre aux autres questions;
10. vous autorisez l'enquêteur principal à avoir accès aux données de ce questionnaire à des fins d'analyse et de préparation de rapport;
11. vous avez pris connaissance des descriptions de ce projet et vous en comprenez les objectifs;
12. vous reconnaissez qu'il n'y a pas de risques connus pour ceux qui participent à cette étude;

13. vous avez pris connaissance des **Règles et règlements officiels du sondage** et vous les acceptez;
([hyperlink to doc here](#))
14. vous n'êtes aucunement obligé de participer et vous pouvez vous retirer du sondage en tout temps.

J'ai pris connaissance de ce qui précède et j'accepte de participer.

Veillez inscrire votre adresse de courriel ci-après pour ouvrir une session (tout en minuscules)

Je ne souhaite pas participer → **SUIVANT**

Merci d'avoir accepté de participer à ce sondage!

COORDONNÉES

Les renseignements suivants sont requis pour communiquer avec les établissements mentionnés, qui, selon les renseignements recueillis dans ce sondage, sont des modèles impressionnants de services d'orientation et pour vous aviser si vous êtes choisi pour gagner un des nombreux prix incitatifs offerts dans le cadre de ce sondage.

1. **Prénom** : _____ 2. **Nom de famille** : _____
3. **Type d'établissement** : Collège/CEGEP Université 4. **Total d'étudiants équivalents temps plein (ETP)** : _____
5. **Nom de l'établissement** : _____
6. **Votre adresse de courriel** : _____

INSTRUCTIONS

Veuillez lire attentivement chaque question et répondre à chaque section en fonction de l'introduction fournie. Si vous choisissez une réponse et que vous changez d'idée, vous n'avez qu'à cliquer sur votre nouveau choix. N'oubliez pas que vous pouvez quitter le questionnaire en tout temps et y retourner plus tard pour répondre aux autres questions. Toutes les réponses antérieures seront sauvegardées.

ORIENTATIONS ACTUELLES ET FUTURES POUR LES DIRIGEANTS DES SERVICES D'ORIENTATION

Les questions suivantes portent sur les perspectives passées, présentes et futures touchant les services d'orientation, ainsi que sur les questions liées au leadership.

7. **Quel est le nom de votre service d'orientation** : _____
8. **S'il ne s'agit pas de « service d'orientation », veuillez indiquer brièvement pourquoi le nom actuel a été choisi?** _____

Remarque : Par souci de simplicité, nous utiliserons le titre « services d'orientation » dans le reste de ce questionnaire.

9. **Dans les secteurs mentionnés ci-après, quels changements avez-vous constatés au cours des cinq dernières années / prévoyez-vous au cours des cinq prochaines années?**

Secteur	Au cours des 5 dernières années			Au cours des 5 prochaines années		
Budget	<input type="checkbox"/> Hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse	<input type="checkbox"/> hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse
Personnel	<input type="checkbox"/> Hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse	<input type="checkbox"/> hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse
Espaces	<input type="checkbox"/> Hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse	<input type="checkbox"/> hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse

Nombre de services ou d'initiatives de programme	<input type="checkbox"/> Hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse	<input type="checkbox"/> hausse	<input type="checkbox"/> Aucun changement	<input type="checkbox"/> Baisse

10. Quel niveau de scolarité et combien d'années d'expérience sont exigés des candidats au poste de directeur/gestionnaire?

Niveau de scolarité Certificat Diplôme Baccalauréat Maîtrise Doctorat
 Années d'expérience 1-4 ans 5-8 ans 9-12 ans Plus de 12 ans

11. Le directeur/gestionnaire doit-il détenir un titre professionnel/certificat (par ex., praticien/professionnel en développement de carrière canadien, Conseil canadien pour le développement de carrière [CCDC], Association canadienne de counseling et de psychothérapie [CCPA], Ordre des conseillers et conseillères d'orientation du Québec [OCCOQ], etc.)?

Oui Non, mais préféré Pas requis

12. Le service d'orientation à votre établissement est-il :

- Essentiellement centralisé (un endroit central sur votre campus ou réparti en plusieurs endroits sur chaque campus dans le cas d'établissements à multiples campus)?
- Essentiellement décentralisé (plusieurs endroits sur votre campus ou sur chaque campus dans le cas d'établissements à multiples campus - selon les facultés)?
- Hybride (veuillez préciser) (_____)

13. Le service d'orientation est-il situé physiquement avec les services suivants ou à proximité de ces services :

Services coopératif/d'apprentissage expérientiel? Oui Non
 Aide pédagogique individuelle? Oui Non
 Information scolaire et professionnelle Oui Non
 Vie étudiante Oui Non
 Autre (veuillez préciser)(_____) Oui

14. Les employés affectés au service d'orientation à votre établissement :

- Relèvent-ils d'un directeur/gestionnaire
- Relèvent-ils de plusieurs directeurs/gestionnaires?

15. Quelle proportion de vos programmes est déterminée par votre service, par des partenaires internes ou par des partenaires externes?

Source des programmes	Proportion (%)
Service d'orientation	Choisir entre 0 et 100 %

Partenaires internes (par ex., étudiants, enseignement coopératif, recrutement, facultés, etc.)	Choisir entre 0 et 100 %
Partenaires externes (par ex., agence d'emploi communautaire, employeurs)	Choisir entre 0 et 100 %

16. Au sein de quelle unité organisationnelle le service d'orientation est-il situé?

- Affaires scolaires
- Gestion des inscriptions
- Avancement/développement institutionnel
- Affaires étudiantes/Services aux étudiants
- Faculté, école ou division individuelle (par ex., Faculté des arts, École de commerce, Collège d'ingénierie, etc.)
- Autre (veuillez préciser _____)

Pour la question ci-après et les suivantes, le conseil en carrière et l'orientation professionnelle sont définis comme suit :

Conseil en carrière : axé sur l'information, offrant de l'information sur des sujets et des technologies liés à l'exploration d'emplois, au développement de carrière, à l'éducation et/ou aux options de formation.

Orientation professionnelle : une relation formelle qui englobe des démarches holistiques, correctives et thérapeutes dans le but d'aider les personnes à identifier, à comprendre et à s'adapter aux décisions, aux rôles et aux circonstances liés à l'équilibre vie privée/travail (service généralement offert individuellement).

17. Veuillez indiquer si le service d'orientation à votre établissement offre les services suivants (cochez toutes les réponses applicables) :

- Orientation professionnelle individuelle
- Conseil en carrière individuel
- Ateliers sur la planification de carrière
- Recours à des étudiants assistants en orientation (pairs conseillers)
- Bibliothèque de ressources en orientation (imprimées et/ou électroniques)
- Évaluations professionnelles ou tests de personnalité
- Information sur le marché du travail
- Atelier sur la rédaction de curriculums vitae et de lettres de présentation
- Ateliers sur les applications scolaires destinées aux diplômés/professionnels
- Ateliers sur l'entrepreneuriat et le lancement d'entreprises
- Ateliers conçus pour des facultés en particulier, des clubs étudiants ou d'autres services
- Programmes destinés à des populations étudiantes précises (par ex., étudiants autochtones, étudiants internationaux, etc.)
- Services pour les employeurs (par ex., offres d'emploi, planification, entrevues, salons de l'emploi)
- Possibilités de réseautage

- Possibilités d'apprentissage expérientiel (par ex., possibilités de bénévolat, jumelage au travail, apprentissage par le service communautaire, stages, apprentissage en milieu de travail à l'étranger)
- Dossiers d'activités parascolaires Conseil en emploi individuel
- Ateliers sur la recherche d'emploi
- Ateliers sur les techniques d'entrevue
- Négociation d'offres d'emploi (par ex., ateliers, conseils individuels, documents de référence)
- Aide pour la préparation d'un profil LinkedIn
- Services destinés aux anciens étudiants
- Autre (_____)

18. Quels sont les deux ou trois enjeux actuels qui ont eu la plus grande incidence/ont représenté le plus grand défi pour la prestation de vos services?

1. _____
2. _____
3. _____

19. Dans quelle mesure êtes-vous certain d'atteindre les objectifs futurs établis pour votre service d'orientation?

- Très Assez Un peu Pas très Pas du tout S/o

20. Dans quelle mesure les pratiques de votre service sont-elles établies dans vos politiques écrites (par ex., contact étudiant-conseiller, politiques pour les employeurs, processus internes régissant le personnel)?

- Très Assez Un peu Pas très Pas du tout S/o

21. Quel(le)s théories/modèles de développement de carrière sont le plus souvent utilisés pour éclairer les pratiques dans votre service?

22. À quoi devrait ressembler votre service au cours des 5 prochaines années? (_____)

INVESTISSEMENTS INSTITUTIONNELS DANS LE DÉVELOPPEMENT DE CARRIÈRE

Afin d'évaluer les investissements institutionnels dans le développement de carrière, veuillez fournir les renseignements suivants pour l'exercice en cours. Rappelez-vous que ces renseignements demeureront STRICTEMENT CONFIDENTIELS. Seul le CERIC y aura accès.

23. Budget total provenant de toutes les sources pour l'année en cours (au millier de dollars de près) _____

24. Nombre d'employés actuellement affectés au service d'orientation Temps plein _____ Temps partiel _____
étudiants-assistants _____

25. Surface totale en pieds carrés allouée à votre service _____ (nombre seulement)

26. Budget promotionnel pour l'année en cours (à l'exclusion des salaires) Médias imprimés: _____ \$ Outils/documents sur le Web: _____ \$

27. Quelle proportion du financement de votre service provient des sources suivantes?

Source de financement	Pourcentage (%)
Établissement	Choisir entre 0 et 100 %
Frais (par ex., droits de scolarité, frais de l'employeur, etc.)	Choisir entre 0 et 100 %
Programmes de partenariat	Choisir entre 0 et 100 %
Subventions	Choisir entre 0 et 100 %
Cadeaux et dons	Choisir entre 0 et 100 %
Autre, précisez _____	Choisir entre 0 et 100 %

28. Votre établissement offre-t-il un curriculum axé sur la carrière intégré aux programmes scolaires?

- Oui, dans tous les programmes
- Oui, seulement dans certains programmes
- Pas certain
- Non

29. Votre établissement encourage-t-il les enseignants à faire participer les étudiants à des discussions sur des sujets liés à la carrière?

- Oui, dans tous les programmes
- Oui, seulement dans certains programmes
- Pas certain
- Non

30. Dans l'ensemble, dans quelle mesure diriez-vous que vos cadres supérieurs sont engagés à l'endroit du développement de carrière chez les étudiants?

- Très
- Assez
- Un peu
- Pas très
- Pas du tout
- S/o

SERVICES D'ORIENTATION ET D'EMPLOI OFFERTS AUX ÉTUDIANTS ET LES 10 SERVICES LES PLUS UTILISÉS PAR EUX

Cette section vise à déterminer si les services d'orientation assurent un suivi de l'utilisation des services qu'ils offrent généralement aux étudiants. Le CERIC aimerait déterminer les « 10 services les plus utilisés » par les étudiants.

31. Votre service tient-il des statistiques (nombre) au sujet de l'utilisation des services qu'il offre aux étudiants?

- Oui, tous les services Oui, certains services Non

32. Si c'est le cas, comment procédez-vous? (Cochez toutes les réponses applicables)

- Principalement sur un support papier
 Un programme informatisé autonome (par ex., Clockwork, Campus Labs, Excel)
 Par le biais d'un système de renseignements sur les étudiants (par ex., Datatel, PeopleSoft, Banner, etc.)
 Statistiques concernant la fréquentation de sites Web
 Autre (veuillez préciser _____)

33. Si c'est le cas, tenez-vous uniquement des statistiques globales sur l'utilisation pour tous les services combinés ou pour des services individuels?

- Statistiques globales seulement (tous les services combinés)
 Statistiques pour certains services individuels
 Statistiques pour chaque service individuel (par ex., séances individuelles, séances en petits groupes, ateliers en classe, activités, etc.)

34. Faites-vous un suivi des sources d'aiguillage pour les clients du service d'orientation?

- Oui Non

35. Si c'est le cas, environ quelle proportion des aiguillages provient des sources suivantes?

___% Enseignants ___% Autres employés ___% Pairs ___% Web ___% De l'initiative du client

36. Lesquels des groupes suivants sont admissibles à rencontrer individuellement un orienteur ou un conseiller en orientation?

- | | | |
|---|------------------------------|------------------------------|
| Étudiants éventuels (pas encore inscrits) | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Étudiants de première année | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Étudiants d'autres années | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Étudiants de dernière année | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Diplômés/anciens étudiants | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Candidats à la maîtrise, doctorat, postdoctorat | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Étudiants en éducation permanente | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |
| Membres de la communauté extérieure | <input type="checkbox"/> Oui | <input type="checkbox"/> Non |

37. Si des étudiants éventuels ne sont PAS admissibles, est-ce que d'autres employés sur le campus offrent ce service (par ex., recrutement)?

- Oui Pas certain Non

Si vous avez répondu « oui », veuillez préciser. (_____)

38. Si les étudiants diplômés/anciens étudiants sont admissibles, combien de temps après avoir obtenu leur diplôme peuvent-ils avoir accès à vos services d'orientation ou de consultation?

- Un an Deux ans Trois ans Plus de trois ans

39. Qui peut avoir accès aux services d'orientation offerts sur votre campus?

- Étudiants à temps plein seulement
 Étudiants à temps plein et à temps partiel

40. En ce qui touche les services d'orientation offerts en ligne par votre établissement, veuillez classer par ordre croissant chacun des éléments suivants, où le rang le plus bas est le service le plus souvent utilisé. Si le service n'est pas offert, veuillez ne rien écrire.

Services offerts en ligne/sur le Web	Rang (1=le plus utilisé)
Utilisation de renseignements en ligne en libre-service sur la planification de carrière	
Utilisation d'ateliers en ligne portant sur le processus de planification de carrière	
Utilisation de renseignements sur le marché du travail accessibles en ligne	
Utilisation d'outils en ligne concernant l'évaluation des carrières et de tests d'intérêts et de personnalité	
Utilisation du clavardage en ligne	
Utilisation d'offres d'emploi des employeurs	
Autre, veuillez préciser _____	

41. En ce qui touche les services offerts en personne par votre service, veuillez classer par ordre croissant chacun des éléments suivants, où le rang le plus bas est le service le plus souvent utilisé. Si le service n'est pas offert, veuillez ne rien écrire.

Services offerts en personne	Rang (1=le plus utilisé)
Ateliers en personne sur le processus de planification de carrière	
Participation à des activités liées à la carrière (salons de l'emploi, employeurs sur le campus)	
Utilisation d'étudiants-assistants en orientation (pairs conseillers)	
Rencontrer un conseiller en carrières pour un rendez-vous individuel	
Rencontrer un conseiller en emploi pour un rendez-vous individuel	
Évaluations de carrière, tests d'intérêts et de personnalité qui nécessitent l'interprétation d'un conseiller	
Aptitudes pour la rédaction de curriculum vitae et de lettres de présentation et	

pour les entrevues individuelles ou en groupe menant à une critique	
Faciliter l'observation au poste de travail	
Faciliter les perspectives internationales (études/travail à l'étranger, etc.)	
Faciliter le mentorat d'entreprise	
Rencontrer un conseiller en orientation pour un rendez-vous individuel	
Évaluations de carrière et tests d'intérêts et de personnalité qui nécessitent l'interprétation d'un conseiller	
Autre, veuillez préciser _____	

42. Quel pourcentage de vos clients utilisent vos services en personne :

Sans rendez-vous (___%)

Sur rendez-vous (___%)

IDENTIFICATION DES MODÈLES DE SERVICES D'ORIENTATION IMPRESSIONNANTS

Le CERIC souhaite identifier les établissements qui ont mis en place des modèles « impressionnants » de services d'orientation. Manifestement, il n'existe pas de définition objective du terme « impressionnant », et une combinaison de caractéristiques et de résultats liés aux services sera éventuellement nécessaire pour créer une définition et identifier les établissements. Nous aimerions solliciter votre apport au sujet des indicateurs qui pourraient être utilisés comme éléments de définition.

43. Veuillez indiquer dans quelle mesure les éléments suivants pourraient servir de critères potentiels pour définir un modèle « impressionnant » pour les services d'orientation.

Critère potentiel pour définir un modèle « impressionnant » pour les services d'orientation	Degré d'utilité		
	Très	Un peu	Pas du tout
Investissement par habitant dans les services d'orientation (budget total/total d'étudiants ETP)			
Statistiques relatives à l'utilisation des services en personne par les étudiants			
Statistiques relatives à l'utilisation des services en ligne par les étudiants			
Le niveau de scolarité des orienteurs			
La valeur économique (rendement du capital investi) des services est calculée			
Les résultats des étudiants et des autres clientèles sont mesurés (par.ex., mesures d'impact)			
Les services sont évalués			
Les mesures du degré de satisfaction des étudiants sont utilisées pour améliorer les services			
Le degré de collaboration avec les intervenants du campus			
Le degré de collaboration avec les partenaires externes (par ex., la collectivité, les entreprises)			
Le nombre de services offerts en ligne			

Le nombre total de services offerts			
Le nombre de groupes étudiants admissibles aux services			
Des programmes et des services ciblant des groupes précis (par ex., Autochtones, étudiants internationaux, etc.)			
Le nombre de services offerts en personne			
L'utilisation de modèles théoriques pour élaborer des programmes pour les services d'orientation			
Des curriculums axés sur la carrière sont intégrés aux programmes			
Des pratiques qui favorisent le dialogue entre étudiants et enseignants sur des sujets liés à la carrière			
Autre, veuillez préciser _____			

44. D'après votre connaissance des services d'orientation offerts dans les établissements d'enseignement postsecondaire canadiens, pouvez-vous en nommer qui seraient considérés comme des modèles « impressionnants » ?

- Non
 Oui, veuillez préciser (_____)

CONNAISSANCE, UTILISATION ET IMPACT DE LA RESSOURCE ÉVALUATION DU CENTRE DE CARRIÈRES : LE GUIDE DU PRATICIEN

En 2011, le CERIC a publié une ressource intitulée *Évaluation du Centre de carrières : le guide du praticien* pour guider ceux qui souhaitent mesurer l'efficacité de leurs programmes et de leurs services. Les questions suivantes visent à déterminer votre expérience avec cette ressource.

45. Votre service ou vos services ont-ils été évalués? Oui, régulièrement Oui, une ou deux fois Non

46. Connaissez-vous la publication *Évaluation du Centre de carrières : le guide du praticien*? Oui Non

(<http://ceric.ca/resource/career-centre-evaluation-a-practitioner-guide/>)

47. Avez-vous utilisé ce *Guide*? Pas du tout Un peu Beaucoup

48. Si vous avez utilisé ce *Guide*, quelle incidence a-t-il eu sur votre service? Aucune un peu Grande

ENGAGEMENT INSTITUTIONNEL À CALCULER LA VALEUR ÉCONOMIQUE DES SERVICES D'ORIENTATION ET LEUR INCIDENCE POTENTIELLE

Les résultats du rapport du CERIC intitulé *Sondage de 2015 auprès des spécialistes de l'orientation professionnelle* indiquent que ce groupe souhaitait que des recherches soient effectuées pour évaluer l'incidence et la valeur des pratiques en matière d'orientation professionnelle. Les questions dans cette section visent à cerner les efforts déployés dans ce secteur par les établissements d'enseignement postsecondaire canadiens.

49. Dans quelle mesure est-il important de mesurer les résultats et les incidences des services d'orientation?

- Très Assez Un peu Pas très Pas du tout

Recueillez-vous des données sur les indicateurs suivants : Oui Non

50. Taux d'emploi des diplômés par année Oui Non

Dans l'affirmative, quel était le plus récent taux d'emploi? ____%

51. Taux de satisfaction des étudiants à l'endroit des services Oui Non

Dans l'affirmative, quel était le plus récent taux de satisfaction? ____%

52. Recueillez-vous d'autres mesures de résultats? Veuillez les décrire (_____)

Il existe deux méthodes communes pour mesurer l'incidence des services d'orientation : i) recueillir de l'information auprès des clients avant qu'ils utilisent les services et de nouveau après (pré-post) ou ii) demander aux clients de noter leur niveau de connaissances et de compétences après avoir utilisé un service et, en rétrospective, ce qu'il était avant qu'ils utilisent ce service (post-pré).

53. Votre service a-t-il recueilli des mesures *pré-post* auprès des utilisateurs de vos services? Oui Non

54. Votre service a-t-il recueilli des mesures *post-pré* auprès des utilisateurs de vos services? Oui Non

55. Avez-vous calculé la valeur économique (rendement) des services offerts par votre service? Oui Non

56. Commentaires au sujet de la détermination de la valeur économique des services? (_____)

RECHERCHES DE KALBFLEISCH/BURWELL

D'après les recherches de [Burwell et Kalbfleisch \(2010\)](#), les 25 fonctions de base du développement de carrière sont : le « conseil en carrière », l'« éducation à la carrière », l'« orientation professionnelle », l'« accompagnement de carrière » et le « counselling de carrière ». Le CERIC aimerait déterminer la prévalence de ces fonctions de base dans les services d'orientation des collèges et des universités, le niveau de scolarité minimal des employés qui effectuent chacune de ces fonctions, s'il est connu, et leurs titres respectifs.

57. Dans la matrice suivante, veuillez indiquer combien d'employés professionnels assument chaque fonction, leur niveau de scolarité minimal et leur titre.

Caractéristiques du personnel	Conseil en carrière	Éducation à la carrière	Orientation professionnelle	Accompagnement de carrière	Counselling de carrière
	Axé sur l'information, fournissant de l'information sur des sujets et des technologies liées à l'examen d'options d'emploi, de développement de	Fournit de l'information ou des services psycho-éducatifs adaptés aux « besoins de carrière et d'emploi uniques de leurs clients ».	Une relation formelle comprenant des mesures holistiques, correctives et thérapeutiques destinées à aider des personnes à identifier, à comprendre et à s'adapter aux	Consiste à conclure des contrats avec des clients pour travailler de concert, de façon continue ou prolongée, dans le but d'atteindre des résultats précis et mesurables dans	Englobe la conception, la mise en œuvre et l'évaluation d'un large éventail d'initiatives de développement de carrière au sein d'organismes, dont la recherche d'emploi,

	carrière, d'éducation et/ou de formation.		décisions, aux rôles et aux circonstances de la vie professionnelle et de la vie personnelle. Généralement offert individuellement.	leur vie professionnelle.	développement de talents ou les plans de réduction des effectifs.
Nombre d'employés ETP assumant cette fonction					
Niveau de scolarité minimal requis	Choisir une réponse : certificat, diplôme, baccalauréat, maîtrise, doctorat (Ph. D. / Ed. D)	Choisir une réponse : certificat, diplôme, baccalauréat, maîtrise doctorat (Ph. D. / Ed. D)	Choisir une réponse : certificat, diplôme, baccalauréat, maîtrise, doctorat (Ph. D. / Ed. D)	Choisir une réponse : certificat, diplôme, baccalauréat, maîtrise, doctorat (Ph. D. / Ed. D)	Choisir une réponse : certificat, diplôme, baccalauréat, maîtrise, doctorat (Ph. D. / Ed. D)
Titre(s) des employés assumant cette fonction					

58. Quelles désignations / certifications EXIGEZ-VOUS de vos employés professionnels (cochez toutes les réponses applicables)?

- Professionnel certifié en développement de carrière (CCDP)
- Praticien en développement de carrière (CCCD)
- Certification en accompagnement (par ex., NACE ou International Coach Federation)
- Association canadienne de counseling et de psychothérapie (ACCP)
- Professionnel en ressources humaines agréé (PRHA)
- Ordre des psychologues du Québec (OPQ)
- Ordre des conseillers et conseillères d'orientation du Québec (OCCOQ)
- Ordre des conseillers en ressources humaines et en relations Industrielles agréés du Québec (CHRA)
- Autre, veuillez préciser (____)
- Aucun de ces choix

59. Veuillez indiquer combien de vos employés professionnels ont atteint les niveaux de scolarité suivants (niveau le plus élevé).

Plus haut niveau de scolarité atteint	Nombre d'employés
Certificat	0,1,2,3,4,5,6,7,8,9,10,11 (un choix)
Diplôme	0,1,2,3,4,5,6,7,8,9,10,11 (un choix)

Baccalauréat	0,1,2,3,4,5,6,7,8,9,10,11 un choix)
Maîtrise	0,1,2,3,4,5,6,7,8,9,10,11 (un choix)
Doctorat (Ph. D. / Ed. D)	0,1,2,3,4,5,6,7,8,9,10,11 (un choix)

60. Quel est le nombre d'années d'expérience moyen de vos employés professionnels? _____année(s)

61. Veuillez nommer jusqu'à trois « pratiques exemplaires » qui, à votre avis, sont appliquées dans votre service.

1. _____
2. _____
3. _____

62. Y a-t-il une innovation liée aux services que vous avez essayée et qui, à votre avis, n'a pas fonctionné? Si c'est le cas, veuillez préciser (_____)

Les questions suivantes concernant la mesure dans laquelle votre service d'orientation interagit, collabore et coopère généralement avec les autres employés et services sur le campus pour promouvoir le développement de carrière chez les étudiants. Même si cet élément pourrait varier considérablement dans certains secteurs pour les grands établissements, veuillez caractériser la nature de ces interactions d'une perspective institutionnelle globale à l'aide de l'échelle fournie?

63. Décrivez la relation de travail de votre service avec les enseignants en choisissant une « note » sur l'échelle suivante.

1 2 3 4 5 6 7 8 9 10

Aucun contact ←-----→ Collaboration étroite

64. Décrivez la relation de travail de votre service avec les services d'orientation personnels sur l'échelle suivante.

1 2 3 4 5 6 7 8 9 10

Aucun contact ←-----→ Collaboration étroite

65. Décrivez la relation de travail de votre service avec les services d'enseignement coopératif/d'éducation expérientielle sur l'échelle suivante.

1 2 3 4 5 6 7 8 9 10

Aucun contact ←-----→ Collaboration étroite

66. Dans quelle mesure votre service collabore-t-il étroitement avec les services pour personnes handicapées au sein de votre établissement?

1 2 3 4 5 6 7 8 9 10

Aucun contact ←-----→ Collaboration étroite

67. Dans quelle mesure votre service collabore-t-il étroitement avec les services pour Autochtones au sein de votre établissement?

1 2 3 4 5 6 7 8 9 10
Aucun contact ←-----→Collaboration étroite

68. Avez-vous des conseillers pédagogique à votre établissement ? Oui Non

69. Si c'est le cas, utilisez l'échelle suivante pour noter le niveau de participation de votre service avec les conseillers scolaires.

1 2 3 4 5 6 7 8 9 10
Aucun contact ←-----→Collaboration étroite

70. Veuillez utiliser l'échelle suivante pour noter votre niveau d'engagement avec le Bureau de recrutement ou des admissions.

1 2 3 4 5 6 7 8 9 10
Aucun contact ←-----→Collaboration étroite

71. Veuillez utiliser l'échelle suivante pour noter votre niveau d'engagement avec les partenaires dans la collectivité.

1 2 3 4 5 6 7 8 9 10
Aucun contact ←-----→Collaboration étroite

Commentaires sur les questions 63 à 71? (_____)

72. Les employés affectés au service d'orientation rencontrent-ils des classes/des groupes d'étudiants en tout temps pour se présenter et expliquer les services offerts?

Oui Non

73. Si c'est le cas, quand cela se produit-il ? Première année Dernière année Les deux Autre, veuillez préciser (_____)

73. Comptabilisez-vous le « temps d'attente » des étudiants qui veulent avoir accès au service d'orientation? Oui Non

Veuillez préciser (_____)

74. Avez-vous d'autres commentaires à formuler? _____

Appendix E: Site Interview Protocol

SURVEY OF CAREER SERVICES IN CANADIAN POSTSECONDARY INSTITUTIONS SITE VISIT/INTERVIEW PROTOCOL

Objective

To facilitate an interactive discussion that enables managers of career services and other key stakeholders to respond to questions regarding the policies, processes and resources associated with their delivery of career services to students.

The overall goal of the site interviews is to obtain sufficient information on the development and implementation of 'impressive' models so that these might be replicated at other institutions.

Organization

- a) **Session length:** 60-90 mins
- b) **Group Size:** Managers will be asked to invite relevant stakeholders at their institutions. To facilitate transcription, a maximum group size of four participants is recommended.
- c) **Consent Form:** Managers will be sent a consent form by email and will be asked to distribute the form to each participant. Signed hard copies will be collected before the group discussion.
- d) **Format:**
A semi-structured discussion of questions as listed below. The session will be digitally recorded and transcribed for analysis. Participants will be provided with a numerical identifier that will not allow for identification of individual participants.

Questions for Discussion

1. How would you describe your 'model' of career services? What policies, processes and resources are key to meeting the needs of students? Are there additional developments necessary/planned in order to more effectively meet student need?
2. From an historical perspective, what have been the most critical changes you've seen over the past decade in the provision of career services at your institution? Has there been a specific individual that has championed the development of your model?
3. How would you describe your institution's current commitment to the provision of career services? What are the factors that contribute to this? Is there a strategic plan/academic plan that speaks to career development (These can be present-day and/or historical factors.)
4. Have there been specific barriers that have hindered or slowed the development of your model? If so, how were these overcome?
5. Have there been challenges around funding for your model development? If so, how were these overcome?

6. What recommendations would you make re: development and implementation strategies for institutions wishing to adopt your model?
7. Has your centre developed programs/approaches to deal with any of the following “special needs”? (i.e. students with mental health issues, students with disabilities, international/students with English as a second language, Indigenous students)
8. We would like to explore any best practices which you listed in the on-line survey. (In addition to our focus group discussion, we would appreciate any documentation you could provide that more comprehensively describes your best practice(s).)
9. We would like to explore any example of career-focused curriculum that you could show us from your institution (i.e., any course outlines, learning outcomes and approaches that you see as particularly effective.)
10. We would like to explore the specifics of any service outcome measures you are using.

**SURVEY OF CAREER SERVICES IN CANADIAN POSTSECONDARY INSTITUTIONS
FOCUS GROUP CONSENT FORM**

Project Goals

The Canadian Education and Research Institute for Counselling (CERIC) has engaged *PSE Information Systems* to conduct a national study of career services delivery in postsecondary institutions with the following major goals:

1. To understand the landscape of career service models across Canada including:
 - Develop an inventory of career service models
 - Query the leadership across the country to determine up-coming changes
 - Highlight impressive models across the country and the criteria used to evaluate

2. To examine the level of institutional commitment to the provision of career services to students
 - Explore the institutional investment in career development and changes over time, including funding, sustainability and location on campus.
 - Determine what outcome measures, if any, institutions are using.
 - Evaluate which institutions, if any, are calculating the economic value of career development and impact.
 - Review the earlier Kalbfleisch/Burwell research by examining changes in roles/functions, respective educational backgrounds and the definition of these roles and functions in career services and/or other areas of post-secondary institutions, including employment services.

Informed Consent and Protection of Personal Privacy

Participation in this focus group is strictly voluntary. You are under no obligation to participate and any personal information you provide will be kept STRICTLY CONFIDENTIAL. Each individual will be coded with an identifier that will not allow for the identification of individual participants.

Information gathered in this interview will only be released upon written permission of participants and only following approval of the written transcript.

I have read and understand the conditions of my participation in this focus group and by my signature below agree to participate.

Signature

Date

Appendix F: Web Site Analysis Template Domains

WEBSITE PROMINENCE/EASE OF ACCESS/USER GROUPS

- Career services URL
- # clicks to access site from home page
- Ease of finding site (4 - no problem, 3 - some difficulty, 2 - lots of difficulty, 1 - need search tool)
- Site found through which portal (Student Services, Current Student, Search, other)
- Who has access to services (Prospective, current, graduates, alumni)
- Career Service department name

SERVICES OFFERED

Career Advisement Services (- is “information-centred, providing information regarding topics and technology related to investigating employment, career development, education and/or training options”)

- On-line self-serve career planning information
- On-line workshops on career planning process
- In-person workshops on career planning process
- Provide access to on-line interest testing instruments
- Employer job postings
- Career events (career fairs, employers on campus)
- Access to student career assistants (peer helping)
- Misc./unique career advisement service

Career Education Services (“provides information or psycho-educational services tailored to “clients’ unique career/employment needs”)

- Access to career advisors for individual appointments
- Resume, cover letter and interview skills with individual or group involving critique
- Job shadowing, corporate mentorship, international opportunities available
- Misc./unique career educating service

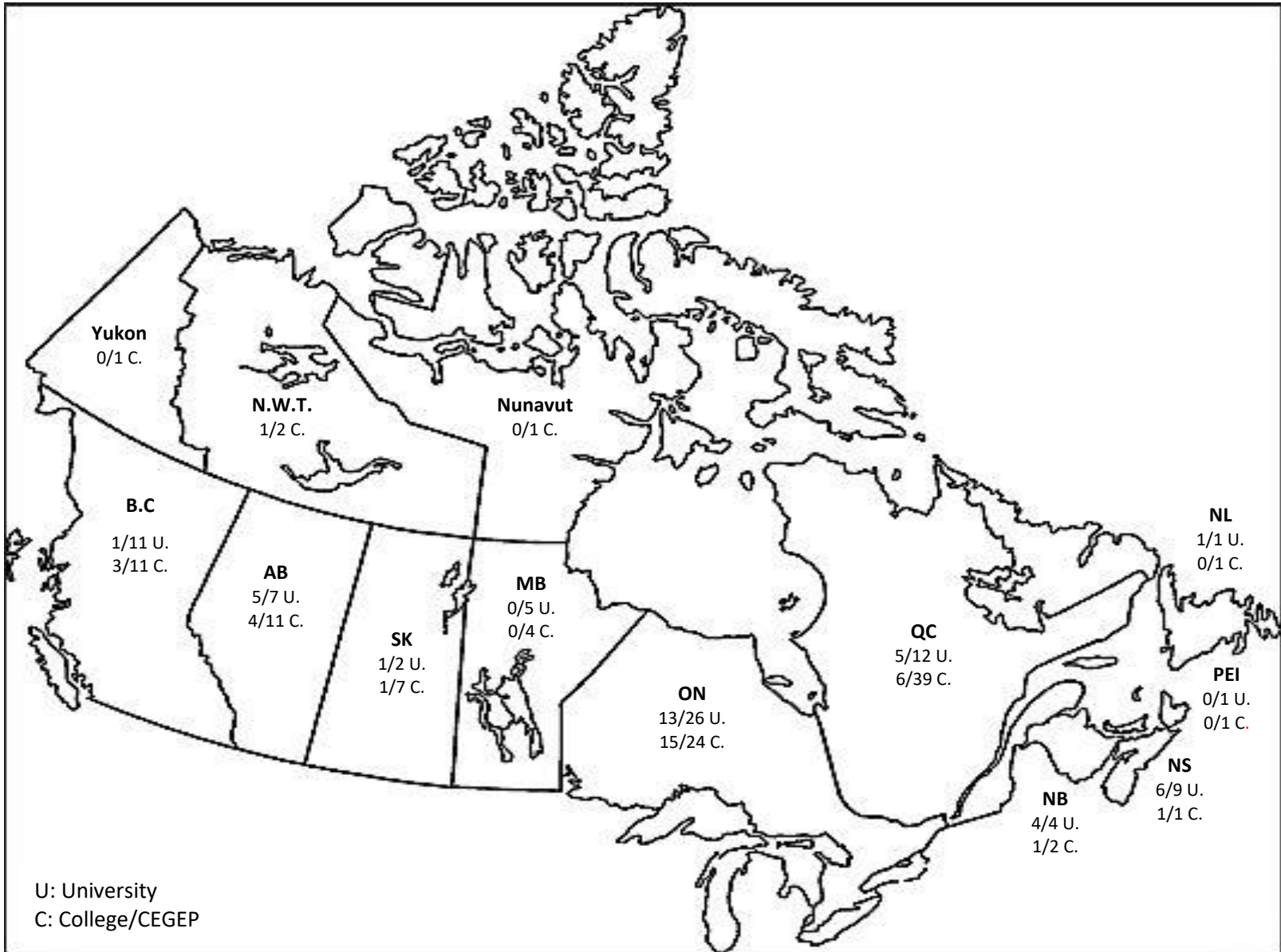
Career Counselling Services (“involves a formal relationship encompassing holistic, remedial, and therapeutic efforts to help individuals identify, understand and adapt to work/life decisions, roles and circumstances across the lifespan. The service is typically offered one-on-one and may involve more complex issues like supporting students with disabilities, students who have failed in their programs and are unsure of next steps, students who have psycho-social factors”)

- Access to career counsellors for individual appointments
- Access to career, interest and personality assessments that involves counsellor interpretation
- Misc./Unique career counselling service

ENTREPRENEURSHIP/UNIQUE /COMMENTS

- Entrepreneurship/ start your own business
- Unique services/ comments

Appendix G: Survey Participation by Province, Territory and Institutional Type



Appendix H: Titles of Career Services Departments

English Titles

Academic Advising & Career Centre
Academic and Career Success Centre
Career & Employment Services
Career and Planning Services
Career and Volunteer Services
Career Centre
Career Counselling
Career Development and Employment Centre
Career Development and Experiential Learning
Career Development Centre
Career Education +Student Leadership and
Engagement
Career Education Department
Career Hub
Career Planning Service
Career Services and Co-operative Education
Career Services, Student Leadership &
Engagement
Career Success
Career Development & Experiential Learning
Centre for Career Action
Coop and Work Placement Services
Counselling & Career Centre
Counselling and Career Development
Department
Counselling and Psychological Services
Counselling Services
Douglas College Counselling
Employment and Student Entrepreneurial
Services
College Career Services
Learning Support Services
Office of Student Transitions & Careers
Student and Graduate Employment
Student Career and Professional Development

Student Employment (and Financial Aid)
Student Employment and Career Centre
Student Life - Career Centre
Student Life Centre
Student Services
Student Services-Career Development Services
Student Success & Job Centre
Student Support Services
The Employment Support Centre

French Titles

Service d'orientation
Service d'orientation au du CESAR
Service d'orientation et de recherche de travail
Service de placement
Services-conseils

Appendix I: Rationale for Department Title

As Brescia is a small institution our career services are housed under our student life centre which also focuses on other areas of student life including orientation and student wellness.

Brought together 2 units to leverage co-curricular learning and development of employability skills outside of the classroom

Career Centre merged in 2015 with Office of Student Affairs to offer orientation, transition, retention, and leadership programming as well as career services

Career development represents a developmental approach to our work with students and alumni, not simply the provision of services. We emphasize in our work that career development is a lifelong process and our goal is to teach the skills to empower our clients to manage their career over a lifetime.

Career Services & Advising are under the Student Support Services Umbrella - including Financial Aid & Academic Advising. The institution is too small to have a separate Career Services

Career Services are embedded in Student Services of each Campus of NSCC. Part of an integrated service delivery model that ranges from informing, to advising, to specialty career development to career counselling.

Career Services is one of four units in ESES

Career Services is part of Student Services

Career Services is part of the department that serves most student needs regarding retention and graduation transitions

Ce n'est pas un service d'orientation scolaire mais d'accompagnement pour l'intégration en emploi pendant et après les études.

Counselling is an umbrella title for all our services, including personal counselling, career counselling and some instructional, advocacy and consultation services. Counsellors do not offer academic advising or job search services.

Il s'agit d'un service d'aide à l'insertion à l'employabilité

Il y a un service qui s'appelle le Centre d'aide et dont la mission est d'aider les étudiants à s'orienter. Le service de placement s'occupe d'aider les étudiants à développer l'employabilité afin de faciliter l'insertion professionnelle.

integration co-op/work-integrated learning in one unit co-op viewed as a career development activity

It is a part of the general counselling services here at Dawson. Our department provides personal and career counselling services.

It used to be Career and Placement Services, but given that the acronym CAPS had such strong name recognition, and that the concept of career planning was very popular, the decision was made to use Career Planning Service (CaPS)

It will be changing, likely to Career Services in the next year. There is also a Co-Op office on campus too.

It's a full-service centralized service delivery model

L'équipe des conseillers d'orientation fait partie d'un service regroupant plusieurs types de professionnels au sein des Services à la vie étudiante

Le Centre étudiant de soutien à la réussite (CESAR) comporte plusieurs services dont celui de l'orientation

Le Service de placement et le centre d'aide aux étudiants sont deux unités différentes. Le centre d'aide aux étudiants offre un gamme complète de services allant de l'orientation à l'aide psychologique, au soutien financier et à l'aide aux études. Le Service de placement se consacre à l'intégration des étudiants dans le marché du travail, incluant notamment les stages en entreprise

Not a placement service, more focus on career development

nous aidons les étudiants et diplômés dans l'intégration sur le marché du travail. Nous ne les plaçons pas, mais nous les accompagnons pour qu'ils réalisent leur projet professionnel

Our department has both, counselling and career services attached.

Our portfolio includes broad areas of Student Affairs. Career & Professional Development is one of our priorities, along with Mental Health & Wellness; Orientation & Transition; Experiential Learning; Leadership & Involvement.

Rebranding Using Action Verb - students taking action, being actively engaged in their career development, utilizing the tools and resources available

There are a number of 'independent' career services on our campus. I am a career counsellor with the Counselling Center.

They downsized the Career Services department many years ago.

This name was selected in 2001 after restructuring. There was a growing focus on experiential learning opportunities on campus and the importance of reflection in the co-curricular student experience. We are currently going through restructuring again and a name change will be coming soon.

To align with student success services and distinguish ourselves from community career and employment services

To appeal to students, alumni and employers and highlight that we are the link between students/alumni and employment opportunities.

To be easily identifiable to students; recent changes to include the Student Success department/team

To distinguish our department from our Employment Ontario department which is named the "Career Centre"

we are a combined unit

We are a merged unit---Career Development as well as Work Integrated Learning, Coop, Co-Curricular Record

We are currently not using "Career" in our department name as Career Advising is only provided by Counsellors in the Counselling department. Our role is to provide employment preparation and employment coaching services to students and Alumni.

We are expanding our services to include preparing students for their careers over the time they are attending college...not just at the end when they want help doing a resume, etc.

We do not have a specific career services area. The student services staff do some career services work with students.

We have put our advising, recruitment and career services together in one space.

We transition to the Career Center after conducting focus groups consisting of students and staff where we posed the question about our department name and the culture around the services that we provide. The term 'centre' resonated with them.

We use a developmental teaching model.

We wanted to highlight the volunteer and community engagement aspects of our service.

Appendix J: Current issues with greatest impact/biggest challenge for service delivery

Theme Details

(N=59) **Resource Challenges** (35.3%)

- Budget cuts
- Meeting increasing needs with existing complement
- Space
- Other resource challenges
- Expanding responsibility of existing positions

(19) **Characteristics of Institution** (11.4)

- Lack of institutional support
- Career services not a strategic priority
- Diversity of program offerings
- Structural aspects of career services (i.e., not centralized)
- Enrollment
- “Counselling” and “Advising” models of delivery

(10) **Focus outside institution** (5.9)

- Challenges of labour market
- Changing needs of employers (local and global)
- Working with outside stakeholders

(7) **Leveraging Technology** (4.1)

- Providing a balance of in-person and on-line services
- Meeting expectations of virtual, 24/7 service

(6) **Student Perception of Career Education** (2.8)

- Students not understanding/valuing career education
- Lack investment in career decision-making

(21) **The Needs of Students** (12.5)

- Tailoring approach to the needs of students
- Working with students with disabilities
- The needs of international students
- The needs of a “younger demographic”
- The complexity of student needs
- Distance and satellite campus students

(15) **Collaborating within Institution** (8.9)

- Embedding curriculum
- Engaging with faculty
- Working with other on-campus departments/stakeholders

(9) **Marketing and Communication** (5.3)

- Getting the message out to students
- Competing with “all the other noise” on campus
- Communicating our value to the institution

(7) **Student Engagement/Event Attendance** (4.1)

- Hard drawing numbers for events/group oriented programming
- Class schedules conflict with offerings

(5) **Experiential and Co-op Learning** (2.9)

- The increased demand for co-op
- Positioning Career Services as a key partner in experiential learning

Appendix K: What department will look like in five years

Theme Details

Increased collaboration within institution [25.6%]

- Working more closely with institutional partners so more/all students participate in career education
- Working more closely with other services
- Co-location with other services
- Working more closely with academics through embedding staff, curriculum development, including career education in faculty activities

Staff Focus [12.8%]

- Changes in job function (more specialization, complex cases going to counsellors, training support staff to do career advising)
- Hiring staff of more diverse backgrounds to meet more diverse needs
- Increases/decreases in complement

Development of Experiential Education [9.4%]

- Centralize service for experiential education offerings in career services; co-op, work integrated learning, practicums, internships

Communications and marketing [4.3%]

- Increasing transparency
- More effective communication with clients

Peer Services [3.4%]

Development of web-based resources [13.6%]

- Development of dynamic, web-based resources
- Increase flexibility of access for students
- Improve, rebuild, more realistic

Increased collaboration outside institution [11.9%]

- Clearer referral processes
- Streamline services for employers and alumni
- Relationships with employers strategic, diverse and across borders

Research, Strategic Planning, Evidence-based/outcome-based practice [6.8%]

- Aligning with strategic plans of institution
- More focus on data collection, evidence-based practices
- Developing learning outcomes for services provided

Modalities [4.3%]

- More/less one-to-one service provision
- Self service
- Mix of online, one-to-one, workshops

Meeting the needs of a more diverse student body [3.4%]

Appendix L: Service-related innovations that did not work

Career counselling workshops and groups have been tried a number of times to meet client demand more quickly, but these have low sign up and attendance. One-on-one appointments are requested.

Drop ins; our location is not conducive to that, so we didn't get students dropping in

General career development workshops that any student can attend. Attendance was historically low, so don't feel we have the motivation or resources to try again. It has been much better to do guest lecturing on a host of career topics in various classes.

Job Search Club...we started offering this every Thursday, as a drop in group for students and alumni who are having difficulty finding part-time or full-time work in Calgary's economic downturn. It did not gain the popularity or interested that we were looking for.

Lunch Time workshops are a hard sell.

Mock Interview 2.0. Using YouTube (private setting), getting students to video tape a mock interview and having alumni review electronically.

No matter what service-the biggest challenge is to help others to understand "career development matters". Too many believe that there is not a specialty skill set to help others explore their future. And so many define career services as employment services.

Nous avons fait une intervention de prévention en orientation en communiquant, avant le début de la session, avec tous les étudiants inscrits à la Session d'Accueil et d'intégration - profil orientation (Tremplin DEC maintenant). Puisque nous répondions davantage à des questions d'organisation scolaire, nous avons décidé de remplacer cette intervention (coûteuse en termes de ressources) par une communication par MIO pour les informer de la présence des services d'orientation. Nous leur posions également quelques questions pour susciter la réflexion quant à leur choix de carrière.

Nous avons tenté d'offrir une série de 3 ateliers pour planifier son projet professionnel. Les étudiants ne s'y sont pas inscrits.

Structured workshop delivery schedule. We have moved away from providing a set monthly workshop schedule for standardized workshops. Students can use our order-a-workshop service, complete workshops on-line or receive one-to-one service.

The 'traditional' employer offering. We continue to play with this (e.g. ability to come to campus at a fee for the delivery of information sessions, having a career fair stand, etc.). However, this is not the model our employers are responding to. Hence, we continue to evolve and 'tweak' what the engagement with an employer looks like in practice. Additionally, we launched small, tutorial style discussion sessions around, e.g. Resumes, Cover Letters, etc. Limited to a maximum of 8 students. We found that attendance rose significantly when we altered the title from 'Career Chats' to 'Career Tutorials'. Small thing but very instrumental in the final outcome!

We developed a workshop on "considering further education" that was poorly attended during a period when our other offerings grew significantly YOY. We determined that the topic is best suited for 1:1 service provision.

workshop format for service delivery. Workshops were not well attended.

Appendix M: Comments on Calculating Department ROI

challenging to do with the many factors that could influence outcomes, but would like to find a way to work on this more.

I would love to have PD on how to do this. I think we are on the right track with collecting evidence of students acquiring career development "learning" outcomes. We are in early stages of this at NSCC

It is appealing to measure economic value, but I have not seen a way that makes sense yet. In general, it is not valid to measure the economic impact of specific service interventions, when there are so many other variables through and after the degree experience that impact graduate success. I have not seen any way to do this in a valid way. In general, many people overestimate the measurable impact of a specific intervention, without appreciating that it is very hard to find treatment effects unless the treatment is very large.

Needs to bear in mind that the nature of our work is often not quantifiable and must be coupled with other measurements (e.g. learning outcomes, value / breadth of an employer relationship, etc.).

only did this on workshops

Our students receive approx. \$750 worth of services if one combines the employment and career visits.

This is a very important aspect on the ROI for career supports and programs in the post secondary setting and beyond.

Unable to identify methodologies that would provide valid and reliable data. For example, cannot assume that if student used our services, that is what resulted in a job offer.

Would be great

Would like to do, but just don't have the resources to do it. Nor have we been asked to do it.

Would love to know how to do this! Do we measure just job outcomes? Holistically, I am certain that University Advancement must calculate something akin to this...but how do we separate what "career services" provide, especially in a university with a hybrid-career centre model....Additional challenges include: academic advising areas increasingly wanting to sell themselves as holistic/career/academic/developmental advisors, and alumni are funding these positions.

Appendix N: Titles of Staff Who Deliver - Career Advising

Career & Employment Coaches	1
Career & Employment Consultants	1
Career Advisor	4
Career Advisor, Employment Advisor	1
Career coach; career advisor	1
Career Consultant	1
Career Consultant & Senior Career Consultant	1
Career Development Coordinator	1
Career Development Coordinator, Career Consultant, Applied Learning Coordinator, Internship Coordinator	1
Career Education Specialists	1
Career Educator	1
Career Resource Advisor	1
Career Services Coordinator	1
Career Strategist	1
Conseillère en orientation, coordinatrice du programme Repères et conseiller en recherche de travail	1
Conseiller en emploi	3
Conseiller en information scolaire et insertion professionnelle (CISIP)	1
conseiller en information scolaire et professionnelle	1
conseiller en information scolaire et professionnelle et conseiller en développement de carrière qui relève du service de l'emploi	1
Coordinator	2
Coordinator Student Life and Learning	1
Coordinator, Student Mobility	1
Employment Advisors	2
Employment Resource & Information Advisor	1
Guidance Counsellor-Career Resource Centre	1
Learning Support Specialist	1
Manager	1
Resource Centre Coordinator, Career Services Representative	1
Student Advisors	1
Student Services Advisor	1
Student Success Coordinator	1
Various titles including Arts Career Development Coordinator, Graduate Student Career Coordinator, International Career Coordinator	1

Appendix O: Titles of Staff Who Deliver - Career Educating

Campus Engagement Specialists	1
Career & Employment Consultants	1
Career Advisor	3
Career Counsellors	2
Career Development Coordinator, Career Consultant, Applied Learning Coordinator, Internship Coordinator	1
Career Development Specialists	1
Career Services Coordinator	1
Career Strategist	1
CISIP et conseiller en orientation (CO)	1
Conseillère en orientation et conseillère du programme Rebondir	1
Coordinator	2
Counsellor	1
Employment & Financial Aid Coordinator	1
Employment Advisors	1
Employment Consultant	1
Guidance Counsellor-Career Resource Centre	1
Manager	1
Student Employment Coordinator	1

Appendix P: Titles of Staff Who Deliver - Career Counselling

Career advisor	1
Career Consultant & Senior Career Consultant	1
Career Counsellor	11
conseillère d'orientation	4
conseillère en orientation, coordinatrice du programme Repères et conseillère du programme Rebondir	1
Conseillers en emploi	2
Coordinator	1
Counsellor	5
Counsellors, Personal and Career	1
Guidance Counsellor - Career Resource Centre	1
Manager	1
Student Success Coordinator	1

Appendix Q: Titles of Staff Who Deliver - Career Coaching

Applied Learning Coordinator, Internship Coordinator	1
Career Advisor	1
Career Advisor, Employment Advisor	1
Career Counsellor	1
Career Education Specialist	1
Career Strategist	1
conseillère en orientation et conseillère du programme Rebondir	1
conseiller d'orientation, les mêmes que pour l'orientation	1
Conseillers en emploi	2
Coordinator	1
Manager	1
Med Plus Career Consultant	1
Student Advisors	1

Appendix R: Titles of Staff Who Deliver - Career Consulting

Career Consultants	1
Career Education Specialists	1
conseiller d'orientation et conseiller en développement de carrière	1
Conseillère en orientation et conseiller en recherche de travail	1
Conseillers en emploi	2
Coordinator	1
Director and Coordinators	1
Employment & Financial Aid Coordinator	1
Human Resources	1
Internship Coordinator	1
Manager, Applied Learning Coordinator, Program Development Coordinator	1

Appendix S: Institutions Scoring above the Mean on Impressive Scale

Province	Institution	Impressive Score	
ON	Wilfrid Laurier University	28.16	
ON	Queen's University	26.39	
BC	Simon Fraser University	24.99	
ON	University of Toronto Mississauga	24.91	
AB	Mount Royal University	24.41	
ON	Fanshawe College	23.86	
NS	Nova Scotia Community College	23.70	+1 SD
NS	St. Francis Xavier University	23.28	
ON	Mohawk College	22.86	
NS	Dalhousie University	22.82	
NS	Mount Saint Vincent University	22.57	
AB	Bow Valley College	21.75	
ON	Brock University	21.71	
ON	Ryerson University	21.58	+0.5 SD
QC	Universite Laval	21.37	
ON	University of Ottawa	21.21	
QC	Concordia University	20.93	
ON	University of Ontario Institute of Technology	20.63	
BC	Vancouver Community College	20.55	
QC	McGill University	20.43	
ON	Fleming College	20.12	
NB	St. Thomas University	19.96	
ON	Conestoga College	19.92	
ON	Centennial College	19.92	Mean

Appendix T: Department Names - Web Site Analysis of Universities

Career Services	25
Career Centre	8
Service d'orientation	3
Career Counselling	2
Aide a l'emploi et carrière (co-op)	
Aide à l'emploi - Étudiants	
Aide-conseil en orientation	
Build My Career	
Career & Employment Centre	
Career & Leadership	
Career & Planning Services (CAPS)	
Career (part of Student Success Centre)	
Career Advising	
Career Advising & Job Preparation	
Career and Employment Services	
Career and Vocational Planning	
Career Development	
Career Development & Employment Services	
Career Development & Success Coaching	
Career Development and Education	
Career Development Centre	
Career Development Office	
Career Development Services	
Career Education	
Career Enhancement Services	
Career Planning and Assessment Services	
Career Planning Services (CaPS)	
Career Resourcing	
Career Support	
Carrière et développement professionnel	
Centre for Career Action	
Centre for Experiential Learning and Careers	
Conseil et orientation	
Conseils carrière	
Co-op & Career	
Co-op and Career Planning	
Co-op, Career & Employment Services	
Co-operative Education & Career Services	
Employment	
Employment & Career Counselling	
Jobs & Career Services	
Le service emploi stage	
Learner Support Services	
Orientation et information scolaire	
Orientation et information scolaire et professionnelle	

Orientation scolaire
Service de gestion de carrière
Service des stages et du placement
Service d'orientation pédagogique
Student Career Services
Student Employment and Career Services
Student Success Centre

Appendix U: Department Names - Web Site Analysis of Colleges

Service d'orientation	16
Service de placement	14
Career Services	11
Orientation et information scolaire	6
Placement étudiant	6
Orientation	5
Orientation et information scolaire et professionnelle	4
Student Employment	4
Student Employment Center	4
Career Centre	3
Counselling services	3
Placement	3
Aide à l'emploi	2
Career & Student Services	2
Emplois et stages	2
Student Employment & Career Centre	2
Student Employment Services	2
Academic and Career Planning	
Aide a l'orientation	
Aide pédagogique individuel(le)	
Assessment Services	
Career & Academic Advising	
Career & Education Planning	
Career & Employment Resources	
Career & Employment Services	
Career Advisement	
Career and Academic Advising	
Career Centre/Employment Services	
Career Counselling	
Career Counselling Services	
Career Development	
Career Exploration and Planning	
Career Planning	
Career Planning & Labour Market Info	
Career Planning Tools	
Career Resource Centre	
Career Services & Cooperative Education	
CareerHub	
Centre d'emploi	
Choix de carrière – orientation	
Conseiller d'orientation	
Co-op & Career Development Centre	
Cooperative Education & Student Employment	
Co-operative Education and Career Success	

Counselling & Career Exploration
Counselling Centre
Education Advising & Career Planning
Emploi et placement étudiant
Emploi étudiant
Employment
Employment Advising
Employment and Student Entrepreneurial Services
Employment Services
Employment Support Centre
Information scolaire et professionnelle
Jobs & Opportunities
Learner Success Services
myCareer Centre
Orientation et counselling
Orientation Scolaire
Orientation scolaire et professionnelle
Personal and Career Counselling
Placement en emploi
Placement étudiant et aide à l'emploi
Service d'aide à la recherche d'emploi
Service d'emploi
Service d'orientation scolaire et professionnelle
Service d'aide à l'emploi
Service de counselling et d'orientation
Service de l'information scolaire et professionnelle (ISEP)
Service de placement en emploi et en stage coopératif
Service de placement et offres d'emploi
Service des stages et du placement
Services à l'élève / Orientation
Services d'alternance travail-études et de placement
Services d'orientation et d'information scolaire et professionnelle
SIIT Career Centres
Stages et emplois
Student Career & Employment Services
Student Career Centre
Student Counselling
Student Job Centre
Transition to Employment Supports