

Best Practices in Career Services for Graduating Students

In this report, Hanover Research provides a comprehensive overview of career services, with a specific focus on services for graduating students. Following an overview of relevant literature and best practices, we offer guidelines for effectively tracking student outcomes. The final section provides detailed profiles of the career services offerings at five peer institutions.

Executive Summary

In this report, Hanover Research provides an overview of best practices in career services for graduating students. Our analysis is divided into four main sections, shown below:

- ❖ **Section I: Overview of Career Service Centers** – This section provides a general overview of literature related to career service centers at postsecondary institutions. Relevant trends in the organization and administration of career services are examined, and a discussion of the specific needs of graduating students is also provided.
- ❖ **Section II: Best Practices in Career Services** – The second section provides detailed information on research-based best practices in postsecondary career services. Drawing on literature and institutional trends, we highlight key strategies related to marketing, organization, and technology. Best practices are contextualized through examinations of specific institutions.
- ❖ **Section III: Student Outcomes Data** – This section highlights the types of student outcomes data used to measure career service center effectiveness. We highlight central challenges in the use of outcomes data, as well as best practices for collecting relevant information.
- ❖ **Section IV: Peer Institutional Profiles** – The final section of the report provides detailed profiles of the career services units at five institutions: Trinity University, Santa Clara University, Gonzaga University, Loyola Marymount University, and Mills College. Each profile includes descriptions of specific resources available for students and employers and, where available, information on student outcomes tracking.

Key Findings

Our research yielded the following key findings:

- ❖ A review of literature indicates that in recent years, career service centers (CSCs) have undergone significant shifts in both structure and function. Traditionally focused on job placement and informational resources, current career service units are characterized by an increased commitment to *holistic and ongoing* career preparation. Though graduating students may have the most immediate need for career services, research generally suggests that such **services are most effective when implemented throughout the entire course of a student's educational experience.**

- ❖ According to a 2011 National Association of Colleges and Employers (NACE) survey, career fairs and company websites are among the most commonly used career resources employed by graduating students in the job search. Additional literature suggests that **social networking is an emergent—and increasingly central—tool for graduating students**. A 2011 Jobvite survey found that a vast majority of employers (nearly 90 percent) use social networking for recruiting purposes; the aforementioned NACE survey found that the use of social networks is also growing among students.
- ❖ Though researchers generally agree that student outcomes data offers the most accurate assessment of the effectiveness of career services, **such data are often difficult to obtain**. Literature indicates that students who *have* obtained a job are more likely to respond to inquiries regarding their employment status than those who are unemployed, potentially skewing the data. Moreover, placement rates are subject to external forces—namely, economic trends—that may provide a somewhat inaccurate indicator of career services effectiveness.
- ❖ In addition to job placement data, institutions are advised to implement **large- and small-scale surveys** to examine the effectiveness of career services overall, as well as the usefulness of specific events and initiatives. Scaled surveys may be administered to recruiters following a job fair, for instance, to determine whether employer expectations were met. Student opinions may also be solicited to provide a multidimensional picture of career service needs. Once compiled, opinion-based data can be used to develop more targeted career service marketing efforts.
- ❖ **Most CSCs profiled in this report provide the same base services**. These include: major and career assessments, online job posting services, resume resources, newsletters, career fairs, and informational workshops. All institutions offer comprehensive descriptions of CSC resources on their websites; however, the information provided online varies somewhat in terms of content, scope, and ease of utilization.
- ❖ Only one peer institution—Santa Clara University—provides specific information on student outcomes. The University surveyed the class of 2010 eight months after graduation to compile information on employment and graduate school status. The survey found that **63 percent of all graduates had obtained full-time employment**. The survey additionally collected data on starting salary, employment sector, academic major, and graduate school status. Though students were asked to indicate the degree to which they felt their education had prepared them for their career, questions specific to career services do not appear to have been a part of the survey.

Section I: Overview of Career Service Centers

Recent years have seen an ongoing transformation in career service centers (CSCs), as institutions increasingly seek to develop full-service career development offices.¹ Researchers have noted that this trend reflects “a paradigm shift in career services that focuses on the comprehensive delivery of services to students for the *duration* of their undergraduate education.”² Expanded ‘full-service’ career service offerings may include:

- ❖ Mock interviews
- ❖ Resume critique
- ❖ Employer databases
- ❖ Career counseling
- ❖ Internship/ externship placement assistance
- ❖ Assessment testing
- ❖ Resume posting
- ❖ Job listings
- ❖ Job search training

Figure 1.1, below, provides an overview of changes in career services over the past several decades, as well as current and projected trends.

Figure 1.1: Trends in Career Services³

Time Period	1990s	2000s	2010-2015
Dimension	Networking Proactive/Interactive	Social Networking Interactive/Superactive	Global Networking Hyperactive
Primary Purpose	Information Networking	Educate & Prepare	Educate for a Global Marketplace
Service Delivery	Self-Help (Physical Library)	Counseling and Networking Web-Based	Web-Based
Typical Name	Career Center	Career Services	Career Cyber Center
Constituents Served	Students/Alumni, Employers and Faculty/Staff	Students/Alumni, Parents, Employers and Faculty/ Staff	Students/Alumni, Parents, Employers, Faculty/ Staff and the Community

¹Garver, M., et. al. “Need-Based Segmentation Analysis of University Career Services: Implications for Increasing Student Participation,” p. 2. (italics added). *Research in Higher Education Journal*. 3. 1-27 (2009). www.aabri.com/manuscripts/09190.pdf

² Ibid, 3.

³ Dey, F. and Real, M. “Adaptation of Casella’s Model: Emerging Trends in Career Services,” p. 15 (figure reproduced from source). 2009. http://128.227.203.15/uploadedFiles/About_Us/Conference_Paper/Casella.pdf

Time Period	1990s	2000s	2010-2015
Theoretical Orientation	Information Management	Typology and Eclectic	Typology and Planned Happenstance
Staff Identity	Organizer	Counselor/Advisor	Educator
Employer Relations	Strategic	Competition	Experiential Development
Assessment Focus	Program Participation and Revenues	Integrated Technology, Satisfaction Surveys, Demographic Data and Revenues	Post Graduate Tracking, Global Competency and Revenues

Source: Dey, F. and Real, M. (2009). "Adaptation of Casella's Model: Emerging Trends in Career Services."

Most of the CSCs analyzed for this study reflect the above trends, and offer resources geared toward all stages of a student's academic career. Many of the CSCs we examined offer four-year guides to aid students in identifying key resources throughout each year of study. In a 2009 brief, the National Association of Colleges and Employers (NACE) highlighted several central outcomes of comprehensive CSC offerings. The NACE notes that effective career services should help students to:⁴

- ✓ Develop a career path based on their skills and interests.
- ✓ Obtain educational and occupational information to aid in developing this path.
- ✓ Select appropriate academic programs and other opportunities that maximize future educational and career options.
- ✓ Prepare to find an internship or occupation after college by developing job-search and presentational skills.
- ✓ Gain experience through extracurricular activities, community service, research projects, employment and other aspects of the college experience.
- ✓ Network with alumni, employers, organizations, and other groups that offer potential professional opportunities.
- ✓ Utilize technology to enhance career development.
- ✓ Find employment or a graduate opportunity that fits their goals.
- ✓ Prepare to manage their careers after college.

A driving factor in the CSC paradigm shift is the improvement of retention rates. According to a large-scale 2004 Columbia University study, roughly a third of entering freshman leave college without earning a degree. One cause of this attrition

⁴ "Professional Standards for College and University Career Services 2009," p. 5. National Association of Colleges and Employers. http://www.nacweb.org/professional_standards_career_services/

is that students often fail to develop academic plans for achieving their goals.⁵ Thus, comprehensive career services that foster *clear linkages* between academic and career objectives are especially key to increasing student motivation.

Graduating Students

Graduating students represent a diverse population, differentiated not only by their future objectives, but also by their level of preparation to effectively pursue these goals. In guiding students' job searches, CSCs must provide students with the knowledge necessary to write effective resume and cover letters; develop interview skills; utilize job search resources; and network. As placement facilitators, CSCs

Studies have shown a clear link between career service center utilization and increased job placement rates.

function as social organizers, coordinating networking events between students, faculty and employers, operating university job posting websites, and providing access to external resources such as job boards and social networking websites.

Studies have shown a clear link between increased job placement rates and CSC utilization.^{6,7} Nonetheless, **many students fail to utilize CSC resources.**⁸ Effectively developing and managing student relationships with CSCs is essential to increasing student utilization and fulfilling CSC missions. In a 2003 *Journal of Marketing Education* study, researchers found that only 50 percent of junior students used services such as resume and job search workshops. The study additionally found that while seniors were better prepared for the job search than juniors, these students used CSCs *less* than third-year students. Senior students analyzed in the study “[did] not consider ... career services to be of much assistance.”⁹

How do Graduating Students Utilize Career Services?

NACE's 2011 Student Survey focused on which CSC resources students utilized to find employment. Figure 1.2, on the next page, shows utilization rates of various CSC services. Respondents are divided into “intern” (those that had participated in internships prior to graduation) and “non-intern” (those that had not).

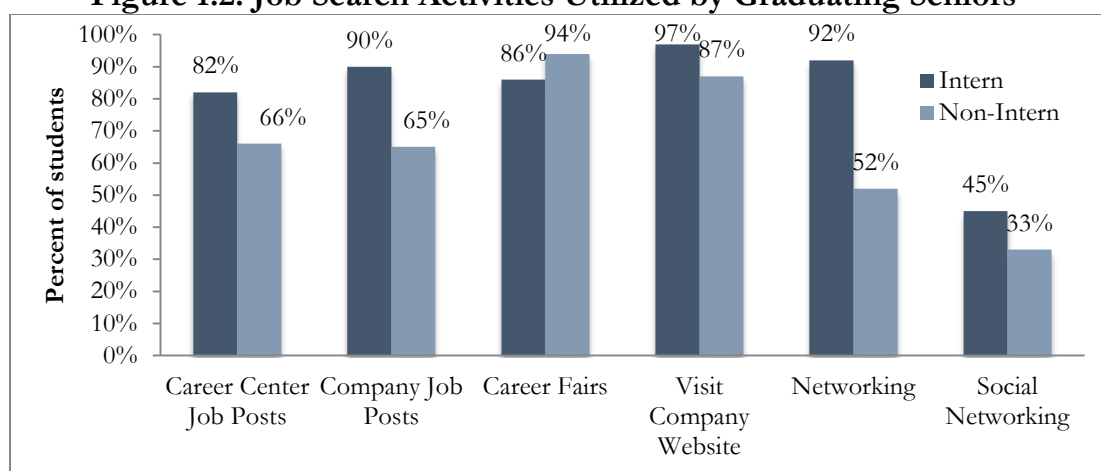
⁵ Hughes, K. L. and Karp, M.M. “School-Based Career Development: A Synthesis of the Literature,” p. 4. Institute on Education and the Economy Teachers College, Columbia University. 2004, http://www.tc.columbia.edu/iee/PAPERS/CareerDevelopment02_04.pdf

⁶ Hannon, K. “Consider a School's Career Services before Applying,” p. 1. *U.S. News and World Report*. 2010. <http://www.usnews.com/education/articles/2010/04/15/consider-a-schools-career-services-before-applying>

⁷ Garver, Op. cit.

⁸ Ibid.

⁹ McCorkle, D. et. al. “Developing self-marketing skills: are marketing students prepared for the job search?” 2003. *Journal of Marketing Education*. 25 (3): 202. <http://jmd.sagepub.com/content/25/3/196.abstract>

Figure 1.2: Job Search Activities Utilized by Graduating Seniors¹⁰

Source: NACE 2011 Student Survey

Figure 1.2 shows a higher utilization of *all* services among students with internship experience. Notably, in NACE's 2010 survey, the Association found that "approximately 42 percent of graduates with internships who had applied for a job received an offer, compared with only 30 percent for students who had no internship experience."¹¹ Students with internship experience also received higher starting salaries—a median of \$41,580, compared to \$34,601 for those without such experience.¹² Though researchers have called networking "the most powerful tool in making the transition from school to work," the NACE 2011 survey indicates that students avail themselves equally of a wide variety of tools during the job search.¹³

Of these tools, **online social networks are increasingly utilized by graduating students** in the career search. Research indicates that the rate of social network usage among such students grew from 16 percent in 2009 to 37 percent in 2010.¹⁴ According to the 2011 NACE survey, 91 percent of college seniors have a Facebook, MySpace, or LinkedIn account.¹⁵ Notably, a 2011 Jobvite Social Recruiting Survey found that the number of employers utilizing social networking sites for recruiting has rapidly increased in recent years; as of 2011, the survey found, roughly *89 percent* of U.S. companies use social networking for this purpose.¹⁶ With use increasing among both employers and students, social networks appear to be an increasingly important tool in the provision of effective CSC services.

¹⁰ "2011 Student Survey Infographic." NACE Research. August 2011.

http://www.nacweb.org/Infographics/2011_Student_Survey_Infographic.aspx

¹¹ "2010 Student Survey Research Brief," p. 4. NACE Research. September 2010.

<http://www.nacweb.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=8760>

¹² Ibid.

¹³ Garver, Op. cit., 11

¹⁴ Ibid.

¹⁵ 2011 Student Survey Infographic, Op. cit.

¹⁶ Murguia, A. "The State of Social Recruiting in 2011." July 13, 2011. <http://blog.jobvite.com/2011/07/the-state-of-social-recruiting-2011/>

Section II: Best Practices in Career Services

In this section, we provide an overview of best practices in career services, focusing on effective strategies to boost student utilization of CSCs. Specifically, we discuss targeted marketing, effective CSC organization, and the use of technology. Several specific career services and tools are also examined.

Targeted Marketing

Research has found low overall CSC utilization rates among students, prompting a focus on targeted marketing to improve engagement with institutional resources.¹⁷ Studies have indicated that a variety of strategies—namely, focus groups and surveys—are effective in identifying and defining CSC users, as well as their specific needs and preferred resources.¹⁸ Below we discuss best practices in need-based segmentation of career services offerings.

Best Practice – Need-Based Segmentation

In a 2003 study entitled “Need-Based Segmentation Analysis of University Career Services: Implications for Increasing Student Participation,” researchers analyzed student survey data collected by a large public Midwestern university to uncover how students prioritized specific CSC resources. The authors found the following **top 10 student priorities for career center attributes**:¹⁹

1. Quality of companies to interview with
2. Provides a variety of different types of job opportunities
3. Helps students with job search strategies
4. Number of companies to interview with
5. Usefulness of resume critiquing services
6. Offers assessment tests to find the right major and potential job
7. Helpfulness of career services to research companies
8. Usefulness of mock interviews
9. Provides notification of application deadlines
10. Offers seminars about potential majors and careers

Of these priorities, the top nine attributes accounted for over 77 percent of importance to students. The authors further analyzed these data to develop need-based segments, and found **four distinct groups**, shown in Figure 2.1, on the next page.

¹⁷ Garver, Op. cit.

¹⁸ Sampson, James P. et. al. “Design Strategies for Need-Based Internet Web Sites in Counseling and Career Services: Technical Report Number 28,” p. 9. Florida State University Tech Center. 2003.
<http://www.career.fsu.edu/documents/technical%20reports/technical%20report%2028/tr-28.html>

¹⁹ Garver. Op. cit., 8.

Figure 2.1: Need-Based User Segmentation Profiles²⁰

Need-Based Segment	Description
Placements	Singular focus on obtaining employment; prioritize finding good companies and multiple interviews. Typically business majors with high rates of CSC utilization and internship experience.
Best-Fit Techies	Use technological resources to find the best job fit. Typically do not utilize physical CSCs and are present across all majors.
Unprepareds	Typically low levels of CSC utilization and low knowledge of the job search process.
High-Touches	Prefer frequent one-on-one contact and on-site interaction.

Source: Garver, M. et al. (2009). "Need-Based Segmentation Analysis of University Career Services: Implications for Increasing Student Participation."

Based on these findings, the researchers suggest institutions utilize such information to better target students and effectively tailor CSC marketing to student needs. Utilizing non-segmented, general priorities to market CSC services poses the risk of missing entire segments of potential student users. Overall, the study suggests that CSCs can tailor marketing efforts by targeting segmented needs and goals.²¹

Organizational Structure

NACE's 2009-10 Career Services Benchmark Survey for Four-Year Colleges and Universities found that 87.5 percent of respondents operated centralized CSCs, while 54 percent operated private college level CSCs (e.g., a CSC for each academic school within an institution).²² A more detailed respondent breakdown indicated that 50 percent were *mostly* centralized, operating a campus-wide CSC with some college-level resources; 5.9 percent were completely decentralized; and 36.3 percent were completely centralized.²³ A further survey revealed that while a large majority of students prefer a non-centralized, college-level career center, a majority of *employers* favored a centralized system.²⁴

There is a great deal of variety in how CSCs are structured and organized. Limited resources often require CSCs to prioritize programs and services. Some institutions

²⁰ Garver, Op cit, 16, 22.

²¹ Garver, Op. cit., 11.

²² Smith, K., and Dey, F. "To Centralize or Decentralize? The Question Facing University Career Services Today," p. 4. 2010 NACE Annual Conference & Exposition. 2010.
http://128.227.203.15/uploadedFiles/About_Us/Conference_Paper/Centralized%20Decentralized%20Career%20Services%20Smith%20and%20Dey.pdf

²³ Ibid., 21.

²⁴ Ibid., 10.

have developed specific programs targeted toward, for example, alumni mentor programs or experiential learning opportunities. These institutions typically devote an increased number of staff to such activities. Thus, a CSC's objectives must take into account the size and structure of its staff. Below we discuss best practices utilized by the University of Florida's career services department.

Best Practice – University of Florida

The University of Florida was ranked number one in career services by the *Princeton Review* in 2010 and 2012.²⁵ The institution organizes its 26 career services staff members around **four departments**: Career Networks, Career Development, Director and Operations, and Information Systems. There are eight staff members in Career Networks, eight in Career Development, seven in Operations and three in Information Systems. Descriptions of each department are shown in the figure below.²⁶

Figure 2.2: University of Florida Career Services Departments²⁷

Department	Description
<i>Career Networks</i>	Responsible for running the employer relations, experiential educations programs, on-campus recruiting, a web recruiting service (CareerLink), and all career events
<i>Career Development</i>	Provides major- and career-related counseling and classes, graduate student services, mock interviews, and career library
<i>Director and Operations</i>	Handles financial operations, publications, graphics and arts design, and facilities management
<i>Information Systems</i>	Manages all computer operations and develops computer strategies relevant to career services

Source: University of Florida

The University's Career Resource Center notes that its mission "is to educate and create connections for the University of Florida community in order to facilitate the holistic career development of students."²⁸ While factors influencing performance are diverse, organization is central to effective CSC operation. In 2010, the University saw student use of CareerLink, its online job posting service, increase by 38 percent, while employer use jumped by 427 percent.²⁹ Additionally, the University saw increases

²⁵ Rankings from The Princeton Review's "The Best 376 Colleges: 2012 Edition." Reported by: "The best colleges for food, dorms, athletics and more." MSNBC. August 2, 2011.
http://128.227.203.15/uploadedFiles/About_Us/Conference_Paper/Centralized%20Decentralized%20Career%20Services%20Smith%20and%20Dey.pdf

²⁶ "Meet the Staff." University of Florida Career Resource Center.
<http://www.crc.ufl.edu/aboutus/AboutStaff.html>

²⁷ Ibid.

²⁸ "CRC: At a Glance." University of Florida. <http://www.crc.ufl.edu/aboutus/AboutGlance.html>

²⁹ "Career Resource Center Annual Report 2009/10," pp. 6-8. The University of Florida.
http://app.crc.ufl.edu/graphics/report_2010/index.html#/1

in student and employer utilization of its graduate school information day, employer education programs, and local internship programs.³⁰

Innovation through Technology

University CSC websites are often an information-rich portal for students, employers, faculty/staff, parents and alumni. Most sites offer targeted pages for each of these groups. Websites also offer a medium for *delivering* career services—indeed, web-based resources are increasingly used as an alternative to physical locations. Some schools have attempted to create virtual CSCs, providing students with an array of services via the web.

The delivery of services is critical to CSC effectiveness, both online and off. Researchers have found that the design of career services websites is especially significant—the ease with which a user can navigate such a webpage directly corresponds to the frequency of website utilization.³¹ Below we provide an overview of best practices in virtual career services at the University of California-Riverside and the University of North Carolina.

Best Practice—University of California-Riverside

The University of California-Riverside developed its “Virtual Career Center” to provide CSC services online. The site includes access to resources, including **online workshops and handouts, career assessments, an e-Library, videos, podcasts, an online job search database and e-recruiting videos** from employers, among other tools. In addition, online workshops allow users to listen to counselor presentations while viewing slides.

“Peer Show,” a weekly employer interview conducted by CSC peer advisors, also provides career-related tips. Videos are available via YouTube, offering broad access. Additionally, the e-Library allows students to filter available content by industry and top counselor picks, and provides an updated list of available materials located in the CSC physical location.³²

Best Practice—University of North Carolina

The University of North Carolina CSC “LinkedIn Labs” class provides students with an overview of the many features available on LinkedIn. The class helps students develop optimized LinkedIn profiles and utilize these accounts during their job search. Topics of the course include:³³

³⁰ Ibid.

³¹ Garver, Op. cit., 5.

³² “The Virtual Career Center – UC Riverside.” Career Services Institute West. 2007.
<https://careers.ucsd.edu/csi/bestpractices/2007/ucRiverside.html>

³³ Hill, D. “Link in to LinkedIn: Best Practices.” University of North Carolina University Career Services. 2011.
<http://careers.unc.edu/blogs/career-peers/link-linkedin-best-practices.html>

- ❖ How to add content to a student's LinkedIn profile from their resume;
- ❖ How to customize a student's profile with additional user-selected sections and links to personalize their page;
- ❖ How to connect with friends and coworkers, and the protocols to follow while doing so;
- ❖ How to obtain and compose recommendations to improve LinkedIn presence; and
- ❖ How to network by following companies and becoming introduced to current employees through a LinkedIn network.

The course helps students utilize social networking in their job search in a professional and strategic manner. As discussed in the previous section, both employers and students are increasingly using social media for recruiting and job searching, respectively.

Career Courses and Workshops

Semester courses offer students the option to earn credit while developing career-related knowledge. These courses typically guide students through what would otherwise be typical CSC service offerings. By providing these services through a semester class, however, CSCs can provide more in-depth and targeted information, while also ensuring student participation.

Workshops are special events held by CSCs on specific career-related topics. Many CSCs turn these workshops into special events, by offering free food or incorporating an employer or guest speaker. Workshops offered by CSCs may include mock interviews, etiquette dinners, employer meet-and-greets, networking seminars, and group interview workshops. Many workshops include students, employers and faculty, in order to provide peer and professional critiques as well as networking opportunities. Below we provide best practices in career courses and workshops employed by the University of Texas and Florida International University.

Best Practice—The University of Texas at Austin

The University of Texas (UT) at Austin operates a mostly decentralized CSC, with 17 decentralized college-level CSC offices and centralized online job placement resources.³⁴ At UT, the Liberal Arts Career Services developed a “Major in the Workplace” class, which uses chaos theory as a metaphor for the job search.

The premise of the course is that a career is too complex to be structured around an individual major. Instead, the course encourages students to start identifying the different ways in which academic experiences can be applied to the workplace. Katharine S. Brooks, Liberal Arts Career Services director and developer of the class,

³⁴ “Hire Texas” University of Texas at Austin. <http://hiretexas.utexas.edu/>

reported seeing her “students move from superficial to elegant observations about their majors.” She further noted that:³⁵

... [M]y students consistently tell me it’s the first time they’ve ever focused on their education—what they’ve learned and how their majors have influenced their mind-sets, perceptions, and ways of thinking. Once they’ve had that epiphany, it’s amazing how simple it is to teach them to articulate their knowledge to an employer or graduate-school admissions officer.

This program demonstrates the ability of a targeted semester class to facilitate the acquisition of personal and professional knowledge necessary for transitioning into the workplace. By structuring the class as a personal exploration based upon academic experiences, the CSC has overcome previous institutional hurdles, such as student resistance to career-oriented courses that appear to be purely vocational.³⁶

Best Practice –Florida International University

Florida International University’s Executive Protégé Initiative (EPI) program is offered annually and has open enrollment throughout the year.³⁷ Students must take six workshops in order to complete the program. Recent workshops have included:³⁸

- ❖ Resume Writing
- ❖ Professional Correspondence
- ❖ Networking
- ❖ Job Searching
- ❖ Basic and Advanced Interviewing
- ❖ Professional Development Activities

EPI also hosts a number of events throughout the year, such as business etiquette dinners, information sessions, practice interviews, and other networking and skill-building events. Finally, completion of the EPI program offers several job search advantages. These include:³⁹

- ❖ Invitation to a faculty, staff, and employer reception;
- ❖ Admission to career fairs 30 minutes before general admission; and
- ❖ Special name badge during events.

³⁵ Brooks, K. S. “Close the Gap Between the Liberal Arts and Career Services.” *The Chronicle of Higher Education*, November 1, 2009. <http://chronicle.com/article/Why-Liberal-Arts-Need-Career/48973/>

³⁶ Ibid.

³⁷ “Career Savvy Professional: Enhance Your Employability and Professional Skills – Florida International University.” Career Services Institute West. <https://careers.ucsd.edu/csi/bestpractices/2008/fiu.html>

³⁸ Ibid.

³⁹ “EPI Program Overview.” Florida International University. <http://career.fiu.edu/documents/EPIbrochure.pdf>

The EPI program was designed to increase student utilization of workshops and CSC services. Providing students with a certificate of completion and special privileges, as EPI does, allows CSCs to build a “buzz” around their services and may easily be integrated into a curriculum requirement.

Career Fairs

Career fairs are critical events for CSCs. They offer students and employers the opportunity to develop networks and gain knowledge of available job opportunities. Some CSCs may organize fairs around lunch or breakfast to facilitate networking. Others may seek out partnerships with institutions in their area to create collaborative career fairs, attracting greater numbers of employers. Below we provide a brief overview of career fair best practices employed by the Milwaukee School of Engineering and Scripps College.

Best Practice –The Milwaukee School of Engineering

The Milwaukee School of Engineering sees career fairs as an opportunity to create a series of events to bring together faculty, employers, and students. For the School of Engineering, **fairs are comprised of multiple events**, including: a faculty and employer meal, employer-student lunch, project-based workshops, and an all-inclusive networking event to conclude the day.⁴⁰

Best Practice –Scripps College

Scripps College, part of the Claremont Colleges Consortium, holds its career fairs in coordination with other institutions in the consortium. Seeking to increase student participation, Scripps recently began offering 30- to 45-minute **pre-fair prep sessions**, in which students are briefed on the top 10 strategies for making effective use of a career fair. Tips include:⁴¹

- ❖ Maintaining eye contact
- ❖ Dealing with long lines
- ❖ Proper introductions
- ❖ Asking for business cards

After the event, attendees walk together to the career fair armed with information and a one-page reference handout. Scripps administrators saw an immediate increase in student attendance after creating the pre-fair prep program.⁴²

⁴⁰ “Successful Career Fairs: How Others Do It.” NACE Knowledge Center. June 22, 2011.

http://www.nacweb.org/s06222011/marketing_career_fair/

⁴¹ Ibid.

⁴² Ibid.

Mock Interviews

Mock interviews provide students a stress-free opportunity to practice and develop interview skills. Interviews are typically conducted between students and career counselors. This “test-run” helps students assess their strengths and weaknesses in a no-pressure environment. Some CSCs may invite employers to participate in mock interviews, offering students professional advice and networking opportunities. Below we highlight best practices employed by the University of California-Los Angeles.

Best Practice—The University of California Los Angeles (UCLA)

In addition to its typical one-on-one counselor mock interviews, UCLA offers a **group mock interview workshop**, entitled “Experience the Interview.” The workshop is a two-hour session offered to up to 10 students at a time. First, each student takes a turn in the interviewee chair, answering 10 typical interview questions, recorded on video. The counselor then provides general feedback and plays back the tape to the group, prompting the student and other workshop participants to evaluate performance.

The program allows UCLA counselors to optimize their limited time by completing 10 mock interviews in two hours, versus a single one-on-one session per hour. In addition, students receive **peer feedback** and the opportunity to view themselves on tape (videos may be shown without sound to critique body language). The CSC notes that the program can be targeted toward students in shared career fields to enhance the experience.⁴³

Employer Relations

As noted previously, a majority of employers prefer working with *centralized* CSC programs. Working with one central office simplifies employer participation in CSC activities.⁴⁴ Faced with shrinking budgets, many recruiters have reduced on-campus recruiting commitments and participation in other campus events. A 2010 *Wall Street Journal* survey found that many employers are focusing their recruiting efforts on large state schools, creating deeper relationships with *one* university (as opposed to multiple, smaller institutions) in order to reduce costs. The survey also revealed an employer preference for institutions that encourage partnerships with students *and*

⁴³ “Experience the Interview: A Group Mock Interview Workshop – UC Los Angeles.” Career Services Institute West. 2005. <https://careers.ucsd.edu/csi/bestpractices/2005/ucla.html>

⁴⁴ Smith, Op. cit., 16.

professors.⁴⁵ Best practices in employer relations are utilized by the University of Miami, discussed in detail below.

Best Practice –University of Miami⁴⁶

The Toppel Career Center at the University of Miami describes its career services model as “very beneficial to ... students, while **at the same time helping [external] organizations gain more exposure** on campus.” Toppel employs several best practices-oriented strategies for fostering positive employer relations. Below we spotlight four of these strategies: the Employer-in Residence Program, the EPIC Program (Employer Practice Interview and Critique), Career Kick-Off, and the Breezeway Table.

➤ *Employer-in Residence Program*

The Toppel Center’s Employer-in-Residence Program allows students to meet with recruiters in a private setting. The Toppel Center recommends that employers assist students in four ways:

- ❖ **Mock Interview**, to help students improve their interviewing skills.
- ❖ **Informational Interview**, to allow students the opportunity to learn about a specific company and/or industry.
- ❖ **Resume Review**, to students in crafting an effective resume and cover letter.
- ❖ **Job/Internship Inquiry**, in which students can speak to employers about available employment opportunities.

Employers commit to one day on campus, during which Toppel arranges interviews and meetings with students to increase “name recognition” of the organization or business.

➤ *Career Kick-Off*

The Toppel Center organizes the Career Kick-Off event, but the involved employers deliver the entire program. The event is a one-day conference intended to prepare juniors and seniors for their job search. It includes a corporate keynote speaker; an etiquette luncheon, in which students learn the “do’s and don’ts” of corporate etiquette; and breakout sessions with employer-presented programs on

⁴⁵ Evans, T. “Penn State Tops Recruiter Rankings.” *The Wall Street Journal*, September 12, 2010.
http://online.wsj.com/article/SB10001424052748704358904575477643369663352.html?mod=WSJ_PathToProfessions_TopLEADNewsCollection

⁴⁶ All information drawn from University of Miami Toppel Career Center website:
<http://www.sa.miami.edu/toppel/mainSite/employers/Default.aspx>

topics such as “Power Networking,” “Negotiating Your Salary,” “The 5 E’s of Interviewing,” and “Transitioning from College to Career.”

➤ *Breezeway Table*

The “Breezeway Table” allows organizations and recruiters to reach large groups of students during the course of one day by setting up a table at the entrance to the University Center. The table can serve as a forum to provide students with information about the organization, drive attendance to a company’s upcoming information session, or allow organizations to briefly and informally reach out to students.⁴⁷

Experiential Learning

As discussed in Section I, participation in experiential learning opportunities—namely, internships—can greatly increase a student’s chances for successful post-graduation transition. To this end, CSCs seek to provide students with access to quality internship opportunities through relevant programs and workshops. Below we discuss such offerings in the context of Northeastern University.

Best Practice –Northeastern University

Northeastern University (NU) structures its curriculum around student completion of its “Cooperative Education” program, referring to the program as the “cornerstone” of a NU education. Students participating in the co-op alternate between periods of academic study and periods of employment in positions related to their interests.⁴⁸

Each of NU’s seven colleges has its own co-op program, providing opportunities targeted to specific subject areas.⁴⁹ In addition to constantly developing “employee-partners,” the institution is also currently working to expand international opportunities.⁵⁰ Each student works with a co-op coordinator to prepare for the interview process and to identify appropriate co-op jobs. Students must also complete a **co-op preparation course**, which includes a personal and career assessment. While most students complete their co-op in Boston, there are currently jobs offered in three dozen states and 50 countries. Students start their first co-op during the second semester of their sophomore year; those completing a degree in four years typically participate in two co-op experiences.⁵¹

⁴⁷ Ibid.

⁴⁸ “Co-Op at a Glance.” Northeastern University Cooperative Education.

<http://www.northeastern.edu/experiential-learning/coop/howcoopworks/coopataglance.html>

⁴⁹ “Central Cooperative Education Services.” Northeastern University Central Co-op.

<http://www.northeastern.edu/centralcoop/>

⁵⁰ “FAQ.” Northeastern University Central Co-op. <http://www.northeastern.edu/centralcoop/employer-information/faq/>

⁵¹ “Co-op at a Glance,” Op. cit.

Section III: Student Outcomes Data

The tracking of student outcomes allows CSCs to evaluate the effectiveness of services. Placement rates are one of the most frequently requested metrics by legislators and accrediting organizations to measure overall institutional performance.⁵² As a result, many institutional strategic plans include placement rate goals and initiatives.⁵³

For many CSCs, collecting these data may be problematic, as graduating students may frequently change addresses. Additionally, students who have accepted employment offers are more likely to respond to inquiries than those who have not. Without a response rate of around 90 percent—a target higher than the response rates typically achieved in alumni surveys—there is a significant chance that data will be skewed.⁵⁴

External organizations, such as the NACE, conduct regular surveys on salary statistics for graduating seniors, employment by major, placement rates, and the tools graduating seniors use to conduct their job search. This information is aggregated and can provide a benchmark for CSCs. CSCs themselves may also use a variety of surveys and metrics to measure unit performance. Some CSCs analyzed in this report employ full-time staff members dedicated to outcomes tracking (typically data analysts)—these individuals are staffed with producing survey instruments and establishing benchmarks for effective CSC performance. Potential strategies for the collection of student outcomes data include the following:

- ❖ **Exit surveys**, administered to students and employers after career fairs to determine the impact the event had on both groups
- ❖ **Number of interviews** each student receives
- ❖ **Attendance statistics** (students and employers) at career fairs and other events
- ❖ **Surveys** on student confidence levels regarding career-search preparation

Effectively communicating outcomes to employers allows CSCs to brand their student body. Many of the profiled schools in this report included “Employer Guides” on their websites to communicate their services and market student achievements. These profiles are based on a variety of data, including:

- ❖ Graduate programs in which students have enrolled
- ❖ Post-graduate service programs

⁵² Lipka, S. “In Tight Employment Market, Career Services Gain Clout.” *The Chronicle of Higher Education*, May 16, 2008. <http://chronicle.com/article/In-Tight-Employment-Market/8694/>

⁵³ Garver, Op. cit.

⁵⁴ Lipka. Op. cit.

- ❖ Industries represented by current employer partners
- ❖ Diversity of states and international locations in which students have found employment

The same information may be used to bolster student utilization and awareness of career services. Providing CSC gradate ‘success stories,’ for instance, allows students to relate to the job-searching process and set realistic goals.

Measuring Student Learning Outcomes

NACE developed the following questions with a career center team to aid CSCs in developing student and employer surveys. These surveys may be administered before and/or after career fairs or career counseling sessions. Key factors related to **effective survey design include**:⁵⁵

- ❖ What specifically are we trying to measure?
- ❖ What would be the appropriate scale to use?
- ❖ What are the intervals on the scale?
- ❖ What are the anchor points, and how are they defined?
- ❖ Does the question match the scale?
- ❖ Will the scale deliver interpretable information?

Clearly establishing goals, and relating these goals to standardized metrics, is key to gathering meaningful data. NACE guidelines note that scaled surveys should always include sufficient descriptions of each interval/level. For example:⁵⁶

0 = I don't feel confident with my career decisions and/or career plans. I feel lost and I need help deciding what to do with my major and my career.

4 = I feel extremely confident of my career decisions and career plans. I know what I want to do and how to make it all happen. At this time, I do not feel like I need any assistance.

The guide concludes that “small differences in scale development can yield big interpretative gains.”⁵⁷ Accurately measuring student and employer engagement with CSCs can be a valuable tool in marketing campaigns, and can be used to improve existing services.

⁵⁵ Gaw, K. “Measuring SLOs: The Importance of Scaling” (bullet points quoted from source). NACE Knowledge Center. February 15, 2012. <http://www.nacweb.org/s02152012/student-learning-outcomes-assessment/?referral=knowledgecenter&menuid=108>

⁵⁶ Ibid.

⁵⁷ Ibid.

Placement Data Surveys

While potentially difficult to obtain, placement data is vital to performance ratings and evaluations of CSC effectiveness. Many institutions have designed data collection schemes around key time periods (e.g., graduation) and via several mediums, such as telephone, in-person interviews, and emails.

Montana State University at Billings offers a gift card to early survey responders in order to increase response rates.⁵⁸ The University of Miami and the University of Wisconsin at River Falls survey students when they know they will be able to reach them: when they pick up their cap and gowns and as they wait in line at graduation ceremonies.⁵⁹ In addition, The University of Wisconsin at River Falls also mails students a survey with their diplomas before attempting to contact students by phone.⁶⁰

Best Practice –Georgia State University

Georgia State University has developed a “Career Fair ROI” based upon recruiter surveys and student exit surveys. Collected data are used to evaluate CSC performance, with the aim of developing events that fit student and employer needs. Findings are used to develop targeted marketing materials to improve student and employer participation.⁶¹ Metrics evaluated in relevant surveys include:⁶²

- ❖ The approximate number of students that visited an employer/recruiter table
- ❖ Of these students, the approximate number the recruiter(s) spoke with about opportunities
- ❖ The approximate number of potential candidates the employer/recruiter met at their table
- ❖ Employer/recruiter rating of event in comparison to other career fairs

⁵⁸ Lipka, Op. cit.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ “Successful Career Fairs: How Others Do It,” Op. cit.

⁶² Ibid.

Section IV: Peer Institutional Profiles

Below we profile the career services offerings of five peer institutions. Each profile includes a general overview of the career services unit, along with descriptions of specific resources available for students and employers. Note that institutions typically do not make student outcomes data public; as a result, Hanover was able to obtain only limited information on how peers track and utilize such data.

Most CSCs profiled in this section provide the same base services. These include: major and career assessments, online job posting services, resume resources, newsletters, career fairs, and informational workshops. All institutions offer comprehensive descriptions of CSC resources on their websites; however, the information provided online varies somewhat in terms of content, scope, and ease of utilization.

Trinity University – Career Services⁶³

The Trinity University Career Services department is comprised of four staff members: a program director, an assistant director, a career advisor, and a career services assistant.

The directors and career advisor provide student counseling, and each oversees different initiatives. The assistant director works to develop employer and alumni relationships, while the career advisor heads informational sessions. Dr. Brian Hirsch, the director, envisions the career services department as “a nexus between students, prospective employers, faculty, and alumni.” The Career Services website stresses that the department is not simply a placement office, but is rather a constituent part of the University’s educational program.

Trinity U. Quick Profile

- **Department:** *Career Services*
- **Organizational Structure:** *Centralized*
- **No. of Staff:** 4

Highlights

Trinity’s CSC utilizes “TigerJobs,” an automated job posting and referral system that runs on the CSO Research Interface platform. “TigerJobs” is unique, in that the system provides **online mentoring services** to students, through counselors and employers. A “What Can I Do with a Major In” page on the Career Services website offers a guidebook on each available Trinity major. For each major, the guide

⁶³ All information on Trinity University drawn from: “Career Services.” Trinity University.
<http://web.trinity.edu/x6325.xml>

provides a general career overview; a list of related careers; major transferrable skills provided by that major; and a list of related information and employer websites.

Overview of General Services

Space for information sessions is provided in the Coates University Center. The Career Service office provides information on relevant student organizations and faculty members to employers, so that employers may target their recruiting efforts to the Trinity student population. Employers may also operate information tables in the Coates University Center.

Career and graduate school fairs are held several times during the year. Information about these events is available to students through “TigerJobs.” The career services website offers targeted pages for students, employers and alumni.

Student Resources

Career Services guides students through the process of choosing a major and career based upon their personal strengths and preferences. **Three types of career testing** are offered on an ongoing basis: Career Thoughts Inventory, Self-Directed Search, and Strong Interest Inventory.

Trinity has developed several checklists and guides to help students develop the professional skills necessary to enter the workforce, and to strategically complete the job search or graduate school application processes. Topics of available guides include: choosing a major and career, succeeding at career fairs, writing cover letters and resumes, and utilizing networking opportunities.

The Career Services website also offers “The List,” a four-year plan designed to help students answer the question: What should I be doing to prepare for life after Trinity? The CSC developed a list of potential career-oriented activities for each year of a student’s education. A “Job Search Action Plan” similarly offers basic resources for locating job postings, as well as a step-by-step task list to complete the “Job Search Action Plan.” A “Personal Marketing Plan” is also available to help students articulate their strengths and translate academic experiences into workplace skills.

The CSC staff also provides assistance for developing graduate school applications and personal statements. In addition to the graduate/professional school fair, Trinity holds workshops on navigating the graduate school admissions process. Online links are also provided to test preparation services and graduate school information. Finally, an online “Career Network” helps connect alumni and students to provide expanded networking opportunities. The website provides alumni snapshots to help students better understand the job search process.

Employer Resources

Career Services offers “Internship Best Practices,” a basic how-to guide for developing an internship program. Included is an explanation of how an internship should be structured and resources for developing effective job descriptions. The guide includes links to several external resources from NACE and InternBridge.

Several additional resources are open to companies and organizations. Employers may advertise in the *Trinitonian*, the student newspaper, or participate in “Careers in the City,” a job shadowing program. Job and internship postings on “TigerJobs” are free; each posting remains for 30 days. Employers also have access to a student resume book, and may request that CSC refer specific resumes for consideration. On-campus interviews are also available for employers.

College-Level Resources

The Department of Business Administration offers three internship programs: the Accounting Internship Program, the Internship in Business Administration, and the Internship in International Business. Students work with for-profits, non-profits and governmental agencies during the semester, and are required to work a minimum of one equivalent work day each week. Students also prepare journals summarizing their activities, and write a final paper evaluating their experience and lessons learned.⁶⁴

The Health Professions Advisory Committee (HPAC) and Prelaw Advisory Committee (PAC) help students design a degree plan around their professional goals.⁶⁵

Santa Clara University – Career Center⁶⁶

The Santa Clara Career Center is comprised of nine staff members, who serve several constituent groups: undergraduates, graduate students, and alumni. Assistant directors are assigned to employer relations and experiential education.

Highlights

As a Jesuit-affiliated university, Santa Clara is a member of the Association of Jesuit Colleges and Universities (AJCU). AJCU is a coordinated service offering Santa Clara students career services—including internship and job placement—through all AJCU member institutions.

⁶⁴ Department of Business Administration. Trinity University. <http://web.trinity.edu/x5487.xml>

⁶⁵ “Academics – Majors, Minors, and Professional Programs for Undergraduates.” Trinity University. http://www.trinity.edu/departments/public_relations/academic/majors_minors_preprofessional.htm

⁶⁶ Information on Santa Clara University drawn from: “Career Center.” Santa Clara University. Website. <http://www.scu.edu/careercenter/index.cfm>

Santa Clara U. Quick Profile

- **Department:** *Career Center*
- **Organizational Structure:**
Centralized
- **No. of Staff:** 9

SCU has developed an experiential program, entitled “Experiential Learning for Social Justice,” which must be completed by *all* students as part of the core curriculum. **SCU reports that 70 percent of its students complete at least one internship before they graduate.** Additional opportunities include

fellowships, study abroad opportunities, and immersion trips.

The Career Center employs one staff member specifically committed to developing employer relations. This commitment is reflected in the depth of employer-specific information provided on the Career Center website. The center has developed a comprehensive best practice guide to help employers develop effective internship programs.

Overview of General Services

The Career Center website offers targeted pages for students, employers, alumni, faculty/staff and parents. “BroncoLink” is an online recruiting and job posting service that runs on the NaceLink/Symlicity platform. On-campus interviews may be scheduled through “BroncoLink.”

Santa Clara also operates several **social media accounts**, including a LinkedIn page, and reports that 70 percent of the employers who hire SCU students use LinkedIn to recruit and screen candidates. There are seven primary career fairs at Santa Clara: fall, winter, and spring career fairs, for all majors, and targeted fairs for engineering students, freshman/sophomore internships, and a “Startup Expo.”

Presentations on specific career-related topics are presented by CSC staff with employer panels throughout the year. The CSC also runs etiquette dinners with a “guest etiquette consultant” from an employer sponsor. Resume reviews and mock interviews are conducted by employers. These interviews provide students and employers with potential leads for job placement, and allow employers to increase awareness of their brand among students.

Student Resources

The Career Center provides several tools to help students choose majors and careers. The office provides drop-in appointments for basic inquiries, and career counseling by appointment for in-depth consultations. The Career Center provides career testing through MyRoad.com, as well as other assessments. Juniors and seniors may elect to take a **two-unit course** to assist them through the self-discovery and job search

process. Courses include a “Career Strategies Seminar” and “Career for the Common Good.” Workshops and “webshops,” designed to help students refine their application, interview, and job search knowledge, are also offered on an ongoing basis.

The Career Center provides several ways for students to stay engaged. BroncoLink “provides on-campus and off-campus work-study, part-time and full-time employment opportunities and internships and co-ops.” In addition, the Center operates a text messaging service, a Facebook and YouTube account, and LinkedIn pages dedicated to specific industry groups.

A guide to exploring, planning for, and applying for graduate school is provided on the Career Center website. The guide walks students through important questions and provides links to external resources, such as entrance exam administrators and preparation services.

Employer Resources

Employer information sessions are scheduled through the Career Center. Confirmed employers are included on the Center’s website. Employers are also encouraged to market events through an advertisement in *The Santa Clara*, the student newspaper, or by connecting with student clubs. The CSC also encourages employers to participate in resume reviews and mock interviews, connect with relevant student clubs, and sponsor etiquette dinners.

College-Level Resources

The Santa Clara School of Law and the Leavey School of Business provide industry/career-specific informational resources and events for students in these departments.⁶⁷

Faculty/Staff Resources

The Career Center provides faculty resources for utilization in the classroom. The website includes links to industry books and articles, short videos highlighting careers, job and internship resources, career guides, and other tools.

Outcomes

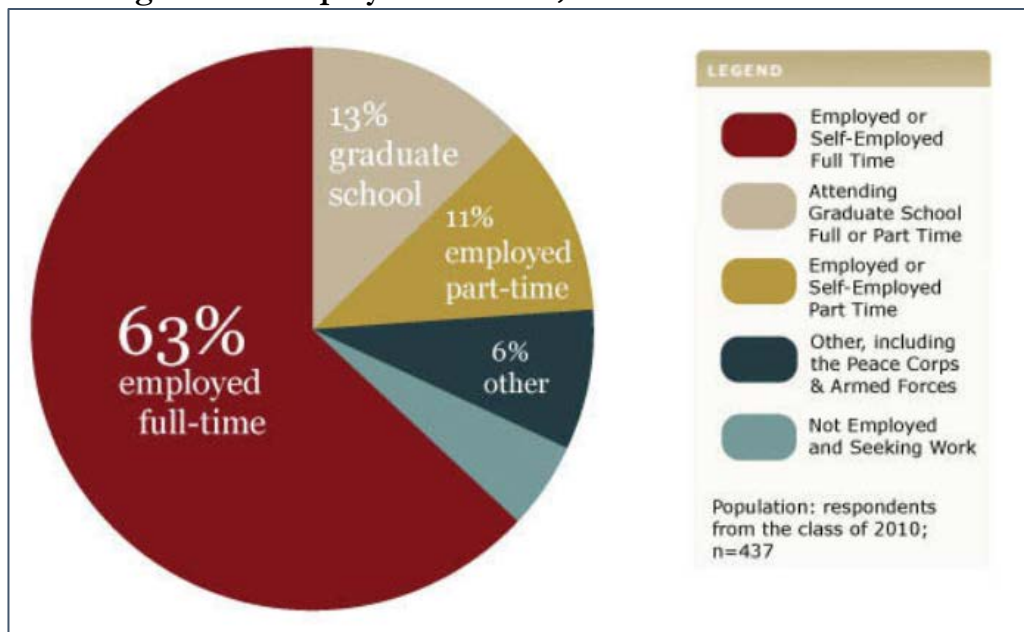
Santa Clara surveyed the class of 2010 eight months after graduation to compile data on employment and graduate school status. The University found that 100 percent of engineering graduates, 86 percent of business graduates, and 96 percent of arts and

⁶⁷ “Leavey School of Business.” Santa Clara University. <http://www.scu.edu/business/>

sciences graduates who applied to graduate school were admitted to at least one institution. The survey additionally asked students about their starting salary, industry of employment, and whether their education had prepared them for life after college and for their career (on a scale of “good,” “fair,” or “poor”). Questions specific to career services offerings are not incorporated in the survey summary analysis, and as a complete copy of all questions is unavailable, it is unclear whether such inquiries were included.

Figure 4.1, below, shows relevant student outcomes observed through the Santa Clara University survey.⁶⁸

Figure 4.1: Employment Status, Santa Clara Class of 2010



Source: Santa Clara University

Additional trends include:⁶⁹

- ❖ 90 percent of engineering graduates looking for full-time work obtained full-time work.
- ❖ 89 percent of business graduates looking for full-time work obtained full-time work.
- ❖ 88 percent of math or natural sciences graduates looking for full-time work obtained full-time work.
- ❖ 70 percent of social sciences graduates looking for full-time work obtained full-time work.

⁶⁸ “Survey of Recent Graduates, Class of 2010.” Santa Clara University.
<http://www.scu.edu/omc/outcomesurvey/2010/#method>

⁶⁹ Ibid. (bullet points quoted from source.)

- ❖ 71 percent of humanities or fine arts graduates looking for full-time work obtained full-time work.

In terms of **employment sector**, 72 percent of full-time employed graduates worked in the service sector (accounting firms, advertising firms, banks, publishers, etc.), while 19 percent reported working in manufacturing and 9 percent reported working in the non-profit sector. Among the same respondent population, median starting salaries varied: \$56,000 for engineering graduates, \$50,500 for business graduates, \$39,500 for math/natural science graduates, \$37,000 for social science graduates, and \$36,500 for humanities and fine arts graduates.⁷⁰

Gonzaga University – Career Center⁷¹

The Gonzaga CSC is operated by 11 staff members: a Career Center director, GAMP (Gonzaga Alumni Mentor Program) director, assistant director to GAMP, internship manager, employer and alumni outreach manager, career center assistant director, recruitment specialist, career data, computer and research specialist, placement file and event coordinator, program assistant, and an Office Assistant. The career services website offers targeted pages for students, employers, alumni, faculty/staff and parents.

Gonzaga U. Quick Profile

- **Department:** *Career Center*
- **Organizational Structure:** *Centralized*
- **No. of Staff:** *11*

Highlights

The Gonzaga University Career Center stands out for its focus on GAMP, a mentoring and networking program that connects students and graduates with appropriate mentors in order to “establish a relationship between the mentee and mentor that facilitates better career decision-making and the development of a network that can result in increased job opportunities.” Notably, the CSC provides student business cards, at a cost of \$5. Cards include the GU logo, student name and graduation year, major and basic contact information.

Gonzaga also operates “Partnership in Employment,” a collaboration between Gonzaga, Eastern Washington University, Whitworth University and Washington State University-Spokane. The four universities have held a joint career fair since 1995. GU also holds a Business and Liberal Arts Career and Internship Fair and an Engineering and Computer Science Career Fair.

⁷⁰ Ibid.

⁷¹ Information on Gonzaga University drawn from Gonzaga University Career Center and GAMP website: <http://www.gonzaga.edu/Student-Life/Support-for-Students/Career-Center/default.asp>

Experiential opportunities are also available through “Treks,” a Career Center program in which students participate in employer excursions in Seattle, Portland, New York, Spokane, and the California Bay Area during academic breaks. Through the program, students are able to briefly experience office life and network with professionals in an on-the-job setting.

Gonzaga’s recruiting guide is notable for the range of services and opportunities offered to employers. The Career Center offers a six-page guide for employers describing relevant services.

Overview of General Resources

The Center utilizes “ZagTrax,” an online recruiting and job posting service that runs on the NaceLink/Symlicity platform. A Facebook account and a mobile application also allow students to stay informed of upcoming events and career resources.

Student Resources

Weekly drop-in appointments, as well as scheduled appointments, are available to students. In addition, the Career Center offers two types of career testing—the Meyers-Briggs and Strong Interest Inventory. In addition to standard career skills development workshops, Gonzaga operates a “Resumania” program once a month during students’ lunch hours. During the event, participating students are treated to lunch, and receive guidance on interviewing and resume/cover letter writing. Additional workshops are offered throughout the year on topics such as cover letter development; resume writing; internship and job search strategies; interviewing preparation; and effective networking.

College-Level Resources

The School of Business provides additional career services to students in the department. Specific programs include: “The Business Plan Competition,” “The Promotion Project” (a student run marketing agency), an internship program, and “The New Venture Lab,” in which students work side-by-side with professionals in the entrepreneurial process.⁷² While the School of Business provides the most extensive department-level career resources, several other departments—including the School of Engineering and Applied Science—provide informational resources through their websites.

⁷² “Gonzaga School of Business Admissions Flyer.” Gonzaga University.
<http://www.gonzaga.edu/Admissions/Undergraduate-Admissions/pdf/1112/Business.pdf>

Loyola Marymount University – Career Development Services⁷³

Loyola Marymount Quick Profile

- **Department:** *Career Development Services*
- **Organizational Structure:** *Centralized*
- **No. of Staff:** *15*

The Loyola Marymount CDS office is staffed by 15 employees, who are divided into three departments: **Career Counseling and Education, Employer Services and Internships, and Student Employment Services.** Positions include: executive director, office manager, director of career counseling and education, three career counselors, an internship specialist, lead employer services specialist, employer

services specialist, director of student employment services, student employment services specialist, two student employment services coordinators, a job locator and development assistant, and an off-campus work-study graduate assistant.

Highlights

The CDC's "LMU Partners" and "Lions for Learning" programs allow non-profits to offer student work-study programs. LMU pays 25 percent of the student compensation via the "LMU Partners" program and 100 percent of compensation through the "Lions for Learning" program.

As a Jesuit-affiliated university, Loyola Marymount is a member of the Association of Jesuit Colleges and Universities (AJCU), discussed above.

Through the CSC website, students have access to a four-year guide on utilizing CSC services. The "Career Manual" is a comprehensive one-stop resource for students, and covers the following topics:

- | | |
|--|---------------------------------|
| ❖ Career Exploration | ❖ Developing Resumes |
| ❖ Values Clarification | ❖ Developing Interview Skills |
| ❖ Skills | ❖ Internships |
| ❖ Goal Setting | ❖ Negotiation and the job Offer |
| ❖ Job Search Strategies | ❖ Budget Workshop |
| ❖ Getting the Most Out of Career Fairs | ❖ Starting Your First Job |

⁷³ Information on Loyola Marymount University drawn from the Loyola Marymount University Career Development Services Website: <http://www.lmu.edu/studentlife/studentaffairs/cds.htm>

Overview of General Services

The career services website offers targeted pages for students, employers, alumni, faculty/staff, parents and partners. “LionJobs” is an online recruiting and job posting service that runs on the NaceLink/Symlicity platform. LMU also maintains several social networking accounts including Facebook, Twitter, and YouTube. The CDS also operates a **mentor program** connecting students with appropriate alumni.

CDS organizes “Career Connections” internship and job fairs, open to all students and alumni. The office also hosts a targeted education and non-profit fair, as well as a graduate school fair. In addition, the CSC provides on-campus interviewing and information sessions with employers.

Student Services

The CDS offers three types of career assessments on an ongoing basis: the Meyers-Briggs, Strong Interest Inventory, and StrengthsQuest. Informational resources are also available on planning for graduate school. LMU holds several workshops on topics relevant to choosing a major, finding employment, and selecting a graduate school. The CDS website also provides targeted information on developing resumes and preparing for interviews.

Employer Resources

The office works with employers to create lasting partnerships, promoting the employer brand and providing useful services to students. Employers are able to advertise through the campus newspaper, and CDS works to connect faculty and student clubs with relevant employers.

College-Level Resources

The Center for Undergraduate Teacher Preparation (CUTP) targets students interested in pursuing a single-subject teaching credential and seeks to foster their acquisition of professional skills.⁷⁴ Beyond this offering, there do not appear to be comprehensive, department-level career resources available.

⁷⁴ “Center for Undergraduate Teacher Preparation.” Loyola Marymount University.
<http://bellarmine.lmu.edu/cutp.htm>

Mills College – Career Services⁷⁵

Mills College houses the smallest career services unit of any peer institution, with only one dedicated staff member—a networking and opportunities coordinator.

Mills College Quick Profile

- **Department:** *Career Services*
- **Organizational Structure:** *Centralized*
- **No. of Staff:** *1*

Highlights

Mills provides academic major-specific resources for developing resumes. A guide walks students through selecting a type of resume: chronological, functional or skills-based, or a combination or hybrid resume. Tailored examples are provided for different majors and for first-year students. Customizing resume formats to a student's unique set of experiences and priorities allows students to select a style to best highlight their personal and academic strengths. Also included is a guide to creating curriculum vitae (CV) for academic positions.

Overview of General Services

Mills College Career Services utilizes the NaceLink/Symplicity platform, a searchable database for students and employers that includes job postings, resume books, informational resources, and interview scheduling services.

Information about the importance of internships, learning about different types of internships, and applying for internship academic credit as a junior or senior is available on the Career Services website. Links to external internship placement and information websites, as well as internship housing in New York City, are also provided.

Student Resources

Students can access nine online career webinars through Talent Marks, an external career service provider. Topics focus on developing the professional skills necessary to complete a job-search.

Employer Resources

Career Services organizes job and internship fairs, and encourages employers to participate in on-campus recruiting sessions and interviews. Employers may also connect with students by providing informational tables, or more formal informational sessions, on campus.

⁷⁵ Information on Mills College drawn from the Mills College Career Services website:
http://www.mills.edu/career_services/

Project Evaluation Form

Hanover Research is committed to providing a work product that meets or exceeds member expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

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