HBCU Toolkit

Are your students present and accounted for?

Equipping minority students for career success
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Overview

Historically black colleges and universities (HBCUs) account for 20 percent of black students who complete bachelor’s degrees in the United States. To make an impact in the lives of these students, the American Institute of CPAs is engaging HBCUs to increase the recruiting and retention of African-Americans in the accounting profession.

Therefore, we want to help address the challenges that campus career service centers may be facing in regard to ensuring that their students are well-equipped professionally, being seen by recruiters, and receiving internship and job placement opportunities.

We know that focusing on bolstering the services offered by campus career centers will prove to be effective given that many of our target students access these services. According to Fadulu (2018), “Blacks and Hispanics, as well as first-generation students and students who are older than the traditional college-going population, rated the help they received from their career services office and academic advisers more positively than did their white and more affluent counterparts”.

How to Use this Toolkit

This toolkit is a step-by-step resource focused on establishing and maintaining an effective career services office in accounting departments. This guide provides recommendations for the successful creation and ongoing support of a career services function within a department.

Needs Assessment & Gap Analysis

Colleges and universities are always seeking innovative and evidence-based practices to engage students. Career services offices should be no different. They should actively seek solutions that ensure that their students are career-ready and employable in today’s society. The first step when updating any program is to assess the current program and its offerings, in an effort to identify any existing gaps.

STEP 1
Perform an internal needs assessment of the current career services offered to accounting students

STEP 2
Survey the students, employers, and alumni on their current and career guidance needs

STEP 3
Consolidate the data and conduct a gap analysis
Step 1:
Perform an internal needs assessment of the current career services offered to accounting students.

An internal review is typically done prior to conducting a formal external review of your program. However, it can also be done as a stand-alone process. A thorough internal review of an operation can take 12 to 18 months. The steps in the internal review process include assembling an internal review team, gathering relevant data to document the program’s strengths and weaknesses, making recommendations, and creating a report of your findings.

Step 2:
Survey the students, employers, and alumni on their current and previous career guidance needs.

One way to assess your career services program is to survey students, alumni, employers, faculty, and staff in an effort to identify the key themes around the current state of your program. By surveying these stakeholders, the department receives data in regard to how the center is perceived by current students, alumni, and employers.

- **Surveying STUDENTS** – “Among the Class of 2017, 85.6 percent of students who had begun the job search had visited the career center—either at its office or on its website—at least once in the past academic year,” according to results of NACE’s Class of 2017 Student Survey Report. Therefore, we want to make sure that their visits are worthwhile and that the services offered are relevant to their needs. More specifically, we want to ensure that students looking to pursue the accounting profession are equipped with the tools they will need upon entering the job market. Send the survey to current students, then use the information provided to improve the career services center’s programming. Survey questions should center on student perceptions of the career center’s staff, events, materials, and resources.

- **Surveying EMPLOYERS** – The employer survey should solicit information from employers and partners that will guide the career services center’s program and services. Knowing what the employers look for in candidates will help the career services center staff plan events and general programming to help students be more attractive candidates during the job hunt. This survey should be sent to companies that are currently recruiting on campus or that have recruited students in the past. This survey will shed light on the strength and quality of their partnership with your school, as well as their perception of the students who will soon be joining the workforce. Therefore, it is important that you include questions related to your brand. These questions can include the following: What differentiates your institution from other colleges and universities? What are your institution’s perceived “points of pride”? You can then use the answers from the survey to conduct a gap analysis by comparing your understanding of your brand to how said brand is perceived by external entities.

- **Surveying ALUMNI** – Alumni can provide extremely valuable information that the career services center can use. The survey should include questions about where students are currently working and what skills they feel their alma mater has given them that have helped them excel professionally. The survey should target alumni who are currently or were previously involved in the accounting profession. Ideally, a good cross reference of diversity in career sectors, levels within various firms and organizations, as well as differences in gender and age should be considered during the data collection process.
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**TOOLS AND RESOURCES**
- Career Services – Student Survey (Appendix A)
- Career Services – Employer Survey (Appendix B)
- Career Services – Alumni Survey (Appendix C)

**External Review** – You should also consider conducting an external review of your internal assessment. This means that the external review team would be comprised of career services personnel from outside of your institution whose departments are considered to be some of the best in the nation in regard to programming, services, and career placement. The team would then offer feedback regarding the clarity of your career services department’s mission, the effectiveness of its current practices, and the appropriateness of your department’s organizational structure.

**TOOLS AND RESOURCES**
[Guidelines for Internal and External Reviews of Career Services](#)

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**Step 3:**
**Consolidate the data and conduct a gap analysis.**
The final step of the needs assessment is documenting and evaluating your department’s gaps by comparing your actual performance with your potential or desired performance in the areas addressed in steps 1 and 2.

**Plan**

Once the needs assessment and gap analysis have been completed, use that information to create a comprehensive plan for the career services center.

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**STEP 1**
Establish/Re-establish the center’s vision, mission, and values

**STEP 2**
Determine the services/programming that will be offered

**STEP 3**
Create a strategic plan

**Step 1:**
**Establish/Re-establish the center’s vision, mission, and values.**
Using the needs assessment and the gap analysis to establish or re-establish your mission is key to ensuring the career services center’s continued success. Collegiate career centers should focus on providing resources that will help students identify which career to pursue, how to get the training and education they need to gain employment in their industry of choice, and, lastly, how to develop the skills they need to get hired.
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**Step 2:**

**Determine the services/programming that will be offered.**

Establishing your purpose and mission can help you decide which services and resources the center should offer. The services provided in a career center or placement office should support your institution's main mission and vision.

**TOOLS AND RESOURCES**

- Sample vision, mission, and values statements (Appendix D)
- Sample Career Services Programs (Appendix E)

**Step 3:**

**Create a strategic plan.**

Your strategic plan should include your mission, goals, programming, and metrics that will allow you to track how these programs perform. While creating your strategic plan, it's imperative that you make sure your plan aligns with the goals and strategies of the university.

**TOOLS AND RESOURCES**

Strategic Plan Template (Appendix F)

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**Build**

Build Once you have collected your data and assessed where you currently stand, as well as where any gaps exist, you are ready to determine how to build on the successful aspects of your programming. You can achieve this by leveraging the assets at your institution to provide one-of-a-kind programming to produce career-ready graduates for the accounting profession. The steps highlighted below can be followed in whatever order best fits your department. You might even choose to build all of these programs, or only one or two depending on your gap analysis and implementation plan.

**TOOLS AND RESOURCES**

- Establish a physical and virtual presence for your students and employers.
- Establish key career services.
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**Step 1:**
**Establish a physical and virtual presence for your students and employers.**
Begin by strategizing as to what type of center is best for your accounting students based on your assessment. Do you partner with other entities to provide career resources specifically for accounting majors? Do you offer a specific location for information for business or accounting majors at your career services center? Do you hold career-focused events for accounting students? The location whether an actual physical or virtual location and who financially sponsors the services will influence the type and amount of resources you are able to provide specifically for business and accounting majors. Regardless of your approach, the following will be essential to establish the presence of your career services center.

**TOOLS AND RESOURCES**
- Online presence checklist (Appendix G)

**Step 2:**
**Establish key career services.**
Identify the services you will offer and to which populations. Will they be for undergraduate students, graduate students, alumni, employers, and/or faculty/staff?

**TOOLS AND RESOURCES**
- Career Services Programs (Appendix H)
- Accounting specific career service resources: www.thiswaytocpa.com

**Implementation**

Now that you have assessed and determined your vision of who you are and the services you will offer, it is time to ENGAGE! Time for you to put all of your planning to work and attract students and employers to your school through innovative and relevant programming.

**ENGAGE FIRMS & ORGANIZATIONS**
It is extremely important that your career services center maintains and builds positive relationships with firms and organizations, in an effort to connect your students with firms and individuals that can help them reach their career goals. Two key goals for most career services centers are successfully assisting employers in their quest to connect with students, and successfully helping the employers establish their brand on campus. There are a variety of ways in which a college or university can help an organization or firm stand out and gain the attention of their students.

- **Align your goals and expectations with that of the employers.** When engaging firms and organizations that want to recruit on your campus, start by creating goals for the partnership. Firms can use resources, such as The Recruiting Toolkit Worksheet available courtesy of Jeff Brzozowski, The Travelers Companies, and Suzanne Helbig, University of California – Irvine. This worksheet helps firms to identify areas of opportunity to leverage career services more effectively to improve their recruiting outcomes.
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**TOOLS AND RESOURCES**
- Employer or Firm Engagement Checklist (Appendix I)

**Encourage faculty/administrative connections.** Career services personnel should be able to connect companies with faculty members in areas relevant to each company’s human resource needs. Here are a few ways to encourage those connections:
  - Career services can arrange meetings or lunches with the firm and faculty members.
  - Each company’s pre-recruiting visits should include meeting key faculty members or administrators. Faculty members are helpful because they can suggest that the prospective employers connect with specific students, and they can also provide firms with relevant information. These faculty members will also benefit from gaining a better understanding of the current needs of the firm, including necessary personnel and workforce skills.

**Skills gap discussions.** It is critical to have frank discussions with employers about labor demands for the industry in which your graduates will be working. These discussions help the career services professionals identify regional trends in job placements among graduates, and they can also help institutions tailor their programs and curriculum accordingly. Consider the following resources to stay current on the accounting trends.

**TOOLS AND RESOURCES**
- [What the Future of Audit Means for Accounting Educators](#)
- [Melancon: It’s Time to Reimagine Accounting](#)

**Attend events related to the accounting profession pipeline you’re looking to build.** At the annual AICPA Accounting Profession Diversity Pipeline Symposium, firms, organizations, universities and colleges come together to discuss trends and best practices in recruitment and retention of underrepresented minority students in the accounting profession. These and similar events allow career services professionals and/or faculty members to engage with business professionals who, in turn, could partner with your university.

**Host events.** College career centers can also host events catered to connecting with employers. Some examples are:
  - Employer tours. Design a company tour program to introduce students to the local business community. A schedule of regularly held firm visits would help students identify potential employers and encourage them to network with the business community. Businesses can utilize these tours to educate students on job opportunities, as well as the company’s products and services.
  - Employer lunches. Colleges can invite interested businesses to have lunch on campus. Doing so, lets the employers see the campus in a non-recruiting environment, and allows them to spend time with the career services staff and/or faculty members.
  - Career Services may also want to visit the employer to learn more about the entity, in an effort to be a better ambassador of the company when engaging students.

**Create an accounting advisory board.** The Pathways Commission, a joint effort of the American Accounting Association and AICPA, believes that the future of educating the next generation of accountants lies in increased interactions between universities and accounting professionals. This
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Equipping minority students for career success can be achieved by creating accounting advisory boards/councils. Engaging accounting professionals, firms, and organizations, in a mutually beneficial partnership that helps elevate the accounting department and its students is ideal. The advisory board will not only remain updated on what’s happening within your career services program, the board will also become great ambassadors and advisors for your school and students.

**TOOLS AND RESOURCES**

- [AICPA Accounting Advisory Council Toolkit](#)

- **Communicate!** – Use a variety of methods to tell firms about the great work the career center and your accounting students are doing.
  - Consider developing an annual report on your college and career center for employers. The report should include the post-graduation plans of members of the senior class, such as any fellowships and internships they’ve gotten, any plans for graduate and professional school they may have, as well as their plans for full-time employment if any.
  - Utilize electronic media resources to spread the word on the success of your students (current and alumni) and determine the best frequency for your communications. Provide industry and geographic breakdowns, along with salary averages for those who have accepted employment. For accounting students, include CPA licensure exam pass rates as well. There are great examples online of several career services annual reports.
  - Host a conference or open house to showcase the center.

**TOOLS AND RESOURCES**

- Communication Tips (Appendix J)

- **Recognize firms and organizations.** Find a way to acknowledge firms and organizations who frequently engage with your students. Consider offering an annual award that highlights a company that is doing an exemplary job of helping you achieve your strategic plan.

**ENGAGE STUDENTS**

- **Competency-based programs and services.** Career services professionals should ensure that the programs, services, and advising models employed help students meet competency-based goals. The AICPA Pre-certification Competency Framework was developed by educators to be used by universities that are looking to establish a defined set of skills-based competencies needed by all students entering the accounting profession. The career services center should post competencies and regularly integrate them in all activities for accounting students. The competencies are divided into three categories:

  | Accounting competencies: Technical competencies most closely aligned with the value contributed by accounting professionals | Professional competencies: Individual attributes and values | Business competencies: Perspectives and skills related to understanding internal and external business contexts |

**TOOLS AND RESOURCES**

- [AICPA Pre-certification Core Competency Framework](#) (Appendix K)
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- **Innovative and engaging career events.** A variety of events for students should address all types of learning and communication skills and styles. These events should be creative and contain competency-based educational outcomes, including hands-on, interactive individual and group sessions and workshops.

- **Incorporate career services in the curriculum.** Partner with the accounting faculty to incorporate aspects of career services into the curriculum. “Aligning career development topics that are directly sourced from employer and industry needs enables the program to then, in turn, design all coursework to have embedded career development components” (NACE Staff, 2016). NACE Staff (2016) recommends:
  - Serving the career development program in bite-sized sessions. It’s easier to adapt and embed career development components into the curriculum when they’re spread out across an entire semester.
  - Incorporating the faculty’s voice and getting their buy-in. Don’t just request permission for class time, try to involve the faculty from the initial planning stages. They should help you sequence training, select topics, and identify areas of need based on their interactions with students.

- **Utilize campus partnerships.** Career services should seek ways to integrate the department and its programming across departments on campus. This integration should increase student engagement while also promoting the effective and efficient sharing of resources. Some offices you should consider partnering with include, but are not limited to, student affairs, alumni affairs, development, and resident life.

**Evaluate**

Career services professionals must be able to address key stakeholder questions on the quality of their programs and services, as well as the related impact on student learning. Career services must also implement continuous improvement processes, as well as develop and assess definitive programming and student outcomes using evidence-based planning and decision-making. While creating an evaluation tool, consider the following:

- **How do you measure recruitment and program success?**
  - Note: Evaluation yields to making data-driven decisions
  - Tip: Consider partnering with the faculty to where they can create an evaluation tool as research project, thereby saving you time and money

- **Measure satisfaction and engagement with your current students and alumni.**

- **Identify key metrics that are critical for overall recruitment and program success and measure each cycle.** Some metrics include:
  - Number of companies recruiting
  - Tier of companies (Big Four, Global Eight, Top 100, Regional, Local)
  - Positive perceptions from students on services
  - Positive perceptions from alumni on services and ultimate placement
  - Post-graduation outcomes of bachelor’s degree recipients
    - Partner with alumni affairs
    - Utilize nationally standardized online survey
    - Survey at various points (1 month prior to graduation, at graduation, 3 months post-graduation, 6 months post-graduation, and 12 months post-graduation)
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Once you've completed your data collection, get ready to share your story in an annual report. The report should be shared with campus partners, including specific degree programs, companies that are currently recruiting, companies that you would like to recruit your students, and alumni, through a variety of communication methods both written and electronic.

Conclusion

As accounting departments look for ways to create competent and career-ready graduates to join the accounting profession, the department must conduct a need assessment/gap analysis, build the appropriate career services for students, engage firms and students, and constantly evaluate career services programs and events. If the accounting department can be innovative while being strategic about student career readiness, it can ensure graduates that they will be recruited by the best firms and organizations in the accounting profession.
The Career Services Center wishes to survey our current students to provide extremely valuable information to the center around our programs and services. Think about your experiences with the career services center as you respond to the following questions. Your responses will help the center assess our programs and services and to more effectively service you in the future. It will offer us feedback as well so that we can continue to improve and meet your expectations. We appreciate your time in completing this survey. Thank you!

1. In the last 12 months how often have you visited career services, accessed its resources or used its services?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many times (6+)</td>
<td></td>
</tr>
<tr>
<td>A few times (2-5)</td>
<td></td>
</tr>
<tr>
<td>Once*</td>
<td></td>
</tr>
<tr>
<td>Not at all**</td>
<td></td>
</tr>
</tbody>
</table>

*Complete all questions except 2.
**Complete questions 2 and 3 only.

2. If you have NOT used career services at all, indicate the reason(s) by checking the items below.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not aware of services</td>
<td></td>
</tr>
<tr>
<td>Center seems uninviting</td>
<td></td>
</tr>
<tr>
<td>Know what I want to do and how to do it</td>
<td></td>
</tr>
<tr>
<td>Inconvenient location</td>
<td></td>
</tr>
<tr>
<td>Not yet a priority for me</td>
<td></td>
</tr>
<tr>
<td>Inconvenient office hours</td>
<td></td>
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</tbody>
</table>
### Career Services Survey

#### Student

<table>
<thead>
<tr>
<th>Reason</th>
<th>Checkbox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting help/advice from someone outside of the center</td>
<td>[ ]</td>
</tr>
<tr>
<td>Heard career services isn't very helpful</td>
<td>[ ]</td>
</tr>
<tr>
<td>Using an outside career service</td>
<td>[ ]</td>
</tr>
<tr>
<td>Services seem oriented to other majors/students</td>
<td>[ ]</td>
</tr>
<tr>
<td>My schedule has not allowed me enough</td>
<td>[ ]</td>
</tr>
<tr>
<td>Services seem oriented to seniors</td>
<td>[ ]</td>
</tr>
<tr>
<td>No time to use the service</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other:</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

What would have motivated you to use the resources and services?

3. **How did you hear about Career Services?** (Please select all that apply)

- Email
- Friend
- Newsletter
- Faculty/Staff
- Web
- Other (please specify)
Importance of Career Planning Services

4. How important to you is it to receive help with each of the following services? (Please circle the number indicating importance)

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Important (4)</th>
<th>Important (3)</th>
<th>Somewhat Important (2)</th>
<th>Not Important (1)</th>
<th>No Opinion (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help in understanding my interests, skills, personality strengths, and values and relating</td>
<td></td>
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<tr>
<td>them to career choices.</td>
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<tr>
<td>Help in finding and researching career, educational and employment information.</td>
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<td>Help in establishing and planning career goals.</td>
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<tr>
<td>Help in exploring career options through field visits, informational interviews,</td>
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<tr>
<td>internships, shadowing experiences, summer/part-time jobs, and/or cooperative education.</td>
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</tbody>
</table>

5. How much did you learn through career services? (Please circle the number indicating how much)

<table>
<thead>
<tr>
<th>Learning</th>
<th>Very Much (4)</th>
<th>Quite a bit (3)</th>
<th>Some (2)</th>
<th>Very Little (1)</th>
<th>Did not seek (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned how my interests, skills, values, experiences, personal characteristics, and/or</td>
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<tr>
<td>lifestyle preferences relate to career choices.</td>
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<tr>
<td>I learned how to find career, educational and employment information.</td>
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<tr>
<td>I learned about goal-setting and establishing career goals.</td>
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<tr>
<td>I learned how to explore career options through field visits,</td>
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<tr>
<td>informational interviews, internships, shadowing experiences,</td>
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<tr>
<td>summer/part-time jobs, and/or cooperative education.</td>
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<td>I learned how to make informed career decisions based on knowledge of myself and the world</td>
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<tr>
<td>of work.</td>
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Career Planning Services Satisfaction

6. If you used services listed below, indicate your satisfaction with each by circling one of the ratings. If you did not use a service, circle 0 in the Did Not Use column.

<table>
<thead>
<tr>
<th>Service</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Did not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion(s) with career counselor</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Self assessment inventories Strong Interest Inventory, Campbell Interest/Skills, MBTI, SCS, various interest, skills and values checklists</td>
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<tr>
<td>Computerized career guidance systems</td>
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<tr>
<td>Career planning workshop/group</td>
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<td>Career planning course for credit</td>
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<tr>
<td>Resume/Cover Letter Review</td>
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<tr>
<td>Job Search Assistance</td>
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<tr>
<td>Opportunity for career planning and exploration through:</td>
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<tr>
<td>• career/major exploration resources (e.g., publications, computerized information, web sites)</td>
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<td>• special career exploration events (e.g. speakers, panels, roundtables with career professionals, career fairs)</td>
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<td>• access to alumni and other working professionals to research careers</td>
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<td>• visits to organizations</td>
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<tr>
<td>• internships, part-time/summer employment and/or cooperative education</td>
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</tbody>
</table>

For any items rated “Fair” or “Poor,” please comment:
7. Is there a career planning service that you would like to have offered by the career services office that was not available? If so, please comment:


8. General comments:


Demographics

Because Career Services is committed to meeting the needs of its diverse students, we respectfully request the following information. Any questions that you are uncomfortable answering, you can leave blank.

9. Are you a first generation college student?

☐ Yes
☐ No

10. What academic college are you primarily affiliated with at this time?
11. What is your class year?

- [ ] First Year
- [ ] Sophomore
- [ ] Junior
- [ ] Senior
- [ ] Continuing Education
- [ ] Graduate
- [ ] Alumna/Alumnus

12. What is your age?

13. What is your race/ethnicity (check all that apply)

- [ ] African/African American/Black (not Hispanic)
- [ ] American India/Alaskan Native
- [ ] Asian/Asian American
- [ ] Latino(a)/Hispanic/Chicano(a)
- [ ] Middle Eastern
- [ ] Pacific Islander/Hawaiian Native
- [ ] White/Caucasian (not Hispanic)
- [ ] Other (please specify):
- [ ] Prefer not to answer

14. What is your gender identity?

- [ ] Female
- [ ] Male
- [ ] Transgender/transsexual/genderqueer (female to male spectrum)
- [ ] Transgender/transsexual/genderqueer (male to female spectrum)
- [ ] Other (please specify):
- [ ] Prefer not to answer
15. Which term best describes your sexual orientation? (select one)

- Bisexual
- Gay
- Lesbian
- Heterosexual
- Questioning
- Other (please specify):

16. Do you have a physical condition that substantially affects a major life activity (such as seeing, hearing, walking)?

- Yes
- No

17. Do you have a cognitive or emotional condition (e.g., learning disability, depression, etc.) that substantially affects a major life activity?

- Yes
- No
Career Services Survey – Employers

**Audience:** This survey should be given to employers currently engaged with your campus, employers who have previously been engaged, or possibly segments of it can be utilized for employers you desire to start a partnership with.

**Timing:** This survey can be utilized during the review of your career services assessment period or can be used after employer recruiting season on campus.

**Survey Tools:** This survey can be recreated electronically for respondent ease of completion. Free survey tools you can utilize include: SurveyMonkey, Google Forms, SurveyGizmo, or Kwik Surveys.

The purpose of this survey is to seek information from our employers and partners to guide our career services center, its program and services. The data will be used to learn of your engagement with our center and the skills you find in our students/graduates. Your responses will help us assess our center’s effectiveness and engagement and enable us to effectively prepare our students for the job market. It will also allow us to obtain important feedback so that we can continue to improve and meet your expectations. We appreciate your time in completing this survey.

Thank you!

**Recruitment Engagement**

1. **What are the primary factors that influence which campuses you select for recruiting? (Select all that apply)**

<table>
<thead>
<tr>
<th></th>
<th>School brand/prestige</th>
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<tbody>
<tr>
<td></td>
<td>School graduation rates</td>
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<td></td>
<td>School CPA exam pass rates</td>
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<tr>
<td></td>
<td>Number of employers previously recruited from a school</td>
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<tr>
<td></td>
<td>Ease of collaborating with college/department/career services</td>
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<tr>
<td></td>
<td>Previous student performance</td>
</tr>
<tr>
<td></td>
<td>Recommendation from firm employees</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>
2. What roles are you recruiting for when on campus?

- Intern
- Full-time
- Other:

3. What is your currently recruitment engagement with [INSERT SCHOOL NAME HERE]?

- Currently recruiting on campus
- Previously recruited on campus and not currently
- Never recruited on campus

If previously recruited and not currently please provide insight as to why?

If never recruited on campus please provide insight as to why?

4. How does your experience recruiting at [INSERT SCHOOL NAME HERE] compare to recruiting at other universities?

- Excellent
- Good
- Fair
- Needs improvement
5. I would recommend a colleague to come to [INSERT SCHOOL NAME HERE] for the next recruiting event?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No opinion</th>
</tr>
</thead>
</table>

**Institution Career Services Engagement**

6. What services do career services you are most satisfied with offer to you as an employer?

<table>
<thead>
<tr>
<th>Skill gap discussions</th>
<th>Career Fairs</th>
<th>Employer Tours</th>
<th>Employer Lunches</th>
<th>Participation in accounting or business advisory board/council</th>
<th>Recognition of firms/organizations support/engagement</th>
<th>Encourage faculty/administrative connections (lunches/discussions/externships with faculty and administrators)</th>
<th>Others:</th>
</tr>
</thead>
</table>

7. The [INSERT SCHOOL NAME HERE] Career Services staff is responsive to my needs and concerns.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No opinion</th>
</tr>
</thead>
</table>

© AICPA 2018
8. Overall, I am satisfied with the services offered by the [INSERT SCHOOL NAME HERE] career services center.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No opinion</th>
</tr>
</thead>
</table>

**Student Preparedness**

9. Thinking of the AVERAGE student recruited from [INSERT SCHOOL NAME HERE] please evaluate the student on the following AICPA Pre-Certification Competencies, scale of 1-5, 1 being poor and 5 being superior:

**ACCOUNTING COMPETENCIES**

i. **Risk Assessment, Analysis and Management**
   Assess, analyze and manage risk using appropriate frameworks, professional judgment and skepticism for effective business management.

ii. **Measurement Analysis and Interpretation**
   Identify and apply appropriate, reliable, and verifiable measurements to analyze data for a given purpose and intended use.

iii. **Reporting**
   Identify the appropriate content and communicate clearly and objectively to the intended audience, the work performed and the results as governed by professional standards, required by law or dictated by the business environment.

iv. **Research**
   Identify, access and apply relevant professional frameworks, standards, and guidance, as well as other information for analysis and to make informed decisions.

v. **Systems and Process Management**
   Identify the appropriate businesses processes and system(s), related frameworks and controls to assist in the design and use of systems for efficient and effective operations.

vi. **Technology and Tools**
   Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.
### PROFESSIONAL COMPETENCIES

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<tbody>
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<td>Work productively with diverse individuals in a variety of roles, with multiple interests in the outcome, to achieve acceptable and optimal results.</td>
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v. Leadership |   |   |   |   |   |
|   | Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion, and optimize individual and organizational performance. |   |   |   |   |
|vi. Communication |   |   |   |   |   |
|   | Actively listen and effectively deliver information in multiple formats tailored to the intended audience. |   |   |   |   |
|vii. Project Management |   |   |   |   |   |
|   | Plan and manage individual and team work flow through effective utilization of time and other resources to accomplish objectives |   |   |   |   |
BUSINESS COMPETENCIES

i. Strategic Perspective
   Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.

ii. Global and Industry Perspectives
   Identify the unique global and industry factors, and analyze the related risks and opportunities and their impact on an organization.

iii. Process and Resource Management Perspectives
   Identify concepts and techniques for business planning, operations, and evaluation processes, as well as resource management and consider how they are used in an organization.

iv. Governance Perspective
   Understand the legal and regulatory environments affecting an organization and consider their effects on an organization’s operations, internal controls and enterprise risk management. Recognize an organization’s social and environmental responsibilities.

v. Customer Perspective
   Identify and respond to the needs of clients and customers and understand how relevant changes in the environment and marketplace impact the organization.

10. What changes to the education/training at [INSERT SCHOOL NAME HERE] would you recommend to better prepare a graduate for employment with your company?

11. Overall, I am satisfied with the students I recruit from [INSERT SCHOOL NAME HERE].

   | Strongly agree | Agree | Disagree | Strongly disagree | No opinion |
Overall Comments

12. Please feel free to comment below with any additional information or comments that you feel will help the [INSERT SCHOOL NAME HERE] Career Services ensure we are preparing the best graduates for the accounting profession and workforce.
Career Services Survey – Alumni

**Audience:** This survey should be given to alumni of the university that currently or have been employed in the accounting profession. Ideally a good cross reference of diversity in career sectors, levels within the firm/organization, gender, and age would be helpful in your data collection.

**Timing:** This survey can be utilized during the review of your career services assessment period or even annually as a way to engage alumni on a consistent basis.

**Survey Tools:** This survey can be recreated electronically for respondent ease of completion. Free survey tools you can utilize include: SurveyMonkey, Google Forms, SurveyGizmo, or Kwik Surveys.

The Career Services Center wishes to survey our alumni to provide extremely valuable information to the center around our programs, services, and post-graduation plans. This survey will help the center assess its programs from an alumni lens and allow for necessary feedback to support the work of the center. It will offer us feedback as well so that we can continue to improve and meet your expectations. We appreciate your time in completing this survey. Thank you!

1. What year did you graduate from [INSERT SCHOOL NAME]?

2. Are you CURRENTLY employed (this would include self-employment, full-time volunteering, or military service)?

   - [ ] Yes
   - [ ] Yes, full-time, but seeking employment change
   - [ ] Yes, part-time, but seeking employment change
   - [ ] No, but seeking employment
   - [ ] No, and not seeking employment

3. If unemployed, how long have you been employed?

   - [ ] Less than 6 months
   - [ ] 6 months – 1 year
   - [ ] More than a year

4. If you are unemployed, what is your reason for not working?
### 5. If you are currently employed, please provide current employer information:

<table>
<thead>
<tr>
<th>Employer name</th>
<th>Position title</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
</table>

### 6. How long have you been employed with your current employer?

- 1-3 years
- 4-6 years
- 7-10 years
- 10-15 years
- 15+ years

### 7. If you are employed, what is your current annual salary?

- Less than $40,000
- $40,001 - $70,000
- $70,001 - $130,000
- $130,001 - $150,000
- $150,001 - $180,000
- $180,001 - $200,000
- Over $200,000
8. Please rate your satisfaction with the following aspects of your time while pursuing your undergraduate degree at [INSERT SCHOOL NAME]

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to perform, exhibit, or present your work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Opportunities to work in different disciplines from your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in classrooms/labs</td>
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<tr>
<td>Academic advising</td>
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<tr>
<td>Advising about career or further education</td>
<td></td>
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<td></td>
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<tr>
<td>Opportunities for degree-related internships or work</td>
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<tr>
<td>Opportunities to network with alumni and others</td>
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<tr>
<td>Sense of belonging and attachment</td>
<td></td>
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<tr>
<td>Freedom and encouragement to take risks</td>
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</tbody>
</table>

9. Did you do the following while at [INSERT SCHOOL NAME]

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in community service</td>
<td></td>
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<tr>
<td>Studied aboard</td>
<td></td>
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<tr>
<td>Participated in a student organization</td>
<td></td>
<td></td>
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<tr>
<td>Participated in intercollegiate or intramural sports</td>
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<tr>
<td>Completed an internship</td>
<td></td>
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<tr>
<td>Completed a practicum/field experience</td>
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<tr>
<td>Completed a job shadow experience</td>
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<tr>
<td>Completed a portfolio (document/record your cumulative work)</td>
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</tbody>
</table>
10. After completing your program at [INSERT SCHOOL NAME], how long did it take for you to obtain your first job offer?

- [ ] Obtained work prior to leaving [INSERT SCHOOL NAME]
- [ ] Obtained work in less than four months
- [ ] Obtained work in four to twelve months
- [ ] Obtained work after more than a year
- [ ] Have not yet found work
- [ ] Did not search for work after leaving program
- [ ] Pursued further education

11. How closely related was your first year or work experience to your academic major at [INSERT SCHOOL NAME]?

- [ ] Closely related
- [ ] Somewhat related
- [ ] Not related

12. How important are the following skills and abilities to perform effectively in your profession or work life? These skills are taken from the AICPA Pre-Certification Competency Framework.

<table>
<thead>
<tr>
<th>ACCOUNTING COMPETENCIES</th>
<th>Extremely important</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Only a little important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Risk Assessment, Analysis and Management</td>
<td>[ ] 5</td>
<td>[ ] 4</td>
<td>[ ] 3</td>
<td>[ ] 2</td>
<td>[ ] 1</td>
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<tr>
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<tr>
<td>ii. Measurement Analysis and Interpretation</td>
<td>[ ] 5</td>
<td>[ ] 4</td>
<td>[ ] 3</td>
<td>[ ] 2</td>
<td>[ ] 1</td>
</tr>
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<td>Identify and apply appropriate, reliable, and verifiable measurements to analyze data for a given purpose and intended use.</td>
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</tr>
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<td>iii. Reporting</td>
<td>[ ] 5</td>
<td>[ ] 4</td>
<td>[ ] 3</td>
<td>[ ] 2</td>
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<tr>
<td>iv. Research</td>
<td>[ ] 5</td>
<td>[ ] 4</td>
<td>[ ] 3</td>
<td>[ ] 2</td>
<td>[ ] 1</td>
</tr>
<tr>
<td>Identify, access and apply relevant professional frameworks,</td>
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</table>
## ACCOUNTING COMPETENCIES

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<td>Identify the appropriate businesses processes and system(s), related frameworks and controls to assist in the design and use of systems for efficient and effective operations.</td>
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<td>vi. <strong>Technology and Tools</strong></td>
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## PROFESSIONAL COMPETENCIES

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<td>i. <strong>Ethical Conduct</strong></td>
<td>Behave in a manner bound by ethical principles for the protection of society, including upholding the AICPA Code of Professional Conduct.</td>
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<td>ii. <strong>Professional Behavior</strong></td>
<td>Practice in a manner consistent with the character and high standards set by the AICPA and the accounting profession. Demonstrate a work ethic and respect for diversity, as well as a commitment to continuously acquire new personal and professional skills and knowledge.</td>
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<td>iii. <strong>Decision Making</strong></td>
<td>Objectively identify and critically assess the issues and use professional judgment to develop appropriate decision models, identify and analyze the costs and benefits of alternative courses of action and recommend optimal solutions.</td>
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<td>iv. <strong>Collaboration</strong></td>
<td>Work productively with diverse individuals in a variety of roles, with multiple interests in the outcome, to achieve acceptable and optimal results.</td>
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<td>v. <strong>Leadership</strong></td>
<td>Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion, and optimize individual and organizational performance.</td>
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<td>vi. <strong>Communication</strong></td>
<td>Actively listen and effectively deliver information in multiple formats tailored to the intended audience.</td>
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</table>
### PROFESSIONAL COMPETENCIES

**vii. Project Management**
Plan and manage individual and team work flow through effective utilization of time and other resources to accomplish objectives

### BUSINESS COMPETENCIES

**i. Strategic Perspective**
Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.

**ii. Global and Industry Perspectives**
Identify the unique global and industry factors, and analyze the related risks and opportunities and their impact on an organization.

**iii. Process and Resource Management Perspectives**
Identify concepts and techniques for business planning, operations, and evaluation processes, as well as resource management and consider how they are used in an organization.

**iv. Governance Perspective**
Understand the legal and regulatory environments affecting an organization and consider their effects on an organization’s operations, internal controls and enterprise risk management. Recognize an organization’s social and environmental responsibilities.

**v. Customer Perspective**
Identify and respond to the needs of clients and customers and understand how relevant changes in the environment and marketplace impact the organization.
13. In your opinion, how much did [INSERT SCHOOL NAME] help you acquire or develop each of the following skills and abilities?

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Some</th>
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<th>Not at all</th>
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**ACCOUNTING COMPETENCIES**

i. **Risk Assessment, Analysis and Management**  
Assess, analyze and manage risk using appropriate frameworks, professional judgment and skepticism for effective business management.

ii. **Measurement Analysis and Interpretation**  
Identify and apply appropriate, reliable, and verifiable measurements to analyze data for a given purpose and intended use.

iii. **Reporting**  
Identify the appropriate content and communicate clearly and objectively to the intended audience, the work performed and the results as governed by professional standards, required by law or dictated by the business environment.

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v. **Systems and Process Management**  
Identify the appropriate business processes and system(s), related frameworks and controls to assist in the design and use of systems for efficient and effective operations.

vi. **Technology and Tools**  
Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.
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</tr>
</tbody>
</table>
### BUSINESS COMPETENCIES

**i. Strategic Perspective**
Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.

**ii. Global and Industry Perspectives**
Identify the unique global and industry factors, and analyze the related risks and opportunities and their impact on an organization.

**iii. Process and Resource Management Perspectives**
Identify concepts and techniques for business planning, operations, and evaluation processes, as well as resource management and consider how they are used in an organization.

**iv. Governance Perspective**
Understand the legal and regulatory environments affecting an organization and consider their effects on an organization’s operations, internal controls and enterprise risk management. Recognize an organization’s social and environmental responsibilities.

**v. Customer Perspective**
Identify and respond to the needs of clients and customers and understand how relevant changes in the environment and marketplace impact the organization.

### 14. What is the highest level of education completed by any parent or guardian?

- [ ] Did not finish high school
- [ ] Graduated from high school or equivalent
- [ ] Attended college but did not complete a degree
- [ ] Completed an associate’s degree (AA, AS, etc.)
- [ ] Completed a bachelor’s degree (BA, BS, etc.)
- [ ] Completed a master’s degree (MA, MS, etc.,)
- [ ] Completed a doctoral degree (PhD, JD, MD, etc.)

### 15. What services did you receive from the “career services center” while you were attending [INSERT SCHOOL NAME]?

- [ ] Discussion(s) with career counselor
- [ ] Self assessment inventories (e.g., Strong Interest Inventory, Campbell Interest/Skills, MBTI, SCS, various)
- [ ] Interest, skills and values checklists
- [ ] Computerized career guidance systems
Career Services Survey
Alumni

- Career planning workshop/group
- Career planning course for credit
- Resume/Cover Letter Review
- Job Search assistance

Opportunity for career planning and exploration through:
- Career/major exploration resources (e.g., publications, computerized information, web sites)
- Special career exploration events (e.g., speakers, panels, roundtables with career professionals, career fairs)
- access to alumni and other working professionals to research careers
- visits to organizations
- internships, part-time/summer
- employment and/or cooperative education

16. Overall how would you rate your experience with career services while pursuing your degree?
- Excellent
- Good
- Fair
- Poor

17. Would you be willing to volunteer?
- Yes
- No

If so, in what capacity would you like to volunteer?

18. Please use the space below to provide any further comments you may have that would be helpful to the career services center?
Please update your contact information (please print):

<table>
<thead>
<tr>
<th>Preferred First Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred Last Name</td>
<td></td>
</tr>
<tr>
<td>Mailing Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Zip</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>
Sample Career Services Vision, Mission and Value Statement
Boston College

Our Vision

All Boston College students will be empowered to pursue meaningful careers and lives.

Our Mission

The Boston College Career Center empowers students from all academic disciplines to incorporate their career goals into a broader sense of living a life of meaning and impact. The Center embraces the value of a liberal arts education, which prepares students to discern their gifts and talents and how they want to use them to engage the world. We assist students in complementing their exploration with active career preparation so they can connect to opportunities that help achieve their goals. To meet the needs of each student, we work with partners to foster a community of diverse support networks throughout campus and beyond to help students at every stage of their career journey. Our aim is to reflect the University’s belief that career education and readiness are essential components of our Jesuit mission to engage students throughout their journey of self-discovery and personal formation.

Our Shared Values

Our shared values form the foundation of how we work at the Boston College Career Center.

- **Student-centered approach**: We make choices that are deeply rooted in the best interests of students to empower them in their pursuit of meaningful professional opportunities and relationships.
- **Leadership**: We strive to develop and become the leaders necessary to realize our mission. We work purposefully, strategically and resourcefully. We take initiative, persevere in the face of challenges and assume responsibility for achieving ambitious, realistic, measurable results.
- **Sense of possibility**: We approach our work with optimism, think boldly and greet new ideas openly.
- **Learn Continuously**: We think critically and strategically in search of the best answers and approaches and reflect on past experiences and data to guide our actions for the future in our commitment to continuous improvement. We keep in mind the limitations of our own experience and actively seek out diverse perspectives to improve our work and maximize our impact.
- **Diversity & Inclusion**: We recognize that we each bring a unique perspective to our team based on our identities and life experiences that help us do our best work. We keep in mind the limitations of our own experiences and actively seek out diverse perspectives to enrich our team and to create an inclusive environment where every individual with whom we interact feels valued, supported, and empowered.
- **Team**: We value and respect each other. We inspire, challenge and support one another to be our best, sustain our effort, and engage in our work with a sense of purpose towards empowering students to pursue meaningful professional opportunities and lives.
DePaul University
Where personal discovery, connections and support lead to rewarding outcomes
At the DePaul University Career Center, we believe the path to your successful future starts with you. By helping you understand and shape your passions, interests and skills, we connect you with majors, internships, jobs and opportunities so that you can take on Chicago—and the world—with vigor, knowledge and preparation.

Our Vision
The DePaul Career Center inspires excitement about the future and empowers DePaul students to own and shape their personal and professional journeys.

Our Mission
The DePaul Career Center helps students build confidence, explore possibilities, and develop a powerful personal brand. We leverage our relationships with employers, alumni, faculty and staff to facilitate meaningful experiences, mentoring connections and partnerships that position students for success in their careers and their communities.

What We Believe
In the DePaul Career Center:

- We believe in DePaul students and alumni and in their potential to have successful, fulfilling careers.
- We believe a DePaul education provides students with the knowledge, skills and experiences to succeed in a continually changing workplace.
- We believe success is individually defined, and exploring purpose plays a role in determining what success looks like.
- We believe there are many career options that align with a student’s interests, skills, personality and values; major does not have to equal career.
- We believe career exploration can be inspiring and fun and that it’s never too early to begin exploring.
- We believe there is no “right” place to start; we help students at every stage of their journey.
- We believe preparing career-ready students requires an integrated effort with faculty, staff and other campus partners.
- We believe our employers are essential partners who provide meaningful experiences, industry knowledge that can inform curriculum, and vital connections to the communities in which our students and alumni live and work.
Students

- Career Development
  - Career exploration – students learning about various occupations, maintaining a library of resources related to career-related information, students accessing a database of alumni willing to discuss their careers with current students. AICPA’s This Way to CPA.com allows students to learn about industries and specializations related to accounting and why it has become an essential part of the business world. Through their “Why CPA?” site - https://thiswaytocpa.com/why-cpa/ - students can explore what’s in accounting profession for them and how the profession is so worth it.
  - Career decision making – helping students choose a career; career self-assessment tools to examine student values, personality, interests, and abilities; university major and career alignment. Send your accounting students to the AICPA’s This Way to CPA.com site to complete the “Find Your Fit” career planning tool - https://thiswaytocpa.com/work-experience/plan-career/
  - Career Planning – advise students and help them to create written personal career plans
  - Resume writing/Cover letter writing – offering review of resumes and cover letters along with aiding the creation of them. Accounting students can learn how to impress prospective employers both on paper and in person with the AICPA’s Resumes and Interview resources found at https://thiswaytocpa.com/segmented-landing/resumes-interviewing/ . Through these resources students can learn how to write their first resume and get real-life resume examples.
  - Job interview preparation – offering sessions/workshops related to mock interviewing and how to present themselves in a job interview. ThisWayToCPA.com highlights as well what students need to know for their first job interview and how to succeed in the interview. Students can view interview simulations and learn of interview dos and don’ts at https://thiswaytocpa.com/work-experience/interview-simulation/

- Recruiting
  - On-campus recruiting – maintaining internship and job listings, hosting job/career fairs, working with firms and organizations to visit campus and host events
  - Credential management – maintaining student files that contain career related documentation such as portfolios, awards, or recommendations from faculty
  - Career management system – providing access to a job portal or college’s career management system to look for internship and employment listings
  - Graduate school advisement – assist undergraduates with deciding if graduate school is a viable option and particularly for accounting students how various graduate degree programs or the additional attainment of hours affects their CPA
licensure attainment; locating funding sources. Send accounting students to www.thiswaytocpa.com/scholarships for funding opportunities.

- **Licensure information** – creating a culture of CPA licensure and keeping accurate information in the center related to the CPA exam and any other relevant and related accounting credentials. The AICPA’s exam website https://www.aicpa.org/becomeacpa/cpaexam.html does a great job providing an exam overview, schedule, pass rates, and exam requirements. ThisWayToCPA.com also provides information for students related to licensure along with helping students understand their state’s requirements at https://thiswaytocpa.com/licensure/

- **Experiential Learning**
  - **Education field experience** – career services can assist students and departments with education field opportunities for students to engage in to supplement the curriculum
  - **Service Learning** – encourage student learning and development through active participation in organized service for the community
  - **Student employment** – assisting students with internal campus employment opportunities
  - **Learn and lunch events** – programming over a lunch time with an experiential learning component relevant to the career

- **Workshops/Events**
  - **Pop Up Events** – host these events in locations between classes or during other campus events
  - **Creative naming** – use catching/socially fun titles to attract student attention;
    - “Let’s Make a Deal! – Salary Negotiation”
    - “Escape Room: Career Fair Edition”
    - “Do’s and Don’ts: Career Fair Fashion Show”
    - “Going Up!: Crafting an Elevator Pitch”
    - “Spooky Resumes” – Halloween time
    - “Conference Prep” – Before an professional conference
    - “Free Handshakes” – Networking opportunities with companies
Alumni

- Job/internship posting – alumni may post jobs and internship opportunities for students as well as have access to current postings
- Forums/events – create opportunities for alumni networking or professional development. Utilize technology to connect – for example Friday Forum webinars and virtual career fairs
- Career advice – create appointment space for alums through hotlines and web chat services
- Programming across life stages – create program and resources across the life stages that alums are in
  - New Grads
  - Rising Professionals
  - Established Professionals
  - In Transition
  - Retirement

Employers

- Opportunity Postings – allow employers to advertise employment opportunities – full time, part time, internships, and co-ops
- Career Fair – events/meetups held throughout the year to allow employers to engage with students through exhibit booths and on-site interviews
- Consulting – offer your expertise around students, their development, and career planning to employers; assist employers with developing internship opportunities; coordinate employers’ recruiting efforts and logistics; assist employers in the creation of a campus relation strategy; offer diversity consultations and recommendations of students
- Faculty/Employer Relations - connect employers with faculty conducting relevant research to their business/industry; host events with faculty and employers
- Employer brand building – offer to assist employers with building their brand on campus by connecting them with student organizations, creating opportunities for information sessions, creating targeted emails to students, and connecting university alumni at their place of employment with campus
[Insert school name]

Career Services Strategic Plan

---

**MISSION:**
XXX

---

**VISION:**
XXX

---

**VALUES:**
XXX

---

**GOALS:**
XXX

---
Performance Indicator

**Shortened Title**: xxxx

**Targets**: (% of increase; % of decrease; establish baseline)

**GOALS**:

XXX

<table>
<thead>
<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Cost</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Website**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create a dedicated career services website</td>
</tr>
<tr>
<td></td>
<td>Create a link to your career services center on the business and accounting department websites</td>
</tr>
<tr>
<td></td>
<td>Ensure all website information (contacts, links, documents) are current</td>
</tr>
</tbody>
</table>

**Post the following items within the career services website:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vision, Mission, and Value</td>
</tr>
<tr>
<td></td>
<td>Calendar of Events</td>
</tr>
<tr>
<td></td>
<td>Segmented information – programs and resources for:</td>
</tr>
<tr>
<td></td>
<td>• Students</td>
</tr>
<tr>
<td></td>
<td>• Alumni</td>
</tr>
<tr>
<td></td>
<td>• Employers</td>
</tr>
<tr>
<td></td>
<td>• Faculty</td>
</tr>
<tr>
<td></td>
<td>Contact Information</td>
</tr>
</tbody>
</table>

**Tips:**

- Always be optimizing and engaging
- Always improving
- Always updating consistent
- Always having valuable content
## Social Media

Create applicable and allowable social media channels for career services that fulfill the career services goals and objectives

- Blog account
- Facebook
- LinkedIn
- Pinterest
- Snapchat
- Twitter
- YouTube

Post daily to each social media channel utilized

Designate a person responsible for social media posting and management

Create online engagement policies for staff

Stay up to date with social media platforms and recommended usage

### Examples for how to utilize a social media channel:

- Blog – invite student bloggers to post about experiences and events
- Facebook – use with older demographics especially alum engagement
- LinkedIn – create groups of students or alums
- Pinterest – share career boards, inspiration, and pictures
- Snapchat – Create a sponsored lens; Post stories related to events and current happenings
- Twitter – when tweeting use hashtags and @ stakeholders for engagement
- YouTube – upload relevant career videos; interviews; have students create segments
Students

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Employer/Firm Engagement Checklist
Employer/Firm Engagement

While on campus which services are you expecting from the career services center:

<table>
<thead>
<tr>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job postings</td>
</tr>
<tr>
<td>Resume search</td>
</tr>
<tr>
<td>On campus interviewing</td>
</tr>
<tr>
<td>Virtual interviewing</td>
</tr>
<tr>
<td>Classroom/organization engagement</td>
</tr>
<tr>
<td>Job fair participation</td>
</tr>
<tr>
<td>Email/mailing addresses access</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Communication

- Main point of contact:

  **College/University Representative**

  Name:
  
  Mailing Address:
  
  City, State, Zip:
  
  Email Address:
  
  Telephone Number(s):

  **Employer/Firm Representative**

  Name:
  
  Mailing Address:
  
  City, State, Zip:
  
  Email Address:
  
  Telephone Number(s):
How shall communication be executed?

<table>
<thead>
<tr>
<th>Method</th>
<th>When Applicable? (for information, prior/after visits, etc.)</th>
<th>How Frequently?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Teleconferencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communication Tips

Students

- At the beginning of the school year
  - Participate in freshmen orientations
  - Participate in welcome events for students and parents
- Seek to streamline electronic communications
  - Consolidate emails
    - Create a weekly or bi-weekly newsletter
      - Limit words – create call to action buttons that lead to more information
  - Use targeted emails
    - Communicate with students by major or classification or department
    - Focus information on job and career tips relevant to audience
- Personalize emails
- Strategically utilize social media for job postings, off-campus employer events
- Limit who can send mass emails to students
- Create a tiered system that determines what type of campus promotion an event receives

Employers

- At least two weeks prior to an event, confirm via email all employer on-campus engagements with relevant information
  - Room locations, directions to school, accommodation recommendations, list of students RSVP’ed
- At the beginning of the school year, send names and contact information for leaders of students organizations and relevant campus administrators
- Upon agreed partnership/engagement with a firm/organization provide guidelines to employers of career policies and guidelines that could include:
  - Non-discrimination policy
  - Privacy policies & disclaimers
  - Alcohol at recruitment events
  - Recommended job and internship offer time frames
  - Sending information to students via email
- End of the year send annual report highlighting student/alumni successes, placements, campus events and evaluations

Alumni

- After graduation send correspondence to permanent address highlighting services and how you can assist in their career needs/goals
- Develop a tiered communication plan by graduation years (recently graduated, 1-2 years since graduation, etc.); send appropriate career stage information to each tier on a semester basis
- Throughout the academic year, participate in alumni events on campus – advertising services to alums and employers; encourage events where alums successful in their career can network with current students
- Annually send survey to alums; coordinate with alumni affairs
Introduction

The AICPA Pre-certification Core Competency Framework, developed by educators for educators, defines a set of skills-based competencies needed by all students entering the accounting profession, regardless of the career path they choose (public/industry/government/nonprofit) or the specific accounting services they will perform.

AICPA Pre-certification Core Competency Framework

The Framework focuses on skills and is not structured around traditional subject/content areas or accounting services. A skills-based curriculum is advocated, because the body of knowledge and the accounting profession are changing so rapidly. Although knowledge requirements will change with time, the core set of competencies identified by the Framework will have long-term value and will support a variety of career opportunities for the future CPA.

In addition, by basing entry-level competency requirements on professional models, the Framework supports the concept of learning as a continuum that begins in an academic setting and continues with life-long professional education and experience. Further, by basing curriculum guidance on professional expectations, the Framework aims to ease transition from student to professional.

Accounting Competencies

Accounting competencies are the technical competencies of the profession that add value to business and contribute to a prosperous society.

- **Risk Assessment, Analysis and Management**
  Assess, analyze and manage risk using appropriate frameworks, professional judgment and skepticism for effective business management.

- **Measurement Analysis and Interpretation**
  Identify and apply appropriate, reliable, and verifiable measurements to analyze data for a given purpose and intended use.

- **Reporting**
  Identify the appropriate content and communicate clearly and objectively to the intended audience, the work performed and the results as governed by professional standards, required by law or dictated by the business environment.

- **Research**
  Identify, access and apply relevant professional frameworks, standards, and guidance, as well as other information for analysis and to make informed decisions.
• **Systems and Process Management**
  Identify the appropriate businesses processes and system(s), related frameworks and controls to assist in the design and use of systems for efficient and effective operations.

• **Technology and Tools**
  Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.

### Professional Competencies

Professional competencies relate to the skills, attitudes and behaviors of accounting professionals.

• **Ethical Conduct**
  Behave in a manner bound by ethical principles for the protection of society, including upholding the AICPA Code of Professional Conduct.

• **Professional Behavior**
  Practice in a manner consistent with the character and high standards set by the AICPA and the accounting profession. Demonstrate a work ethic and respect for diversity, as well as a commitment to continuously acquire new personal and professional skills and knowledge.

• **Decision Making**
  Objectively identify and critically assess the issues and use professional judgment to develop appropriate decision models, identify and analyze the costs and benefits of alternative courses of action and recommend optimal solutions.

• **Collaboration**
  Work productively with diverse individuals in a variety of roles, with multiple interests in the outcome, to achieve acceptable and optimal results.

• **Leadership**
  Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion, and optimize individual and organizational performance.

• **Communication**
  Actively listen and effectively deliver information in multiple formats tailored to the intended audience.

• **Project Management**
  Plan and manage individual and team work flow through effective utilization of time and other resources to accomplish objectives.
Business Competencies

Business competencies relate to the broad business environment in which accounting professionals work.

- **Strategic Perspective**
  Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.

- **Global and Industry Perspectives**
  Identify the unique global and industry factors, and analyze the related risks and opportunities and their impact on an organization.

- **Process and Resource Management Perspectives**
  Identify concepts and techniques for business planning, operations, and evaluation processes, as well as resource management and consider how they are used in an organization.

- **Governance Perspective**
  Understand the legal and regulatory environments affecting an organization and consider their effects on an organization’s operations, internal controls and enterprise risk management. Recognize an organization’s social and environmental responsibilities.

- **Customer Perspective**
  Identify and respond to the needs of clients and customers and understand how relevant changes in the environment and marketplace impact the organization.
## Internal Review Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>- Appoint members of internal review team.</td>
</tr>
<tr>
<td></td>
<td>- Hold the initial meeting of the internal review team.</td>
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<tr>
<td></td>
<td>- Brief career services staff on the process.</td>
</tr>
<tr>
<td></td>
<td>- Identify data and documentation needs.</td>
</tr>
<tr>
<td>April – May</td>
<td>Review components of career services and collect data</td>
</tr>
<tr>
<td>June – July</td>
<td>Write a draft of the internal review report.</td>
</tr>
<tr>
<td>August</td>
<td>Finalize and distribute the final interview review report.</td>
</tr>
<tr>
<td>September – January</td>
<td>Conduct an action planning process</td>
</tr>
<tr>
<td>January – July</td>
<td>Implement action items.</td>
</tr>
<tr>
<td>October/November</td>
<td>External review team visit to campus.</td>
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## Hosting an Event/Program Timeline

<table>
<thead>
<tr>
<th>4 – 6 months ahead of event/program</th>
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<tbody>
<tr>
<td>Establish event goals and objective</td>
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<tr>
<td>Select date</td>
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<tr>
<td>Identify venue</td>
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<tr>
<td>Develop event/program “master” plan</td>
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<tr>
<td>Get cost estimates</td>
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<tr>
<td>Recruit event committee</td>
</tr>
<tr>
<td>Create publicity plan</td>
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<tr>
<td>Identify and confirm speakers/presenters</td>
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<tr>
<td>Identify and contact sponsors/partners</td>
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</table>
### Sample Implementation Timelines

#### 2 – 4 months ahead of event/program

- **Liaison with speakers/presenters**
  - Finalize presentation/speech topics
  - Get bio information, photo
  - Travel & accommodation arrangements
  - Contracts signed if appropriate

- **Venue/Logistics planning**
  - Investigate need for any special permits, licenses, insurance
  - Determine and arrange all details (re: menu, audiovisual, registration set up, paring, signage, etc.)

- **Publicity**
  - Create draft event script
  - Develop promotion pieces
  - Request logos from sponsors
  - Develop and produce invitations, programs, flyers, posters, tickets, etc.
  - Develop media items – press release, media advisor, social media

#### 1 – 2 months ahead of event/program

- **Begin promoting event** (promotion continues until the day of the event/program)
  - Make an event page
  - Record RSVPs if needed
  - Send email invitations
  - Post flyers around campus
  - Promote event on social media

#### 3 weeks ahead of event/program

- **Review timeline/agenda making note of everything that needs to happen during the event**

- **Assign Roles**

- **Make list of all supplies, equipment, or audio/visual needed**

#### 2 weeks ahead of event/program

- **Send final event logistics and reminders to program participants**

- **Conduct walkthrough of site and test tech setup**

- **Create event/program survey**
## Sample Implementation Timelines

### 1 week ahead of event/program
- Provide final registration numbers to caterer
- Make print and online copies
- Remind individuals of assigned roles
- Determine photo op and interview opportunities
- Final registration check, name badges, & registration list
- Prepare attendee materials (i.e. – registration bags or folders)

### 1 day ahead of event/program
- Ensure all signage in place
- Ensure registration table is prepared and stocked
- Ensure all gifts/thank you's for day of are onsite

### Event/program Day
- Arrive early
- Be engaged in event
- Post pictures through social media outlets throughout the day
- Send out event/program survey

### Immediately after event/program
- Send thank you notes to event/program participants
- Compile event/program survey results
  - Clear up all financials – receipts, documentation, payments and update budget/documentation
  - Hold event debriefing meeting to discuss what worked well, what could be improved, and survey results