



Educating Minds and Hearts to Change the World

University of San Francisco
Division of University Life
Priscilla A. Scotlan Career Services Center

Self-Study **for Program Review**

James Catiggay
Director

Internal Review 2005-2006
External Review Fall 2006

CSC's Self – Study Executive Summary for Program Review Fall 2006

During the Fall 2006 semester, the Career Services Center (CSC) at the University of San Francisco conducted its Internal Program Review. Components of the internal review included:

- CSC Self-Assessment based on the National Association of Colleges and Employers (NACE) Professional Standards
- Benchmarking/Comparative Analysis
- CSC Satisfaction Survey
- USF Graduating Student Survey

Areas of strength and improvement were identified through analysis of the four above components of the self-study. The analysis grid used to develop this information is attached (CSC Self-Study Analysis).

CSC STRENGTH AREAS

- **Student Staff Selection & Training & Quantity** : we undergo a comprehensive interview and selection process with periodic meetings, bi-annual training and evaluation; quantity of student staff is adequate
- **Career Advising/Counseling Services**: career counseling was the #1 service utilized by graduating students. Counseling staff is attentive, professional, and knowledgeable; counselors regularly attend professional development events
- **Program Event Management & Administration** : CSC programs are planned, implemented and coordinated effectively
- **Program Development and Collaboration**: the key program components of career services are designed, clearly defined, and implemented in alignment and collaboration with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development.
- **Goals/Mission Alignment**: CSC services, programs and resources are designed and implemented to support the different stages of career development. (See *Career Development Process* handout Section 3).

CSC AREAS THAT COULD BE IMPROVED

- **Employer Relations & Recruitment Services** : build employer relations for career opportunities aimed at underserved student populations such as Arts and Sciences majors
- **Diversity Programming** : identify and increase programs to support cultural competency outcomes
- **Program Evaluation, Assessment & Research** : while CSC conducts regular program and service evaluations, the need exists to increase the quantity and update the quality of the evaluations to measure learning outcomes
- **Information Management & Technology** : the need exists to acquire appropriate career services technology resources (such as C3M-Career Center Contact Manager software)
- **Graduate School Services** : the need exists to improve services and resources in support of graduate school exploration
- **Campus & External Relations** : broaden cooperative relationships with faculty and staff, as well as with parents/families, to promote the career development process

CSC AREAS THAT SHOULD BE IMPROVED

- **Technology**: acquire technology to enable better tracking of usage by students and alumni
- **Tracking** : better tracking of both current client usage and graduating student activity
- **Connect/Link/Outreach** : to increase the number of employers at recruiting activities and increase student usage of CSC services, including recruiting activities
- **Human Resources** : increase staff size to support internal technical and employer relations needs
- **Enhance Career Information & Resources** : provide a wider variety of information and resources--transferring existing information and expanding resources--specifically online (to assist students in career decision making process)
- **Facilities & Equipment**: in comparison to benchmark schools, CSC could improve its space and professional atmosphere for students, employers, alumni, parents, and others. Interview rooms are minimally accessible to persons with disabilities

CSC TOP PRIORITY IMPROVEMENT AREAS

The following information was identified from the Could/Should Improve lists stated above. The top priority areas for improvement of the CSC program were:

- **Technology**: acquire technology to enable better tracking of usage by students and alumni
- **Tracking**: better tracking of both current client usage and graduating student activity

- **Information Management** : the need exists to acquire appropriate career services technology resources (such as C3M-Career Center Contact Manager software)
- **Employer Relations & Recruitment Services** : connect, link, outreach to increase the number of employers at recruiting activities and increase student usage of CSC services, including recruiting activities
- **Program Evaluation, Assessment & Research** : while CSC conducts regular program and service evaluations, the need exists to increase the quantity and update the quality of the evaluations to measure learning outcomes
- **Campus & External Relations** : increase collaboration with faculty/staff to promote the career development process
- **Support Staff & Technical Positions** : increase staff size to support internal technical and employer relations needs
- **Enhance Career Information & Resources** : provide a wider variety of information and resources--transferring existing information and expanding resources--specifically online (to assist students in career decision making process)
- **Diversity Programming** : identify and increase programs to support cultural competency outcomes

CSC Self Study Analysis

The following summary compares and contrasts the four summary sets of CSC's self study data analysis and presents the common threads (themes) among them. These common themes were then used to develop the Self Study Executive Summary.

	NACE Self Evaluation	Grad Student Survey	CSC Satisfaction Survey	Comparative Analysis	Common Threads
Strengths	1) Student Employee and/or Volunteer Positions 2) Pre-Professional Positions (Paraprofessionals, Interns, Grad Asst) 3) Professional Positions (Career Counselors, Advisers, Employer Relations Coordinators) 4) Career Advising/Counseling & Consultation 5) Program & Event Admin 6) Mgmt & Admin 7) Program Mgmt 8) Organization 9) Career Advising/Counseling 10) Employment Services 11) Human Resources 12) Leadership by Career Services Managers 13) Marketing/Promoting/Outreach 14) Program Components	1) Career Counseling was the #1 career service utilized by 14% of graduating students. 2) We also provide many business career opportunities for our students especially in the fields of accounting and finance. 3) Career Services was the #3 source graduating students used to find a job, behind Networking and the Internet. 4) Students are becoming more self-reliant in the job search.	1) Career Counseling Services 2) Satisfaction w/ Career Counseling experience 3) Resume/cover letter preparation 4) 73.3% overall experience with CSC as excellent or good	1) Class Presentations 2) Student Assistants 3) Fairs - as relates to staff size 4) Attempts Tracking outdoor events 5) Externship Program - unique 6) Add'l Resources : a) Mock Interview Program b) CSC Newsletter c) Allies List d) Collaborative activities -BAP, Meet the Firms, Tri Beta, Major Minor Fair, Multi Cultural students of color luncheon e) Road Trip Nation f) CSC Halloween outreach 7) Hours of service (evening)	1) Student Staff selection & training & Qty 2) Career Advising/Counseling (Career Counseling Services) 3) Program Event & Administration & Mgmt & Admin (effective coordination) 4) Program Components (How CSC collaborates programs across institution) 5) Assistance w/ the Career Development process - (see handout)

CSC Self Study Analysis

	NACE Self Evaluation	Grad Student Survey	CSC Satisfaction Survey	Comparative Analysis	Common Threads
Could Be Improved	<ul style="list-style-type: none"> 1) Campus & External Relations 2) Graduate school Services 3) Information Management 4) Ethics 5) Program Evaluation, Assessment & Research 6) Equal Opportunity, Access, Affirmative Action & Diversity 7) Teaching/Training/Educating 8) Legal Responsibilities 9) Mission 10) Employer Relations & Recruitment Svcs 	<ul style="list-style-type: none"> 1) Increase focus of employer relations on job opportunities aimed at Arts & Science majors. 2) Help students figure out if Grad school is possibly in the future 	<ul style="list-style-type: none"> 1) Understand why lower importance ratings of Career Info Progs, Library, Newsletter, Info Sessions because staff/resource implications; 2) Direct contact marketing/publicity via allies 3) Improve services and resources and their experience with them to reduce the Maybe (17%) and No (5.9%) ratings of Recommending CSC 4) More outreach and relationship building with A&S, CPS, and NSG students to increase users 	<ul style="list-style-type: none"> 1) Classes for Academic Credit 2) % of Under Grad Students Served 3) a. # of Drop In's -tracking b. # of Appts - tracking 4) Parents Info - website 5) Student Assistants - peer advisors/UG career Interns 6) Technology systems <ul style="list-style-type: none"> a. Internal software b. Networking/Job search c. Podcast 7) Tech Personnel - specific to office 8) Fairs - a. Student attendance b. # of organization 9) Add'l Resources : <ul style="list-style-type: none"> a. Etiquette Dinner b. Multi Cultural workshops c. More & Improved work w/ Alumni relations d. Diversity Networking Banquet/funds Div/Multi Cultural intern 10) Info Sessions - # of attendees 11) Operating Budget 	<ul style="list-style-type: none"> 1) Employer relations & recruitment services 2) Diversity Programming 3) Program Evaluation, Assessment & Research 4) Information management & Technology 5) Graduate School services 6) Campus & External relations
Should Be Improved	<ul style="list-style-type: none"> 1) Research & Student Learning/Dev Outcomes 2) Technology 3) Brokering/Connecting/Linking 4) Support Staff & Technical Positions 5) Experiential Education. 6) Career Information 7) Facilities & Equipment 	<ul style="list-style-type: none"> 1) Increase student usage of Career Services' OCI, online and off-line Job Listing, and Internship Listing services. 2) Help more graduating students decide what they want to do after graduation. 	<ul style="list-style-type: none"> 1) Increase the # of employers using CSC Recruiting Activities 2) Provide support to allow CER to conduct more outreach 3) On-Campus Interviews 4) Interview Skills Preparation 5) Online Resume Referral/Resume Drop 6) Full-time Job Listings 7) Job Search Preparation 8) Customer Service- intro and orient users to CSC 9) Given constraints of USFconnect emails, find other methods to expand electronic marketing 10) CSC's ability for career info and resources online 	<ul style="list-style-type: none"> 1) Tracking : Grad Activity - 6 mos-1yr-5yr, (USF FLAW-survey at time of graduation) 2) OCI - a. # of organizations, b. # of reg, c. # of interviews 3) Better tracking - interactions w/ students, alumni (PH -email, hallway) 4) Staff - more F/T & P/T 5) Space -increased overall space (sq. footage needs to be bigger), especially employer lounge, library; also these spaces need aesthetic improvement 6) % of Grad Students served 	<ul style="list-style-type: none"> 1) Technology & Tracking 2) Connect/Link/Outreach to: <ul style="list-style-type: none"> a. increase # of employers at recruiting activities b. increase student usage of CSC services, including recruiting activities 3) Increase FT and/or PT staff and Tech staff 4) More career information, specifically online (to assist students in decision making process) 5) Facilities & Equipment

CSC Self Study Analysis

	NACE Self Evaluation	Grad Student Survey	CSC Satisfaction Survey	Comparative Analysis	Common Threads
Top Priority	<ul style="list-style-type: none"> 1) Research & Student Learning/Dev Outcomes 2) Technology 3) Information Management 4) Employer Relations & Recruitment Services 5) Program Evaluation, Assessment & Research 6) Campus & External Relations 7) Support Staff & Technical Positions 8) Teaching/Training/Educating 9) Career Information 10) Experiential Education 11) Equal Opportunity, Access, Affirmative Action & Diversity 12) Brokering/Connecting/Linking 13) Facilities & Equipment 	<ul style="list-style-type: none"> 1) Increase outreach efforts to graduating seniors in the Arts & Sciences about Career Services to help them find jobs. 2) Promote job opportunities aimed at all-majors or specific to Arts & Sciences students. 	<ul style="list-style-type: none"> 1) Increase the # of employers using CSC Recruiting Activities 2) Provide support to allow CER to conduct more outreach 3) On-Campus Interviews 4) Interview Skills Preparation 5) Online Resume Referral/Resume Drop 6) Full-time Job Listings 7) Job Search Preparation 8) Customer Service- intro and orient users to CSC 9) Given constraints of USFconnect emails, find other methods to expand electronic marketing 10) CSC's ability for career info and resources online 	<ul style="list-style-type: none"> 1) Tracking : Grad Activity - 6 mos-1yr-5yr, (USF FLAW-survey at time of graduation) 2) OCI - a. # of organizations, b. # of reg, c. # of interviews 3) Better tracking - interactions w/ students, alumni (PH -email, hallway) 4) % of Grad Students served 5) Classes for Academic Credit 6) Technology systems : <ul style="list-style-type: none"> a. Internal software b. Networking/Job search c. Podcast 7) Fairs - a. Student attendance b. # of organization 8) Add'l Resources: <ul style="list-style-type: none"> a. Etiquette Dinner b. Multi cultural workshops c. More & Improved work w/ Alumni relations d. Diversity Networking Banquet/funds Div/Multi Cultural intern 	<ul style="list-style-type: none"> 1) Technology & Tracking & Information Management 2) Employer Relations & recruitment services; <ul style="list-style-type: none"> a. connect, link, outreach to increase # of employers at recruiting activities b. increase student usage of CSC services, including recruiting activities 3) Program evaluation assessment & research - specifically regarding the use of technology 4) Campus & external relations - increase collaboration w/ faculty/staff to promote the career development process 5) Support staff & technical positions 6) More career information, specifically online (to assist students in decision making process) 7) Diversity programming

**Footnote: Other references used in our analysis :

- 1. Client Tracking Database
- 2) Annual report
- 3) Signature Events :
 - a. Non Profit Expo
 - b. Grad Fair & related events
 - c. Career Fair
- 4) Externship Program



VISION, MISSION *and* VALUES *of the University of San Francisco*

Approved by the Board of Trustees September 11, 2001

VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

CORE VALUES

The University's core values include a belief in and a commitment to advancing:

- { 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University
- { 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion
- { 3 } learning as a humanizing, social activity rather than a competitive exercise
- { 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making
- { 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context
- { 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community
- { 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations
- { 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world
- { 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others
- { 10 } a culture of service that respects and promotes the dignity of every person.

STRATEGIC INITIATIVES

The following initiatives are key to the University's achieving recognition as a premier Jesuit Catholic, urban university:

- { 1 } Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Visions, Mission and Values;
- { 2 } Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.
- { 3 } Provide an attractive campus environment and the resources to promote learning throughout the University:
 - Learning resources that improve the curriculum and support scholarship
 - Facilities to support outstanding educational programs
 - Technology solutions to enhance learning and improve service
- { 4 } Continue to strengthen the University's financial resources to support its educational mission.

Strategic Goals, 2005–10

The realization of these goals requires strategically thoughtful planning at the University and unit level. The Provost's office oversees planning at the University level, while Vice Presidents and Deans are responsible for aligning their unit goals with these University goals and for focusing on clearly demonstrable outcomes to gauge the successful implementation of planning efforts at every level.

- Institutionalize USF's distinctive qualities — Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world — in University structures.
- Pursue excellence in teaching/learning, scholarship and creative expression.
- Recruit and graduate a diverse student body of individuals who are academically talented and who embrace and manifest USF's values in their personal and professional lives.
- Promote collaboration across all areas and departments of the University to offer more integrated learning experiences to students.
- Develop long term financial plans that increase revenues and reduce costs.
- Advance construction and technology infrastructure projects, focusing on the immense good to be achieved rather than on the inconveniences to be endured during the interim.
- Support the Campaign for USF: reach specific facility and endowment goals and support regional and alumni/ae drives.
- Create a culture of evidence across the University that demonstrates the achievement of our goals.

last modified: 4/21/05

University Life Commitments

In its efforts to realize the Vision and to advance the Mission of the University of San Francisco, the Division of University Life collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition.

More specifically, University Life is responsible for weaving into the daily fabric of student life those programs, services and opportunities that develop whole persons, embrace multiculturalism, embody the Jesuit Catholic ethos, and challenge students to exemplify the University's Core Values.

Therefore, University Life commits to:

- Promoting a common good that includes the needs of all students.
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community.
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community.
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills.
- Creating an environment that supports a socially responsible way of being together in community.
- Recognizing and celebrating the achievements and contributions of all students.

October 17, 2003
Division of University Life

**DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007**

06-07 University Life Strategic Initiative I:

- **Improve the student experience at the University of San Francisco.**

06-07 University Life Strategic Initiative II:

- **Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.**

06-07 University Life Strategic Initiative III:

- **Promote learning.**

06-07 University Life Strategic Initiative IV:

- **Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.**

06-07 University Life Strategic Initiative V:

- **Further University Life Leadership.**

University Life Leadership Structure

Core Team

Membership:

- Vice President for University Life & Chief Student Affairs Officer
- Assistant to the Vice President
- Dean of Students
- Associate Dean for Student Development
- Executive Director for Administrative Operations
- Executive Director for University Ministry

Accountability:

- Provide leadership for the Division by defining and implementing a shared mission, vision, and set of operational values for University Life.
- Manifest the Mission, Vision, and Values of the University of San Francisco.
- Advance the University's Strategic Priorities by establishing and animating Divisional Strategic Priorities.
- Stay centered on and present to students and develop Divisional leadership to do the same.
- Meet monthly or as needed on request by the Vice President.

Student Experience Team

Membership:

- Vice President for University Life & Chief Student Affairs Officer
- Dean of Students
- Associate Dean for Student Development
- Director of Residence Life
- Executive Director for Administrative Operations (when applicable)
- Invited Directors and Assistant Deans (when applicable)

Accountability:

- Provide leadership for the Division by defining and implementing a shared mission, vision, and set of operational values for University Life.
- Proactively and consistently identify student and related campus issues impacting retention, satisfaction, and learning.
- Participate in bi-weekly issues-driven meetings to ensure highest quality of student learning, development, and service.
- Develop and implement strategic plans to address macro and micro needs for all student constituents (e.g., residential, undergraduate, graduate, CPS).
- Support the leadership of the Vice President through information sharing and education of current student trends and issues in the context of USF.

University Life Leadership Team

Membership including Core Team:

- Assistant Dean of Students
- Assistant Dean for Multicultural Student Services
- Director for International Student Services
- Director for Health Promotion and Services
- Director of Career Services Center
- Director of the Counseling Center
- Director of Public Safety
- Director of Residence Life
- Director of the Recreational Sports Development
- Director of Student Activities

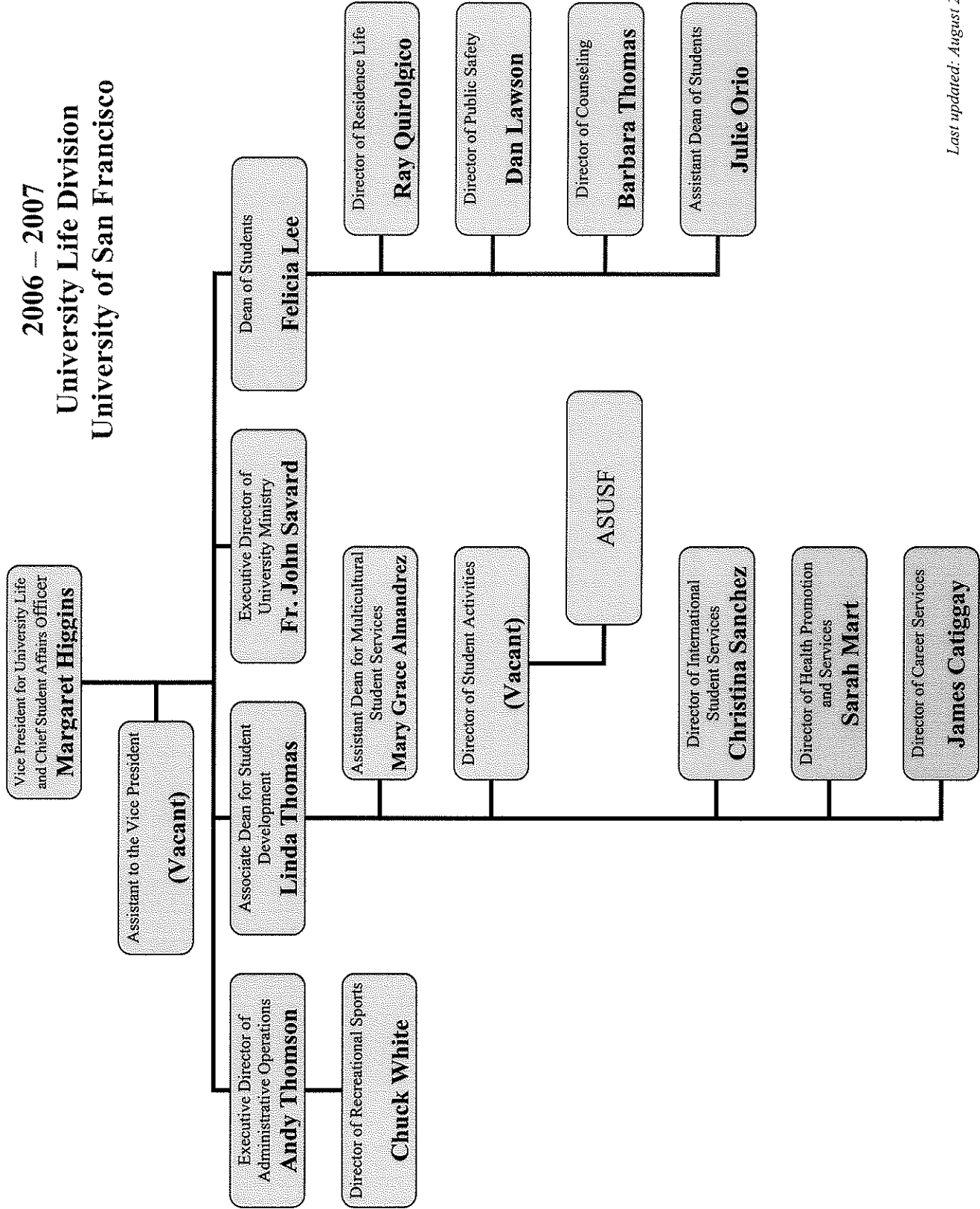
Accountability:

- Manifest the Mission, Vision, and Values of the University of San Francisco by implementing best practices in work with students, faculty, and staff. Advance the University Life Mission and Commitments.
- Advance the Divisional Strategic Priorities. Support other divisional or college priorities as applicable.
- Fully participate in issue-driven Division meeting once a month.
- Identify problems at the departmental level and implement solutions. Evaluate departmental outcomes.
- Ensure that departmental/program goals and decisions are consistent with Divisional and University priorities, policies, values, etc.
- Educate the Division and the University on current issues or trends in areas of expertise.

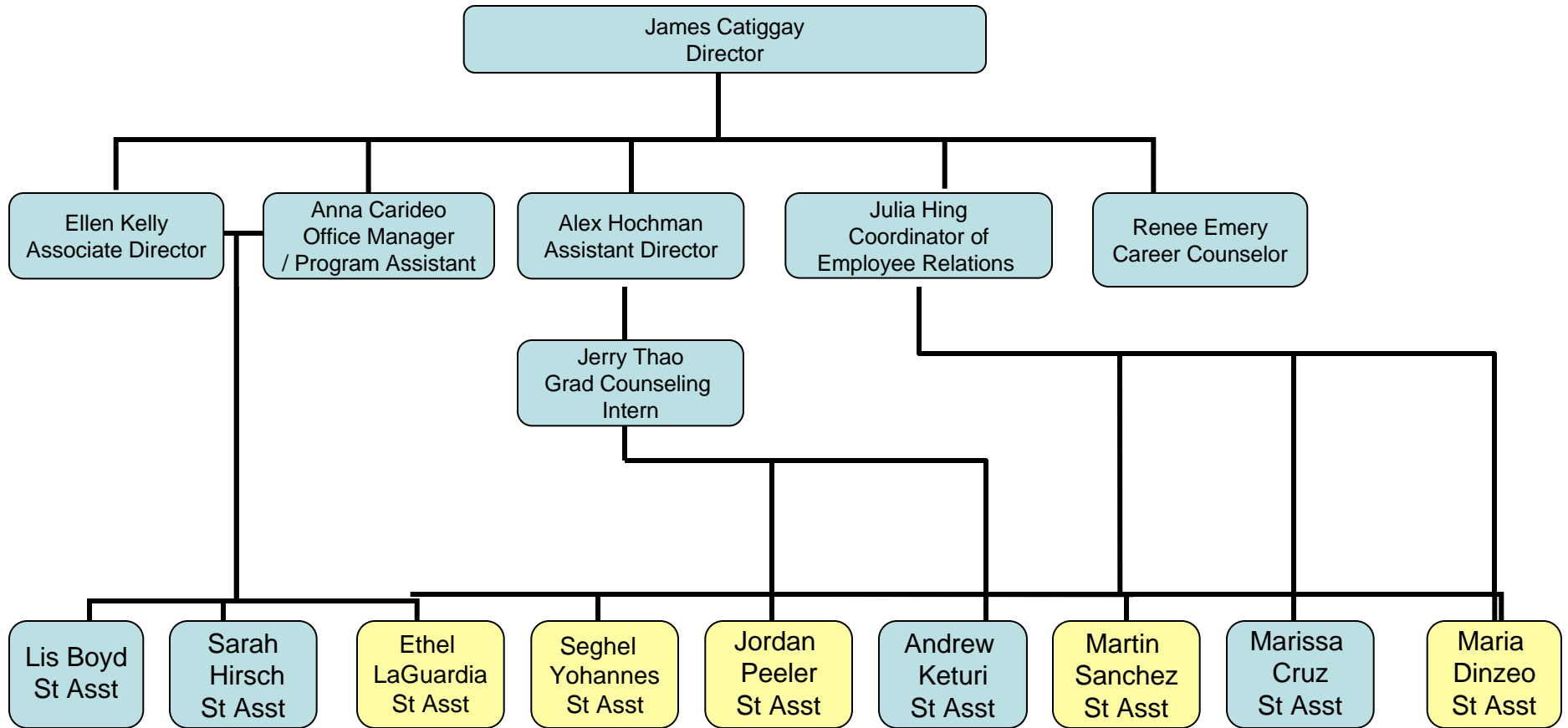
Adopted August 4, 2005

Division of University Life

2006 – 2007
University Life Division
University of San Francisco



Priscilla A. Scotlan Career Services Center





Overview of USF Career Services



Educating Minds and Hearts to Change the World

Register with CSC at www.usfca.edu/career

2130 Fulton Street, University Center, 429
San Francisco, CA 94117-1080
Tel 415/422-6216 Fax 415/422-6470

Monday, Thursday & Friday.....9:30am - 5:00pm
Tuesday & Wednesday.....9:30am -7:00pm

CSC MISSION STATEMENT

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation and recruiting activities.

Clarity Vision Enlightenment

A Career Development Quiz

- Can you explain why you chose your major or your profession?
- Can you list at least five work-related skills and abilities you have?
- Can you name at least three fields of employment into which you might fit?
- Can you name at least five employers who hire people in your chosen field and clearly state why you are interested in working for each one?
- Have you prepared a resume with which you are satisfied?
- Do you have at least 10 networking contacts with whom you can regularly interact?
- Do you know the questions employers are likely to ask you in an interview?

If you answered "no" to any of these questions, we recommend that you visit the Career Services Center (CSC) to begin developing your own career PLAN for success!

*"I gained...skills and confidence in myself through meeting with you...I now realize that I have...skills, knowledge, and experience that I did not really think about before."
– undergraduate student*



PREPARE: KNOW YOURSELF & EXPLORE YOUR OPTIONS

Meet with a Career Counselor

- ◆ Sessions available in-person and via phone. Use 15-minute Drop-in session for initial meeting; subsequent appointments also available.
- ◆ Identify your interests, skills, personality, and values and relate these unique elements to fulfilling occupational choices; available career exploration & assessment tools* online include:
 - Strong Interest Inventory (interest)
 - Myers-Briggs Type Indicator (personality)
 - Campbell Interest and Skill Survey (interest/skill)
 - Skillscan (interest/skill)
 *available for a nominal fee, requires initial visit with a career counselor
- ◆ Develop and implement a career plan that takes into consideration your unique combination of interests, education, and experiences.

Research careers, industries, and employers

- ◆ Visit the CSC website and Resource Library for excellent materials (some also available at Gleeson Library) on careers/ industries, employment trends, salary surveys. Computer terminals available for internet research.

Research careers, industries, and employers (continued)

- ◆ Use CSC Career Planning Guides (online and in hard-copy), develop strategies to
 - Research occupations and employers
 - Write resumes and cover letters
 - Prepare for interviews
 - Explore: "What can I do with this degree/major?"
- ◆ Attend Career Information Programs
 - Annual Career Fair and Non-Profit Expo
 - Alumni panels, guest speakers
 - Cooperative programs with classes, student clubs, alumni organizations, academic divisions, and residence life. Call CSC at 415-422-6216 to arrange a program/speaker for your group.

Discover Graduate School Options

- ◆ Meet with counselors for assistance in choosing a program/school, composing admissions essays and preparing for interviews.
- ◆ Access CSC Resource Library and website for grad school resources.
- ◆ Attend our Fall Graduate & Professional School Fair - over 95 school reps inform you about program offerings.

DEVELOP YOUR JOB SEARCH SKILLS

Learn How to Network - the #1 Job Search Strategy!

- ◆ Develop relationships with people who work in your field of interest.
- ◆ Gain first-hand information about careers and industries.
- ◆ Here are two of the many ways in which you can increase your circle of contacts:
 - *Career Advisor Network*
Listings of USF alumni working in a wide range of fields who are available for informational interviews.
 - *Employer Contacts*
Limited contact information available by special request.

Create Your Job Search Toolkit

- Participate in one of our workshops and/or meet with a career counselor to
- ◆ Develop a job search strategy
 - ◆ Create effective resumes and cover letters
 - ◆ Refine your interviewing skills, participate in videotaped mock interviews
 - ◆ Receive coaching and counseling throughout your search.

CONDUCT A SUCCESSFUL JOB SEARCH

Register with Career Services Center: www.usfca.edu/career
Stay informed about career events of interest to you!

Access Job Listings

- ◆ Full-time, part-time, seasonal, national and international job listings.
- ◆ Available 24/7 via MonsterTRAK at www.usfca.edu/career
Store your resume for easy forwarding to employers.
- ◆ Listings posted in binders at CSC Resource Library.

Participate in On-Campus Interviews via InterviewTRAK - Fall & Spring Semesters

- ◆ Recruiters from a variety of companies and organizations interview undergraduate / graduate students and alumni.
- ◆ All registered graduating students and alumni may participate.
- ◆ Visit www.usfca.edu/career to register with CSC and for information / employer schedules.

Participate in Resume Referral Services

- ◆ Post your resume on InterviewTRAK.
- ◆ CSC forwards registered student and alumni resumes at employers' request.

Career and Internship Fair (Spring semester) & Non-Profit Expo (Fall semester)

- ◆ Network informally with many employers in one place.
- ◆ Learn about employer needs.
- ◆ Present yourself for career and/or internship positions.

Participate in Internship & Externship Programs

Internships

- ◆ Find out what it's like to work in a given field, gain valuable work experience, make professional contacts.
- ◆ Thousands of local, national and international opportunities, both paid and unpaid, listed through Internship Exchange:
 - Arts, social service, business, government, education and others.

Externships

- ◆ Shadow an alum at work during winter break, learn first-hand about a career field.

WHO IS ELIGIBLE FOR CSC SERVICES?

- ◆ Students from all campuses with valid USF identification card or an official notice of admission.
- ◆ USF Alumni.
- ◆ Reciprocal students from other universities, with a letter from their Career Center Director.
- ◆ *USF CSC does not discriminate on the basis of race, color, age, national origin, gender, sexual orientation, marital status or disability.*

FEES

- ◆ Current USF Students: no charge*
 - ◆ USF Alumni:
 - within one year of graduation: no charge*
 - more than one year after graduation: \$50/year*
 - ◆ Reciprocal Students: \$75*
Includes access to CSC library resources, job listings, workshops, handouts, career fairs, one 15-minute Drop-In session, and a one-hour individual counseling session (it does not include On-Campus Interviews or the Career Advisor Networks).
 - ◆ Testing: varies
- *Testing and some special service fees priced separately (tests are priced at cost).

2005-2006 University Life Annual Report Format

1. YEAR IN REVIEW

The purpose of this section is to provide a summary of your department's major work during this past year. Think of it as a document a new divisional leader could read to gain an understanding of major departmental programs, services and issues.

Dennis will provide you with your quarterly reports to the Board of Trustees. Since the reports were done in chronological order, please re-organize by topic or issue and edit as desired. You may add to it as you deem necessary. Please attempt to provide more analysis and less description and write more from an outcomes or results perspective. Something like the following:

- a. As a result of participation in _____ program or service, students reported _____.
- b. Responding to the expressed student need for _____, we initiated _____. We will be evaluating this by _____ and will report the results _____.
- c. To promote social responsibility, we initiated _____. This resulted in _____.
- d. Based on an analysis of the _____ survey, we decided to implement _____. This resulted in _____.

Summary of Department's Major Work:

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation and recruiting activities.

A primary goal/focus, if not the primary goal/focus, for CSC is to provide assistance that helps USF students and alumni with their career planning and career decision-making which contributes to their overall *learning and* development (career, professional, personal) as an individual. This approach supports the university's core value of "the full, integral development of each person" and the Jesuit value of "cura personalis" or care of the whole person. These values essentially underscore the emphasis CSC takes in delivering services, programs, and resources. Our Services, Programs, and Resources efforts to support these development-based values included but were not limited to:

CSC Services:

- Career Counseling (by drop-in, appointment, phone, and/or e-mail)
- "Don't Cancel Class" Outreach *and student group* presentations
- Career Advisor Network (for informational interviews)

CSC Programs:

- *Nonprofit* Expo (a nonprofit & social service fair)
- Graduate & Professional School Fair
 - LSAT, GRE, and Graduate School Admission workshops
- Students of Color Graduate School Luncheon
- Career & Internship Fair
 - Career Fair Preparation (“How to”) & Dress for Success *and Networking* workshops
- January Externship Program (a shadowing experience)
- Meet the Firms (an employer networking event)
- The Marketplace (an employer networking event)
- Major Minor Fair
- Majis workshops for student leaders
- Corporate Social Responsibility (a career information panel)
- Careers in Biology
- Careers Outside the Box
- Interviewing workshop and alumni panel for International Students
- Yikes! College to Career Transition
- “Where Am I Going?” Career Exploration workshops (self-assessment)
- Job Search Preparation workshops (resume/letter writing, interviewing, networking)
- Mock (practice) Interviews with Employers
- On-Campus Interview programs including Information Sessions or Tables

CSC Resources:

- CSC’s web site with links to a variety of career exploration and job search resources
- Handouts representing a range of career exploration and job search interests
- CSC Career Information Library (onsite and online)
- Job & Internship postings and databases via MonsterTrak & Internship Exchange
- Employer Contacts

The 2005-06 year for the staff of the Career Services Center (CSC) was a very challenging one due to significant internal change and staff shortages (explained in final section). Despite these challenges, CSC staff adjusted and saw more students for 1:1 counseling as compared to last year and provided supportive and productive collaborative efforts with several student groups, faculty, staff, and departments. CSC produced three large signature events and several “mid and small-sized” events/programs which had increased numbers of student attendees. (but it was difficult)

However, as a centralized service, CSC has the (ongoing) challenge of trying to provide broad and inclusive support to the approximately 7,000 undergraduate and graduate students across all of the University’s colleges and schools (except for the *MBA and Law* schools). Additionally, our services are also subscribed to by many alumni every year. In this context, CSC’s staff of 6 professionals along with 8 students assistants strived to modify and deliver services, programs, and resources that were responsive to these varying individual needs and interests. This past year was particularly challenging due to staff transitions which impacted our workload. (Please

see “Highlights of Major University Life Goals” section for detailed description.) Additionally, we have the ongoing challenge of helping to educate the students, alumni, and the broader campus community that our department is more than a “job placement” shop and that instead we are a service to support their multi-level career development, decision-making, and planning steps.

As a result of the increased number of requests to collaborate or deliver programs, CSC is challenged to find effective ways to maintain positive working relationships while trying to expand partnerships across the university. While use of technology has helped our efforts, the personal touch of face-to-face time with a CSC staff member is very important to our success. However, with very full plates, we are finding it increasingly difficult to “please everyone” who seeks our support or help. Having to say “no” to requests, although necessary and strategic, was difficult. As we plan for next year, one way we will try to address our “popularity” is to adopt more of a consultative role in program development and coordination. For instance, as a student group approaches us to produce a program, we will work with them collaboratively, but will help them in an advisory capacity. This approach will hopefully free some of our time to handle additional programming requests without losing the personal touch. As you will see in the next section of Quarterly Updates for the past year, CSC was very busy and a large part of that was in programming. CSC will explore innovative strategies to effectively support and provide useful career planning-related programs.

Quarterly Reports for 05-06:

Listed below are CSC's highlights of the past 2005-06 academic year based on information presented in the ULC Updates or quarterly reports to the Board of Trustees. They are organized by Services, Programs/Events, Resources, Outreach and General/Other/Issues.

Services:

50 unique employers participated in recruiting activities including: On-Campus Interviews (31), Information Sessions/Tables (28), online resume referral/drop services (8), and just-in-time job postings (26). Additionally, 3 job fairs/networking events hosted 117 employers. 61 employers posted internships. Conducted 170 personalized one-to-one outreach contact with employers. (9/1/05-11/31/05)

For Spring 2006, 87 unique employers participated in one or more of the following recruiting activities including: On-Campus Interviews (23 employers for 41 jobs), Information Sessions/Tables (23), online resume referral/drop services (61 employers for 106 jobs). (3/1/06-5/31/06)

CSC Career Counselors conducted 137 drop-ins and 105 individual appointments totaling 242 contacts with students and alumni assisting them with a range of career planning and job search needs. (6/1/05-8/31/05)

CSC Career Counselors conducted 240 drop-ins and 127 individual appointments totaling 367 contacts with students and alumni assisting them with a range of career planning and job search needs. *(Numbers were revised from original ULC Report.)* (9/1/05-11/30/05)

CSC Career Counselors conducted 215 drop-ins and 77 individual appointments totaling 292 contacts with students and alumni. ?-(fr LY's)To accommodate increased counseling demand, counselors changed to or added 30-minute appointments to their schedules. Staff modified use of Meeting Maker calendar to improve appointment scheduling and counseling service.-? *(Numbers were revised from original ULC Report.)* (12/1/05-2/28/06)

CSC Career Counselors conducted 248 drop-in and 118 individual appointments totaling 366 with students and alumni assisting them with a range of career planning and job search needs. *(Numbers were revised from original ULC Report.)* (3/1/06-5/31/06)

CSC Career Counselors conducted 840 drop-ins and 428 individual appointments totaling 1,268 contacts with students and alumni assisting them with a range of career planning and job search needs for the 2005-06 academic year. (6/1/2005-5/31/2006)

Programs/Events:

CSC collaborated with The Office of Service Learning and Community Action, and the Institute for Nonprofit Organization Management, on the Non-Profit Expo held Wednesday, September 28th. 69 nonprofit and community organizations participated in this new event to capture students' interests earlier in the academic year regarding volunteer, internship and service

learning opportunities. Approximately 200+ students attended this outdoor event. (9/1/05-11/30/05)

The 11th annual Graduate & Professional School Fair was held on Monday, October 10th. 93 graduate programs were represented and approximately 325 students attended this outdoor event. Workshops held in conjunction with the fair were: 1) LSAT preparation (15 attended); 2) Graduate School Admissions Panel (35 attended); and 3) GRE preparation (15 attended). Collaborated with Multicultural Student Services on the 2nd annual "Students of Color Graduate School Luncheon" networking event with faculty and staff hosting approximately 40 students. (9/1/05-11/30/05)

CSC co-sponsored the 7th annual Major/Minor Fair on Thursday, October 25th, collaborating with Academic Services, the College of Arts & Sciences, School of Business and Management, and the School of Nursing. (9/1/05-11/30/05)

CSC collaborated with the Delta Sigma Pi student organization on their first annual "The Marketplace" networking event on November 16th hosting 16 employers and 60+ students. (9/1/05-11/30/05)

Coordinated Mock (practice) Interview program for 27 student sign-ups on 2 consecutive days for each month of September, October, and November in collaboration with 5 employer's recruiting and/or business professionals. (9/1/05-11/30/05)

Also partnered and/or collaborated on career development programs including Self-Assessment; Careers in Biology, Environmental Science Panel, the Majis workshop series for student leaders, Family Business class students' personal career planning assessment; Family Business class orientations at CSC; Health Professions Mentor Night; International Alumni Panel; Accounting and Delta Sigma Pi networking events; and College Success courses. (9/1/05-11/30/05)

In conjunction with the Office of Alumni Relations staff and alumni volunteers, CSC organized and coordinated the 6th annual January Externship Program. 86 (51 last year) Alumni volunteered to host students for 2-5 days during the January 2006 intersession break and 89 students submitted applications. We successfully matched 69 (50 last year) students with 55 alumni sponsors. To help increase the number of participating alumni, we broadened our outreach based on graduation dates to include a wider range of alums in the local bay area. This resulted in a 68% increase of alumni volunteers and a 38% increase in the number of students matched with an alumni sponsor. (12/1/05 - 2/28/06)

CSC sponsored the 18th annual Career & Internship Fair, our primary signature program for the spring semester, on February 24, 2005 from 11am to 3pm in McLaren Complex. 73 of 73 registered employers, a 40% increase over last year, attended the fair, representing a wide range of industries to meet student's career and internship needs. 470 students registered, a 10% increase over last year, due to a more comprehensive promotions campaign including "cool" marketing designed by our student staff and targeted e-mail broadcasts. The event included an "Ask the Experts" opportunity, a service favorably received last year, for students to obtain

informal job search advice from employer representatives and alumni volunteers (something new) in collaboration with the Student Alumni Association. Raffle prizes, donated by both employers and alumni, were again strategically used to attract students' participation. A pre-fair breakfast designed as a networking opportunity for faculty and staff with the employers was well attended and appreciated particularly by faculty and staff. To help students prepare for the event, extra drop-in counseling hours were added and a Career Fair Preparation & Networking workshop was held. We continue to strategize and struggle with space problems to house this large student-centered event on-campus; despite making space reservations a year in advance, the February 24th date was our third choice. (12/1/05 - 2/28/06)

Coordinated two sets of Mock Interview days involving the participation of local employer representatives in an ongoing effort to provide students with interview preparation, coaching, and "real life" feedback from professionals who regularly interview as part of their jobs. (12/1/05 – 2/28/06)

CSC organized and coordinated specialized job search and career development workshops including "Careers Outside the Box" focusing on career options with Liberal Arts majors, "Networking and Job Search" for international students, "Yikes! College to Career Transition", and "Where Am I Going?" self-assessment workshop for student leaders. (3/1/06 – 5/31/06)

Coordinated Mock (practice) Interview program for 76 student sign-ups on 12.5 days for the Spring 2006 semester in collaboration with 13 employer volunteers. We received more requests from specific departments to conduct mock interviews for their students. An additional 6.5 days were added to the originally 6 scheduled days to accommodate the overflow of increased interest. However, securing more employer volunteers to support these additional requests was very challenging. (3/1/06 – 5/31/06)

Resources:

Subscribed to new vendor, WetFeet, to continue to provide an online career information library for USF students. By replacing CSC's previous vendor, Vault, we reduced our annual cost while maintaining an important, accessible, and practical resource. (12/1/05 – 2/28/06)

Outreach & Collaborations:

CSC staff conducted 6 class presentations in collaboration with Education and Arts & Sciences faculty, and Academic Services' Forward Program staff. Collaborated with School of Education (SOE) professor to host a Counseling Psychology (Marriage, Family Therapy) Class Visit to explain CSC services and focused on CSC's self-assessment services for clients. Coordinated and Conducted class presentations on resume and cover letter writing to Sports Management students. (6/1/05 – 8/31/05)

In collaboration with Student Activities and Academic Services, CSC staff actively participated in the Summer, Move-in Weekend, and Fall 2005 Welcome and Orientation activities for new students and/or their families as well as information meetings with new student staff, staff, and faculty. (6/1/05 – 8/31/05)

CSC staff conducted personalized one-to-one outreach with 81 employers and coordinated mass mailing to 4,000 employers promoting CSC's recruiting services for employers and 1,000 non-profit agencies, in our continuous effort to develop, maintain and expand these working relationships for the benefit of USF students. (6/1/05 – 8/31/05)

CSC staff conducted 29 presentations and outreach through classroom visits (for Arts & Sciences, Business, Education, Nursing, and CPS regional sites), student club meetings and departmental events. (9/1/05 – 11/30/05)

Outreach publicity and promotion efforts included CSC Information Tabling (e.g., CSC's inaugural Halloween Party Marketing event attracting 120 students), CSC Weekly Newsletter, e-newsletters, USFconnect announcements, targeted and broadcast e-mails, CSC web site calendar, targeted hard copy mailings, and creative flyers/banners. (9/1/05 – 11/30/05)

CSC participated in the Grad Finale on November 4-5, a partnership one-stop event for December graduates, with Academic Services, the Registrar's Grad Center, Alumni Relations, Jostens, and USF Bookstore. (9/1/05 – 11/30/05)

CSC staff conducted 25 outreach presentations through classroom visits (for Arts & Sciences, Business, Education, and CPS regional sites), student group meetings, departmental events, and orientations. In an effort to strengthen contact with non-business majors, CSC has outreached to professors in the larger liberal arts majors- Psychology, Media Studies, Politics, and Communication. This interaction has resulted in these departments becoming more aware of CSC's interest to support students in their majors and to partner with them. (12/1/05 – 2/28/06)

CSC staff conducted 27 presentations and outreach through classroom visits (for Arts & Sciences, Business, Education, Nursing, and CPS regional sites), student club meetings, departmental events, and orientations. (3/1/06 – 5/31/06)

CSC partnered with faculty to develop and incorporate career development concepts and topics such as career planning, resume writing, and interview preparation into class requirements for students. Partnerships included the following classes: Family Businesses of San Francisco, Hospitality Professional Development, Advanced Graphic Design, and Exercise & Sport Science Internship. While these partnerships are valued, the demand on CSC staff's time was very challenging. As more faculty partnerships are requested, we will need to develop alternative plans to support these efforts. (3/1/06 – 5/31/06)

CSC staff's collaborative efforts included the following career information events and programs: a "Corporate Social Responsibility" panel with representatives from Google and Intel, with the Undergraduate American Marketing Association, and a Distinguished Public Service Practitioners program's Lunch with a Diplomat, with the McCarthy Center for Public Service and the Common Good. (3/1/06 – 5/31/06)

CSC staff conducted 76 class and student group presentations, compared to 60 last year in 2004-05. However, when we include other student outreach activities and orientations, there were a

total of 136 conducted throughout the 2005-06 year as compared to 90 last year in 2004-05. (6/1/2005 – 5/31/2006)

General/Other Issues:

CSC agreed to shift resources allocated for our MBA Advisor position to SOBAM to better serve MBA graduate students needs. The restructuring of staff responsibilities due to the loss of this position is a challenge as we reorganize to deliver CSC services with a smaller staff. (6/1/05 – 8/31/05)

Career Counselor, Alexandra Jenkins, resigned in December 2005. A search process has been implemented to hire a replacement by mid-Spring semester. Currently, the CSC department is functioning with one less staff member. Additionally, we do not have an intern this year and our staff was reduced by one person as of June 2005. Compared to this same time last year, we had three more on staff. Given this impact on our staff size, CSC continues to deliver high quality service to our students, alumni, and employers. However, we have had to strategically choose the programs and services to put our efforts behind due to the staff numbers. (12/1/05 – 2/28/06)

Office Manager, Citas de Guzman, resigned in early May 2006. A search process will be implemented to hire a replacement by August 2006. A search process for a replacement to fill an open Career Counselor position is ongoing and expected to be filled by August 2006. Unfortunately, due to unsuccessful searches to fill this counselor position earlier in the semester and a graduate intern position from the start of the year, CSC functioned without two staff members for the spring semester. This created many challenges on the current staff to assume additional duties and adjust programming in order to satisfactorily meet the needs of our students. (3/1/06 – 5/31/06)

2. REVIEW OF GOALS

The purpose is to evaluate (with evidence) progress towards intended outcomes. You will use it as the foundation for future planning. It will also give us a way to measure progress towards achieving divisional priorities.

A copy of the goal matrix is included in section 1 of the Leadership Manual. For each of your Departmental Goals, indicate how you met or did not meet the stated objective. Under the Intended Outcome, note if: the outcome was achieved; it is in progress; or the outcome was not achieved. Also list the results of any assessments you conducted to demonstrate evidence of the outcome. Andy will provide examples to aid you in your reporting.

(Please refer to the following pages - “(CSC) Dept Goals Matrix for Annual Report 05-06”)

3. HIGHLIGHTS OF MAJOR UNIVERSITY LIFE OUTCOMES

The purpose is to provide a leadership analysis of the past year. This part is more reflective and thus should be in a narrative format (Quiroigco, 2005). You will be able to use it as your "elevator speech." I'll use it at the Division and University level. You do not need to comment on every issue/topic in section 1 nor every outcome in section 2.

- What realized outcomes can you use to celebrate? Which outcomes (realized or not) will you use to plan for next year?
- How did the department create a supportive University community for and with students?
- What integrated learning experiences did the department collaborate on?
- How did programs and services reflect the VMV- with emphasis on the Core Values?

Opening Comments: CSC's contributions are best understood in the context of change and limited (human) resources for the CSC department. This past 2005-06 academic year was challenging for the entire staff due to significant internal change and staff shortages. Throughout the year, there were three staffing issues that significantly affected our team. The new 2005-06 academic year began with a major change in our department's staffing structure. In agreement with the School of Business, an FTE and the funds for CSC's MBA Advisor position were transferred to their operations. This important decision was made to support both the MBA program's and students' interests to have closer management/control of the duties/activities of that position. However, the result of this change was that CSC was now less one team member (reducing us to six professional staff); and this person's position had assisted the entire team by supporting counseling and programming responsibilities. Then, in September our Career Counselor Intern announced that she would not be completing her internship with us. She decided to change her career plans and withdrew from her graduate program. Finally, one of our seasoned veteran Career Counselors and major contributors, Ali Jenkins, submitted her resignation to be effective in December at the end of the fall 2005 semester. (A search was launched to replace Ali just as she departed, but unfortunately, it was not successful.) The combination of all of these staffing changes meant that the CSC team would begin the Spring 2006 semester with three less staff members as compared to the same time the previous year.

Additionally, through the previous Spring 2005 semester, we operated without an Associate Director and with a temporary career counselor. As we began the year in Summer 2005 and after initial resistance and much deliberation and conversation, we were able to internally promote Ellen Kelly into the Associate Director role. At mid-summer, we were able to hire Alex Hochman into a permanent career counselor role. These two staffing changes have proven to be extremely wise and helpful to the overall functioning and performance of CSC. The combined efforts of these two in their new roles, along with the rest of our team, helped CSC to maintain high levels of quality service to all of our customer bases. Given all of these changes and impacts on the department, CSC was able to deliver its career planning and career development services, programs, and resources effectively and productively. Essentially, CSC was able to present itself in a quality fashion despite the decrease in our staff numbers and in what turned out

to be a heavy and very busy work load year. As a team, we survived another year of major change and look forward to greater stability next year.

What realized outcomes can you use to celebrate? Which outcomes (realized or not) will you use to plan for next year?

CSC's career counseling services helped students and alumni advance their personal and unique career plans. Through one-to-one career counseling (our core service), CSC has helped individuals better understand *and learn more about* their career plans through a career development and decision-making process that includes the clarification of one's values, interests, skills, and personality preferences combined with assistance on job search strategies. Although it is a process of working with students one-by-one, it is perhaps, where/how CSC does its best work. By providing individual counseling service, our staff is able to help each person understand their unique qualities and circumstances through a counseling, coaching, advising, teaching, and cheerleading relationship leading them to more informed decisions and planning. If the individual is proactively engaged in this process, CSC has the opportunity to contribute to their overall personal growth and development as a person. Given the broad range and number of individuals that we serve, CSC will continue to look for ways to more efficiently and effectively support their interests and career planning needs. We will seek to develop learning outcomes that are more reflective of the differences between traditional versus non-traditional students. By shifting our model to reduce the number of Appointments (30-minute to 1-hour sessions) and increase the amount of Drop-Ins (maximum of 15-minute sessions) as well as using alternative staff, CSC slightly increased the total number of contacts from 1,234 (04-05) to 1,268 (05-06) despite one less counselor for part of Fall 2005 and the entire Spring 2006 semester.

CSC's partnerships with the faculty are extremely important to helping students in their learning and personal development process. CSC staff conducted 76 class ("Don't Cancel Class" service) and student group presentations in 2005-06, compared to 60 last year in 2004-05. However, when we include other student outreach activities and orientations, there were a total of 136 presentations conducted throughout the 2005-06 year as compared to 90 last year in 2004-05. As CSC's outreach expands and requests for our presentations increase, CSC staff will need to create innovative ways to support those requests given our staff size and service/program demands.

CSC's signature events (Nonprofit Expo, Graduate & Professional School Fair, and the Career & Internship Fair) are great reasons for CSC to celebrate our positive impact. They are clear examples of successful teamwork, planning, implementation, collaboration, marketing, and the education across many levels of the University of the concept of early proactive career planning. These large-scale programs, through broad-based marketing efforts and collaborative relationships, raised the visibility of CSC and helped to prompt students to ask themselves, "What am I doing about my career plans?" This is an important objective of CSC, and that is to use our programs to encourage students to conduct a status check on their plans for life after their classes and college experiences are completed. Each of these events experienced increases in the

number of students attending and participating which translated into more students becoming aware of CSC services. Student feedback provided via program evaluations will be incorporated into improving and planning for next year.

As CSC learns to develop, write, and incorporate an outcomes mindset into our everyday language and practice, we are excited to use the opportunities of developing 'Learning Outcomes' to help more of our colleagues understand our unique contributions to student learning and success.

How did the department create a supportive University community for and with students?

“Provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.” As was described above under “realized outcomes”, CSC celebrates the positive impact of our career counseling services for students and alumni. These one-to-one services particularly supported the university’s core value of “the full, integral development of each person” by assisting individuals gain increased understanding of themselves and their interests and plans for the future. Clients benefit from the support and care given to them by each of the career counselors. These interactions helped to create a supportive University community.

CSC’s signature events (stated above) have served to create a supportive University community for and with students. These events provided us an opportunity to collaborate and work with students and colleagues. Each of the events has involved partnerships with other university departments, a student organization, and some alliances with faculty. Beyond the teamwork that occurred leading to a successful event, these relationships have become foundational to CSC’s success with other programs and in communicating important CSC information more broadly.

CSC’s approach to programming is to collaborate with others, including on-campus and off-campus partners, and in so doing, help to build positive relations that contribute to a supportive University community. Through CSC’s collaborative efforts with students, student organizations, faculty, staff, and departments, CSC sought to and helped to create a supportive University community by working with them to address their needs and interests. For example, collaborations with student groups and departments including: Beta Alpha Psi (Meet the Firms), Delta Sigma Pi (Marketplace), Beta Beta Beta (Careers in Biology), American Marketing Association (Corporate Social Responsibility), Alumni Relations (January Externship Program), McCarthy Center (Lunch with a Diplomat), Pre-Professional Health Committee (Health Professions events), DSA (Majis and Orientations), Arts & Sciences (Major Minor Fair), Academic Support Services (College Success Courses and Grad Finale), MCSS (Luncheon for Students of Color connected to Graduate Fair), and ISS (interviewing workshop for international students). These programs are examples of how CSC has worked with various individuals and groups to support our students’ learning and development. By creating, building, maintaining, and expanding these important collaborative relationships, we have supported and helped each other which in turn contributed to support systems, broader collegiality, friendships, and positive

relations among a broader group of people at the University. As this is central to CSC's success, we will continue to support the community by seeking out and building our partnerships on and off campus.

What integrated learning experiences did the department collaborate on?

“Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.” During the academic year, CSC staff regularly visit classes, per professor's requests, to do career related presentations including resume techniques, interviewing skills, and networking strategies. These outreach presentations provided students with an open and safe forum to ask questions regarding all career related issues. Also, CSC presentations were generally focused on the concept of the “whole self” as we encouraged students to consider many options when looking at potential careers/majors/graduate programs. CSC used past success stories of USF students to help in the process of understanding the benefits of career development. These classroom experiences provide both CSC and the students with perhaps the best opportunity to learn and understand how proactive career planning fits into their academic courses and eventually their future beyond USF. CSC expanded its partnerships this past year with faculty for integrated learning efforts to develop and incorporate career development concepts and topics such as career planning, resume writing, and interview preparation into class requirements for students. Partnerships included the following classes: Family Businesses of San Francisco, Hospitality Professional Development, Advanced Graphic Design, and Exercise & Sport Science Internship. The partnerships with the Graphic Design and Sport Science faculty were new this year. The relationships with Family Business and Hospitality were broadened this year. While these partnerships are valued, the demand on CSC staff's time was very challenging. As more faculty partnerships are requested, we will need to develop alternative plans to support these efforts.

“Provide opportunities for students to shadow alumni through January Externship Program. Identify and target outreach to new alumni sponsor participants recommended by faculty members.” In conjunction with Alumni Relations, 86 (51 last year) alumni volunteered to host students 2-5 days during the January 2006 intersession break and 89 (65 last year) students submitted applications. We successfully matched 69 (50 last year) students with 55 (37 last year) unique alumni sponsors with a total of 75 placements (55 last year). This is an annual program for USF students to learn about careers and the world of work in their interest areas from an alumni/ae through a brief internship-type of experience during Winter Break. Although brief, these experiences have provided a practical setting in which the students are able to compare and contrast their education/coursework with the skill and knowledge needs of the alum's position and career path. For the majority of student participants, these experiences have served to support and encourage their pursuit of their desired field. However, some students re-evaluated their plans afterwards. In this way, the program has served the purpose of helping the students with their career planning and decision-making processes in light of their study areas.

“Plan, organize, and implement NonProfit Expo to provide an opportunity for students to interact with a variety of non-profit and social service organizations offering volunteer, service, service-learning, and career opportunities.” In conjunction with the McCarthy Center for Public Service’s Office of Service Learning, and Institute of Nonprofit Organization Management, 69 nonprofit and social service organizations (52 last year) and 215 students participated in this outdoor event. Formerly known as the Volunteer Expo, this expo was especially designed for non-profit, social service, environmental, and religious organizations to recruit volunteers, interns and service-learning students, as well as part-time and temporary staff. The focus for students was to provide an opportunity to meet contacts of these organizations to help them get more involved in their community and to support the Mission of USF- “to become a leader in fashioning a more humane and just world.” A benefit and strength of this collaborative effort was to raise the visibility of the different groups, interests, causes, and/or community services, available to students to become involved with locally as an opportunity to make a difference.

How did programs and services reflect the VMV- with emphasis on the Core Values?

CSC activities specifically support the university’s core value of “the full, integral development of each person”. CSC recognizes that students, whether undergraduate or graduate level, are essentially unique in their own maturity level of career development. Many are at the beginning stages of understanding who they are; many are in the middle stages of gathering information and career (options) exploration; and many are in the “final/end” stages of making the transition from the world of school to the world of work. There is typically always a “next step” for each person. With this context, CSC seeks to deliver services, programs, and resources that in some way address the variety of needs and interests expressed by students at the different points in the different stages of the career development process. This process is not a linear process however, but a cyclic one, which usually starts with a self-assessment.

Therefore, CSC’s services and programs have been designed to address the different career development and planning “stages” that students may experience while at USF. These programs represent the efforts of CSC staff to work diligently to present programs that are meaningful, helpful, and relevant to the broad range of students’ interests. All of these programs provided students with insight and information into some aspect of career planning. However, the challenge remains, how to effectively attend to individual needs through programming efforts that can either be very general (e.g., interviewing techniques) in topic or very specific (e.g., “Careers in Biology”) in topic. Also, it is difficult to measure the impact of these programs on their career decision-making and planning at the time of the program since many of one’s decisions and plans are made long after the program is finished. Given the challenges, the design, planning, development, implementation, and assessment of our services, programs, and resources will continue to focus on how we can help students make progress in their uniquely individual and personal growth and career development.

Closing Comments: "Small, but Mighty!" is how my co-workers have come to describe our team given our efforts and accomplishments for this past 2005-06 academic year. Given that our department was three people short as compared to last year, CSC performed amazing work while keeping a focus on serving all of our constituents, students, alumni, faculty, staff, university community, and employers.

**“(CSC) Dept Goals Matrix for Annual Report 05-06”
Priscilla A. Scotlan Career Services Center Goals
2005-2006**

REVIEW OF GOALS

The purpose is to evaluate (with evidence) progress towards intended outcomes. You will use it as the foundation for future planning. It will also give us a way to measure progress towards achieving divisional priorities.

A copy of the goal matrix is included in section 1 of the Leadership Manual. For each of your Departmental Goals, indicate how you met or did not meet the stated objective. Under the Intended Outcome, note if: the outcome was achieved; it is in progress; or the outcome was not achieved. Also list the results of any assessments you conducted to demonstrate evidence of the outcome. Andy will provide examples to aid you in your reporting.

(Please see attached document-“(CSC) Dept Goals Matrix for Annual Report 05-06”)

**Priscilla A. Scotlan Career Services Center Goals
2005-2006**

Introduction

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating, and effectively implementing their career plans. CSC programs promote a greater awareness within the university community of the world of work and the need for career development over the life span. To effectively fulfill its mission, Career Services Center seeks:

1. To assist clients in the clarification of their Values, Interests, Skills, & Personality (VISP) to develop their career plan.
2. To continue to build and expand intentional collaborative efforts with faculty, staff, colleagues, student organizations, and employers to provide more opportunities for clients.
3. To provide career development services, resources, and programs supportive of an integrated student learning experience.

05-06 University Life Outcome I:

Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.

Dept.	Departmental Goal & Intended Outcome	Actual Outcome with Assessment Results
CSC	<p>Plan, organize, and implement Non-Profit Expo to provide an opportunity for students to interact with a variety of non-profit and social service organizations offering volunteer, service, service-learning, and career opportunities.</p> <p>Increase awareness of socially responsible options.</p>	<p>Actual Outcome: Outcome achieved. In collaboration with the McCarthy Center for Public Service's Office of Service Learning and the Institute of Nonprofit Organization Management, 69 nonprofit and social service organizations (52 last year) and 215 students participated in this outdoor event.</p> <p>Assessment Results: Based on a count of distributed booklets, 7% more students attended the event with 17 more organizations participating compared to last year. Although an evaluation was distributed at the registration/information table, only 20 were submitted (as an outdoor event, this will continue to be a problem). Of this group, 10 (48%) attended to network and 15 (76%) indicated they would volunteer at an agency following the Expo.</p> <p>In an effort to increase student attendance and provide more time for students and faculty to find service-learning partners and students to find internship placements, we are going to host the 8th Non-Profit Expo two weeks earlier on Thursday, September 14, 2006.</p>
CSC	<p>Provide opportunities for students to shadow alumni through January Externship Program. Identify and target outreach to new alumni sponsor participants recommended by faculty members.</p> <p>Expose students to "real life" perspectives to assist in career decision making.</p>	<p>Actual Outcome: Outcome achieved. 86 (51 last year) Alumni volunteered to host students for 2-5 days during the January 2006 intersession break and 89 (65 last year) students submitted applications. 69 unique students were matched with 55 unique sponsors. (50, 37 in 04-05). 75 total placements were made (some students</p>

	<p>received two externships). (55 in 04-05).</p> <p>Assessment Results: Based on submitted evaluations: 95% of students responded that they gained a better understanding of the profession in which they did their externship. 90% of students responded that they felt that their externship helped in determining a preliminary career path. 84% of students felt that the externship met expectations. 95% of alumni sponsors responded that they would suggest the externship program to fellow alumni.</p> <p>Actual Outcome: Outcome achieved. 93 (85 last year) graduate programs were represented and approximately 375 (265 last year) students attended this outdoor event. Related programs and workshops during the week of the fair were designed to expand a student's knowledge of graduate program options, application strategies, and standardized test preparation.</p> <p>Assessment Results: 87 student evaluations submitted, an 85% increase compared to last year.</p> <p>In answer to the overall rating of the fair: 24% Answered "Outstanding" 55% Answered "Above Average"</p> <p>In answer to the information gained being helpful in the consideration of graduate school as an option: 67% Answered "Yes" 31% Answered "Somewhat helpful"</p>
<p>CSC</p> <p>Coordinate annual Graduate & Professional School Fair to provide an opportunity for students to interact with representatives from a variety of graduate programs. Identify and target outreach to new graduate school programs recommended by faculty members.</p> <p>Increase knowledge of graduate school options and application process.</p>	

		<p>73 of 93 organizations submitted evaluations. Feedback from representatives indicated that they wished to see more students (despite CSC's expanded marketing efforts). Regarding Student Traffic:</p> <p>Outstanding – 6% Above Average – 28% Average – 43% Below Average – 22%</p>
CSC	<p>Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.</p> <p>To promote value of early and ongoing engagement in career development process.</p> <p>To engage more faculty as co-promoters of student (career) development.</p> <p>Increase the number of faculty CSC allies that will help support CSC in promoting to students the concept/idea and value of engaging in early and ongoing proactive career planning.</p>	<p>Actual Outcome:</p> <p>Outcome achieved. Through services such as our “Don’t Cancel Class” outreach program, CSC collaborated with faculty to present career planning concepts and CSC services to over 1,400 students.</p> <p>This year, CSC actively participated in the learning process with students by collaborating with four faculty in their classes. In addition to two established relationships with Hospitality Management and Family Business faculty, CSC added two classes with Graphics Design and Exercise & Sports Science faculty. In each of these classes career planning assignments including, self-assessment, resume & cover letter writing, and mock interviews, were incorporated as class requirements. ?-Feedback from the faculty and students was very positive ?-regarding information</p> <p>*(See goal below- “Teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.” This information also supports this goal.)</p>

	<p>Assessment Results: CSC staff conducted 76 class and student group presentations, compared to 60 last year in 2004-05. However, when we include other student outreach activities and orientations, there were a total of 136 conducted throughout the 2005-06 year as compared to 90 last year in 2004-05. (6/1/2005 – 5/31/2006)</p> <p>Evaluation feedback indicated... 86% of attendees rated CSC presentations as either “Extremely Useful” or “Very Useful.” 27% indicated they “plan to attend drop-ins/appointment” after the workshop. 95% rated the workshop/program overall as “Outstanding” or “Above Average.”</p>
<p>CSC</p> <p>Conduct Faculty Forums to receive their feedback on students’ career and employment interests.</p> <p>To guide and increase CSC’s employer outreach in support of students.</p>	<p>Actual Outcome: Outcome achieved. To improve relations with “low-end” user majors, CSC targeted four departments for outreach. Productive meetings were held with the faculty chairs of Psychology, Media Studies, and Politics resulting in a 2-sided sharing of information and insights. The Communication chair was non-responsive and then postponed the scheduled meeting. We will follow-up again.</p> <p>Assessment Results: A follow-up survey was sent to each of the faculty, but only one incomplete survey/evaluation was returned.</p>
<p>CSC</p> <p>Partner with library staff to coordinate and publicize their career information resources with CSC’s library resources.</p> <p>Enhance/expand collection of hard copy and online resources.</p>	<p>Actual Outcome: Outcome not achieved. Decision was made by the CSC staff that this goal was not a priority given the department’s reduced staff size and already full schedule of activities.</p> <p>Assessment Results:</p>

CSC	<p>Plan, organize, and implement Career & Internship Fair to provide an opportunity for students to interact with a variety of for-profit, government, and non-profit employer organizations offering career opportunities and internships.</p> <p>Increase awareness to students of career options. Provide access to internship and post graduate opportunities.</p>	<p>Actual Outcome: Outcome achieved. 73 companies/organizations attended (40% increase over last year) and approximately 470 students attended (10 % increase over last year).</p> <p>Related programs and workshops during the week of the fair were designed to expand a student's knowledge of networking strategies and how to maximize their time at the fair.</p> <p>Assessment Results: 241 student evaluations were submitted (51%). 69% rated the fair as "Outstanding" or "Above Average" (a 5% increase from last year). 57% indicated their purpose at the fair was to look for jobs or internships and 43% indicated networking with employers as their purpose. Responses to an open-ended question, "What did you learn today about yourself?" included networking (how to), "there are many opportunities," "getting a job you want is not easy," and "need better social skills."</p> <p>66 of 73 employers submitted evaluations. 53% rated student traffic Above Average to Outstanding. Overall, 88% rated the fair Above Average to Outstanding.</p>
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05-06 University Life Outcome II:

A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.

Dept.	Departmental Goal & Intended Outcome	Actual Outcome with Assessment Results
CSC	Provide services that assist students in clarifying their personal values and the alignment of those values to their career plans.	Actual Outcome: (This goal was removed at the beginning of the academic year.)
	To promote the value of early and ongoing engagement in career development process.	Assessment Results:

05-06 University Life Outcome III:

Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.

Dept.	Departmental Goal & Intended Outcome	Actual Outcome with Assessment Results
CSC	Partner with MCCSS to develop programs supporting students of color career plans, including a discussion of graduate school admission strategies at a luncheon program with faculty, staff, and alumni of color. Increase support to students of color.	Actual Outcome: Outcome achieved. MCCSS took the coordinating lead on this program and CSC served as partner by incorporating this program into the overall marketing of all of the activities connected to the Graduate & Professional School Fair. Assessment Results: 47 students attended supported by staff and faculty. However, CSC did not provide evaluations at this event.
CSC	In conjunction with International Student Services, sponsor workshop for international students introducing/teaching effective interviewing strategies. Prepare international students with the tools and information needed for	Actual Outcome: Outcome achieved. In collaboration with ISS, CSC conducted one workshop. CSC reduced the number of these workshops compared to the three offered last year due to

	successful job searches.	<p>competing priorities and not having an intern this year. 6 students attended this April 2006 program.</p> <p>Assessment Results: ISS collected evaluations at this event.</p>
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05-06 University Life Outcome IV:

Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.

Dept.	Departmental Goal & Intended Outcome	Actual Outcome with Assessment Results
CSC	<p>Provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.</p> <p>Increase self-awareness and enhance decision making.</p>	<p>Actual Outcome: Outcome achieved.</p> <p>Assessment Results: CSC's Observations database indicates that there were 1,268 contacts by students or alumni who met individually with a CSC Career Counselor for either an appointment (428) or Drop-In (840), as compared to 1,234 contacts (512 Appointments, 722 Drop-Ins) in 04-05. (Note: "Contacts" by a student or alumni could be more than once.)</p> <p>A total of 257 assessments (66 Myers-Briggs Type Indicator and 191 Strong Interest Inventory) were processed and utilized for individual clients, as compared to a total of 277 assessments (87 Myers-Briggs Type Indicator and 190 Strong Interest Inventory) last year in 04-05.</p>

CSC	<p>Link students and alumni with employers through a variety of Recruiting Activities.</p> <p>Provide access to post graduate opportunities.</p>	<p>Actual Outcome: Outcome achieved and in progress. Opportunities for students and alumni to link with employers were supported through the On-Campus Interview programs, career fairs, internships database, job postings, career information programs, and employer sponsored mock interviews.</p> <p>Assessment Results: 263 unique employers participated in CSC's Recruiting Activities compared to 204 last year, a 29% increase.</p>
CSC	<p>Teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.</p> <p>Students are able to conduct a successful job search.</p>	<p>Actual Outcome: Outcome achieved.</p> <p>*(See information at above goal on page 5- "Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.")</p> <p>Assessment Results: *(See information at above goal on page 6- "Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.")</p>
CSC	<p>Promote the value of CSC services to low-use users such as Liberal Arts and Science majors.</p> <p>Increase the number of low-use users by presenting a variety of targeted industry-based programs.</p>	<p>Actual Outcome: Outcome achieved.</p> <p>CSC developed and conducted a program titled, "Careers Outside the Box." A panel of liberal arts majors discussed their career options, described transferable skills acquired from their liberal arts education, and offered advice. This program served as an important marketing campaign targeting liberal arts students.</p>

	<p>Assessment Results: Comparative data of Liberal Arts students registering or using CSC counseling services: a) MonsterTrak database registrants: 323 (05-06) vs. 232 (04-05), a 39% increase; b) CSC Observations database: 404 (05-06) vs. 341 (04-05), an 18% increase.</p> <p>28 students attended the "Careers Outside the Box" program. 24 evaluations were completed. 63% rated the program either "Extremely Useful" or "Very Useful" and 71% rated it overall either "Outstanding" or "Above Average."</p>
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05-06 University Life Outcome V:

Departments create and implement methods to strengthen the University's financial resources.

Dept.	Departmental Goal & Intended Outcome	Actual Outcome with Assessment Results



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CSC Services and Programs Summary 2005-06

prepared for

**Board of Trustees Academic Affairs Committee
September 18, 2006 Meeting**

Career Services Center- Services and Programs Summary for 2005-06

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating, and effectively implementing their career plans. CSC programs promote a greater awareness within the university community of the world of work and the need for career development over the life span. To effectively fulfill its mission, Career Services Center seeks:

1. To assist clients in the clarification of their Values, Interests, Skills, & Personality to develop their career plan.
2. To continue to build and expand intentional collaborative efforts with faculty, staff, colleagues, student organizations, and employers to provide more opportunities for clients.
3. To provide career development services, resources, and programs supportive of an integrated student learning experience.

STUDENT USER PROFILE

6/1/05-5/31/06

Total Profile	1455
By College/School	
CPS	193
College of Arts & Sciences	523
School of Business	616
School of Education	55
School of Law	13
School of Nursing	52
None Selected	3
By Degree	
Associate Degree	6
Bachelors Degree	1087
Certificate Program	2
Credential	8
Diploma (Canada only)	0
Doctorate	6
Law Degree	14
MBA	134
MD	0
Masters Degree	195
Post Doctorate	1
Specialist Degree	2
None Selected	0
By Gender	
Female	893
Male	527

Do Not Wish To Provide	35
None Selected	0

By Class Standing

Freshman	72
Sophomore	135
Junior	256
Senior	360
Grad Student 1st year	144
Grad Student 2nd year	117
Grad Student 3rd year	19
Alumnus / a	334
0-30 units	1
31-60 units	8
Grad Student 3+ year	9
1st Year Undergrad.	0
2nd Year Undergrad.	0
3rd Year Undergrad.	0
4th Year Undergrad.	0
None Selected	0

By Ethnicity

African American / Black	69
Asian or Pacific Islander	511
Canadian Aboriginal	0
Caucasian, Non-Hispanic	442
Do Not Wish To Provide	141
Hispanic / Latino	149
Multi Cultural	80
Native American or Alaskan Native	2
Other	61
None Selected	0

Future Educational Plans

Undecided	483
Academic Doctorate (Ph.D.)	101
Academic Masters (M.A., M.S.)	225
Associate Degree	4
Bachelors Degree	51
Certificate, Credential or License	52
Dental Doctorate (D.D.S.)	7
Do not plan to pursue higher degree	83
Law Degree (J.D.)	107
Medical Doctorate (M.D., D.O.)	52
Other Health Doctorate / Masters	30
Professional Masters (e.g., MSW, MBA)	259
Veterinary Medicine (D.V.M.)	1
None Selected	0

CAREER COUNSELING

School/College	By Appointment	By Drop-In
Arts	157	249
Business (undergrad)	109	340
College of Professional Studies	23	15
Education	29	17
MBA	8	23
Nursing	10	26
Sciences	72	138
Total	431	844

SELF-ASSESSMENT INSTRUMENTS for CAREER PLANNING

Tool	# Student Participants
Myers-Briggs Type Indicator (MBTI) <ul style="list-style-type: none"> the MBTI considers one's personality type in looking at career options 	66
Strong Interest Inventory (SII) <ul style="list-style-type: none"> the SII considers one's interests in looking at career and major options 	191
Total	257

RECRUITING and EMPLOYER ACTIVITIES

Program	Unique Employers	# Jobs Posted/Visits	# Student Participants/ Resumes Submitted
On-Campus Interviews	44	91	617 (resumes submitted) 331 (students interviewed)
Resume Drop	93	134	459 (resumes submitted)
Just-in-Time Resume Referral	6	6	127 (resumes retrieved)
Information Tables	18		n/a
Information Sessions	19		67
Job Listings (via MonsterTRAK)	3,704	36,784	
Internship Listings*	3,593	9,405	
Nonprofit Expo	69		215 (estimate)
Career & Internship Fair	73		470
Mock Interviews	16	25 (visits)	99

Note: A total of 263 unique employers participated in the above and other student-focused activities.

*The 9,405 internships posted through our Internship Exchange is a product of UCAN (University Career Action Network), a group of 18 small to mid-sized, strategically located colleges and universities across the country that share internship listings.

“DON’T CANCEL CLASS” EDUCATIONAL OUTREACH

School/College	# Class Visits
Arts	11
Business	27
College of Professional Studies	1
Education	9
Sciences	6
Total	54

FACULTY PARTNERSHIPS for INTEGRATED LEARNING EXPERIENCES*

Class	# Students	# Class Visits
Family Business	27	18
Hospitality Management	58	5
Graphic Design	14	3
Exercise & Sport Science	21	4

*Career planning activities incorporated into class requirements.

SIGNATURE PROGRAMS

Program	# Unique Employers/Schools	# Student Participants
Nonprofit Expo	69	215 (estimate)
Graduate & Professional School Fair	93	375 (estimate)
Career & Internship Fair	73	470
-----	-----	-----
Externships*	86 (alumni sponsors) 55 (sponsors matched)	89 (students applied) 69 (students matched)

* An externship is a brief internship-type experience offered during the break between first and second semesters. The program provides an opportunity for a student to spend several days on the job with a USF graduate whose occupation is of particular interest to the student.

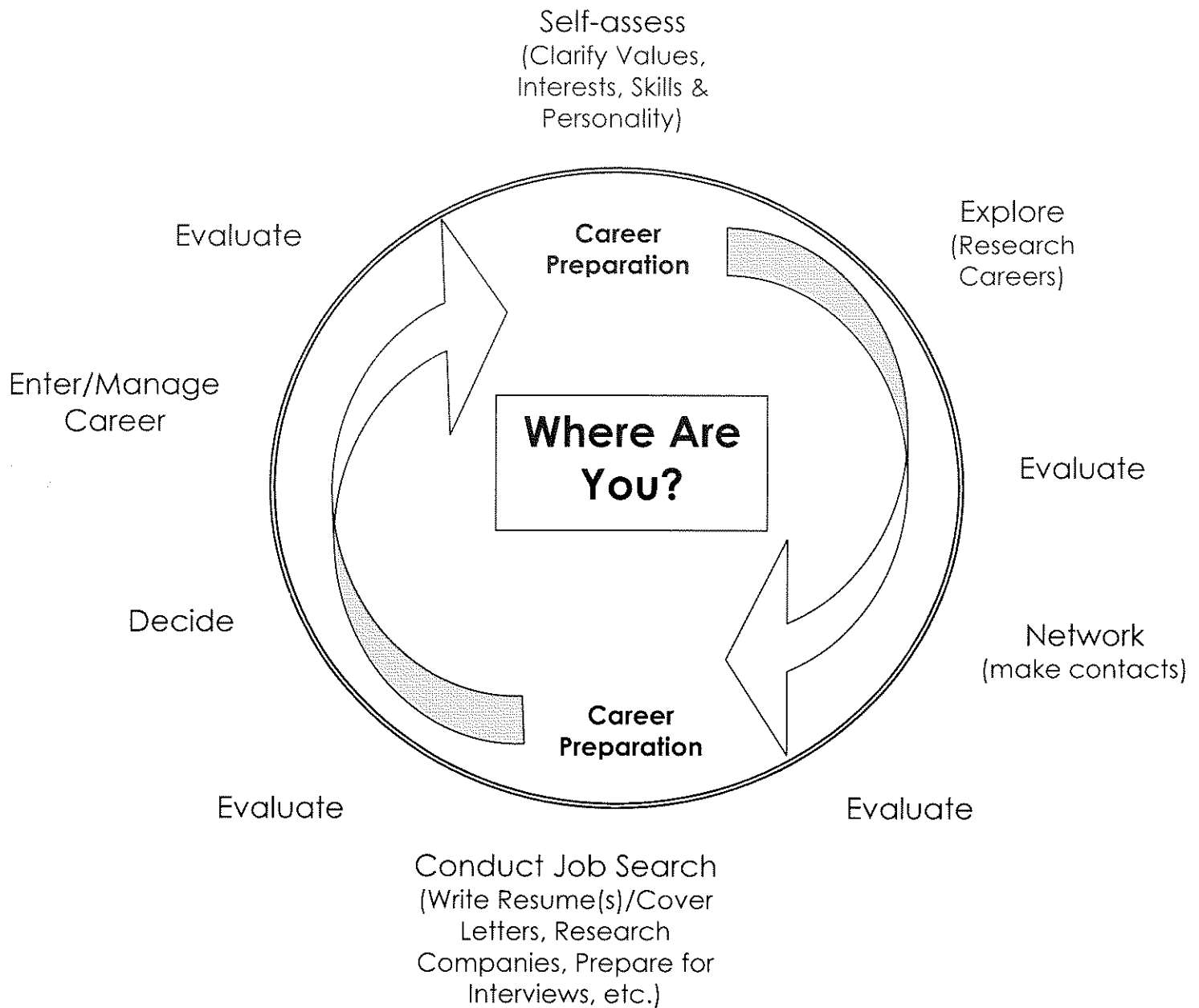
COLLABORATIONS with STUDENT ORGANIZATIONS and/or DEPARTMENTS

Organization/ Department	Type of Event	# Companies/ Panelists	# Student Participants
Beta Alpha Psi	Meet the Firms (networking)	31	100
Delta Sigma Pi	Marketplace (networking)	16	60
Beta Beta Beta	Careers in Biology (career panel)	4 (panelists)	35
American Marketing Association (AMA)	SF-AMA Career Fair (networking)	19	40
American Marketing Association (AMA)	Corporate Social Responsibility (career panel)	2	49
Leo T. McCarthy Center for Public Service and the Common Good	Lunch with a Diplomat (career panel)	1 (diplomat)	17
Leo T. McCarthy Center for Public Service and the Common Good- Office of Service Learning	Nonprofit Expo	69	215 (estimate)

Other Student Organization and/or Department Collaborations

Academic Support Services
 Alumni Relations
 College of Arts & Sciences
 Counseling Center
 Department of Student Activities
 Hospitality Management Association
 International Student Services
 Multicultural Student Services
 National Society of Collegiate Scholars
 Student Alumni Association
 Student Disability-Related Services

Career Development Process



Career Planning Is On-going!!

Summary of CSC's Self – Study via NACE's Professional Standards Evaluation Workbook for Program Review Fall 2006

I. Methodology

As CSC embarked on the self-study process, we referred to the NACE Professional Standards for College and University Career Services. We recognized that these professionally derived standards provided an excellent opportunity for us to engage in the process of self-assessment. After reviewing the standards themselves, we utilized *The NACE Professional Standards Evaluation Workbook*, as a tool for us to evaluate our office against the standards.

To achieve this goal, the full-time CSC staff (James Catiggay, Ellen Kelly, Alex Hochman, Julia Hing, Anna Carideo) met as a group and collectively and with consensus, answered the 265 questions contained in the Evaluation Workbook.

II. Areas Evaluated (13 Sections with 31 sub-sections)

Section 1:	Mission
Section 2:	Program Components
Section 3:	Program Management
Section 4:	Organization
Section 5:	Human Resources
	a. Functions
	b. Position Qualifications/Competencies
Section 6:	Facilities & Equipment
Section 7:	Technology
Section 8:	Campus & External Relations
Section 9:	Employer Relations & Recruitment Services
Section 10:	Legal Responsibilities
Section 11:	Equal Opportunity, Access, Affirmative Action, and Diversity
Section 12:	Ethics
Section 13:	Program Evaluation, Assessment, and Research

III. Evaluation Summary (see attached) & Process

After evaluating all 31 sub-sections, we then tallied the mean scores and evaluated the data. After discussion and analysis of the results, we divided the sections by their mean scores into 3 categories:

1. Those areas that scored in the 90th percentile (2.7 and above).
2. Those areas that scored between the 80th – 89th percentile (2.4 – 2.69).
3. Those areas that scored below the 80th percentile (2.39 and below).

Because the data divided into these 3 categories, and after reviewing the Observations questions in the workbook, we agreed that the 3 categories are best further defined as follows:

Sub-sections scoring between: 2.7 – 3.0 = 14 Sub-sections that are ***Strengths of CSC***
Sub-sections scoring between: 2.4 – 2.69 = 10 Sub-sections that ***Could Be Improved***
Sub-sections scoring between: 0.0 – 2.39 = 7 Sub-sections that ***Should Be Improved***

We then analyzed the 10 Sub-sections that ***Could Be Improved*** and the 7 Sub-sections that ***Should Be Improved***. Our goal was to determine which of these 17 Sub-sections we considered to be our **Top Priorities** for CSC to function better.

Each of the 5 full-time staff members then rated the 17 Dimensions as follows:

- 3 = Top Priority
- 2 = Somewhat of a Top Priority
- 1 = Minimally a Top Priority

From this process we arrived at 14 Sub-sections that the CSC staff collectively agreed were **Top Priorities**.

This information was then entered into our “CSC Self Study Analysis Master Grid” in rank priority order (See Section 1 in Master Binder, “Self-Study Executive Summary”).

National Association of Colleges and Employers

Professional Standards

FOR COLLEGE
AND UNIVERSITY
CAREER SERVICES

Evaluation Workbook



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NACE Professional Standards Evaluation Workbook

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NACE Professional Standards Evaluation Workbook

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Introduction

Background

The use of professional standards in career services is intended to facilitate excellence in the creation, maintenance, and delivery of programs and services. Professionally derived standards, representing the perspectives of diverse practitioners, and promulgated under the aegis of a professional association, provide an exceptional opportunity for practitioners to engage in processes of self-assessment and self-regulation that are internally motivated and directed.

The philosophical position in developing the NACE Professional Standards for College and University Career Services was that good methodologies:

- promote self-assessment and self-regulation initiatives using professional standards as key factors in fostering improvement in programs, services, and processes;
- include qualitative as well as quantitative approaches;
- lead to internal improvement;
- encourage methodical, meticulous, and reliable collection and presentation of information that will provide evidence of quality, and promote analysis and synthesis of information; and
- demonstrate external and internal accountability;
- honor institutional uniqueness and recognize that information is not always comparable across institutions because of differences in location and local economic conditions; student characteristics, abilities, and preparation; variety and quality of academic programs; and missions of the institutions and their career services offices. Any analysis of data must include explanations of such qualifiers.

The NACE Professional Standards for College and University Career Services was written broadly to reflect variations in career services provided by individual colleges and universities.

Purpose

This workbook is designed to be used as a companion to the NACE Professional Standards for College and University Career Services for those who wish to evaluate their program against the standards. Each professional standard represents best practices for career services and is defined broadly to allow for variation among institutions and career services offices. The standards reflect dimensions of career services that affect program performance and quality.

Each of the professional standards is considered to be extremely important and reflects recommended program components or functions for career services. Many of the standards may be considered absolutely essential by an individual career services office.

The standards were written to reflect an institution's responsibilities for career services. Some program components may be provided by the institution in a department other than career services. Individual career services offices may not have responsibility for certain programs or services identified as career services within these professional standards; however, the institution does bear final responsibility for delivery of career services, in whatever fashion they are administered within the institution. Evaluators may be required to collect and evaluate data from several different offices at an institution in order to conduct a thorough evaluation.

The standards pertain to career services units, programs, and services, not staff members. They reflect dimensions of career services that affect program performance and quality. To localize the standards, individual institutions and career service offices should provide specific examples or documentation of how they are meeting or not meeting each applicable standard.

This workbook is divided into sections containing self-assessment criterion measures that generally follow the sequence of items in the standards document. In some cases, the standards document contains additional information to provide better context for the reader. Please note that some criteria may apply to several functional areas within career services and that overlap does exist.

Self-Assessment

The self-assessment process is critical for optimal use of the standards in assessing and evaluating a career services unit. The allocation of sufficient time and staffing resources is required to best understand the standards and self-assessment criteria, collect and analyze documentation, and judge performance. Important steps in the self-assessment process include the following:

- Establish and organize a self-assessment team; team members should broadly represent the career services functions. This is a crucial initial activity. Ideally, and whenever possible, the team should include students, faculty, and university community members external to the career services unit.
- Review the standards and self-assessment criteria carefully before beginning the review process to better understand the meaning of each item and to reach consensus on how each item will be interpreted by the team for self-assessment purposes.
- Collect and review relevant data and documentation that will facilitate the process of self-assessment. Evaluative judgments need to be substantiated by documentary evidence; some examples include office publications, program and administrative documents, staff activity reports, and assessment and evaluation data. Such documentation enables specific examples to be cited that justify ratings for each criterion measure.

Scoring

The standards and self-assessment criteria pertain to career services units, not to individual staff members. While these self-assessment criterion measures broadly reflect career services programs and services, not every criterion measure will apply to every institution or career services office. However, each criterion should be addressed and responses will include a numerical rating or a notation that it is not being evaluated. A 3-point rating scale is used to judge how well each criterion measure meets the NACE standards:

- 1 = Standard is not met at all or in any appreciable manner.**
- 2 = Partially meets standard.**
- 3 = Fully meets standard.**
- N/E = Not evaluated. Standard does not apply to this institution and/or career services office.**

Use comments to clarify and justify your rating of any given standard and explain why specific criteria are not evaluated. Comments should be noted in a numbered list that corresponds to the criterion measure.

At the end of each section or subsection is an area for entering your composite and mean scores. To determine your composite score, simply add the total number of points in that section/subsection derived from the rated criteria. To determine your mean score, divide your total number of points by the total number of criterion measures in that section/subsection that were rated. At the end of the workbook, you will find an area for calculating your overall composite score and overall mean score, plus questions to help summarize the evaluation of your overall operation and identify priorities for action.

Please note: All references to "students" in this workbook should be interpreted to mean "students and other designated clients."

Evaluation Workbook Section I: Mission

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

I. MISSION	Rating			
1. Career services supports the mission, academic programs, and advancement of the institution.	1	2	3	N/E
2. Career services assists students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.	1	2	3	N/E
3. Career services helps individuals to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.	1	2	3	N/E
4. Career services helps individuals obtain educational and occupational information to aid their career and educational planning and to develop their understanding of the world of work.	1	2	3	N/E
5. Career services helps individuals select personally suitable academic programs and experiential opportunities that optimize their future educational and employment options.	1	2	3	N/E
6. Career services helps individuals take responsibility for developing their career decisions, graduate/professional school plans, employment plans, and/or job-search competencies.	1	2	3	N/E
7. Career services helps individuals prepare to find suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and occupational requirements.	1	2	3	N/E
8. The institution helps individuals gain career-related experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities.	1	2	3	N/E
9. Career services helps individuals link with alumni, employers, professional organizations, and others who will provide them with opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.	1	2	3	N/E
10. Career services helps individuals seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program.	1	2	3	N/E
11. Career services helps individuals prepare to manage their careers after graduation.	1	2	3	N/E
12. Career services considers the needs of all students and other clients of the institution in designing and delivering programs and services.	1	2	3	N/E
13. Career services provides linkages and/or coordination among career-related programs and services where appropriate.	1	2	3	N/E
14. Career services communicates its mission as appropriate to administrators, faculty, staff, and other appropriate institutional constituencies.	1	2	3	N/E
<p>Scoring - Section I Number of Items = 14 Possible Score = 42 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section II: Program Components

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

II. PROGRAM COMPONENTS	Rating			
15. The key program components of the career services function are designed, clearly defined, and implemented in alignment with:				
a. the career development needs and academic and occupational interests of students and other clients;	1	(2)	3	N/E
b. current research, theories, and knowledge of career development and learning;	1	2	(3)	N/E
c. contemporary career services practices;	1	2	(3)	N/E
d. economic trends, opportunities, and/or constraints;	1	2	(3)	N/E
e. institutional priorities;	1	2	(3)	N/E
f. resources.	1	2	(3)	N/E
16. Career services works collaboratively with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development.	1	2	(3)	N/E
17. Career services promotes career development for students as integral to the mission of the institution.	1	(2)	3	N/E
18. Career services staff provide information on programs and services through institutional print and electronic publications, campus media, presentations, outreach, and orientation programs.	1	2	(3)	N/E
19. Career services provides information on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process.	1	(2)	3	N/E
<p>Scoring - Section II Number of Items =10 Possible Score = 30 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

II-A. Career Advising/Counseling	Rating			
20. The institution provides career advising/counseling to assist students at any stage of their college experience while they are enrolled in the institution.	1	2	3	N/E
21. Career services assists students with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.	1	2	3	N/E
22. Career services helps students obtain and research occupational, educational, and employment information.	1	2	3	N/E
23. Career services helps students establish short-term and long-term career goals.	1	2	3	N/E
24. Career services helps students explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education, and/or other career-related activities.	1	2	3	N/E
25. Career services helps students make career choices based on accurate self-knowledge and information about the world of work.	1	2	3	N/E
26. Career services offers career advising/counseling in order to link students' career decision making with access to employers and employment information.	1	2	3	N/E
27. Career services encourages students to take advantage of career services as early as possible in their academic programs.	1	2	3	N/E
28. Career services provides career advising/counseling through scheduled appointments with individuals, group programs, career planning courses, outreach opportunities, special events, information technology, and/or other available resources.	1	2	3	N/E
29. Career services refers students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling.	1	2	3	N/E
30. Career services helps students explore careers through part-time employment and experiential education programs.	1	2	3	N/E
31. Career services maintains appropriate records for future work with students.	1	2	3	N/E
<p>Scoring - Subsection II-A Number of Items = 12 Possible Score = 36 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

II-B. Career Information	Rating			
	1	2	3	N/E
32. Career services makes current and comprehensive career information accessible to students as they explore and make career decisions.	1	2	3	N/E
33. Career services provides resources to help students assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.	1	2	3	N/E
34. Career services provides information on current and projected employment opportunities and on employers to ensure that candidates have the widest possible choices of employment	1	2	3	N/E
35. Career services provides information on graduate and professional academic programs and other continuing education programs.	1	2	3	N/E
36. Career services uses information technology to give students and staff access to the Internet and other computer resources.	1	2	3	N/E
37. Career information is conveniently available in a variety of media appropriate for different learning styles and special needs.	1	2	3	N/E
38. Career information resources are accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change.	1	2	3	N/E
39. Career information facilities are staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.	1	2	3	N/E
40. The following categories of career information are available through career services:				
a. self-assessment and career planning;	1	2	3	N/E
b. occupational and job market information;	1	2	3	N/E
c. graduate and professional schools;	1	2	3	N/E
d. employment/job search;	1	2	3	N/E
e. job, experiential education, and internship listings;	1	2	3	N/E
f. employer information.	1	2	3	N/E
<p>Scoring - Subsection II-B Number of Items = 14 Possible Score = 42 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring:

1 = Standard is not met at all or in any appreciable manner.

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3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

II-C. Employment Services	Rating			
41. Career services assists students in exploring a full range of career and work possibilities that match their career goals.	1	2	3	N/E
42. Career services assists students in preparing and developing job-search competencies and tools to present themselves effectively as candidates for employment.	1	2	3	N/E
43. Career services assists students in obtaining information on employment opportunities and prospective employers.	1	2	3	N/E
44. Career services assists students in connecting with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and/or information technology.	1	2	3	N/E
45. Career services develops and maintains relationships with employers that provide career development and employment opportunities for students.	1	2	3	N/E

Scoring - Subsection II-C

Number of Items = 5 Possible Score = 15

Number of Applicable Items =

Actual Score =

Mean Score (actual score divided by number of applicable items) =

COMMENTS:

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

II-D. Experiential Education	Rating			
46. The institution provides experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.	1	2	3	N/E
47. Career services provides, or works closely with other departments that provide, experiential education opportunities.	1	2	3	N/E
48. Experiential education programs help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.	1	2	3	N/E
<p>Scoring - Subsection II-D: Number of Items = 3 Possible Score = 9 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

II-E. Graduate School Services		Rating			
49.	Career services assists students in identifying graduate or professional school programs that match their career goals.	1	2	3	N/E
50.	Career services assists students in effectively presenting themselves as graduate/professional school candidates for further study.	1	2	3	N/E
51.	Career services assists students in obtaining information on graduate/professional school programs through a variety of sources.	1	2	3	N/E
52.	Career services assists students in connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and/or information technology.	1	2	3	N/E

Scoring - Subsection II-E:

Number of Items = 4 Possible Score = 12

Number of Applicable Items =

Actual Score =

Mean Score (actual score divided by number of applicable items) =

COMMENTS:

Evaluation Workbook Section III: Program Management

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

III. PROGRAM MANAGEMENT	Rating			
53. A leader or leadership team manages career services and aligns career services with the mission of the institution and the needs of the constituencies served.	1	2	3	N/E
54. Career services leadership has developed a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the purpose of the career services program.	1	2	3	N/E
55. Career services reviews and updates its goals annually.	1	2	3	N/E
56. Career services staff members conduct regular program evaluations to improve career services operations and to adjust to changing client needs and environmental threats and opportunities.	1	2	3	N/E
57. Career services staff regularly review the office's policies, procedures, and budgetary issues.	1	2	3	N/E
58. Career services has identified key constituencies, and their needs are reflected in its mission and goals.	1	2	3	N/E
59. The services/programs provided by the career services office are defined in terms of their priority.	1	2	3	N/E
60. Career services leaders are advocates for the advancement of career-related services within the institution.	1	2	3	N/E
<p>Scoring - Section III Number of Items = 8 Possible Score = 24 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section IV: Organization

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

IV. ORGANIZATION		Rating			
61.	The external and internal organization of career services, including its place within the institution, supports its mission.	1	2	3	N/E
62.	The career services function is organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.	1	2	3	N/E
63.	The external organization, e.g., reporting lines of career services within the college/university, provide optimal visibility and institutional support.	1	2	3	N/E
64.	The unit to which career services reports allows for efficient and effective delivery of career services within the institution.	1	2	3	N/E
65.	The internal organization of career services is clearly defined through an organizational chart.	1	2	3	N/E
66.	Staff titles, roles, and reporting lines support the efficient and effective delivery of career services and programs.	1	2	3	N/E

Score - Section IV

Number of Items = 6 Possible Score = 18

Number of Applicable Items =

Actual Score =

Mean Score (actual score divided by number of applicable items) =

COMMENTS:

Evaluation Workbook Section V: Human Resources

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V. HUMAN RESOURCES	Rating			
67. Career services has an adequate number of qualified professional and support staff to fulfill its mission and functions.	1	2	3	N/E
68. Career services has instituted hiring and promotion practices that are fair, inclusive, and nondiscriminatory.	1	2	3	N/E
69. To ensure the existence of suitable and identifiable role models, career services staff diversity reflects and/or is representative of the student population.	1	2	3	N/E
70. Career services develops and maintains job descriptions for all staff members and provides regular performance appraisals.	1	2	3	N/E
71. Career services has a regular system of staff evaluation and provides access to professional development opportunities.	1	2	3	N/E
72. Salaries and benefits for staff are commensurate with similar positions within the institution, in similar institutions, and in the relevant geographic area.	1	2	3	N/E
73. Career services staff members are trained in legal, confidential, and ethical issues related to career services.	1	2	3	N/E
74. Career services professionals engage in continuing professional development activities to keep abreast of the conditions that affect their work and to develop skills to perform program functions and tasks effectively.	1	2	3	N/E
<p>Score - Section V Number of Items = 8 Possible Score = 24 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring

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2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-A. Functions				Rating
Primary program functions and their related core competencies and knowledge domains are defined below. Rate the competencies from a program perspective, not an individual perspective.				
75. Career services is staffed by persons who, in combination, possess core competencies to perform the following primary program functions effectively:				
V-A1. Management and Administration				Rating
a. Needs assessment and satisfaction measures.	1	2	3	N/E
b. Systematic program design, implementation, and evaluation.	1	2	3	N/E
c. Systematic strategic and operational planning.	1	2	3	N/E
d. Program integration and integrity.	1	2	3	N/E
e. Defined staffing procedures.	1	2	3	N/E
f. Staff development and supervision.	1	2	3	N/E
g. Budget planning and administration.	1	2	3	N/E
h. Political sensitivity and negotiation skills.	1	2	3	N/E
i. Synthesize, interpret, and report current and longitudinal information.	1	2	3	N/E
<p>Score - Subsection V-A1 Number of Items = 9 Possible Score = 27 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				
V-A2. Program and Event Administration				Rating
a. Needs assessment.	1	2	3	N/E
b. Goal setting.	1	2	3	N/E
c. Program planning, implementation, and evaluation.	1	2	3	N/E
d. Budget allocation.	1	2	3	N/E
e. Time management.	1	2	3	N/E
f. Problem solving.	1	2	3	N/E
g. Attention to detail.	1	2	3	N/E
<p>Score - Subsection V-A2 Number of Items = 7 Possible Score = 21 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-A3. Research and Student Learning/Development Outcomes				Rating	
a. Identification of relevant and desirable student learning and development outcomes.	1	(2)	3	N/E	
b. Outcome-oriented programming.	1	(2)	3	N/E	
c. Research-based evidence of program impact on student learning and development outcomes.	(1)	2	3	N/E	
<p>Score - Subsection V-A3 Number of Items = 3 Possible Score = 9 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					
V-A4. Career Advising/Counseling and Consultation				Rating	
a. Client needs assessment and diagnosis.	1	2	(3)	N/E	
b. Client intervention/design and implementation.	1	2	(3)	N/E	
c. Test administration and interpretation.	1	2	(3)	N/E	
d. Counseling skills.	1	2	(3)	N/E	
e. Advising skills.	1	2	3	(N/E)	
f. Client evaluation of counseling services.	1	2	3	(N/E)	
g. Ability to work with individuals.	1	2	(3)	N/E	
h. Ability to work with groups.	1	2	(3)	N/E	
i. Use of career, occupational, and employment information.	1	2	(3)	N/E	
<p>Score - Subsection V-A4 Number of Items = 9 Possible Score = 27 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-A5.Teaching/Training/Educating	Rating			
a. Population needs assessment to define learning objectives.	1	2	3	N/E
b. Program/workshop design and delivery competencies.	1	2	3	N/E
c. Researching, evaluating, and integrating educational information.	1	2	3	N/E
d. Training/teaching/presenting/public speaking.	1	2	3	N/E
e. Career coaching/career mentoring.	1	2	3	N/E
f. Work with individuals and groups.	1	2	3	N/E
g. Work with diverse populations.	1	2	3	N/E
h. Use of technology for delivery of content.	1	2	3	N/E
<p>Score - Subsection V-A5 Number of Items = 8 Possible Score = 24 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Scoring

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3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-A6. Marketing/Promoting/Outreach	Rating			
a. Client needs assessment and goal setting.	1	2	3	N/E
b. Written and interpersonal communication; public speaking.	1	2	3	N/E
c. Domestic and international job and experiential learning.	1	2	3	N/E
d. Relationship development and management.	1	2	3	N/E
e. Effective use of print, web, and personal presentation methods.	1	2	3	N/E
f. Sales and closing techniques.	1	2	3	N/E
g. Development/fundraising strategies.	1	2	3	N/E
h. Marketing principles/strategies.	1	2	3	N/E

Score - Subsection V-A6

Number of Items = 8 Possible Score = 24

Number of Applicable Items =

Actual Score =

Mean Score (actual score divided by number of applicable items) =

COMMENTS:

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-A7. Brokering/Connecting/Linking				Rating	
a. Organize information, logistics, people, and processes toward a desired outcome.	1	2	3	N/E	
b. Consult with clients to improve effectiveness.	1	2	3	N/E	
c. Build and manage advisory boards.	1	2	3	N/E	
d. Effective interpersonal skills.	1	2	3	N/E	
<p>Score - Subsection V-A7 Number of Items = 4 Possible Score = 12 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					
V-A8. Information Management				Rating	
a. Appropriate organization and dissemination of information.	1	2	3	N/E	
b. Efficient information storage and retrieval.	1	2	3	N/E	
c. Knowledge of computing systems and applications.	1	2	3	N/E	
d. Effective data collection and analysis.	1	2	3	N/E	
e. Acquisition of appropriate career resources.	1	2	3	N/E	
f. Web design and management.	1	2	3	N/E	
<p>Score - Subsection V-A8 Number of Items = 6 Possible Score = 18 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-B. Position Qualifications/Competencies	Rating			
V-B1. Leadership by Career Services Managers (Directors, Associate Directors, and Assistant Directors)	Rating			
a. The institution appoints, positions, and empowers career services leaders at various levels within the administrative structure to accomplish stated missions.	1	2	3	N/E
b. Career services leaders at various levels are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, and relevant professional credentials, as well as for their potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.	1	2	3	N/E
c. The institution determines expectations of accountability for leaders and fairly assesses their performance.	1	2	3	N/E
d. Leaders in the career services unit exercise authority over resources for which they are responsible to achieve their respective missions.	1	2	3	N/E
e. Career services leaders:				
e1. articulate a vision for their organization	1	2	3	N/E
e2. set goals and objectives based on the needs and capabilities of the population served.	1	2	3	N/E
e3. promote student learning and development.	1	2	3	N/E
e4. prescribe and practice ethical behavior.	1	2	3	N/E
e5. recruit, select, supervise, and develop others in the organization.	1	2	3	N/E
e6. manage financial resources.	1	2	3	N/E
e7. coordinate human resources.	1	2	3	N/E
e8. plan, budget for, and evaluate personnel and programs.	1	2	3	N/E
e9. apply effective practices to educational and administrative processes.	1	2	3	N/E
e10. communicate effectively.	1	2	3	N/E
e11. initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.	1	2	3	N/E
f. Career services leaders identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.	1	2	3	N/E
g. Career services leaders promote campus environments that result in multiple opportunities for student learning and development.	1	2	3	N/E
h. Career services leaders continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.	1	2	3	N/E
i. If career components are offered through multiple units, the institution designates a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.	1	2	3	N/E
j. Career services leaders coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission.	1	2	3	N/E
k. Key constituencies served by each career services unit are clearly identified and reflected in the mission and goals of the career services unit.	1	2	3	N/E

l. Career services leaders are advocates for the advancement of career services within the institution.	1	2	3	N/E
m. Career services leaders participate in institutional decisions related to the identification and designation of clients served.	1	2	3	N/E
n. Career services leaders participate in decisions regarding type and scope of services offered and the fees, if any, that are charged to clients.	1	2	3	N/E

Score - Subsection V-B1

Number of Items = 24 Possible Score = 72

Number of Applicable Items =

Actual Score =

Mean Score (actual score divided by number of applicable items) =

COMMENTS:

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-B2. Professional Positions (Career Counselors and Advisers, Employer Relations Coordinators, Consultants)		Rating			
a.	Professional staff members hold an earned degree in a field relevant to the position they hold or possess an appropriate combination of educational credentials and related work experience.	1	2	3	N/E
b.	Professional staff members have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, and in highly specialized functions, such as career and employment counseling, student employment, cooperative education, internships, work-study, graduate school advising, computer technology, etc.	1	2	3	N/E
<p>Score - Subsection V-B2 Number of Items = 2 Possible Score = 6 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					
V-B3. Pre-Professional Positions (Paraprofessionals, Interns, Graduate Assistants)		Rating			
a.	Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	1	2	3	N/E
b.	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience.	1	2	3	N/E
c.	These individuals are trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.	1	2	3	N/E
<p>Score - Subsection V-B3 Number of Items = 3 Possible Score = 9 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					

Scoring

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3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

V-B4. Student Employee and/or Volunteer Positions				Rating			
a. Student employees and volunteers are carefully selected, trained, supervised and evaluated.	1	2	3	N/E			
b. Student employees and volunteers are trained in how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.	1	2	3	N/E			
c. Student employees and volunteers are provided with clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development; training includes customer service, program procedures, and information and resource utilization.	1	2	3	N/E			
<p>Score - Subsection V-B3 Number of Items = 3 Possible Score = 9 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>							
V-B5. Support Staff and Technical Positions				Rating		Comments	
a. Career services has an adequate number of administrative and technical staff to accomplish its mission.	1	2	3	N/E	Yes	No	
b. Career services support and technical staff are technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training.	1	2	3	N/E	Yes	No	
c. The level of staffing and workload are adequate and appropriate for program and service demands.	1	2	3	N/E	Yes	No	
d. A technical support person or support service is available to maintain computer and information technology systems for career services.	1	2	3	N/E	Yes	No	
<p>Scoring - Section V-B5 Number of Items = 4 Possible Score = 12 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>							

Evaluation Workbook Section VI: Facilities and Equipment

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

VI. FACILITIES AND EQUIPMENT	Rating			
76. Career services has adequate facilities and equipment to perform its functions effectively.	1	2	3	N/E
77. Career services has private offices for professional staff to permit them to perform career advising/counseling or other confidential work; support staff work areas; reception and student waiting area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student usage.	1	2	3	N/E
78. Career services provides students and employers with private interview facilities and adequate conditions and equipment to function professionally.	1	2	3	N/E
79. The number of employment interview rooms is adequate to meet employer and student needs.	1	2	3	N/E
80. An employer lounge or an accessible lunch area is available.	1	2	3	N/E
81. The facility has Internet connectivity and access to conference rooms and large group meeting rooms that have an appropriate level of technology to support service delivery.	1	2	3	N/E
82. Sufficient information technology is available for students and staff to support career services functions.	1	2	3	N/E
83. Equipment and facilities are secured to protect the confidentiality and safety of records.	1	2	3	N/E
84. Facilities are accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA).	1	2	3	N/E
85. Accommodations for students with special needs are provided by career services or in conjunction with the department that serves this population.	1	2	3	N/E
86. Career services projects a welcoming, professional atmosphere for students, employers, alumni, parents, and others.	1	2	3	N/E
87. Career services provides office hours at times appropriate for its constituencies.	1	2	3	N/E
88. Parking for visitors is adequate and convenient.	1	2	3	N/E
<p>Scoring - Section VI Number of Items = 13 Possible Score = 39 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section VII: Technology

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

VII. TECHNOLOGY	Rating			
89. Career services' web sites provide updated information regarding mission, location, staffing, programs, and services available to students as well as contact information. The web site is integrated within the college/university technological infrastructure and include links to appropriate sites both within and external to the institution.	1	2	3	N/E
90. Career services' computer-based assessment and computer-assisted career guidance systems support the mission of the career services office.	1	2	3	N/E
91. Career services' computer-based and/or online recruiting and employment systems support any career services office mission for part-time employment, cooperative education, internship, and professional employment. These employment systems include online opportunity listings and student resume data bases.	1	2	3	N/E
92. Career services offices make informed choices regarding the use of available technological applications to career programs, including systems developed internally by the college/university, systems available through professional associations or private vendor-based systems.	1	2	3	N/E
93. Career services offices make informed decisions based upon its mission, budget, and staffing regarding the use of an array of additional technologically based applications to career services including:				
a. client registration system	1	2	3	N/E
b. client contact, record, and tracking systems	1	2	3	N/E
c. career portfolios	1	2	3	N/E
d. graduating student surveys	1	2	3	N/E
e. career fair management systems	1	2	3	N/E
f. resume writing software	1	2	3	N/E
g. office intranet sites	1	2	3	N/E
h. e-based career advising or counseling	1	2	3	N/E
i. video-based technology.	1	2	3	N/E
94. Adequate funds are available to support the hardware and software associated with the use of any technological applications to career services.	1	2	3	N/E
95. Computer access and/or work stations are available to staff and clients in support of technological applications to career services.	1	2	3	N/E
96. Adequate staff support are available to maintain and update the technological applications to career services.	1	2	3	N/E
97. Technological applications to career services ensure client confidentiality and are consistent with legal and ethical standards. Data security and privacy of student records adhere to the institutional privacy policy.	1	2	3	N/E
<p>Scoring - Section VII Number of Items = 17 Possible Score = 51 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section VIII: Campus and External Relations

Scoring

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

VIII. CAMPUS AND EXTERNAL RELATIONS	Rating			
98. As an integral function within the institution, career services develops and/or maintains productive relationships with relevant campus offices and key stakeholders.	1	2	3	N/E
99. Career services develops institutional support for career development and student employment services for students and other designated clients.	1	2	3	N/E
100. Career services involves the academic administration and faculty in career planning and employment programs.	1	2	3	N/E
101. Career services raises issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to the recruitment and hiring of students and alumni.	1	2	3	N/E
102. Career services participates in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs.	1	2	3	N/E
103. Career services exchanges information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development.	1	2	3	N/E
104. Career services arranges appropriate programs that use the experience and expertise of alumni.	1	2	3	N/E
105. Career services establishes cooperative relationships with other offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions.	1	2	3	N/E
106. Career services provides information and reports to the academic administration, faculty, and key offices of the institution regarding career-related services for students, employers, and alumni.	1	2	3	N/E
107. Career services provides feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning.	1	2	3	N/E
108. Career services encourages dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates.	1	2	3	N/E
109. Career services provides parents with information and relevant data on career education programs and services and key results related to employment and graduate study outcomes for recent graduates.	1	2	3	N/E
110. Career services serves as an institutional resource for the media and provides key information and data related to career development, labor market trends, and employment outcomes as appropriate.	1	2	3	N/E
111. Career services leadership/management encourages staff to participate in professional associations and community activities related to career and employment issues.	1	2	3	N/E
112. Career services participates in professional staff development activities.	1	2	3	N/E
<p>Scoring - Section VIII Number of Items = 15 Possible Score = 45 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) = COMMENTS:</p>				

Evaluation Workbook Section IX: Employer Relations and Recruitment Services

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

IX. EMPLOYER RELATIONS AND RECRUITMENT SERVICES	Rating			
113. Each career services office develops policies and practices for employer relations and services.	1	2	3	N/E
114. Career services develops strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and alumni.	1	2	3	N/E
115. Career services develops and maintains relationships with employers who may provide career development and employment opportunities for students and alumni.	1	2	3	N/E
116. Career services enhances customer service and fosters continuous improvement by using feedback from employers on key performance indicators and measures of services, e.g., candidate hiring rates, cost-per-hire, satisfaction with service, etc.	1	2	3	N/E
117. Career services informs, educates, and consults with employers on the nature of services it provides and student candidates available.	1	2	3	N/E
118. Career services involves employers in programs that meet students' career and employment needs.	1	2	3	N/E
119. Career services promotes employer adherence to professional and ethical standards.	1	2	3	N/E
120. Career services provides employer feedback to faculty, administrators, and students on the preparation of students for jobs, the curricula, and the hiring process.	1	2	3	N/E
121. Career services develops and implements marketing strategies to cultivate employment opportunities for students.	1	2	3	N/E
122. Career services maximizes opportunities for employers to consider candidates for employment.	1	2	3	N/E
123. Career services maximizes students' exposure to employers, while respecting institutional academic and co-curricular standards.	1	2	3	N/E
124. Career services encourages dialogue among employers, faculty, and the institution's administrators concerning career and employment issues.	1	2	3	N/E
125. Career services facilitates employer involvement and communication with faculty, students, and administrators.	1	2	3	N/E
126. Career services does not give preferential treatment to specific employers and should treat all employers uniformly and consistently.	1	2	3	N/E
127. Career services understands the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations.	1	2	3	N/E
128. Career services defines the types of employers they will serve and articulates policies that guide the working relationships with various types of employers.	1	2	3	N/E
129. Career services offers a variety of services to employers that reflect student interests and employer needs, e.g., campus recruiting, resume referrals, job listings, internships, etc.	1	2	3	N/E
130. Career services provides information to employers regarding the institution's operations, student profile, academic programs and curricula, enrollments, and academic calendar.	1	2	3	N/E

131. Career services provides information to employers regarding policies and procedures; interviewing logistics; instructions for using services; and information that may assist the recruiter in visiting campus, e.g., lodging information, maps, parking sites, etc.	1	2	3	N/E
132. Career services encourages employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships.	1	2	3	N/E
133. Career services provides information and services to assist recruiters and graduate school representatives to effectively communicate their opportunities to specific and targeted student populations	1	2	3	N/E
134. Career services encourages employers to list job vacancies with the career services office on a continuing basis and to provide the office with information concerning job offers, salaries, and hires.	1	2	3	N/E
135. In coordination with the institution's development office, career services encourages employer support of the institution, which may include scholarships and other forms of financial support.	1	2	3	N/E
136. Career services develops policies for working with third-party recruiters, which may include requiring recruiters to disclose the identities of the organizations they are representing and to adhere to the ethical guidelines documented in the <i>NACE Principles for Professional Conduct</i> .	1	2	3	N/E

Scoring - Section IX

Number of Items = 24 Possible Score = 72

Number of Applicable Items =

Actual Score =

Mean Score (actual score divided by number of applicable items) =

COMMENTS:

Evaluation Workbook Section X: Legal Responsibilities

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

X. LEGAL RESPONSIBILITIES	Rating			
137. Career services professionals are knowledgeable about accepted and current professional practices and are responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments.	1	2	3	N/E
138. The institution provides career services professional staff with access to legal advice as needed to carry out their assigned responsibilities.	1	2	3	N/E
139. The institution informs career services in a timely fashion about extraordinary or changing legal obligations and potential liabilities.	1	2	3	N/E
140. Career services ensures that records are maintained following prevailing ethical and legal guidelines.	1	2	3	N/E
141. Career services staff are in compliance with the Family Education Rights and Privacy Act regarding disclosure of student information contained in education records.	1	2	3	N/E
142. Career services staff are in compliance with laws regarding the privacy of data maintained in electronic form by the career center or by another entity acting at its request.	1	2	3	N/E
143. Career services staff are in compliance with defamation laws regarding references and recommendations on the behalf of students.	1	2	3	N/E
144. Career services staff are in compliance with equal employment opportunity laws regarding employment referral practices.	1	2	3	N/E
145. Career services staff are in compliance with affirmative action regulations and laws.	1	2	3	N/E
146. Career services staff are in compliance with liability issues pertaining to experiential learning programs.	1	2	3	N/E
147. Career services staff are in compliance with work authorization practices in countries other than where the student holds citizenship.	1	2	3	N/E
148. Career services staff are in compliance with institutional policies regarding safety standards and practices for students traveling to work or participating in university-sponsored experiential activities.	1	2	3	N/E
149. Career services staff are in compliance with laws governing services provided by outside vendors.	1	2	3	N/E
150. Career services staff are in compliance with laws regarding grant applications.	1	2	3	N/E
151. Career services staff are in compliance with laws regarding eligibility to work in the United States.	1	2	3	N/E
152. Career services staff are in compliance with any other state or federal employment or relevant student-related statute.	1	2	3	N/E
153. Career services staff use appropriate policies and practices to protect students and to limit the liability exposure of the institution and its officers, employees, and agents.	1	2	3	N/E
<p>Scoring - Section X Number of Items = 17 Possible Score = 51 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section XI: Equal Opportunity, Access, Affirmative Action, and Diversity

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

XI. EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY	Rating			
154. Career services adheres to the spirit and intent of equal opportunity laws in all activities.	1	2	3	N/E
155. Career services' operating policies and procedures do not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status.	1	2	3	N/E
156. Career services' programs, services, events, and facilities are accessible to all students.	1	2	3	N/E
157. Career services' hours of operation respond to the needs of all students.	1	2	3	N/E
158. Career services seeks to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.	1	2	3	N/E
159. Career services staff serve as advocates by bringing the needs of all students to the attention of the institution's administration.	1	2	3	N/E
160. Career services ensures that employers using its services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.	1	2	3	N/E
161. Career services staff make every effort to educate faculty members about legal and ethical issues relating to student referrals and recommendations.	1	2	3	N/E
162. Career services works in conjunction with the institution's special services and related organizations to enhance student and employer awareness and appreciation of cultural and ethnic differences.	1	2	3	N/E
163. Career services provides educational programs that help students from diverse backgrounds and individuals with special needs to identify and address their unique needs related to career development and employment.	1	2	3	N/E
164. Career services initiates partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.	1	2	3	N/E
<p>Scoring - Section XI Number of Items = 11 Possible Score = 33 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section XII: Ethics

Scoring:

- 1 = Standard is not met at all or in any appreciable manner.
- 2 = Partially meets standard.
- 3 = Fully meets standard.
- N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

XII. ETHICS	Rating			
165. All persons involved in the delivery of career services to students maintain the highest standards of ethical behavior as set forth in the "Career Services Professions" section of the <i>NACE Principles for Professional Conduct</i> as well any additional professional ethical standards and/or codes that may apply.	1	2	3	N/E
166. Career services leaders/managers provide guidance and education on ethical standards to all persons involved in providing career services.	1	2	3	N/E
<p>Scoring - Section XII</p> <p>Number of Items = 2 Possible Score = 6</p> <p>Number of Applicable Items =</p> <p>Actual Score =</p> <p>Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>				

Evaluation Workbook Section XIII: Program Evaluation, Assessment, and Research

Scoring:

1 = Standard is not met at all or in any appreciable manner.

2 = Partially meets standard.

3 = Fully meets standard.

N/E = Not evaluated. Standard does not apply to this institution and/or career services office.

XIII. PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH		Rating			
167.	Career services conducts systematic qualitative and quantitative evaluations of its program quality in order to determine whether and to what degree its stated mission and goals are being met.	1	2	3	N/E
168.	Although methods of assessment vary, a sufficient range of measures are employed to maintain objectivity and comprehensiveness in program evaluation.	1	2	3	N/E
169.	Data collected includes responses from students, employers, and other constituencies.	1	2	3	N/E
170.	Results of these evaluations are used in revising and improving programs, services, and staff performance.	1	2	3	N/E
171.	Institutions use accepted methods of program evaluation, such as those in <i>The NACE Sourcebook for Conducting Evaluations and Measurements of Career Services</i> .	1	2	3	N/E
172.	Career services offices collaborate with institutional research, state agencies, accrediting bodies, academic graduate programs, and other evaluative groups that generate and assess evaluation information.	1	2	3	N/E
173.	Evaluations may include:				
	a. review of the mission, goals, programs, and services;	1	2	3	N/E
	b. quantitative program user data;	1	2	3	N/E
	c. career services wide-qualitative feedback survey;	1	2	3	N/E
	d. program-specific quantitative assessment;	1	2	3	N/E
	e. program-specific qualitative assessment;	1	2	3	N/E
	f. systematic needs-based assessments to guide program development;	1	2	3	N/E
	g. first destination surveys at or following graduation and/or alumni surveys;	1	2	3	N/E
	h. inter-institutional benchmarks, and other comparative data to evaluate program effectiveness and efficiency;	1	2	3	N/E
	i. empirically based outcome research and/or evidence of client learner outcomes.	1	2	3	N/E
174.	Career services prepares and disseminates annual and special reports, including goals and objectives, current programs and services, service delivery information, first destination information, and/or graduate follow-up information.	1	2	3	N/E
175.	Career services gathers, participates in, and/or conducts relevant research on career development; academic success; institutional issues such as admissions and retention; student learning; employment trends; and career interests.	1	2	3	N/E
<p>Scoring - Section XIII Number of Items = 17 Possible Score = 51 Number of Applicable Items = Actual Score = Mean Score (actual score divided by number of applicable items) =</p> <p>COMMENTS:</p>					

Evaluation Workbook Section XIV: Program Evaluation Summary

QUANTITATIVE SCORES:

Please enter your number of applicable items, actual score, and mean score for each section.
Calculate the mean score by dividing the actual score by the number of applicable items.

#	Section	Number of Items	Possible Score	Number of Applicable Items	Actual Score	Mean Score
I.	Mission	14	42	14	37	2.64
II.	Program Components	10	30	10	27	2.7
II-A.	Career Advising/Counseling	12	36	12	34	2.83
II-B.	Career Information	14	42	14	33	2.36
II-C.	Employment Services	5	15	5	14	2.8
II-D.	Experiential Education.	3	9	3	7	2.33
II-E.	Graduate School Services	4	12	4	10	2.5
III.	Program Management	8	24	8	23	2.88
IV.	Organization	6	18	6	17	2.83
V.	Human Resources	8	24	8	22	2.75
V-A1.	Management and Administration	9	27	9	26	2.89
V-A2.	Program and Event Administration	7	21	7	21	3
V-A3.	Research and Student Learning/Dev Outcomes	3	9	3	5	1.67
V-A4.	Career Advising/Counseling and Consultation	9	27	7	21	3
V-A5.	Teaching/Training/Educating	8	24	7	18	2.57
V-A6.	Marketing/Promoting/Outreach	8	24	7	19	2.71
V-A7.	Brokering/Connecting/Linking	4	12	4	9	2.25
V-A8.	Information Management	6	18	6	15	2.5
V-B1.	Leadership by Career Services Managers	24	72	24	65	2.71
V-B2.	Professional Positions	2	6	2	6	3
V-B3.	Pre-Professional Positions	3	9	3	9	3
V-B4.	Student Employee and Volunteer Positions	3	9	3	9	3
V-B5.	Support Staff and Technical Positions	4	12	4	9	2.25
VI.	Facilities and Equipment	13	39	13	31	2.38
VII.	Technology	17	51	14	31	2.21
VIII.	Campus and External Relations	15	45	15	37	2.47
IX.	Employer Relations and Recruitment Services	24	72	24	64	2.67
X.	Legal Responsibilities	17	51	16	42	2.63
XI.	Equal Opportunity, Access, Affirmative Action and Diversity	11	33	11	28	2.55
XII.	Ethics	2	6	2	5	2.5
XIII.	Program Evaluation, Assessment and Research	17	51	17	43	2.53
	Totals	290	870	282	737	2.61

CSC Program Evaluation Summary via NACE Professional Standards 2006

QUANTITATIVE SCORES:

Summary listed in CSC Top Priority Order

CSC Top Priority List	Mean Score	Section	Number of Items	Possible Score	# of Applicable Items	Actual Score	Page # in Nace Booklet
1	1.67	Research & Student Learning/Dev Outcomes	3	9	3	5	18
2	2.21	Technology	17	51	14	31	27
3	2.5	Information Management	6	18	6	15	21
4	2.67	Employer Relations & Recruitment Svcs	24	72	24	64	29
5	2.53	Program Evaluation, Assessment & Research	17	51	17	43	34
6	2.47	Campus & External Relations	15	45	15	37	28
7	2.25	Support Staff & Technical Positions	4	12	4	9	25
8	2.57	Teaching/Training/Educating	8	24	7	18	19
9	2.36	Career Information	14	42	14	33	10
10	2.33	Experiential Educ.	3	9	3	7	12
11	2.55	Equal Opportunity, Access, Affirmative Action & Diversity	11	33	11	28	32
12	2.25	Brokering/Connecting/Linking	4	12	4	9	21
13	2.38	Facilities & Equipment	13	39	13	31	26
	2.5	Graduate School Services	4	12	4	10	13
	2.5	Ethics	2	6	2	5	33
	2.63	Legal Responsibilities	17	51	16	42	31
	2.64	Mission	14	42	14	37	7
	2.7	Program Components	10	30	10	27	8
	2.71	Marketing/Promoting/Outreach	8	24	7	19	20
	2.71	Leadership by Career Services Managers (Directors, Assoc Dr, Asst Dr)	24	72	24	65	22
	2.75	Human Resources	8	24	8	22	16
	2.8	Employment Services	5	15	5	14	11
	2.83	Career Advising/Counseling	12	36	12	34	9
	2.83	Organization	6	18	6	17	15
	2.88	Program Mgmt	8	24	8	23	14
	2.89	Mgmt & Admin	9	27	9	26	17
	3	Program & Event Admin	7	21	7	21	17
	3	Career Advising/Counseling & Consultation	9	27	7	21	18
	3	Professional Positions (Career Counselors, Advisers, Employer Relations Coordinators)	2	6	2	6	24
	3	Pre-Professional Positions (Paraprofessionals, Interns, Grad Asst)	3	9	3	9	24
	3	Student Employee and/or Volunteer Positions	3	9	3	9	25
	2.61	Totals	290	870	282	737	

Summary of CSC's Comparative Analysis/Benchmarking for Program Review Fall 2006

I. Overview

A comparative analysis was conducted with 6 benchmark schools. The selection of institutions was based on the following:

- University of San Diego (USD) – private, urban, Catholic, medium sized, West Coast
- Loyola Marymount University (LMU) – private, Jesuit, urban, medium sized, West Coast
- Santa Clara University (SCU)- private, Jesuit, urban, medium sized, Bay Area, West Coast
- Marquette University – private, urban , Jesuit, medium sized
- Fordham University - private, urban, Jesuit, medium sized
- Stanford University – private, urban, large sized, Bay Area, West Coast

A telephone interview was conducted with the Director of each center. 58 questions were asked, with the majority of the questions based on the “NACE 2005 Career Services Benchmark Survey for Four-Year Colleges & Universities.” Other questions were asked based on CSC’s desire to learn other pertinent information.

The results of these six institutions were then compared to CSC’s data for the 2005-06 academic year. Finally, data was compared to the NACE Benchmark Survey mentioned above, with institutions having an enrollment ranging from 5,001 – 10,000.

II. Staffing

A. Professional Full-Time (F-T) and Part-Time (P-T)

- USF has 6 F-T professional staff. This figure is similar to 4 of the other schools, while Marquette has 15 and Stanford has 14.5, respectively, F-T staff. The NACE average is 3.5.
- USF has no P-T professional staff. Four of the schools reported 0-1 P-T staff, with Fordham reporting 4 and Stanford reporting 5 P-T staff. The NACE average is 1.6 P-T staff.

B. Student assistant staff

- USF has 9 student assistants, which is in the mid-range in comparison to the other schools. USD was on the low end, with 2, while Marquette, with 5 and Santa Clara with 11, were in the mid-range. Fordham reported 21, Stanford 25, and LMU 35. These last three schools had student assistants

acting as career interns and peer advisors. The NACE average is 3 student assistants.

C. Intern/Graduate Assistant

- Five schools reported 1 graduate career counseling intern/graduate assistant. Fordham has 5 interns and the NACE average is 1.

III. Budget

- USF's non-personnel, operating annual budget is \$55,000. The average non-personnel, operating budgets of five of the benchmark institutions is \$72, 317. One institution did not disclose budget information. The NACE Benchmark Survey reports an average non-personnel, operating annual budget of \$52,297. Of note, two of the benchmark institutions reported budgets of higher than \$90,000. One institution reported a budget lower than \$20,000. Some of the institutions supplement their base operating budgets through additional fundraising, endowments, employer gifts, and program fees such as career fairs.

IV. Space/Facilities

- The square footage of the career services office was reported as follows:

University of San Diego (USD) – 2,086
Loyola Marymount University (LMU) – Not available
Santa Clara University – 4,650
Marquette University – 6,000
Fordham University – Not available
Stanford University – 15,000
USF -1,900
NACE – 3,171

- Additionally, many offices reported their recruiter/employer area has business amenities such as wireless access, employer lounge, and a dedicated presentation space. Also, libraries had waiting space for 20+ and comfortable chairs.
- Regarding interview rooms, USF has 4 which are on par with 3 of the comparator schools and the NACE average (4.7). Fordham has 7, Marquette 9, and Stanford 20.

V. Technology

- Regarding the technology systems used, there were comparable systems used for all 6 schools. Four schools use MonsterTRAK/InterviewTRAK

and 2 utilize NACE Link. The NACE Benchmark survey reports that 34.7% of survey respondents use MonsterTRAK and 30% use NACE Link.

- Regarding technical personnel, two schools have internal staff ranging from 1 to 1.5 F-T persons. Two schools reported no internal staff, and two reported using student assistants for internal technical assistance. USF has two part time student assistants providing technical assistance. NACE reports 75% of respondents with 1 P-T Tech Coordinator. All schools also reported utilizing technical support provided by the institution at large, or their division.

VI. Served Populations

- Four of the six schools and USF serve all populations except Business and Law, while two schools serve all populations except Law.
- Of the total population that has access to the career services office, the following is a breakdown of the percentage of “served population” who actually were provided services, then broken down by undergraduate (UG) and graduate (G) students:

University of San Diego (USD) – Not Available

Loyola Marymount University (LMU) – 35% (80% UG, 20% G)

Santa Clara University – 15% (66% UG, 33% G)

Marquette University – 48% (50% UG, 28% G, 22% Alumni)

Fordham University – Not available

Stanford University – 55% (50% UG, 50% G)

USF -16% (75% UG, 25% G)

- USF is on the lower end of providing services to clients who were eligible to receive services. Furthermore, all schools except Stanford reported seeing considerably more undergraduate students than graduate students. Please note that tracking methods vary widely. (Note: This was a CSC question, therefore no NACE data).

VII. Fees

- USF reported charging more and higher fees than most of the schools. Only one other school charges for assessments, at \$15/assessment, compared to USF charging \$20/assessment. Similarly, only two other schools charge for reciprocity (USD and LMU both with a \$25 fee), while USF charges \$75 for reciprocity.
- Fees that other schools have but that USF doesn't have: Average of \$25 for etiquette dinner (2 schools); participation in OCI \$40 (1 school). (Note: This was a CSC question, therefore no NACE data).

VIII. Graduating Student Activity

- All schools track graduating student activity but there is great variance as to who does this, when it's done, by what means and the response rate. Below is a breakdown of the data:
- Four schools do the data collection themselves; one school's survey used to be done by the career center but is now done by the institution; one office does the survey in collaboration with the institutional office of research and assessment. USF's survey is conducted by the Office of Institutional Research, in collaboration with the Registrar's Graduation Center.
- The frequency and timing of the tracking is as follows:
 - USD – Conducted once every 3 years at 6 to 12 months after graduation depending on when graduation was held.
 - SCU – annually; 6 months after graduation
 - LMU – 3 times/year; 6 months after graduation
 - Fordham University – annually; 6 months after graduation
 - Marquette University– annually; 1 and 5 years after graduation
 - Stanford University– 4 times/year; at time of graduation
 - USF – 2 times/year; at time of graduation
 - NACE – Not available
- The percentages of graduates who have jobs *at time of graduation* are as follows:
 - SCU – 65%
 - Fordham University– 75%
 - Stanford University– 82%
 - USF – 33 %
 - NACE – 48 %
- The percentages of graduates who have jobs at time **of follow-up** are as follows:
 - USD – 79%
 - LMU – 79%
 - Marquette University– 71%
- The response rates to the surveys varied greatly:
 - USD – 28%
 - SCU – 40%
 - LMU – 25%

Fordham University– 67%
Marquette University– 42%
Stanford University– 28%
USF –97%
NACE – 55%

- Finally, the percentage of class that opted for graduate school/further education was consistent among all 6 schools, USF, and NACE:

USD – 15%
SCU – 14%
LMU – 20%
Fordham University – 14%
Marquette University – 30%
Stanford University– 22%
USF –20%
NACE – 21.3%

IX. Services

A. Parents Information and Services

- USF doesn't have a website section for parents nor does it provide information for parents via mailers or workshops. Of like schools surveyed by NACE, 37.1 % offer information for parents. 3 schools, Loyola Marymount, Santa Clara, and Marquette, offer a website section for parents. Stanford sends a career services newsletter home to parents. Fordham participates on summer panels for prospective parents.

B. Counseling – Drop-ins and Appointments

- The number of counseling appointments for the 2005-2006 school year are as follows:

USD – 2,456
SCU – 900-950
LMU – 2424
Fordham University– 800
Marquette University– 872
Stanford University– 2400
USF –428
NACE – 1,051

- The number of “drop-ins” for the 2005-2006 school year are as follows:

USD – 3,671 (includes all contacts including email, phone, etc.)
SCU – 1130
LMU – 1080
Fordham University– n/a

Marquette University– 542
Stanford University– 1500
USF –840
NACE – 1,720

C. Assessments

- USF offers the Myers Briggs Type Indicator (Online), the Strong Interest Inventory (Online), the Campbell (Online), Skillscan (Card sort) and Values Sort (Card Sort). All schools surveyed except Fordham offer the MBTI and the SII. Fordham offers the SIGI+ (Online) and the Self Directed Search (in office). Other assessments offered at comparator schools include the Kiersey Temperament Sorter (USD), MyRoad.com (Santa Clara), Strength Quest (LMU), and Discover (Marquette).

D. Cooperative Education/Internships/Externships

- USF is a member of UCAN, a consortium of 18 universities and colleges from across the country. This consortium collects internship listings and stores them on a central website, which USF students have full access to. USF Career Services does not offer or coordinate internships for credit. This is done on a departmental basis. All schools surveyed offer assistance with internships but none offer internships for credit. Like USF, internships for credit are on a departmental basis at schools surveyed. 85.3% of schools surveyed by NACE report offering assistance with internships. Santa Clara is the only benchmark school to offer Cooperative Education opportunities. Santa Clara and LMU are the only schools that track the number of students assisted with internships/co-ops at 189 and 754 respectively.

- USF Career Services coordinates an Externship program in which alumni volunteer to host students at their workplaces for 2-5 days so that students can, via shadowing, learn about careers from a “real life” perspective. None of the benchmark Career Services Centers offers an Externship program.

E. Credit Career Classes

- USF does not offer Career classes for credit. 34.3% of schools in the NACE survey provide Career classes for credit. Of benchmark schools, only Marquette and LMU offer Career classes for credit.

X. Programs

A. Fairs

- All schools surveyed offer a combination of Career and Non-Profit fairs throughout the school year. USF offers 3 fairs, a Career and Internship Fair held in the Spring and a Graduate School Fair and Non-Profit Expo held in the Fall. Four of the schools, including USF, offer a Graduate School fair. Of note, Marquette is part of 2 Big East (athletic conference) general Career fairs, one virtual and one physical. Marquette also attends a virtual Jesuit fair. Santa Clara holds a “Fast Break” Careers night focusing on Communications, Marketing, Sales, Sports Marketing, and Sports Media Relations. Similarly, Stanford offers 3 annual “Boutique” fairs of 10 companies or less in specific fields. Fordham is holding an inaugural “Meet the Educators” fair for potential teachers and LMU offers a “Meet the School Districts” fair as well. The NACE survey reports that the average school offers 3.3 fairs each year.

B. On-Campus Interviewing (OCI)

- USF offers OCI in the Fall and the Spring with 50 unique organizations conducting 331 interviews. All benchmark schools offer OCI and NACE reports that 92.9% of schools offer OCI. Compared to the benchmark schools, USF’s number of organizations and interviews are on the low side. Of note are Santa Clara, where 103 organizations conducted 1223 interviews, and Marquette, where 153 organizations (Spring) conducted 750 interviews. However, it should be mentioned that these schools both have Engineering programs and USF does not.

C. Outreach/Workshops/Presentations

- USF participated in 136 workshops, presentations and panels reaching 1,400 students compared to the NACE average of 73.4 and 1,762. Only Stanford, with 179, had a higher number than USF amongst benchmarking schools.

XI. Other Resources/Events

USF conducts an extensive Mock Interview program in which volunteers from local companies that recruit on campus agree to spend a day at Career Services conducting mock interviews with students. In '05-'06, there were 12 full days of mock interviews. USF also co-sponsors a Students of Color Graduate School luncheon in which undergraduate and graduate students, professors and staff, in a table by category setting, have lunch and discuss graduate school experiences and options. USF throws an annual “Spin and Win” Halloween party in the main quadrangle to promote its services and give out cotton candy and raffle off an Ipod. Also, USF hosts “Roadtrip Nation”, a traveling RV that promotes career exploration “outside the box”.

Of note amongst benchmarking schools, Fordham conducts a Diversity Networking Banquet as well as “Fireside Chats” with alumni for mentoring and networking purposes. Marquette is conducting a “power lunch” series with career panels representing different heritages (partially funded by a \$2400 grant from Target). Santa Clara offers an Etiquette Dinner as well as the Bridge Program for 1st generation students. LMU is creating podcasts as well as utilizing an advisory board of employers, faculty, administrators and students for feedback. There was not an “other resources/events” section on the NACE survey.

Comparative Analysis/Benchmarking Questions

- 1) Name & Title of Person Providing Info.
- 2) Undergraduate Enrollment
- 3) Graduate Enrollment
- 4) Total Enrollment
- 5) Public or Private
- 6) Centralized or Decentralized/Populations Served
- 7) If decentralized, what are the other career centers at your institution?
- 8) Number & Titles F-T Staff
- 9) Key Roles & Responsibilities of Staff
- 10) Number & Titles Part Time Staff
- 11) Number & Titles (if other than Stud. Asst.) of Student Assts.
- 12) Number & Title Graduate Assts./Interns
- 13) Total Non-Personnel Operating Budget & Funding (one source or more?)
- 14) Who does your office report to (Position & Division)?
- 15) Avg. office space (sq. feet)/Describe your office space
- 16) Avg. # Interview Rooms
- 17) What technology systems do you utilize (i.e.. Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?
- 18) Tech Personnel (internal or external)
- 19) Information Sessions - Avg. # attendance, How Marketed?
- 20) Who Can Use Your Center (students, alumni, reciprocal)?
- 21) What % of your "served population" do you provide services for on an annual basis?
- 22) Of the students served, what % is Undergrads?
- 23) Of the students served, what % is Graduate students?
- 24) Hours of Operation
- 25) What fees does your dept. have?
- 26) Do you track your graduating activity?
- 27) If yes, how, who and when?
- 28) If yes: % of class w/ jobs at time of graduation
- 29) If yes: # of months after Graduation follow-up conducted
- 30) If yes: % of class w/ jobs at time of follow-up
- 31) If yes: response rate to survey
- 32) If yes, % of class that opted for Grad. School/Further Education
- 33) Services: As a service, do you provide information for parents?
- 34) Services: Number of students receiving Career Counseling by appt. on annual basis
- 35) Services: Number of students receiving Career Counseling by drop in on annual basis
- 36) Services: Assessments? If so, which tools and in what format?
- 37) Services: P-T, off campus job postings?
- 38) Services: Student Employment Housed in Center?
- 39) Services: Do you offer assistance with Co-Op, Internships, Externships?
- 40) If yes, number of students assisted?
- 41) If yes, number of internship placements?
- 42) Services: Do you offer academic internships for credit?
- 43) If yes, number of student participants?

Comparative Analysis/Benchmarking Questions

- 44) If yes, number of placements?
- 45) Services: Does your campus provide credit career classes?
- 46) If yes, number of classes offered?
- 47) If yes, number of students served in classes?
- 48) Services: If yes, who teaches them?
- 49) Programs: How many fairs do you offer & when?
- 50) Programs: Number of organizations attending fairs?
- 51) Programs: How many students attend fairs?
- 52) Programs: Offer OCI?
- 53) Programs: OCI - Number of registrants?
- 54) Programs: OCI - Number of organizations?
- 55) Programs: OCI - Number of interviews conducted
- 56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?
- 57) Programs: How many TOTAL students attended these career outreach programs?
- 58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?

Source (for the majority of questions): *State of the Profession: NACE 2005 Career Services Benchmark Survey for Four-Year Colleges & Universities*



Summary of CSC Satisfaction Survey- Results Summary, Summer 2005 for Program Review Fall 2006

Survey Implementation

The Career Services Center (CSC) Satisfaction Survey was designed during the Spring 2005 semester and distributed just as the academic year transitioned from 04-05 to 05-06. The purpose of this survey was to evaluate and understand student and alumni experiences with and perceptions of CSC's services, resources, and programs, with specific focus on their career counseling experiences.

The survey was created based on research of other satisfaction surveys, reference to internal and external research completed to create the "Mini CSC Survey" implemented in December 2003, assessment training and support with University Life's assessment coordinator (Susan Prion), and feedback from both CSC professional and student staff.

The CSC survey was marketed via three emails to a total of 1538 MonsterTRAK registrants on 5/31/05, 6/6/05, and 6/10/05. The targeted registrants were those who had registered or updated their profiles between 6/1/04 to 6/10/05 and were considered as "active" users of CSC. 86 emails were returned as undeliverable, leaving 1452 accurate email addresses reached. The survey was housed via SurveyMonkey.com and was delivered through an embedded link placed in the body of the email message. An Apple I-Pod prize was used as an incentive to promote and encourage registrants to complete and submit the survey.

292 surveys were completed between 5/31/05 and 6/20/05 (6/12/05 was the official deadline, but we allowed two late entries to be counted). The final response rate was 292/1452 or 20.1%.

Given the high response of 292 out of 1452 recipients, or 20.1%, we were especially satisfied with our chosen methods of distribution and marketing. It should be noted that the recipients of this survey had all registered with MonsterTRAK and had thus already had some degree of familiarity with CSC services.

Respondents

Current undergraduate students represented 34% of the respondents, of which the largest groups were Juniors (15.9%) and Seniors (12.5%), followed by Sophomores (4.1%) and Freshman (1.5%). Current graduate students represented 20% of respondents. The

Alumnus group represented 43.2%, the largest responding group. However, it must be noted that the survey was distributed just after the May 2005 graduation and was available for completion until mid-June after graduation. It is likely that the high number of alums is due to the timing around graduation with a majority of them probably being recent Seniors who now considered themselves to be an alumnus.

All of the colleges or schools were represented: College of Arts & Sciences (31.8%), College of Professional Studies (15.1%), School of Business and Management (43.1%), School of Law (1.3%), School of Nursing (2.5%), and Other (1.3%).

By degree earned, there were 77.7% Bachelor's, 25.4% Master's, 1.2% Doctoral, and 1.5% Other.

Of the 267 of the 292 respondents, there were 67.8% female and 31.1% male. This represents closely the USF gender demographics.

Survey results link: <http://www.surveymonkey.com/Report.asp?U=109012832348>

Results Highlights (by survey section/question)

Career Counseling Services (Section #2)

Of the sixteen services listed as choices (multiple choices allowed), the higher group of services were connected to either a job/internship search process or a career planning process. The top three *types of assistance sought when contacting CSC* were Resume writing (57.9%), Job search advice (55.8%), and Full time job listings (54%). Internship listings (37.2%), Interview preparation (35.4%), and Choice of career/career direction (34.4%) comprised the next highest rated services sought. At the lower end of services sought were Choice of major (7.4%), Interest assessment/career testing (14%), and Registration for services (14.4%).

Regarding their experience when *meeting with a career counselor*: 56% strongly agreed or agreed that the *CSC counselor was open and interested in them*, 57% strongly agreed or agreed that the *CSC counselor was competent and knowledgeable*, 53% strongly agreed or agreed that they *would return to this counselor for assistance*, 46% strongly agreed or agreed that they *felt more confident about their career development after talking with the CSC counselor*, and 49% strongly agreed or agreed that they *were satisfied with their career counseling experience*. Additionally, 49.5% met with a career counselor 1-3 times and 14.1% met 4-6 times, and 30.6% met with a career counselor in Drop-in sessions and 24.9% met in scheduled appointments. Respondents generally seemed to indicate a positive experience with a career counselor. The career counseling experience is one of CSC's strengths.

Job Search Counseling (#4)

Upon completion of their studies, most of the respondents planned to seek employment soon after graduation. Regarding their *career plans for the first 6 months after graduation* the significant majority (46.1%) indicated *Full-time job in a for-profit company*. The next highest sets of plans were: 16.1% indicated *Full-time job in a non-profit agency*, 13.9% indicated *Full-time job in a government agency*, and 13.5% indicated *Graduate school*. Perhaps not surprisingly, 10.9% indicated *Travel* as their plan. On the lower end, 3% indicated *Volunteer experience* (e.g., Peace Corps or Jesuit Volunteer Corps) as their plan and 7.1 % were *Undecided* about their plans.

CSC Services and Resources (#5) (Importance)

The top three *important CSC services and resources* rated as Very Important were: *Resume/cover letter writing preparation* (70%), *Full-time job listings* (69%), and *Job search preparation* (63%). Then, *Interviewing skills preparation* (58%), *Internship listings* (56%), and the *Career & Internship Fair* (51%) represented the next highest rated group. All of the CSC services and resources listed were rated by the majority of respondents as either Very Important or Somewhat Important. However, the services and resources that the majority of respondents rated only as Somewhat Important (not Very Important) were: Career Information Programs, CSC Resource Library, CSC Weekly Newsletter, and Company Information Sessions.

Satisfaction with CSC Services and Resources (Untitled page- #6)

Note: In this section of 21 questions about *satisfaction with CSC Services and Resources*, the majority of respondents' ratings fell into the "N/A" rating which seems to indicate services and resources that did not apply to their situation. However, the next highest ratings across these 21 questions were either Very Satisfied or Somewhat Satisfied.

The only question/item in this section to receive a Very Satisfied rating from the majority of respondents (35%) was *Resume/cover letter writing preparation*. However, five questions/items received Somewhat Satisfied ratings: *Job search preparation* (27%), *Career & Internship Fair* (28%), *Full-time job listings* (27%), *CSC Resource Library* (27%), and *CSC Website* (31%).

Comparative Analysis of Question #5 (Importance) vs. Question #6 (Satisfaction)

The following represent several of the questions/items that indicated the highest percentage differences (>30%) between what respondents reported in Question #5 as Very/Somewhat Important versus responses in Question #6 as Very/Somewhat Satisfied. In other words, what respondents indicated as important were not rated as satisfactory.

Question/Item	Very/Somewhat Important	Very/Somewhat Satisfied	Difference
On-Campus Interviews	72%	33%	39%
Interview Skills Preparation	84%	47%	37%
Online Resume Referral/ Resume Drop	78%	41%	37%
Online Self-Assessments	56%	28%	37%
Full-time Job Listings	89%	53%	36%
Job Search Preparation	88%	53%	35%
Internship Listings	78%	46%	32%
Mock/Practice Interviews	70%	38%	32%

Additional Services and/or Resources (open comments) (Untitled page- #7)

This was an open-ended question. See the attached full list of responses.

CSC Customer Service (Untitled page- #8)

Regarding *CSC customer service*, 61.3% of respondents were welcomed quickly and appropriately by CSC front desk staff, but 10.4 indicated that they were not. 44.8% were *introduced and orientated* to relevant CSC services, but 22.6% were not. When visiting CSC, 59.7% were *directed to appropriate resources*, but 11.6% were not.

CSC Marketing and Publicity (#9)

USFconnect (54.5%), Email (45.9%), and Flyers (34.7%) represented the most frequent methods that respondents *heard about CSC services and resources*. However, when four methods of *direct contact with someone* (i.e., another student, a USF staff member, a USF faculty member, or a USF alumnus) are grouped together, 77.2% heard about CSC through that method. (Note- more than one choice was allowed to be selected.)

67.2% indicated that they *prefer to be notified about CSC events and resources* by Email and 19.8% preferred USFconnect notification.

Career Resources/Technology (#11)

89.3% of respondents' *preferred mode to access career information and resources* is online versus 7.4% who prefer hard/paper copy.

Summary (#12) (overall experience)

Respondents generally rated their *overall experience with CSC* positively as either Good (49.6%) or Excellent (23.7%). 17% indicated a Fair overall experience. However, 5.9% indicated a Poor overall experience.

Likely to Use CSC Resources in the Future (Untitled page- #22)

The majority of respondents indicated either Very Likely (42.2%) or Somewhat Likely (40.4%) that they would *use CSC resources in the future*. However, 9.3% indicated Somewhat Unlikely and 5.9% indicated Very Unlikely.

Recommend CSC Services and Resources to a friend or classmate (Untitled page- #23)

The majority of respondents indicated Yes (73.7%) that they would *recommend CSC services and resources to friend or classmate*. However, 17% indicated Maybe and 5.9% indicated No.

Survey Highlights and Summary

Strengths

- Career counseling services and experience
- CSC counselor's openness and interest in client
- CSC counselor's competence and knowledge
- Resume/cover letter writing preparation
- Respondents generally rated their *overall experience with CSC* positively

Areas that Could Be Improved

- Try to understand why the services and resources of Career Information Programs, CSC Resource Library, CSC Weekly Newsletter, and Company Information Sessions did not receive a Very Important rating by the majority of respondents. Since there is significant staff time and department resources directed to these services and resources, there are implications about appropriate resource allocation.
- Satisfaction with Internship Listings

- Satisfaction with Mock/Practice Interviews
- Identify successful methods of enlisting the support of allies to continue and to expand CSC marketing and publicity via direct contact/info from a CSC ally.
- Improve services and resources and their CSC experience to reduce the Maybe and No ratings of Recommending CSC services and resources to a friend or classmate.
- With the majority of respondents from Business, develop stronger outreach with Arts & Sciences, CPS, and Nursing students to increase their relations with and use of CSC.

Areas that Should Be Improved and are Top Priorities

- Increase the number of employers that utilize CSC's Recruiting Activities
- Provide support to allow Coordinator of Employer Relations to conduct more/broader employer outreach.
- Satisfaction with On-Campus Interviews
- Satisfaction with Interview Skills Preparation
- Satisfaction with Online Resume Referral/Resume Drop
- Satisfaction with Online Self-Assessments
- Satisfaction with Full-time Job Listings
- Satisfaction with Job Search Preparation
- Insure that front desk staff are trained and prepared to introduce and orient users to CSC services and resources.
- Given constraints of direct email contact through USFconnect, explore and identify alternative methods to market and publicize CSC events and resources electronically via Email and USFconnect.
- Improve and expand CSC's ability to provide more career information and resources online.

(Note: A copy of the survey's Results Summary including open comment details is provided in the appendices.)

Results Summary



Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
Visible: 292

2. Career counseling services

1. What types(s) of assistance were you seeking in contacting CSC? Please check all that apply:

	Response Percent	Response Total
Overview of CSC services and resources	29.1%	83
Registration for services	14.4%	41
Choice of major	7.4%	21
Choice of career/career direction	34.4%	98
Career change	14.7%	42
Interest assessment/career testing	14%	40
Information about careers related to my major	31.6%	90
Graduate school information	16.1%	46
Resume writing	57.9%	165
Job-search advice	55.8%	159
Interview preparation	35.4%	101
Salary trends	19.3%	55
Internship listings	37.2%	106
Part-time job listings	33.7%	96
Full time job listings	54%	154
View Other (please specify)	4.2%	12
Total Respondents		285
(skipped this question)		7




2. If you have met with a career counselor, indicate your level of agreement with the following statements about the career counseling you received:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N/A	Response Average
The CSC counselor was open and interested in me.	29% (77)	27% (73)	13% (34)	2% (6)	1% (2)	28% (74)	1.87
The CSC counselor was competent and knowledgeable.	29% (76)	28% (73)	13% (34)	3% (8)	1% (3)	27% (70)	1.91
I would return to this counselor for assistance.	28% (74)	25% (66)	13% (35)	5% (12)	3% (7)	27% (70)	2.03
I feel more confident about my career							


development after talking with the CSC counselor.	17% (44)	29% (76)	16% (42)	7% (18)	4% (10)	28% (74)	2.34
I am satisfied with my career counseling experience at CSC.	21% (56)	28% (73)	14% (36)	7% (19)	3% (9)	27% (71)	2.23
						Total Respondents	266
						(skipped this question)	26

3. Untitled Page





3. About how many times have you met with a career counselor?

		Response Percent	Response Total
1-3 times		49.5%	140
4-6 times		14.1%	40
7-9 times		1.8%	5
10 or more times		1.4%	4
Not applicable		33.2%	94
		Total Respondents	283
		(skipped this question)	9

4. My sessions were conducted primarily

		Response Percent	Response Total
In person		57.1%	141
Over the phone		2.8%	7
Equal mixture of person and phone		6.9%	17
Not applicable		33.2%	82
		Total Respondents	247
		(skipped this question)	45

5. My sessions were SCHEDULED primarily as a(n)

		Response Percent	Response Total
Drop-in (15 minute) session		30.6%	86
Scheduled (30 or 60 minute) appointment		24.9%	70
Equal mix of drop-in and scheduled appointments		10.3%	29
Not applicable		34.2%	96
		Total Respondents	281
		(skipped this question)	11

4. Job search counseling

6. If you are a graduating student or an alumnus, what are/were your career plans for the first 6 months after graduation?

	Response Percent	Response Total
Graduate school	13.5%	36
Full-time job in a non-profit agency	16.1%	43
Full-time job in a government agency	13.9%	37
Full-time job in a for-profit company	46.1%	123
Internship/fellowship	9.7%	26
Volunteer experience (e.g. Peace Corps or Jesuit Volunteer Corps)	3%	8
Part-time job	12%	32
Travel	10.9%	29
Undecided	7.1%	19
Not a senior or alum yet	22.5%	60
View Other (please specify)	3.7%	10
Total Respondents		267
(skipped this question)		25

5. CSC services and resources

7. Please rate the IMPORTANCE to you of the following CSC services and resources:

	Very important	Somewhat important	Neutral	Somewhat unimportant	Very unimportant	N/A	Response Average
Career counseling appointments	46% (127)	31% (87)	13% (37)	2% (6)	1% (3)	6% (18)	1.73
Career counseling drop-in visits	49% (135)	29% (79)	13% (37)	1% (4)	1% (3)	7% (18)	1.69
Job search preparation	63% (175)	25% (68)	6% (17)	1% (3)	2% (5)	3% (9)	1.49
Interviewing skills preparation	58% (162)	26% (72)	10% (29)	1% (3)	1% (3)	3% (8)	1.56
Resume/cover letter writing preparation	70% (193)	18% (49)	8% (22)	2% (5)	1% (2)	2% (5)	1.43
Mock/practice interview	42% (116)	28% (78)	21% (58)	3% (8)	1% (4)	5% (13)	1.89
Career Information Program including panels, guest speakers and other activities	28% (79)	35% (98)	23% (65)	6% (16)	2% (5)	5% (15)	2.13
Career & Internship Fair	51% (142)	29% (80)	12% (32)	4% (12)	1% (4)	3% (7)	1.73
Graduate School Fair	40% (111)	22% (61)	21% (57)	4% (10)	3% (9)	10% (29)	1.97
Part-time/summer job listings	47% (130)	23% (64)	14% (39)	4% (12)	4% (12)	7% (19)	1.88

Full-time job listings	69% (192)	20% (57)	4% (12)	1% (2)	2% (6)	4% (10)	1.41
Internship listings	56% (153)	22% (61)	11% (30)	2% (6)	3% (7)	6% (17)	1.65
CSC Resource Library including job search preparation handouts, magazines and books	33% (91)	37% (102)	21% (58)	3% (7)	1% (4)	5% (13)	1.97
CSC website	37% (104)	33% (91)	20% (55)	5% (13)	1% (4)	4% (11)	1.96
On-campus Interviews	45% (126)	27% (75)	15% (41)	3% (7)	3% (9)	7% (20)	1.83
Online self-assessments (e.g. Myers-Briggs, Strong, Campbell)	29% (81)	27% (76)	26% (73)	5% (15)	2% (5)	10% (27)	2.15
Online resume referral/Resume Drop	49% (136)	29% (81)	13% (37)	3% (7)	1% (4)	5% (13)	1.72
CSC Weekly newsletter	17% (46)	32% (89)	29% (81)	12% (32)	6% (18)	4% (11)	2.58
Company information sessions	27% (75)	34% (94)	24% (67)	6% (18)	3% (7)	6% (16)	2.19
Access by phone or email to a Career Counselor	41% (114)	31% (87)	20% (55)	2% (6)	1% (3)	5% (13)	1.86
Other services or resources	23% (61)	25% (68)	36% (96)	3% (9)	2% (5)	11% (29)	2.28
Total Respondents							279
(skipped this question)							13

6. Untitled Page

8. Please rate your overall SATISFACTION with the following CSC services and resources:

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	N/A	Response Average
Career counseling appointments	29% (78)	24% (65)	11% (30)	4% (10)	1% (3)	31% (83)	1.90
Career counseling drop-in visits	28% (74)	24% (63)	15% (39)	4% (11)	2% (5)	28% (76)	2.01
Job search preparation	26% (70)	27% (73)	16% (42)	4% (12)	4% (10)	22% (60)	2.13
Interviewing skills preparation	22% (58)	25% (66)	19% (50)	3% (9)	1% (2)	31% (84)	2.09
Resume/cover letter writing preparation	35% (93)	26% (71)	10% (26)	3% (8)	2% (5)	24% (65)	1.82
Mock/practice interview	18% (48)	20% (55)	16% (42)	3% (7)	0% (1)	43% (117)	2.07
Career Information Program including panels, guest speakers and other activities	19% (52)	25% (66)	21% (55)	2% (6)	2% (6)	31% (82)	2.18
Career & Internship Fair	24% (65)	28% (75)	13% (36)	7% (19)	4% (12)	23% (62)	2.22
Graduate School Fair	16% (43)	25% (66)	16% (42)	4% (11)	3% (9)	36% (98)	2.28
Part-time/summer job listings	21% (55)	22% (58)	17% (46)	7% (20)	3% (9)	30% (79)	2.31
Full-time job listings	26% (71)	27% (72)	14% (39)	9% (24)	5% (14)	18% (49)	2.26
			17%			26%	

Internship listings	24% (63)	22% (58)	(46)	7% (20)	4% (11)	(70)	2.28
CSC Resource Library including job search preparation handouts, magazines and books	18% (49)	27% (72)	21% (55)	4% (12)	3% (8)	27% (71)	2.28
CSC website	21% (56)	31% (83)	23% (61)	6% (15)	3% (9)	17% (45)	2.28
On-campus Interviews	21% (55)	12% (32)	19% (52)	5% (14)	4% (11)	39% (104)	2.35
Online self-assessments (e.g. Myers-Briggs, Strong, Campbell)	15% (41)	13% (35)	21% (57)	5% (13)	1% (3)	44% (119)	2.34
Online resume referral/Resume Drop	19% (51)	22% (60)	19% (52)	4% (12)	3% (8)	31% (84)	2.27
CSC Weekly newsletter	17% (46)	25% (68)	30% (81)	6% (17)	2% (5)	19% (52)	2.39
Company information sessions	14% (38)	18% (49)	22% (58)	6% (17)	1% (3)	38% (103)	2.38
Access by phone or email to a Career Counselor	23% (61)	24% (63)	16% (44)	1% (4)	1% (4)	34% (92)	2.02
Other services or resources	15% (41)	20% (53)	23% (62)	2% (5)	2% (5)	37% (99)	2.28
Total Respondents							270
(skipped this question)							22


7. Untitled Page

9. What additional services and/or resources could we provide that would be important and useful for you?

View Total Respondents	110
(skipped this question)	182

8. Untitled Page

10. When you visited CSC, were you welcomed quickly and appropriately by the CSC front desk staff?

	Response Percent	Response Total
Yes 	61.3%	165
No 	10.4%	28
Don't know or don't remember 	8.9%	24
Not applicable 	19.3%	52
Total Respondents		269
(skipped this question)		23

11. Comments:

View Total Respondents	24
(skipped this question)	268

12. When you visited CSC, were you introduced and orientated to relevant CSC services?

	Response Percent	Response Total
Yes	44.8%	121
No	22.6%	61
Don't know or don't remember	10.4%	28
Not applicable	22.2%	60
Total Respondents		270
(skipped this question)		22

13. Comments:

View Total Respondents	13
(skipped this question)	279

14. When you visited CSC, were you directed to appropriate resources?

	Response Percent	Response Total
Yes	59.7%	160
No	11.6%	31
Don't know or don't remember	7.1%	19
Not applicable	21.6%	58
Total Respondents		268
(skipped this question)		24

15. Comments:

View Total Respondents	11
(skipped this question)	281

9. CSC marketing and publicity

16. I heard about CSC services and resources through (check all that apply):

	Response Percent	Response Total
Flyers	34.7%	93
Foghorn advertisement	7.1%	19
USF connect	54.5%	146
Email	45.9%	123
From another student	26.1%	70

From a USF staff member		21.6%	58
From a USF faculty member		23.5%	63
From a USF alumnus		6%	16
View Other (please specify)		7.8%	21
		Total Respondents	268
		(skipped this question)	24

17. I prefer to be notified about CSC events and resources through (check one):

		Response Percent	Response Total
Flyers		5.2%	14
Foghorn advertisement		0.4%	1
USF connect		19.8%	53
Email		67.2%	180
From another student		1.9%	5
From a USF staff member		1.9%	5
From a USF faculty member		3%	8
From a USF alumnus		0.4%	1
View Other (please specify)		0.4%	1
		Total Respondents	268
		(skipped this question)	24

10. Untitled Page

18. How useful is the CSC Weekly newsletter?

		Response Percent	Response Total
Very useful		11.5%	31
Somewhat useful		59.6%	161
Not useful		17%	46
Didn't know about it		11.9%	32
		Total Respondents	270
		(skipped this question)	22




19. I would prefer to read CSC Weekly on

		Response Percent	Response Total
CSC website		15.9%	43
USF connect		36.5%	99

Bulletin board or kiosk around campus		3.3%	9
Email		44.3%	120
		Total Respondents	271
		(skipped this question)	21






11. Career resources/technology

20. What is your preferred mode to access career information and resources?

		Response Percent	Response Total
Online		89.3%	242
Hard/paper copy		7.4%	20
View Other (please specify)		3.3%	9
		Total Respondents	271
		(skipped this question)	21





12. Summary

21. Overall, I would rate my experiences with CSC as

		Response Percent	Response Total
Excellent		23.7%	64
Good		49.6%	134
Fair		17%	46
Poor		5.9%	16
View Additional comments		3.7%	10
		Total Respondents	270
		(skipped this question)	22

13. Untitled Page

22. CSC services are available to both current students and USF alumni. How likely are you to use CSC resources in the future?

		Response Percent	Response Total
Very likely		42.2%	114
Somewhat likely		40.4%	109
Somewhat unlikely		9.3%	25
Very unlikely		5.9%	16

[View](#)

Additional comments

2.2% 6

Total Respondents 270
(skipped this question) 22

23. Would you recommend CSC services and resources to a friend or classmate?



Response Percent **Response Total**

73.7% 199

5.9% 16

17% 46

[View](#)

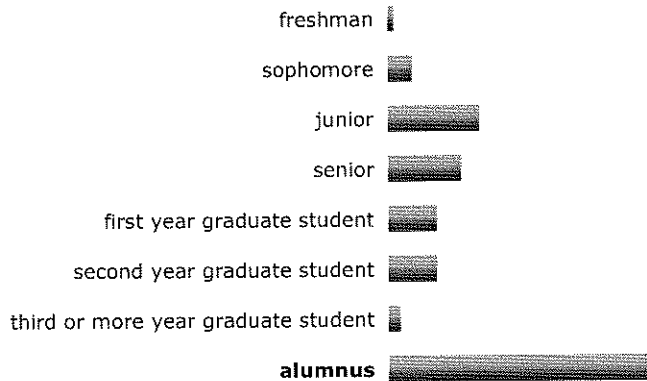
Additional comments

3.3% 9

Total Respondents 270
(skipped this question) 22

14. Demographics

24. I am a currently a



Response Percent **Response Total**

1.5% 4

4.1% 11

15.9% 43

12.5% 34

8.9% 24

8.9% 24

2.2% 6

43.2% **117**

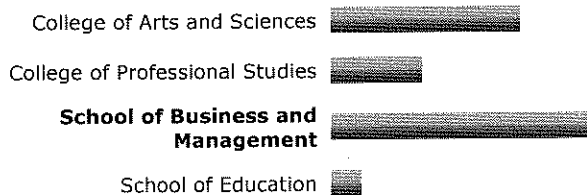
[View](#)

Other (please specify)

3% 8

Total Respondents 271
(skipped this question) 21

25. I am/was enrolled in the



Response Percent **Response Total**

31.8% 76

15.1% 36

43.1% **103**

5% 12

School of Law	1.3%	3
School of Nursing	2.5%	6
View Other (please specify)	1.3%	3
Total Respondents		239
(skipped this question)		53

15. Untitled Page

26. I am completing/have completed the following degree(s) at USF [please check all that apply]:

	Response Percent	Response Total
Bachelor's degree	77.7%	202
Master's degree	25.4%	66
Doctoral degree	1.2%	3
View Other (please specify)	1.5%	4
Total Respondents		260
(skipped this question)		32

27. My major is/was:

View Total Respondents	255	
(skipped this question)		37

28. If applicable, my minor is/was:

View Total Respondents	75	
(skipped this question)		217

16. Untitled Page

29. I am

	Response Percent	Response Total
Female	67.8%	181
Male	31.1%	83
Transgender	0%	0
Prefer not to respond	1.1%	3
Total Respondents		267
(skipped this question)		25

30. I identify myself as (pick the one BEST descriptor)

	Response Percent	Response Total
International (not a citizen or permanent resident of the US)	10%	24
African-American/Black Non-Hispanic	3.7%	9
Arab-American	0%	0
Caucasian Non-Hispanic	31.1%	75
Native American or Alaskan Native	0%	0
Native Hawaiian or Pacific Islander	0.4%	1
Chinese-American	7.9%	19
Filipino-American	12%	29
Japanese-American	1.2%	3
Korean-American	1.2%	3
Southeast Asian-American (e.g. Vietnamese, Thai)	4.1%	10
Indian-American	0.8%	2
Latino/Hispanic: Central American	1.2%	3
Latino/Hispanic: Cuban-American	0.4%	1
Latino/Hispanic: Mexican-American/Chicano	4.1%	10
Latino/Hispanic: Puerto Rican	0.8%	2
Latino/Hispanic: South American	2.5%	6
Multiethnic	6.6%	16
Prefer not to respond	7.5%	18
Other not listed	4.1%	10
Total Respondents		241
(skipped this question)		51

[View](#)


Open-Ended Results Detail

[<< Back](#) [Export...](#)

Filter Results

To analyze a subset of your data, you can create one or more filters.


[Add Filter...](#) **Total:** 292
Visible: 292

Page Size: Show 25 per page 

Displaying 1 - 12 of 12   [Go](#)

What type(s) of assistance were you seeking in contacting CSC? Please check all that apply:

1. Information on sector-specific employment (e.g. Federal Government)
2. Alumni assistance
3. info on career seminars
4. I have not yet used the CSC services because my fellow MBA students have told me it is a waste of time.
5. NETWORKING EVENTS
6. Cover-letter, and just support through the whole on-campus interviews by different accounting firms. Without their support this process would have been very difficult to go through.
7. Job search
8. externship
9. MonsterTrak
10. understanding of alternatives for experienced students. I was with my Fortune 500 company for 12 years. Have a managerial position. How to migrate to my new field without a significant financial impact, or better use my new skills possibly with a new employer.
11. on campus reccruiting
12. Connection services to potential employers

Page Size: Show 25 per page 

Displaying 1 - 12 of 12   [Go](#)

Open-Ended Results Detail

<< Back Export...

Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
Visible: 292

Page Size: Show 10 per page

Displaying 1 - 10 of 10 << >> Go

If you are a graduating student or an alumnus, what are/were your career plans for the first 6 months after graduation?

1. Youth/Campus Ministry
2. Teaching in a school
3. studying for the bar and then traveling
4. currently seeking FT employment
5. Started my own business
6. start my own business
7. graduate student
8. Already have a 6 figure job. CPS is not the same as regular students.
9. Business goals
10. I am alumnus and currently working full-time; but considering a career change

Open-Ended Results Detail



Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
Visible: 292

Page Size: Show 250 per page

Displaying 1 - 110 of 110 **Go**

What additional services and/or resources could we provide that would be important and useful for you?

1. Special opportunities for alumni students of color reaching out to current students of color.
2. CSC services should be offered to your off campus sites. It is possible services are already available at the off campus sites but as an off site student, I was unaware of any CSC services or resources. If I knew of CSC services, I might have utilized them to help prepare me for job searching and general counseling needs.
3. resume courses or portfolio courses during the fall and spring semester
4. cant think of anything
5. Getting better companies to come to campus
6. great mock interviewing!!! i thought that helped me a lot for my prep!!!
7. I feel that the CSC at USF needs to definently be more organized. I came really excited to CSC to learn with an open mind, instead they made me wait for a councilor when I had an appointment for at least thirty minutes, then the councilor came out and did not even know she was supposed to meet with me that day. I had the appointment and time written down on the slip that was given to me by the councilor. I was extremely upset!
8. everything is great with your programs right now, can't think of anything else to recommend!
9. None.
10. More obvious advertising for important events like job fairs is key. I missed the one this year unfortunately, but hadn't heard about it.
11. More summer internship information. But overall I think Career Services does a great job!
12. More resources
13. n/a
14. More networking/information sessions with USF Alumni speaking about their career/companies/industries.
15. Resources available in other cities besides SF, such as Sacramento.
16. more advice or links to tech companies that hire Computer Science students
17. more job listings in international locations.
18. More timely invitations to events, two or more weeks before the event date. Receiving information via mail and email the week of the event or a few days after the event is highly unuseful.
19. When I visited the CSC, I noticed that most of the job opportunities were catered to business students. There really wasn't much information for science majors. Although I've already graduated and have secured a job, I feel that science majors could benefit more if there was enough information available to them at the CSC.

20. resume tips
21. Partnering with Bay Area companies to actually hire graduates; particularly to assist international students.
22. More volunteer, internship listings. Better graduate school fair (more medical schools)
23. More local companies recruiting usf alums.
24. An easier job listing search. Using Monster board may bring in many listings but even if you filter many are not really what you are looking for.
25. Helping students find out what they really want to major in, what kind of career they want, what kind of internship they would like. Just helping them figure out what's best for them if they're confused and want help.
26. Mentorship Alumni to Alumni
27. I thought the services provided were useful.
28. better career fairs, especially better and more interesting companies!
29. -programs that cater to ALL majors. i am a graphic design major. i would have liked to have an equal opportunity to find a job at the internship fair, but a lot of the companies were looking for business and science-oriented openings.
30. Job placement! All other schools help you find a job before you graduate, I feel our school is seriously lacking in helping students to find real jobs for when they graduate. Internship fairs with Foot-Locker and Enterprise rent a car aren't careers we went to school for.
31. I am very interested in help finding a job after graduation.
32. The arrangement of Career Fairs at USF with prominent companies is crucial. IBM, Intel, Siemens, Cisco, and the such, will bring a great deal of clout to USF.
33. very friendly staff!
34. Resume and cover letter critiques via email
35. More for the media studies major (internships, job search, etc)
36. International opportunities
37. Better and more comprehensive job listings. Putting us in contact with recruiters and successfully getting students recruited out of school.
38. I'd wish more "big" companies would have interviews on campus. Looking at Berkeley, they have companies like Morgan Stanley, Deutsche Bank etc, doing on campus interviews.
39. I think every first year student should be required to meet with a CDC counselor for the simple fact that most incoming Freshman are not sure what they want to do as their profession. I think being exposed to the Career Center and to a counselor can help them choose the correct pathway. I wish I knew more about the Career Center when I was a Freshman because I definitely would have taken more opportunity to it. Being a graduate student, I could say that it was very difficult finding a job and I have a lot of friends who had the same problem. The CSC center helped a lot.
40. I had an amazing experience with your alumni externship programs over winter break. I think this should be more widely publisized on campus, and available to more students.
41. a counselor who can response to non business students
42. none
43. more career & graduate school fairs
44. An Instant Messaging Service where we can speak with someone live about career paths and ask questions.
45. I found there should be more help with job placement as I had to fall into my job with no real direction. I was blind entering the work world. I have not met one person in which CSC helped place them.

- 46.** None
- 47.** Try to get more companies to recruit students from USF.
- 48.** more chances to interview or connect with companies
- 49.** For those that that are about to graduate or have graduated, there needs to be a focus on finding full time work from both the student and counselor. Bringing in top companies for career fairs is one way to do it. But not only for those that are graduating in May, but especially those graduating in December. After paying so much tuition at USF, I was extremely disappointed with the pull and actions of USF's career center. Call State Hayward has a better Career center than USF- and that's pretty bad!
- 50.** I am an international student. I feel that I have not been informed enough about the problems faced after graduation about my visa. I did not know that The OPT existed which would have helped me work for one year in the USA and maybe get a job. I faced so many difficulties that I had to go back in France and I am still looking for a job 1 year after graduation because I can't find a visa. I would have liked to have more information about my options after graduation such as how to get a temporary work permit, a list of immigration laws and lawyers and a list of international companies that could sponsor me. Even though I knew I would have more difficulties finding a job than an American, I was far from imagining the troubles I would go thru. I was very glad to benefit from the CSC services which helped me a lot in finding a career and building my resume but my advisor never talked to me about my status or the problems I could face.
- 51.** mandatory career preparation class for seniors.
- 52.** I had a woman from the CSC come to one of my classes and she was very helpful in ansering all of our questions before the job fair. Then I went to drop in hours before the job fair and meet with a man to go over my resume and I was very unsatisfied with my experience. He did not even take the time to read my resume. He looked at it and said this will do. I tried to ask him futher question and he just pushed me out the door and keep saying this that what I had would "do". I was look for help in making my resume better and he was not interested in doing that.
- 53.** CSC can provide more job listings based on our educational & professional requirements. For e.g: I'm confined to HR related positions, CSC can help me get directly to those jobs.
- 54.** I had an appointment with one of the career advisors once, and it was completely a waste of my time. I should have talked to a different person. My evaluation was based on my experience with this specific person.
- 55.** I am unable to think of any additional services that I wish the CSC would provide in addition to their current offerings.
- 56.** In my experience the CSC has provided great opportunities to the student body through fairs. However, these fairs are strongly represented by business companies. There needs to be a stronger presence by scientific companies as well. In addition, the graduate school fair is limited in its representation. The fair should encompass a wide range of professional and graduate schools. Lastly, the internships also show a slant. Especially the winter externships. There are a VERY limited amount of health related and science related externships available. A stronger network of scientific contacts needs to be established and utilized in order to benefit the entire student body.
- 57.** Have more focus on finding technical jobs as more posted jobs are for business school grads.
- 58.** career contacts with alumni... maybe a referral system where alumni could be contacted to speak about their careers, either thru. a special event or meetings at their workplace (if appropriate and accepted by alumni)
- 59.** Provide students with the opportunity to have more interaction with working alunms especailly USF alunms that work for companies that are looking to hire new people.
- 60.** more localjob listings, instead of just a link to MonsterTrak. More services for grad students. More internship listings. thank you - poeple that work in the CC are very friendly & helpful.
- 61.** A more enhanced list of full-time job opportunities that may not necessarily already be on other sites of the web. More referral-based opportunities that are open to USF students because of the university connection would be greatly appreciated.
- 62.** the csc team has been very helpful, because James Cattigay is a wonderful director! good job everyone!
- 63.** more information regarding summer internships

- 64.** It would have been nice if the advisor had talked to me about the interview process and had given me pointers.
- 65.** I would love to see more postings for non-finance jobs. Although I know it's very common for universities to receive these types of positions from employers, they don't help those of us who aren't seeking employment in finance, insurance, or accounting.
- 66.** More job searches for Humanities majors
- 67.** no thanx
- 68.** job listing internally and externally
- 69.** The counselors were always really booked up, it would be nice if there was more time to meet with people longer than 15 minutes when things came up...I always had to book my hour appointments weeks in advance. But, I did like the drop-ins because they worked great for certain questions/concerns.
- 70.** good to have online postings... may want to look into job placements for a variety of majors (art & design fields).
- 71.** More corporate contacts and larger/more diverse career fair
- 72.** Better resume and cover letter advice.
- 73.** Nothing, just more internship opportunities
- 74.** N/A
- 75.** I thought you guys did a great job with the info you provided.
- 76.** Expand monster trak to list more jobs.
- 77.** Keep up the great work . As a transfer student the CSC was not only the place I went to find out about all accounting internships, it was a place where I went for support. Right before my on-campus interview I was very nervous but the CSC counselors cheered me on and this made me feel so much better. I really believe when they say that when we make it, they make it along with us too. Thank you so much for your support and your friendship!!!
- 78.** counselors rather than interns at drop in hours
- 79.** If it can be made possible, it would be nice if there would be some sort of a system of instant messaging with a career counselor for those who don't have the specific time to drop-in or to set up an appointment because they are busy. It would be something like the instant messaging support that the University library provides.
- 80.** masters graduate career fair
- 81.** graduate student resources
- 82.** More job postings for full-time alumni with over 10 years of experience (more resources for seasoned adults) and more resources for students at satellite campuses would be useful. I could not use many of the services because they are in San Fran, and because they're geared for a new graduate with no work experience.
- 83.** Job placement.
- 84.** More information on how to connect with career counselors, etc. Your services are not that widely used by those within the school of nursing because they don't seem to apply, but I bet it would be helpful if you specified more in that area.
- 85.** More integration with alumni career networks.
- 86.** none
- 87.** Interview advice
- 88.** More/better MBA-specific services.
- 89.** More access for satellite campuses or special hours and parking for main campus access for career fairs.
- 90.** Too much going on in the career service center. Simplify processes. Alumni backed compnies.

- 91.** I have to make use of the CSC before I could answer this question
- 92.** Anything in regards to help with jobs is very important! Also interview help.
- 93.** I attend the San Ramon campus. We only had one seminar, and coincided with my class day. I would suggest that a CSC counselor has a regular day at the campus, so we can access him better. Otherwise, the option of going to SF is not practical. It may take a couple of months to build the public, so do not be discouraged if the students do no request meetings from day one.
- 94.** More services for Graduate students
- 95.** More info about law schools.
- 96.** An informational class/handout that emphasizes how a college degree doesn't help obtain a job, but rather the computer skills learned in college, as well as job experience are the two key factors in obtaining a job after college. I felt like I was lost after college because I couldn't get a job, I had barely any significant job experience in the field I chose to make a career and basic computer skills. It should be emphasized early on as a freshman, that internships and jobs that relate to your career are important for successfully finding a job after college.
- 97.** Better job listings for more experienced alumni.
- 98.** N/A
- 99.** Business writing seminars/classes
- 100.** I would like to see more companies/governments/not for profit organizations listed on the Job listings and On-Campus Interviews.
- 101.** It would be very helpful if the satalite programs were better represented on Dave Soss newsletter regarding jobs. I live in Sacramento and most if not all the jobs found for USF students are in the BAY Area..... That would be very helpful, otherwise I just delete his emails....
- 102.** n/a
- 103.** Connections to potential employers, a network of potential empolyers to contact in support of hiring USF students
- 104.** More internship and career fairs!!!
- 105.** Career fairs with more companies coming in to recruit students, especially for Graduate students. I think CSC has to go out there and promote the USF graduate, both undergraduate and undergraduate. I wouldnt be surprised if the reason why a lot of companies dont come to recruit USF graduates as they would with Berkeley and Stanford graduates. It is not that Stanford and Berkeley is so much better it is just that they have a MORE ACTIVE career services program.
- 106.** n/a
- 107.** More full-time job postings geared to education jobs in the area.
- 108.** I'm a graduating graduate student with many years of experience currently working full-time. I would be interested in career transition information and services.
- 109.** I am satisfied with the current available resources.
- 110.** Can't think of any.

Page Size:

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Open-Ended Results Detail



Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
Visible: 292

Page Size: Show 25 per page

Displaying 1 - 24 of 24


Comments:

1. Ally great!
2. yes.
3. Sometimes the student workers are not the most polite to incoming student clients who are not familiar with the office.
4. Depending on who was at the front desk, sometimes I had to get their attention ("Hello. Excuse me...") after standing there for a while. Otherwise, I'd be greeted immediately and offered help.
5. were alert and helpful
6. the desk staff was very friendly and helpful despite the appointment system being down. she handled it very well.
7. Actually, when I was on the phone and especially in person, I was treated like I was a bother. I remember thinking after the third time it happened, I wouldn't come back. My career counselor was great though. Very knowledgeable and helpful.
8. front desk clerks were very friendly
9. Very helpful and took their time to deal with me.
10. The student staffer in the afternoon was not very welcoming, it was almost as if I was bothering her by coming in.
11. I have never visited but I would like to.
12. The student assistants hired are great.
13. The receptionist was a bit confusing, not knowing about my appointment, but helpful overall.
14. However, she was eating her lunch at the desk. This is very unprofessional and certainly wouldn't be accepted in the "real world." At least not anywhere I would happily go.
15. he or she was very welcoming.
16. The student worker was friendly, but she didn't really care much about what I was doing there besides making sure I checked in. It would be nice if the front desk students were a little more orientated to the services you offer and could converse/inform, or answer some questions while I waited.
17. very friendly and helpful
18. person on the phone, then had to wait in waiting room
19. I could not visit CSC.
20. I went for a mock interview and enjoyed it
21. Staff ignored me.
22. I went once as a undergrad to look for internships. The person at the front desk didn't really seem to be informative. The person just told me to look on the website. So as a grad student in the MBA program I

just used Patricia Furlong instead of the career center. She was very helpful.

23. somewhat

24. Was ignored for about 5 minutes

Page Size: Show 25 per page 

Displaying 1 - 24 of 24   


Open-Ended Results Detail

Filter Results

To analyze a subset of your data, you can create one or more filters.


 **Total:** 292
Visible: 292

Page Size: 

Displaying 1 - 13 of 13   

Comments:

1. yes.
2. they asked why i was there, but didn't tell me about other services provided.
3. after a workshop with alexandra jenkins, she gave me a resume writing guide that i revamped my resume with.
4. Was even given the exact book I need to take a look at.
5. No one really told me what services were available, but I found them out myself.
6. Any student should be greeted with a hello, how can i help you, etc. But also with a "is this your first time in the office?"
7. yes
8. They basically asked if it was my first time visiting and what I needed.
9. no, intern just advised me to call her back or set up appt with counselor, also told me to surf the website
10. I could not visit CSC.
11. It was strictly for the mock interview and resume help.
12. I was never introduced to the services. So I never really used it.
13. not really

Page Size: 

Displaying 1 - 13 of 13   


Open-Ended Results Detail

<< Back Export..

Filter Results

To analyze a subset of your data, you can create one or more filters.


Add Filter.. **Total:** 292
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Displaying 1 - 11 of 11   **Go**

Comments:

- 1.** yes.
- 2.** Yes. The student assistants are very helpful and the counselors are good with pointing out what could be improved on all submitted materials.
- 3.** see above comment.
- 4.** Got exactly what I need. Thanks!
- 5.** Sometimes-
- 6.** I was searching for Biology related summer positions, although with the extensive library of materials it was hard to pinpoint exactly where I should be looking.
- 7.** wonderful
- 8.** sort of: same as comment 13
- 9.** There was a CSC member there who helped me out with resume writing. I asked this member to show me where the resume handwriting guide is and she pointed it out to me. Not only that but she asked whether I needed additional resources related to resume writing or if she could help me one-on-one with the resume writing.
- 10.** I could not visit CSC.
- 11.** " "

Page Size: Show 25 per page 

Displaying 1 - 11 of 11   **Go**


Open-Ended Results Detail

[<< Back](#) [Export](#)

Filter Results

To analyze a subset of your data, you can create one or more filters.


[Add Filter...](#) **Total:** 292
Visible: 292

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Displaying 1 - 21 of 21   [Go](#)

I heard about CSC services and resources through (check all that apply):

- 1. Personal inquiry
- 2. Resident Advisor
- 3. general knowledge of college services
- 4. Website
- 5. school club
- 6. worked in the UC
- 7. RA training
- 8. Media Studies Workshop
- 9. Research
- 10. internet
- 11. Self
- 12. internet
- 13. csc class presentation by counselor
- 14. During my Introduction to Global Management class
- 15. Walked by it
- 16. non student
- 17. Walked by
- 18. Hospitality Professional Development
- 19. an academic at another school
- 20. digging around USF website
- 21. info provided at orientation

Page Size: Show 25 per page 

Displaying 1 - 21 of 21   [Go](#)

Open-Ended Results Detail

Filter Results

To analyze a subset of your data, you can create one or more filters.

Total: 292
Visible: 292

Page Size:

Displaying 1 - 1 of 1

I prefer to be notified about CSC events and resources through (check one):

- 1. don't email unless I request it

Open-Ended Results Detail

<< Back

Export...


Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter...

Total: 292

Visible: 292

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Displaying 1 - 9 of 9



Go

What is your preferred mode to access career information and resources?

1. in person with me contacting them, not the other way around.
2. Talking with people and getting referrals to both online and hard copy resources.
3. By talking to an advisor
4. IN Person Meeting
5. Mail
6. the csc has pertinent career information
7. email
8. BOTH. ONLINE FOR A SCHEDULE OF PANELS AND EVENTS. HARD/PAPER COPY FOR REMINDERS OF THOSE PANELS AND EVENTS.
9. both

Open-Ended Results Detail



Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
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Displaying 1 - 10 of 10 **Go**

Overall, I would rate my experiences with CSC as

1. unable to rate. I did recieve email notificiation which gave me some information. I am under the impression CSC services are provided mainly at the main campus in S.F. I would have utilized hands on assistance at my off campus site if it was available...(maybe it already is)
2. Good. The email layout is horrible. Please make an html version so it's easier to read!
3. I am satisfied with your resources but would prefer more job listings and more companies at the fairs.
4. There were not enough choices listed. I wish USF could reach out to more employers. Most employers don't seem very interested in USF students. When looking for a job I had to make a hard sell.
5. I would like to get more experience
6. Very Very Poor
7. As I mentioned on the first page, I have yet to use the service because my fellow MBAs have told me they haven't gained anything from it.
8. The counselor I saw was helpful at first but then the phone rang, he spent several minutes on the phone during my appointment and after he got off the phone he was in a hurry to get me out of the office. He no longer took the time to give me specific feedback on my resume and just said "do it yourself" and handed me the booklet on resume writing. Also, when I asked about info on law schools, he said he didn't know and I should try the USF law school's career center.
9. The career center is not really that resourceful. It needs to look better, and too small.
10. Haven't really sought out your services to know

Open-Ended Results Detail




Filter Results

To analyze a subset of your data, you can create one or more filters.



Total: 292

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Displaying 1 - 6 of 6   

CSC services are available to both current students and USF alumni. How likely are you to use CSC resources in the future?

- 1.** I may use them. I am watchful of the email notifications-I enjoy looking for jobs and getting some resource information.
- 2.** I would use CSC more often if there seemed to be an advantage to do so!
- 3.** I have a great job lined up so I don't see myself using the services in the future, but it is not 100% no.
- 4.** As I turn to my sophomore year and into my latter days at USF, I will probably be visiting the CSC office excessively.
- 5.** depends on how user friendly it will be
- 6.** Because it is obvious that I have to trust my own efforts to get a job. CSC does not even have a placement division.

Open-Ended Results Detail

<< Back Export...

Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
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Displaying 1 - 9 of 9

Would you recommend CSC services and resources to a friend or classmate?

1. Likely but at this point, I have not used any CSC service enough to know much about how they can help.
2. I would recommend the online service for sure, but if I was to send someone to the center I would be sure to tell them to try to see the women who came to my class (I forget her name, but she had short, brown hair) and NOT the older man who I meet with about my resume since he had no interest in helping me.
3. I did recommend CSC services to other classmates several times, but they suggested not to use them.
4. yes, although I would advise them to take full advantage of the services offered unlike I did during undergrad.
5. Yes if it improves a lot better.
6. Haven't used, can't recommend
7. depends on user - friendliness
8. did not use them myself. cannot recommend until then.
9. Don't have enough experience with CSC to know


Open-Ended Results Detail

<< Back Export...

Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
Visible: 292

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Displaying 1 - 8 of 8   

I am a currently a

1. just graduated
2. Last year grad student in CPS
3. post baccalaureate
4. mba alumnus
5. CPS Student
6. Recent graduate
7. Pursuing BS at USF. Already having BS (3 years duration) from an accredited university in India.
8. CPS Student

Open-Ended Results Detail

[<< Back](#) [Export...](#)

Filter Results

To analyze a subset of your data, you can create one or more filters.

[Add Filter...](#) **Total:** 292
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Displaying 1 - 3 of 3 [1](#) [2](#) [3](#) [Go](#)

I am/was enrolled in the

1. just graduated last month
2. I want to enroll into Arts and Sciences
3. College of Professional Studies Applied Economics

Open-Ended Results Detail

Filter Results

To analyze a subset of your data, you can create one or more filters.

Total: 292
Visible: 292

Page Size: Show 10 per page

Displaying 1 - 4 of 4

I am completing/have completed the following degree(s) at USF [please check all that apply]:

1. requirements for medical school
2. JURIS DOCTORATE
3. Credential
4. certificates: SII, Honors Humanities


Open-Ended Results Detail



Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter.. **Total:** 292
Visible: 292

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Displaying 1 - 250 of 255   

My major is/was:

1. Psychology
2. Political Science
3. media studies
4. Public Admin/Health Admin
5. Public Administration
6. graphic design
7. MBA
8. hospitality
9. Information Systems
10. media
11. MBA
12. hospitality management
13. Spanish
14. Communication Studies
15. Media Studies
16. politics
17. organizational behavior
18. English (writing emphasis)
19. Hospitality Industry Management
20. Philosophy
21. International Business
22. History
23. Political Science
24. International and Development Economics
25. psychology
26. politics
27. MBA

- 28.** public administration
- 29.** Computer Science
- 30.** International Business
- 31.** Biology
- 32.** Finance
- 33.** psychology
- 34.** Finance
- 35.** Psychology
- 36.** Business & Marketing
- 37.** Theology
- 38.** Learning and Instruction
- 39.** Biology
- 40.** TESL
- 41.** psych/ sociology
- 42.** International Business
- 43.** sociology
- 44.** English Lit.
- 45.** ESS
- 46.** MBA
- 47.** Business Administration
- 48.** Mathematics
- 49.** Accounting/ Finance
- 50.** Biology
- 51.** Marketing
- 52.** Information Systems
- 53.** english
- 54.** sociology
- 55.** Finance
- 56.** International Business
- 57.** Science and Business
- 58.** Psychology
- 59.** finance
- 60.** nursing
- 61.** Media Studies
- 62.** Communication Studies
- 63.** Economic
- 64.** Politics

- 65.** Nursing
- 66.** Graphic Design
- 67.** MBA
- 68.** teacher education
- 69.** communication
- 70.** Psychology
- 71.** Marketing
- 72.** Business
- 73.** MSIS
- 74.** Business Administration
- 75.** Marketing
- 76.** Computer Science and Math
- 77.** media studies
- 78.** International Business
- 79.** OD
- 80.** Entrepreneurship, Finance
- 81.** business
- 82.** Financ/Int'l Bus
- 83.** Psychology
- 84.** Sociology and International Economics
- 85.** Marketing
- 86.** Nursing
- 87.** accounting
- 88.** BSIS
- 89.** Finance
- 90.** counseling psychology
- 91.** marketing
- 92.** OB
- 93.** Business Marketing
- 94.** Management in Information Systems
- 95.** Politics
- 96.** Marketing
- 97.** General Business Admin
- 98.** ob
- 99.** accounting
- 100.** Accounting
- 101.** Business Administration


- 102. economics
- 103. Sociology
- 104. Accounting and Finance
- 105. Public Administration
- 106. biology
- 107. History
- 108. Organization Development
- 109. Finance
- 110. MBA - marketing
- 111. Business Administration
- 112. Education
- 113. public administration
- 114. MBA-finance
- 115. Accounting/Finance
- 116. I want to make it psychology
- 117. International Business
- 118. Applied Economics
- 119. Psychology
- 120. Exercise and Sports Science
- 121. Finance
- 122. International Bus
- 123. Media Studies
- 124. Psychology
- 125. Accounting and Finance
- 126. Business Administration
- 127. Bus, Admin.
- 128. MSOD
- 129. computer science
- 130. public administration
- 131. Psychology
- 132. Marketing
- 133. Finance/Accounting
- 134. Marketing
- 135. Biology
- 136. Computer Science
- 137. Organization Development
- 138. Finance and Marketing

- 139.** Politics
- 140.** communication arts/ psychology
- 141.** Marketing
- 142.** Public Administration
- 143.** MBA
- 144.** communication
- 145.** Accounting/Finance
- 146.** Finance
- 147.** Accounting
- 148.** Accounting
- 149.** Economics
- 150.** Theology
- 151.** Organization Development
- 152.** English (Literature)
- 153.** Biology
- 154.** Information Systems
- 155.** chemistry
- 156.** Information Systems
- 157.** psychology
- 158.** Finance
- 159.** Accounting
- 160.** computer science
- 161.** Biology
- 162.** Environmental Management
- 163.** interior design
- 164.** Environmental Science
- 165.** English, Writing
- 166.** International Business and Accounting
- 167.** IS
- 168.** business administration
- 169.** Art History/Arts Management
- 170.** Psychology
- 171.** finance
- 172.** communication
- 173.** Business Administration
- 174.** mba
- 175.** Accounting

- 176.** ETHNIC STUDIES
- 177.** Applied Economics
- 178.** education
- 179.** architecture
- 180.** Accounting
- 181.** International Business
- 182.** Psychology
- 183.** International business
- 184.** Accounting and Finance
- 185.** Accounting and Finance
- 186.** History/ Latin American Studies
- 187.** Hospitality Management
- 188.** International Business
- 189.** Accounting
- 190.** Accounting
- 191.** politics
- 192.** biology
- 193.** Accounting
- 194.** IS
- 195.** Organizational Behavior
- 196.** International Business
- 197.** Hospitality Management
- 198.** Organization/Behavior
- 199.** Information Systems
- 200.** business administration
- 201.** Nursing
- 202.** International Business
- 203.** MBA
- 204.** nursing
- 205.** hospitality
- 206.** History and Philosophy
- 207.** Finance
- 208.** Applied Economics
- 209.** Visual Arts
- 210.** International Business
- 211.** Finance
- 212.** OB

- 213.** accounting
- 214.** Psychology
- 215.** Business Administration
- 216.** accounting / Finance
- 217.** Entrepreneurship
- 218.** Marketing
- 219.** Business Admin
- 220.** Marketing
- 221.** Applied Economics
- 222.** Finance
- 223.** Finance and Management
- 224.** Politics
- 225.** politics
- 226.** Politics
- 227.** economics
- 228.** Philosophy
- 229.** Entrepreneurship and Hospitality Management
- 230.** Finance
- 231.** Information Systems
- 232.** Sports Management
- 233.** psychology/education
- 234.** Accounting
- 235.** Organizational Development
- 236.** HROD
- 237.** business administration
- 238.** Psychology
- 239.** Business Administration
- 240.** accounting
- 241.** Accounting
- 242.** Business Administration, International Business
- 243.** Finance
- 244.** Finance
- 245.** accounting
- 246.** Educational Technology
- 247.** MSIS
- 248.** International and Multicultural Education
- 249.** OD

250. international business

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Open-Ended Results Detail

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Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter.. **Total:** 292
Visible: 292

Page Size: Show 250 per page

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My major is/was:

- 251.** Hospitality Industry Management
- 252.** applied economics
- 253.** Psychology
- 254.** Business
- 255.** Environmental Studies

Page Size: Show 250 per page

Displaying 251 - 255 of 255 << >> Go

Open-Ended Results Detail

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Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter...

Total: 292

Visible: 292

Page Size: Show 100 per page


Displaying 1 - 75 of 75

If applicable, my minor is/was:

1. Legal Studies and Chinese
2. graphics
3. n/a
4. Theatre
5. legal studies
6. Japanese
7. Latin American Studies/ Fine Art
8. chemistry
9. criminal justice
10. psychology
11. Politics
12. japanese
13. chemistry
14. Music
15. Psychology
16. business
17. public services honors minor
18. Japanese
19. music
20. criminal justic
21. Psychology
22. Communication Studies
23. music
24. N/A
25. psychology
26. Music
27. History

- 28.** Philippine Studies
- 29.** Computer Science
- 30.** Communication Studies
- 31.** Japanese
- 32.** Legal Studies
- 33.** Music
- 34.** German
- 35.** Pre-Occupational Therapy
- 36.** Dance
- 37.** Japanese
- 38.** Spanish
- 39.** Economics
- 40.** Politics
- 41.** Chemistry
- 42.** French
- 43.** Non-Profit Administration
- 44.** business
- 45.** Sociology
- 46.** Math, computer science
- 47.** Communications
- 48.** English/Asian American Studies
- 49.** business
- 50.** Investment Banking
- 51.** Politics
- 52.** Psychology & Fine Arts
- 53.** Graphic Design
- 54.** public relations
- 55.** MARKETING
- 56.** Legal Studies
- 57.** LAW & SOCIETY
- 58.** economics
- 59.** legal studies certificate
- 60.** OD
- 61.** french
- 62.** Politics
- 63.** Business
- 64.** Music

- 65.** Computer Science
- 66.** legal studies
- 67.** legal studies
- 68.** Environmental Science
- 69.** Sociology
- 70.** French
- 71.** Computer Science
- 72.** latin american studies
- 73.** Chinese Language & Culture
- 74.** n/a
- 75.** Dance, Public Service

Page Size: Show 100 per page 

Displaying 1 - 75 of 75   

Open-Ended Results Detail

<< Back Export...

Filter Results

To analyze a subset of your data, you can create one or more filters.

Add Filter... **Total:** 292
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Displaying 1 - 10 of 10 < > Go

I identify myself as (pick the one BEST descriptor)

1. Southeast Asian/ Thai/ Chinese
2. Mexican
3. Pakistani
4. White Boy
5. Persian-American
6. Asian/Pacific Islander
7. Russian-American
8. Vietnamese/filipino/german
9. Asian Indian
10. half white/half filipino

Summary of USF's Graduating Student Survey for Program Review Fall 2006

The May 2006 USF graduating student survey, coordinated by the Office of Institutional Research, with the Registrar's Office assistance, was completed online by 1,379 students prior to graduation. This was the 18th consecutive survey, beginning in May 1997, which was conducted in conjunction with graduation. The survey results included those students who were eligible to graduate by May 2006. A total of 1,422 undergraduate and graduate students were eligible: the response rate was thus 97 percent.

The survey instrument, connected to the online application to graduate, comprehensively assessed students' education, work, and living experiences while at USF; attitudes about individual, ethnic, and religious differences; satisfaction with various USF facilities and services (including Career Services); attitudes about education at USF; volunteer services, internships, and community service learning at USF; and plans after graduation including employment and graduate school status, salary information, and Career Services usage. Below are the specific areas of the survey linked to Career Services.

1. Career Plans After Graduation

- ✓ 33% will look for a job
- ✓ 34% will begin or continue a job
- ✓ 20% will attend grad school
- ✓ 13% are not sure yet

- 1/3 of the graduating class will still be looking for jobs.
- The trending has remained constant since 2004 for each of the categories except for "not sure yet" which went from 8% to 13%, a 56% increase.

Caveat: After consultation with Alan Ziajka, Director of Institutional Research, the interpretation of the two questions *Career Plans After Graduation* and *Employment Status After Graduation* were very similar, yet yielded contrasting data regarding employment and graduate school plans. Therefore, we agreed to utilize the data provided on the question *Employment Status After Graduation* since it provided more specific and detailed answers.

2. Employment Status After Graduation

- ✓ 7% will start a new job
- ✓ 31% will continue their current job
- ✓ 4% will be promoted
- ✓ 3% will be employed in a temp job
- ✓ 40% will seek employment
- ✓ 15% are not in the employment market

- Employment status has been volatile over the last 2 years. 40% will be seeking employment which is at its highest. Coincidentally, 42% of the 5/06 graduating class was from the College of Arts and Sciences. This may be an indication we will need to step up our efforts to outreach to the liberal arts and science majors.
- Number of new grads who will start the new job went down from 18% to 7%, a 63% decrease, since 2004.
- The number of grads continuing their jobs went down from 40% to 31%, a 21% decrease, since last year. This may be indicative of CPS graduates resigning their current jobs to look for work in their field of graduation.
- The number of grads who are not looking for employment has went up from 8% to 15%, a 76% increase, from 2 years ago. This indicates an uncertainty among new graduates of what they're going to do following graduation.

3. Sources for Finding New Job

- ✓ 17% found through Career Services
- ✓ 23% found through the Internet
- ✓ 4% found through placement agency
- ✓ 5% found through want ads
- ✓ 16% found through self-referral
- ✓ 25% found through networking
- ✓ 10% other

- Sources for finding a new job haven't changed dramatically over the last two years.
- Students are less dependent on traditional sources for career opportunities (e.g. newspaper classifieds and placement agencies).
- Students are becoming more self-reliant in their job search as 40% found jobs either through networking or self-referral.
- Usage of Career Services has remained unchanged over the last 2 years.
- Surprisingly, Internet job searching has not increased in the last 2 years.

4. Starting Salary Ranges

- ✓ 12%: Less than \$30,000
- ✓ 20%: \$30,000-40,000
- ✓ 21%: \$40,000-50,000
- ✓ 15%: \$50,000-60,000
- ✓ 11%: \$60,000-70,000
- ✓ 5%: \$70,000-80,000
- ✓ 15%: Over \$80,000

- Salary earnings have increased in the \$40,000-50,000, \$60,000-70,000, and \$80,000+ ranges.
- Salaries between \$40,000-50,000 increased 76% since 2 years ago. This may be indicative of the demand for accounting majors who were fervently recruited and received salaries averaging high 40's to \$50,000 in 2006.

- Salaries \$80,000+ increased 273% since 2 years ago. This increase is probably attributable to the MBA and Law School graduates (populations that Career Services does not serve).

5. Graduate School Plans

- ✓ 12% Plan to attend
- ✓ 44% Plan to attend sometime in the future
- ✓ 12% No plans to attend
- ✓ 32% Undecided

- 56% had plans to go to grad school, however the indecision about grad school increased 91% over the last 2 years.

6. Immediate Plans After Graduation

- ✓ 62% Travel
- ✓ 10% Return home
- ✓ 9% Internship
- ✓ 8% Volunteer
- ✓ 11% Other

- No big changes in what grads do after graduation.
- Slight increases in travel, internship, volunteer assignments over the last 2 years.

7. Career Services Utilized While at USF

- ✓ 6% OCI
- ✓ 11% Job Listings and MonsterTRAK
- ✓ 8% Internship Listings
- ✓ 5% Career Info. Programs
- ✓ 14% Met with Career Counselor
- ✓ 7% Attended Workshops
- ✓ 12% Attended Career Fair
- ✓ 8% Attended Grad Fair
- ✓ 10% Attended In-Class Presentation
- ✓ 10% Used Resource Library
- ✓ 5% Referenced CSC Web Site
- ✓ 3% Used Alumni Network

- The top services utilized at the Career Services Center were #1-Met With Career Counselor; #2-Attended Career Fair; and #3-Job Listings.
- No significant changes over the last 2 years in the other Career Service areas of service.

USF All Graduating Student Survey Responses - 2004-2006

	All Graduating Student Survey Responses (05/06) (n=1,379)	All Graduating Student Survey Responses (05/05) (n=1,163)	All Graduating Student Survey Responses (05/04) (n=613)
E. The next questions ask you about your plans after graduation from USF.			
After graduation, do you plan to:			
look for a job:	33.20%	31.70%	34.60%
begin or cont.job:	33.40%	35.70%	34.30%
attend grad school:	20.30%	20.40%	22.70%
not sure yet	13.10%	12.10%	8.40%
After graduation, what will be your employment status?			
start new job:	6.80%	14.90%	18.40%
cont. current job:	31.50%	40.10%	31.90%
receive promotion:	3.70%	3.60%	3.50%
work a temp job:	2.90%	5.10%	7.40%
seek employment:	40.40%	24.20%	30.50%
does not apply:	14.80%	12.10%	8.40%
If you found a new job, how did you locate the employer?			
on campus interview/resume referral:	7.30%	6.10%	7.30%
career services ctr.listing/JOBTRACK:	9.40%	9.80%	9.50%
internet / www resources:	22.90%	19.90%	24.00%
placement agency:	4.10%	3.70%	1.80%
want ads:	5.20%	8.40%	3.60%
self-referral:	16.00%	11.50%	14.50%
networking:	24.90%	21.30%	25.50%

USF All Graduating Student Survey Responses - 2004-2006

	All Graduating Student Survey Responses (05/06) (n=1,379)	All Graduating Student Survey Responses (05/05) (n=1,163)	All Graduating Student Survey Responses (05/04) (n=613)
E. The next questions ask you about your plans after graduation from USF.			
After graduation, do you plan to:			
look for a job:	33.20%	31.70%	34.60%
begin or cont.job:	33.40%	35.70%	34.30%
attend grad school:	20.30%	20.40%	22.70%
not sure yet	13.10%	12.10%	8.40%
After graduation, what will be your employment status?			
start new job:	6.80%	14.90%	18.40%
cont. current job:	31.50%	40.10%	31.90%
receive promotion:	3.70%	3.60%	3.50%
work a temp job:	2.90%	5.10%	7.40%
seek employment:	40.40%	24.20%	30.50%
does not apply:	14.80%	12.10%	8.40%
If you found a new job, how did you locate the employer?			
on campus interview/resume referral:	7.30%	6.10%	7.30%
career services ctr.listing/JOBTRACK:	9.40%	9.80%	9.50%
internet / www resources:	22.90%	19.90%	24.00%
placement agency:	4.10%	3.70%	1.80%
want ads:	5.20%	8.40%	3.60%
self-referral:	16.00%	11.50%	14.50%
networking:	24.90%	21.30%	25.50%

USF All Graduating Student Survey Responses - 2004-2006

	All Graduating Student Survey Responses (05/06) (n=1,379)	All Graduating Student Survey Responses (05/05) (n=1,163)	All Graduating Student Survey Responses (05/04) (n=613)
undecided:	32.30%	34.70%	16.90%
Do you have other plans after graduation?			
travel:	61.50%	44.60%	57.90%
rt rn to home state / ctry:	10.00%	18.70%	12.30%
internship:	8.60%	10.60%	7.10%
volunteer:	8.40%	10.60%	6.90%
other:	11.40%	15.60%	15.70%
While at USF I used/attended the following career services or programs:			
on campus interviews/resume referral:	5.90%	5.20%	7.20%
job listings / JOBTRACK:	11.10%	14.30%	11.60%
intrnshp listings(in binders + on-line):	7.70%	6.10%	6.50%
career information programs:	5.00%	2.70%	4.70%
met w/ a counselor:	14.20%	15.90%	13.70%
workshops:	7.10%	4.10%	5.90%
career fair:	11.80%	11.10%	14.30%
grad school fair:	8.30%	8.80%	7.60%
in class presentation	10.20%	12.00%	8.50%
resource library:	10.30%	12.30%	10.30%
CSC web site:	5.20%	3.90%	6.60%
alumni network:	3.20%	3.60%	3.00%
Satisfaction with Career Center Services			
All Undergraduate and Graduate Students	(N= 1,379)	(N= 1,163)	(N= 613)
Excellent	9.6%	5.9%	10.7%
Good	21.0%	19.9%	27.4%
Adequate	15.8%	13.2%	21.1%
Poor	10.7%	5.1%	6.9%
does not apply:	42.9%	55.8%	33.9%
All Undergraduate Students	(N= 749)	(N= 634)	(N= 394)
Excellent	13.5%	6.0%	14.2%
Good	26.1%	23.6%	31.5%
Adequate	17.2%	12.8%	22.1%
Poor	5.6%	3.3%	6.5%
does not apply:	37.6%	54.2%	25.7%

CSC 2005-06 Budget Summary

Object Code	Description	Budget Entries	YTD REV/EXP	Difference	
2000	General Operating	\$ 47,422.00			
2010	Ed & Off Mat & Sup		\$ 5,780.00		
2011	Office and Instruc		\$ 10,064.00		
2012	Computer Supplies		\$ 349.00		
2015	Purchasing Card		\$ 742.00		
2025	Fuel		\$ 22.00		
2031	Non-Cont Rep & Main		\$ 273.00		
2034	Software Maintenance		\$ 195.00		
2113	Printing Costs		\$ 34.00		
2120	Freight & Postage		\$ 1,016.00		
2121	Postage		\$ 1,322.00		
2132	Telephone Service		\$ 2,775.00		
2140	Duplicating & Print		\$ 15,374.00		
2141	Duplicating & Printing		\$ 7,630.00		
2142	Stationery		\$ 1,055.00		
2152	Equip Rental		\$ 372.00		
2153	Furn Rental		\$ 494.00		
2154	Storage Rental		\$ 124.00		
2170	Membership & Dues		\$ 2,220.00		
2180	Subscr & Periodical		\$ 473.00		
2200	Professional Fees		\$ 2,245.00		
2230	Honoraria & Awards		\$ 44.00		
2280	Water Delivery		\$ 20.00		
2290	Consultants		\$ 2,425.00		
2490	Other General Exp		\$ 9,454.00		
					Any funds received are generally deposited into the 2490 object code.
2490	Other General Revenue		\$ (37,901.00)		
2800	Inter Dept Oper Exp		\$ 43.00		
2900	Other Exp Not Defined		\$ 10,314.00		
	Sub-Total 2000	\$ 47,422.00	\$ 36,958.00	\$ 10,464.00	
3000	Travel & Entertainment	\$ 7,757.00			
3010	Travel		\$ 2,181.00		
3100	Professional Development		\$ 4,060.00		
3110	Entertainment		\$ 2,083.00		
3700	Business Entertainment		\$ 1,459.00		
3800	Inter Dept T& E		\$ 250.00		
	Sub-Total 3000	\$ 7,757.00	\$ 10,033.00	\$ (2,276.00)	
	Total 2000 & 3000	\$ 55,179.00	\$ 46,991.00	\$ 8,188.00	

Career Services (Financial Profile)

Unrestricted	ACCOUNT	DESCRIPTION	CATEGORY	2004			2005			2006			2007					
				10. Final Close	Original Budget	YTD Actual	Variance	% Variance	10. Final Close	Original Budget	YTD Actual	Variance	% Variance	10. Final Close	Original Budget	YTD Actual	Variance	% Variance
	21500	CAREER SERVICES CTR.		388,580	388,581	388,581	(1)	0.0%	402,317	386,703	386,703	5,614	1.4%	370,752	346,057	24,695	6.7%	385,429
		11 Staff		22,523	20,888	20,888	1,635	7.3%	24,262	21,501	21,501	2,761	11.4%	25,196	25,292	(96)	-0.4%	25,951
		12 Student		130,175	130,174	130,174	1	0.0%	136,788	131,534	131,534	5,254	3.8%	126,056	113,713	12,343	9.8%	132,975
		17 Benefits		45,580	33,071	33,071	12,509	27.4%	46,482	44,322	44,322	2,170	4.7%	47,422	36,958	10,464	22.1%	44,922
		20 General Operating		7,456	17,753	17,753	(10,297)	-138.1%	7,605	9,209	9,209	(1,604)	-21.1%	7,757	10,033	(2,276)	-29.3%	7,757
		30 Travel & Entertain		-	200	200	(200)	NA	-	-	-	(3,481)	NA	-	-	(18)	NA	-
		50 Facilities Ops		-	(3,500)	(3,500)	3,500	NA	-	-	3,481	(3,481)	NA	-	-	-	(18)	NA
		60 Capital		-	-	-	-	NA	-	-	-	-	NA	-	-	-	-	NA
		70 Financial & Debt		-	-	-	-	NA	-	-	-	-	NA	-	-	-	-	NA
		75 Miscellaneous		-	-	-	-	NA	-	-	-	-	NA	-	-	-	-	NA
		Expense Total		594,314	587,167	587,167	7,147	1.2%	617,464	606,750	606,750	10,714	1.7%	577,183	532,074	45,112	7.8%	557,032
		Fall non CPS & non Law		4,031					4,282					4,453				4,793
		Student Count *		2,137					2,126					2,029				1,987
		Total		6,168					6,408					6,482				6,780

Source: Career Services Ctr., 2-15600
 * FY03-06, End of Term, Fall Semester 2005, Table 1, Five Years of Summary Headcount
 FY07, Preliminary 9/19/2006, Fall Semester 2006, Table 1, Five Years of Summary Headcount

Date: Thu, 26 Oct 2006 20:22:00 -0700
From: James Catiggay <catiggay@usfca.edu>
Subject: USF/CSC External Review Information
X-Sender: catiggay@sage.usfca.edu
To: Andrew Ceperley <aceperley@ucsd.edu>, Manuel Perez <mperez7@csulb.edu>, "Heitkemper, Mary Ritter" <heitkemper@gonzaga.edu>
Cc: "Linda L. Thomas" <llthomas@usfca.edu>
X-Mailer: QUALCOMM Windows Eudora Version 6.1.0.6
Delivered-to: catiggay@usfca.edu
Original-recipient: rfc822;catiggay@sage.usfca.edu

Dear Andy, Manuel, and Mary,

Once again, I am so very appreciative of your willingness to serve on the External Review Committee in support of my department's Program Review at the University of San Francisco. In addition to the information contained in the body of this message, materials have been attached to this message to help you prepare for your visit to USF. Additionally, as reference information for each other, I have included your contact information in an attachment. Please let me know you have any questions.

Sincerely,
James

UNIVERSITY OF SAN FRANCISCO
PRISCILLA A. SCOTLAN CAREER SERVICES CENTER

EXTERNAL REVIEW
NOVEMBER 2-3, 2006

In preparation for your review of the Career Services Center (CSC) at USF, the following materials have been provided.

- Interview Meeting Schedule for November 2-3, 2006
- USF Vision/Mission/Values
- USF Strategic Goals
- University Life Commitment Statement
- University Life Divisional Strategic Initiatives
- CSC Self-Study Executive Summary
- CSC Overview of USF Career Services

Once you arrive to USF, a binder with the materials noted above and additional resources will be provided to each reviewer. Further, a comprehensive binder with supporting documentation from the internal review will be available in our conference room for your reference.

Reviewers will provide input regarding the nine questions below.

1. How did the external review committee rate the overall quality of the department- excellent, very

good, good, adequate, or poor? How does the department compare with well established/recognized programs nationally? Please provide a brief rationale for the external review committee's rating.

2. What are the most important general issues that emerged from the external review process?
3. What specific recommendations for improving the department's quality has the external review committee made to the supervisor?
4. In the opinion of the external review committee is the department advancing the University's strategic initiatives and the divisional goals and commitments in the programs and services it offers?
5. Is the department in compliance with professionally accepted standards? What best practices have been adopted and implemented?
6. Does the department have adequate space, personnel and budget to carry out its programs and services?
7. Has the department identified appropriate learning outcomes and implemented assessment strategies to measure progress in this area?
8. What is the timetable for the response to the external review committee's recommendations for program improvement? What can the Vice President's Office do to appropriately respond to the review?
9. What general comments or issues, if any, are crucial to understanding the reviewer's report?

My recommendation is for each reviewer to approach the process with a generalist perspective. At the close of the review, you are welcome to divide the questions and each person take responsibility for preparing a written response that incorporates the feedback and comments from the entire review team.

Andy Ceperley has agreed to serve as the review committee's chair and principal writer and will coordinate compiling the feedback into a single report. The report should be submitted to Dr. Linda Thomas, by December 4, 2006. A brief cover page should be provided that includes any comments, notation, or reference to issues that the reader needs to understand in order to provide context to information in the report.

Questions and concerns can be directed to Linda or James at any time.

Thank you, James



[EXTERNAL REVIEW SCHEDULE2.doc](#)



[USF VMV statement1.pdf](#)



[2005-10 USF Strategic Goals11.doc](#)



[University Life Commitments Statement11.doc](#)



[UL Divisional Strategic Initiatives 2006-071.doc](#)



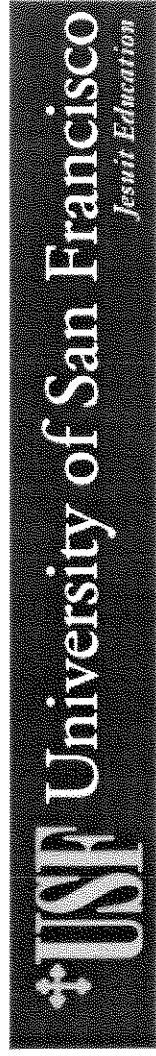
[CSC Program Review Executive summary I.doc](#)



[Overview of CSC Services 10-06 I.doc](#)



[External Review Committee List I.doc](#)



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University of San Francisco
2130 Fulton Street
San Francisco, California
94117-1046

Fall 2005 Census

Undergraduate

Arts and Sciences
Business
Nursing
Professional Studies
Special
Total

Graduate

Arts and Sciences
Business
Nursing
Professional Studies
Education
Law
Special Students
Total
Grand Total

Graduation Rates

USF Dons: NCAA 1 Athletics	2,753
West Coast Conference	1,103
Men's Basketball, Soccer, Baseball, Golf, Cross Country, Riflery, Tennis	592
Women's Basketball, Soccer, Volleyball, Golf, Cross Country, Riflery, Tennis, Track	564
Freshman Class Profile	236
For Fall 2005	5248
From public high schools	51%
From parochial high schools	35%
From private high schools	10%
Ethnic Breakdown	
For Fall 2005 Freshman Class	
White	610
Asian-American	333
Latino/Hispanic	140
Multiethnic/Other	395
International	918
African American	759
Native Hawaiian/Pacific Islander	44
Native American	3,199
	8,447

U.S. News and World Report ranks USF in the top 20 national universities for student

[Click here for USF Graduation Rates](#)

ethnic diversity and international student enrollment.

Student-Faculty Ratio	14:1	Request Information
Ratio:		Undergraduate
Class Size		Transfer
Average Class Size	GEC	Major/ Elective
Freshmen	28	20
All Undergraduate (Excluding CPS)	28	20
		Graduate
		Working Professional

Annual Costs 2005-2006

Tuition	26,680
Fees	160
Room and board	10,240
Books	900
Miscellaneous / travel	3,200
Total	\$41,180

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last modified: May 22, 2006

Table 1

Five Years of Summary Headcount

	SPRING					FALL				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Undergraduate:										
Arts * #	1672	1783	1900	1992	2091	1908	2008	2082	2185	2316
Science	538	552	547	541	523	595	584	596	568	626
Business	996	972	968	1029	1076	1045	1011	1061	1103	1226
Nursing	270	305	423	508	576	322	423	535	592	625
Total	3476	3612	3838	4070	4266	3870	4026	4274	4448	4793
Graduate:										
Arts	315	315	395	388	386	322	412	401	416	389
Science	126	166	163	178	200	205	163	190	194	259
Business	499	479	412	364	311	514	456	398	333	304
Education	863	938	1010	1038	937	930	980	1010	918	898
Nursing	59	71	88	82	94	92	110	115	140	137
Total	1862	1969	2068	2050	1928	2063	2121	2114	2001	1987
Special: ** #										
Undergraduate	122	133	121	124	129	108	126	134	236	162
Graduate	88	49	46	41	46	56	30	44	44	45
Total	210	182	167	165	175	164	156	178	280	207
Law: #										
JD	621	659	687	701	712	674	713	718	735	701
LLM	24	24	18	22	24	27	20	23	24	14
Total	645	683	705	723	736	701	733	741	759	715
Subtotal:	6193	6446	6778	7008	7105	6798	7036	7307	7488	7702
Professional Studies: ***										
Undergraduate	689	582	590	494	465	624	548	567	564	449
Graduate	502	483	495	325	313	529	555	400	395	417
Total	1191	1065	1085	819	778	1153	1103	967	959	866
Grand Total:	7384	7511	7863	7827	7883	7951	8139	8274	8447	8568

*For Fall 2006, the BFA/JDP total is 20.

** For Fall 2006, 27 non-matriculated IEP students are included in the "Special" category. The Fall 2005 total was 23.

Special also includes students in the CPS Evening/Weekend and Non-Profit/Public Admin Certificate programs who are active in the Fall Term.

For Fall 2005, the New Orleans refugee students (NOLA) are included in the "Special" category.

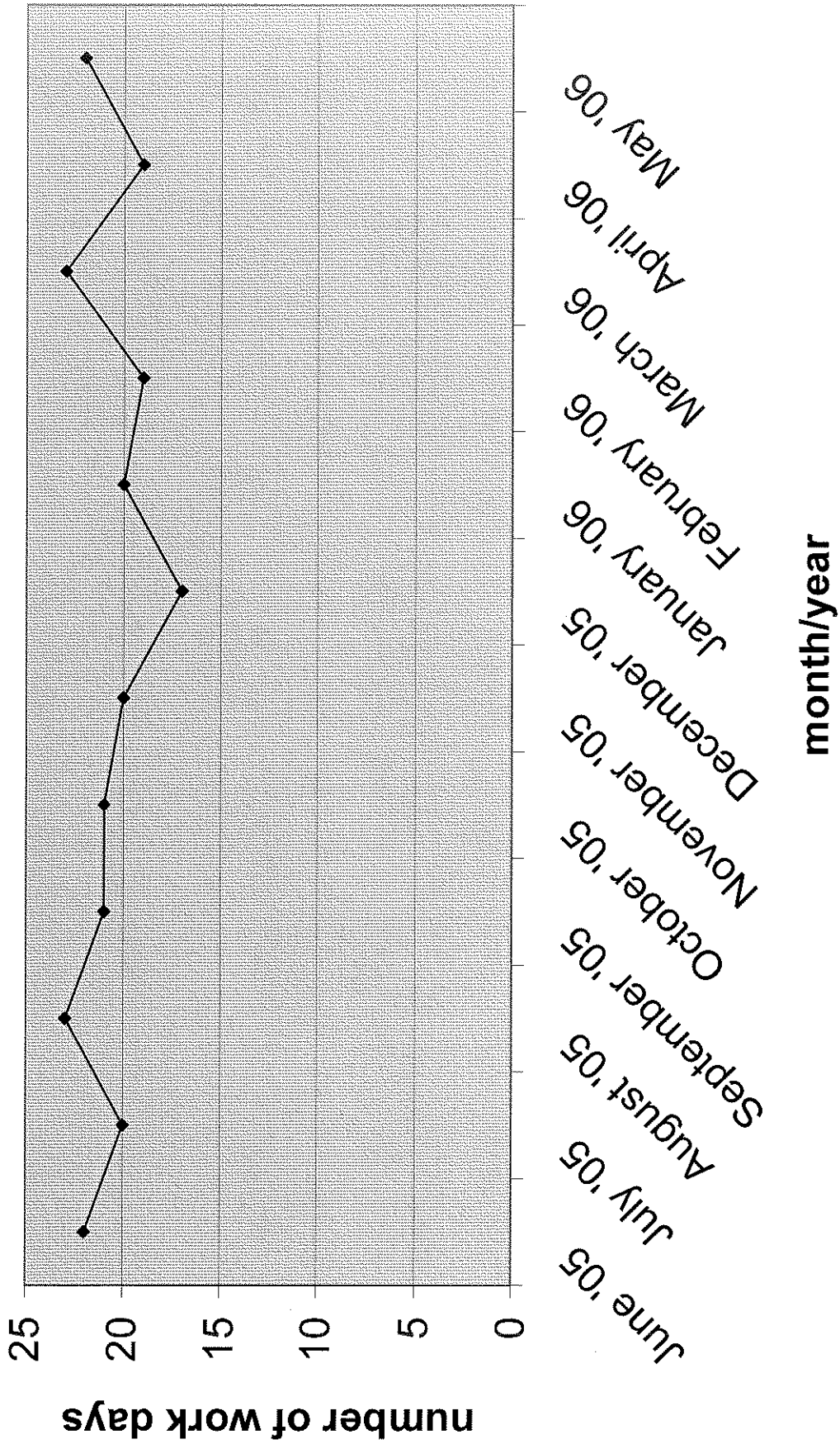
*** The College of Professional Studies does not strictly follow the deadlines/dates of traditional programs; therefore, the totals herein may not represent complete CPS registrations for the term.

2005-2006 Student One To One Contact Breakdown

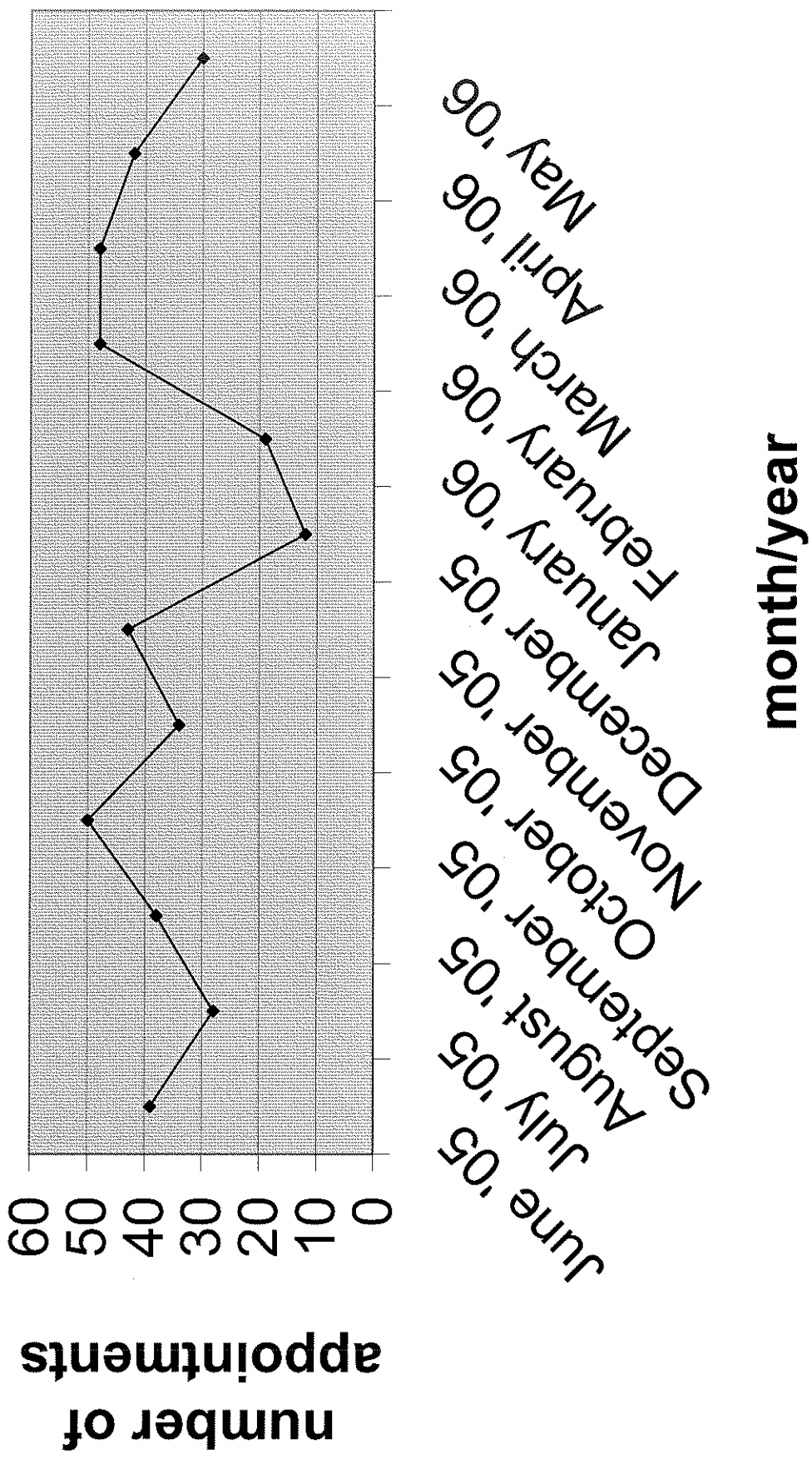
Month	# of Work Days	# of Appts	# of Drop-ins	Total One to One Contacts	Resume	Cover Let	MBTI	Strong Interest Inventory	Interview Skills
June '05	22	39	42	81	28	9	1	1	9
July '05	20	28	38	66	17	7	6	2	1
August '05	23	38	57	95	44	5	3	11	6
September '05	21	50	99	149	96	7	3	6	11
October '05	21	34	83	117	45	6	6	6	12
November '05	20	43	59	102	38	9	5	5	3
December '05	17	12	26	38	21	2	3	2	3
January '06	20	19	54	73	35	2	1	5	0
February '06	19	48	137	185	137	23	1	6	6
March '06	23	48	102	150	93	15	3	17	9
April '06	19	42	97	139	73	6	1	12	4
May '06	22	30	50	80	45	6	1	7	3
Total	247	431	844	1275	672	97	34	80	67

The above numbers represent total, not unique, contacts with students. For example, if a student visited Career Services 6 times, each of his/her 6 meetings is counted. Similarly, each specialty area (i.e. Cover Letter) represents the total, not the unique, number of contacts with students. The MBTI and SII sections represent meetings discussing those assessments, not the total number of assessments taken.

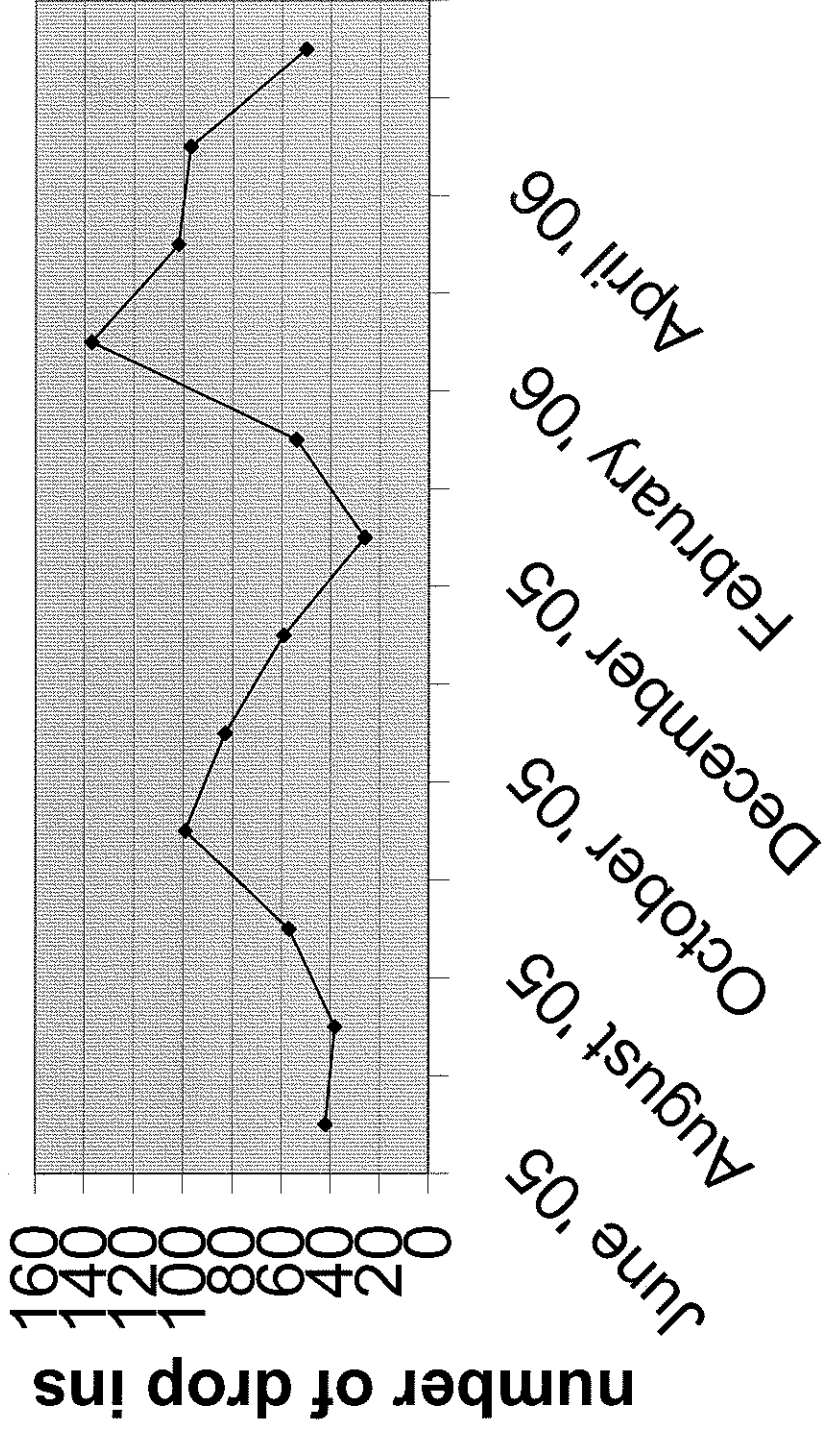
Number of Work Days



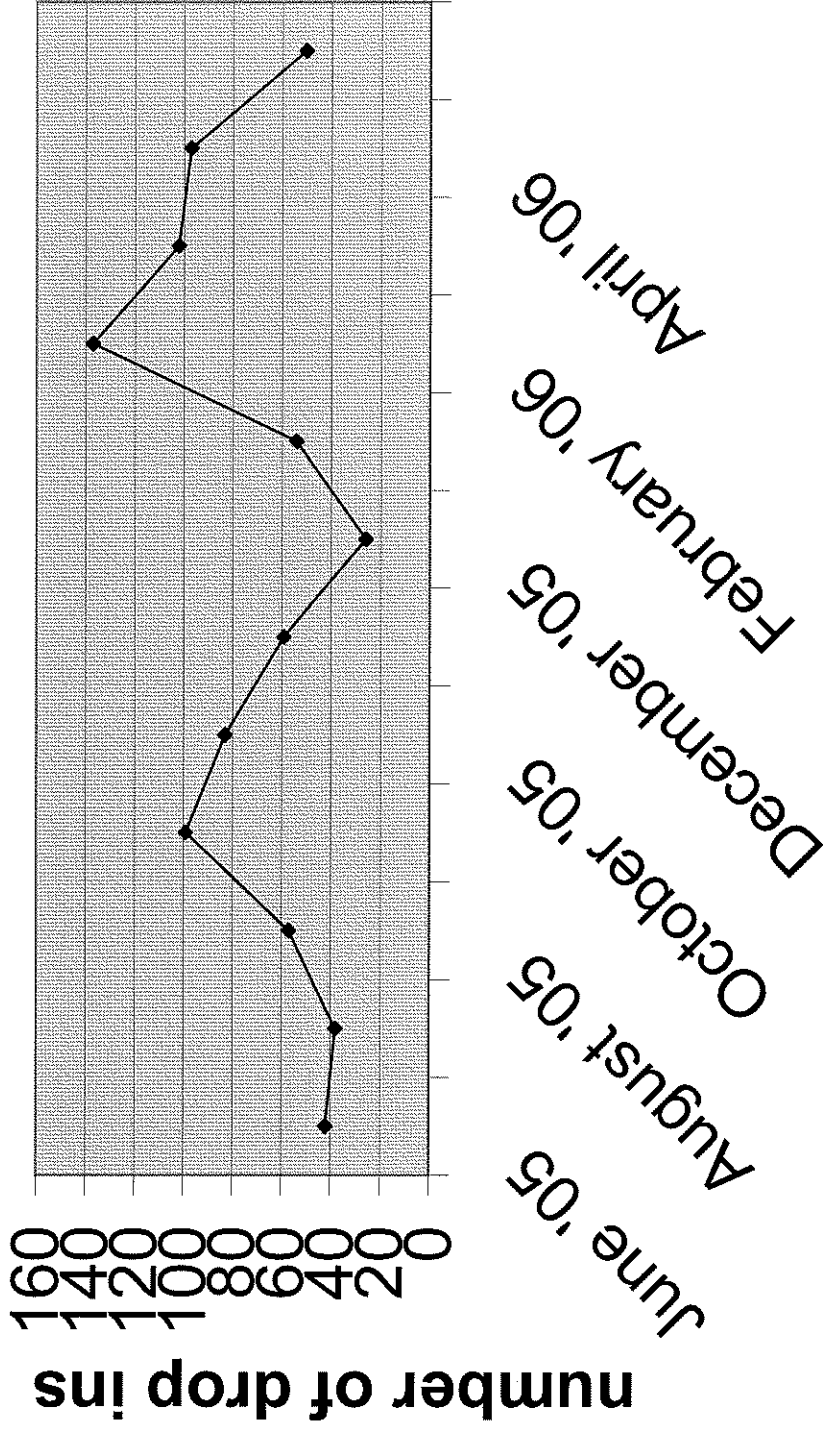
Appointments



Drop Ins

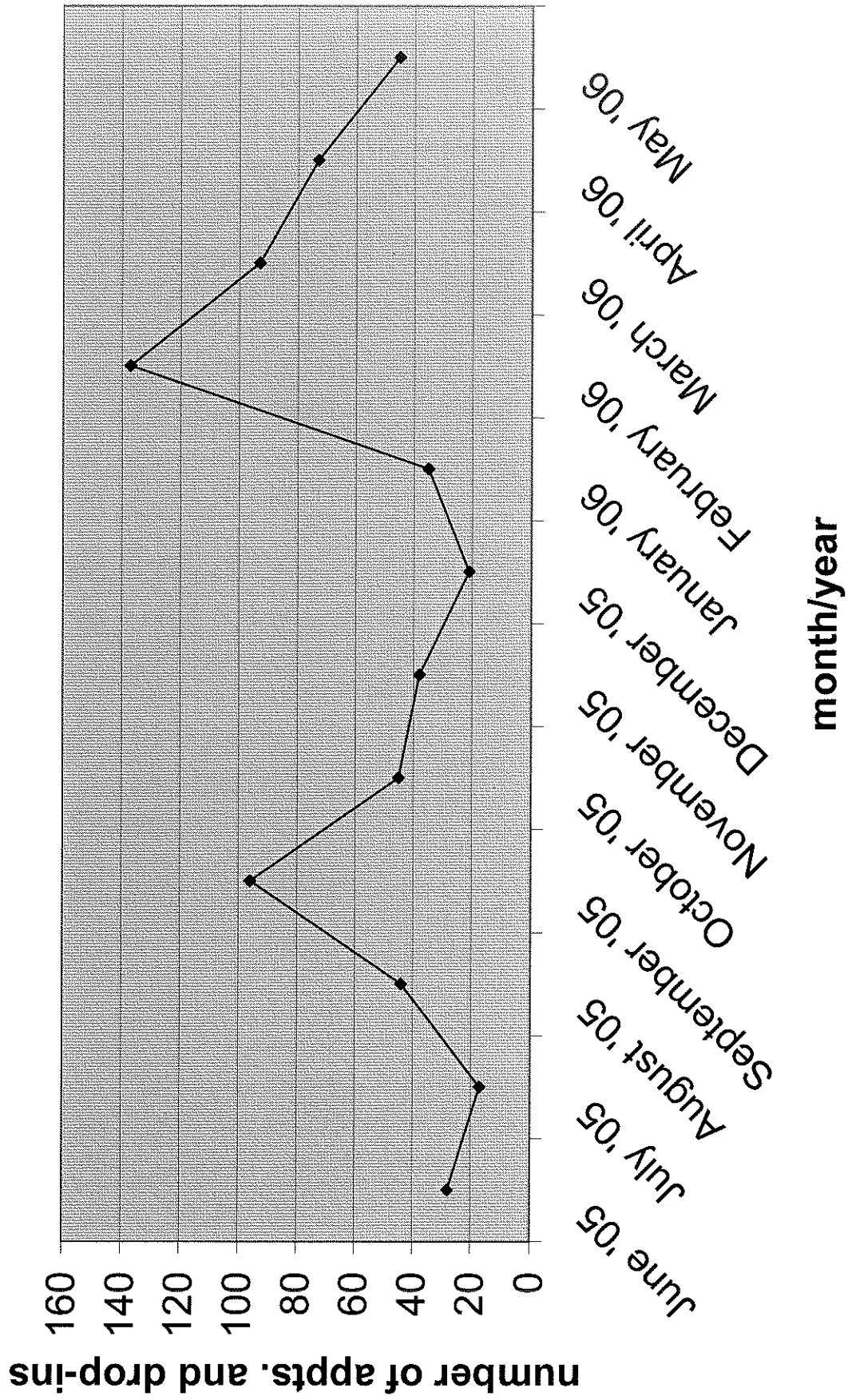


Drop Ins

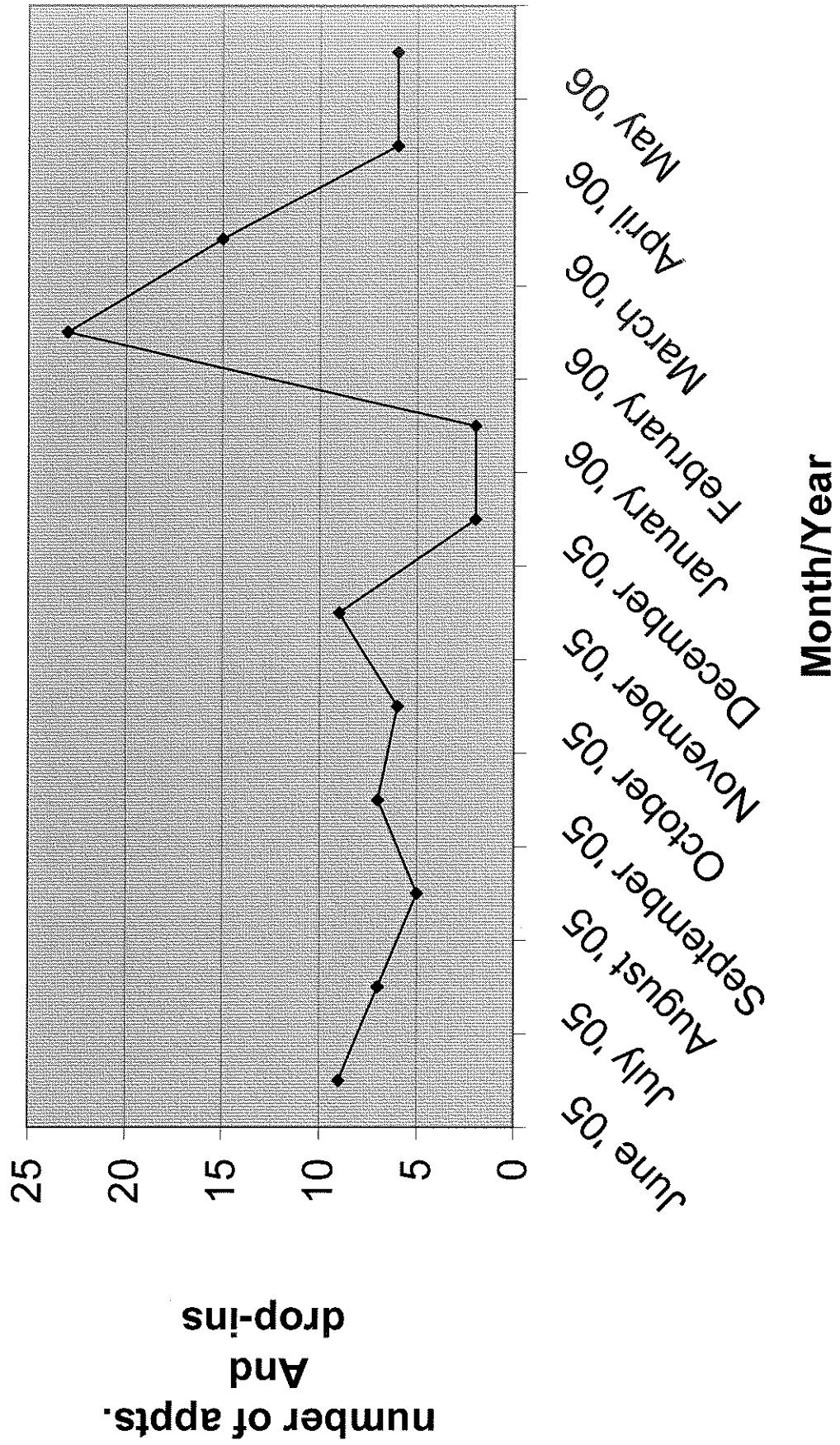


month/ year

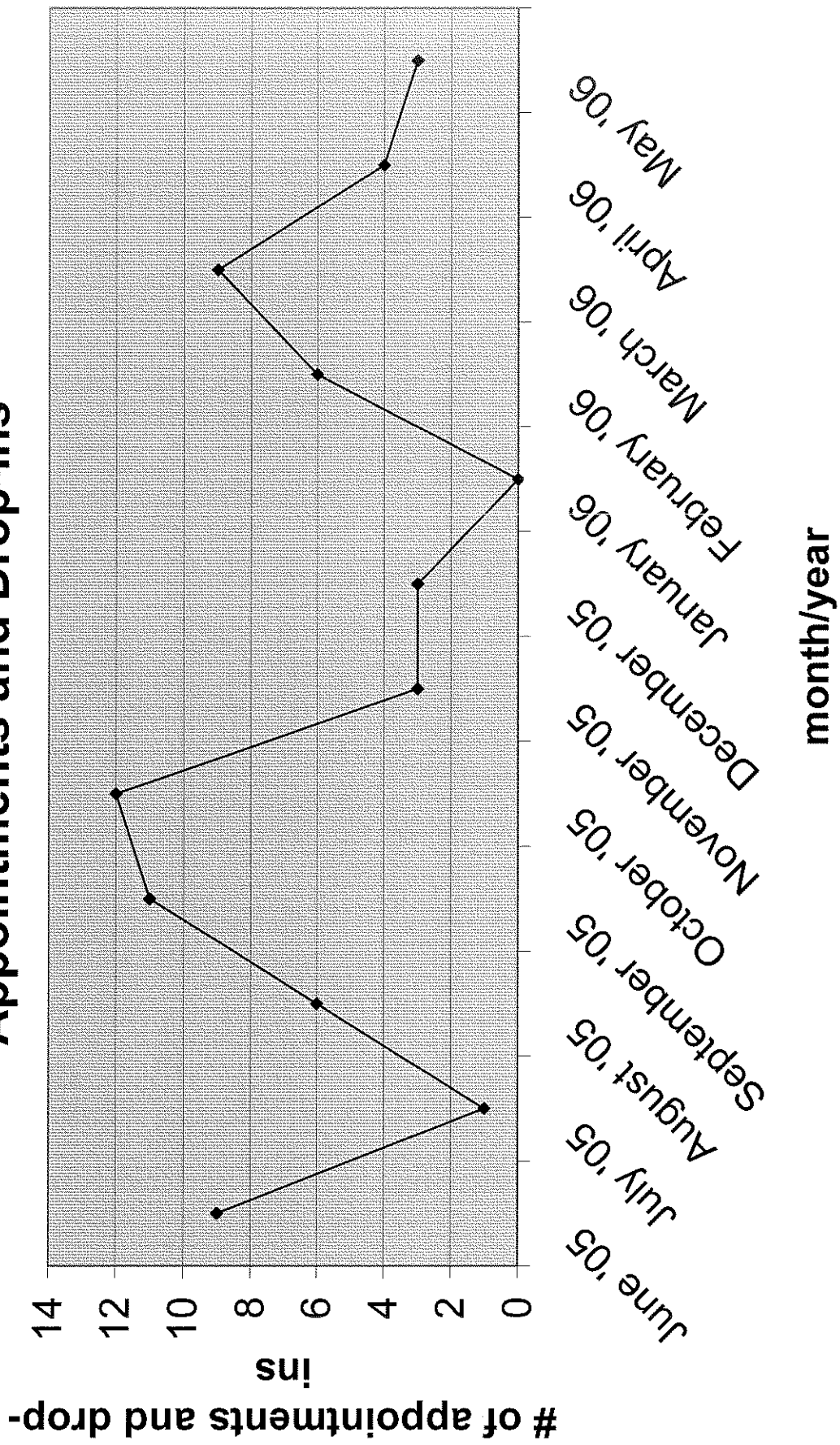
Resume Appointments and Drop-Ins



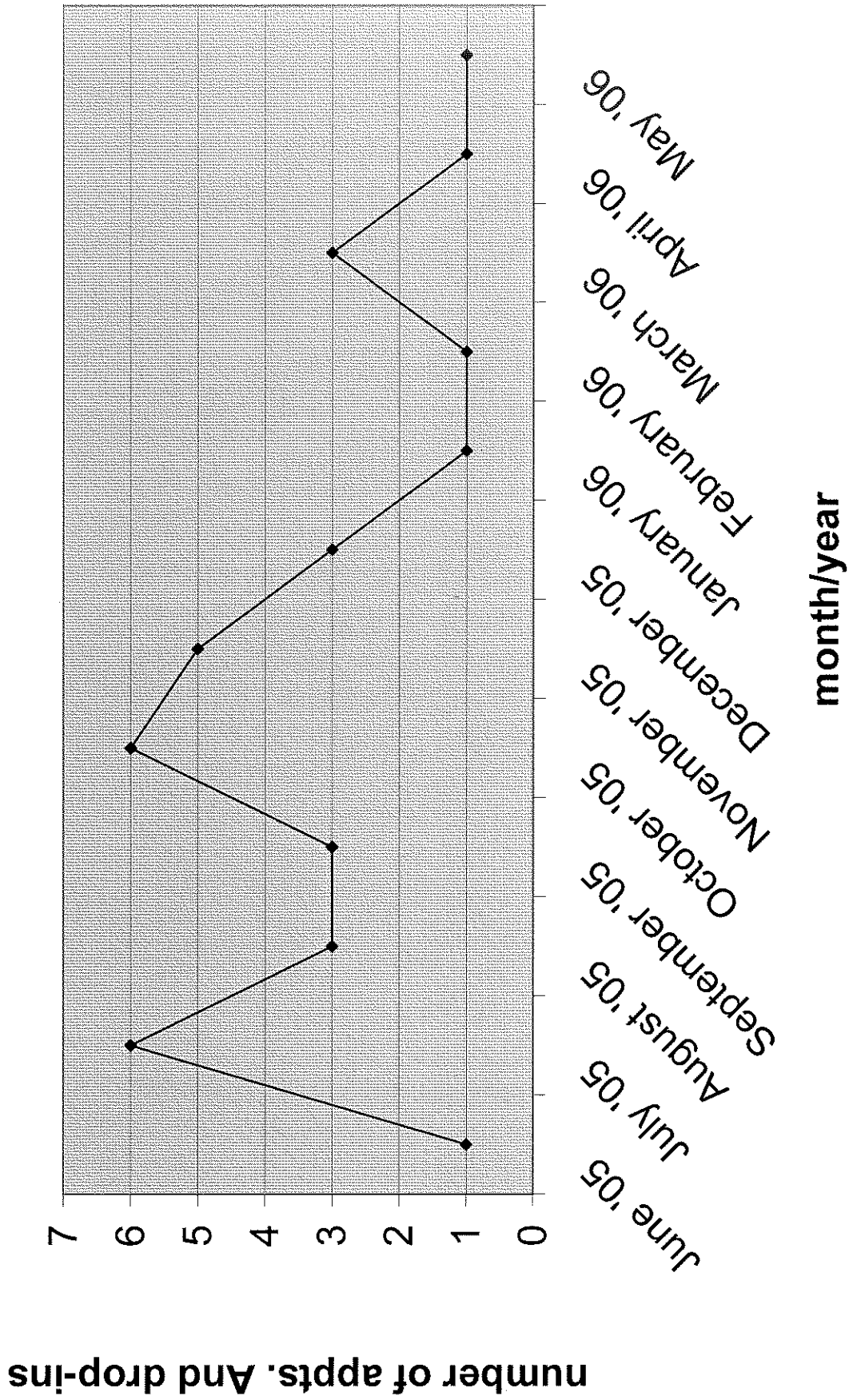
Cover Letter Appointments and Drop-Ins



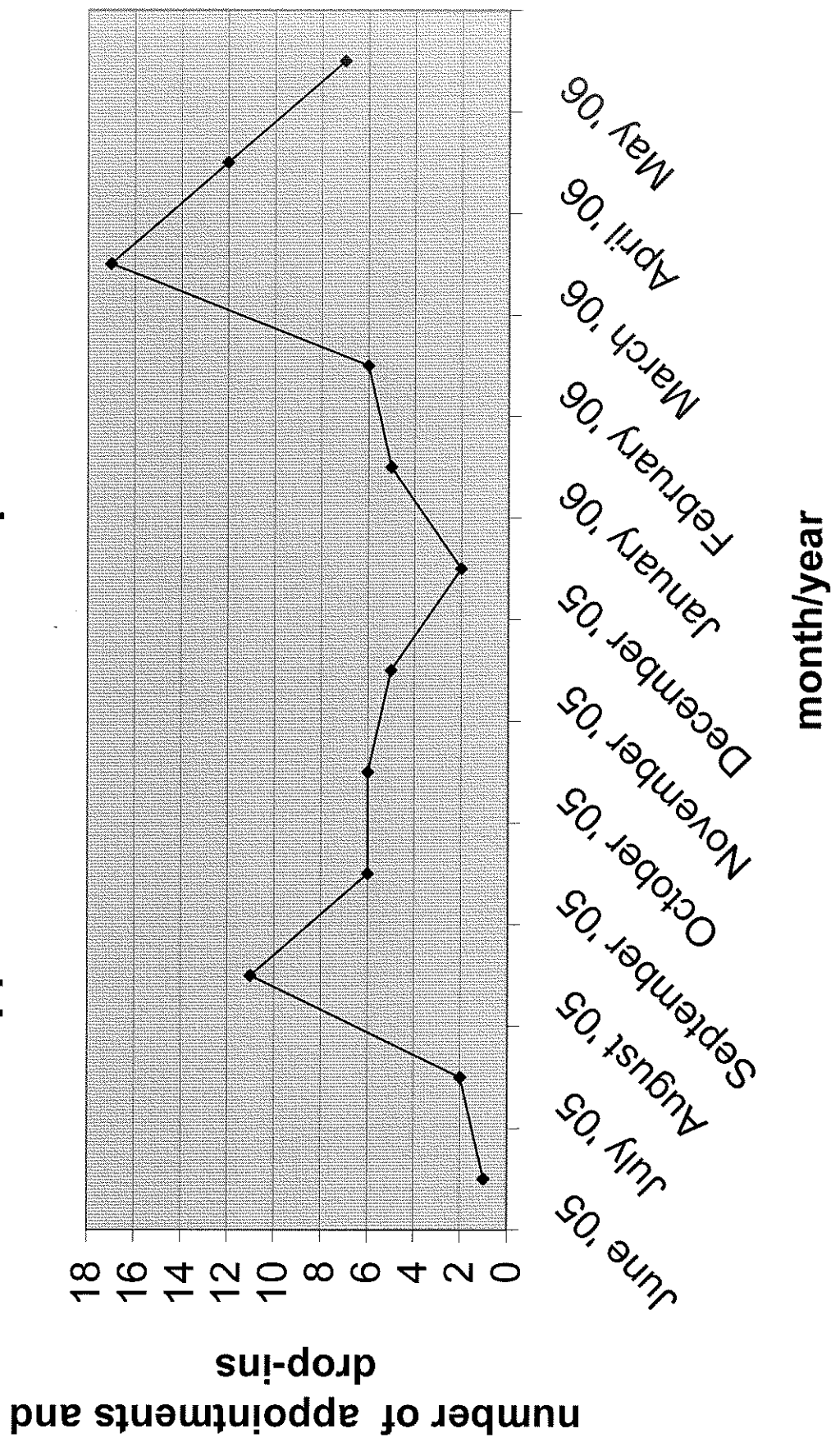
Interview Skills Appointments and Drop-Ins



MBTI Appointments and Drop-Ins



Strong Interest Inventory Appointments and Drop-Ins





Priscilla A. Scotlan Career Services Center
2130 Fulton Street
San Francisco, CA 94117-1680
TEL 415 422-6216
FAX 415 422-6470

CSC's Guiding QUESTIONS re: PROGRAM REVIEW:

The following sets of questions will be used in discussion with our External Review Committee.

(A) (from NACE 2006 Professional Standards Evaluation Workbook)

- What are the **strengths** of your career services program?
- What program dimensions are functioning at a satisfactory level but **could be improved**?
- What dimensions of your program are functioning below performance expectations and defined standards and **should be improved**?
- What are your **top priorities** for action to improve career services?

(B) (from CSC staff meeting discussion- These questions will assist CSC in connecting its role to the institutional/divisional mission/vision/values and goals.)

GENERAL

- How can CSC broaden its reach across the university (to students, faculty, and colleagues) given its strengths to promote proactive career planning by students?
Specifically regarding the following four areas:

STUDENT DEVELOPMENT

- How can CSC reach a wider array of students and engage them to be more proactive in their career planning process, specifically as it impacts their personal (student) development?

STUDENT LEARNING

- How can CSC further educate undergraduate and graduate students with the “knowledge, skills, and values needed to succeed as persons and professionals” in the world of work and post secondary education?

RETENTION

- How can CSC expand its impact on student satisfaction and retention?

STUDENT SUCCESS

- How can CSC better measure our impact on student success, as defined by:
 - Students realizing their educational and career goals?
 - Attainment of experiential education, employment, and/or admission to graduate school?
 - Thorough knowledge and navigation of the fundamentals of the Career Development Process/Cycle?

**EXTERNAL REVIEW SCHEDULE
PRISCILLA A. SCOTLAN CAREER SERVICES CENTER
FALL 2006**

Welcome to USF!

We are delighted that you have agreed to participate in the external review process for the department of the Priscilla A. Scotlan Career Services Center (CSC) at the University of San Francisco. If you need anything during your stay at USF, do not hesitate to contact our main office at 415-422-6216 or after hours you can reach James Catiggay at 650-703-6761.

Thursday, November 2, 2006

TIME	ACTIVITY	LOCATION
8:30am	Pick-up External Review Committee <ul style="list-style-type: none"> • Andy Ceperley, Director, UC San Diego • Manuel Perez, Director, CSU Long Beach • Mary Ritter-Heitkemper, Gonzaga University 	Loyola Village and Majestic Hotel
9:00am – 10:00am	Overview of Materials and Schedule -Continental breakfast -James & Ellen join committee to overview CSC and external review process and schedule	(5) UC 425
10:00am – 10:45am	UL Division: The Divisional Perspective <ul style="list-style-type: none"> • Margaret Higgins, V.P. University Life • Felicia Lee, Associate V.P./Dean of Students, University Life • Linda Thomas, Associate Dean for Student Development (direct report for CSC), University Life • Andy Thomson, Executive Director, Administrative Operations, University Life • Fr. John Savard, S.J., Executive Director of University Ministry 	(8) UC 425
10:45am – 11:00am	Break	
11:00am – 12:00pm	CSC Professional Staff: Insider's Perspective <ul style="list-style-type: none"> • James Catiggay, Director, CSC • Ellen Kelly, Associate Director, CSC • Julia Hing, Coordinator of Employer Relations, CSC • Alex Hochman, Assistant Director/Career Counselor, CSC • Anna Carideo, Office Manager, CSC • Renee Emery, Career Counseling Intern, CSC 	(9) McCarthy Center Conference Room, UC 301
12:00pm – 1:00pm	Lunch with CSC Student Staff: Insider's Perspective & View (continued) <ul style="list-style-type: none"> • Lis Boyd, Student Assistant, CSC • Benji Canning-Pereira, Technical/Marketing Student Assistant, CSC • Marissa Cruz, Lead Student Assistant, CSC • Maria Dinzeo, Student Assistant, CSC 	(11) John Broad Room – Fromm Hall

	<ul style="list-style-type: none"> • Vik Gabriel, Student Assistant, CSC • Lis Gamez, Student Assistant, CSC • Margit Hrubos, Student Assistant, CSC • Melissa Lee-Palis, Student Assistant, CSC 	
1:00pm – 1:45pm	<p>UL Leadership Team: Internal Colleague Perspectives</p> <ul style="list-style-type: none"> • Megan Gallagher, Health Services Coordinator, Health Promotion Services • Mary Grace Almandrez, Assistant Dean, Multicultural Student Services • Dan Lawson, Director, Public Safety • Marci Nunez, Department of Student Leadership & Engagement • Julie Orio, Assistant Dean of Students • Ray Quirolgico, Director, Residence Life • Christina Sanchez, International Student Services • Barbara Thomas, Director, Counseling Center • Chuck White, Director, Recreational Sports 	(12) UC 400
1:45pm – 2:00pm	Break	
2:00pm – 3:00pm	<p>Graduate Student-Level Services:</p> <ul style="list-style-type: none"> • Mary Beth Almeda, Graduate Admissions • Marjorie Barter, Professor, Coordinator of Graduate Students, School of Nursing • Moira Gunn, Associate Professor, CPS • Ken Kopp, Assistant Director, Center for the Pacific Rim • Mark Lusnar, Associate Professor, CPS • Dan McPherson, Associate Dean, School of Education • Terence Parr, Assistant Professor, Computer Science 	(10) McCarthy Center Conference Room, UC 301
3:00pm – 3:15pm	Break	
3:15pm – 4:15pm	<p>UL Staff Allies</p> <ul style="list-style-type: none"> • Simon Hara, Coordinator, Multicultural Student Services • Sarah Jeanne Hubbell, Office Manager, International Student Services • Darren Pierre, Coordinator for Student Organizations and Advancement • Sam Soloman, Coordinator for Leadership and New Student Development • Mark Thoma, Associate Director, Residence Life • Molly Zook, Staff Psychologist, Counseling Center 	(9) McCarthy Center Conference Room, UC 301
4:15pm – 4:30pm	Break	

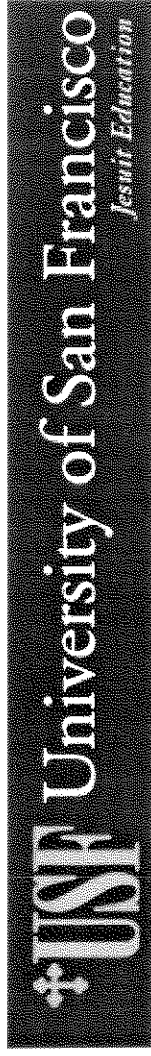
4:30pm – 5:15pm	Review Committee: Open Discussion Time -James & Ellen join group to respond to questions. -Committee time to review complete internal review binder and gather thoughts for the following day.	(5) UC 425
6:00pm – 8:00pm	Dinner Outing Committee (all attending) Linda Thomas Ellen Kelly James Catiggay Julia Hing Anna Carideo	(8) Approx

Friday, November 3, 2006

TIME	ACTIVITY	LOCATION
8:30am	Pick-up Committee <ul style="list-style-type: none"> • Andy Ceperley, UC San Diego • Manuel Perez, CSU Long Beach • Mary Ritter-Heitkemper, Gonzaga University 	Loyola Village and Majestic Hotel
9:00am – 10:00am	External Review Committee -Continental breakfast -Discussion of 1 st day -Committee time to review complete internal review binder (cont'd) and gather thoughts for the day.	(5) UC 425
10:00am – 11:00am	Employers <ul style="list-style-type: none"> • Jeff Brzozowski, Travelers • Jamie DeJong- Brown, Grant Thornton • Mike Dillon, PricewaterhouseCoopers (via teleconference) • Heather Driscoll, Peace Corps • Lisa Kattan, Grant Thornton • Leslee Matthews, Enterprise Rent-A-Car • Denise Shaffer, California Franchise Tax Board 	(9) UC 419
11:00am – 11:15am	Break	
11:15am – 12:15pm	Faculty Allies <ul style="list-style-type: none"> • Ravinder Basra, Professor, Graphic Design • Stan Bueller, Professor, College of Professional Studies • Betty Carmack, Professor, Nursing • Seeta Gangadharan, Professor, Media Studies • Lou Lucaccini, Professor, Business • Gleb Nikitenko, Professor, College of Professional Studies • Mary Jane Niles, Professor, Biology • K.O. Odsather, Professor, Business • Julia Orri, Professor, Exercise & Sports Management • Susan Prion, Professor, Nursing • Diane Roberts, Professor, Accounting • Kathy Rosebrock, Professor, Education 	(15) UC 400
12:15pm – 1:30pm	Lunch with Undergraduate Student Leaders <ul style="list-style-type: none"> • David Binegar, Arts • Jasmine Cunang, Business • Tom DeFazio, Arts • Jeff Estrellanes, Business • Desiree Littlejohn, Science • Mike Luna, Business 	(12) John Broad Room – Fromm Hall

	<ul style="list-style-type: none"> • Sharee Nuez, Arts • Mai Vang, Science • Venellyn Manglinong , Business • Judy Chang, CPS 	
1:30pm – 1:45pm	Break	
1:45pm – 2:45pm	<p>Staff (non-UL) Allies</p> <ul style="list-style-type: none"> • Annette Anton, Director, Alumni Relations, University Advancement • Sheryl Barker, Director, Undergraduate Programs, School of Business • Nicole Bohn, Associate Director, Student Disability Services • Dena Davis, Assistant Dean, Academic and Enrollment Services • Mike Hughes, Assistant Dean, Academic & Enrollment Services; Director, Undergraduate Admission, Academic & Enrollment Services • Kevin Leong, Planned Giving Officer, University Advancement • Charlene Lobo, Director, Learning & Writing Center • Sherry McCoy, Director, Student Advising Service, College of Professional Studies • Patrick Murphy, Director, Leo T. McCarthy Center for Public Service and the Common Good • Virginia Rios, Senior Associate Director, Admissions • Sara Solloway, Coordinator of Student Services, Arts & Sciences • Preston Walton, Project Coordinator, Academic Affairs • Kevin Wilson, Senior Associate University Registrar and Director, Graduation Center, University Registrar 	(15) UC 400
2:45pm – 3:00pm	Break	
3:00pm – 4:00pm	<p>Graduate Students:</p> <ul style="list-style-type: none"> • Erlinda de Arriola, Arts • Teresa Melendrez, Education • Josee Sirois, CPS 	(6) UC 419
4:00pm – 4:15pm	Break	
4:15pm – 5:15pm	<p>Group Discussion and Wrap-up -Linda Thomas joins committee to close the discussion.</p>	(4) UC 425
5:15pm – 6:00pm	External Review concludes for Program Review	

6:00pm – 8:00pm	Dinner Outing (optional) Committee –Mary attending (Manuel & Andy not attending) James Catiggay Ellen Kelly Alex Hochman	(8) Approx
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USF Statistics

University of San Francisco
2130 Fulton Street
San Francisco, California
94117-1046

Fall 2005 Census

Undergraduate

Arts and Sciences

Business

Nursing

Professional Studies

Special

Total

Graduate

Arts and Sciences

Business

Nursing

Professional Studies

Education

Law

Special Students

Total

Grand Total

Graduation Rates

USF Dons: NCAA I Athletics

West Coast Conference

Men's Basketball, Soccer, Baseball, Golf, Cross Country, Riflery, Tennis

Women's Basketball, Soccer, Volleyball, Golf, Cross Country, Riflery, Tennis, Track

Freshman Class Profile

For Fall 2005

From public high schools

From parochial high schools

From private high schools

Ethnic Breakdown

For Fall 2005 Freshman Class

White

Asian-American

Latino/Hispanic

Multiethnic/Other

International

African American

Native Hawaiian/Pacific Islander

Native American

2,753

1,103

592

564

236

5248

610

333

140

395

918

759

44

3,199

8,447

42%

21%

14%

5%

4%

5%

1%

2%

U.S. News and World Report ranks USF in the top 20 national universities for student

[Click here for USF Graduation Rates](#)

ethnic diversity and international student enrollment.

Student-Faculty Ratio	14:1	Request Information
Ratio:		Undergraduate
Class Size		Transfer
Average Class Size	GEC	Major/ Elective
Freshmen	28	20
All Undergraduate (Excluding CPS)	28	20
		Graduate
		Working Professional

Annual Costs 2005-2006

Tuition	26,680
Fees	160
Room and board	10,240
Books	900
Miscellaneous / travel	3,200
Total	\$41,180

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last modified: May 22, 2006

Table 1

Five Years of Summary Headcount

	SPRING					FALL				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Undergraduate:										
Arts * #	1672	1783	1900	1992	2091	1908	2008	2082	2185	2316
Science	538	552	547	541	523	595	584	596	568	626
Business	996	972	968	1029	1076	1045	1011	1061	1103	1226
Nursing	270	305	423	508	576	322	423	535	592	625
Total	3476	3612	3838	4070	4266	3870	4026	4274	4448	4793
Graduate:										
Arts	315	315	395	388	386	322	412	401	416	389
Science	126	166	163	178	200	205	163	190	194	259
Business	499	479	412	364	311	514	456	398	333	304
Education	863	938	1010	1038	937	930	980	1010	918	898
Nursing	59	71	88	82	94	92	110	115	140	137
Total	1862	1969	2068	2050	1928	2063	2121	2114	2001	1987
Special: ** #										
Undergraduate	122	133	121	124	129	108	126	134	236	162
Graduate	88	49	46	41	46	56	30	44	44	45
Total	210	182	167	165	175	164	156	178	280	207
Law: #										
JD	621	659	687	701	712	674	713	718	735	701
LLM	24	24	18	22	24	27	20	23	24	14
Total	645	683	705	723	736	701	733	741	759	715
Subtotal:	6193	6446	6778	7008	7105	6798	7036	7307	7488	7702
Professional Studies: ***										
Undergraduate	689	582	590	494	465	624	548	567	564	449
Graduate	502	483	495	325	313	529	555	400	395	417
Total	1191	1065	1085	819	778	1153	1103	967	959	866
Grand Total:	7384	7511	7863	7827	7883	7951	8139	8274	8447	8568

*For Fall 2006, the BFA/JDP total is 20.

** For Fall 2006, 27 non-matriculated IEP students are included in the "Special" category. The Fall 2005 total was 23.

Special also includes students in the CPS Evening/Weekend and Non-Profit/Public Admin Certificate programs who are active in the Fall Term.

For Fall 2005, the New Orleans refugee students (NOLA) are included in the "Special" category.

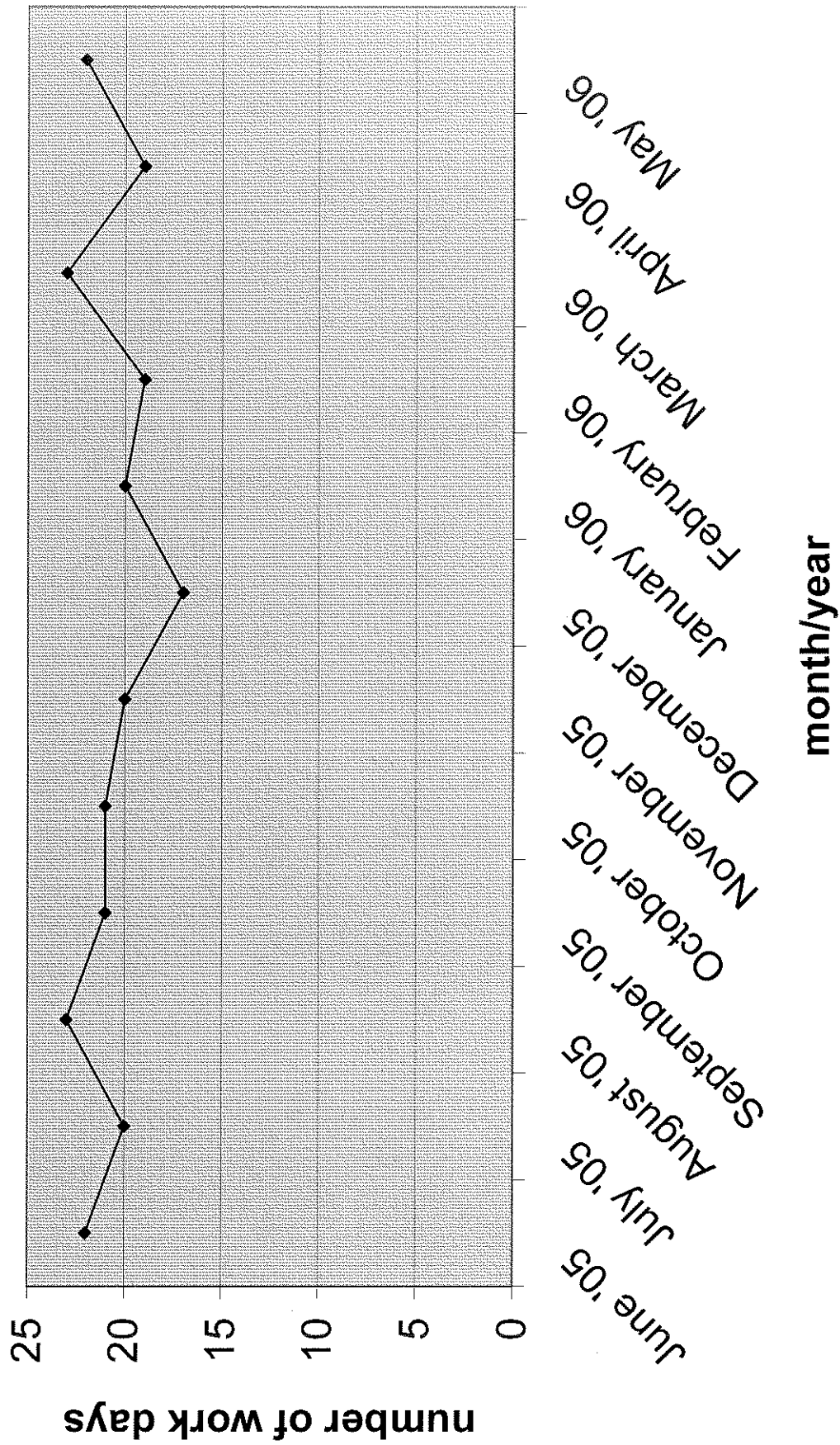
*** The College of Professional Studies does not strictly follow the deadlines/dates of traditional programs; therefore, the totals herein may not represent complete CPS registrations for the term.

2005-2006 Student One To One Contact Breakdown

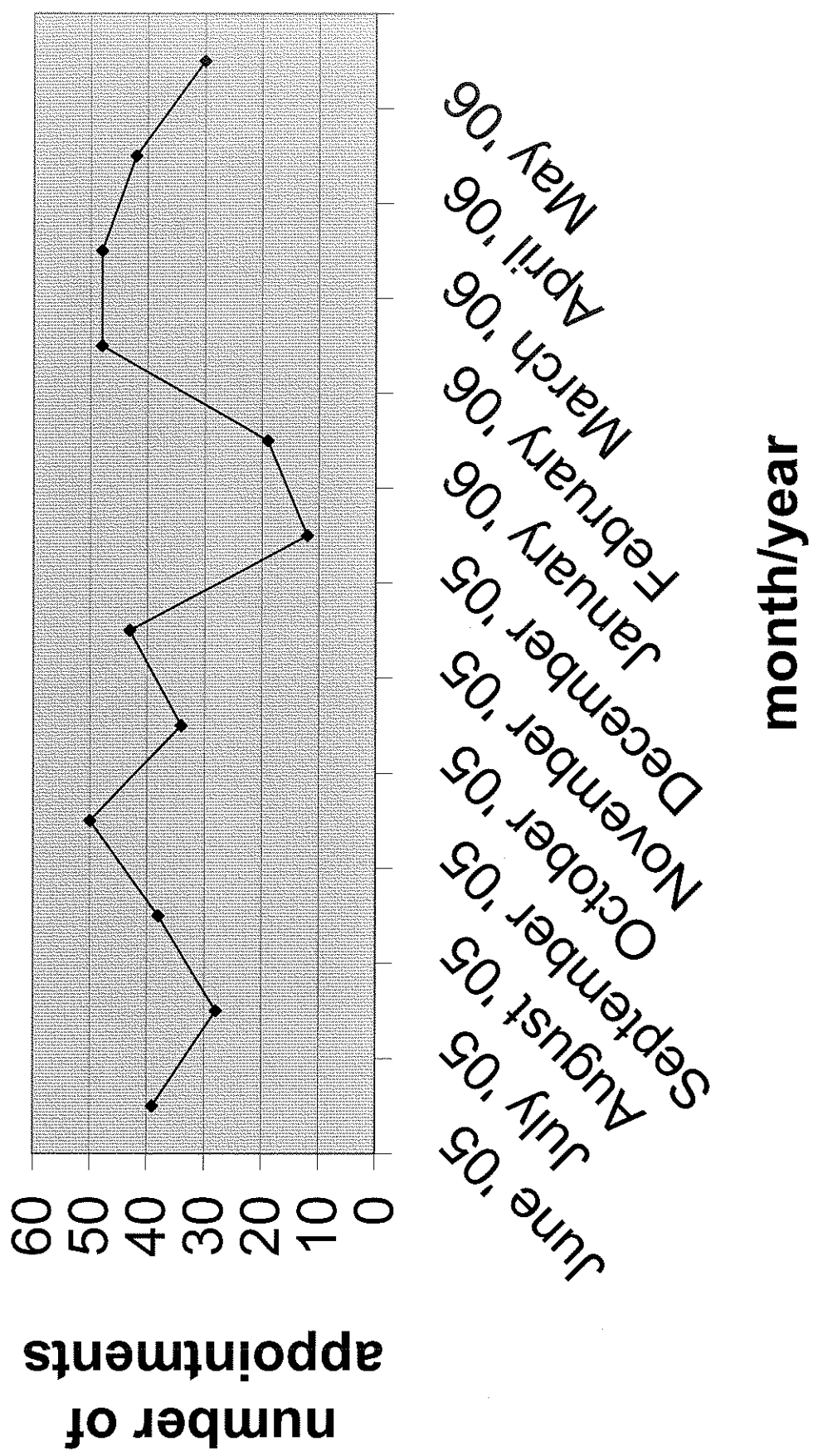
Month	# of Work Days	# of Appts	# of Drop-ins	Total One to One Contacts	Resume	Cover Let	MBTI	Strong Interest Inventory	Interview Skills
June '05	22	39	42	81	28	9	1	1	9
July '05	20	28	38	66	17	7	6	2	1
August '05	23	38	57	95	44	5	3	11	6
September '05	21	50	99	149	96	7	3	6	11
October '05	21	34	83	117	45	6	6	6	12
November '05	20	43	59	102	38	9	5	5	3
December '05	17	12	26	38	21	2	3	2	3
January '06	20	19	54	73	35	2	1	5	0
February '06	19	48	137	185	137	23	1	6	6
March '06	23	48	102	150	93	15	3	17	9
April '06	19	42	97	139	73	6	1	12	4
May '06	22	30	50	80	45	6	1	7	3
Total	247	431	844	1275	672	97	34	80	67

The above numbers represent total, not unique, contacts with students. For example, if a student visited Career Services 6 times, each of his/her 6 meetings is counted. Similarly, each specialty area (i.e. Cover Letter) represents the total, not the unique, number of contacts with students. The MBTI and SII sections represent meetings discussing those assessments, not the total number of assessments taken.

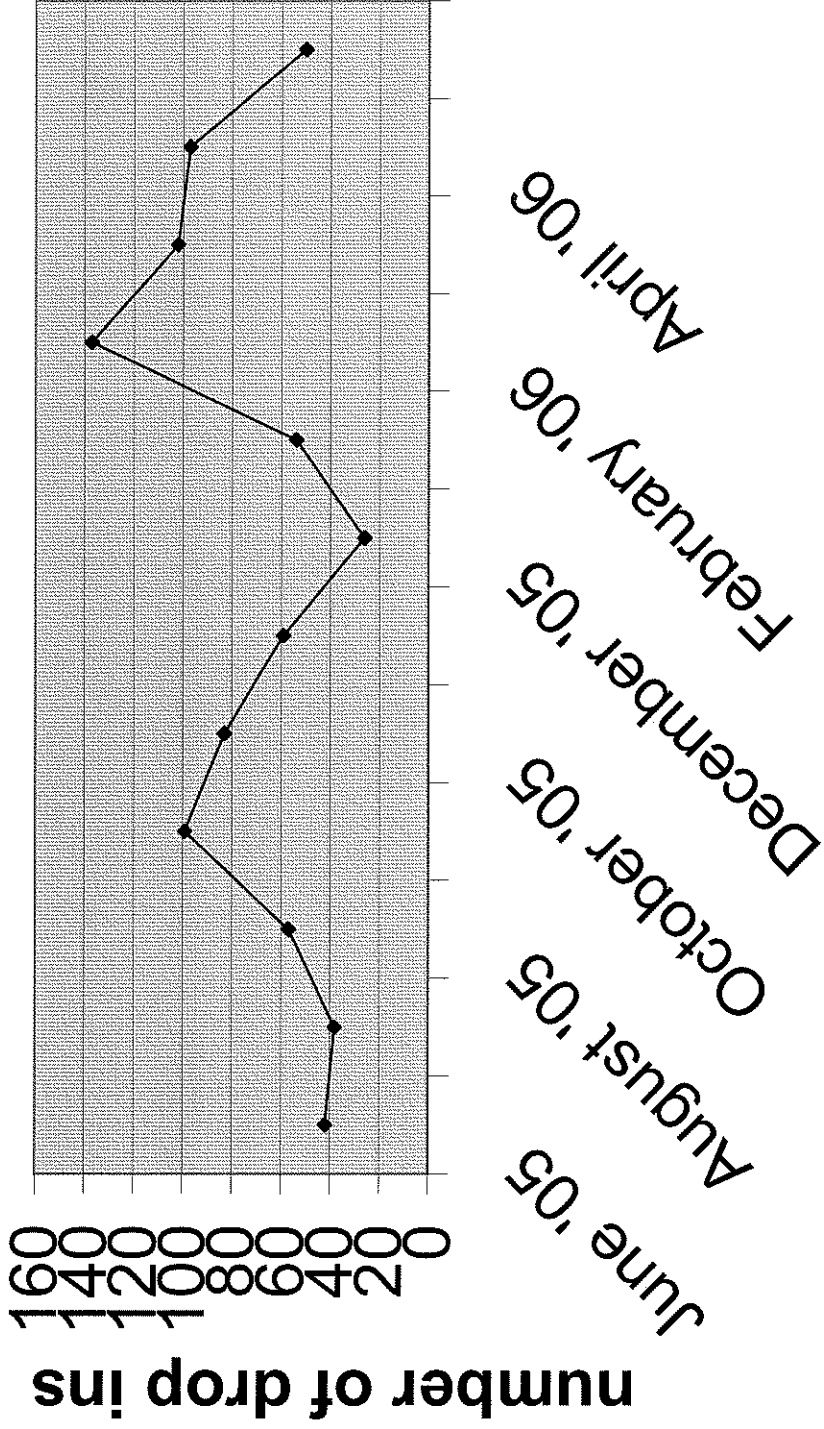
Number of Work Days



Appointments

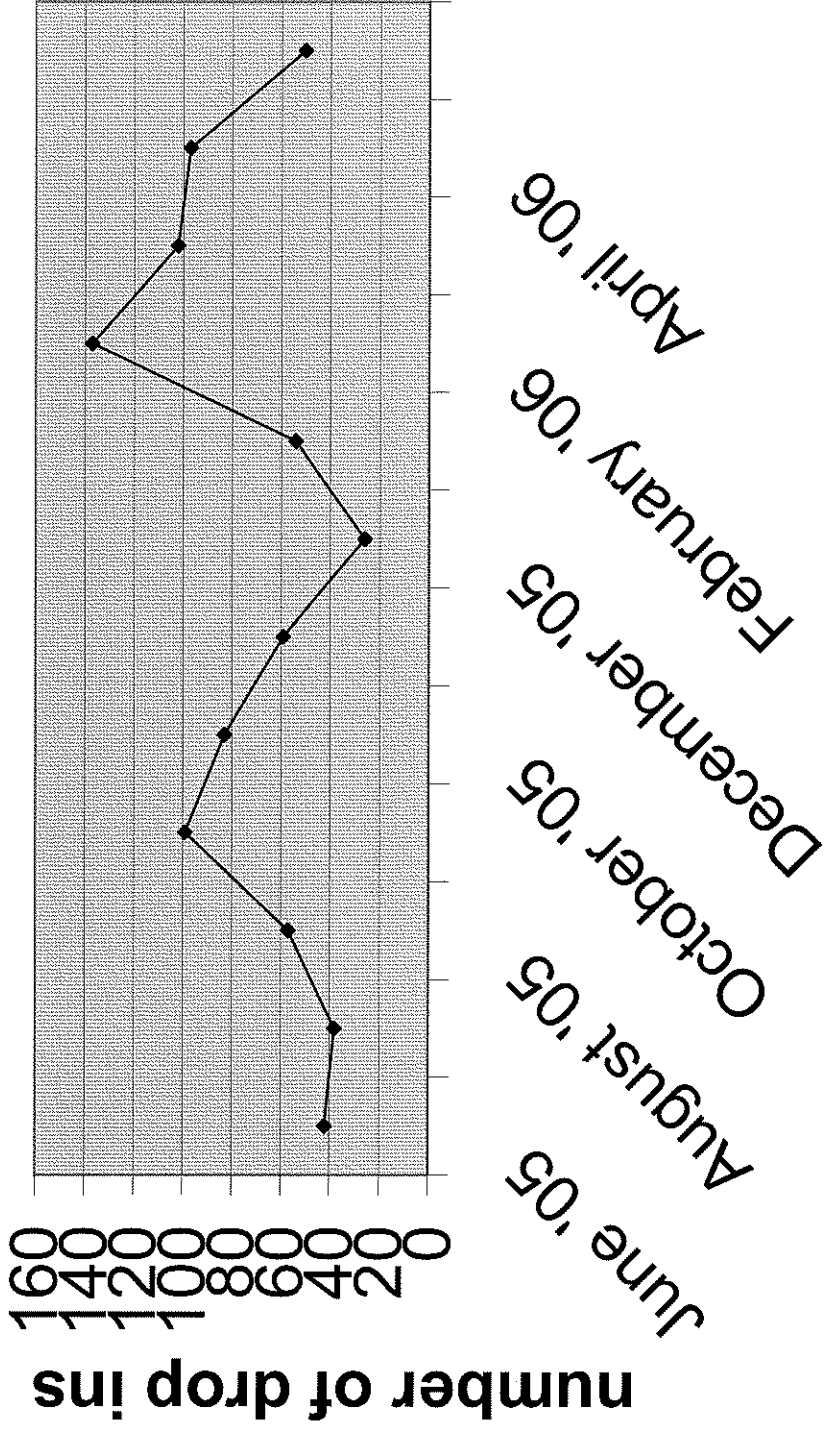


Drop Ins



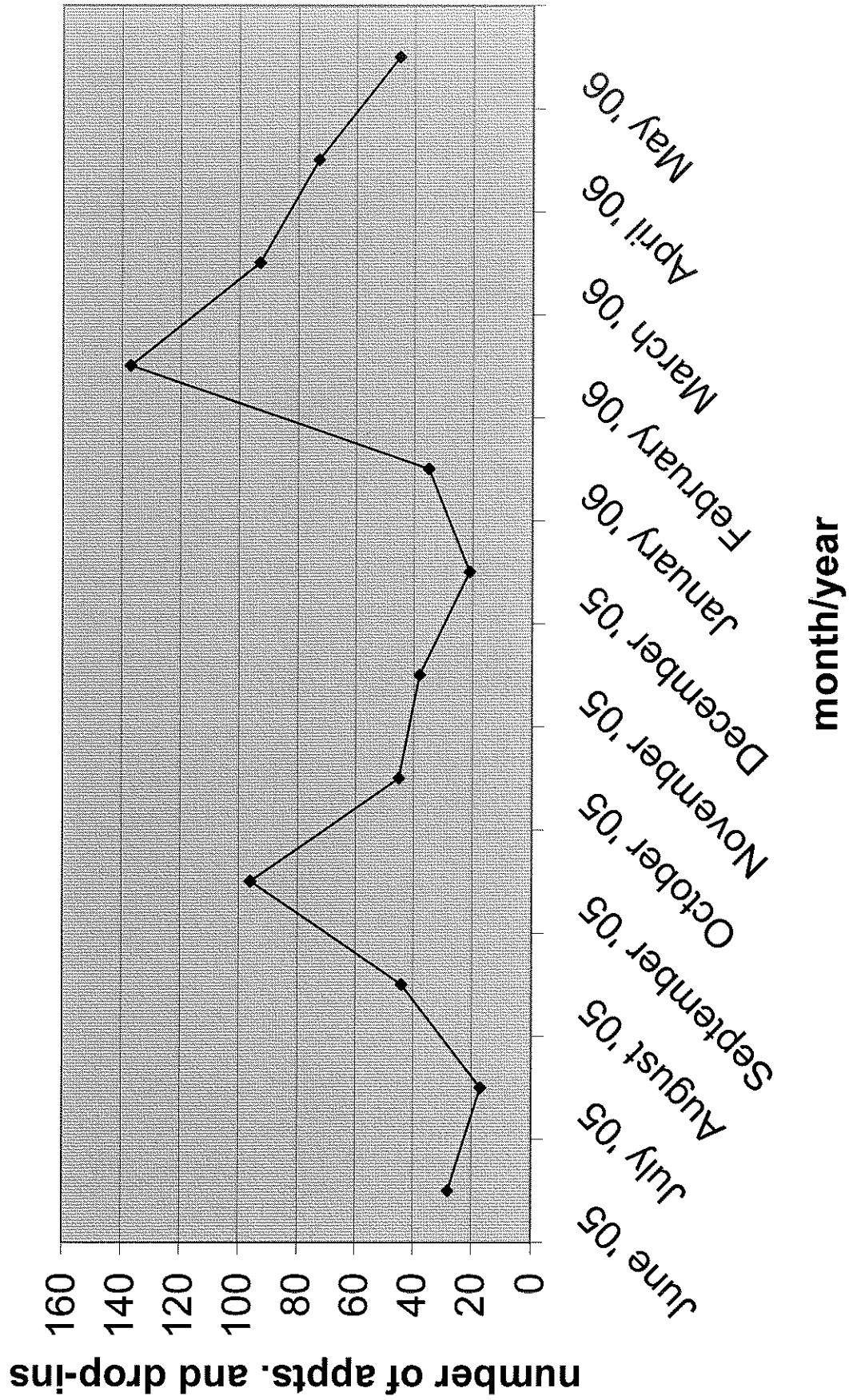
month/ year

Drop Ins

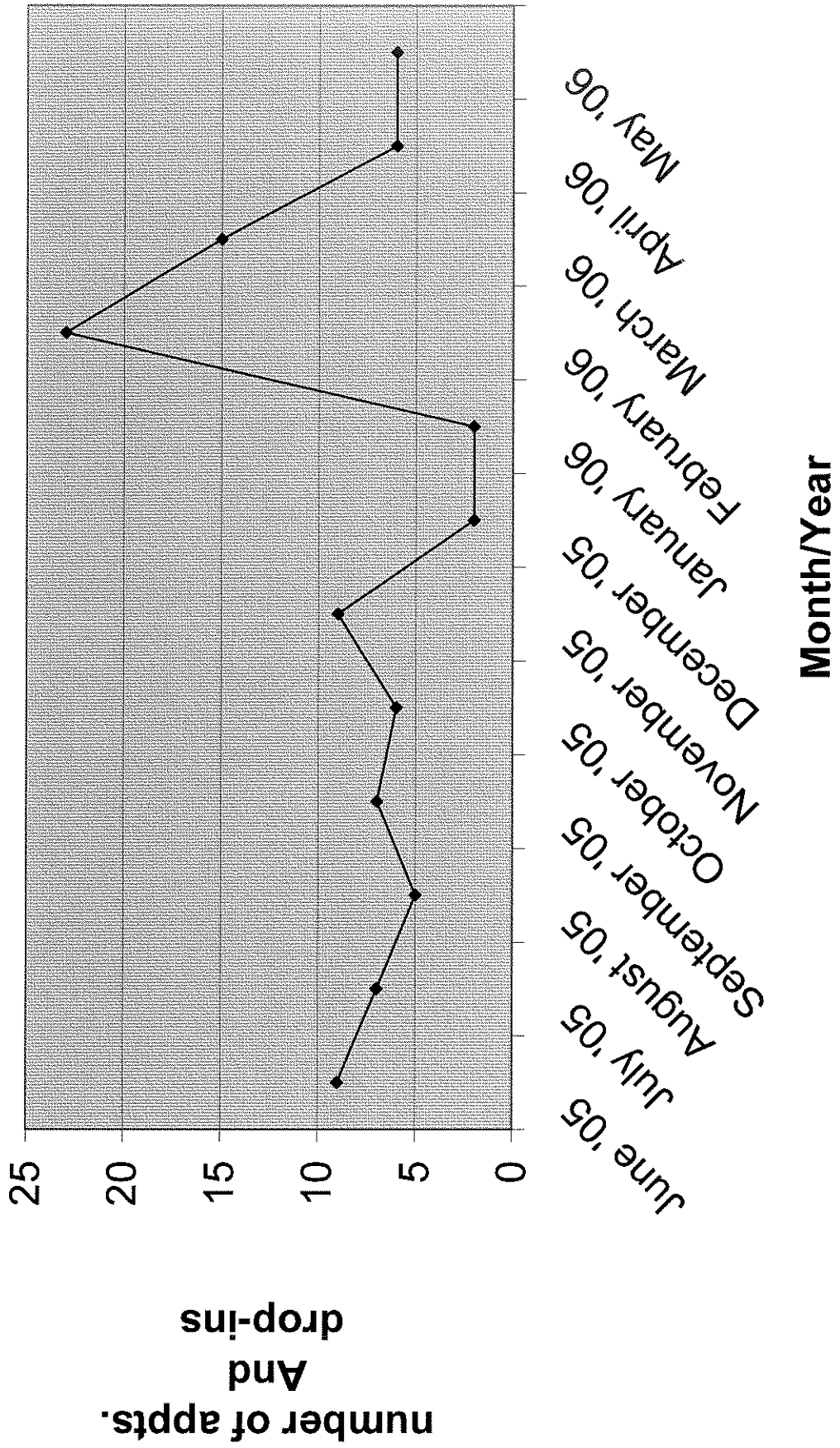


month/ year

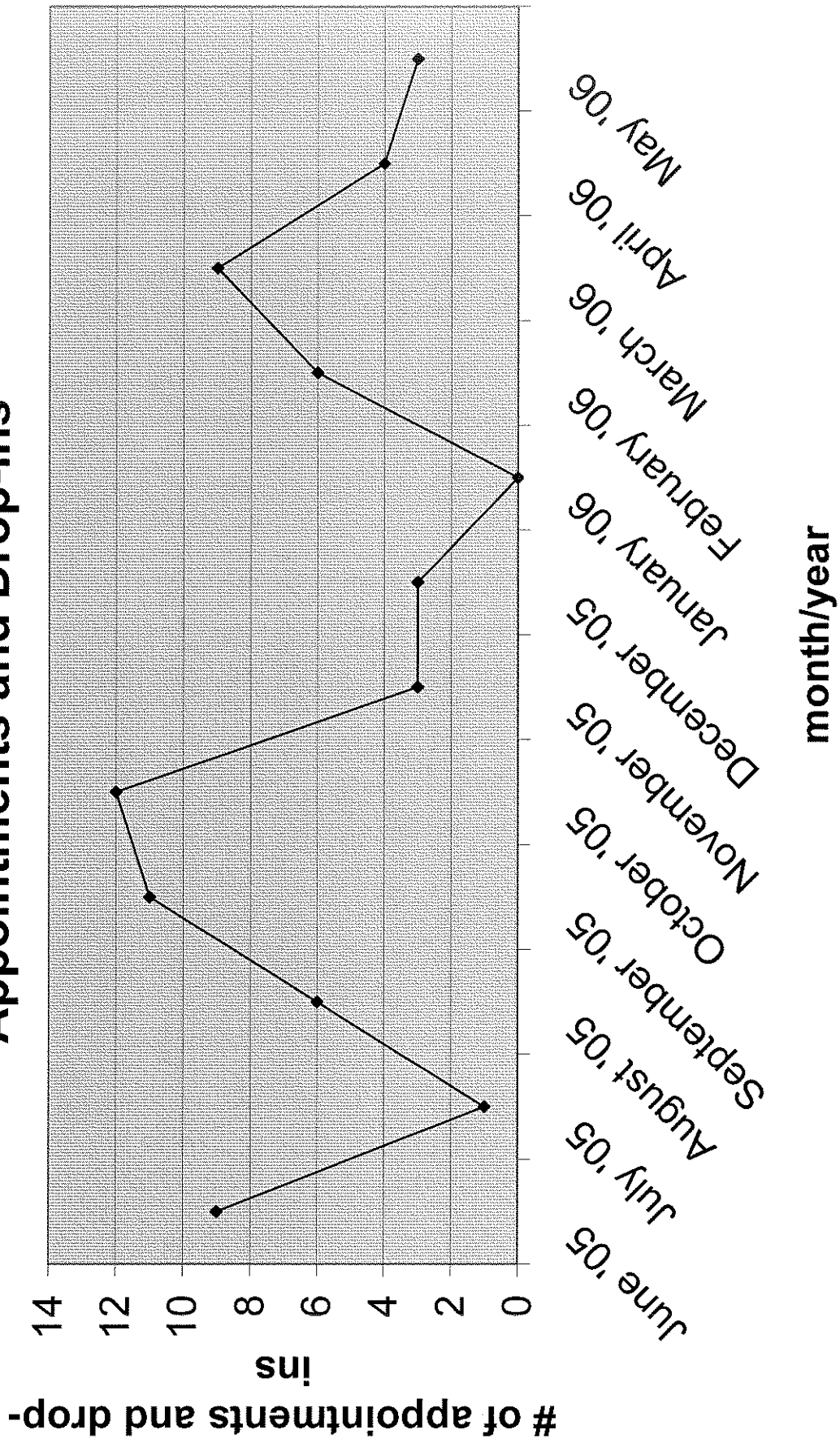
Resume Appointments and Drop-Ins



Cover Letter Appointments and Drop-Ins

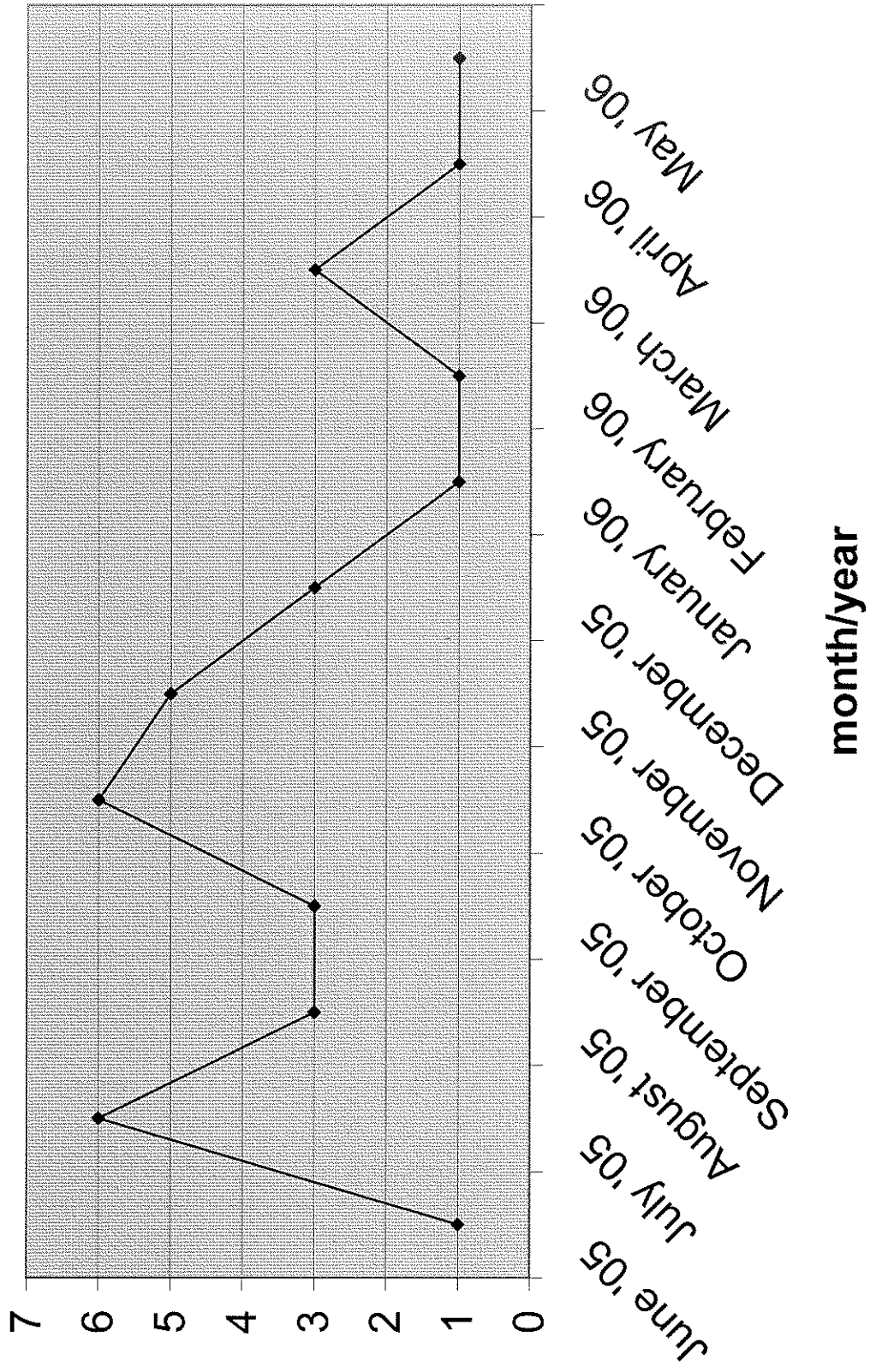


Interview Skills Appointments and Drop-Ins

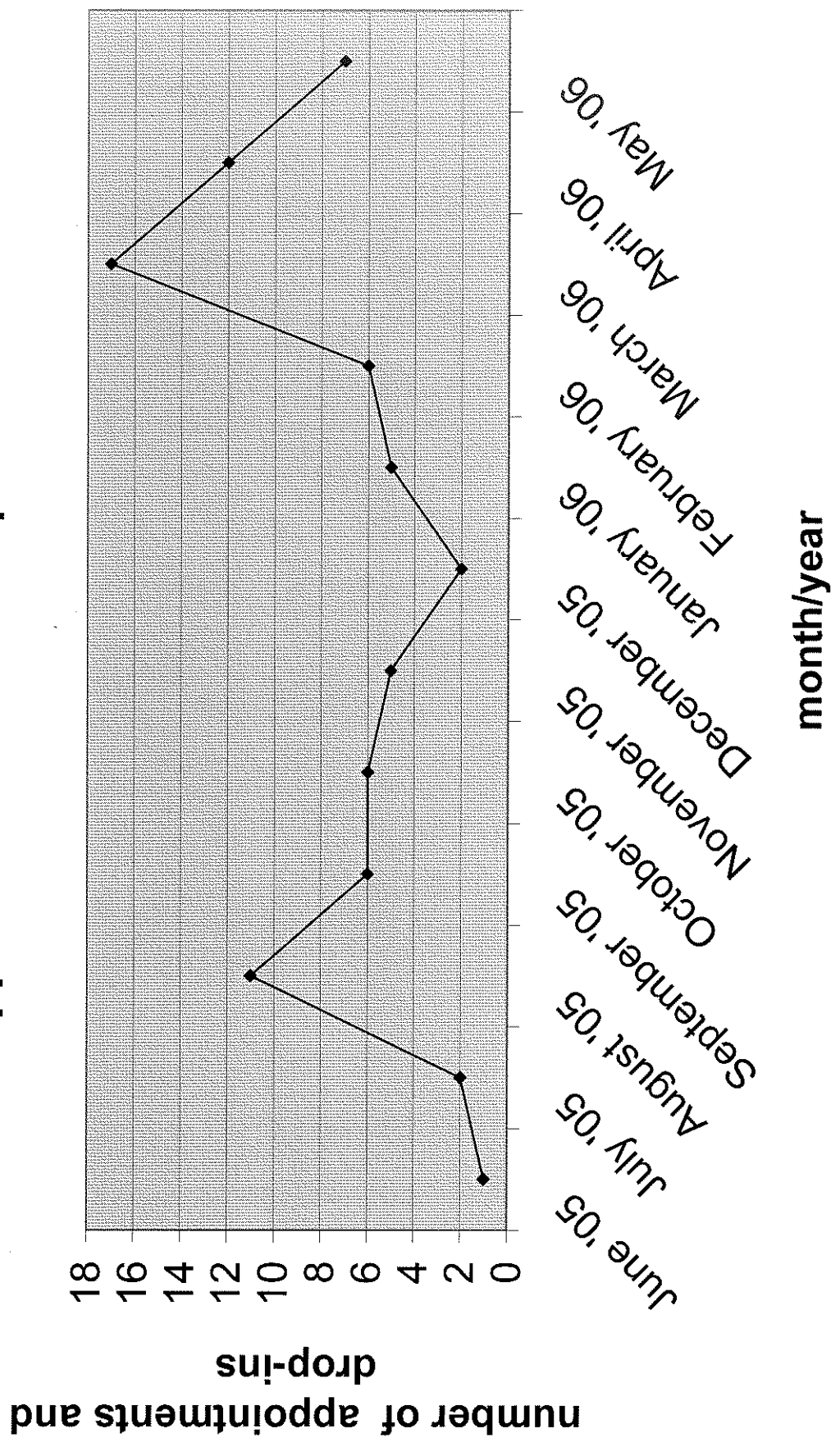


MBTI Appointments and Drop-Ins

number of appts. And drop-ins



Strong Interest Inventory Appointments and Drop-Ins





University Life Division Program/Service Report 2005-2006

Sponsoring Department: Priscilla A. Scotlan Career Services Center

Contact person: Julia Hing

Name of the program or service being assessed as well as a brief description?
7th Non-Profit Expo – September 28, 2005
The Non-Profit Expo replaced the JAVA and Volunteer Fairs, which served a similar capacity, and made it a Fall event to coincide with sign-ups for Service Learning projects and internships for students. The event is considered as USF's contribution to the community and gives the Bay Area non-profit agencies the opportunity to recruit volunteers, interns, service learning students, and potential paid employees. We invite non-profit, social service, government, environmental and faith-based organizations to participate. Since this is our community-giving event, we charge a nominal fee to non-profits, and CSC, along with our collaborating partner, the Leo T. McCarthy Center, contribute extra funding in order to break even. The event took place outside in Harney Plaza.

University Life Strategic Outcome or Outcomes addressed by this program or service and an analysis of the impact on this goal(s):

- UL Outcome I – Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.
- UL Outcome II – A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.
- UL Outcome III – Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.
- US Outcome IV – Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.
- US Outcome V – Departments create and implement methods to strengthen the University's financial resources.

Description of program or service assessment strategies including target response group, type(s) of assessment activities, administration/distribution and time lines and/or timing:
Target response group: Bay Area non-profits and Students

Assessment activities: Exhibitor evaluations and Student evaluations

Administration: Separate evaluations were distributed to the non-profit exhibitors and to the students. As experienced in the past, outdoor events make it difficult to monitor accurate attendance and to enforce collection of evaluation forms since there are many exit outlets.

Time Line: Students and non-profit agencies were asked to complete evaluations before they exited.

Description of the collaboration partners involved with this program or service and their role/responsibilities:

Collaborators:

The Leo T. McCarthy Center, the Office of Service Learning, and the USF Institute for Nonprofit Organization Management. Worked closely with the Office of Service Learning and Leo T. McCarthy Center in the planning and implementation process.

Description of program or service assessment results:

Student attendance: 215+ students (7% increase over last year)

Non-Profit Exhibitor attendance: 68 non-profits participated the day of the event (a 31% increase)

A diverse range of non-profits attended. We had 10 different categories such as Child/Family/Senior services, Civic/Government, Cultural, Education, Environment, Global, Health, Homelessness/Poverty, Volunteer, and Other. Among the non-profits attending were: American Red Cross, Jesuit Volunteer Corps, St. Anthony Foundation, Boys & Girls Clubs, Coro Northern CA, Habitat for Humanity, SF Aids Foundation, Jewish Community Center of SF, Peace Corps, National Multiple Sclerosis Society, SF Food Bank, State Compensation Fund, St. Vincent De Paul.

Tested a new raffle drawing to encourage student participation and increase student interaction with exhibitors. Each time a student visits a non-profit, they get a "passport" stickered. For every 5 stickers, they get a raffle ticket. This procedure was later replicated in our Career & Internship Fair with even greater success. Procured raffle prizes from 10 non-profit agencies for giveaways.

Also tested a new logistical plan of categorizing exhibitors to provide an egalitarian form of table placement and visibility, and provide an easy method for students to find particular non-profits. This allowed the students target whom they want to meet based on their interest category. The exhibitors commented they saw more quality and interested candidates this way. Again, we utilized this at the Career & Internship Fair with equal success and satisfaction.

Student Evaluations:

215+ students attended this open-air event which made it difficult to have them complete the student evaluations. We received 20 completed evaluations. 48% of the students attended the Expo to network with representatives, and 76% said they would volunteer at an agency following the Expo.

Non-Profit Exhibitor Evaluations:

68 non-profit agencies attended the event, and 44 completed the evaluations. 90% of the agencies came to the Expo to establish/build a relationship with USF and 66% came to increase their name recognition among students. 68% had volunteer opportunities, 34% had internships and 18% had job openings.

Learning element:

Based on exit evaluations, students attended the Expo primarily to meet the representatives and learn more about their organizations, and a substantial number said they would volunteer at an agency following the Expo.

Operational changes planned or made after review of results:

1. In an effort to increase student attendance and provide more time for students and faculty to find service-learning partners and students to find internship placements, we are going to host the 8th Non-Profit Expo 2 weeks earlier on Thursday, September 14, 2006.

Additional Comments:

Completed by: Julia Hing

Copy of instrument attached:

Date: 6/19/06



STUDENT EVALUATION RESULTS
7th Annual Non-Profit Expo
September 28, 2005, Harney Plaza

Evaluations collected: 20

1. What was your purpose in attending the Expo? (check all that apply)

10 Network with representatives	8 Find an internship
7 Find job leads	15 Find a volunteer position
5 Learn more about a specific agency	4 Seek advice/information
0 Learn more about a specific position (e.g. Mentor, Case Manager)	
0 Learn more about a specific industry (e.g. Social Services, Foundation, Gov't)	
0 Learn about hiring procedures/process	
0 Other (please specify) _____	

2. After having attended the Expo, I plan to take the following steps (check all that apply):

4 Apply for a part-time or full-time position	9 Apply for an internship
3 Follow-up on leads/contacts	16 Volunteer at an agency
0 Revise/update my resume	1 Re-evaluate career goals
3 Talk with a career counselor	3 Change major/take specific courses
0 Other (please specify) _____	

3. Which Expo exhibitor category was of most interest to you? (check all that apply)

10 Child/Family/Seniors	6 Global
1 Civic/Government	11 Health
6 Cultural	5 Homelessness/Poverty
6 Education	6 Volunteer
3 Environment	0 Other _____

4. With how many representatives did you speak/visit today? 5 (3), 7 (3), 6 (2), 8 (2), 10 (2)

5. How did you hear about the Expo?

10 Flyer/poster	0 Residence Halls/Staff
1 Email announcement	0 Student Club
6 Walked by today	0 Faculty/Academic Dept.
0 Career Services Center Web Site	1 Career Services Staff
1 USF Connect Web Site	0 Other _____
2 Friends/Classmates	

6. Please rate the Expo overall:

8 Outstanding	4 Above Average	2 Average	0 Below Average	0 Poor
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7. Please rate Harney Plaza as a location for the Expo:

10 Outstanding	4 Above Average	2 Average	0 Below Average	0 Poor
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8. Degree and Major/Emphasis _____
 Class Level:
 11 Fresh. 2 Soph. 5 Jr. 3 Sr. 1 Masters Other Grad Alumni Other (Faculty,staff)

9. Prior to today's Non-Profit Expo, how many USF-sponsored fairs have you attended in the past (e.g. Career & Internship Fair, Grad Fair, Volunteer Expo, JAVA Fair, Healthcare Career Fair, etc.)?
 (6) None (12) 1-3 (1) 4-7 (1) 8 or more



Exhibitor Evaluation Results
7th Annual Non-Profit Expo
September 28, 2005

Evaluations collected: 44

RATING

Program Management	Poor	Below Average	Average	Above Average	Outstanding	Comments
Communication between Offices	1 (0)	2 (1)	3 (7)	4 (15)	5 (20)	
Parking Facilities	1 (0)	2 (2)	3 (10)	4 (9)	5 (15)	
Reception/Assistance	1 (0)	2 (1)	3 (10)	4 (17)	5 (23)	
Location Set-up	1 (2)	2 (2)	3 (5)	4 (18)	5 (19)	
Evaluation of USF Students						
Overall Presentation	1 (0)	2 (2)	3 (15)	4 (16)	5 (8)	
Asked Appropriate Questions	1 (0)	2 (4)	3 (15)	4 (18)	5 (8)	
Student Traffic	1 (4)	2 (8)	3 (20)	4 (7)	5 (3)	
What is your overall rating of the Non-Profit Expo?	1 (1)	2 (0)	3 (18)	4 (16)	5 (8)	

With approximately how many students did you speak? (Please circle)

0-10 (8)	11-20 (16)	21-30 (10)	31-40 (5)	41-50 (0)	50+ (1)
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About Your Organization

- Please describe your hiring, internship and volunteer goals this year.

(8) Less than previous	(15) Same as previous	(30) More than previous
------------------------	-----------------------	-------------------------
- What was your purpose in attending the Expo this year? (check all that apply)

(15) Learn more about USF students	(40) Establish/build relationship with USF	(22) Fill currently open positions
(29) Improve/increase name recognition	3 Provide Career Advice	



University Life Division

Program/Service Report

2005-2006

Sponsoring Department: Priscilla A. Scotlan Career Services Center

Contact person: Ellen Kelly, ext. 2443

Name of the program or service being assessed as well as a brief description?

Graduate School Events (Annual Graduate & Professional School Fair, Grad School Admissions Panel, Grad Diversity Luncheon, LSAT Prep Workshop, GRE Prep Workshop).
October 10- 14, 2005. These five events exposed USF students to the extensive variety of graduate and professional school options available nationwide and educated them about effective strategies for researching, preparing for, and applying to graduate/professional programs. At the fair itself, 93 graduate schools were represented; approximately **375** students attended the various five events.

University Life Strategic Outcome or Outcomes addressed by this program or service and an analysis of the impact on this goal(s):

1. Coordinate annual Graduate & Professional School Fair to provide an opportunity for students to interact with representatives from a variety of graduate programs. Identify and target outreach to new graduate school programs recommended by faculty members. Increase knowledge of graduate school options and application process.
2. Partner with MCSS to develop programs supporting students of color career plans, including a discussion of graduate school admission

strategies at a luncheon program with faculty, staff, and alumni of color. Increase support to students of color.

As a result of these programs, students reported that the information provided was helpful in their consideration of graduate school. Additionally, almost half of the students who attended the graduate admissions panel found it valuable to learn about the graduate school application process. During this panel, the students did not find it valuable to have a USF graduate student on the panel. A possible reason for this is that information about USF's graduate programs is more readily available.

Students also reported wanting more panels/presentations on graduate school, including law and medical school, so our staff will take this into consideration for next year's events.

Description of program or service assessment strategies including target response group, type(s) of assessment activities, administration/distribution and time lines and/or timing:

Hard-copy evaluations were distributed to and collected from students and grad school representatives on the day of the Fair, as well as at the Grad School Admissions Panel. Online evaluations were also gathered from participants in the three weeks following the fair.

Description of the collaboration partners involved with this program or service and their role/responsibilities:

These events were coordinated and facilitated primarily by Career Services Center, and included collaboration with graduate school admissions representatives, MCSS, current and former graduate students, and a two testing preparation services. These collaboration partners participated as speakers and/or co-organizers for the various panel and workshop events. Other contributors include USF's National Society of Collegiate Scholars (NSCS) members, who volunteered their time to assist with the promotion for and day-of operations of the large-scale Graduate & Professional School Fair.

Description of program or service assessment results:

Overall, the student development goals/learning outcomes were reached, thereby meeting professional standards and supporting the Core Values described above.

Themes of the evaluations:

1) Annual Graduate & Professional School Fair

Student Evaluations: 87 evaluations completed in hard copy on the day of the fair. *This was an 85% increase in the number of evaluations completed from the previous year.*

In answer to the following steps being taken after having attended the Fair:

- 0% Answered "Change my major"
- 7% Answered "Take additional courses"
- 33% Answered "Talk with an advisor"
- 51% Answered "Apply to Graduate School"
- 21% Answered "Gain work experience"
- 15% Answered "Obtain Letters of Recommendation"
- 33% Answered "Research Additional Programs"
- 20% Answered "Find a related internship"
- 15% Answered "Register for entrance exams"
- 25% Answered "Improve GPA"
- 5% Answered "Other"

In answer to how they heard about the Fair:

- 21% Answered "Flyer in the mail"
- 52% Answered "Campus E-mail"
- 8% Answered "CSC Web Page"
- 0% Answered "In-Class Presentation"
- 6% Answered "Faculty/Academic Dept."
- 15% Answered "Bulletin Board"
- 23% Answered "Word of Mouth"
- 2% Answered "CSC Newsletter"
- 17% Answered "other"

In answer to how convenient the day and time of the Fair:

- 69% Answered "Very Convenient"
- 30% Answered "Somewhat Convenient"
- 1% Answered "Not Convenient"

In answer to the purpose of attending the Fair:

49% Answered "Meet Representatives"

57% Answered "Explore Specific Programs"

37% Answered "Ask specific questions"

16% Answered "Clarify Goals"

17% Answered "Identify application procedures/process"

6% Answered "Other"

In answer to planning on attending Graduate School:

78% Answered "Definitely"

22% Answered "Undecided"

0 Answered "No"

In answer to how long after graduation to attend graduate school:

56% Answered "Within 1 year of graduation"

38% Answered "1-3 years after graduation"

6% Answered "More than 3 years after graduation"

In answer to filling out information cards or picking up applications at the Fair:

74% Answered "Yes"

26% Answered "No"

In answer to the overall rating of the fair:

24% Answered "Outstanding"

55% Answered "Above Average"

19% Answered "Average"

1% Answered "Below Average"

1% Answered "Poor"

In answer to the information gained being helpful in the consideration of graduate school as an option:

67% Answered "Yes"

31% Answered "Somewhat helpful"

2% Answered "No"

In answer to class level:

1% Answered "Freshman"

13% Answered "Sophomore"

28% Answered "Junior"

46% Answered "Senior"

6% Answered "Alumni"

6% Answered "Other"

Representative Evaluations:

73 out of 93 completed on the day of the fair. The results are as follows:

Overall Rating of Fair:

Outstanding – 13%
Above Average – 58%
Average – 24%
Below Average – 5%
Poor – 0%

Communication between Offices:

Outstanding – 46%
Above Average – 38%
Average – 15%
Below Average – 1%
Poor – 0%

Parking Facilities:

Outstanding – 43%
Above Average – 27%
Average – 22%
Below Average – 8%
Poor – 0%

Reception/Assistance:

Outstanding – 67%
Above Average – 30%
Average – 3%
Below Average – 0%
Poor – 0%

Location/Set-Up:

Outstanding – 42%
Above Average – 41%
Average – 13%
Below Average – 4%
Poor – 0%

Evaluation of Students:

Clarity of Educational Values

Outstanding – 12%
Above Average – 42%
Average – 39%
Below Average – 8%
Poor – 1%

Articulation of Ideas
Outstanding – 13%
Above Average – 39%
Average – 44%
Below Average – 3%
Poor – 1%

Appropriateness of Questions:
Outstanding – 16%
Above Average – 50%
Average – 31%
Below Average – 1%
Poor – 1%

Student Traffic:
Outstanding – 6%
Above Average – 28%
Average – 43%
Below Average – 22%
Poor – 1%

How many students were spoken to:
40+ - 0
26-30 – 13.8%
11-25 – 44%
1-10 – 41.2%
0 - 0

Consider attending Fair in the evening:
Yes – 77%
No – 23%

2) Grad School Admissions Panel

32 attendees; 26 evaluations completed at end of workshop.

In reply to the question of how useful was the information presented:
15% Answered "Extremely Useful"
50% Answered "Very Useful"
27% Answered "Useful"
8% Answered "Somewhat Useful"
0% Answered "Not Useful"

In answer to the overall rating of the workshop:

21% Answered "Outstanding"

54% Answered "Above Average"

21% Answered "Average"

4% Answered "Below Average"

0% Answered "Poor"

3) Grad Diversity Luncheon (MCSS acted as lead on this program)

47 student attendees, also staff and faculty. No evaluations were completed at this event.

4) LSAT Prep Workshop

12 attendees. No evaluations were completed at this event.

5) Admissions Essay Workshop

13 attendees. No evaluations were completed at this event.

Operational changes planned or made after review of results:

1. Order ½ box lunches for reps – a whole wrap is too much and lots of wasted food
2. Brainstorm on a better way to collect student evaluations. Though we had an 85% increase from last year, it's still difficult to track how many students actually attend fair and therefore a challenge to collect evaluations.
3. Enlist the help of faculty to bring their classes to the fair. Look at the class schedule and target faculty who are holding classes during the fair.
4. Schedule the fair until later – 2:30 or 3:00 p.m.
5. Highlight Harney Plaza on maps given to people at Drop-off.
6. Categorize schools in the handbook.
7. Blow-up a version of Harney with the maps.
8. Be clear in initial letter to reps that the fair is open for registration "until filled."
9. Evaluate day or week and time of fair for future fairs.
10. Send targeted emails/postings to students on Connect via their major.

Additional Comments:

This was the first year that Harney Plaza was set up according to categories of graduate programs and that worked very well and we will continue to do that.

Completed by: Ellen Kelly
Copy of instrument attached: Yes

Date: 06-20-2006



University Life Division Program/Service Report 2005-2006

Sponsoring Department: Priscilla A. Scotlan Career Services Center / Alumni Relations

Contact person: Alex Hochman, ahochman@usfca.edu, 415-422-2437

Name of the program or service being assessed as well as a brief description?

Externship Program: An externship is a brief internship-type experience offered during the break between first and second semesters. The program provides an opportunity for a student to spend several days on the job with a USF graduate whose occupation is of particular interest to the student. Students are selected for externships by writing 3 short essays that are then judged by an alumni panel. The volunteers agreed to host students for 2-5 days at their workplaces during January 2006.

86 alumni volunteered to host a student. (51 in '04-'05)

89 students submitted applications. (65 in '04-'05)

69 unique students were matched with 55 unique sponsors. (50,37 in '04-'05)

75 total placements were made (some students received two externships). (55 in '04-'05)

University Life Strategic Goal or Goals addressed by this program or service and an analysis of the impact on this goal(s): Outcome IV: Programs and services are intentionally designed to enhance student: retention, satisfaction, engagement, leadership, learning, development, and/or demonstration of core values.

Through an externship, a student has the opportunity to learn, often for the first time, about the world of work. Many students opt for externships related to their major in order to get a sense of where to focus for a job or internship in the coming year. Also, an externship provides a student the opportunity to see a USF alum applying his/her knowledge and skills in real life situations.

Description of program or service assessment strategies including target response group, type(s) of assessment activities, administration/distribution and time lines and/or timing:

CSC utilizes a one-page evaluation sheet with both "limited choice" and open ended questions. Separate evaluations are sent to the students and to the alumni sponsors. Evaluations are sent in February after the externship have been completed. We hope to collect evaluations by May.

Description of the collaboration partners involved with this program or service and their role/responsibilities: CSC runs the Externship Program in collaboration with Alumni Relations. Alumni Relations puts together a panel of 6-8 alumni who, along with representatives from CSC and AR, read through all of the student externship applications and then match students with alumni volunteers.

Description of program or service assessment results:

95% of students responded that they gained a better understanding of the profession in which they did their externship.

90% of students responded that they felt that their externship helped in determining a preliminary career path.

84% of students felt that the externship met expectations.

95% of alumni sponsors responded that they would suggest the externship program to fellow alumni.

Operational changes planned or made after review of results: Both alumni volunteer and student application numbers jumped dramatically this year. However, we would still like to see these numbers higher. For '06-'07, we are using email/internet as our primary method of communication for the 1st time. We hope that this will simplify the process of volunteering. Also, there are always a few students and alumni who back out of their externships at the last minute, resulting in a rush by CSC to find a solution. This year, we plan to have a system in place to address last-minute situations.

Additional Comments:

Completed by: Alex Hochman
Copy of instrument attached:

Date: 6/20/2006

January Externship 2005 Student Evaluation

1. How many days did you spend at the sponsor's workplace

- 5 - 2
- 3 - 9
- 2 - 7
- 1 - 3

2. Please list the activities you participated in:

- Shadowed the Sponsor in his/her daily routine -19
- Attended Meetings - 11
- Met with other professionals in the organization -15
- Assisted with a special project -7
- Contributed to the work of the group/department - 5
- Other: watched special procedures - 7

3. Please identify the activity which gave you the best understanding of you sponsor's position and/ or career field

- I was able to watch all kinds of different procedures that were conducted by the Endoscopy unit. This was great in giving me exposure to outpatient procedures, the procedures themselves and what Endoscopy is all about.
- I cannot say that a specific activity gave me the best understanding. It was an overall experience. Mario went above and beyond my expectations. He set up meetings in advance with recruiters, female agents, the head of Portland division, as well as touring me around different offices and labs.
- He didn't do activities related to Finance
- Talking to him about his business and it was started, etc.
- When I went to a meeting that had several different heads of different hospitals from the area. They were discussing issues that effected each hospital
- Observing Work at the clinicals
- The specific "rounds" that she went on and meeting with patients and their follow-up appointments.

- My sponsor was basically an RN that cleaned up wounds; in most cases, she cleaned up the wounds due to leg ulcers.
- I shadowed her in the operating room during 3 different procedures
- Observing and asking questions
- Analyze potential transactions
- Trying to get people to show up at the bar, advertising/promotion.
- The sponsor had a schedule prepared for me and also asked me about my interests. She then provided various opportunities to learn from various nursing specialties within her department and gave me ample time to experience what that specialty is like. This experience gave me an opportunity to ask questions and really observe how various nursing specialties come together to promote the well-being of a patient.
- Shadowing the sponsor in her daily routine gave me the best understanding of her position and nursing field.
- Attending court and witnessing the jury selection process
- Attending meetings and meeting with many people in various departments really opened up my option of future job
- Clinical Rounds
- Everything
- It was a great opportunity to attend meetings. I also had the chance to talk to employees individually in their offices. Attending a bid for proposal was awesome. I just had a ball!
- Attending the executive meetings
- Talking with a student who is currently pursuing her MSW. Also, sitting in on an actual setting

4. How many other professionals in the organization did you meet?

- 3 – 4
- 5 – 1
- 6 – 11

- 1 - 1
- 2 - 1
- 4 - 1

5. Did you gain a good understanding of your sponsor's profession through this program?

- Yes - 20
- No - 1

6. Did the externship program meet your expectations? Please explain.

- Yes, I wanted to know what the role of the nurse manager is and this was a great experience to see how they fit into the scene and their responsibilities.
- Yes, Mario went above them. I feel that the CSC could have done more than simply connect the students with Alumni.
- No, it wasn't informative. The person I followed was neither experienced nor knowledgeable about the company.
- Yes
- No, I was hoping to be placed with a nurse or a nurse practitioner and be able to follow around what they do in their job. I was not interested and did not want to be involved in the business part of the hospital. However, it did end up being a good experience and I overall enjoyed it.
- Yes, very much so. I got a deep exposure to what dental school is like and what dentistry has to offer
- Yes, I was given a chance to see a lot and experience a different field that I'm not yet familiar with in clinical
- Yes, I was hoping that the externship at the injury unit would help me cope with the site of blood and wounds and I think it did. I feel like I'm less frightened at the site of blood and that's because the program helped expose me and become comfortable with it.
- Yes, I had a good understanding of what a nurse in the radiology department does, and I saw all aspects of her job. She answered all the questions I had about what we were going on the days that I was with her.
- No, I thought I would be getting some hands on experience in addition to shadowing. I also thought it would be longer than part of one day
- Yes - 3
- No, there were some problems when it came to getting hold of the sponsor sometimes.
- Yes, the sponsor took into account my interests and made sure all my questions are answered before the externship ended.
- Yes. I expected to learn about the responsibilities and the issues that a public nurse faces and this externship and the sponsor gave me that experience. It was just a glimpse of what is the real world but it gave me a

better picture of what a public nurse does, her value to the community, the professional and personal challenges she faces.

- Yes, meeting so many professionals in the large organization helped me grasp what it feels like to work in a large bureaucratic organization
- No, the time was not enough. It should be extended to at least two weeks
- Yes. I had an amazing experience with this firm! Everyone was willing to share a lot of information
- Yes, I wanted to see management of a banking institution in action, which was exactly what I got to experience
- Yes, I had a chance to talk with others and observe

7. Has it helped you with any preliminary career decisions?

- Yes – 18
- No – 2

8. Has it helped you finalize your career path decisions?

- No – 11
- Yes – 16

9. Do you expect to keep in contact with your sponsor? If yes, what topics would be discussed?

- Yes, questions that I have about nursing, her recommendations as a new grad nurse and the path she would recommend. Her experiences and how it contributed to her position currently.
- Yes, he is helping to find possible positions for the summer
- No - 4
- Yes -4
- Yes, job opportunities, further externs/interns, life.
- Yes, dental school application
- Yes, I have many questions regarding small businesses, I would not hesitate to contact him.
- Yes, trends in the real estate industry
- Yes, visiting a class she teaches at Santa Clara University

- Yes, for future master's projector if I decided to work for the States in the future.
- Yes, just to stay in touch
- Yes, state politics
- Yes, summer internship would be great
- Yes, he was in the same fraternity at USF
- Yes, who knows

10. Would you encourage fellow students to participate in this program next year?

- Yes – 20
- No – 1

11. What would you like future student participants to know about the externship program?

- The externship program is a great opportunity to learn about your major/profession in real life setting. You are given an opportunity to learn the things you don't get to see through the classroom discussions and the clinicals you participate in, but gives you a greater insight into what you may be interested in pursuing.
- This is worth your time! Participating in this can help you with your career path so that you are more prepared when you graduate. Experience is priceless.
- I would find out about the company and the person you will be working with before attending.
- This is a great experience to learn a little about a career you are going into. Though it is only for a couple of days, you really get a good idea of the work environment. And how things work outside of school
- Just enjoy and have fun. Most importantly realize what you will be going through if you picked dentistry
- It's a really good experience to get a feel of a possible area of where you might be working in one day

- If you are interested in going into a particular field, this program will help you figure out if that field is right for you.
it's very helpful if you want to have a better understanding of what a profession is really like. Just understanding what someone does daily as a nurse helps me have a better idea of whether or not I want to be one
- You have nothing to lose and a lot to gain by participating in the externship program.
- How the real business works
- Be prepared to work and exert a professional attitude, but also choose something that you think you will enjoy because I certainly had fun
- The externship program will help one make decisions about their career path before they graduate. The program provides experience that will help one decide whether their dream career is really for them.
- The externship program gives the student an opportunity to learn about themselves and the field they wish to specialize. It is an experience that goes beyond the description one gets in the classes and takes them to a place where theory is the very basic part of the field and it only equips one to learn more and be better
- It helps you to experience working environment and learn about what you can do with your degree. It is a short program, but good for those of you who are not sure to stay in the field but want to try out.
- Have them call me
- This opportunity should not be ignored... You get to see some real world problems in real places outside the classroom. I learned a lot and had such great time!!! I would suggest the externship program to everyone
- Know that with a site like this you can't know what to expect. Some days are slow, some are not.

12. Overall, how would you evaluate the Externship Program?

- Excellent – 16
- Good – 3
- Poor – 1
- Fair - 1

13. Please feel free to add any comments or suggestions regarding the sponsor and/ or the Externship Program

- Tarina was a great sponsor and was very focused on giving me the best experience as she could. She really encouraged me to participate in as much as available to me and allowed me to see all different aspects of her department. I would definitely recommend her!
- Since not all alumni are local, as mine was not, CSC should think about getting funding so that the students can reach out beyond the local Alumni
- The person that I met with didn't do any work in the finance field. All I learned was how to look up phone numbers using the internet. It wasn't helpful and was a big waste of time. I would never do it again or recommend it. I think you should take this sponsor off the program because they are not teaching anything vital to the field of finance nor are they knowledgeable.
- Nancy was very nice and gave me many opportunities to learn. She worked very hard to make my externship a great accomplishment. I not only learned about what she does, but also how the hospital hires, the benefit work, how the ER works, and was able to see a c-section. Though I wish I could have seen more nursing things like I did in the ER and in the Labor and Deliver unit, it was overall a grant experience because I did learn about the things I did not realize went on outside the healthcare part of the hospital
- The sponsors of the externship were very friendly and easy to communicate with
- My sponsor, Anne Riley, was very nice, helpful, informative and caring. Through her, I got to experience many opportunities I wouldn't have been able to on my own. She answered all my questions about radiology and nursing and gave me a good idea about her daily routine.
- My sponsor was very kind to me and very hospitable. I think it would be better if the career center was to work out a plan with the sponsors so that they have more ideas on how to educate their externs.
- Heather is a wonderful person to meet and she is an inspiration to all young women interested in a career in legal profession
- Thank you for CSC advisors, who gave me an opportunity to go out the field and experience the work environment

- I am happy with the sponsor. Thanks for the program
- Thank you very much for the for giving me this opportunity
- I wish I could have gotten to see more patients

14. How did you hear about the Externship Program?

- Email - 10
- CSC Weekly Newsletter - 3
- Mailings - 1
- Faculty - 2
- CSC Website
- Flyers/ Posters - 6
- Classroom Announcement – 1
- Staff - 2
- USF Connect - 4
- Bulletin Boards
- Friend - 2
- Other – 8

15. If you did not meet with the sponsor please give a brief explanation as to the circumstances that prevented the meetings.

January Externship 2005 Sponsor Evaluation Tally Sheet

1. How many days did the student spend at your workplace?

1 day: 2
2 days: 6
3 days: 3
4 days: 2
5 days: 2
6 days: 2
6+ days: 1
Blank: 2

2. Please list the activities the student participated in:

- Shadowed the sponsor in his/her daily routine: 17
- Attended meetings:8
- Met with other professionals in the organization: 18
- Assisted with special project:11
- Contributed to the work of the group/ department:9
- Other: saw many procedures
 - got to give feedback on nursing assessment and documentation of physical exams on pts.
 - attended a presentation to a potential client
 - participated on field inspection
 - attended court proceedings
 - I gave him an overview of the business
 - the student never got in touch with me
 - blank

3. Please identify the activity which you felt gave the student the best understanding of your position and/or career field.

- Never met w/student:
- long term relationship with clients and an understanding of consumer credit
- discussions with me, attending court proceedings
- Discussing careers with professionals in the organization; attending project meetings; trying some of our work activities
- internal meetings
- watching me do head to toe exams, do history intakes for annual exams and assessing personal social needs of pt as well
- shadowing
- sitting in on patient interview; attending planning meetings with multidisciplinary staff
- vision screening of kindergarteners
- attending meetings

- observed overall interface w/customers, sales activities, extent of product inventory
- Spending time with nurses and doctors; attended seminars

-blank

-microbiology lab testing, which included bacteria, viruses and parasites

4. With how many other professionals in the organization did the student meet?

- 6+ _____ 12
- 5 _____ 1
- 1 _____ 2
- 4 _____ 1
- 2 _____ 2
- N/A _____ 2

5. Do you feel the student(s) gained a good understanding of you profession through this program?

- Yes _____ 17
- No _____ 4

6. Would you encourage other alumni to participate in this program as sponsors?

- Yes _____ 20
- No _____ 1

7. If yes to Question #6, are there any alumni you think would be interested in sponsoring a student? If you list their name, class year, and, if possible, we would be happy to send them an invitation to participate next year.

- N/A _____ 19
- Hal Brown (I don't know what year)
- Anne Molinari, 1979 nursing grad

8. What would you like potential sponsors to know about the Externship Program?

- It is a very positive experience for the student and workers.
- The externship Program is an excellent experience for students to get exposed to the different aspects of the profession, in a different way than they would if they were attending classes or other academic experiences. The student has the ability to interact with the people in the field "right in action" in the midst of the issues and challenges, as well as the wide opportunities available in the field.
- Expands experience and orientation to practical side of business. It is an opportunity for application beyond academic wall.
- It is just a taste of a possible career. It helped me to better understand what is happening in careers and schools now.
- Excellent learning experience!!
- When you are an undergraduate, thinking of going into a graduate health care related field, having the opportunity to spend 5 days in an area of interest can

really help to determine if this is the right fit. Excellent opportunity for the alumni to share experience and knowledge with a student.

- Students need externships in the professional area of interest. It will help the student see what the future may bring. Giving a student the gift of spending time sharing your profession/career is a valuable gift and is truly appreciated by the student. I always have a great sense of pride showing off my areas and how we do what we do.

- Great opportunity to meet potential employees.

- The program could be a rewarding and educational experience

- Same as I was told _____ 11

- N/A ___111111

- Great opportunity to met potential future employees

- The program could be a rewarding and educational experience for both the students and the sponsor

- It provides a look at the real business world

- The students don't show up so you can be left short staffed if you are relying on them to accomplish anything

-

9. Do you expect to keep contact with your student(s)? If yes, what topics would be discussed?

- Yes, internships in microbiology

- No ___1111111111

- Yes, Career Opportunities _____ 11

- Yes, follow up at discretion of student

- Yes, interest in volunteering or position in summer

- Yes, ongoing health related issues, clinical development, career planning

- Yes, Deniz Juliet Ocak was very impressive and we plan to stay in contact with her

- Perhaps, we have each others e-mail address. I could send her reports and other information of interest to her

- Yes, advice about law school applications, attending my Santa Clara law school class

- Yes, if he chooses to join our industry

10. Overall, how would you evaluate the externship program?

- Good -7

- Excellent - 13

- Poor - 1

11. Comments/Suggestions?

- Kelley is very intelligent, a wonderful student. Her days were full packed and she continued to be enthusiastic to the very last day, and most of the days were 12 hours long.
- I had expected a nursing student, but really enjoyed Kate and her knowledge and interests
- Kristina was very helpful and interested
- Kelly was very bright
- The students have been very open to the setting, which I have appreciated. I think they were given a view of this work not previously seen by them
- I thought it was very sweet and professional that the students Tia sent me a thank you letter after the experience. Shows that USF really has a great bunch of students
- If the externship was two weeks long, I could have gotten the extern more involved in our work
- The students were very enthusiastic and professional. I enjoyed meeting them.

12. Would you be interested in participating in other CSC related activities with students?

- Career Orientation Discussion - 12
- Career Development Workshop Presentations – 8
- Informational Interviews – 13
- Career Advisor Network – 8
- Mock Interview -4

13. If you did not meet with the student(s) please give a brief explanation as to the circumstances that prevented the meetings

- A second student (Vadie Giangreco) had cancelled her externship. We tried to connect via e-mail during the week and I told her what have experienced.
- I was very sorry that I had to go out of town while she was here, but it was unavoidable. I hope she learned enough, even though I was not here personally.
- She never contacted us or followed up on our attempts to contact her
- Schedule Conflicts. We attempted a number of reschedules but were never able to get together. I had a child in the hospital and an overseas trip and the student had classes.



University Life Division

Program/Service Report

2005-2006

Sponsoring Department: Priscilla A. Scotlan Career Services Center

Contact person: Julia Hing

Name of the program or service being assessed as well as a brief description?

18th Annual Career & internship Fair – 2/24/06

The Career & Internship Fair is a recruiting fair showcasing paid internship and career opportunities. In addition, a panel of recruiters and alumni participate on a panel called "Ask The Experts" to provide general career advice to students. 73 companies attended (40% increase over last year) and 470+ students attended (10% increase over last year). We provided a raffle prize promotion to attract students, and were able to solicit popular prizes such as the Apple Video iPod. We utilized USF alums for our panel of employer experts to answer general student questions, provided "quick registration" stations for MonsterTRAK--our online job posting service, and hosted a pre-Fair breakfast for employers and USF faculty and staff. A new student host program was put into place and we recruited 9 students to serve as student ambassadors and assistants to the employers during the Fair. A Career Fair preparation workshop including a Dress for Success segment with a Nordstrom personal consultant was conducted the week of the Fair. We also implemented a new raffle drawing system which encouraged increased student-employer interaction.

University Life Strategic Outcome or Outcomes addressed by this program or service and an analysis of the impact on this goal(s):

- UL Outcome I – Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.
- UL Outcome II – A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.
- UL Outcome III – Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.
- US Outcome IV – Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.
- US Outcome V – Departments create and implement methods to strengthen the University's financial resources.

Description of program or service assessment strategies including target response group, type(s) of assessment activities, administration/distribution and time lines and/or timing:

Target response group: Employers to participate and Students to attend.

Type of assessment activities: We developed 2 written evaluations: 1 distributed to Employers and 1 distributed to Students.

Administration/Distribution: Employers were asked to complete and turn in their evaluations immediately following the end of the Career Fair. Students were asked to complete the evaluation as they exited the Career Fair. We held a big raffle drawing to influence student attendance and devised new method to encourage more student visits and interactions with employers. When they exited the Fair, they were allowed obtain their raffle tickets and were asked to complete the Student Evaluation.

Time Lines: Assessments were completed during the time of the Fair from 11am-3pm.

Description of the collaboration partners involved with this program or service and their role/responsibilities:

The Hospitality Management Program faculty and students, students from the College of Arts and Sciences and Business School, Student Alumni Association, and the entire CSC professional and student staff.

Collaborations:

The Associate Director of the Hospitality Management Program was instrumental in helping us recruit volunteer Student Hosts and Greeters to work at the Fair. Devised the student host program and recruited 9 students (7 from the Hospitality Management Program) to serve as student ambassadors and assistants to the employers during the Fair. Both employers and students benefited from the program. Also, recruited additional student volunteers from the Hospitality Management Program to serve as greeters at the Fair. Students were given time periods to do personal networking at the Fair.

Students from the College of Arts and Sciences and Business School volunteered and worked in many capacities: setting up and breakdown, greeters, student evaluation takers, and employer registration.

The Student Alumni Association recruited 4 USF alums, who volunteered to participate in the Ask The Experts panel, and help us procure additional raffle prizes including the top prizes, Apple Video iPods.

CSC professional staff provided suggestions and input when decisions were needed for pricing, invitation and poster design, volunteer logistics and assignments and catering. The counselors assisted in promoting the event in classes, at workshops, and with student clients. They also conducted the Career Fair preparation workshop. Lastly, all staff members

participated in making the event run smoothly and each member was assigned duties in areas such as parking, registration, set-up/breakdown, and volunteer management.

CSC student staff designed the Fair posters and promotional signage. They were instrumental in distributing flyers and posting promotional materials. They worked at the Career Fair as greeters, parking assistants, exit monitors, and crowd controllers.

Description of program or service assessment results:

See attached summaries from both Student and Employer Evaluation Surveys.

Operational changes planned or made after review of results:

1. Provide more Liberal Arts and Sciences employment and internship opportunities at the next Fair.
2. Utilize the MonsterTRAK registration area more and sign up unregistered USF students on the spot. Increase MonsterTRAK registrations at the Fair.
3. Recruit more Liberal Arts and Sciences students to volunteer at the Fair.

Additional Comments:

Completed by: Julia Hing

Copy of instrument attached:

Date: 6/19/06

Student Evaluation Summary

18th Annual Career & Internship Fair

February 24, 2006

Summary

- 451 students signed in at the Career & Internship Fair, a 9% increase over last year. 241 completed the student evaluations which was about even with last year's response.
- Over 57% of the students were looking for either jobs or internships. 43% intended to network with the employers.
- The top industries which were of most interest to the students were Accounting/Finance, Hospitality/Food & Beverage and Sales/Marketing.
- Our bright yellow flyers, posters and online methods were most successful in promoting the Fair. 47% of the students heard about the Fair through our flyers/posters, which generated the most awareness but down 6% from last year. 44% got an email announcement (an increase of 13% from last year) and 28% learned of the Fair from the USF Connect Web Site (an increase of 8%).
- Students saw an average of 6.6 employers at the Fair which was a 73% increase from last year.
- 69% of the students rated the Career & Internship Fair Above Average or Outstanding, a 5% increase from last year.
- Students from all levels and majors attended the Fair. It was fairly spread out among Freshman, Sophomores, Juniors, Seniors and Masters students with the higher concentrations among Seniors and Juniors. Hospitality, International Business, Psychology/Sociology and Finance majors were the most represented majors. Business majors (accounting, finance, marketing, hospitality, international business) accounted for 24% of all attendees which was down 8%.
- We signed up 6 students to MonsterTRAK at the Fair. 61% were already registered and 34% had not registered at all.

Conclusions

- Students continued to follow the trend of networking as a part of the job search process. 52% used the Fair to look for internships and 43% used for Fair for networking purposes.
- Bright colors and mass distribution of our flyers were successful in promoting the Fair. Our display of large posters on CSC's bulletin board outside of the Market Café was helpful in delivering the message. The bright yellow color helped brand and build the awareness for the Fair. Email and USF Connect online announcements increased student penetration this year.

- Popular raffle prizes and a new raffle contest concept increased the number of student interactions with employers. This year, we gave away 2 Video iPods and a Nano iPod, which stirred student interest. For every 3 employers a student visited, they would receive 1 raffle ticket. Last year, students saw an average of less than 4 employers at the Fair. This year, students saw an average of over 6 employers!
- Students from all levels and majors attended the Fair. We saw a wider representation in Liberal Arts majors attending such as Psychology, Sociology, Media Studies, Politics, Graphic Design, Philosophy, Economics, Biology, English.
- Over 60% of the students are registered on MonsterTRAK which was a 10% increase over last year, however over 34% are still not registered. We still need to make efforts to increase MonsterTRAK registration. The MonsterTRAK registration area was underutilized and should be put to more attention next year to sign up those students not registered.
- The Ask The Experts Panel was utilized whenever we made public announcements. Promote this more at the Fair.

Action Steps

1. Set date and secure space for the 19th Annual Career & Internship Fair in 2007.
2. Provide more Liberal Arts and Sciences employment and internship opportunities at the next Fair.
3. Utilize the MonsterTRAK registration area more and sign up unregistered USF students on the spot. Increase MonsterTRAK registrations to 75%.
4. Continue the "visit 3 employers, get 1 raffle ticket" raffle contest concept.

Results:

1. What was your purpose in attending the Fair? (check all that apply)
 - Find job leads 137 = 57%
 - Find an internship 126 = 53%
 - Network with representatives 105 = 44%
 - Seek advice/information 56 = 23%
 - Clarify career goals 40 = 17%
 - Learn more about a specific company 38 = 16%
 - Learn more about a specific industry (e.g. Retail, Banking, Gov't) 30 = 12%
 - Learn about hiring procedures/process 26 = 11%
 - Learn more about a specific position (e.g. Accountant, Sales Rep) 21 = 9%
 - Other (please specify) 10 = 4%
2. After having attended the Fair, I plan to take the following steps (check all that apply):
 - Apply for an internship 124 = 52%
 - Follow-up on job leads/contacts 120 = 50%
 - Apply for a full-time position 77 = 32%
 - Research companies/industries 72 = 30%
 - Revise/update my resume 57 = 24%
 - Talk with a career counselor 46 = 19%
 - Re-evaluate career goals 28 = 12%
 - Change major/take specific courses 9 = 4%
 - Other (please specify) 5 = 2%

3. Which industries represented at the Fair were of most interest to you? (check all that apply)

- Accounting/Finance 66 = 28%
- Arts/Entertainment/Media/Communications 41 = 17%
- Brokerage/Securities/Insurance 19 = 8%
- Education 31 = 13%
- Government/Public Administration 36 = 15%
- High Tech/Computers 23 = 10%
- Hospitality/Food & Beverage 57 = 24%
- Management Training/Retail 49 = 21%
- Nonprofit 48 = 20%
- Real Estate/Property Management 22 = 9%
- Sales/Marketing 57 = 24%
- Other 6 = 3%

4. With how many representatives did you speak/visit today?

1577 encounters = 6.6 employers per students

5. How did you hear about the Fair?

- Flyer/poster 113 = 47%
- Email announcement 105 = 44%
- USF Connect Web Site 66 = 28%
- Friends/Classmates 51 = 21%
- CSC Web Site 41 = 17%
- Career Services Staff 27 = 11%
- Faculty/Academic Dept. 17 = 7%
- Walked by today 15 = 6%
- Other 10 = 4%
- Residence Halls/Staff 8 = 3%
- Student Club 7 = 3%

6. Please rate the Fair overall:

Outstanding	Above Average	Average	Below Average	Poor
58 = 24%	106 = 44%	70 = 29%	4 = 2%	0 = 0%

7. In the future, what day are you most available to attend a Career & Internship Fair?

Monday	Tuesday	Wednesday	Thursday	Friday
23 = 10%	11 = 5%	15 = 6%	22 = 9%	185 = 77%

8. Degree and Major/Emphasis

Biology 12 = 5%	Finance 19 = 8	Hospitality 20 = 8	Accounting 6 = 3%	Int. Bus. 14 = 6%
Marketing 9 = 4%	Gr Design 7 = 3%	Econ. 7 = 3%	Media St. 6 = 3%	MBA 11 = 5%
Psych. 16 = 7%	Nursing 5 = 2%	MS Info Sys 4 = 2%	History 4 = 2%	Politics 7 = 3%

Class Level:

Freshman	Sophomore	Junior	Senior	Masters	Other Grad	Alumni
20 = 8%	37 = 15%	53 = 22%	73 = 31%	39 = 16%	3 = 1%	11 = 5%

9. When did you register with MonsterTRAK?

Today	Within last 6 mos.	More than 6 mos. Ago	Have not registered at all
6 = 3%	74 = 31%	72 = 30%	81 = 34%

10. What did you learn today about yourself and/or the working world?

Networking 15 = 6%	There's many opps. 14 = 6%	Getting a job you want is not easy 4 = 1%	Need better social skills 3 = 1%
Need to decide what to do 3 = 1%	Major doesn't matter 3 = 1%	I am very marketable 2 = 1%	I need experience 2 = 1%
Need to know company 2 = 1%	Confidence 2 = 1%	Talk, talk, talk 2 = 1%	Do follow-up 2 = 1%

Other single answers: "It's about selling yourself", "Need to know why I chose my major", "It's going to be very challenging", "Responsibility", "Computer Science majors are on their own", "Hard to interview", "I love the Hospitality industry", "Competitive", "I need to apply to places", "Recruiters are just people", "That USF students are very important prospects", "It is good", "Some people are unprepared", "Most work is 'selling' stuff", "Lots of hospitality jobs", "That I really want these fairs to be better", "I need to get more info. by myself", "I love my career", "I need to improve my resume", "I need to get serious", "Always be prepared", "Importance of being enthusiastic", "I'm qualified for most positions", "Need to be aggressive", "Grad school might not be the best option", "Easy to find info.", "Limited jobs for English majors", "I need to be more dressed up", "New career paths I can take", "A lot of training programs", "Everyone has a lot to do with healthcare", "Develop ambition"

**PRISCILLA A. SCOTLAN CAREER SERVICES CENTER
PROGRAMS ACTIVITIES LINKING STUDENTS/ALUMNI WITH EMPLOYERS 2005-2006**

	Organization	On-Campus Interview	OCI Resume Drop	JIT-Resume Referral	Information Session	Information Table	Career & Internship Fair	Non-Profit Expo	Meet The Firms	The Marketplace	Mock Interviews	Total Activity
1	Home Away From Home Business							1				1
2	Abercrombie & Fitch		1							1	1	3
3	ABF Freight System, Inc	1	1		1					1		4
4	Acorn Political Operations						1					1
5	Actuate Corporation		1									1
6	Advice Company		1									1
7	Aarna	1	1									2
8	AFLAC						1					1
9	Alaska National Insurance Company											1
10	Alisa Ann Bush Burr Foundation	1						1				1
11	Alliance For Catholic Education				1				1			1
12	American Express Financial Advisors											1
13	American General Financial Group		1									1
14	American Red Cross							1				1
15	Ameriprise Financial		1				1					2
16	Apex Systems, Inc						1					1
17	Arab Cultural & Community Center						1	1				2
18	Aramark						1					1
19	Armando McKenna LLP	1	1						1			3
20	Ashton Partners		1									1
21	Ask On Track							1				1
22	Bay Area STAR (Society for TV, Advertising and Radio)						1					1
23	BIS Insurance		1									1
24	Bloomberg LP		1				1					2
25	Bon Appetit										1	1
26	Boys and Girls Club San Francisco							1				1
27	Bregate + Co LLP						1					1
28	Bridgestone Firestone						1					1
29	Burr, Pioger & Mayer						1					1
30	Burt Children's Center	1	1						1			3
31	California Community Colleges Registry						1					1
32	California Franchise Tax Board	1					1		1			3
33	California Public Utilities Commission						1					1
34	California Savings Bank FBOP Corporation		1									1
35	California State Auditor	1	1				1		1			4
36	Cannell Capital LLC		1									1
37	CAS Systems, Inc						1					1
38	Centant Car Rental Group						1					1
39	Central City Hospitality House							1				1
40	Central Intelligence Agency											1
41	Child Assault Prevention Training Center		1					1				1
42	Child Family Health International							1				1
43	Chinatown Beacon Center (CBC)							1				1
44	CIP Marketing	1					1					2
45	CNET Networks		1				1			1		3
46	College Track							1				1
47	Community Boards							1				1
48	Community Bridges Beaber							1				1
49	Conduct Language Specialists		1									1
50	Consumer Credit Counseling Services						1					1

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PROGRAMS ACTIVITIES LINKING STUDENTS/ALUMNI WITH EMPLOYERS 2005-2006**

	Organization	On-Campus Interview	OCI Resume Drop	JIT-Resume Referral	Information Session	Information Table	Career & Internship Fair	Non-Profit Expo	Meet The Firms	The Marketplace	Mock Interviews	Total Activity
51	Coro Northern California	1	1					1				1
52	Outlier Careers											2
53	Daly City Youth Health Center/Project P.L.A.Y	1						1				1
54	Daoro Zydal & Holland	1							1			2
55	Deloitte & Touche	1	1	1	1				1			5
56	Department of Defense Office of Inspector General	1										1
57	Digital Impact						1					1
58	Disney Radio										1	1
59	Diversified Financial Concepts	1	1									2
60	Drug Enforcement Administration	1	1				1		1			3
61	Eschwood Center for Children and Families							1				1
62	Eisener & Eisener, LLP		1									1
63	EMO Children & Family Services		1				1	1				2
64	Endo Pharmaceuticals		1									1
65	Enterprise Rent-A-Car	1	1			1	1		1	1		7
66	Equis Corp.		1									1
67	Ernst & Young LLP	1	1						1			3
68	Esurance				1							1
69	Expatrian		1									1
70	Eyeak Preservation Council		1									1
71	Fair Isaac Corp.						1					1
72	Family Violence Law Center							1				1
73	Federal Bureau of Investigation	1			1				1			3
74	Federal Deposit Insurance Corp.								1			1
75	Ferguson Enterprises Inc.		1				1				1	3
76	FIDW						1					1
77	First Albany Capital		1									1
78	First Investors Corporation						1					1
79	Fisher Investments						1					1
80	Florence Crittenton Services							1				1
81	Foundation for Sustainable Development							1				1
82	Four Seasons Resort Hualala											1
83	Frank Rimerman & Co LLP	1							1			2
84	Freedom Archives							1				1
85	Friends of the Urban Forest											1
86	Galeria de la Raza							1				1
87	Genentech											1
88	General Services Administration						1					1
89	Global XP						1					1
90	Good Samaritan Family Resource		1									1
91	Goodyear	1										1
92	Grant Thornton	1	1						1			4
93	Grassroots Campaigns		1			1						3
94	Greenpeace USA		1			1						2
95	GUESSEY Inc											1
96	Habitat for Humanity San Francisco											1
97	Hands on Bay Area											1
98	Hedge Fund			1								1
99	Helo Careers											1
100	Henry George School of San Francisco											1

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Organization	On-Campus Interview	OCI Resume Drop	JIT-Resume Referral	Information Session	Information Table	Career & Internship Fair	Non-Profit Expo	Meet The Firms	The Marketplace	Mock Interviews	Total Activity
101 Hertz Corp	1	1		1		1			1		5
102 Hiltstone Restaurant Group						1					1
103 Hilton 23		1									1
104 Hood & Strong LLP	1	1						1			3
105 Hornblower Cruises and Events		1									1
106 Hospice by the Bay							1				1
107 Hostelling International USA							1				1
108 Haron Consulting Group		1									1
109 Inner-City Teaching Corps					1						1
110 Institute for OneWorld Health											1
111 Institute of International Education				1							1
112 Internal Revenue Services						1		1			2
113 International Institute of the East Bay											1
114 International Rescue Committee											1
115 Investors Bank & Trust								1			1
116 ITConvergence		1									1
117 Jesuit Volunteer Corps					1						2
118 JET Program							1				1
119 Jewish Community Center of San Francisco											1
120 JIMENA, Jews Indigenous to the Middle East and North Africa											1
121 Joseph Seboek		1									1
122 JP Morgan Chase			1								1
123 JUMP Prep After School Program											1
124 Kaiser Permanente	1	1				1					3
125 KGO Television/ABC7		1				1					1
126 Kimpton Hotels & Restaurants						1					1
127 KNBR, KFOG, 107.7 THE BONE						1					1
128 Knowledge Source		1									1
129 KPMG LLP	1	1						1			3
130 Kuber Introtek						1					1
131 L2 Wireless	1										1
132 LandAmerica Financial Group		1				1					2
133 Larkin Street Youth Services							1				1
134 LaSalle Bank Corporation	1										1
135 Lash Group		1				1				1	3
136 Legal Services for Prisoners with Children											1
137 Legislative Analyst's Office		1									1
138 LG Electronics			1								1
139 Lindquist LLP	1										1
140 Little Brothers Friends of the Elderly											1
141 Los Angeles Unified School District	1	1		1	1	1					5
142 Lutheran Volunteer Corps				1	1						2
143 Magenta News		1		1	1						3
144 Marin Day Schools/Bright Horizons		1									1
145 Marine Corps Chorus Programs						1					1
146 Market Rates Insight		1									1
147 Marriott International	1										1
148 Mass Mutual Financial Group		1				1					2
149 Mazzella & Associates		1									1
150 McLaughlin, Piven, Vogel Securities		1									1

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PROGRAMS ACTIVITIES LINKING STUDENTS/ALUMNI WITH EMPLOYERS 2005-2006

Organization	On-Campus Interview	OCI Resume Drop	JIT-Resume Referral	Information Session	Information Table	Career & Internship Fair	Non-Profit Expo	Meet The Firms	The Marketplace	Mock Interviews	Total Activity
151 Meals on Wheels		1				1					2
152 Medtronic Solimar, Daneq	1										1
153 Mercedes Benz USA						1					1
154 Mercy Volunteer Corps							1				1
155 Merrill Lynch								1			1
156 MeLife Financial Services	1										1
157 Meyer Laboratory, Inc.	1										1
158 Million Mines, Inc		1									1
159 Mission Cultural Center for Latino Arts							1				1
160 Moscone Center										1	1
161 Mutual of Omaha		1									1
162 National Association of the State PIRGs		1									1
163 National Farm Workers Service Center						1					1
164 National Multiple Sclerosis Society							1				1
165 National Semiconductor	1										1
166 Northwestern Mutual Financial				1							1
167 NOVA Group of Japan		1									1
168 NYC Teaching Fellows				1							1
169 Office of Inspector General US Department of Transportation						1					1
170 Ovarene.com		1									1
171 Oxford TEFL				1							1
172 Pacific Community Ventures			1								1
173 Panda Express		1									1
174 Park Hyatt						1					1
175 Partnerships for Student Achievement/ Forest Grove School District		1								1	1
176 Peace Corps				1							1
177 Pearson Education							1				1
178 Pegasus Aviation Finance Company			1								1
179 Perry-Smith LLP	1										1
180 Pets Are Wonderful Support (PAWS)	1										1
181 Pfizer	1	1									2
182 PLACE Corps							1				1
183 Prescott & Associates		1									1
184 Pricewaterhouse Coopers								1			1
185 Progress Foundation	1						1				2
186 Project Avery											1
187 Profitvii	1	1		1							5
188 Public Financial Management Inc		1									1
189 Recruit Co. Ltd				1							1
190 Renaissance Park 55 Hotel						1					1
191 Robert Hall Technology		1									1
192 Rothstein, Kass & Co.	1	1									2
193 Rowbotham & Co.	1	1									2
194 Ryan & Company		1									1
195 San Francisco AIDS Foundation							1				1
196 San Francisco Botanical Garden Society											1
197 San Francisco Child Abuse Prevention Center											1
198 San Francisco Conversation Corps											1
199 San Francisco Court Appointed Special Advocates						1					1
200 San Francisco Food Bank											1

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Organization	On-Campus Interview	OCI Resume Drop	JIT-Resume Referral	Information Session	Information Table	Career & Internship Fair	Non-Profit Expo	Panels	Meet The Firms	The Marketplace	Mock Interviews	Total Activity
201 San Francisco Marriott						1						1
202 San Francisco Parks Trust					1							1
203 San Francisco Police Department												1
204 San Francisco Suicide Prevention												1
205 Sanofi-Aventis		1										1
206 SCORE! Educational Center		1										1
207 Seneca Center		1				1						2
208 Seton Health Services Foundation						1						1
209 Seven Hillis Group	1											1
210 Seven Tepees Youth Program							1					1
211 Slingshot Marketing		1										1
212 South of Market Employment Center							1					1
213 St. Andrew's Church		1										1
214 St. Anthony Foundation												1
215 St. Giles International				1								2
216 St. John's Regional Medical Center/St. John's Pleasant Valley Hospital		1										1
217 St. Paul Travelers	1	1				1						3
218 St. Vincent De Paul							1					1
219 Stanford University Graduate School of Business					1							1
220 Starwood Hotels and Resorts						1				1		3
221 State Board of Equalization		1				1						2
222 State Compensation Insurance Fund												1
223 State Farm Insurance		1				1						2
224 State of California Franchise Tax Board				1								2
225 Streetside Stores							1					1
226 Target Stores						1				1		3
227 Tech Target										1		1
228 Telime Networks			1									1
229 The Clorox Company									1			1
230 The Examiner		1										1
231 The Fairmont Hotel										1		1
232 The Gallup Organization		1										1
233 The Gap								1				1
234 The North Face					1							1
235 The Office City		1										1
236 The Savvy Source		1										1
237 The Siegfried Group									1			1
238 The Sports Club/LA - San Francisco		1										1
239 The Volunteer Center												1
240 T-Mobile		1									1	2
241 Toolworks												1
242 Tower, Tours, LLC												1
243 Trianz Consulting						1						1
244 TriValley Care								1				3
245 U.S. Department of Interior		1										1
246 Unified TelData		1										1
247 Union Bank of California									1			1
248 Urban Sprouts												1
249 USTA Northern California						1					1	2
250 Vector						1						1

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PROGRAMS ACTIVITIES LINKING STUDENTS/ALUMNI WITH EMPLOYERS 2005-2006

Organization	On-Campus Interview	OCI Resume Drop	JIT-Resume Referral	Information Session	Information Table	Career & Internship Fair	Non-Profit Expo	Panels	Meet The Firms	The Marketplace	Mock Interviews	Total Activity
251 MA							1					1
252 Vincentian Service Corps West						1	1					1
253 VISA USA	1	1		1		1			1	1	1	6
254 Walgreens						1						3
255 Walmart.com	1	1							1	1	1	3
256 Wealth and Tax Advisory Services, Inc.												1
257 Wells Fargo Audit and Security												1
258 Wells Fargo Bank				1	1				1	1		5
259 Wells Fargo Financial Acceptance		1										1
260 Whitney Young Child Development Centers, Inc.							1					1
261 Woodbury Financial Services	1											1
262 MMDA of San Francisco							1					1
263 Yosemite Fund												1
Total Counts By Column	44	93	7	19	18	73	69	5	30	16	16	390
Denotes employer who past participated in recruiting activities												
Denotes new employer												



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Alumni Event

Event: Externship Program Matching-Alumni Committee

Staffed By: Alex

Wednesday, November 16, 2005 **Target Group:** Alumni

Participants: 5 alumni + Annette Anton

Alumni Committee matched students with Alumni externship opportunities

Co. Information Session

-
- Event: **Hertz** Staffed By: Julia
 Wednesday, September 14, 2005 Target Group: All Students Participants: Penny Wong
 0 Students Attended
-
- Event: **Alliance for Catholic Education - U. of Notre Dame Info.** Staffed By: Julia
 Thursday, September 29, 2005 Target Group: All Students Participants: Amy Seamon
 Info. session to promote 2 year teaching/masters program at University of Notre Dame. 0 attendees.
-
- Event: **FBI Information Session** Staffed By: Julia
 Friday, September 30, 2005 Target Group: All Students Participants: Martin Mijalski
 FBI Information Session attracted 9 students to learn about career opportunities at FBI. Recruiter was happy with the turnout.
-
- Event: **Walgreens Information Session** Staffed By: Julia
 Thursday, October 6, 2005 Target Group: All Students Participants: Leo Patane
 Pizza party/info session attracted 10 students to learn more about Walgreens career opportunities.
-
- Event: **Recruit Co.** Staffed By: Julia
 Tuesday, October 11, 2005 Target Group: All Students Participants: Hiroshi Kumano
 7 students attended Information Session re: job opportunities for Japanese international students in Japan.
-
- Event: **Lutheran Volunteer Corps** Staffed By: Julia
 Tuesday, October 11, 2005 Target Group: All Students Participants: Rebecca
 Zero attendance at information session.
-
- Event: **Wells Fargo Info Session** Staffed By: Julia
 Thursday, October 13, 2005 Target Group: All Students Participants:
 0 students attended
-
- Event: **LA Unified School District** Staffed By: Julia
 Monday, October 24, 2005 Target Group: All Students Participants: Connie Jackson & Carol Weiner
 No students attended the Info. Session. Discussed other awareness opportunities w/recruiter such as the Career & Internship Fair. Also, will research faculty contacts in the Math & Science depts. and possibly their speaking to students at a Tri-Beta meeting. Preferably looking for Math and Science teachers.
-
- Event: **Peace Corps** Staffed By: Ellen Julia
 Monday, October 31, 2005 Target Group: All Students Participants:
 Brown Bag Lunch Information Session held. 9 students attended.
-
- Event: Staffed By: Julia
 Wednesday, November 2, 2005 Target Group: All Students Participants: Sylvia Sierra
 5 students attended Info Session Pizza Party for entry level IT Software Developer positions. Employer was pleased with the quality of experience the candidates had.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Jesuit Volunteer Corps Wednesday, November 9, 2005	Target Group: All Students	Staffed By: Julia Participants: Jennifer Arenz
2 people came to the information session.		
<hr/>		
Event: Institute of International Education Thursday, November 10, 2005	Target Group: All Students	Staffed By: Julia Participants:
0 students attended		
<hr/>		
Event: Deloitte & Touche Thursday, February 2, 2006	Target Group: All Students	Staffed By: Julia Participants: Julie Zolfo
15 students attended to learn about internship opportunities.		
<hr/>		
Event: Protiviti Friday, February 10, 2006	Target Group: Business (UG)	Staffed By: Julia Participants: Elaine Poucher
Emailed 235 Finance and Accounting students to remind them of 2/15 Info Session.		
<hr/>		
Event: Protiviti Wednesday, February 15, 2006	Target Group: All Students	Staffed By: Julia Participants: Elaine Poucher
9 students attended the Information Session.		
<hr/>		
Event: Oxford TEFL Tuesday, February 28, 2006	Target Group: All Students	Staffed By: Julia Participants: Peter
Zero attendance		
<hr/>		
Event: CA Franchise Tax Board Tuesday, February 28, 2006	Target Group: All Students	Staffed By: Julia Participants: Benny Wong
Zero attendance		
<hr/>		
Event: Wells Fargo Info Session Thursday, March 2, 2006	Target Group: All Students	Staffed By: Julia Participants: Stefanie Smitherum
Wells Fargo canceled this session, however 3 students arrived. Took their contact info. and resumes and forwarded them to the Wells Fargo recruiter.		
<hr/>		
Event: Hertz Corp. Thursday, March 2, 2006	Target Group: All Students	Staffed By: Julia Participants:
Student attendance: 0		
Note, employer was 30 minutes late.		
<hr/>		
Event: Northwestern Mutual Network Thursday, March 2, 2006	Target Group: All Students	Staffed By: Julia Participants:
Student attendance: 0		
Note: employer did not show up		

Career Services Center Appendix A (Annual Report 05-06) continued

Event: St. Giles International

Thursday, March 2, 2006

Target Group: All Students

Staffed By: Julia
Participants:

Student attendance: 0

Event: Magenta News

Wednesday, March 8, 2006

Target Group: All Students

Staffed By: Julia
Participants: Hannah Meiton

Info session attracted 6 students.

Event: MetLife

Wednesday, May 10, 2006

Target Group: All Students

Staffed By: Julia
Participants: Stephen Koh

Information session held. 0 students attended. Informed employer about the end of the semester timing and advised posting position on Resume Drop.

Co. Information Table

Event: Lutheran Volunteer Corps. Tuesday, October 11, 2005	Target Group: All Students	Staffed By: Julia Participants: Rebecca
Event: Inner-City Teaching Corps Thursday, October 13, 2005	Target Group: All Students	Staffed By: Julia Participants:
Information Table for 2 year volunteer service program in Chicago.		
Event: CA Franchise Tax Board Thursday, October 20, 2005	Target Group: Business (UG)	Staffed By: Julia Participants: Valerie Saenz
Employer held an Info Table from 11:30-1:00pm. Met a handful of students including 2-3 who have already signed up for interviews w/them on 10/25.		
Event: LA Unified School District Monday, October 24, 2005	Target Group: All Students	Staffed By: Julia Participants: Connie Jackson & Carol Weiner
Employer manned an Info. Table to talk about teaching opportunities w/students.		
Event: ABF Freight System Tuesday, October 25, 2005	Target Group: All Students	Staffed By: Julia Participants: Marla Scales
Employer manned an Information Table to bring awareness to students of job opportunities. She made contact with Business School professors at the Major/Minor Fair. Lastly, introduced her to the Delta Sigma Pi officers and she will attempt to find representatives to attend The Marketplace networking event on 11/16.		
Event: SF Police Dept. Tuesday, November 8, 2005	Target Group: All Students	Staffed By: Julia Participants: Officer Mostasisa
Event: Jesuit Volunteer Corps. Tuesday, November 8, 2005	Target Group: All Students	Staffed By: Julia Participants: Jennifer Arrenz
Event: Grassroots Campaigns Tuesday, November 8, 2005	Target Group: All Students	Staffed By: Julia Participants:
Employer reserved an Information Table, but didn't show up. Called the contact number and learned their office is temporarily closed and had a temporary location. Called that number and they said they would try to find the contact's new temporary phone number.		
Event: Jesuit Volunteer Corps. Wednesday, November 9, 2005	Target Group: All Students	Staffed By: Julia Participants: Jennifer Arrenz
Event: SF Police Dept. Thursday, November 10, 2005	Target Group: All Students	Staffed By: Julia Participants: Officer Mostasisa
Event: Ovahere.com Wednesday, January 25, 2006	Target Group: All Students	Staffed By: Julia Participants:
Event: CA Franchise Tax Board Tuesday, January 31, 2006	Target Group: All Students	Staffed By: Julia Participants: Valerie Saentz

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Greenpeace USA Tuesday, February 21, 2006	Target Group: All Students	Staffed By: Julia Participants:
Event: Oxford TEFL Tuesday, February 28, 2006	Target Group: All Students	Staffed By: Julia Participants: Peter
Event: St. Giles International Thursday, March 2, 2006	Target Group: All Students	Staffed By: Julia Participants:
Event: NYC Teaching Fellows Tuesday, March 7, 2006	Target Group: All Students	Staffed By: Julia Participants:
Event: Magenta News Wednesday, March 8, 2006 6 students attended	Target Group: All Students	Staffed By: Julia Participants: Hannah Meiton
Event: Oxford TEFL Monday, March 27, 2006	Target Group: All Students	Staffed By: Julia Participants:
Event: The North Face Tuesday, March 28, 2006 Note: employer never showed up	Target Group: All Students	Staffed By: Julia Participants:
Event: Stanford University Graduate School of Business Tuesday, April 4, 2006	Target Group: All Students	Staffed By: Julia Participants:
Event: The Onion Tuesday, May 9, 2006	Target Group: All Students	Staffed By: Julia Participants:

Community Service

Event: **San Quentin Workshop: Personality Assessment** Staffed By: Ali
Wednesday, June 15, 2005 Target Group: Greater Community Participants: 19 pre-release students, Gary Shimmel
Provided MBTI interps for inmates soon to be released from state prison

Location: San Quentin Prison

Learning Outcomes: increased participants' self-knowledge and ability to conduct effective career planning.

Event: **Speaker-Graceworks Job Search Networking Group** Staffed By: Ali
Monday, October 24, 2005 Target Group: Greater Community Participants: 21 job seekers, 2 volunteer coordinators
Facilitated 1.25 hour "Getting Unstuck in Your Job Search" Workshop. Designed and created handouts.

Location: Grace Cathedral, San Francisco

Learning Outcomes: Increased attendees' self-knowledge and motivated them to create action steps to assist them in progressing effectively in their career planning processes.

Event: **Resume Reviewer** Staffed By: Ali
Thursday, November 10, 2005 Target Group: Greater Community Participants: 80 UC Alumni; 5 other career
Provided 5-minute resume reviews to 16 attendees of larger event.

Location: Berkeley City Club, Berkeley

Learning Outcomes: Increased attendees' knowledge of effective resume writing practices and thus supported their job searches.

Employer Outreach

Event: Eze Castle Integration

Monday, June 6, 2005

Target Group: Greater Community

Staffed By: Julia
Participants: Janet del Valle

Provided information on internship posting for employer.

Janet del Valle, Staffing
Eze Castle Integration
50 Federal Street
Boston, MA 02110
617.217.3028 (p)
617.217.3128 (f)
jdelvalle@ezecastle.com
www.eci.com

Event: Asian Pacific Islander Legal Outreach

Monday, June 13, 2005

Target Group: Greater Community

Staffed By: Julia
Participants: Janet Hasegawa

Post internship.

Janet K. Hasegawa, Program Developer
Asian Pacific Islander Legal Outreach
1188 Franklin Street, Suite 202
San Francisco, CA 94109
tel: (415) 567-6255
fax: (415) 567-6248
jhasegawa@apilegaloutreach.org

Event: Wells Fargo Bank

Wednesday, June 15, 2005

Target Group: Greater Community

Staffed By: Julia
Participants: Stefanie Smitherum

Post job listing. Set up appointment on 7/12 to meet with employer and discuss student outreach opportunities.

Stefanie Smitherum
Wells Fargo Bank
Forward Hire Program
Tel: 415-623-7810
Stefanie.Smitherum@wellsfargo.com

Event: Patelco Credit Union

Thursday, June 16, 2005

Target Group: Greater Community

Staffed By: Julia
Participants: Remi Mustapha

Post internship.

Remi Mustapha
Human Resources
451-442-7134
rmustapha@patelco.org

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Leadership Public Schools**

Thursday, June 16, 2005

Target Group: Greater Community

Participants: Jennifer Naegele

Staffed By: Julia

Post teaching positions.

Jennifer Naegele
Leadership Public Schools
2601 Mission Street, 9th Floor
San Francisco, CA 94110
phone: 415-695-0669 ext. 220
fax: 415-358-4513
mailto: jnaegele@leadps.org

Event: **Pacific Growth**

Friday, June 17, 2005

Target Group: Greater Community

Participants: Christina Laskowski

Staffed By: Julia

Advised employer (advisory board member of the Business School's Entrepreneurship program) what an internship would entail and how to post it at USF.

Christina Laskowski
Ph: 415-425-1900
Email: c_laskowski@hotmail.com, christina@pacgrow.com

Event: **National Legal Sanctuary for Community Advancement**

Friday, June 17, 2005

Target Group: Greater Community

Participants: Neela Chakravartula

Staffed By: Julia

Post internship.

Neela Chakravartula
neelaoc@gmail.com

Event: **Abercrombie and Fitch**

Wednesday, June 22, 2005

Target Group: Greater Community

Participants: Brad Peterson

Staffed By: Julia

Employer wants to sign up for October OCI. Sent him a link to the RIF form to complete and submit.

Event: **Robert Half**

Wednesday, June 22, 2005

Target Group: Greater Community

Participants: Liz Michael

Staffed By: Julia

Spoke to employment recruiter on phone about our resume posting options.

Event: **Ameritraining, Inc.**

Wednesday, June 22, 2005

Target Group: Greater Community

Participants: Linda Estrada

Staffed By: Julia

Spoke to recruiter (a USF alum) about posting permanent job at Career Center and other options.

Event: **Purity Organic**

Thursday, June 23, 2005

Target Group: Greater Community

Participants: Caroline Hanni

Staffed By: Julia

Post internship opportunity.

Caroline Hanni
Purity Organic Juices
415-710-5393
caroline@purityorganic.com

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Sophist Productions** Staffed By: Julia
Friday, June 24, 2005 Target Group: Greater Community Participants: Diana Lefavi
Post internship.
Danielle Culmone, VP Sales
danielle@sophistproductions.com
phone: 646.226.5861

Event: **Trianz** Staffed By: Julia
Thursday, June 30, 2005 Target Group: Greater Community Participants: Thomas Wilson
Met with Director of Human Resources for Management Consultant firm focused on high-tech companies. Informed him of our employer services and upcoming activities. He will be hiring 8-10 undergrads (open to all majors incl. liberal arts) in 5/2006. Interested in participating in "Meet The Firm" nights and liberal arts panel discussions.

Event: **U.S. Dept. of Labor** Staffed By: Julia
Friday, July 1, 2005 Target Group: Greater Community Participants: Pauline Lee
Post internship.
U.S. DOL- Human Resources Office, Attn: Pauline Lee
71 Stevenson St., Suite 500, San Francisco, CA 94105
Telephone Number: (415) 975-4133
Fax Number: (800) 925-0980
E-Mail Address: fed-jobs-san@dol.gov

Event: **DreamWorks SKG** Staffed By: Julia
Friday, July 1, 2005 Target Group: Greater Community Participants: Lisa Griffin
Post internship.
Lisa Griffin
lgriffin@dreamworks.com

Event: **Wells Fargo Bank visit** Staffed By: Julia Ellen
Tuesday, July 12, 2005 Target Group: Greater Community Participants: Stefanie Smitherum
Met with Stefanie Smitherum and Simret Negash, project managers for Licensed Banker Academy at Wells Fargo Bank. Discussed the Licensed Banking Academy and employer's outreach to college campus. Presented employer services and activities during the year. They are interested in participating in OCI, Information Sessions and Career Fair.

Event: **Enterprise Rent-A-Car** Staffed By: Julia
Wednesday, July 20, 2005 Target Group: Greater Community Participants: Leslee Matthews
Met with recruiter regarding Fall schedule of employer activities.

Event: **Zanne Clark & Company** Staffed By: James
Tuesday, August 9, 2005 Target Group: Greater Community Participants:
Referred by KO Odsather of Hospitality program. Discussed recruiting strategies for their Property Manager needs.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Deloitte & Touche**

Tuesday, August 16, 2005

Target Group: Greater Community

Participants: Julie Zolfo

Staffed By: Julia

Met with recruiter to discuss Fall semester OCI, dress for success tips, profile of USF accounting students, their job qualifications.

Event: **Enterprise Rent-A-Car Appreciation Event**

Wednesday, August 17, 2005

Target Group: Greater Community

Participants: Leslee Matthews

Staffed By: Julia Alex

Attended Oakland A's baseball game to network with other university career center staff and Enterprise Rent-A-Car recruiters.

Event: **Walmart.com**

Thursday, August 18, 2005

Target Group: Greater Community

Participants: Elliot Smith

Staffed By: Julia

Discussed employer services at USF and student profiles. Hiring for finance dept. Invited him to participate in 9/15 Meet The Firms and he will do Mock Interview on 10/18.

Walmart.com
7000 Marina Blvd.
Brisbane, CA 94005
650-837-5307
esmith@walmart.com

Event: **Meet The Firms Night**

Tuesday, August 30, 2005

Target Group: Student Club

Participants: Ineca Quiteno

Staffed By: Julia

Signed up 10 additional employers to participate in Beta Alpha Psi's Meet The Firms night on 9/15.

Event: **National Semiconductor**

Tuesday, August 30, 2005

Target Group: Greater Community

Participants: Craig Murata

Staffed By: Julia

Discussed employer services to reach out to finance students. Employer will participate in Meet The Firms and OCI.

Craig Murata
WW Manufacturing Finance Manager
National Semiconductor
Phone: 408-721-5257
Fax: 408-721-2727
craig.murata@nsc.com

Event: **Kaiser Permanente**

Tuesday, August 30, 2005

Target Group: Greater Community

Participants: William Kwong

Staffed By: Julia

Discussed hiring needs for Kaiser's new medical records online transferral project. They hired 450 employees and plan to double the hiring numbers in 6 months. Looking for project managers, application coordinators. Discussed information sessions and pre-screening interviews. Advised I would present this to the team to determine the best outreach to students and recent grads.

Event: **Non-Profit Expo 2005**

Wednesday, August 31, 2005

Target Group: Greater Community

Participants:

Staffed By: Julia

Signed up 70 non-profit agencies to participate in Non-Profit Expo on 9/28.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **Park Hyatt** Staffed By: Julia
Thursday, September 1, 2005 Target Group: Greater Community Participants: Cassandra Mahoney
Organized meeting with Career Services, the HR Director and KO Odsather to discuss developing hiring opportunities for USF Hospitality students at the Park Hyatt hotel. They will have 2-3 management trainee positions and are also hiring for other staff positions. Interested in 11/16 Delta Sigma Pi networking event and 2/24/06 Career Fair.
-
- Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Tuesday, September 13, 2005 Target Group: Greater Community Participants: Irene Camarena - Westin St. Francis
Invited employer to the 11/16 Delta Sig networking event. She wants to attend.
-
- Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Thursday, September 15, 2005 Target Group: Greater Community Participants: Jin Fraser - Fair Isaac Corp.
Employer interested in coming to 2/24/2006 Career Fair and wants to participate in 11/16 Delta Sigma Pi networking event.
-
- Event: **Jesuit Volunteer Corps** Staffed By: Julia
Tuesday, October 4, 2005 Target Group: Greater Community Participants: Yvonne Prowse
Met w/Executive Director of the Southwest Region. Discussed ways to increase student awareness of their volunteer programs.
-
- Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Friday, October 7, 2005 Target Group: Greater Community Participants: Michael Borass - Oracle
Invited employer to 11/16 Delta Sigma Pi event and he agree to attend. Also will post sales account management jobs at Oracle.
-
- Event: **Tri-Beta Careers in Biology** Staffed By: Julia
Tuesday, October 11, 2005 Target Group: Greater Community Participants: Annette Coffey - Genentech
Obtained 1 panelist from Genentech for the Careers in Biology Panel.
-
- Event: **Medtronic** Staffed By: Julia
Wednesday, October 12, 2005 Target Group: Greater Community Participants: Rich Fourie
Discussed their 12 month Sales Training Program called the Apex Program. Train in Memphis at HQ. Receive car and apartment plus \$45K base salary. 18 months as an Associate Sales Mgr. at higher salary. Look for 3.5 GPA. Open to all majors incl. business, economics, life sciences, health sciences, liberal arts with aptitude in science or business. Wants to come to campus in January for information session and possibly Career Fair in February. Position starts in June, 2006. Choosing 5 grads per year and may increase to 10.
-
- Event: **Trianz Consulting** Staffed By: Julia
Wednesday, October 12, 2005 Target Group: Greater Community Participants: Tom Wilson
Employer wants to do Mock Interviews in Spring semester. Also, invited him to the 11/16 Delta Sig networking event and he is very interested in participating.
-
- Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Thursday, October 13, 2005 Target Group: Greater Community Participants: Kathy Grogan - Hood & Strong
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Merck** Staffed By: Julia
Friday, October 14, 2005 Target Group: Greater Community Participants: David Cheung
Met with Sales Manager from Merck who will be the new USF college liaison for the company. Presented recruiting activities for Fall and Spring. He is more apt to participate in recruiting activities in Spring. He wants to attend the Career Fair on 2/24/2006.

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Friday, October 14, 2005 Target Group: Greater Community Participants: Libby Bittner - CNET
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend. Also, will post their job listings at Career Center.

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Friday, October 14, 2005 Target Group: Greater Community Participants: Anu Gill - Wells Fargo Corp.
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Tuesday, October 18, 2005 Target Group: Greater Community Participants: Kim Zydel - Daoro Zydel & Holland
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.

Event: **Tiffany & Company** Staffed By: Julia
Friday, October 21, 2005 Target Group: Greater Community Participants: Karen Flaherty
Talked to employer on how to promote their 18 month Management Associate Program to recruit students. She's interested in coming to our 2/24 Career & Internship Fair. Add her to the mailing list. She's very interested in the Hospitality Management Program students.

Karen Flaherty
964 46th St. #135
Emeryville, CA 94608
510-596-8936
karen.flaherty@tiffany.com

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Friday, October 21, 2005 Target Group: Greater Community Participants: Leslee Matthews - Enterprise
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.

Event: **PriceWaterhouse Coopers Luncheon** Staffed By: Julia Ellen
Wednesday, October 26, 2005 Target Group: Greater Community Participants: Norma Gomez & Mike Dillon
Attended USF Accounting Faculty & CSC Staff lunch hosted by PriceWaterhouse.

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Wednesday, November 2, 2005 Target Group: Greater Community Participants: Westin St. Francis Hotel - Irene
The Westin St. Francis Hotel which is a part of an umbrella corporation called the Starwood Group would like to invite its local sister hotels to participate in Delta Sigma Pi's Marketplace. They would represent 4 hotels: Westin St. Francis, St. Regis, The Palace, and the W Hotel.

Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Friday, December 2, 2005 Target Group: Greater Community Participants:
Mailed out 4149 invitations to employers for 2/24/06 Career Fair.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **Ernst and Young** Staffed By: Julia
Friday, December 16, 2005 Target Group: Greater Community Participants: Nicole Felix
Introduced to the new USF recruiter for Ernst and Young.
-
- Event: **KGO TV/ABC 7** Staffed By: Julia
Friday, December 16, 2005 Target Group: Greater Community Participants: Andreana Rapadas
Talked to the recruiter about Career & Internship Fair. They intend to register. Will post their internships. Change the HR manager's contact information in InterviewTRAK.
-
- Event: **Accounting Internships OCI** Staffed By: Julia
Friday, December 16, 2005 Target Group: Greater Community Participants:
Contacted Accounting Firms with Internships about moving OCI early to week of 2/13 to accommodate internship interviewing schedules:

PriceWaterhouse Coopers
Frank Rimerman + Co.
KPMG
Deloitte & Touche
Ernst & Young
-
- Event: **USF Undergrad Business Plan Competition** Staffed By: Julia
Thursday, December 22, 2005 Target Group: Business (UG) Participants: Brent Bonthron
Provided the Big Four accounting firm and Wells Fargo Bank to Professor Bonthron to solicit for sponsorship to the Business School's undergraduate business plan competition.
-
- Event: **Harry & David** Staffed By: Julia
Thursday, December 22, 2005 Target Group: Greater Community Participants: Cassandra Anderson
Sent USF employer services information to recruiter met at the MPACE conference.
-
- Event: **LA Unified School District** Staffed By: Julia
Thursday, December 22, 2005 Target Group: Greater Community Participants: Connie Jackson
Arranged for LA Unified School District to give a short presentation on their science teaching opportunities at the 2/22/06 Tri-Beta meeting.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Monday, January 9, 2006 Target Group: Greater Community Participants:
Sent 1871 email invitation reminders to employers regarding registration to Career Fair.
-
- Event: **Hewlett Packard** Staffed By: Julia
Tuesday, January 10, 2006 Target Group: Greater Community Participants: Jason Scott
Contacted the employer regarding the Career & Internship Fair. They can't attend the Fair, but encourage students to apply for their jobs via their web site. Add to the mailing list.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Wednesday, January 11, 2006 Target Group: Greater Community Participants:
Emailed 55 employers who attended the MPACE conference and informed them of the Career Fair.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **LandAmerica Financial Group** Staffed By: Julia
 Wednesday, January 11, 2006 Target Group: Greater Community Participants: Sara Strong
 Contacted employer found through MPACE conference regarding the Career & Internship Fair. They will register to attend the Fair and post local job listings through the Career Center.

Event: **Moscone Center** Staffed By: Julia
 Friday, January 20, 2006 Target Group: Greater Community Participants: Joe Curran
 Agreed to participate in 3/23 Hospitality Mock Interviews.

Event: **Park Hyatt** Staffed By: Julia
 Friday, January 20, 2006 Target Group: Greater Community Participants: Tony Eichers
 Agreed to participate in 3/23 Hospitality Mock Interviews.

Event: **Trianz Consulting** Staffed By: Julia
 Monday, January 23, 2006 Target Group: USF Community Participants: James Chamberlain
 Conducted a phone meeting with the new recruiter for Trianz. They're going to participate in our 2/15 Mock Interviews and are recruiting MBA candidates for consulting positions.

Event: **Bon Appetit** Staffed By: Julia
 Monday, January 23, 2006 Target Group: Greater Community Participants: Lisa McEuen
 Agreed to participate in 3/8 Hospitality Mock Interviews.

Event: **Ferguson Enterprises** Staffed By: Julia
 Tuesday, January 24, 2006 Target Group: Greater Community Participants: Divya Patel
 Met with the Regional Recruiter, Divya Patel, regarding on-campus recruiting, Career Fair, and mock interviews.

Event: **Federal Reserve Bank Open House** Staffed By: Julia
 Wednesday, January 25, 2006 Target Group: Greater Community Participants: Brenda Hodges
 Attended open house to meet hiring managers for all depts.

Event: **National Semiconductor Info Day** Staffed By: Julia
 Friday, February 3, 2006 Target Group: Greater Community Participants:
 Attended National Semiconductor's Finance Dept.'s Information Day for the partner universities. Various Career Center representatives and faculty from USF, St. Mary's College, SJ State, Santa Clara University attended.

Event: **UBS Financial Services Inc.** Staffed By: Julia
 Friday, February 10, 2006 Target Group: Greater Community Participants: Anita Singh
 Emailed Employer Services Info.

Event: **Banana Republic Finance Dept.** Staffed By: Julia
 Friday, February 10, 2006 Target Group: Greater Community Participants: Jason Plater
 Emailed employer services info.

Event: **Safeway** Staffed By: Julia
 Friday, February 10, 2006 Target Group: Greater Community Participants: Tatiana Mirzaian
 Emailed employer services info.

Career Services Center Appendix A (Annual Report 05-06) continued

- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
 Friday, February 10, 2006 Target Group: USF Community Participants:
 Signed up 73 companies to the Career Fair. Had to deny 9 firms due to overflow and cancel 1 firm (architecture firm) due to limited graduates coming out this year.
-
- Event: **H&M** Staffed By: Julia
 Tuesday, February 14, 2006 Target Group: Greater Community Participants: Megan Leahy
 Received flyer to post for upcoming recruiting open houses.
-
- Event: **Radio Shack** Staffed By: Julia
 Friday, February 17, 2006 Target Group: Greater Community Participants:
 Employer asked to register for Career Fair. Advised we were completely full and past the deadline.
-
- Event: **U.S. Air Force** Staffed By: Julia
 Friday, February 17, 2006 Target Group: Greater Community Participants:
 Recruiter wanted to register for Career Fair. Advised we were completely full and past the deadline.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
 Tuesday, February 21, 2006 Target Group: Greater Community Participants:
 Secured 12 alums and employers to participate in Meet The Experts rotating panel at Career Fair.
-
- Event: **Mock Interviews** Staffed By: Julia
 Friday, March 3, 2006 Target Group: All Students Participants:
 Sent invitations to 2 employers to participate in Mock Interviews.
-
- Event: **Mock Interviews** Staffed By: Julia
 Friday, March 3, 2006 Target Group: All Students Participants:
 Invited HR Manager from Pearson Education to participate in our mock interviews.
-
- Event: **Mock Interviews** Staffed By: Julia
 Thursday, March 9, 2006 Target Group: All Students Participants:
 Sent 7 invitations to employers to participate in mock interviews.
-
- Event: **Liberal Arts Panel** Staffed By: Julia
 Friday, March 10, 2006 Target Group: Liberal Arts Participants: Tom Wilson
 Invited the HR Director at Trianz to participate in our 3/29 Liberal Arts Panel. He agreed to do it.
-
- Event: **Liberal Arts Panel** Staffed By: Julia
 Friday, March 10, 2006 Target Group: Liberal Arts Participants: Kelly Ripplone
 Invited HR Manager at Pearson Education to participate in our Liberal Arts Panel. She agreed to do it.
-
- Event: **Bow-K** Staffed By: Julia
 Monday, March 13, 2006 Target Group: All Students Participants: Hal Souza
 Concession stand owner seeking student for part-time job. He will fax job description to Career Center for posting.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **Mock Interviews** Staffed By: Julia
Tuesday, March 14, 2006 Target Group: All Students Participants:
Sent 8 invitations to employers to participate in mock interviews.
-
- Event: **Disney College Program Presentation** Staffed By: Julia
Wednesday, March 15, 2006 Target Group: All Students Participants: John Stephenson
Attended an off-site presentation of Disney's College Program at SF State University. 10 other community colleges and 4-year universities were also in attendance.
-
- Event: **Mock Interviews** Staffed By: Julia
Thursday, March 16, 2006 Target Group: All Students Participants:
Sent invitations to 11 employers to participate in mock interviews.
-
- Event: **LA COUNTY DEPT OF AUDITOR-CONTROLLER** Staffed By: Julia
Wednesday, March 22, 2006 Target Group: Business (UG) Participants: Kathy
Verified they have a job posting for an Auditor on MonsterTRAK. Also, informed her of our Resume Drop service. She will check if they want to partake in that.
-
- Event: **Princeton Review** Staffed By: Julia
Wednesday, March 22, 2006 Target Group: All Students Participants: Jennifer Chiang
Received job posting for GMAT tutors to post at Career Center.
-
- Event: **Lunch w Hyatt Hotels Mock Interviewer** Staffed By: Alex
Thursday, March 23, 2006 Target Group: Greater Community Participants:
Had lunch with rep. from Hyatt who was spending the day on campus conducting mock interviews for USF students.
-
- Event: **AMA Career & Internship Fair** Staffed By: Julia
Thursday, March 23, 2006 Target Group: Business (UG) Participants:
Attended the AMA Career & Internship Fair.
19 companies attended.
At least 50 USF students attended.
-
- Event: **H & M** Staffed By: Julia
Friday, March 24, 2006 Target Group: All Students Participants: Stacy Gonzalez
-
- Event: **Lunch with Enterprise Rent A Car Rep** Staffed By: Alex
Tuesday, March 28, 2006 Target Group: Greater Community Participants: Leslie Matthews
Had lunch with Leslie Matthews of Enterprise while she was on campus conducting mock interviews.
-
- Event: **GameTek International** Staffed By: Julia
Thursday, April 6, 2006 Target Group: Greater Community Participants: Jennifer
Discussed the student population make-up at USF. Employer is seeking engineering graduates. Not a fit for this particular position.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Rocket Careers** Staffed By: Julia
Thursday, April 6, 2006 Target Group: Greater Community Participants: Reed Johnson
Presented different methods we can post jobs for employer. Employer emailed 2 job postings for health science graduates.

Event: **UCSF Biotech Career Fair** Staffed By: Julia
Thursday, April 6, 2006 Target Group: Greater Community Participants:
Attended UCSF's Biotech Career Fair at their Mission Bay campus. 22 employers were exhibiting there. Made contact with employers offering opportunities to Bachelor and Master's students.

Event: **SF Chronicle College Career Fair** Staffed By: Julia
Monday, April 10, 2006 Target Group: Greater Community Participants: Tracy Dawson
Spoke with event producer for career fair and asked for promotional materials to promote event at Career Center to graduating seniors. They will email a flyer tomorrow so we can post it.

Event: **Robert Half Technology** Staffed By: Julia
Tuesday, April 11, 2006 Target Group: Greater Community Participants: Jeff Markham
Discussed how to recruit for 5 positions aimed at computer science graduating students. Recruiter will do Resume Drop.

Event: **Mazzetti & Associates** Staffed By: Julia
Tuesday, April 11, 2006 Target Group: Greater Community Participants: Walt Vernon
Discussed resume drop and job posting methods to help employer recruit an associate project manager for his firm.

Event: **Trammell Crow** Staffed By: Julia
Wednesday, April 12, 2006 Target Group: Greater Community Participants: Debi Nguyen
Discussed posting jobs and Resume Drop with employer seeking Accounting and Finance grads.

Event: **Citigroup** Staffed By: Julia
Thursday, April 13, 2006 Target Group: Greater Community Participants: Arnoldo Santiago
Spoke on phone with representative from Citigroup. They're hosting a Hispanic Networking Event on 4/26 and want to invite students from USF to attend. He will email flyer so we may forward to Multicultural Student Services and post at the Career Center. I'll attend the event as well.

Event: **Asian Diversity Career Fair** Staffed By: Julia
Tuesday, April 18, 2006 Target Group: Greater Community Participants: Diana Lee
Received flyer for upcoming 5/1 Asian Diversity Career Fair to be held in Santa Clara, CA. Distributed flyers to Multicultural Student Services and counselors, and posted them on the CSC bulletin boards. They are sending me a badge so I may attend.

Event: **T-Mobile** Staffed By: Julia
Wednesday, April 19, 2006 Target Group: Greater Community Participants: Stacey Levendofsky
Spoke with T-Mobile recruiter and they would like to help us with mock interviews. Set additional mock interview date of 4/26 to accommodate those 5 students who are on our Waiting List. All 5 students have been scheduled.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Tacoma School District

Staffed By: Julia

Thursday, April 20, 2006

Target Group: Greater Community

Participants: Joe Ruiz

Employer interested in recruiting math, special education, science and Spanish teachers to work in Tacoma, WA. Looking for primarily people of color. Explained the teacher credential career path here and that most teachers want to stay in the Bay Area. He may visit Bay Area universities in May and would like to meet with some of our School of Ed. professors. Passed this request to Ellen to inquire any interest from the professors.

Event: Administrative Office of the Courts

Staffed By: Julia

Thursday, April 20, 2006

Target Group: Greater Community

Participants: Keith Britton

Spoke on phone with HR analyst from the Administrative Office of the Courts. He inquired when USF's next Career Fair would be. I explained the schedule and advised him of our other services such as posting any job listings or employer information. I will add him to our mailing list.

Event: SF Chronicle College Fest

Staffed By: Julia

Tuesday, April 25, 2006

Target Group: Greater Community

Participants:

Attended San Francisco Chronicle sponsored College Career Fest at Ruby Skye to meet prospective new recruiters. About 15 companies attended and half of them were staffing companies. Only 20 job seekers were in attendance while I was there. Made contact with 7 employers.

Event: Citigroup Hispanic Network Event

Staffed By: Julia

Wednesday, April 26, 2006

Target Group: Greater Community

Participants: Arnoldo Santiago

Attended career event sponsored by Citigroup to reach out to Hispanic grads. 4 students were in attendance including 1 USF alum, Daniel Galhardo (12/05). Made contact w/3 recruiters including one who is a USF alum, Ella Villmore (Psych major) She would be open to attending future USF panel discussions.

Event: Amgen

Staffed By: Julia

Wednesday, April 26, 2006

Target Group: Greater Community

Participants: Kai-Wen Cheng

Sent follow-up email to Amgen recruiter and offered to post job or internship listings. Met at the 4/6 UCSF Biotech Fair.

Amgen Inc. South San Francisco
R&D Staffing
Tel: (650) 244-2308
Toll Free. (800) 926-4369 x42308
kcheng@amgen.com

Event: End-Of-Semester Resume Drop

Staffed By: Julia

Thursday, April 27, 2006

Target Group: Greater Community

Participants:

Emailed End-of-Semester Resume Drop invitation to 1465 companies.

Event: Asian Diversity Career Expo

Staffed By: Julia

Monday, May 1, 2006

Target Group: Greater Community

Participants:

Attended Asian Diversity Career Expo in Santa Clara to meet new employers. Made contact with 15 companies.

Event: Asian Diversity Career Fair

Staffed By: Julia

Monday, May 1, 2006

Target Group: Greater Community

Participants:

Attended Asian Diversity Career Fair in Santa Clara to meet employers. Made 14 employer contacts. At the time, there were about 50-75 job seeking attendees at the Fair.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **University of California San Francisco** Staffed By: Julia
Monday, May 1, 2006 Target Group: Greater Community Participants: Marek Gajdusek
Spoke to employer on phone regarding part-time Administrative Assistant job in UCSF lab for a student. He emailed the job description and we will post at the Career Center.

Event: **SCORE! Educational Centers** Staffed By: Julia
Tuesday, May 2, 2006 Target Group: Greater Community Participants: Nelson Toriano
Employer inquired about how to recruit students.

Event: **End-of-Semester Resume Drop** Staffed By: Julia
Thursday, May 4, 2006 Target Group: Greater Community Participants:
Sent Resume Drop notice to 73 employers and 70 non-profits who participated in Career & Internship Fair and Non-Profit Expo.

Event: **State Water Resource Board** Staffed By: Julia
Thursday, May 4, 2006 Target Group: Greater Community Participants: Ginger
Answered questions about next Career Fair.

Event: **Jewish Community Center** Staffed By: Julia
Thursday, May 4, 2006 Target Group: Greater Community Participants: Alice Galoob
Answered questions about Resume Drop, posting internships and volunteer positions.

Event: **Interlink Group** Staffed By: Julia
Friday, May 5, 2006 Target Group: Greater Community Participants: Marcie Philipps
Discussed End-Of-Semester Resume Drop, future OCI and MonsterTRAK job postings for her open positions. Recruiting alums and recent graduates.

Event: **Global Service Corps.** Staffed By: Julia
Tuesday, May 9, 2006 Target Group: Greater Community Participants: Alyssa Thurston
Discussed displaying materials at Career Center promoting their non-profit volunteer and internship opportunities in Thailand and Tanzania.

Event: **Consumer Credit Counseling Service** Staffed By: Julia
Tuesday, May 9, 2006 Target Group: Greater Community Participants: Margarita Jakobson
Employer is hosting a Career Expo on 5/23 at their offices. Agreed to post their information flyers at Career

Event: **The Savvy Source** Staffed By: Julia
Wednesday, May 10, 2006 Target Group: Greater Community Participants: Stacey Boyd
Talked to employer about Electronic Resume Drop, Internship Exchange and other methods of promoting her summer internship.

Event: **Onyx CPI** Staffed By: Julia
Thursday, May 11, 2006 Target Group: Greater Community Participants: Sara Stahl
Add employer to mailing list for Career Fair and other recruiting events.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Northwest Airlines**

Friday, May 12, 2006

Target Group: Greater Community

Staffed By: Julia

Participants: Mary Randa

Employer has part-time customer service rep and baggage handler jobs at SFO to be posted.

Marketing/Promotion

Event: Spring 2005 Resume Drop Promotion Staffed By: Julia
 Wednesday, June 1, 2005 Target Group: Alumni Participants:
 Email promoting Spring 2005's Resume Drop to graduating seniors and alums (05/1990-05/2005).

Event: CSC language update for Fogcutter Staffed By: Ali
 Thursday, June 2, 2005 Target Group: USF Community Participants:
 updated CSC information for inclusion in the 2005-2006 edition of the student handbook

Event: CSC Survey (2nd Email) Staffed By: Ellen Ali
 Monday, June 6, 2005 Target Group: All Students Participants: 1532 MonsterTRAK Registrants
 Sent MonsterTRAK email with embedded link to CSC counselor satisfaction survey with prize drawing incentive. Recipients consisted of registrants from 6/1/04-6/6/05

Event: CSC Survey Email #3 Staffed By: Ali
 Friday, June 10, 2005 Target Group: Participants: 1538 MonsterTRAK registrants
 Sent 3rd marketing email to a total of 1538 MonsterTRAK registrants (15 of whom were new since 6/1/05)

Event: CSC Survey (3rd Email-final) Staffed By: Ellen Ali
 Friday, June 10, 2005 Target Group: All Students Participants: 1538 MonsterTRAK Registrants
 Sent MonsterTRAK email with embedded link to CSC counselor satisfaction survey with prize drawing incentive. Recipients consisted of registrants from 6/1/04-6/10/05

Event: Employer Services Brochure Staffed By: Julia
 Monday, June 13, 2005 Target Group: Greater Community Participants:
 Talked to 3 designers and printers to obtain quotes to revise the CSC employer brochure/direct mail piece. Quotes will be available in 1-2 days.

Event: CSC Survey Summary Staffed By: Ali
 Monday, June 20, 2005 Target Group: All Students Participants: 292 survey repondents
 1452 emails were successfully delivered out of 1538 MonsterTRAK emails sent to registrants. These marketing emails were sent 5/31/05, 6/6/05, and 6/10/05. 292 of 1452 registrants responded to the survey, resulting in 20.1% response rate.

Event: Nonprofit Expo 2005 Staffed By: Julia
 Thursday, June 23, 2005 Target Group: Greater Community Participants:
 Prepared text for pre-registration electronic submission web page and revised email text for "Save The Date". Prepared instructions for student assistant to create graphic for Save The Date email and web page.

Event: Nonprofit Expo 2005 Staffed By: Julia
 Wednesday, June 29, 2005 Target Group: Greater Community Participants:
 Tuan, student assistant, created the signature graphic/logo and electronic pre-registration form for the Nonprofit Expo. He also set up the email system so I may receive the pre-registration forms via my email address.

Event: Nonprofit Expo 2005 Staffed By: Julia
 Thursday, June 30, 2005 Target Group: Greater Community Participants:
 Sent a "Save the Date" email to 139 nonprofits whom we have close relations. Giving them early notice of the Non-Profit Expo so they may pre-register.

Career Services Center Appendix A (Annual Report 05-06) continued

- Event: **Employer Services Brochure** Staffed By: Julia
 Tuesday, July 5, 2005 Target Group: Greater Community Participants:
 Prepared competitive quote chart summarizing estimates provided by 3 vendors in creating and mailing the Employer Services brochure.
-
- Event: **Non-Profit Expo 2005** Staffed By: Julia
 Monday, July 11, 2005 Target Group: Greater Community Participants:
 1000 invitation mailers printed and delivered for assembly and mailing
-
- Event: **Employer Services Brochure 2005** Staffed By: Julia
 Thursday, July 14, 2005 Target Group: Greater Community Participants:
 Finalized and analyzed 3 vendor quotes. Put together competitive analysis, reviewed with the Team and finalized decision on vendor.
-
- Event: **Employer Brochure 2005** Staffed By: Julia
 Friday, July 15, 2005 Target Group: Greater Community Participants:
 Went to Media Relations and Web Services to review and select potential photos for brochure.
-
- Event: **Employer Brochure 2005** Staffed By: Julia
 Monday, July 18, 2005 Target Group: Greater Community Participants:
 Scanned possible photos for use on the brochure.
-
- Event: **Employer Brochure 2005** Staffed By: Julia
 Monday, July 18, 2005 Target Group: Greater Community Participants:
 Reviewed and revised copy for Employer Brochure.
-
- Event: **Non-Profit Expo 2005** Staffed By: Julia
 Tuesday, July 19, 2005 Target Group: Greater Community Participants:
 Created and tested sample entry for online registration page. Communicated the changes and errors to MonsterTRAK for correction. Hold off on sending invitation/mailers until everything is fixed for online registration.
-
- Event: **Non-Profit Expo 2005** Staffed By: Julia
 Thursday, July 21, 2005 Target Group: Greater Community Participants:
 Mailed out 1000 invitations to nonprofits.
-
- Event: **Employer Brochure 2005** Staffed By: Julia
 Thursday, July 21, 2005 Target Group: Greater Community Participants:
 Approved design modifications to print the Employer Brochure.
-
- Event: **Employer Brochure 2005** Staffed By: Julia
 Thursday, July 21, 2005 Target Group: Greater Community Participants:
 Took student/employer photos for insertion in the Employer Brochure.
-
- Event: **Employer Services Brochure 2005** Staffed By: Julia
 Tuesday, August 16, 2005 Target Group: Greater Community Participants:
 Mailed out 3500 Employer Services Brochures to the MonsterTRAK Jobs Admin database.

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: **Non-Profit Expo 2005** Staffed By: Julia
Monday, August 22, 2005 Target Group: Greater Community Participants:
Emailed reminder to 186 non-profit agencies to register for the Non-Profit Expo.
-
- Event: **Employer Services Brochure 2005** Staffed By: Julia
Wednesday, August 24, 2005 Target Group: Greater Community Participants:
Mailed 500 Employer Services Brochures to employers in our InterviewTRAK database.
-
- Event: **Marketing Campaign-CAREER** Staffed By: Alex
Thursday, September 1, 2005 Target Group: USF Community Participants:
Oversaw marketing campaign to reintroduce/introduce Career Services to students returning from Summer Break.
-
- Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, September 12, 2005 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community
-
- Event: **Meet The Firms Night** Staffed By: Julia
Tuesday, September 13, 2005 Target Group: Alumni Participants:
Sent 331 emails to 2003, 2004, and 2005 Accounting and Finance grads inviting them to the Meet The Firms night on 9/15.
-
- Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, September 26, 2005 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community.
-
- Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, October 10, 2005 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community
-
- Event: **Externship Tabling** Staffed By: Alex
Tuesday, October 11, 2005 Target Group: All Students Participants: 1 staff
Marketed CSC externship program
-
- Event: **Tri Beta Careers in Biology** Staffed By: Julia
Thursday, October 13, 2005 Target Group: Greater Community Participants:
Sent out 11 email invitations to procure panelists for Tri Beta's Careers in Biology event. Sent to:
Agilent
Buck Institute
Bio-Rad
Gilead
Intermune
Gladstone Institute
Lawrence Livermore Labs
Roche
UCSF
Walgreens
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Externship Tabling** Staffed By: Ellen Alex
Wednesday, October 19, 2005 Target Group: All Students Participants:
Staffed table in front of Market Cafe to promote Externship program.

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Friday, October 21, 2005 Target Group: Greater Community Participants:
Emailed the Delta Sigma Pi Marketplace invitation to 12 companies whom I had previously discussed this event.
Daoro Zydel & Holland
Hood & Strong
Fair Isaac
Techtronic
Wells Fargo Bank
Wells Fargo Corp.
Oracle
CNET
Westin St. Francis Hotel
Hertz Corp.

Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, October 24, 2005 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Major/Minor Fair** Staffed By: Alex
Tuesday, October 25, 2005 Target Group: All Students Participants:
Staffed CSC table with information regarding careers for different majors

Event: **CSC Halloween Party** Staffed By: Alex Julia Citas
Thursday, October 27, 2005 Target Group: All Students Participants: 120 students
Inaugural CSC event in which CSC events and services were promoted while students played a "wheel of fortune" type game to win cotton candy and prizes

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Wednesday, November 2, 2005 Target Group: All Students Participants:
Met with Tuan on status of companies signed up for 11/16 event. To date, 15 companies signed up. Went over logistics and promotions activities which need to be done. Wrote up remaining activity list and emailed to Tuan. Created a follow-up list and instructions for Jimmy to call companies to check if they are coming or not.

Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, November 7, 2005 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Delta Sigma Pi Marketplace** Staffed By: Julia
Wednesday, November 9, 2005 Target Group: All Students Participants:
Sent MonsterTRAK email to over 1800 students and recent alums. Sent 75 flyers to ASUSF for distribution on public kiosks and halls. Sent 25 flyers to Residence Life to distribute at upperclassmen dorms. Posted on all CSC bulletin boards.

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: **Marketing Campaign-Attack of Wet Feet** Staffed By: Alex
Thursday, December 1, 2005 Target Group: All Students Participants:
Oversaw marketing campaign to promote Wet Feet, a new on-line career library featured on CSC website.
-
- Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, December 5, 2005 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community
-
- Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, January 23, 2006 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community
-
- Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, February 6, 2006 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Thursday, February 9, 2006 Target Group: All Students Participants:
Career Fair flyer designed.
-
- Event: **Accounting Internship OCI** Staffed By: Julia
Friday, February 10, 2006 Target Group: Business (UG) Participants:
Emailed 235 Finance and Accounting majors to remind them of Accounting and Finance internships and jobs through OCI.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Friday, February 10, 2006 Target Group: Residence Hall Participants: Mark Thoma
Submitted 75 Career Fair posters to Residence Halls for posting.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Monday, February 13, 2006 Target Group: All Students Participants:
Submitted 50 Career Fair posters to ASUSF Graphics for posting.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Thursday, February 16, 2006 Target Group: All Students Participants:
Created Career Fair student booklet with 15 employer ads inserted. Printing 700 booklets.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Friday, February 17, 2006 Target Group: All Students Participants:
Procured over 30 raffle prizes from employers and alums for Career Fair giveaways.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **CSC Weekly Newsletter** Staffed By: Alex
Tuesday, February 21, 2006 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Marketing Campaign-Which Way Will You Go?** Staffed By: Alex
Wednesday, March 1, 2006 Target Group: All Students Participants:
Oversaw marketing campaign to promote Spring CSC Events including Careers Outside The Box, AMA/CSC Corporate Social Responsibility, College To Career.

Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, March 6, 2006 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, March 27, 2006 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Health Fair-CSC Table** Staffed By: Alex
Thursday, April 6, 2006 Target Group: All Students Participants:
Promoted CSC at Information Table at Health Fair.

Event: **CSC Weekly Newsletter** Staffed By: Alex
Monday, April 10, 2006 Target Group: USF Community Participants:
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Robert Half Technology** Staffed By: Julia
Monday, April 17, 2006 Target Group: Science Participants: Jeff Markham
Sent MonsterTRAK email to 265 Computer Science and Information System students and alumni to alert them of an entry-level job opportunity posted as a Resume Drop in InterviewTRAK.

Event: **Marketing Campaign-Graduation CAREER** Staffed By: Alex
Wednesday, April 26, 2006 Target Group: USF Community Participants:
Oversaw marketing campaign rehashing CAREER theme from beginning of academic year, now targeting graduating seniors with a congratulations message and reminders of our services.

Event: **Marketing Campaign-Success Stories** Staffed By: Alex
Wednesday, April 26, 2006 Target Group: USF Community Participants:
Oversaw marketing campaign to highlight students who used CSC during 05-06 year and had positive results-4 different examples utilized.

Event: **J. Crew Fashion Event: Dress for Success** Staffed By: Julia
Thursday, April 27, 2006 Target Group: All Students Participants:
Attend event. 9 USF students attended.

Meeting

Event: Non-Profit Expo 2005 Thursday, June 2, 2005 Planning meeting	Target Group: USF Community	Participants:	Staffed By: Julia
Event: Associate Dean Interview Friday, June 3, 2005 Interviewed Associate Dean candidate and completed assessment form.	Target Group: All Students	Participants:	Staffed By: Alex Ellen Ali
Event: Non-Profit Expo 2005 Saturday, June 11, 2005 Planning meeting	Target Group: USF Community	Participants:	Staffed By: Julia
Event: Non-Profit Expo 2005 Monday, June 13, 2005 Planning meeting	Target Group: USF Community	Participants:	Staffed By: Julia
Event: UCAN Annual Meeting Wednesday, June 15, 2005 Meeting from 6/15-6/17 at University of Notre Dame, South Bend, IN. Review of data cleaning, data entry procedures, and new partners.	Target Group:	Participants: 18 UCAN Schools	Staffed By: James
Event: Meeting with WetFeet Wednesday, June 22, 2005 Met with Dan Fine from Wet Feet to learn about online library. Outcomes: Learned distinguishing features of their product and how it differs from Vault.com.	Target Group: Vendor	Participants:	Staffed By: All Staff
Event: USF Admissions Thursday, June 23, 2005 Met with Admissions staff to interview and listen to their best practices in recruiting students to USF. Use information in communicating to employers the benefits of recruiting at USF.	Target Group: Staff	Participants: Belinda Sandoval	Staffed By: Julia
Event: CSC Summer Planning Retreat Monday, June 27, 2005 Met to discuss plans for upcoming academic year, specifically marketing, online resources, employer outreach, workshops and student staff. At Mercy Center, Burlingame.	Target Group: Staff	Participants:	Staffed By: All Staff
Event: CSC Retreat Monday, June 27, 2005 2-day department planning retreat	Target Group: Staff	Participants:	Staffed By: Julia
Event: CSC Summer Planning Retreat Tuesday, June 28, 2005 Met to discuss plans for upcoming academic year, specifically marketing, online resources, employer outreach, workshops and student staff.	Target Group: Staff	Participants:	Staffed By: All Staff

Career Services Center Appendix A (Annual Report 05-06) continued

Event: CSC Retreat Tuesday, June 28, 2005 2-day dept. planning retreat	Target Group: Staff	Participants:	Staffed By: Julia
Event: Non-Profit Expo 2005 Wednesday, June 29, 2005 Planning meeting	Target Group: USF Community	Participants:	Staffed By: Julia
Event: Non-Profit Expo 2005 Wednesday, July 6, 2005 Planning meeting	Target Group: USF Community	Participants:	Staffed By: Julia
Event: Coffee w Eugene Muscat Wednesday, July 20, 2005 Spent an hour w Dean Muscat discussing potential relationships and synergys between the School of Business and CSC.	Target Group: Business (UG)	Participants: 1 Associate Dean of Business School	Staffed By: Alex
Event: Meeting with UCB & Stanford Colleagues Thursday, July 21, 2005 Met with career counselors from UCB & Stanford to share best practices regarding career counseling, intern hiring, and alumni policies.	Target Group: Greater Community	Participants:	Staffed By: Ellen
Event: Residence Hall Meeting Thursday, July 28, 2005 Met with all the Residence Hall directors to introduce myself and CSC.	Target Group: Staff	Participants:	Staffed By: Julia
Event: San Francisco State University Thursday, July 28, 2005 Visited SF State career center and met with staff members to learn about their employer services.	Target Group: Greater Community	Participants: Jim Wong	Staffed By: Julia
Event: Non-Profit Expo 2005 Monday, August 1, 2005 Planning meeting	Target Group: USF Community	Participants:	Staffed By: Julia
Event: Cal State East Bay Tuesday, August 2, 2005 Visited career center and met with staff members to learn about their employer services.	Target Group: Greater Community	Participants: Rae Ann Ianniello	Staffed By: Julia
Event: Meeting w Sherise Kimura-Library Thursday, August 4, 2005 Met w Sherise to discuss Gleeson online resources that may be of use to CSC and CSC clients. Also discussed possibility of a 1 hour training session for CSC staff to learn of new Gleeson resources.	Target Group: Staff	Participants: Librarian	Staffed By: Alex
Event: Santa Clara University Thursday, August 4, 2005 Visited career center and met with staff members to learn about their employer services.	Target Group: Greater Community	Participants: Susan Rockwell	Staffed By: Julia

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Stanford University Thursday, August 4, 2005	Target Group: Greater Community	Participants: Bev Principal	Staffed By: Julia
Visited career center and met with staff members to learn about their employer services.			
Event: Meeting with Sara Salloway Friday, August 5, 2005	Target Group: Staff	Participants:	Staffed By: Ellen
Met with Sara, new Coordinator in Arts & Sciences to share with her about CSC services.			
Event: Non-Profit Expo 2005 Friday, August 5, 2005	Target Group: USF Community	Participants:	Staffed By: Julia
Planning meeting			
Event: MonsterTrak Training Thursday, August 11, 2005	Target Group:	Participants:	Staffed By: Julia Ellen James
Kathryn Juhan joined CSC to provide system updates and troubleshooting of Career Fair Manager, InterviewTrak, and general questions.			
Event: Non-Profit Expo 2005 Friday, August 12, 2005	Target Group: USF Community	Participants:	Staffed By: Julia
Planning meeting			
Event: Non-Profit Expo 2005 Monday, August 22, 2005	Target Group: Staff	Participants:	Staffed By: Julia
Planning meeting			
Event: University Convocation Monday, August 22, 2005	Target Group: USF Community	Participants:	Staffed By: Julia
Attended USF convocation			
Event: Non-Profit Expo 2005 Friday, August 26, 2005	Target Group: USF Community	Participants:	Staffed By: Julia
Planning meeting			
Event: Delta Sigma Pi Monday, August 29, 2005	Target Group: Student Club	Participants: Tuan Phan and Oscar Chavez	Staffed By: Julia
Met with officers from Delta Sigma Pi to discuss co-sponsoring a "Meet The Companies" event in Fall semester.			
Event: Purchasing Card Training Wednesday, August 31, 2005	Target Group: Staff	Participants:	Staffed By: Ellen
Attended training on use of and policies for new purchasing card program.			
Event: U.L. Divisional Convocation Wednesday, September 7, 2005	Target Group: Staff	Participants:	Staffed By: All Staff

Event: **University Life Convocation** Staffed By: All Staff
 Wednesday, September 7, 2005 Target Group: Staff Participants:
 Met with U.L. division to discuss past accomplishments and goals for new semester.
 Location: L.M. 148

Event: **"Katrina/NOLA" Response Meeting** Staffed By: James
 Wednesday, September 7, 2005 Target Group: Staff Participants:
 Discussion of ideas and strategies to organize and centralize efforts for NOLA students at USF and general response/actions by students.

Event: **UL Convocation** Staffed By: Julia
 Wednesday, September 7, 2005 Target Group: Staff Participants:
 Attended University Life convocation.

Event: **MonsterTRAK Conference Call** Staffed By: Ellen James Julia
 Thursday, September 8, 2005 Target Group: Employer Participants:
 Discussed with Dennis Taylor from MonsterTRAK our contract for Career Fair Manager (CFM). Outlined challenges experienced with the tool and asked for financial compensation.

Event: **19th Annotation Meeting** Staffed By: Ellen
 Thursday, September 8, 2005 Target Group: USF Community Participants:
 Met with John Savard and others interested in participating in the Spiritual Exercises of St. Ignatius in the form of the 19th Annotation.
 Location: University Ministry
 Learning Outcomes: Those interested could learn more about the process and commitment.

Event: **Diversity Graduate School Luncheon Planning Meeting** Staffed By: James
 Tuesday, September 13, 2005 Target Group: Staff Participants:
 Met with Simon Hara of MCSS to strategize invited staff participants.

Event: **Meeting with School of Education** Staffed By: Ellen
 Thursday, September 15, 2005 Target Group: Education Participants:
 Met with Associate Dean Caryl Hodges and Mouwafac Sidawoui, President of the Graduate Student Association President. Concluded that CSC could serve SOE students in a number of manners other than Saturday Hours, so CSC will dis-continue Saturday Hours.
 Location: SOE

Event: **Meeting with Public Safety** Staffed By: James Ellen Julia
 Monday, September 19, 2005 Target Group: Staff Participants:
 Met with Gay Camacho of Public Safety to discuss parking for our large events, such as the Non-Profit Expo and Graduate School Fair.
 Location: UC 401
 Learning Outcomes: Learned new policies and procedures for parking of large events on campus.

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: 19th Annotation Kickoff** Staffed By: Ellen
Thursday, September 22, 2005 Target Group: USF Community Participants:
Met with all of the participants of the 19th Annotation of the Spiritual Exercises of St. Ignatisu, both directees and directors.
Location: Loyola House
-
- Event: Meeting with Event Scheduling** Staffed By: Ellen Julia
Friday, September 23, 2005 Target Group: Staff Participants:
Met with Jennifer & Joe from Event Scheduling to discuss needs for Non- Profit Expo and Grad Fair.
-
- Event: Student Development Team Meeting** Staffed By: James
Monday, September 26, 2005 Target Group: Staff Participants:
-
- Event: Holy Names University** Staffed By: Julia
Friday, September 30, 2005 Target Group: Greater Community Participants: Sarah Boland
Met with the Director of Career Services, Sarah Boland, to share information about employer outreach, special events such as the Non-Profit Expo, and hiring trends for new graduates.
-
- Event: Major Minor Fair Meeting** Staffed By: Ellen
Monday, October 3, 2005 Target Group: Staff Participants:
Met with staff from Arts & Science & Business to plan for Major Minor Fair.
-
- Event: MonsterTrak/CFM Conference Call** Staffed By: Julia James
Monday, October 3, 2005 Target Group: Staff Participants:
Conference call with MonsterTrak's Jill Bodino, Director of College Programs, and Dennis Taylor, Regional Account Manager to discuss our dissatisfaction with Career Fair Manager product and to agree on solution or consideration.
-
- Event: Meeting with Georgetown Rep** Staffed By: Ellen Ali
Tuesday, October 4, 2005 Target Group: Graduate Rep Participants:
Met with Matt Smith from Georgetown School of Graduate Nursing to discuss programs offered.
-
- Event: Nursing Students Association Mtg.** Staffed By: Julia Ali
Wednesday, October 5, 2005 Target Group: Student Club Participants: Virgie Crisostomo
Met with 2 reps from the Nursing Students Association to discuss the possibility of combining the Health Fair with the Career & Internship Fair. Discussed the pros & cons and budget involved. Next steps, Virgie will get back on whether they think it's financially feasible in 2 weeks.
-
- Event: Meeting with Patrick Murphy** Staffed By: Ellen
Tuesday, October 11, 2005 Target Group: Faculty Participants:
Met with Patrick to discuss Peace Coprs brown bag information meeting on 10/31/2005.
-
- Event: Undergrad Business Plan Competition** Staffed By: Julia
Tuesday, October 11, 2005 Target Group: Business (UG) Participants: Prof. Brent Bonthron
Met with Professor Bonthron to discuss possibility of helping him gather funders/sponsors for Spring Undergrad Business Plan Competition.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Meeting with Noren Lopez** Staffed By: Ellen
Tuesday, November 1, 2005 Target Group: Nursing Participants:
Met with Noren, member of Omicron Theta Chi health sorority to discuss their Health Fair and possible collaboration with CSC's Career Fair.

Event: **Tri-Beta Careers in Biology** Staffed By: Julia Ali
Wednesday, November 9, 2005 Target Group: Science Participants:
25-30 students were in attendance at the panel discussion. CSC procured 3 of the 4 panelists.

Event: **Tri-Beta Careers in Biology** Staffed By: Ellen
Thursday, November 10, 2005 Target Group: Science Participants:
25-30 students were in attendance at the panel discussion. CSC procured 1 of the 4 panelists.

Event: **CSC & SOBAM Meeting** Staffed By: James Ellen
Thursday, December 1, 2005 Target Group: Participants:
Meeting of CSC (Ellen Kelly, James, & Linda Thomas) and SOBAM (Maryann Noble, Fr. Koeplin, & Larry Louie) to discuss to the Director of Placement position and possible CSC services for their students.

Event: **CSC Planning Days** Staffed By: All Staff
Tuesday, December 13, 2005 Target Group: Staff Participants: Ali, Ellen, Julia, Alex, James, Citas
Held mid-semester planning day at Headlands Institute in Marin, County.
Learning Outcomes: De-briefed fall semester, made plans for Spring semester

Event: **CSC Planning Retreat** Staffed By: All Staff
Tuesday, December 13, 2005 Target Group: Staff Participants:
All-day planning retreat.

Event: **CSC Planning Days** Staffed By: All Staff
Wednesday, December 14, 2005 Target Group: Staff Participants: Ali, Ellen, Julia, Alex, James, Citas
Held mid-semester planning day 2 on campus.
Learning Outcomes: De-briefed fall semester, made plans for Spring semester

Event: **CSC Survey Review** Staffed By: Alex Ellen Julia
Thursday, December 15, 2005 Target Group: Participants: Susan Prion

Event: **Meeting with Susan Prion** Staffed By: All Staff
Thursday, December 15, 2005 Target Group: Faculty Participants:
Met with Susan to further discuss the results of the Spring 05 CSC survey and changes to make for future surveys.
Location: UC 300
Learning Outcomes: Gained a greater understanding of breath and depth of survey.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **Meeting with Dina Gardner** Staffed By: Ellen
Thursday, December 15, 2005 Target Group: Staff Participants:
Met with Dina to discuss my participation in the Ignation silent retreat in February, 2006.
Location: University Ministry
Learning Outcomes: Learned about my role and responsibilities for the upcoming retreat.
-
- Event: **Disability Awareness Week Committee meeting** Staffed By: James
Thursday, January 5, 2006 Target Group: USF Community Participants:
Met with Sara to discuss upcoming PASS initiative for students on probation.
Learning Outcomes: Concluded that CSC's role would be best doing a self assessment workshohp for this target audience.
-
- Event: **Meeting with Sara Solloway** Staffed By: Ellen
Wednesday, January 11, 2006 Target Group: Staff Participants:
Met with Sara to discuss upcoming PASS initiative for students on probation.
Learning Outcomes: Concluded that CSC's role would be best doing a self assessment workshohp for this target audience.
-
- Event: **UL's Student Development Team Planning Meeting** Staffed By: James
Wednesday, January 11, 2006 Target Group: Staff Participants:
Met with Joanne Parrilli to discuss our joint presentation during the Ignatian Silent Retreat to be held in February.
Learning Outcomes: Discussed what we each wanted to present and how best to format our talk.
-
- Event: **Meeting with Joanne Parrilli** Staffed By: Ellen
Thursday, January 12, 2006 Target Group: USF Community Participants:
Met with Joanne Parrilli to discuss our joint presentation during the Ignatian Silent Retreat to be held in February.
Learning Outcomes: Discussed what we each wanted to present and how best to format our talk.
-
- Event: **CAEE Conference Call** Staffed By: Ellen
Friday, January 13, 2006 Target Group: Professional Participants: Board Members
Participated in CAEE Conference call to finalize plans for upcoming Mini-Conference and Board Meeting.
Learning Outcomes: Reviewed logistics and made assignments for day of event.
-
- Event: **UL Leadership Team Retreat- Long Term PLANNING** Staffed By: James
Thursday, January 26, 2006 Target Group: Staff Participants:
Participated in CAEE Conference call to finalize plans for upcoming Mini-Conference and Board Meeting.
Learning Outcomes: Reviewed logistics and made assignments for day of event.
-
- Event: **UL Leadership Team Retreat- Long Term PLANNING** Staffed By: James
Friday, January 27, 2006 Target Group: Staff Participants:
Participated in CAEE Conference call to finalize plans for upcoming Mini-Conference and Board Meeting.
Learning Outcomes: Reviewed logistics and made assignments for day of event.
-
- Event: **Meeting with American Marketing Association** Staffed By: Alex
Monday, January 30, 2006 Target Group: Student Club Participants: Jared Fliesler (AMA President)
Met to discuss potential collaberation on Corporate Social Responsibility Panel
Meeting occurred due to request from AMA
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Ignatian Retreat Planning Meeting** Staffed By: Ellen
Wednesday, February 1, 2006 Target Group: USF Community Participants: 6 people
Met with Dina Gardner and other spiritual directors to finalize plans for Ignatian Silent Retreat, focusing on Spiritual Exercises of St. Ignatius.
Location: U Min.
Learning Outcomes: Directors learned their role in the retreat and how the retreat will be put together.

Event: **Student Resource Team Meeting** Staffed By: Ellen
Friday, February 3, 2006 Target Group: Staff Participants: 6 team members
Attended first of three orientations for this new campus initiative, the Student Resource Team, organized by the Assistant Dean of Students, Julie Orio.
Learning Outcomes: Learned the purpose of the team, my role on the team, and began educational process regarding sexual assault.

Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Monday, February 6, 2006 Target Group: Staff Participants: Jennifer Hogan
Met with Events Scheduling to finalize details and layout of tables in McLaren.

Event: **Lent for Busy People Planning Meeting** Staffed By: Ellen
Wednesday, February 8, 2006 Target Group: Faculty Participants:
Met with John Savard and Sr. Mary Biran Kelber to plan for "Lent For Busy People" program, offered to faculty and staff.

Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Monday, February 13, 2006 Target Group: Staff Participants: Gaby
Met w/Gaby to discuss parking needs for Career Fair.

Event: **Student Resource Team Meeting** Staffed By: Ellen
Tuesday, February 14, 2006 Target Group: Staff Participants: 6 team members
Attended second of three orientations for this new campus initiative, the Student Resource Team, organized by the Assistant Dean of Students, Julie Orio.
Learning Outcomes: Continued Learning the purpose of the team, my role on the team, and educational process regarding sexual assault.

Event: **Lent for Busy People Planning Meeting** Staffed By: Ellen
Wednesday, February 15, 2006 Target Group: Faculty Participants:
Met with John Savard and Sr. Mary Biran Kelber to plan for "Lent For Busy People" program, offered to faculty and staff.

Event: **Meeting w Delta Sigma Pi** Staffed By: Alex
Thursday, February 16, 2006 Target Group: Student Club Participants: Linda Chou
Met with Linda Chou re: potential of doing "Women in Business" event again as collaborative effort

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **CSC Student Assistant Training** Staffed By: All Staff
Friday, February 17, 2006 Target Group: Staff Participants:
Met with all of CSC student assistants to review administrative information and how to prepare for Career Fair.
Location: UC 425
Learning Outcomes: Students were brought up to date on "CSC happenings," as well as prepared themselves for Career Fair and their role in this signature event.

Event: **CSC Student Staff** Staffed By: All Staff
Friday, February 17, 2006 Target Group: All Students Participants: CSC Student Staff
Met with CSC student staff to give them an overview of the upcoming 18th Career & Internship Fair and assigned duties.

Event: **Lent for Busy People Planning Meeting** Staffed By: Ellen
Wednesday, February 22, 2006 Target Group: Faculty Participants:
Met with John Savard and Sr. Mary Biran Kelber to plan for "Lent For Busy People" program, offered to faculty and staff.

Event: **Student Resource Team Meeting** Staffed By: Ellen
Wednesday, February 22, 2006 Target Group: Staff Participants: 6 team members
Attended last of three orientations for this new campus initiative, the Student Resource Team, organized by the Assistant Dean of Students, Julie Orio.
Learning Outcomes: This training focused on the "1 in 4" program and specifically discussed violence prevention on campus.

Event: **18th Career & Internship Fair 2006** Staffed By: Julia
Wednesday, February 22, 2006 Target Group: All Students Participants:
Met with the 9 volunteer student hosts for the Career Fair and gave them an orientation of their duties during the Fair.

Event: **LA Unified School District** Staffed By: Julia
Wednesday, February 22, 2006 Target Group: Student Club Participants: Connie Jackson
Arranged for LA Unified School District to present teaching opportunities to the Tri-Beta member meeting. 30+ students attended.

Event: **Meeting with Brian Kraft** Staffed By: Ellen
Monday, February 27, 2006 Target Group: Staff Participants:
Met with Brian Kraft from ORL to plan presentation to ORL Graduate Assistants. Presentation will focus on job search skills, particularly, networking, as well as interviewing skills.
Learning Outcomes: Decided what to present and who will present which sections.

Event: **Meeting with AMA** Staffed By: Alex
Tuesday, February 28, 2006 Target Group: Student Club Participants: Jared Fliesler
Meeting with Jared to discuss upcoming AMA/CSC Corporate Social Responsibility Event

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Meeting w Simmy Singh-ASUSF** Staffed By: Alex
Tuesday, March 7, 2006 Target Group: Student Club Participants:
Met with Simmy to discuss upcoming presentation for Undergrad Business students re: different career possibilities

Event: **Meeting w Barney Garcia-MVP club** Staffed By: Alex
Tuesday, March 7, 2006 Target Group: Student Club Participants:
Met with Barney to consult on upcoming "Careers in Sports" event run by MVP Club

Event: **Health Services Coord. Interview** Staffed By: Ellen
Wednesday, March 8, 2006 Target Group: Staff Participants:
Participated in interview for new Health Services Coordinator position.
Learning Outcomes: Learned about the candidate and her fit for the position.

Event: **CSC Interview** Staffed By: All Staff
Thursday, March 9, 2006 Target Group: Staff Participants:
Interviewed candidate for Asst. Director/Career Counselor position.
Learning Outcomes: Learned about candidate's background, personality, and fit for position.

Event: **McCarthy Center Luncheon** Staffed By: Ellen
Thursday, March 9, 2006 Target Group: Staff Participants:
Attended luncheon for McCarthy Center Faculty Student Steering Committee (FSSC), of which I am a new member.
Learning Outcomes: Learned about other committee members and their roles on campus, as well as happenings of the McCarthy Center.

Event: **Assistant Director/Career Counselor Interview** Staffed By: Julia
Thursday, March 9, 2006 Target Group: Staff Participants: Lavinia Zanassi
Full day of interviews with Career Counselor candidate.

Event: **Lent for Busy People Directee Meeting** Staffed By: Ellen
Friday, March 10, 2006 Target Group: Staff Participants:
Met with Christine Rahe, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine's spiritual journey.

Event: **Meeting w Tanya Russell-Counseling Center** Staffed By: Alex
Tuesday, March 14, 2006 Target Group: Student Club Participants:
Met with Tanya to discuss upcoming presentation for student athletes regarding transferrable skills

Event: **Lent for Busy People Directee Meeting** Staffed By: Ellen
Thursday, March 16, 2006 Target Group: Staff Participants:
Met with Christine Rahe, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine's spiritual journey.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Lent for Busy People Directee Meeting** Staffed By: Ellen
Thursday, March 23, 2006 Target Group: Staff Participants:
Met with Christine Rahe, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine's spiritual journey.

Event: **AMA Meeting** Staffed By: Alex
Wednesday, March 29, 2006 Target Group: Student Club Participants: 10 members of AMA
Attended AMA chapter meeting in order to help coordinate for upcoming AMA/CSC Corporate Social Responsibility presentation.

Event: **Meeting w AMA Officer** Staffed By: Alex
Friday, March 31, 2006 Target Group: Student Club Participants: AMA Student Officer
Met with Nadia from AMA to discuss evaluation strategies for upcoming CSC/AMA Corporate Social Responsibility night

Event: **Lent for Busy People Directee Meeting** Staffed By: Ellen
Friday, March 31, 2006 Target Group: Staff Participants:
Met with Christine Rahe, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine's spiritual journey.

Event: **Meeting with Joe Crowley** Staffed By: Ellen
Monday, April 3, 2006 Target Group: USF Community Participants:
Met with Joe Crowley, personal financial advisor.
Learning Outcomes: Learned techniques for budgeting and money management.

Event: **Meeting re: Stanford Summer Leadership Pgm** Staffed By: Ellen Alex
Tuesday, April 4, 2006 Target Group: Stanford Recruiters Participants:
Met with recruiters from Stanford's Summer Management Institute to find out about program and its requirements.
Learning Outcomes: Learned specifics of program and how USF students can be competitive candidates.

Event: **Meeting w Vanessa Valle of Well-Life** Staffed By: Alex
Wednesday, April 5, 2006 Target Group: USF Community Participants:
Created training program with Vanessa and learned about different types of aerobic/weight exercise

Event: **Lent for Busy People Directee Meeting** Staffed By: Ellen
Thursday, April 6, 2006 Target Group: Staff Participants:
Met with Christine Rahe, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine's spiritual journey.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: CSC Student Asst. Meeting

Friday, April 7, 2006

Target Group:

Staffed By: Citas Ellen

Participants: 5 CSC student Assts.

Met with CSC front desk student assistants to brainstorm alternatives to our current system of tracking drop-ins and appointments for our office.

Learning Outcomes: Learned alternative ideas from students so that CSC can save time and increase customer service.

Event: Catering Quality Forum

Wednesday, April 12, 2006

Target Group: Staff

Staffed By: Julia

Participants:

Met with Bon Appetit Catering Team to discuss changes in catering menu and provide feedback for future improvements in service.

Event: Meeting with Teresa Win

Thursday, April 13, 2006

Target Group: Alumni

Staffed By: Ellen

Participants:

Had phone meeting with Teresa Win to discuss upcoming College from Career Transition workshop.

Learning Outcomes: Learned who would accomplish which action steps prior to workshop.

Event: Service Awards Practice

Monday, April 17, 2006

Target Group: Faculty

Staffed By: Ellen

Participants:

Met with Else Tamayo and other from USF community to practice presentation of Service and Merit awards.

Learning Outcomes: Learned my role and responsibility for event.

Event: Meeting with Mark Lusnar

Monday, April 17, 2006

Target Group: CPS

Staffed By: Ellen Julia

Participants:

Met with Julia and Mark Lusnar, professor in the MSOD program in CPS.

Learning Outcomes: Learned components of the MSOD program and how CSC can better advertise relevant positions to students in program.

Event: CAEE Conference Call

Tuesday, April 18, 2006

Target Group: CAEE Board Members

Staffed By: Ellen

Participants:

Had conference call with 2 members of CAEE Board to discuss upcoming board elections.

Learning Outcomes: Learned what board position I was being recruited for and the responsibilities of that position.

Event: Meeting w Vanessa Valle-Well-Life

Tuesday, April 25, 2006

Target Group: USF Community

Staffed By: Alex

Participants:

Follow up meeting to discuss exercise and health routines.

Event: President's Town Hall Meeting

Tuesday, April 25, 2006

Target Group: Staff

Staffed By: All Staff

Participants:

Event: Institute on Aging

Thursday, April 27, 2006

Target Group: All Students

Staffed By: Julia

Participants: Domonic Spaccarotelli

Met w/the HR Generalist re: recruiting options.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Meeting w Christian Thompson

Tuesday, May 2, 2006

Target Group: Liberal Arts

Participants:

Staffed By: Alex

Meeting w Christian Thompson to discuss potential CSC assisted panel on careers in working with the elderly.

Event: Meeting with Melissa Takahashi

Friday, May 5, 2006

Target Group: Staff

Participants:

Staffed By: Ellen James

Met with Melissa for training on E-PAF system.

Learning Outcomes: James and I can manage our student payroll.

Event: Family Business Class - Personal Success Plans

Friday, May 5, 2006

Target Group: Business (UG)

Participants: Lou Lucaccini

Staffed By: Julia

Attended Family Business class to critique 4 student presentations on their career development.

On-Campus Interviews

<p>Event: Rothstein Kass OCI Monday, October 3, 2005 OCI's. 24 students attended.</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Sarah Holland & Nicholas Castoria</p>
<p>Event: Frank, Rimmerman & CO LLP Tuesday, October 4, 2005 OCI 11 Students attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Patti Capell</p>
<p>Event: Deloitte Tuesday, October 4, 2005 OCI 10 students attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Julie Zolfo and Delorez Dumas-Aris</p>
<p>Event: Enterprise Rent-A-Car Wednesday, October 5, 2005 OCI 1 student attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Leslee R. Mathews</p>
<p>Event: PricewaterHouse Coopers Thursday, October 6, 2005 OCI 13 students signed up 12 attended (medical emergency)</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Danielle, Henry Chavez</p>
<p>Event: Marriott International Western Region Friday, October 7, 2005 OCI 8 Students Attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Julie Fallon</p>
<p>Event: KPMG LLP Monday, October 10, 2005 OCI 12 students attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Particia Zhang Greeters: Regina Herce</p>
<p>Event: Hood & Strong LLP Thursday, October 13, 2005 OCI 9 students attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Kathy Greg</p>
<p>Event: Grant Thornton LLP Friday, October 14, 2005 OCI 12 students attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Amy Nichelini</p>
<p>Event: Protiviti Tuesday, October 18, 2005 OCI 13 student participated</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants:</p>
<p>Event: National Semiconductor Wednesday, October 19, 2005 OCI 11 students attended</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants:</p>

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Wealth and Tax Advisory Services** Staffed By: Julia
Thursday, October 20, 2005 Target Group: All Students Participants: Frank Cassidy
Interviewed 7 students for jobs. Will have 15 new hires this year. Starting salary \$50K.

Event: **Burr, Pilger & Mayer LLP** Staffed By: Julia
Monday, October 24, 2005 Target Group: All Students Participants: Rich Gunn & Brian Finnegan
14 students signed up for interviews. 13 interviewed. 1 canceled due to an auto accident. Employer will decide whether to bring her in at a later time.

Event: **CA Franchise Tax Board** Staffed By: Julia
Tuesday, October 25, 2005 Target Group: All Students Participants: Valerie Saenz & Benny Lee
Interviewed 4 students.

Event: **ABF Freight System** Staffed By: Julia
Tuesday, October 25, 2005 Target Group: All Students Participants: Marla Scales
Employer interviewed the one student who signed up.

Event: **Armanino McKenna LLP** Staffed By: Julia
Thursday, October 27, 2005 Target Group: All Students Participants: Vickie Moul
7 students signed up. 5 were interviewed. 2 canceled due to illness. Employer will decide if they will contact the 2 cancellations for a later interview.

Event: **California State Auditor** Staffed By: Julia
Tuesday, November 1, 2005 Target Group: All Students Participants: Fernando Valenzuela
Due to limited student sign-ups, employer canceled on-campus interviews today. He contacted the 3 pre-selected students who did sign up for phone interviews.

Event: **Abercrombie & Fitch** Staffed By: Julia
Tuesday, November 1, 2005 Target Group: All Students Participants: Payvand Hadjian
Learned that No. Cal. recruiter had resigned from the company. Contacted the new recruiter and she canceled OCI due to scheduling conflicts. I emailed her the resumes of the 4 students who submitted their resumes. She will review the resumes and contact the eligible students directly for in-store interviews.

Event: **Daoro Zydel & Holland** Staffed By: Julia
Monday, November 7, 2005 Target Group: All Students Participants: Kim Zydel
6 students signed up and 5 interviewed (1 called in sick). Employer advised they have 2 openings and will be

Event: **Wells Fargo Financial Acceptance** Staffed By: Julia
Tuesday, November 8, 2005 Target Group: All Students Participants: Jaime Jackson
Employer was out of town and didn't do the pre-select selection. Followed up with her and advised it would be too late to schedule students for on-campus interviews. Emailed her the 3 resumes submitted. She will review them and contact the students directly to schedule off-campus interviews.

Event: **Ernst & Young** Staffed By: Julia
Monday, February 13, 2006 Target Group: Business (UG) Participants: Charles Chongo
14 resumes submitted.
8 students signed up.
8 students interviewed.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Grant Thornton** Staffed By: Julia
Tuesday, February 14, 2006 Target Group: Business (UG) Participants: Amy Nichelini
24 resumes submitted.
17 sign-ups.
16 students interviewed.

Event: **PriceWaterhouse Coopers** Staffed By: Julia
Wednesday, February 15, 2006 Target Group: Business (UG) Participants: Eran Linou
Assurance Intern:
14 resumes submitted.
8 sign-ups.
8 students interviewed.

Event: **Four Seasons Resort Hualalai** Staffed By: Julia
Wednesday, February 15, 2006 Target Group: All Students Participants: Suzanne Rynne
5 sign-ups.
5 students interviewed.

Event: **PriceWaterhouse Coopers** Staffed By: Julia
Wednesday, February 15, 2006 Target Group: Business (UG) Participants: Don Pinton
Tax Internship:
5 resumes submitted
3 sign-ups
3 students interviewed

Event: **Frank, Rimerman + Co.** Staffed By: Julia
Thursday, February 16, 2006 Target Group: Business (UG) Participants: Frank Pasacreta
14 resumes submitted.
11 sign-ups.
11 students interviewed.

Event: **KPMG** Staffed By: Julia
Friday, February 17, 2006 Target Group: Business (UG) Participants: Michelle Mananghaya Watson
16 resumes submitted.
11 sign-ups.
11 students interviewed.

Event: **Lindquist LLP** Staffed By: Julia
Wednesday, February 22, 2006 Target Group: Business (UG) Participants: Charlene Bosso
5 resumes submitted.
4 sign-ups.
3 students interviewed (1 cancellation)

Event: **Deloitte & Touche** Staffed By: Julia
Thursday, February 23, 2006 Target Group: Business (UG) Participants: Julie Zolfo
Audit Services Internship
20 resumes submitted
8 sign-ups
8 students interviewed.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Deloitte & Touche** Staffed By: Julia
Thursday, February 23, 2006 Target Group: Business (UG) Participants: Julie Zolfo
Tax Services Internship
10 resumes submitted
3 sign-ups
2 students interviewed (1 student got the time wrong and was a no-show--we advised her how to send a formal apology).

Event: **St. Paul Travelers** Staffed By: Julia
Thursday, March 2, 2006 Target Group: All Students Participants: Sally Sampson
7 sign-ups
7 students interviewed.

Event: **Protiviti** Staffed By: Julia
Friday, March 3, 2006 Target Group: All Students Participants: Elaine Poucher
Employer received 8 resumes for their Internal Audit Consultant and Technology Risk Consultant openings. They asked to reschedule the OCI and will get back to us the later date.

Event: **Protiviti** Staffed By: Julia
Friday, March 3, 2006 Target Group: All Students Participants: Elaine Poucher
Employer received 9 resumes for their Internal Audit Intern and Technology Risk Intern openings. They asked to reschedule the OCI dates and will let us know of a later date.

Event: **ABF Freight System** Staffed By: Julia
Monday, March 6, 2006 Target Group: All Students Participants: Marla Scales
OCI scheduled for 3/6; employer canceled due to zero student resume submissions.

Event: **Federal Bureau of Investigation** Staffed By: Julia
Tuesday, March 7, 2006 Target Group: All Students Participants: Martin Mijalski
Employer received 7 resumes, 4 sign-ups, and met all 4 students for their Special Agent position.

Event: **Federal Bureau of Investigation** Staffed By: Julia
Tuesday, March 7, 2006 Target Group: All Students Participants: Martin Mijalski
Position: Honors Intern
Resumes received: 2
Candidates interviewed: 1

Event: **Medtronic Sofamore Danek** Staffed By: Julia
Tuesday, March 7, 2006 Target Group: All Students Participants: Maggie Young
Resumes submitted: 1
Employer decided to contact student directly and do a phone interview instead of coming to campus for the interview.

Event: **CA Franchise Tax Board** Staffed By: Julia
Wednesday, March 8, 2006 Target Group: Business (UG) Participants: Valerie Saenz
Resumes submitted: 0
Employer canceled their on-campus interview due to low student interest.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Enterprise Rent-A-Car**

Wednesday, March 8, 2006

Target Group: All Students

Staffed By: Julia

Participants: Leslee Matthews

Resumes Submitted: 1
Student Sign-up: 1
Students Interviewed: 1

Event: **Kaiser Permanente**

Friday, March 10, 2006

Target Group: Business (UG)

Staffed By: Julia

Participants: Nikki Chow

Business Strategy & Finance Consultant
Business Strategy & Finance Analyst/BSF Consultant

Resumes submitted: 7
Students preselected: 0

Employer wanted candidates with significant work experience. None of students met their qualifications. I spoke with employer and offered to do a Resume Referral of alumni for her.

Event: **Hertz Corp.**

Tuesday, March 21, 2006

Target Group: All Students

Staffed By: Julia

Participants: Rose Montenegro

Business Management Intern
Management Trainee

Resumes submitted: 6
Pre-selects: 6
Students interviewed: 3

Event: **National Semiconductor**

Thursday, March 23, 2006

Target Group: Business (UG)

Staffed By: Julia

Participants: Craig Murata

Financial Analyst

Resumes submitted: 15
Pre-selects: 9
Students interviewed: 9

Event: **Deloitte & Touche**

Friday, March 24, 2006

Target Group: Business (UG)

Staffed By: Julia

Participants: Britney Andrews

National Leadership Conference

Resumes submitted: 1

Employer decided not to come to campus since they received just 1 resume. Will contact student directly.

Event: **Goodyear**

Tuesday, March 28, 2006

Target Group: All Students

Staffed By: Julia

Participants: Bill Armson

Store Manager

Resumes submitted: 5
Pre-selects: 5
Student Sign-ups: 2

Employer is located in Sacramento and decided against driving down just 2 interviews. He will contact the students directly.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **cip marketing** Staffed By: Julia
Tuesday, March 28, 2006 Target Group: All Students Participants: Abner Shao
Marketing Associate
Open Sign-up Format
Student sign-ups: 15
Students interviewed: 20
Job offers: 5

Event: **California State Auditor** Staffed By: Julia
Wednesday, March 29, 2006 Target Group: Business (UG) Participants: Glen Fowler
Auditor Evaluator
Resumes submitted: 6
Pre-selects: 5
Students interviewed: 5

Event: **LaSalle Bank Corp.** Staffed By: Julia
Monday, April 3, 2006 Target Group: Business (UG) Participants: Christina Konieczka
Commercial Banking
Resumes submitted: 8
Pre-selects: 6
Students interviewed: 5

Event: **Woodbury Financial Services** Staffed By: Julia
Thursday, April 13, 2006 Target Group: All Students Participants: Janice Leung
Branch Manager Trainee
Resumes submitted: 3
Preselects: 3
Due to low turnout, employer will contact students directly and bring candidates to their office.

Event: **Woodbury Financial Services** Staffed By: Julia
Thursday, April 13, 2006 Target Group: All Students Participants: Janice Leung
Account Executive
Resumes submitted: 4
Preselects: 4
Due to low turnout, employer will contact students directly and invite candidates to interview at their office.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **L2 Wireless**

Tuesday, April 18, 2006

Target Group: All Students

Staffed By: Julia
Participants: Brian Dresser

Account Manager/Corp. Sales

Resumes submitted: 6

Pre-selects: 6

Employer's schedule changed and they will contact students directly and invite candidates to their offices for interviews.

Event: **Ernst & Young**

Tuesday, April 18, 2006

Target Group: Business (UG)

Staffed By: Julia
Participants: Lysha Trejo

Summer Leadership Program

Resumes submitted: 3

Preselects: 1

Employer decided not to do on-campus interviews. They will contact students directly. 1 of the 3 has already been accepted into their summer internship program.

Event: **Pfizer**

Wednesday, April 19, 2006

Target Group: All Students

Staffed By: Julia
Participants: Pat Haley

Pharmaceutical Sales Rep.

Open interviews

Resumes submitted: 8

Students interviewed: 8

Event: **Meyer Laboratory**

Thursday, April 20, 2006

Target Group: All Students

Staffed By: Julia
Participants: Scott Chase

Sales Rep.

Resumes submitted: 4

Preselects: 4

Students interviewed: 4

Event: **Culver Careers**

Friday, April 21, 2006

Target Group: All Students

Staffed By: Julia
Participants: Rie Pham

Executive Sales Recruiter

Resumes submitted: 6

Preselects: 6

Sign-ups: 2

Employer decided not to do on-campus interviews due to low sign-ups. She will contact the students directly and invite candidates to her office.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Los Angeles Unified School District**

Tuesday, April 25, 2006

Target Group: All Students

Staffed By: Julia

Participants: Carol Weiner

Teacher

Open Interviews: 2 students interviewed

Orientation

- Event: **MBA Orientation** Staffed By: Ellen
 Tuesday, August 2, 2005 Target Group: MBA Participants:
 Attended orientation and distributed information about CSC.
 Location: McLaren
 Learning Outcomes: Students learned about CSC services.
-
- Event: **New Faculty Orientation** Staffed By: Julia Alex Ellen
 Thursday, August 18, 2005 Target Group: Faculty Participants:
 Met with new faculty members to introduce self and CSC
-
- Event: **ISS Graduate Student Orientation Luncheon** Staffed By: Ellen
 Friday, August 19, 2005 Target Group: All Students Participants:
 Attended luncheon as part of Orientation day for international graduate students.
-
- Event: **CPS Undergraduate Orientation** Staffed By: Ellen
 Saturday, August 20, 2005 Target Group: CPS Participants:
 Attended orientation and distributed information about CSC.
 Location: Lone Mtn, Pac Rim Room
 Learning Outcomes: Students learned about CSC services.
-
- Event: **Student Convocation and Luncheon** Staffed By: Julia
 Sunday, August 21, 2005 Target Group: All Students Participants:
 Met with new students and families at luncheon and served as a marshall at Student Convocation.
-
- Event: **Transfer Student Orientation Luncheon** Staffed By: Alex
 Monday, August 22, 2005 Target Group: Liberal Arts Participants:
 Attended Transfer Student Luncheon as CSC rep.
-
- Event: **School of Business Orientation Academic Requirements** Staffed By: Alex
 Monday, August 22, 2005 Target Group: Business (UG) Participants: 80+Staff
 Presented to incoming SOB students about the services that CSC provides as well as basic CSC information
-
- Event: **Arts and Sciences Orientation Transfer Workshop** Staffed By: Alex
 Monday, August 22, 2005 Target Group: Liberal Arts Participants: 50 students+staff
 Presented to incoming students about the services that CSC provides as well as basic CSC information.
-
- Event: **Undeclared Student Orientation** Staffed By: Ellen
 Tuesday, August 23, 2005 Target Group: Liberal Arts Participants:
 Shared about CSC services and workshop, especially the self assessment process.
 Location: Faculty Lounge

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **School of Education Orientation** Staffed By: Ellen
Tuesday, August 23, 2005 Target Group: Education Participants:
Shared about CSC services and resources.
Location: McLaren
-
- Event: **Graduate Student Reception** Staffed By: Ellen
Tuesday, August 23, 2005 Target Group: All Students Participants:
Attended a reception for all incoming graduate students.
Location: Lone Mountain
-
- Event: **Counseling Intern Orientation** Staffed By: Ellen
Wednesday, August 24, 2005 Target Group: Staff Participants:
Conducted orientation of CSC services and resources for incoming Counseling Center interns.
Location: CSC Library
-
- Event: **CPS Graduate Orientation** Staffed By: Ellen
Saturday, August 27, 2005 Target Group: CPS Participants:
Attended orientation and distributed information about CSC.
Location: Lone Mtn, Pac Rim Room
Learning Outcomes: Students learned about CSC services.
-
- Event: **New Orleans Student Welcome/Orientation** Staffed By: James Ellen Julia
Friday, September 9, 2005 Target Group: All Students Participants:
-
- Event: **Class Presentation-School of Education** Staffed By: Alex
Saturday, September 10, 2005 Target Group: CPS Participants: 35 students+1 faculty
Brief overview of CSC hours, location, and services offered both in general and to SOE students
-
- Event: **Undeclared Students Orientation** Staffed By: Ellen
Wednesday, January 18, 2006 Target Group: Liberal Arts Participants: 6 students
Presented Overview of CSC services at this orientation.
Learned Outcomes: Students learned of CSC resource on campus.
-
- Event: **School of Education Orientation** Staffed By: Julia
Thursday, January 19, 2006 Target Group: Education Participants:
Gave presentation of CSC services to new School of Education students at their orientation. About 50 students in attendance.
-
- Event: **CPS Orientation** Staffed By: Ellen
Saturday, February 11, 2006 Target Group: CPS Participants:
Participated in CPS orientation by handing out CSC materials and answering questions for new CPS students.
Learning Outcomes: Students gained overview of CSC services and how to use CSC as a campus resource.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Family Business CSC Orientation**

Staffed By: Julia

Wednesday, March 29, 2006

Target Group: Business (UG)

Participants:

Gave 7 students from the Family Business Class a tour of the Career Services Center to help them in their research of career data.

Outreach

Event: Classroom Presentation: MFT's-CSC Overview Staffed By: Ali
 Tuesday, June 14, 2005 Target Group: Education Participants: 19 MFT Students, Susan Chritton
 Provided overview of CSC services and resources to Career Counseling class in USF's MFT program.

Location: UC 419

Learning Outcomes: increased students' self-awareness regarding their career development needs and their knowledge of resources available to both themselves and to their potential clients.

Event: Classroom presentation: MFT class Staffed By: Ali
 Tuesday, July 19, 2005 Target Group: Education Participants: 18 grad students, Susan Chritton,
 Provided overview of CSC resources and the function of a career services center.

Location: UC 429

Learning outcomes: Increased students' understanding of career development resources to use both with their clients and for themselves.

Event: International Student Orientation Staffed By: Alex
 Friday, August 19, 2005 Target Group: International Students Participants: 50 International Students+ISS Staff
 Presented basic overview of CSC Services

Learning outcome: Students were made aware of basic CSC information (location, hours, etc.) as well as specific details of CSC programs and offerings

Event: College of Arts & Sciences Open House Staffed By: Alex Julia
 Thursday, September 8, 2005 Target Group: USF Community Participants:

Event: USF Mass of the Holy Spirit Staffed By: Alex
 Thursday, September 15, 2005 Target Group: USF Community Participants:
 Attended USF Mass of Holy Spirit

Event: Beta Alpha Psi's Meet the Firms @ PacRim Staffed By: All Staff
 Thursday, September 15, 2005 Target Group: Participants:
 CSC represented by Julia, Ellen, Alex and James

Event: FDIC Entry Level Job Opportunity Staffed By: Julia
 Thursday, September 15, 2005 Target Group: All Students Participants: Maj-Brit Melugin
 Emailed 592 job seekers registered in MonsterTRAK who graduated from 5/2003 to 12/2005 for an entry-level job opportunity with FDIC. Deadline is 9/16. FDIC asked if we could notify as many student/graduates as possible for these positions.

Event: Non-Profit Expo 2005 Staffed By: Julia
 Tuesday, September 20, 2005 Target Group: Greater Community Participants: USF Faculty
 Spoke with Professor Dayle Smith and research assistant for Professor Mefford. They want to discuss community service class projects with the non-profit agencies attending the Non-Profit Expo. Got agreement from Office of Service Learning to allow them to talk to the non-profit agencies at the Expo.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: Graduate and Professional Schools Fair** Staffed By: Alex
Monday, October 10, 2005 Target Group: All Students Participants:
Participated in staffing of grad. fair
-
- Event: Tri Beta "Exploring Careers in Biology" event** Staffed By: Ali
Tuesday, October 25, 2005 Target Group: Greater Community Participants:
Invited and confirmed two contacts to participate as panelists for Careers in Biology panel to be held Nov. 9 and 10, 2005
-
- Event: Major/Minor Fair** Staffed By: All Staff
Tuesday, October 25, 2005 Target Group: All Students Participants:
Assisted in set-up and staffed the CSC table at the Major/Minor Fair.
-
- Event: Class Presentation-Family Business Class** Staffed By: Ali
Thursday, October 27, 2005 Target Group: Business (UG) Participants: 5 freshman students
Provided overview of career research tools and resources in and through CSC
Location: US 429
Learning Outcomes:
Increased students' understanding of career research tools at CSC and and CSC website.
-
- Event: Health Professions Mentor Night Panel** Staffed By: Ali
Thursday, October 27, 2005 Target Group: Science Participants: 30 students; 5 science faculty, 2 staff
Attended annual event co-sponsored by Pre-Professional Health Committee to provide career planning information to students focused on the health professions.
Location: Maraschi Room
Learning Outcomes: Increased students' and faculty's understanding of CSC services and resources. Provided strategies through which students can gain practical experience during college.
-
- Event: CSC Halloween Marketing Event** Staffed By: All Staff
Thursday, October 27, 2005 Target Group: All Students Participants:
Set-up and manned a table in Harney Plaza to market CSC and its services to students. Gave away cotten candy and had a Spin The Wheel sweepstakes giving away and iPod and a pair of movie passes. Estimate 100+ students visited the table.
-
- Event: International Alumni Panel** Staffed By: Ali
Wednesday, November 2, 2005 Target Group: All Students Participants: Alumni, International Students, ISS
Attended panel offered by ISS. Panel featured 8 intenational alumni working in a variety of professions. Panelists shared insights into job search process, OPT, and the H1-B visa process for international students.
Location: UC 400
Learning outcome: Provided current international students with information and first hand experience from panelists on how to prepare to work in U.S.
-

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: **Grad Finale** Staffed By: All Staff
 Friday, November 4, 2005 Target Group: All Students Participants: 75 students
 Handouts and general information for graduating seniors
 Location: Maraschi Room, Xavier Hall
-
- Event: **Grad Finale** Staffed By: All Staff
 Saturday, November 5, 2005 Target Group: All Students Participants: 45 students
 Handouts and general information for graduating seniors
 Location: Maraschi Room, Xavier Hall
-
- Event: **Faculty Interview** Staffed By: Julia Alex
 Wednesday, December 14, 2005 Target Group: Faculty Participants: Brian Weiner
 We met with the Chair of the Politics Dept. to
-
- Event: **Accounting Internship OCI** Staffed By: Julia
 Thursday, December 22, 2005 Target Group: Student Club Participants: Ineca Quintano
 Contacted Beta Alpha Psi officers and asked them to advise to their Junior members that Accounting Internship OCI's will begin 2/13/06.
-
- Event: **Accounting Internship OCI** Staffed By: Julia
 Thursday, December 22, 2005 Target Group: Faculty Participants: Diane Roberts
 Contacted key Accounting Faculty, Diane Roberts and David Weiner, and asked them to advise to their Junior students that Accounting Internship OCI's will begin 2/13/06.
-
- Event: **Faculty Interview** Staffed By: Julia Alex
 Thursday, January 12, 2006 Target Group: Faculty Participants: June Clausen
 Julia and Alex met with the Psychology Chair, June Clausen, to discuss employment opportunities and recruitment for Psych majors and career services. Emailed her the follow-up questionnaire.
-
- Event: **18th Career & Internship Fair 2006** Staffed By: Julia
 Friday, January 13, 2006 Target Group: Faculty Participants: KO Odsather
 Met with KO re: Student Host recruitment for the Career & Internship Fair. She agreed to help recruit hospitality students to assist.
-
- Event: **SOE Tabling** Staffed By: Ellen
 Saturday, February 4, 2006 Target Group: Education Participants: 25-30 students
 Tabled at SOE on a teaching Saturday, to offer information to students and conducted 2 resume/C.V. reviews.
 Learned outcomes: Students were better informed of CSC as a campus resource.
-
- Event: **Faculty Interview** Staffed By: Julia Alex
 Wednesday, February 15, 2006 Target Group: Faculty Participants: Dorothy Kidd
 Julia and Alex met with the Media Studies chair, Dorothy Kidd, to discuss employment opportunities and recruitment for M.S. majors and career services. Emailed her the follow-up questionnaire.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Faculty Interview** Staffed By: Julia, Alex
 Wednesday, February 15, 2006 Target Group: Faculty Participants: Dorothy Kidd
 Met with Media Studies chair and queried her about her students, outreach to employers, pertinent student clubs.
 Emailed follow-up questionnaire.

Event: **18th Career & Internship Fair 2006** Staffed By: Julia
 Friday, February 17, 2006 Target Group: All Students Participants:
 Secured 9 student hosts and 8 student greeter volunteers for the Career Fair.

Event: **Nursing Career Expo** Staffed By: Ellen
 Monday, March 27, 2006 Target Group: Nursing Participants:
 Participated in Nursing Student Association Career Fair in McClaren Complex.
 Learning Outcomes: Attendees were able to learn about CSC services.

Event: **McCarthy Center Ice Cream Social** Staffed By: Ellen
 Wednesday, April 5, 2006 Target Group: USF Community Participants:
 Attended McCarthy Center annual Ice Cream Social.
 Learning Outcomes: Learned about upcoming McCarthy Center events.

Event: **Omicron Theta Chi Health Fair** Staffed By: All Staff
 Thursday, April 6, 2006 Target Group: Nursing Participants:
 Participated in OTC Health Fair by hosting a CSC table.
 Learning Outcomes: Attendees learned more about CSC services.

Event: **Omicron Theta Chi Health and Career Expo** Staffed By: Julia
 Thursday, April 6, 2006 Target Group: All Students Participants:
 Set-up CSC table and met w/students, faculty and other exhibitors.

Event: **Grad Finale** Staffed By: All Staff
 Friday, April 7, 2006 Target Group: All Students Participants:
 Handouts and general information for graduating students
 Location: Parina Lounge, University Center

Event: **Grad Finale** Staffed By: Julia
 Friday, April 7, 2006 Target Group: All Students Participants:
 Manned the CSC table at Grad Finale.

Event: **Grad Finale** Staffed By: All Staff
 Saturday, April 8, 2006 Target Group: All Students Participants:
 Handouts and general information for graduating students
 Location: Parina Lounge, University Center

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Health Professions Alumni Dinner** Staffed By: Ellen
Tuesday, April 18, 2006 Target Group: Liberal Arts Participants:

Attended dinner and networked with students, alumni, and faculty.

Learning Outcomes: Learned what alumni are doing with their degrees in the health professions.

Event: **Family Business Class Presentations** Staffed By: Alex
Monday, May 1, 2006 Target Group: Business (UG) Participants: 15 Students+Professor Lucaccini

Attended FBC Class to observe student final presentations regarding career options

Event: **Media Workshop-Class Project** Staffed By: Alex
Monday, May 8, 2006 Target Group: Liberal Arts Participants:

Attend Media Workshop class to observe student presentations re Media Careers

Event: **USC Diversity in Healthcare Summer Program** Staffed By: Julia
Monday, May 8, 2006 Target Group: All Students Participants: Virginia Kaser

Emailed notice to 1500 USF students re: USC Diversity in Healthcare Summer Program in Sacramento. Received 11 responses from students requesting info. and application.

Sheena Long
Kristine Dela Paz
Sharmaine Ishmael
Sabrina Miranda
Tiffany Abuan
Li-Ming Pu
Dennes Hernandez
Lauren Upadhyaya

Event: **End-of-Semester Resume Drop** Staffed By: Julia
Monday, May 8, 2006 Target Group: Greater Community Participants:

Entered 52 job descriptions from 37 companies for the End-of-Semester Resume Drop.

Event: **USC Diversity in Healthcare Summer Program** Staffed By: Julia
Tuesday, May 9, 2006 Target Group: All Students Participants: Virginia Kaser

Emailed Fact Sheet & Application to 13 students.

John E. Dzida
Rachel Capili
Cam Nguyen
Andrea Justmann
Vanquynh T. Pham
Damien R. Hart
Seychelles Pitton
Raul Penate
Cherry Galang

Event: **Girls Inc.** Staffed By: Julia
Tuesday, May 9, 2006 Target Group: MBA Participants: Joyce Prescott

Sent MonsterTRAK email to 21 alums re: COO job opening at Girls Inc., an East Bay non-profit agency. Job is posted through Resume Drop.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **CPS Cohort Rep Meeting**

Wednesday, May 10, 2006

Target Group: CPS

Staffed By: Ellen

Participants:

Attended cohort rep meeting and presented overview of CSC services.

Learning Outcomes:

Cohort reps learned about CSC and how we can help them with their career development.

Presentations

-
- Event: **Class Presentation to MFT Class** Staffed By: Ellen
Wednesday, July 20, 2005 Target Group: Education Participants: 20 students
Presented overview of CSC to MFT students in their career counseling class.
Location: CSC library
-
- Event: **Class Presentation-Sports Management** Staffed By: Alex
Wednesday, July 27, 2005 Target Group: Liberal Arts Participants: 35 Sports Management students + 1
Conducted overview of resume/interview/networking skills with beginning Sports Management MA students
Learning outcomes- Students were better aware of resume etiquette, interview preparation, and networking tips and tricks.
Location: LM 351
-
- Event: **Class Presentation: Forward Program Class - Afternoon** Staffed By: Ellen
Wednesday, August 17, 2005 Target Group: All Students Participants: 27 students
Presented overview of CSC services, resume writing tips, and the self assessment process to 1st year students participating in the Forward Program.
Location: Campion
Learning Outcomes: Students' knowledge of CSC increased and they were introduced to self assessment process.
-
- Event: **Class Presentation: Forward Program Class - Morning** Staffed By: Ellen
Wednesday, August 17, 2005 Target Group: All Students Participants: 27 students
Presented overview of CSC services, resume writing tips, and the self assessment process to 1st year students participating in the Forward Program.
Location: Campion
Learning Outcomes: Students' knowledge of CSC increased and they were introduced to self assessment process.
-
- Event: **Class Presentation-Family Business** Staffed By: Alex
Thursday, September 1, 2005 Target Group: Business (UG) Participants: 12 students+2 faculty
Class presentation about assessments, specifically MBTI and SHI
Learning outcomes: Students learned how to take assessments online as well as a basic understanding of what assessments are and how they work
-
- Event: **Class Presentation-ESS Internship Class** Staffed By: Alex
Thursday, September 1, 2005 Target Group: Liberal Arts Participants: 9 students+1 faculty
Presented resume skills workshop
Learning outcome-Students learned about proper resume structure, technique, and wording
-
- Event: **Club Presentation-Tri-Beta** Staffed By: Julia Alex
Wednesday, September 7, 2005 Target Group: Student Club Participants: 50 Students
Presented Career Services to 50+ student members of Tri-Beta at their first monthly meeting.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Class Presentation-Fall Leadership Institute-"Where Are** Staffed By: Alex
Saturday, September 10, 2005 Target Group: Student Club Participants: 30 student leaders from various campus
Presented workshop, discussing values and interests and how to incorporate into the career decision making process, to student leaders attending an all day leadership forum
Location-UC 419
Learning outcomes-Students completed the workshop with a better understanding of their own values and interests as well as a short term strategy plan for their own career development process.
Evaluation results:
1. What was your purpose in attending this workshop?

Event: **Class Presentation-Counseling Center Interns** Staffed By: Alex
Monday, September 12, 2005 Target Group: USF Community Participants: 4 Interns
Interpreted MBTI and SII results for new Counseling Center interns

Event: **Club Presentation-Beta Alpha Psi** Staffed By: Julia Alex
Tuesday, September 13, 2005 Target Group: Student Club Participants: Ineca Quiteno+ 42 Students
Created a Dress for Success Powerpoint presentation and presented it to 42 members of the Beta Alpha Psi fraternity at their meeting. Alex discussed networking techniques to prepare them for the 9/15 "Meet The Firms" night.

Event: **Class Presentation-Family Business** Staffed By: Alex
Thursday, September 15, 2005 Target Group: Business (UG) Participants: 12 students+2 faculty
Interpreted MBTI for students
Learning outcomes-Students learned about the different MBTI types, including their own types, and how these types match up with different types of careers. Students left class with somewhat better career direction and definition

Event: **Class Presentation-ESS Internship Class** Staffed By: Alex
Friday, September 16, 2005 Target Group: Liberal Arts Participants: 9 students + 1 faculty
Presented Interviewing Skills workshop
Learning outcome-Students learned the concept of "Turning Storytelling Into Interviewing" while also learning about interview dress specifics, thank you note etiquette, etc.

Event: **Club Presentation-Delta Sigma Pi** Staffed By: Alex
Tuesday, September 20, 2005 Target Group: Student Club Participants: 18 Students
Presented Interviewing Skills Workshop
Learning outcome:

Event: **Club Presentation-Delta Sigma Pi** Staffed By: Alex
Tuesday, September 20, 2005 Target Group: Student Club Participants: 15 Students
Presented Interviewing Workshop
Learning outcome-Students learned the concept of "Turning Storytelling Into Interviewing" while also learning about interview dress specifics, thank you note etiquette, etc.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Class Presentation - Hospitality Industry Mgmt.** Staffed By: Ellen
Tuesday, September 20, 2005 Target Group: Business (UG) Participants: 22 students
Spoke to K.O.'s class on resumes, networking, and informational interviewing.
Location: Lone Mountain
Learning Outcomes: Students are better prepared to engage in intern/job search.

Event: **Class Presentation-Family Business** Staffed By: Alex
Thursday, September 22, 2005 Target Group: Business (UG) Participants: 12 students+2 faculty
Presented on topic of Dual Career Couples
Learning outcome-Students learned about pros, cons, and complexities of dual career couplehood. Students learned action items to alleviate stress as a dual career couple.

Event: **Class Presentation - MBA** Staffed By: Ellen
Tuesday, September 27, 2005 Target Group: MBA Participants: 16 students
Discussed resume and cover letter writing, as well as interviewing skills, for 2nd language learners in MBA program.
Location: Library
Learning Outcomes: Students learned the way resumes and cover letters are done in the U.S., as well as American customs of interviewing.

Event: **Class Presentation-Theology/Religious Studies** Staffed By: Alex
Thursday, September 29, 2005 Target Group: Liberal Arts Participants: 10 students
Presented workshop on resume and job search strategies
Learning outcomes: Students learned creative methods for networking and advertising themselves in the job market, students also learned proper resume technique, format, and wording

Event: **Class Presentation-Media Workshop** Staffed By: Alex
Thursday, September 29, 2005 Target Group: Liberal Arts Participants: 10 students+1 faculty
CSC Overview
Learning outcomes-Students learned about both basic CSC information (location, hours) as well as services provided by CSC

Event: **Class Presentation-Manager in Global Economy** Staffed By: Alex
Monday, October 3, 2005 Target Group: Business (UG) Participants: 20 students+1 faculty
Presented workshop about networking
Learning Outcomes-Students learned about importance of networking as well as networking strategies, tips and tricks

Event: **Club Presentation-Delta Sigma Theta** Staffed By: Alex
Wednesday, October 5, 2005 Target Group: Student Club Participants: 35 students, 5 alumni, 2 staff/faculty
CSC Overview + Networking Presentation
Learning outcome-Students and alumni learned about CSC basic information and offerings as well as networking strategies, tips, and tricks

Event: **Class Presentation-Family Business Class** Staffed By: Ali
Tuesday, October 18, 2005 Target Group: Business (UG) Participants: 4 freshman students
Provided overview of career research tools and resources in and through CSC
Location: US 429
Learning Outcomes:
Increased students' understanding of career research tools at CSC and and CSC website.

Event: **Class Presentation-Family Business CSC Tour** Staffed By: Alex
Friday, October 21, 2005 Target Group: Business (UG) Participants: 5 students
Learning outcomes- Students learned about CSC facilities including career library details, in-site computers, and CSC handout/information wall

Event: **Class Presentation-History Internship** Staffed By: Alex
Monday, October 24, 2005 Target Group: Participants: 12 students+1 faculty
Presented CSC overview
Learning outcomes: Students learned both CSC basics (i.e. hours/location) as well as details of CSC services offered

Event: **Presentation - Magis - Marketing Transferrable Skills** Staffed By: Ellen
Tuesday, October 25, 2005 Target Group: All Students Participants: 3 students
Presented information on transferrable skills, resume writing, and accomplishment statements. Also shared information about graduate school.
Location: UC 222
Learning Outcomes: Students learned more about how to market their experience after college.

Event: **Class Presentation-ESL Current Events** Staffed By: Alex
Wednesday, October 26, 2005 Target Group: Liberal Arts Participants: 15 students + 1 faculty
Presented resume writing workshop
Learning outcomes: Students learned about resume technique, format, and wording strategies as well as differences b/t American and Foreign resume styles

Event: **Class Presentation: Don't Cancel Class** Staffed By: Ellen
Thursday, November 3, 2005 Target Group: Liberal Arts Participants: 5 students
Conducted class on CSC services and resume writing, as well as internships.
Location: Lone Mtn.
Learning Outcomes: Students learned about CSC resources and how we can best serve them.

Event: **Class Presentation-Music Education** Staffed By: Alex
Friday, November 4, 2005 Target Group: Liberal Arts Participants: 4 students
DCC-CSC Overview, Resume workshop
Learning outcome-Students were made aware of CSC services, hours and location, Students also learned strategies for resume writing including technique, word choice, and how to convey transferrable skills

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Club Presentation-Delta Sigma Pi** Staffed By: Alex Julia
Monday, November 14, 2005 Target Group: Student Club Participants: 21 students
Dress for Success Workshop
Learning outcome-Students learned about appropriate dress and behavior for upcoming networking event

Event: **Class Presentation - College Success Class** Staffed By: Ellen
Wednesday, November 16, 2005 Target Group: All Students Participants: 15 students
Did a group interpretation of the College Strong Interest Inventory.
Learning Outcomes: Students learned more about their interests, what majors correlate to those interests, and possible careers.

Event: **Class Presentation - Teacher Job Search** Staffed By: Ellen
Monday, November 21, 2005 Target Group: Education Participants: 25 students
Conducted a Teacher Job Search workshop for Masters Multiple credential students.
Location: McLaren 250
Learning Outcomes: Students learned about resumes, cover letters, letters of recommendation and job search strategies.

Event: **Class Presentation - Family Business** Staffed By: Ellen
Tuesday, November 22, 2005 Target Group: Business (UG) Participants: 13 students
Observed students Personal Success Plans and gave feedback on their career options and research.
Location: Molloy Hall
Learning Outcomes: Students were able to synthesize their semester's work of self assessment and career research.

Event: **Class Presentation - Teacher Interviewng Tips** Staffed By: Ellen
Monday, November 28, 2005 Target Group: Education Participants: 25 students
Conducted an Interviewing Skills workshop for Masters Multiple credential students.
Location: McLaren 250
Learning Outcomes: Students learned effective interviewing techniques and practiced mock interviews.

Event: **Class Presentation-Intro Global Man.** Staffed By: Alex
Tuesday, November 29, 2005 Target Group: Business (UG) Participants: 32+Professor
Topic-"Managing Your Career"
L.O.-Students learned about how to network early in college experience, using classmates, alum. and professors as examples.
Used eval. from Spring '05 (Prof. Gross) to focus more on concrete examples of networking possibilities rather than overall big picture.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Class Presentation - Media Studies Class** **Staffed By:** Ellen
Wednesday, November 30, 2005 **Target Group:** Liberal Arts **Participants:** 7 students
Presented workshop on career development, resume writing, cover letters, interviewing and job search strategies.
Location: Temporary mobile unit
Learning Outcomes: Students were better equipped to begin the job search process.

Event: **Class Presentation: Intro to Global Mgmt.** **Staffed By:** Julia
Wednesday, November 30, 2005 **Target Group:** **Participants:** Peggy Takahashi
Introduced CSC services and presented tips and techniques on how to write a resume to 28 students.

Event: **Presentation - Magis - Marketing Transferrable Skills** **Staffed By:** Ellen
Monday, December 5, 2005 **Target Group:** All Students **Participants:** 1 student
Presented information on transferrable skills, resume writing, and accomplishment statements. Also shared information about graduate school.
Location: UC 419
Learning Outcomes: Student learned more about how to market their experience after college.

Event: **Presentation: School of Education** **Staffed By:** Julia
Thursday, January 19, 2006 **Target Group:** Education **Participants:**
Presented overview of Career Services to the new School of Ed. grad students. About 75 attended event.

Event: **Class Presentation-Graphic Design** **Staffed By:** Alex
Wednesday, January 25, 2006 **Target Group:** Liberal Arts **Participants:** 14 students+Ravinder Basra (Professor)
Presented to G.D. class consisting of prominently Seniors re: CSC overview and resumes/cover letters
L.O. Students learned about CSC services offered and how to write a proper resume and cover letter
This, the 1st of 3 presentations, stemmed from a request from Prof. Basra as there had not been much interaction between G.D. students and CSC. We had an hour long meeting in Fall '05 to jointly map out the goals of this series of presentations.

Event: **Class Presentation-Family Business** **Staffed By:** Alex
Friday, January 27, 2006 **Target Group:** Business (UG) **Participants:** 15 students+Professor Lucaccini
Intro. to Assessments Presentation
L.O. Students received an overview of career assessments in general and how the Myers Briggs and Strong Interest Inventory (which the students take over the coming weeks) function
Professor Lucaccini explained to me that roughly 1/3 of class is from Spain so extra attention paid to potential cultural differences in assessment

Event: **Class Presentation - Hospitality Industry Mgmt.** **Staffed By:** Ellen
Tuesday, January 31, 2006 **Target Group:** Business (UG) **Participants:** 36 students
Presented on Resume Writing tips and techniques.
Learning Outcomes: Students learned how to prepare a professional resume, targeted towards their major and industry.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Class Presentation-Graphic Design Staffed By: Alex
Wednesday, February 1, 2006 Target Group: Liberal Arts Participants: 14 students+Professor Ravinder Basra
Presented to G.D. class consisting of prominently Seniors re: Networking Strategies
L.O. Students learned how to target specific companies and how to use USF infrastructure for networking
This, the 2nd of 3 presentations, stemmed from a request from Prof. Basra as there had not been much interaction between G.D. students and CSC. We had an hour long meeting in Fall '05 to jointly map out the goals of this series of

Event: Graduate Student Association/SOE Meeting Staffed By: Ellen
Saturday, February 4, 2006 Target Group: Education Participants: 25-30 students
Presented at School of Education club, the Graduate Student Association. Presented overview of CSC services and my role as liaison with SOE.
Learned outcomes: Students were better informed of CSC as a campus resource.

Event: Club Presentation-Beta Alpha Psi Staffed By: Alex
Tuesday, February 7, 2006 Target Group: Student Club Participants: 45 members
Resume workshop for all members of Beta Alpha Psi
L.O. Students learned how to format and write a formal, business resume
Used feedback from Beta Alpha Psi/CSC Fall '05 "Meet the Firms" night and feedback from "M.T.F." dress/networking workshop to tailor this presentation.

Event: Class Presentation-Hospitality Mgmt. Prof. Development Staffed By: Alex
Tuesday, February 7, 2006 Target Group: Business (UG) Participants: 36 students+ Professor K.O. Odsather
Presentation regarding resume and cover letter writing
L.O. Students learned how to write professional resumes catering to Hosp. Mgmt. professions

Event: Presentation: Env. Sci. & Mgmt. Brown Bag Staffed By: Ellen
Thursday, February 9, 2006 Target Group: Science Participants: 25 students
Participated in a brown bag presentation focused on job searching, networking, and interviewing, for Env. Sci. and Env. Mgmt. students.
Learning Outcomes: Students learned of CSC as a resource throughout their job search process.

Event: Presentation: Teacher Ed Students in San Ramon Staffed By: Ellen
Thursday, February 9, 2006 Target Group: Education Participants: 5 students
Presented on job search process focused for teacher ed. candidates. Focused on resume and cover letter writing, and interviewing skills.
Learning Outcomes: Students gained in depth knowledge of how best to prepare for the job search process, specific to teacher education.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Presentation: Family Business Class** Staffed By: Ellen
Friday, February 10, 2006 Target Group: Business (UG) Participants: 15 students
Conducted group interpretation of Strong Interest Inventory.
Learning Outcomes: Students learned more about their interests and how their interests can relate directly to a major or career field.

Event: **Class Presentation-ESS Internship Class** Staffed By: Alex
Monday, February 13, 2006 Target Group: Science Participants: 13 students+Professo Julia Orri
Presentation regarding resume and cover letter writing
L.O. Students learned how to write cover letters and resumes targeted to ESS type organizations
Based on feedback from prior presentations, used more specific physical therapy/training types of examples in presentation

Event: **Class Presentation-Graphic Design** Staffed By: Alex
Wednesday, February 15, 2006 Target Group: Liberal Arts Participants: 14 students+Professor Ravinder Basra
Presented to G.D. class consisting of prominently Seniors re: Interviewing Skills
L.O. Students learned how to use storytelling techniques to be more memorable during interviews.
This, the final of 3 presentations, stemmed from a request from Prof. Basra as there had not been much interaction between G.D. students and CSC. We had an hour long meeting in Fall '05 to jointly map out the goals of this series of

Event: **Class Presentation-Family Business Class** Staffed By: Alex
Friday, February 17, 2006 Target Group: Business (UG) Participants: 15 students+Professor Lucaccini
Myers Briggs Interpretation for class.
L.O. Students learned how type can affect potential career choices.

Event: **Career Fair Dress/Networking Workshop** Staffed By: Alex
Wednesday, February 22, 2006 Target Group: All Students Participants: 43 students+Rosalie Christie
2-part workshop 1st discussed how to appropriately dress for Career Fair and then discussed how to network/follow up with employers
L.O. Students learned from a professional wardrobe consultant how to dress for Career Fair. Students learned how to network amongs a multitude of employers and how to follow-up.
Marketing effort was greatly increased from last year. Ipod was awarded as prize.

Event: **Class Presentation-Global Econ.** Staffed By: Alex
Thursday, February 23, 2006 Target Group: Business (UG) Participants: 30 students+Professor Takahashi
Networking/Job search workshop
L.O. Students learned about networking to find jobs, particularly overseas
Per feedback from Fall '05, discussed international job search utilities/options further in depth.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Class Presentation-ESS Internship Class** Staffed By: Alex
Monday, February 27, 2006 Target Group: Liberal Arts Participants: 13 Students+Professor Julia Orri
Presentation regarding interview skills and techniques
L.O. Students learned how to use storytelling to enliven interviews and be more memorable
Based on feedback from prior presentations, used more specific physical therapy/training interviews of examples in presentation

Event: **Presentation: Teacher Ed Job Search** Staffed By: Ellen
Monday, February 27, 2006 Target Group: Education Participants: 27 students
Presented workshop on resume writing, cover letter writing, and job search strategies for teachers.
Learning Outcomes: Students learned tools this will aid them in the search process, as well as became familiar with CSC as campus resource.

Event: **Class Presentation - Hospitality Industry Mgmt.** Staffed By: Ellen
Tuesday, February 28, 2006 Target Group: Business (UG) Participants: 36 students
Presented on Interviewing and Inforamntional Interviews.
Learning Outcomes: Students learned how to prepare for both informational interviews and actual interviews.

Event: **PASS Workshop: Where Are You Going?** Staffed By: Ellen
Tuesday, February 28, 2006 Target Group: Liberal Arts Participants: 21 students
Presented workshop on self assessment and CSC resources, specifically how to explore majors and careers.
Learning Outcomes: Students learned about "What Can I Do with This Major?", the Occupational Outlook Handbook, and other CSC resources. Also, students were taken through a mini Values, Interests, Skills and Personality assessment.
Note: This is part of a new initiative by Academic Services of Arts & Sciences.

Event: **Presentation-Residence Hall Advisors** Staffed By: Alex
Monday, March 6, 2006 Target Group: Residence Hall Participants: 6 Advisors
Presentation regarding networking, resume and cover letter skills.
L.O. RH Advisors learned how to use transferrable skills in marketing themselves for future careers.

Event: **Class Presentation-Media Workshop** Staffed By: Alex
Monday, March 6, 2006 Target Group: Liberal Arts Participants: 12 students+Professor Kaiser
Class was given Intro. to CSC overview
L.O.

Event: **Class Presentation-Psych 319** Staffed By: Alex
Monday, March 20, 2006 Target Group: Liberal Arts Participants: 15 students+ Professor Davina Chan
Presented to 15 students re: networking strategies and tools+overview of CSC
L.O. Students learned how to best utilize past and present contacts as well as how to create new ones. Students also learned about the functions of CSC.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Presentation: Teacher Ed Job Search Staffed By: Ellen
Monday, March 20, 2006 Target Group: Education Participants: 27 students

Presented workshop on interviewing skills; conducted mini mock interviews.

Learning Outcomes: Students learned tools that will assist them to be effective interviews.

Event: Presentation: Hosp. Industry Mgmt. Class Staffed By: Ellen
Tuesday, March 21, 2006 Target Group: Business (UG) Participants: 36 students

Presented on background of Strong Interest Inventory (SII) and gave instructions to class on how to take instrument.

Learning Outcomes: Students learned about career assessment, particularly interests, and how to properly take SII.

Event: Class Presentation-Psych 101 Staffed By: Alex
Wednesday, March 22, 2006 Target Group: Liberal Arts Participants: 15 students

Presented comprehensive overview of CSC services to primarily Freshmen and Sophomore audience

L.O. Students learned CSC basics (location, hours, etc.) as well as different uses for CSC including resume/cover letter coaching, interview coaching, assessments, job/internship search tools etc.

Event: ASUSF Club Presentation-Understanding Business Majors Staffed By: Alex
Wednesday, March 22, 2006 Target Group: Student Club Participants: 5 students

Presentation regarding different business school majors and how they relate/link to specific careers

L.O. Students learned the differences between Marketing and Advertising as well as the make-up of the 4 primary departments of an investment bank. Students learned which business school majors are appropriate for different business careers.

Event: Presentation-Transferrable Skills for Athletes Staffed By: Alex
Tuesday, March 28, 2006 Target Group: Student Club Participants: 10 Student-Athletes+Tanya Russell

Co-presented with Tanya Russell from Counseling Center re: transferrable skills for student athletes entering the world of work (presentation was part of a series for student-athletes)

L.O. Students learned how to market themselves utilizing skills and attribute gained from being a Division 1 student-athlete including how to present on a resume, in an interview, and how to utilize status for networking purposes

Event: Class Presentation-Family Business Staffed By: Alex
Friday, March 31, 2006 Target Group: Business (UG) Participants:

Conducted CSC tour for FBC students.

L.O. Students learned of all CSC resources including tour of library, information wall, and counselor offices. Students were shown Wetfeet, OOH, and Career Journal websites to utilize for final project.

Event: Class Presentation-Intro Hospitality Management Staffed By: Alex
Tuesday, April 4, 2006 Target Group: Business (UG) Participants: 32 students+KO Odsather

Conducted Group Interpretation of SII for Hospitality Students

L.O. Students learned about how their interests relate to potential careers and career exploration possibilities.

This was the 1st time that KO had her students do this exercise and will become a regular part of her curriculum

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **AMA Corporate Responsibility Lecture** Staffed By: Alex Julia
Wednesday, April 5, 2006 Target Group: All Students Participants:
2 representatives from Intel and Google spoke to students. Attracted 25+ students.

Event: **Class Presentation-Written Communications II** Staffed By: Alex
Wednesday, April 19, 2006 Target Group: Liberal Arts Participants: 14 Students
Presented regarding Resumes and Cover Letters
L.O. Students learned tips and techniques of writing resumes and cover letters including how to present/promote campus involvement, volunteer work, class projects

Event: **Presentation: College Success Class** Staffed By: Ellen
Thursday, April 20, 2006 Target Group: All Students Participants: 10 students
Conducted a group interpretation of the Strong Interest Inventory for Dena Davis' College Success Course.
Learning Outcomes: Students learned how their interests relate to a choice of major and career options.

Event: **Class Presentation-Pre Calc** Staffed By: Alex
Friday, April 21, 2006 Target Group: Liberal Arts Participants: 25 Students
Presented overview of CSC Services to predominately Freshman/Sophomore audience.
L.O. Students learned about basic CSC Info (location, hours, etc.) as well as detailed info about CSC services including assessment, resume/cover letter review, interview coaching/mock interviews, job search tools and strategies

Event: **Class Presentation: Teacher Ed Class** Staffed By: Ellen
Wednesday, April 26, 2006 Target Group: Education Participants: 10 students
Presented on interviewing tips and techniques; conducted mini mock interviews.
Learning Outcomes: Students learned effective interviewing skills.

Event: **Class Presentation-Media Studies Internship** Staffed By: Alex
Monday, May 1, 2006 Target Group: Liberal Arts Participants: 15 Students+Professor Gangadharan
Presentation regarding resumes and networking.
L.O. Students learned techniques for resume writing as well as how to promote transferrable skills, campus activities, and volunteer work on a resume. Students also learned networking strategies including utilizing the USF community for networking.

Event: **Class Presentation-Intro Global Mgmt.** Staffed By: Alex
Tuesday, May 2, 2006 Target Group: Business (UG) Participants: 25 students+Professor Takahashi
Present overview to CSC as well as resume writing.
L.O. Students learned about basic CSC info (hours,location) as well as details of our services including assessments, resume/cover letter review, interview coaching/mock interview, and job search tools and techniques.

Event: **Class Presentation-Intro Global Mgmt.** Staffed By: Alex
Thursday, May 4, 2006 Target Group: Business (UG) Participants: 25 students+Professor Takahashi
Present overview to CSC as well as resume writing.
L.O. Students learned about basic CSC info (hours,location) as well as details of our services including assessments, resume/cover letter review, interview coaching/mock interview, and job search tools and techniques.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Class Presentation - Family Business**

Staffed By: Ellen

Monday, May 8, 2006

Target Group: Business (UG)

Participants: 13 students

Observed students Personal Success Plans and gave feedback on their career options and research.

Location: Molloy Hall

Learning Outcomes: Students were able to synthesize their semester's work of self assessment and career research.

Professional Development

Event: MonsterTRAK CFM Training Thursday, June 9, 2005 Learn more about Career Fair Manager	Target Group: Staff	Participants:	Staffed By: Julia
Event: Career Services Institute Conference Monday, June 20, 2005 Attended CSI conference at Stanford campus to learn and network.	Target Group: Greater Community	Participants:	Staffed By: Julia
Event: Career Services Institute Conference Tuesday, June 21, 2005 Attended CSI conference at Stanford campus to learn and network.	Target Group: Greater Community	Participants:	Staffed By: Julia
Event: CAEE Board Meeting Thursday, June 23, 2005 Attended semi-annual board meeting.	Target Group:	Participants:	Staffed By: Ellen
Event: UL Division Diversity Training Monday, July 11, 2005	Target Group:	Participants:	Staffed By: All Staff
Event: UL Diversity Training Monday, July 11, 2005	Target Group: Staff	Participants:	Staffed By: Julia
Event: Filemaker Pro Training Wednesday, July 13, 2005	Target Group: Staff	Participants:	Staffed By: Julia
Event: MonsterTRAK CFM Training Thursday, July 14, 2005 Career Fair Manager online training	Target Group: Staff	Participants:	Staffed By: Julia
Event: MonsterTRAK Career Fair Manager Friday, July 15, 2005 Trained on new software module, Career Fair Manager, to build Non-Profit Expo 2005 online registration system.	Target Group: Staff	Participants:	Staffed By: Julia
Event: Non-Profit Expo 2005 Friday, July 15, 2005 Created the online registration for the Non-Profit Expo.	Target Group: Staff	Participants:	Staffed By: Julia
Event: MonsterTRAK CFM Set-up Friday, July 15, 2005 Training to set-up Career Fair Manager for Non-Profit Expo	Target Group: Staff	Participants:	Staffed By: Julia
Event: Filemaker Pro Training Wednesday, July 20, 2005	Target Group: Staff	Participants:	Staffed By: Julia

Career Services Center Appendix A (Annual Report 05-06) continued

- Event: **WACE Workshop-"Win Win College Recruiting**
 Friday, August 12, 2005 Target Group: Staff Staffed By: Julia Alex
 At Santa Clara University. Participants:
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- Event: **Supervision with Kristie**
 Monday, August 22, 2005 Target Group: Staff Staffed By: Ellen
 Held weekly supervision meeting with Kristie. Participants:
-
- Event: **Supervision with Kristie**
 Monday, August 29, 2005 Target Group: Staff Staffed By: Ellen
 Held weekly supervision meeting with Kristie. Participants:
-
- Event: **UL Convocation**
 Wednesday, September 7, 2005 Target Group: USF Community Staffed By: Alex
 Attended UL Convocation Participants:
-
- Event: **Client Case Review**
 Wednesday, September 7, 2005 Target Group: Staff Staffed By: Ellen Alex
 Held bi-monthly client case review Participants:
-
- Event: **Supervision with Kristie**
 Wednesday, September 7, 2005 Target Group: Staff Staffed By: Ellen
 Held weekly supervision meeting with Kristie. Participants:
-
- Event: **CSC Student Staff Training**
 Friday, September 9, 2005 Target Group: Staff Staffed By: All Staff
 Participants:
-
- Event: **Student Staff Training**
 Friday, September 9, 2005 Target Group: All Students Staffed By: All Staff
 Participants: All 9 CSC student assistants
 Held start of year training for CSC student staff. Discussed professionalism, customer services and James game an overview of CSC & U.L.
 Location: UC 425
 Learning Outcomes: Students gained a better understanding of the mission of CSC and how they play a part in fulfilling that mission.
-
- Event: **Arete Training**
 Friday, September 9, 2005 Target Group: Staff Staffed By: Ellen
 Participants:
 Attended program on leadership and achieving goals.
 Location: McLaren
 Learning Outcomes: Learned how to think of possibilities and how to achieve the things that matter most to us.
-
- Event: **Supervision with Kristie**
 Monday, September 12, 2005 Target Group: Staff Staffed By: Ellen
 Participants:
 Held weekly supervision meeting with Kristie. Kristie informed me that she is unsure whether the counseling program is for and therefore she resigned from her internship at USF today.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Conseling Center MBTI Interpretation** Staffed By: Ellen
 Monday, September 19, 2005 Target Group: Staff Participants:
 Conducted a group interpretation of the MBTI for counseling center interns.
 Location: Counseling Center
 Learning Outcomes: Interns gained better understanding of MBTI, themselves, and how we use it for career counseling.

Event: **Client Case Review** Staffed By: Ellen Alex
 Wednesday, September 21, 2005 Target Group: Staff Participants:
 Discussed clients with Molly Zook from the Counseling Center.

Event: **CAEE Conference Call** Staffed By: Ellen
 Friday, September 30, 2005 Target Group: Education Participants: 6 board members
 Discussed upcoming mini-conference to be held in January.

Event: **Client Case Review** Staffed By: Ellen Alex Ali
 Wednesday, October 5, 2005 Target Group: Staff Participants:
 Discussed clients who are presenting challenges in the career counseling process.

Event: **InterviewTRAK Basics Training** Staffed By: Julia
 Tuesday, October 11, 2005 Target Group: Staff Participants:
 Attended 1-hour online/phone training on the basics of using InterviewTRAK.

Event: **Arete Program: Supervising Student Assistants** Staffed By: Ellen Citas
 Friday, October 14, 2005 Target Group: Staff Participants:
 Attended program sponsored by Arete on effective ways to hire, train and supervise student staff.
 Location: LM 148
 Learning Outcomes: Gained new ideas and strategies to keep students motivated and productive.

Event: **Client Case Review** Staffed By: Ellen Alex Ali
 Wednesday, October 19, 2005 Target Group: Staff Participants:
 Discussed clients with Molly Zook from the Counseling Center.

Event: **Client Case Review** Staffed By: Ellen Alex Ali
 Wednesday, November 2, 2005 Target Group: Staff Participants:
 Discussed clients presenting issues.

Event: **AAEE Conference** Staffed By: Ellen
 Sunday, November 6, 2005 Target Group: Education Participants:
 Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.

Event: **AAEE Conference** Staffed By: Ellen
 Monday, November 7, 2005 Target Group: Education Participants:
 Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: AAEE Conference Tuesday, November 8, 2005 Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.	Target Group: Education	Participants:	Staffed By: Ellen
Event: AAEE Conference Wednesday, November 9, 2005 Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.	Target Group: Education	Participants:	Staffed By: Ellen
Event: Client Case Review Wednesday, November 16, 2005 Discussed clients with Molly Zook from the Counseling Center.	Target Group: Staff	Participants:	Staffed By: Ellen Alex Ali
Event: ARETE: Sexual Harassment Training Friday, November 18, 2005 Attended sexual harassment training. Location: Maraschi Room	Target Group: USF Community	Participants:	Staffed By: James Ellen Citas
Event: Strong Interest Inventory Training Wednesday, November 30, 2005 Attended one day training on the Newly Revised Strong Interest Inventory, sponsored by CPP and Stanford University. Location: Mountain View, CA Learning Outcomes: Learned new aspects of the tool and strategies for interpreting it.	Target Group: Assessment Vendor	Participants:	Staffed By: Ellen Alex
Event: Client Case Review Thursday, December 1, 2005 Discussed advising process with Tonya Miller from Arts and Sciences.	Target Group: Staff	Participants:	Staffed By: Ellen Alex
Event: MPACE Conference Wednesday, December 7, 2005 Attended 3 day MPACE conference in Phoenix, AZ.	Target Group: Professional	Participants:	Staffed By: Ellen James Julia
Event: MPACE Conference Thursday, December 8, 2005 Attended 3 day MPACE conference in Phoenix, AZ.	Target Group: Professional	Participants:	Staffed By: Ellen James Julia
Event: MPACE Conference Friday, December 9, 2005 Attended 3 day MPACE conference in Phoenix, AZ.	Target Group: Professional	Participants:	Staffed By: Ellen James Julia
Event: CSC Planning Retreat @ Headlands Institute Tuesday, December 13, 2005 James, Ellen, Ali, Julia, Citas & Alex	Target Group: Staff	Participants:	Staffed By: All Staff

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: **CSC Planning Retreat @ Headlands Institute** Staffed By: All Staff
Wednesday, December 14, 2005 Target Group: Staff Participants:
James, Ellen, Ali, Julia, Citas & Alex
-
- Event: **Ali Jenkins: LAST DAY @ CSC** Staffed By: Ali
Thursday, December 15, 2005 Target Group: Staff Participants:
-
- Event: **MBTI Workshop** Staffed By: Ellen
Monday, January 9, 2006 Target Group: Staff Participants: 4 staff
Conducted MBTI group interpretation for Dept. of Student Activities. Discussed how type interplays with work, leadership, and group dynamics.
Learning Outcomes: DAS is more aware of their personality types and how to work better as a team.
-
- Event: **Client Case Review** Staffed By: Ellen Alex
Wednesday, January 18, 2006 Target Group: Staff Participants:
Molly Zook came from Counseling Center to help us with our challenging clients.
Learning Outcomes: Gained greater insight into client's presenting issues.
-
- Event: **CAEE Board Meeting** Staffed By: Ellen
Thursday, January 19, 2006 Target Group: Professional Participants: 5 Board Members
Attended board meeting at CSU Long Beach.
Learning Outcomes: Planned initiatives for next year and finalized details for mini- conference.
-
- Event: **CAEE Mini Conference** Staffed By: Ellen
Friday, January 20, 2006 Target Group: Professional Participants: 30 reps from higher ed and school
Participated in 1/2 day mini conference, focusing on educating career counselors working with teacher ed students. HR reps from school districts provided insights into the credentialing and hiring process.
-
- Event: **Client Case Review** Staffed By: Ellen Alex
Wednesday, February 15, 2006 Target Group: Staff Participants:
Molly Zook came from Counseling Center to help us with our challenging clients.
Learning Outcomes: Gained greater insight into client's presenting issues.
-
- Event: **Client Case Review** Staffed By: Ellen Alex
Wednesday, March 15, 2006 Target Group: Staff Participants:
Molly Zook came from Counseling Center to help us with our challenging clients.
Learning Outcomes: Gained greater insight into client's presenting issues.
-
- Event: **Meeting w Kristen Anderson-Well Life** Staffed By: Alex
Monday, March 20, 2006 Target Group: USF Community Participants:
Learned about benefits of diet and exercise in conversation with Kristen. Crafted a diet/exercise plan.
-

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: NASPA Social Networking Conference** Staffed By: Alex
Monday, March 27, 2006 Target Group: All Students Participants:
Attended on behalf of CSC in order to learn more about pros and cons of Online Social Networking sites (i.e. MySpace, Facebook)
-
- Event: U.L. Professional Development** Staffed By: Ellen James
Tuesday, March 28, 2006 Target Group: Staff Participants: U.L. Directors and other staff
Participated in a one day workshop focusing on learning outcomes and why it's important to assess for them.
Learning Outcomes: Understood more about the ideology behind learning outcomes and assessment.
-
- Event: MBTI Prof Development: CSC Stud. Assts.** Staffed By: Ellen
Friday, April 7, 2006 Target Group: CSC Student Assistants Participants: 5 students
Interpreted MBTI for 5 CSC Student Assts: Lis, Benji, Tom, Marissa, Maria
Learning Outcomes: Students learned about their own personality type and how and why it is important to the career development process.
-
- Event: Client Case Review** Staffed By: Ellen Alex
Wednesday, April 19, 2006 Target Group: Staff Participants:
Molly Zook came from Counseling Center to help us with our challenging clients.
Learning Outcomes: Gained greater insight into client's presenting issues.
-
- Event: MPACE Diversity Workshop** Staffed By: Julia
Friday, April 21, 2006 Target Group: Greater Community Participants:
Attended MPACE Diversity Workshop in Mountain View at Intuit as a representative of USF and CSC. Made contact with new employers and other university career center staff.
-
- Event: Client Case Review** Staffed By: Alex
Wednesday, May 17, 2006 Target Group: Staff Participants:
Molly Zook came from Counseling Center to help us with our challenging clients.
Learning Outcomes: Gained greater insight into client's presenting issues.
-
- Event: Podcasting Workshop** Staffed By: Alex
Thursday, May 18, 2006 Target Group: USF Community Participants:
Attended workshop to learn how to set up CSC Podcast on CSC Website
-
- Event: Liberal Arts Connection Symposium** Staffed By: Alex
Friday, May 19, 2006 Target Group: Greater Community Participants:
Attended LAC Symposium to learn about current trends in College Career Counseling and to network amongst peers.
-
- Event: NACE 2006 Conference** Staffed By: James
Tuesday, May 30, 2006 Target Group: Greater Community Participants:
Attended annual conference of the National Association of Colleges & Employers, May 30-June 2, 2006 at Anaheim, CA.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **National Association of Colleges & Employers 2006 Annual** Staffed By: James
Tuesday, May 30, 2006 Target Group: Staff Participants:

Event: **Meeting w Kristen Anderson-Well Life** Staffed By: Alex
Wednesday, May 31, 2006 Target Group: USF Community Participants:
Met to discuss health/fitness goals

Event: **National Association of Colleges & Employers 2006 Annual** Staffed By: James
Wednesday, May 31, 2006 Target Group: Staff Participants:

Program

<p>Event: USF Convoacation Monday, August 22, 2005 Attended USF Convocation</p>	<p>Target Group: USF Community</p>	<p>Staffed By: Alex Participants:</p>
<p>Event: Involvement Fair Wednesday, August 24, 2005 Manned the CSC table at Involvement Fair</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Alex Ellen Participants:</p>
<p>Event: Environmental Science Panel Thursday, September 8, 2005 Participated as a panelist sponsored by Jack Lendvay of the Env. Mgmt/Science program, focusing on admission to graduate school. I discussed the admission process timeline. Location: UC 400 Learning Outcomes: Students gained insight into the graduate school admissions process and how to be a competitive candidate.</p>	<p>Target Group: Science</p>	<p>Staffed By: Ellen Participants: 15 Env. Sci. & Env. Mgmt Students</p>
<p>Event: Meet The Firms Night Thursday, September 15, 2005 Assisted and networked with employers at event. Event attracted 31 companies and 75-100 students.</p>	<p>Target Group: Student Club</p>	<p>Staffed By: Julia Alex Ellen Participants:</p>
<p>Event: Mock Interviews - Walgreens Tuesday, September 20, 2005 2 students attended, 1 no-show, and 2 cancellations.</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Leo Patane</p>
<p>Event: Mock Interviews - FDIC Wednesday, September 21, 2005 4 students attended, 1 no-show.</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia Participants: Margaret Hanrahan & John McGinley</p>
<p>Event: Non-Profit Career Expo Wednesday, September 28, 2005 Participated in organization and staffing of Non-Profit Career Expo</p>	<p>Target Group: All Students</p>	<p>Staffed By: Alex Participants:</p>
<p>Event: Non-Profit Expo Wednesday, September 28, 2005 Non-Profit Expo attracted 70 non-profit agencies who signed up. 68 agencies actually attended. At least 215 students attended the Expo.</p>	<p>Target Group: All Students</p>	<p>Staffed By: All Staff Participants: 71 organizations</p>
<p>Event: Non-Profit Expo 2005 Event Wednesday, September 28, 2005 Non-Profit Expo attracted 70 non-profit agencies who signed up. 68 agencies actually attended. At least 215 students attended the Expo.</p>	<p>Target Group: All Students</p>	<p>Staffed By: Julia All Staff Participants:</p>

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Graduate & Professional Schools Fair** Staffed By: All Staff
Monday, October 10, 2005 Target Group: All Students Participants:
Hosted 11th Annual Fair.
100 graduate school reps; 65 Rep Evals completed
300+ attendees; 87 attendee evals completed

Event: **Graduate Diversity Luncheon** Staffed By: Ellen James
Thursday, October 13, 2005 Target Group: All Students Participants:
Attended and co-sponsored with MCSS luncheon for students of color interested in attending graduate school. Networked with students and offered insight into the graduate school admissions process.
Location: Maraschi
Learning Outcomes: Students were able to listen to others who had successfully navigated graduate school and begin to build mentor relationships.

Event: **Mock Interviews - Walmart.com** Staffed By: Julia
Tuesday, October 18, 2005 Target Group: All Students Participants: Elliot Smith
4 students attended and 1 cancellation.

Event: **Mock Interviews - Enterprise Rent-A-Car** Staffed By: Julia
Tuesday, November 8, 2005 Target Group: All Students Participants: Tracy Hill
5 students signed up and 5 students attended mock interviews.

Event: **Tri Beta "Exploring Careers in Biology"** Staffed By: Ali Julia
Wednesday, November 9, 2005 Target Group: Greater Community Participants: 4 panelists, 35 attendees
Assisted Tri-Beta in coordination of "Exploring Careers in Biology" panel discussion, including panelist invitations and event evaluations. Attended event and introduced CSC services. Panelists represented medical informatics, dentistry, technical writing, and physical therapy careers.
Location: Faculty Lounge
Learning Outcomes: Increased students' awareness of various career choices and career planning steps related to the field of biology.

Event: **Mock Interviews - Enterprise Rent-A-Car** Staffed By: Julia
Wednesday, November 9, 2005 Target Group: All Students Participants: Leslee Matthews
5 students signed up and 3 showed up for mock interviews.

Event: **Tri Beta "Exploring Careers in Biology"** Staffed By: Ellen
Thursday, November 10, 2005 Target Group: Greater Community Participants: 4 panelists, 35 attendees
Attended event and introduced CSC services. Panelists represented medical informatics, dentistry, technical writing, and physical therapy careers.
Location: Faculty Lounge
Learning Outcomes: Increased students' awareness of various career choices and career planning steps related to the field of biology.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Delta Sigma Pi The MarketPlace**
Wednesday, November 16, 2005

Staffed By: Ellen Julia

Target Group: Staff
Participants: 60+ students; 16 employers

Co-sponsored with Delta Sigma Pi employer event.

Location: Pac Rim Room

Learning Outcomes: Students were able to network with employers across a variety of industries.

Event: **Externship Program 2006**

Staffed By: Alex

Tuesday, December 6, 2005

Target Group: All Students
Participants: 75 Students+75 Alumni

The 6th Annual Externship Program includes 86 Alumni Volunteers. The volunteers agreed to host students for 2-5 days during January 2006. 89 students submitted applications. 69 unique students were matched with 55 unique sponsors. 75 total placements were made (some students received two externships).

Event: **PASS Program Orientation**

Staffed By: Ellen

Tuesday, January 24, 2006

Target Group: Liberal Arts
Participants: 25+ students

Presented Overview of CSC services, focusing on knowing themselves and thinking about their future. Briefly discussed self assessment process.

Learning Outcomes: Students learned about CSC as a campus resource and how we can help them to be academically successful.

Event: **PASS Program Orientation**

Staffed By: Ellen

Tuesday, January 31, 2006

Target Group: Liberal Arts
Participants: 25+ students

Presented Overview of CSC services, focusing on knowing themselves and thinking about their future. Briefly discussed self assessment process.

Learning Outcomes: Students learned about CSC as a campus resource and how we can help them to be academically successful.

Event: **Mock Interview - Enterprise Rent-A-Car**

Staffed By: Julia

Tuesday, February 14, 2006

Target Group: All Students
Participants: Leslee Matthews

4 students participated.

Event: **Mock Interviews - Trianz Consulting**

Staffed By: Julia

Wednesday, February 15, 2006

Target Group: All Students
Participants: James Chamberlain

4 students participated.

Event: **18th Career & Internship Fair 2006**

Staffed By: Julia

Friday, February 24, 2006

Target Group: All Students
Participants:

73 companies attended (40% increase over last year)
470+ students attended (10% increase over last year)

Event: **Lent for Busy People**

Staffed By: Ellen

Wednesday, March 1, 2006

Target Group: Faculty
Participants:

Had a simple meal with Lent for Busy People participants, after prayer service to begin Lenten season.

Location: Loyola House

Career Services Center Appendix A (Annual Report 05-06) continued

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- Event: **Mock Interviews-Ferguson Enterprises** Staffed By: Julia
Monday, March 6, 2006 Target Group: All Students Participants: Divya Patel
Full day, employer met with 5 students for mock interviews.
-
- Event: **Mock Interviews - Target Stores** Staffed By: Julia
Tuesday, March 7, 2006 Target Group: All Students Participants: John Saggi
Full day, 4 students participated. One student was a no-show.
-
- Event: **Mock Interviews - Bon Appetit** Staffed By: Julia
Wednesday, March 8, 2006 Target Group: Business (UG) Participants: Lisa McEuen
Full day; employer met with 9 Hospitality students. One student called in sick.
-
- Event: **Mock Interviews - Enterprise Rent-A-Car** Staffed By: Julia
Thursday, March 9, 2006 Target Group: Business (UG) Participants: Leslee Matthews
1/2 day. Employer met with 6 Hospitality students.
-
- Event: **Mock Interviews - Westin St. Francis** Staffed By: Julia
Wednesday, March 22, 2006 Target Group: Business (UG) Participants: William Avitia
Full day of 5 mock interviews. All five interviewees came for their interviews.
-
- Event: **Mock Interviews - Park Hyatt** Staffed By: Julia
Thursday, March 23, 2006 Target Group: Business (UG) Participants: Ebony Moody
1/2 day of mock interviews. All 3 students attended.
-
- Event: **Mock Interviews - Moscone Center** Staffed By: Julia
Friday, March 24, 2006 Target Group: Business (UG) Participants: Joe Curran
1/2 day of mock interviews. 2 students scheduled met their appts.
-
- Event: **Mock Interviews - Enterprise Rent-A-Car** Staffed By: Julia
Tuesday, March 28, 2006 Target Group: All Students Participants: Leslee Matthews
Full day of mock interviews. 4 of the 5 came for their appointments.
-
- Event: **Careers Outside the Box Panel Discussion** Staffed By: Julia Ellen
Wednesday, March 29, 2006 Target Group: All Students Participants:
4 panelists with liberal arts degrees in:
French/Political Science
Psychology/Sociology
History
English
Event attracted 28 students in attendance.
-
- Event: **Mock Interviews - Disney Radio** Staffed By: Julia
Wednesday, March 29, 2006 Target Group: All Students Participants: Doreen Cappelli
1/2 day of mock interviews. All 3 mock interviewees came for their appointments.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Mock Interviews - Abercrombie & Fitch** Staffed By: Julia
Friday, March 31, 2006 Target Group: All Students Participants: Jason Cook
1/2 day of mock interviews. The 2 scheduled came for their appointments.

Event: **CAEE Teacher Career Fair** Staffed By: Ellen
Saturday, April 1, 2006 Target Group: Education Participants:
Attended CAEE Teacher Job Search fair, and assisted in fair set-up and organization.
Learning Outcomes: Students interacted with district personnel and learned what districts were hiring for various positions.

Event: **AMA/CSC Corporate Social Responsibility Panel** Staffed By: Alex
Wednesday, April 5, 2006 Target Group: Student Club Participants: 42 Students+2 Professors
In a model collaborative effort between UG AMA and CSC, representatives from Google and Intel spoke about the role of Corporate Social Responsibility in Corporate America and how their respective companies practice CSR.
L.O. Students learned about CSR and its importance in corporate America. Students also learned about potential career opportunities in CSR.

Event: **Mock Interviews - USTA No. CA** Staffed By: Julia
Wednesday, April 5, 2006 Target Group: All Students Participants: Bruce Hunt
Conducted mock interviews all day. All 5 mock interviewees came for their appointments.

Event: **Lunch with a Diplomat** Staffed By: Ellen Julia
Tuesday, April 18, 2006 Target Group: USF Community Participants: 17 attendees
Attended event, co-sponsored by CSC and the McCarthy Center. Featured speaker was Les McBee, USF alum and career foreign service officer.
Learning Outcomes: Learned about life in the foreign service.

Event: **Mock Interviews - The Lash Group** Staffed By: Julia
Wednesday, April 19, 2006 Target Group: Liberal Arts Participants: Jay Webster
Rescheduled Mock Interviews for 5 ESS students w/outside employer. All 5 came for their appointments.

Event: **Santa Rose Campus Visit/CSC Drop-Ins** Staffed By: Ellen
Wednesday, April 26, 2006 Target Group: CPS Participants:
Met with students for 1/2 hour appointments to discuss career plans; provided information about CSC services.

Event: **Mock Interviews - T-Mobile** Staffed By: Julia
Wednesday, April 26, 2006 Target Group: All Students Participants: Allan Tong
Full day of interviews. 5 students who were on our waiting list signed up. 4 students came for their interviews while 1 canceled the same morning.

Regional Campus Outreach

Event: Class Rep Meeting in Sacramento

Staffed By: Ellen

Saturday, September 24, 2005 Target Group: CPS

Participants: 20 + reps from various cohorts

Attended Class Cohort Rep meeting at Sacramento regional campus. Discussed overview of CSC services and how we can accommodate the needs of the Sacramento cohorts.

Location: Sacramento regional campus

Learning Outcomes: Reps were reminded of CSC services for them and their cohort.

Event: Cohort Rep Meeting - San Ramon

Staffed By: Ellen

Friday, April 7, 2006 Target Group: CPS

Participants:

Attended cohort rep meeting and presented information about CSC services.

Learning Outcomes: CPS & SOE students, as well as staff, learned of CSC services.

Resume Drop: OCI

Event: **SCORE! Educational Center** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 5 resumes submitted
 5 resumes submitted to the Business Management Opportunity in Education position.

Event: **Lash Group** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 2 resumes submitted
 2 resumes submitted to Reimbursement Counselors position.

Event: **Equis Corp.** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 8 resumes submitted
 8 resumes submitted to the Commercial Real Estate Broker position.

Event: **California Savings Bank FBOP Corporation** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 6 resumes submitted
 6 resumes submitted to the Relationship Banker position.

Event: **Ernst & Young LLP** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 3 resumes submitted
 1 resume submitted to the Assurance & Advisory Business Services (AABS) Staff position.
 1 resume submitted to the Tax Minimization Staff position.
 1 resume submitted to the Business Risk Services Intern position

Event: **State Board of Equalization** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 4 resumes submitted
 4 resumes submitted to the Tax Auditor position.

Event: **McLaughlin, Piven, Vogel Securities** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 4 resumes submitted
 4 resumes submitted to the Broker Assistant position.

Event: **Legislative Analyst's Office** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 0 resumes submitted
 0 resume submitted to the Fiscal and Policy Analyst Full Time or Internship position.

Event: **Balboa Capital Corporation** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 3 resumes submitted
 3 resumes submitted to the Jr. Associate position.

Event: **American General Financial Group** Staffed By: Julia
 Sunday, June 5, 2005 Target Group: All Students Participants: 4 resumes submitted
 4 resumes submitted to the Sales Representative position

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Panda Express** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 1 resume submitted
1 resume submitted to the General Managers, Assistant Managers, and Interns position.

Event: **Walgreens** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 1 resume submitted
1 resume submitted to the Retail Management Trainee position.

Event: **The Gallup Organization** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 2 resumes submitted
2 resumes submitted to the Engagement Manager position.

Event: **Mass Mutual Financial Group** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 5 resumes submitted
5 resumes submitted to the Financial Services Professional position.

Event: **Wells Fargo Bank** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 3 resumes submitted
3 resumes submitted to the Licensed Personal Banker position.

Event: **Actuate Corporation** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 6 resumes submitted
1 resume submitted to the Software Engineer position.
1 resume submitted to the Customer Support Engineer position.
4 resumes submitted to the Associate Consultant position.

Event: **Business TV** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 4 resumes submitted
4 resumes submitted to the Analyst- Finance and Marketing position.

Event: **T-Mobile** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 5 resumes submitted
1 resume submitted to the Account Representative position.
2 resumes submitted to the Network Operations Technician position.
1 resume submitted to the Field Technician position.
1 resume submitted to the Territory Representative position.
0 resumes submitted to the Retail Sales Representative/Associate and Retail Store Managers positions.

Event: **Hertz** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 2 resume submitted
2 resume submitted to the Management Trainee position.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Elsener & Elsener LLP** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 4 resumes submitted
4 resumes submitted to the Staff Accountant position.

Event: **Wealth and Tax Advisory Services** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 6 resumes submitted
6 resumes submitted to the Tax Associate position

Event: **Hood & Strong** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 2 resume submitted
2 resume submitted to the Staff Accountant position.

Event: **The Gallup Organization** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 8 resumes submitted
3 resumes submitted to the Receptionist position.
3 resume submitted to the Emerging Leader position.
2 resume submitted to the Consultant- Associate Partner/Partner position.

Event: **Rothstein, Kass & Co.** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 3 resumes submitted
3 resumes submitted to the Staff Accountant position.

Event: **Diversified Financial Concepts** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 6 resumes submitted
4 resumes submitted to the Branch Manager Trainee position.
2 resume submitted to the Account Executive position.

Event: **SANOFI-AVENTIS** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 3 resumes submitted
3 resumes submitted to the Pharmaceutical Sales Representative position.

Event: **Walmart.com** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 12 resumes submitted
3 resumes submitted to the Account Manager position.
2 resume submitted to the Inbound Associate position.
4 resumes submitted to the Project Manager position.
2 resumes submitted to the Senior Manager, Transportation position.
1 resume submitted to the Transportation Coordinator position.

Event: **Hertz** Staffed By: Julia
Sunday, June 5, 2005 Target Group: All Students Participants: 3 resumes submitted
3 resumes submitted to the Station Manager position.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **Spring 2005 Resume Drop Promotion** Staffed By: Julia
 Monday, June 6, 2005 Target Group: All Students Participants:
 We received 115 resumes for 46 open positions in our end of Spring semester Resume Drop.
-
- Event: **Hertz** Staffed By: Julia
 Sunday, June 26, 2005 Target Group: All Students Participants: 1 resumes submitted
 1 resume submitted to the Business Mangement Trainee position.
-
- Event: **Walgreens** Staffed By: Julia
 Thursday, October 20, 2005 Target Group: All Students Participants: 3 resumes submitted
 3 resumes submitted for Retail Management Trainee position.
-
- Event: **Seven Hills Group** Staffed By: Julia
 Sunday, November 6, 2005 Target Group: All Students Participants: Lisa A. Krempasky
 15 resumes submitted for Financial Analyst job opening.
-
- Event: **Fall 2005 Resume Drop** Staffed By: Julia
 Wednesday, December 21, 2005 Target Group: All Students Participants:
 Emailed over 2500 students and alums of Fall Resume Drop program.
-
- Event: **Fall 2005 Resume Drop** Staffed By: Julia
 Monday, January 9, 2006 Target Group: All Students Participants:
 Emailed reminder to 2581 students and alums of Resume Drop program and to submit resumes.
-
- Event: **Fall 2005 Resume Drop** Staffed By: Julia
 Friday, January 27, 2006 Target Group: All Students Participants:
 Emailed 2581 students and alums to remind them of the 1/30 resume submission deadline for the Fall 2005 Resume Drop.
-
- Event: **Fall 2005 Resume Drop** Staffed By: Julia
 Monday, January 30, 2006 Target Group: All Students Participants:
 25 companies participated.
 33 jobs posted.
 87 resumes submitted by students and alums
-
- Event: **Ernst & Young** Staffed By: Julia
 Sunday, February 19, 2006 Target Group: Business (UG) Participants: Lysha Trejo
 1 resume submitted for Global Mobility (Human Capital) staff position.
-
- Event: **Ernst & Young** Staffed By: Julia
 Sunday, February 19, 2006 Target Group: Business (UG) Participants: Lysha Trejo
 0 resumes submitted for Transfer Pricing Staff position.
-
- Event: **Ernst & Young** Staffed By: Julia
 Monday, February 20, 2006 Target Group: Business (UG) Participants: Lysha Trejo
 4 resumes submitted for Business Risk Services Intern.
-

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Experian** Staffed By: Julia
Thursday, February 23, 2006 Target Group: All Students Participants:
Originally an OCI and changed to a Resume Drop when checked only 2 resumes submitted.

Event: **KPMG** Staffed By: Julia
Friday, March 3, 2006 Target Group: All Students Participants: Regina Herce
4 resumes received for the DISCOVER KPMG SUMMER LEADERSHIP PROGRAM.

Event: **Walgreens** Staffed By: Julia
Thursday, March 9, 2006 Target Group: All Students Participants: Milena Lopez
Retail Management Intern
Resumes submitted: 0

Event: **Walgreens** Staffed By: Julia
Thursday, March 9, 2006 Target Group: All Students Participants: Milena Lopez
Retail Management Trainee
Resumes submitted: 2

Event: **Deloitte & Touche** Staffed By: Julia
Friday, March 17, 2006 Target Group: Business (UG) Participants: Britney Andrews
Enterprise Risk Services Internship
Resumes submitted: 2

Event: **Home123** Staffed By: Julia
Tuesday, March 21, 2006 Target Group: All Students Participants: Tom Chicoine
Loan Advisor
Resumes submitted: 2

Event: **Deloitte** Staffed By: Julia
Thursday, March 30, 2006 Target Group: CPS Participants: Joy Jacobs
Financial Advisory Service Learning Internship
Resumes submitted: 1

Event: **National Association of State PIRGs** Staffed By: Julia
Friday, March 31, 2006 Target Group: All Students Participants:
Campus Organizer
Resumes submitted: 0

Event: **Huron Consulting Group** Staffed By: Julia
Friday, April 14, 2006 Target Group: Business (UG) Participants: Heather Drennan
Summer Analyst
Resumes submitted: 5

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Aetna** Staffed By: Julia
Friday, April 14, 2006 Target Group: All Students Participants: Timothy Wei
Underwriter
Resumes submitted: 15
Employer planned to invite 11 for interviews at their office.

Event: **First Albany Capital** Staffed By: Julia
Thursday, April 20, 2006 Target Group: Business (UG) Participants: Harrison Long
Investment Banking Analyst
Resumes submitted: 15

Event: **California Savings Bank** Staffed By: Julia
Thursday, April 20, 2006 Target Group: All Students Participants: Christine Do Chung
Compliance Associate
Resumes submitted: 11

Event: **Knowledge Source** Staffed By: Julia
Friday, April 21, 2006 Target Group: All Students Participants: Yeonsoo Chung
English Teacher
Resumes submitted: 1

Event: **Ashton Partners** Staffed By: Julia
Monday, April 24, 2006 Target Group: Business (UG) Participants: Robert Walker
Summer Intern
Resumes submitted: 3

Event: **Robert Half Technology** Staffed By: Julia
Friday, April 28, 2006 Target Group: Science Participants: Jeff Markham
Junior IT Business Analyst
Resumes submitted: 2

Event: **Slingshot Marketing** Staffed By: Julia
Monday, May 1, 2006 Target Group: All Students Participants: Cass Walsh
Promotional Marketing Sales Assistant/Admin

Event: **Endo Pharmaceuticals** Staffed By: Julia
Tuesday, May 2, 2006 Target Group: All Students Participants:
Pharmaceutical Sales Representative

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Mazzetti & Associates**

Wednesday, May 3, 2006

Target Group: Business (UG)

Staffed By: Julia

Participants: Walt Vernon

Contracts Manager

Resume Referral: Just-in-Time

Event: **Susquehanna International Group, LLP** Staffed By: Julia
Tuesday, June 7, 2005 Target Group: All Students Participants: Minituah R. Neal
Assisted employer with Just-In-Time resume search of recent grads for Help Desk associates.

Minituah R. Neal, Recruiter
Susquehanna International Group, LLP
610-747-2430
nealm@sig.com

Event: **JP Morgan Chase** Staffed By: Julia
Monday, July 11, 2005 Target Group: Greater Community Participants: Peter Hayden
Performed Just-In-Time Resume Search for employer. Emailed 35 student resumes for the Loan Officer position

Event: **LG Electronics** Staffed By: Julia
Thursday, July 21, 2005 Target Group: Greater Community Participants: Brian Beck
Talked to recruiter about 3 month training and hiring program for account executives. Looking for 5 candidates (both undergrad and MBA graduates). Offered to post at Career Center, share with Career Counselors to promote to clients, and do Just-In-Time Resume Referral.

Event: **ABF Freight System** Staffed By: Julia
Friday, October 7, 2005 Target Group: All Students Participants: Melanie Mauldin
Performed Just-in-time resume search for employer coming for OCI on 10/25. Emailed her 32 resumes of potential candidates.

Event: **Kaiser Permanente** Staffed By: Julia
Monday, March 13, 2006 Target Group: Alumni Participants: Nikki Chow
Performed Just In Time Resume Referral for Business Strategy & Finance Consultant and Analyst positions for Kaiser Permanente. Positions require 4-5 years of work experience. Retrieved and emailed to contact 20 resumes of alums who updated their resumes in MonsterTRAK from 2005-06 and graduated from 1998-2001.

Event: **Pepsi Bottling Co.** Staffed By: Julia
Tuesday, March 14, 2006 Target Group: Business (UG) Participants: Michelle Wilson
Performed Just-In-Time Resume Referral for Pepsi to contact students to attend their Diversity Recruitment event on 3/17/06. Emailed 40 resumes of students who graduated 12/05 and will graduate 5/06 to the recruiter.

Statistics Update

Event: Registration Update Friday, June 3, 2005	Target Group: All Students	Participants:	Staffed By: All Staff
16 students/alumni registered or updated their profile online in the last week.			
Event: Monstertrak Update Friday, June 3, 2005	Target Group: All Students	Participants:	Staffed By: Citas
289 positions have been posted in the last week.			
Event: Registration Update Friday, June 10, 2005	Target Group: All Students	Participants:	Staffed By: All Staff
15 students/alumni registered or updated their profile online in the last week.			
Event: Monstertrak Update Friday, June 10, 2005	Target Group: All Students	Participants:	Staffed By: Citas
523 positions have been posted in the last week.			
Event: Registration Update Friday, June 17, 2005	Target Group: All Students	Participants:	Staffed By: All Staff
23 students/alumni registered or updated their profile online in the last week.			
Event: Monstertrak Update Friday, June 17, 2005	Target Group: All Students	Participants:	Staffed By: Citas
341 positions have been posted in the last week.			
Event: Registration Update Friday, June 24, 2005	Target Group: All Students	Participants:	Staffed By: All Staff
19 students/alumni registered or updated their profile online in the last week.			
Event: Monstertrak Update Friday, June 24, 2005	Target Group: All Students	Participants:	Staffed By: Citas
422 positions have been posted in the last week.			
Event: Internship Exchange Update Thursday, June 30, 2005	Target Group: All Students	Participants:	Staffed By: Alex
Total number of listings in online database is now 1,791. USF updated 7 listings in June.			
Event: Registration Update Friday, July 1, 2005	Target Group: All Students	Participants:	Staffed By: All Staff
11 students/alumni registered or updated their profile online in the last week.			
Event: Monstertrak Update Friday, July 1, 2005	Target Group: All Students	Participants:	Staffed By: Citas
332 positions have been posted in the last week.			

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Registration Update** Staffed By: All Staff
 Friday, July 8, 2005 Target Group: All Students Participants:
 07 students/alumni registered or updated their profile online in the last week.

Event: **Monstertrak Update** Staffed By: Citas
 Friday, July 8, 2005 Target Group: All Students Participants:
 481 positions have been posted in the last week.

Event: **Registration Update** Staffed By: All Staff
 Friday, July 15, 2005 Target Group: All Students Participants:
 14 students/alumni registered or updated their profile online in the last week.

Event: **Monstertrak Update** Staffed By: Citas
 Friday, July 15, 2005 Target Group: All Students Participants:
 417 positions have been posted in the last week.

Event: **Registration Update** Staffed By: All Staff
 Friday, July 22, 2005 Target Group: All Students Participants:
 13 students/alumni registered or updated their profile online in the last week.

Event: **Monstertrak Update** Staffed By: Citas
 Friday, July 22, 2005 Target Group: All Students Participants:
 447 positions have been posted in the last week.

Event: **Registration Update** Staffed By: All Staff
 Friday, July 29, 2005 Target Group: All Students Participants:
 15 students/alumni registered or updated their profile online in the last week.

Event: **Monstertrak Update** Staffed By: Citas
 Friday, July 29, 2005 Target Group: All Students Participants:
 539 positions have been posted in the last week.

Event: **Internship Exchange Update** Staffed By: Alex
 Sunday, July 31, 2005 Target Group: All Students Participants:
 Total number of listings in online database is now 1800. USF updated 28 listings in July.

Event: **Registration Update** Staffed By: All Staff
 Friday, August 5, 2005 Target Group: All Students Participants:
 12 students/alumni registered or updated their profile online in the last week.

Event: **Registration Update** Staffed By: All Staff
 Friday, August 12, 2005 Target Group: All Students Participants:
 51 students/alumni registered or updated their profile online in the last week.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Monstertrak Update Friday, August 12, 2005 460 positions have been posted in the last week.	Target Group: All Students	Participants:	Staffed By: Citas
Event: Registration Update Friday, August 19, 2005 85 students/alumni registered or updated their profile online in the last week.	Target Group: All Students	Participants:	Staffed By: All Staff
Event: Monstertrak Update Friday, August 19, 2005 524 positions have been posted in the last week.	Target Group: All Students	Participants:	Staffed By: Citas
Event: Registration Update Friday, August 26, 2005 55 students/alumni registered or updated their profile online in the last week.	Target Group: All Students	Participants:	Staffed By: All Staff
Event: Monstertrak Update Friday, August 26, 2005 599 positions have been posted in the last week.	Target Group: All Students	Participants:	Staffed By: Citas
Event: Internship Exchange Update Wednesday, August 31, 2005 Total number of listings in online database is now 1800. USF updated 51 listings in August.	Target Group: All Students	Participants:	Staffed By: Alex
Event: Registration Update Friday, September 2, 2005 64 students/alumni registered or updated their profile online in the last week.	Target Group: All Students	Participants:	Staffed By: All Staff
Event: Monstertrak Update Friday, September 2, 2005 525 positions have been posted in the last week.	Target Group: All Students	Participants:	Staffed By: Citas
Event: Registration Update Friday, September 9, 2005 31 students/alumni registered or updated their profile online in the last week.	Target Group: All Students	Participants:	Staffed By: All Staff
Event: Monstertrak Update Friday, September 9, 2005 539 positions have been posted in the last week.	Target Group: All Students	Participants:	Staffed By: Citas
Event: Internship Exchange Update Friday, September 30, 2005 Total number of listings in online database is now 1800. USF updated 23 listings in September.	Target Group: All Students	Participants:	Staffed By: Alex

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Internship Exchange Update** Staffed By: Alex
Monday, October 31, 2005 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 51 listings in October.

Event: **Internship Exchange Update** Staffed By: Alex
Wednesday, November 30, 2005 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 23 listings in November.

Event: **Internship Exchange Update** Staffed By: Alex
Saturday, December 31, 2005 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 10 listings in December.

Event: **Internship Exchange Update** Staffed By: Alex
Tuesday, January 31, 2006 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 83 listings in January.

Event: **Internship Exchange Update** Staffed By: Alex
Tuesday, February 28, 2006 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 28 listings in February.

Event: **Internship Exchange Update** Staffed By: Alex
Friday, March 31, 2006 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 38 listings in March.

Event: **Internship Exchange Update** Staffed By: Alex
Sunday, April 30, 2006 Target Group: All Students Participants:
Total number of listings in online database is now 1800. USF updated 54 listings in April. The consortium as a whole contributed 719 listings in April. There are roughly 1800 internship listings for students to peruse on the UCAN website.

Event: **Internship Exchange Update** Staffed By: Alex
Wednesday, May 31, 2006 Target Group: All Students Participants:
Total number of listings in online database is now 1804. USF updated 8 listings in May. The consortium as a whole contributed 124 listings in May.

Career Services Center Appendix A (Annual Report 05-06) continued

-
- Event: **Meeting with Tom Wooldridge** Staffed By: Ellen
Friday, September 30, 2005 Target Group: Liberal Arts Participants:
Met with Tom, my spiritual directee in the 19th Annotation program of the Spiritual Exercises of St. Ignatius.
-
- Event: **Kasamahan Advising: President, Mel Raymundo** Staffed By: James
Monday, October 3, 2005 Target Group: Student Club Participants:
-
- Event: **Kasamahan Advising: 2nd General Meeting** Staffed By: James
Wednesday, October 5, 2005 Target Group: Student Club Participants:
-
- Event: **Gerard Danford of Finland-USF Partnership Schools** Staffed By: James
Wednesday, October 5, 2005 Target Group: USF Community Participants:
Responded to his questions about how CSC is structured to provide career planning services to students, with focus on career assessment tools and process.
-
- Event: **Meeting with Tom Wooldridge** Staffed By: Ellen
Friday, October 7, 2005 Target Group: Liberal Arts Participants:
Met with Tom, my spiritual directee in the 19th Annotation program of the Spiritual Exercises of St. Ignatius.
-
- Event: **Meeting with Tom Wooldridge** Staffed By: Ellen
Friday, October 14, 2005 Target Group: Liberal Arts Participants:
Met with Tom, my spiritual directee in the 19th Annotation program of the Spiritual Exercises of St. Ignatius.
-
- Event: **Informational Interview** Staffed By: Ellen
Thursday, October 20, 2005 Target Group: SFSU Student Participants:
Gave informational interview to Joulia Rezvoukhina on career counseling, USF internship, and the SFSU counseling program.

Learning Outcomes: Student learned more about the field of career counseling on a college campus.
-
- Event: **Meeting with Tom Wooldridge** Staffed By: Ellen
Friday, October 21, 2005 Target Group: Liberal Arts Participants:
Met with Tom, my spiritual directee in the 19th Annotation program of the Spiritual Exercises of St. Ignatius.
-
- Event: **Learning & Writing Center Open House** Staffed By: Ellen
Thursday, November 10, 2005 Target Group: USF Community Participants:
Attended open house.

Location: Cowell Hall
-
- Event: **Informational Interview** Staffed By: Ellen
Monday, November 21, 2005 Target Group: USF Employee/SFSU Participants:
Gave informational interview to Patricia Gill on career counseling, USF internship, and the SFSU counseling program.

Learning Outcomes: Student learned more about the field of career counseling on a college campus.
-

USF Service

Event: **Recommendation Letter for Delta Sigma Pi** Staffed By: Alex
 Wednesday, June 1, 2005 Target Group: Student Club Participants:
 Wrote letter on behalf of Gamma Omicron (USF) chapter to national office endorsing the chapter's bid for the Outstanding Professional Activities Award

Event: **Intern Interview** Staffed By: All Staff
 Thursday, June 2, 2005 Target Group: Staff Participants:
 Interviewed candidate (Kristy Sada) for career counseling internship.
 Location: UC 429
 Learning Outcomes: Learned about candidate's skills and interests in relation to our internship.

Event: **Kasamahan Advising: w/ President, Mel Raymundo &** Staffed By: James
 Monday, July 25, 2005 Target Group: Student Club Participants:

Event: **Kasamahan Advising: w/ Cultural Director, Sharee Nuez** Staffed By: James
 Tuesday, July 26, 2005 Target Group: Student Club Participants:
 Strategies regarding Barrio Fiesta problems and planning.

Event: **College of Arts & Sciences Open House** Staffed By: James Ellen
 Thursday, September 8, 2005 Target Group: USF Community Participants:

Event: **Kasamahan Advising w/ President, Mel Raymundo** Staffed By: James
 Tuesday, September 13, 2005 Target Group: Student Club Participants:

Event: **Mass of the Holy Spirit** Staffed By: All Staff
 Thursday, September 15, 2005 Target Group: USF Community Participants:
 Attended mass of the Holy Spirit, as a symbol of the spiritual beginning of the new year.
 Location: St. Ignatius Church

Event: **Thank You BBQ** Staffed By: Ellen Alex
 Friday, September 16, 2005 Target Group: USF Community Participants:
 Attended thank you bbq sponsored by Fr. Privett for all those who helped with Orientation.

Event: **Kasamahan Advising** Staffed By: James
 Tuesday, September 20, 2005 Target Group: Student Club Participants:
 Strategy meeting with President Mel Raymundo and VP Kat Julian.

Event: Staffed By: James
 Tuesday, September 20, 2005 Target Group: Student Club Participants:
 Meeting to review Barrio Fiesta 2006 theater contract.

Event: **Kasamahan 1st General Meeting for 05-06** Staffed By: James
 Wednesday, September 21, 2005 Target Group: Student Club Participants:

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Informational Interview Tuesday, November 29, 2005	Target Group: Greater Community	Participants:	Staffed By: Ellen
Gave informational interview to Holly McVey on career counseling, USF internship, and the SFSU counseling program.			
Learning Outcomes: Student learned more about the field of career counseling on a college campus.			
Event: SOBAM Dean Search Open Forum Tuesday, November 29, 2005	Target Group: Staff	Participants:	Staffed By: Ellen
Attended Open Forum for Dean candidate.			
Event: Kasamahan Advising: 5th General Meeting Wednesday, November 30, 2005	Target Group:	Participants:	Staffed By: James
Event: SOBAM Dean Search Forum Monday, December 5, 2005	Target Group: Faculty	Participants:	Staffed By: Alex
Participated as interviewer.			
Event: SOBAM Dean Search Open Forum Monday, December 5, 2005	Target Group: Staff	Participants:	Staffed By: Ellen
Attended Open Forum for Dean candidate.			
Event: SOBAM Dean Search Forum Tuesday, December 6, 2005	Target Group: Faculty	Participants:	Staffed By: Alex
Participated as interviewer.			
Event: SOBAM Dean Search Open Forum Tuesday, December 6, 2005	Target Group: Staff	Participants:	Staffed By: Ellen
Attended Open Forum for Dean candidate.			
Event: USF President's Holiday Party Wednesday, December 7, 2005	Target Group: USF Community	Participants:	Staffed By: Alex All Staff
Event: CSC Holiday Party Sunday, December 11, 2005	Target Group: USF Community	Participants: 11 CSC Student Assistants+Staff	Staffed By: Ellen Alex All Staff
Event: UL Holiday Party Monday, December 12, 2005	Target Group: UL	Participants:	Staffed By: Alex James Julia
Event: Kasamahan Advising: Cultural Director, Sharee Nuez Monday, December 19, 2005	Target Group: Student Club	Participants:	Staffed By: James
Barrio 2006 strategizing and problem-solving.			
Event: SOBAM Dean Search Forum Wednesday, January 4, 2006	Target Group: Faculty	Participants:	Staffed By: Alex
Participated as interviewer			

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Phone Screen for CSC Asst. Dir./Career Counselor** Staffed By: All Staff
Wednesday, January 25, 2006 Target Group: Participants: 4 candidates
Conducted phone screens with 4 candidates for this position.

Event: **Campus Interview for CSC Asst. Dir./Career Counselor** Staffed By: All Staff
Wednesday, February 1, 2006 Target Group: Participants: 1 candidate
Held all day campus interview for 1 candidate.

Event: **Accounting Department Luncheon** Staffed By: Alex
Wednesday, February 8, 2006 Target Group: Business (UG) Participants: 30 UG business students+SOBAM
Attended department luncheon to honor outgoing Seniors and to promote the department to undecided business students. Spoke briefly about how CSC can help accounting majors.

Event: **CPS Lecture Series: Generations X & Y** Staffed By: Citas Ellen Julia
Wednesday, February 8, 2006 Target Group: USF Community Participants:
Attended CPS Lecture focusing on generations X & Y, and how this is the first time in history that 4 generations have been in the work force all at once.
Location: Cowell Hall
Learning Outcomes: Learned how the multi-generational workforce will function in the future.

Event: **Yuchengco Philippine Studies Program Meeting** Staffed By: James
Friday, February 10, 2006 Target Group: USF Community Participants:
Meeting of YPSP faculty and collaborative staff.

Event: **Phone Screen for CSC Asst. Dir./Career Counselor** Staffed By: All Staff
Monday, February 13, 2006 Target Group: Participants: 1 candidate
Conducted phone screens with 1 candidate for this position.

Event: **Academic Support Services Open House** Staffed By: Ellen
Wednesday, February 15, 2006 Target Group: USF Community Participants:
Attended Open House for Academic Support Services new offices on campus.

Event: **Student Leadership Awards Committee** Staffed By: Alex
Thursday, February 16, 2006 Target Group: USF Community Participants: 12 faculty/staff from throughout
Participating on committee to decide numerous end-of-year student leadership awards

Event: **Ignatian Silent Retreat** Staffed By: Ellen
Friday, February 17, 2006 Target Group: USF Community Participants: 19 retreatants, 6 directors
Served as a spiritual director for this retreat, held in Applegate (Auburn), CA.
Learning Outcomes: Accompanied retreatants on their spiritual journey, framed around the spiritual exercises of St. Ignatius of Loyola.

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Ignatian Silent Retreat** Staffed By: Ellen
 Saturday, February 18, 2006 Target Group: USF Community Participants: 19 retreatants, 6 directors
 Served as a spiritual director for this retreat, held in Applegate (Auburn), CA.
 Learning Outcomes: Accompanied retreatants on their spiritual journey, framed around the spiritual exercises of St. Ignatius of Loyola.

Event: **Ignatian Silent Retreat** Staffed By: Ellen
 Sunday, February 19, 2006 Target Group: USF Community Participants: 19 retreatants, 6 directors
 Served as a spiritual director for this retreat, held in Applegate (Auburn), CA.
 Learning Outcomes: Accompanied retreatants on their spiritual journey, framed around the spiritual exercises of St. Ignatius of Loyola.

Event: **Ignatian Silent Retreat** Staffed By: Ellen
 Monday, February 20, 2006 Target Group: USF Community Participants: 19 retreatants, 6 directors
 Served as a spiritual director for this retreat, held in Applegate (Auburn), CA.
 Learning Outcomes: Accompanied retreatants on their spiritual journey, framed around the spiritual exercises of St. Ignatius of Loyola.

Event: **Loyola House Mardi Grad Party** Staffed By: Ellen Alex
 Tuesday, February 28, 2006 Target Group: USF Community Participants:
 Attended annual pre-Lenten event sponsored by USF Jesuit community.

Event: **CSC Intern Candidate Interview** Staffed By: All Staff
 Wednesday, March 1, 2006 Target Group: Intern applicant Participants: 1 candidate
 Interviewed one candidate for career counseling internship position for next academic year.

Event: **School of Educ. Open House** Staffed By: Ellen
 Wednesday, March 8, 2006 Target Group: Education Participants:
 Attended Open House at School of Education, celebrating 30 years of offering doctoral programs.
 Learning Outcomes: Met some new faculty; introduced CSC to some other faculty and staff.

Event: **Kasamahan Advising: Barrio Fiesta Rehearsal** Staffed By: James
 Monday, March 20, 2006 Target Group: Student Club Participants:

Event: **Kasamahan Advising: Barrio Fiesta Rehearsal** Staffed By: James
 Tuesday, March 21, 2006 Target Group: Student Club Participants:

Event: **Kasamahan Advising: Barrio Fiesta Rehearsal** Staffed By: James
 Wednesday, March 22, 2006 Target Group: Student Club Participants:

Event: **Kasamahan Advising: Barrio Fiesta Rehearsal** Staffed By: James
 Thursday, March 23, 2006 Target Group: Student Club Participants:

Event: **Kasamahan Advising: 33rd Annual Barrio Fiesta (3/24 &** Staffed By: James
 Friday, March 24, 2006 Target Group: Student Club Participants:

Career Services Center Appendix A (Annual Report 05-06) continued

Event: Kasamahan Advising: 33rd Annual Barrio Fiesta (3/24 & Saturday, March 25, 2006	Target Group: Student Club	Staffed By: James	Participants:
<p>Conducted Group Interpretation of SII for CSC Student Assistants</p> <p>L.O. Students learned about how their interests relate to potential careers and career exploration possibilities.</p>			
<hr/>			
Event: CSC Student Assistant SII Interpretation Friday, March 31, 2006	Target Group: Staff	Staffed By: Alex	Participants: 5 Student Assistants
<p>Conducted Group Interpretation of SII for CSC Student Assistants</p> <p>L.O. Students learned about how their interests relate to potential careers and career exploration possibilities.</p>			
<hr/>			
Event: Student Leadership Awards Committee Thursday, April 6, 2006	Target Group: All Students	Staffed By: Alex	Participants: 8 UL Staff
<p>Discussed candidates for upcoming UL student awards and decided on winners.</p>			
<hr/>			
Event: Grad Finale Thursday, April 6, 2006	Target Group: All Students	Staffed By: All Staff	Participants:
<p>Participated in Grad Finale by hosting a CSC table.</p> <p>Learning Outcomes: Graduates learned about CSC services.</p>			
<hr/>			
Event: Grad Finale Friday, April 7, 2006	Target Group: All Students	Staffed By: All Staff	Participants:
<p>Participated in Grad Finale by hosting a CSC table.</p> <p>Learning Outcomes: Graduates learned about CSC services.</p>			
<hr/>			
Event: Triage Drop-ins Friday, April 7, 2006	Target Group: All Students	Staffed By: Julia	Participants:
<p>Assisted counselors as a Triage during Drop-in hours due to staff shortage. 0 students came during my time slot.</p>			
<hr/>			
Event: New Employee Welcome Tuesday, April 11, 2006	Target Group: USF Community	Staffed By: Ellen	Participants:
<p>Attended welcome reception for Megan Gallagher, new Health Services Coordinator.</p> <p>Learning Outcomes: Learned more about Megan's background.</p>			
<hr/>			
Event: Lent for Busy People Meeting Wednesday, April 12, 2006	Target Group: Staff	Staffed By: Ellen	Participants:
<p>Attended a closing prayer service and luncheon with program participants.</p> <p>Learning Outcomes: Learned what the graces were for people during Lent.</p>			
<hr/>			
Event: Farewell Gathering Wednesday, April 12, 2006	Target Group: Staff	Staffed By: Ellen James	Participants:
<p>Attended farewell gathering for Lisa Ernstthal from ISS office.</p>			

Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Triage Drop-ins** Staffed By: Julia
 Wednesday, April 12, 2006 Target Group: All Students Participants:
 Served as triage for counselors during Drop-in counseling hours due to staff shortage. Met with 3 students.

Event: **ORL Hall Director Interview** Staffed By: Ellen
 Monday, April 17, 2006 Target Group: Staff Participants:
 Participated in UL staff interview for a Hall Director candidate.
 Learning Outcomes: Learned about candidates background, education, personality, and fit for position.

Event: **Hall Director Interview** Staffed By: Alex
 Thursday, April 20, 2006 Target Group: USF Community Participants:
 Participated in interview of candidate for Hall Director position, Joel Gagnon.

Event: **President's Town Hall** Staffed By: Ellen
 Tuesday, April 25, 2006 Target Group: USF Community Participants:
 Attended town hall.

Event: **Student Leadership Awards** Staffed By: All Staff
 Tuesday, May 2, 2006 Target Group: All Students Participants:
 Attended annual Student Leadership Awards ceremony.

Event: **UL Leadership Awards** Staffed By: All Staff
 Tuesday, May 2, 2006 Target Group: USF Community Participants:

Event: **Service & Merit Awards** Staffed By: All Staff
 Wednesday, May 3, 2006 Target Group: USF Community Participants:
 Attended annual Service & Merit Awards ceremony.

Event: **USF Merit Awards** Staffed By: All Staff
 Wednesday, May 3, 2006 Target Group: USF Community Participants:

Event: **Triage Drop-ins** Staffed By: Julia
 Thursday, May 4, 2006 Target Group: All Students Participants:
 Assist as a triage during Drop-in hours to assist counselors during staff shortage.

Event: **Triage Drop-ins** Staffed By: Julia
 Thursday, May 18, 2006 Target Group: All Students Participants:
 Performed as triage during Drop-In hours to assist in staff shortage.

Event: **Triage Drop-ins** Staffed By: Julia
 Friday, May 19, 2006 Target Group: All Students Participants:
 Performed as triage during Drop-In hours to assist in staff shortage.

Event: **UL Division Lunch** Staffed By: All Staff
 Thursday, May 25, 2006 Target Group: USF Community Participants:

Workshop

Event: CSC Student Staff Training Staffed By: Alex
Friday, September 9, 2005 Target Group: Student Staff Participants: 9 Student Staff
Helped organize and lead student staff training
Learning outcome-Student assistants were better aware of customer service skills as well as semester goals

Event: LSAT Test Prep Strategies Workshop Staffed By: Ellen
Tuesday, October 11, 2005 Target Group: All Students Participants: 15 students
Facilitated Kaplan sponsored workshop on LSAT test strategies.
Location: UC 400
Learning Outcomes: Students gained greater insight into how to prepare for LSAT.

Event: Graduate School Admissions Panel Staffed By: Ellen
Wednesday, October 12, 2005 Target Group: All Students Participants: 35 students
Hosted a panel to discuss the graduate school admissions process. Panelists included:
U.C. Hastings Admissions Director
Stanford Medical Admissions Rep
U.C. Hastings current law student
USF current law student
U.C. Berkeley Public Policy recent alum.
Location: UC 417
Learning Outcomes: Students gained greater insight into the graduate school admissions process and heard first hand stories of tips and techniques.

Event: GRE & Test Prep Strategies Workshop Staffed By: Ellen
Thursday, October 13, 2005 Target Group: All Students Participants: 15 students
Facilitated a workshop, presented by Princeton Review, on taking the GRE and other test prep strategies.
Location: UC 400
Learning Outcomes: Students gained greater insight into the GRE and how to successfully prepare for it.

Event: Self Assessment Workshop Staffed By: Alex
Wednesday, October 19, 2005 Target Group: All Students Participants: 3 students
Learning outcome- Students, via values and skills exercises, learned about self assessment and personality-career matching

Event: Career Fair Prep Workshop Staffed By: Julia Alex
Wednesday, February 22, 2006 Target Group: All Students Participants:
Rep. from Nordstrom presented "Dress for Success" seminar. Alex presented networking techniques and tips to students. 43 students attended.

Event: **Workshop: Careers Outside the Box** Staffed By: Ellen Julia
Wednesday, March 29, 2006 Target Group: All Students Participants: 28 students

Moderated a panel discussion of professionals focusing on career options with Liberal Arts majors.

Learning Outcomes: Students learned the following:

- * The importance of researching companies before the interview
- * The importance of networking
- * It's critical to always send a cover letter
- * To know that potential employers could check your MySpace or Facebook pages - so watch what is posted on them.
- * Not to panic regarding the job search.

Event: **Workshop: ISS Networking and Job Search** Staffed By: Ellen
Wednesday, April 12, 2006 Target Group: All Students Participants: 6 students

Presented workshop on job search and networking skills, targeted specifically for international students. This was a joint collaboration between ISS & CSC.

Learning Outcomes:

- * The necessity of persistence and doing more outreach as an international student
- * Difference between MonsterTRAK and Monster.com
- * Interviewing skills, including salary discussion
- * How to disclose status as international student

Event: **Yikes! College to Career Transition Workshop** Staffed By: Ellen Julia
Wednesday, April 19, 2006 Target Group: All Students Participants: 14 students

Moderated a panel discussion with 3 alumni and one staff member, focusing on issues of transition from college to career, job search, networking, and self assessment.

Learning Outcomes: Students learned:

- * Importance of targeting resumes to job
- * That they are not alone - ie. others are lost in the career choice process
- * "What to do and where to start"
- * There are jobs "out there"
- * Need to sell self
- * The job search requires a lot of work

Event: **Magis Workshop-Self Assessment** Staffed By: Alex
Monday, April 24, 2006 Target Group: Student Club Participants: 8 Students

Present "Where Am I Going" workshop to Magis student leaders.

L.O. Students learned about using self assessment in order to facilitate career and grad school decision making. Students learned of assessment options offered by CSC including MBTI, SII, Skillscan etc.



State of the Profession: NACE 2005 Career Services Benchmark Survey for Four-Year Colleges & Universities

December 2005



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ABOUT THE SURVEY/METHODOLOGY

The 2005 Career Services Benchmarking Survey was sent to 1,440 four-year schools that hold NACE membership. Data for the survey, which was conducted as a traditional paper-and-pencil survey, were collected from July 26 through September 9, 2005. Responses were received from 549 schools for a response rate of 38.1 percent.

Nearly all respondents (90.5 percent) have primarily centralized offices, and more than half (56.9 percent) represent private universities.

Throughout the report, data are provided for the respondents as a whole; in addition, data are broken down by size of total enrollment. Total enrollment size was calculated only for those offices that provided figures for both—the number of undergraduate and graduate degree students at their institution ("0" was an acceptable response). Because there were only five offices with a total enrollment size of less than 500 students, the smallest enrollment size breakout used in the report is from those schools with less than or equal to 1,000 students. A total of 427 respondents provided total enrollment information. The number of respondents in each category is as follows:

Table with 2 columns: Enrollment Range and Percentage. Rows include: Total enrollment <= 1,000 (40/427 = 9.4 percent), Total enrollment 1,001 - 2,500 (120/427 = 28.1 percent), Total enrollment 2,501 - 5,000 (89/427 = 20.8 percent), Total enrollment 5,001 - 10,000 (70/427 = 16.4 percent), Total enrollment 10,001 - 20,000 (68/427 = 15.9 percent), Total enrollment > 20,000 (40/427 = 9.4 percent).

Those schools that chose to be listed as survey respondents appear on the survey respondent list located on page 37.

Please note: Totals throughout the report may not equal 100 due to rounding.

Member schools that responded to the survey received a complimentary copy of this report (PDF format). Members that did not respond have access to the executive summary (see www.nacweb.org/infocenter/surveys/cs2005exsum.htm), and may purchase the full report at the member rate. Custom data cuts based on the results of the survey are also available (respondents receive a 50 percent discount). For more information, contact Camille Luckenbaugh, ext. 111, 800/544-5272, luckenbaugh@nacweb.org.

Comments/Recommendations
Please send your comments about the current survey and recommendations for future surveys to Camille Luckenbaugh, NACE research director, luckenbaugh@nacweb.org.

Research Director: Camille Luckenbaugh
Editorial: Mimi Collins
Design: Karen Y. Berger



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Office Specifics

Figure 1 Reporting lines	
Office	% of Respondents
Vice President for Student Affairs	26.5%
Dean of Students	19.2
Associate/Assistant Vice President for Student Affairs	16.1
Dean of the College	5.1
Other	33.1

REPORTING LINES

Little has changed in terms of reporting lines since 2000, when NACE last reviewed them. As was the case in 2000, the largest group—26.5 percent of respondents in the current survey compared to 30 percent in the 2000 survey—said that their career center reports to the Vice President for Student Affairs. Similarly, the second largest group (19.2 percent of respondents to the current survey, and 24 percent of respondents to the 2000 survey), named the

Dean of Students as the office to which they report. (See Figure 1.)

OFFICE TITLE

Back in 1975, when NACE first began its benchmark surveys for career services, nearly two-thirds of respondents (62 percent) said their office title was “career planning and placement” or simply “placement.” At that time, just 6 percent of respondents said their office title was “career services.” Since that time, as the field has evolved away from simply providing “placement” services, we’ve seen a steady shift away from placement and toward “career services.”

In the 2005 survey, nearly half of the respondents (49.5 percent) indicated that the official name of their office is “career services,” up from 39.1 percent in 2000. “Career development” as an office title has also grown in popularity; 15.3 percent of current respondents cited this title, up from 10.9 percent in 2000. Another 15 percent of respondents said “career center” is their office’s title. (This option was not tracked in the 2000 survey.)



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Figure 2 Average office space, overall and by size of enrollment	
Size of Enrollment	Avg. Square Footage
< = 1,000 (n=25)	614
1,001 – 2,500 (n=75)	1,107
2,501 – 5,000 (n=55)	1,593
5,001 – 10,000 (n=45)	3,171
10,001 – 20,000 (n=46)	5,530
> 20,000 (n=26)	7,454
Overall (n=336)	2,613

OFFICE SPACE AND INTERVIEW ROOMS

On average, career services offices occupy 2,613 square feet of space. Although that's not a marked difference from the average 2,469 square feet reported in the 2001 survey, it's a whopping 28.5 percent increase over the average 2,033 square feet reported in NACE's 1998 benchmark survey.

For comparison purposes, the average square footage of office space reported by size of enrollment is outlined in Figure 2.

The average number of interview rooms reported in this survey (3.6) is almost identical to the 3.4 rooms reported in NACE's 2001 benchmark survey, and up slightly over the 3.1 rooms reported in the 1998 benchmark survey. But that average is deceptive, in that it includes respondents who don't have interview rooms at all: In fact, of the 524 respondents who provided information regarding number of interview rooms, more than one-fifth (21.4 percent) said they don't have any interview rooms. Among respondents who have interview rooms, the actual average number of rooms is 4.6. (See Figure 3.)

Figure 3 Average number of interview rooms, overall and by size of enrollment		
Size of Enrollment	% of Respondents w/Interview Rooms	Avg. # of Interview Rooms*
< = 1,000	21/37 = 56.8%	2.8
1,001 – 2,500	82/118 = 69.5	2.1
2,501 – 5,000	64/84 = 76.2	3.3
5,001 – 10,000	63/69 = 91.3	4.7
10,001 – 20,000	63/65 = 96.9	7.4
> 20,000	39/40 = 97.5	11.1
Overall	412/524 = 78.6	4.6

* Calculation based only on those with interview rooms.



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DATA GATHERING

Respondents were asked which office is primarily responsible for gathering information about recent graduate employment. Seven out of 10 respondents (70.1 percent) said it is the responsibility of career services to gather such information, while 14.2 percent said the responsibility falls onto the shoulders of institutional research. Another 3.5 percent said alumni affairs gather employment data, 1.9 percent said the data are gathered by institutional advancement/development. The remaining 10.3 percent gave various responses; many of these respondents indicated that gathering graduate employment information is a collaborative effort involving more than one office.

OFFICE MERGERS

When asked if their office had merged with any other office within the past 10 years, most (80.1 percent) responded that they had not.

Among respondents, it was most common for offices at large schools to have merged than it was at all other schools. Among schools with enrollments that exceed 20,000 for example, nearly one-third of respondents (32.5 percent) said they had merged with another office within the past 10 years. In comparison, less than one-quarter (23.1 percent) of respondents at schools with enrollment less than or equal to 1,000 and 15.8 percent at schools with enrollments from 1,001 to 2,500 said they had merged offices. Among respondents with 2,501 to 5,000 students, 23.6 percent said they merged offices, and a similar percentage (23.2 percent) of those at schools with enrollments ranging from 5,001 to 10,000 had done so. Finally, only 16.4 percent of respondents representing offices with 10,001 to 20,000 students reported merging offices.

Among the respondents whose offices merged with others, the largest group—24.3 percent—said their office merged with the office of experiential education; 7.5 percent merged with academic advising; and 6.5 percent merged with student employment. The remaining 61.7 percent gave varying responses.



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Services and Graduating Student Activity

SERVICES

Career services offices play a vital role in the college experience by teaching students the things they don't learn in physics or psychology classes. Part of the college experience is acquiring a "well-rounded" education, and career services helps students to that end by providing them with a multitude of opportunities to prepare them for the day their academic journey ends and their transition to the world of work begins.

The vast majority of respondents reported that they're available to counsel students on their career options (97.2 percent), offer them programs to assist with their resume writing and interview preparation (94.3 percent), present them with opportunities to connect with employers one-on-one through career fairs (93.2), and assist those seeking the work experience employers desire through co-op, internship, externship programs (90.7 percent). (See Figure 4.)

Figure 4	Services offered (overall)	
	2002-03	2003-04
Career Counseling – by Appointment	97.3	97.2
Career Outreach Programs (e.g. one-time workshops on or off-site such as resume writing, etc.)	79.8	94.3
Career Fairs	86.8	93.2
Assistance for Co-op, Internship, Externship Programs	85.3	90.7
On-Campus Recruiting	87.0	89.5
Career Counseling – Drop-in	87.9	86.2
Student Employment (e.g. part-time seasonal jobs on or off campus)	47.1	56.9
Academic Internships	N/A	40.1
Credit Career Classes	33.9	30.9
Work-Study	N/A	25.7



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Figure 5 Assistance with co-op, internship, and externship programs 1975-2005	
Survey	% of Respondents Offering
1975	26.0%
1981	49.0
1987	53.7
1991	62.8
1993	68.3
1997	72.6
2004	85.3
2005	90.7

Although respondents' services in 2003-04 were largely consistent with what they offered in 2002-03, there were some variations that warrant comment. The number of respondents offering career outreach programs rose substantially (up 14.5 percent) as did the number of those offering student employment, rising 9.8 percent. (There is a caveat: The questions regarding career outreach and student employment were posed in a slightly different manner in the current survey compared to the previous survey, which could account for some, if not all, of the difference.)

In addition, although changes from one survey to the next may appear small, there are some services that have consistently grown in popularity over the life of NACE's benchmark surveys. For example, 90.7 percent of current respondents reported that they offer assistance to students with co-op, internship, and externship programs, up just 5.4 percent from the 2004 survey. However, the popularity of this service has grown both steadily and substantially since NACE first tracked it in 1975, when just 26 percent of respondents said they offered such assistance. (See Figure 5.)

Similarly, the popularity of career fairs has grown by leaps and bounds over the years: More than 93 percent of respondents to the current survey report offering career fairs—more than double the results of the 1987 survey, when 45 percent of respondents said they offered fairs.



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On-Campus Recruiting: Still a Viable (and Valued) Service

In the current survey, 89.5 percent of respondents indicated they offer on-campus recruiting, up from 87 percent who reported they offered this service in the 2004 survey.

Since NACE began tracking this service in its 1975 survey, the popularity of on-campus recruiting has diminished somewhat: In NACE surveys conducted between 1975 and 1987, 95 percent or more of respondents reported offering on-campus recruiting. That percentage dropped to 91.6 percent in the 1991 survey and to 90.2 percent in the 1993 survey. In the 1997 survey, 86.3 percent of respondents reported offering this service, and in the 2000 survey, 88.1 percent reported providing on-campus recruiting as a service.

Some of the drop-off likely reflects changes in the job market, and some is probably related to the rise of alternative means for connecting students and employers. The decline, however, is not what warrants attention: What matters is that the vast majority of campuses are providing this service, a clear indication that on-campus recruiting remains a viable and valuable service. Employer survey results substantiate this: For example, in NACE's recent *Job Outlook 2006* survey, employers rated on-campus recruiting as their most effective tool for recruiting new college graduates. In the same vein, nearly nine out of 10 employers (89.2 percent) responding to NACE's *2004 Employer Benchmark Survey* said they recruit on campus and recruit, on average, 61 percent of their new college graduate hires using this method.

Services: Small vs. Large Offices

Comparing services offered by small offices (< = 1,000 students) to those offered by large offices (> 20,000 students) points up some interesting differences in service offerings and delivery. For example, it's more common for small offices to offer drop-in career counseling and academic internships than it is for large offices to offer the same. On the flip side, career fairs and on-campus recruiting are more likely to be offered by large schools than by small schools. Some services—such as career counseling by appointment and work-study programs—are less influenced by size, and there is little variation in these services between small and large schools.

Figures 6 through 15 provide a breakout of all services offered according to size of enrollment.



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Figure 6 Services: Drop-in career counseling, overall and by size of enrollment		
	% Offering	Avg. # of Students Served
Overall	86.2%	1,033
Enrollment < = 1,000	97.4	258
Enrollment 1,001 – 2,500	86.6	291
Enrollment 2,501 – 5,000	84.3	991
Enrollment 5,001 – 10,000	79.4	1,720
Enrollment 10,001 – 20,000	80.9	1,423
Enrollment > 20,000	87.5	2,342

Figure 7 Services: Career counseling by appointment, overall and by size of enrollment		
	% Offering	Avg. # of Appointments
Overall	97.2%	1,089
Enrollment < = 1,000	97.4	325
Enrollment 1,001 – 2,500	98.3	575
Enrollment 2,501 – 5,000	97.8	828
Enrollment 5,001 – 10,000	98.6	1,051
Enrollment 10,001 – 20,000	94.0	1,826
Enrollment > 20,000	95.0	3,136

Figure 8 Services: Credit career classes, overall and by size of enrollment			
	% Offering	Avg. # of Classes Offered	Avg. # of Students Served
Overall	30.9%	5.5	135
Enrollment < = 1,000	41.0	4.1	101
Enrollment 1,001 – 2,500	30.0	4.7	107
Enrollment 2,501 – 5,000	19.1	4.1	246
Enrollment 5,001 – 10,000	34.3	5.9	194
Enrollment 10,001 – 20,000	33.8	9.1	88.3
Enrollment > 20,000	47.5	7.4	210



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Figure 9 Services: Career outreach programs, overall and by size of enrollment			
	% Offering	Avg. # of Programs Offered	Avg. # of Students Served
Overall	94.3%	71.4	1,913
Enrollment <= 1,000	89.7	20.7	216
Enrollment 1,001 – 2,500	92.4	29.8	510
Enrollment 2,501 – 5,000	93.2	36.7	750
Enrollment 5,001 – 10,000	98.6	73.4	1,782
Enrollment 10,001 – 20,000	95.5	118.5	3,565
Enrollment > 20,000	100.0	238.9	8,355

Figure 10 Services: Assistance to students pursuing co-ops, internships, or externship programs, overall and by size of enrollment			
	% Offering	Avg. # of Students Assisted	Avg. # of Placements
Overall	90.7%	405	211
Enrollment <= 1,000	94.9	105	85
Enrollment 1,001 – 2,500	95.8	166	99
Enrollment 2,501 – 5,000	86.5	450	143
Enrollment 5,001 – 10,000	85.3	420	214
Enrollment 10,001 – 20,000	87.9	584	356
Enrollment > 20,000	95.0	1,825	855

Figure 11 Services: Academic internships for credit, overall and by size of enrollment			
	% Offering	Avg. # of Student Applicants	Avg. # of Placements
Overall	40.1%	125	85
Enrollment <= 1,000	43.6	66	61*
Enrollment 1,001 – 2,500	53.4	74	59
Enrollment 2,501 – 5,000	39.8	143*	70*
Enrollment 5,001 – 10,000	35.8	74*	44*
Enrollment 10,001 – 20,000	25.4	250	139
Enrollment > 20,000	20.0	673*	488*

* Fewer than 10 respondents.



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Figure 12 Services: Career fairs, overall and by size of enrollment				
	% Offering	Avg. # of Fairs	Avg. # of Orgs. Attending	Avg. # of Students
Overall	93.2%	3.6	181	1,413
Enrollment <= 1,000	73.7	2.1	83	341
Enrollment 1,001 – 2,500	85.8	2.8	122	600
Enrollment 2,501 – 5,000	96.6	5.0	139	644
Enrollment 5,001 – 10,000	98.6	3.3	205	1,369
Enrollment 10,001 – 20,000	100.0	4.3	271	2,448
Enrollment > 20,000	100.0	6.0	390	4,976

Figure 13 Services: On-campus recruiting, overall and by size of enrollment				
	% Offering	Avg. # of Registrants	Avg. # of Orgs.	Avg. # of Interviews
Overall	89.5%	1,177	91	1,004
Enrollment <= 1,000	69.2	243	25	278
Enrollment 1,001 – 2,500	87.4	273	32	285
Enrollment 2,501 – 5,000	87.6	606	54	646
Enrollment 5,001 – 10,000	92.9	877	94	857
Enrollment 10,001 – 20,000	97.1	2,405	120	1,417
Enrollment > 20,000	100.0	3,221	312	3,577

Figure 14 Services: Work-study, overall and by size of enrollment			
	% Offering	Avg. # of Registrants	Avg. # of Placements
Overall	25.7%	583	338
Enrollment <= 1,000	30.8	91	75
Enrollment 1,001 – 2,500	26.9	204	70
Enrollment 2,501 – 5,000	26.1	318	261
Enrollment 5,001 – 10,000	24.3	303*	171*
Enrollment 10,001 – 20,000	23.1	981*	766*
Enrollment > 20,000	27.5	4,572*	2,744*

* Fewer than 10 respondents.



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Figure 15 Services: Student employment, overall and by size of enrollment			
	% Offering	Avg. # of Registrants	Avg. # of Placements
Overall	46.2%	1,075	575
Enrollment <= 1,000	46.2	155	87
Enrollment 1,001 – 2,500	55.2	339	81
Enrollment 2,501 – 5,000	54.0	230	125
Enrollment 5,001 – 10,000	55.7	2,061	1,003
Enrollment 10,001 – 20,000	61.5	1,276	896
Enrollment > 20,000	64.1	4,577*	2,337*

* Fewer than 10 respondents.

Serving Alumni and Others

For many offices, students are not the only group receiving services. Nearly all respondents (96.3 percent) said they offer services to alumni. Counseling and providing access to job listings are among the most popular offerings for alumni.

Some offices are also active in reaching out to parents. Approximately two out of five respondents (39.9 percent) said that they tailor information about career planning and/or the job search specifically to parents and make this information available to parents.

Among those providing information specifically for and to parents, many (67 percent) offer such information online, 52.3 percent offer parent-only information sessions, 39 percent said they provide parents with handouts, and 31.2 percent offer parents some sort of print publication such as brochures, and pamphlets. A few offices also reported offering parent orientations.



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Figure 16 Services: Information for parents, by size of enrollment	
Enrollment Size	% Offering
< = 1,000	27.5%
1,001 – 2,500	37.8
2,501 – 5,000	40.4
5,001 – 10,000	37.1
10,001 – 20,000	48.5
> 20,000	67.5

Not surprisingly, larger schools were more likely than smaller institutions to offer information specifically for and to parents. (See Figure 16.)

GRADUATING STUDENT ACTIVITY

Respondents were asked to provide information about their students' employment at the time of graduation and at the time of the school's follow-up survey.

On average, according to respondents, just about half of the Class of 2004 (49.8 percent)

had jobs at the time of graduation. (See Figure 17.) With the exception of the 2000 survey, that's the highest average percentage of the class having a job at the time of graduation that's been reported since NACE began tracking this information. (In the 2000 survey, respondents reported data for the Class of 1999; at that time, the average percentage of the class with a job at the time of graduation was 51 percent.) Responses ranged from 2 percent to 99.6 percent, and there was little variation based on size of school.

Figure 17 Graduating student activity, overall and by size of enrollment					
	Avg. % of Class w/Jobs at Time of Grad.	Avg. # of Months After Grad. Follow-Up Conducted	Avg. % of Class w/Jobs at the Time of Follow-Up	Avg. Response Rate to Survey	Avg. % of Class That Opted for Grad School/ Further Educ.
Overall	49.8%	6.3	76.1%	62.9	19.8%
Enrollment < = 1,000	50.1	6.7	76.8	73.1	18.2
Enrollment 1001 - 2,500	50.8	6.4	75.0	71.0	19.7
Enrollment 2,501 - 5,000	49.5	6.6	79.4	64.7	20.4
Enrollment 5,001 - 10,000	47.9	6.4	73.9	55.7	21.3
Enrollment 10,001 - 20,000	53.4	5.4	73.4	44.7	22.8
Enrollment > 20,000	42.3	6.2	70.6	46.7	19.6



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Respondents reported that they conduct their follow-up survey an average of 6.3 months after graduation, in line with historical averages. Responses ranged from one month after graduation to 15 months after graduation. Respondents also provided data on response rates to their surveys; overall, the average response rate was 62.9 percent, but ranged from 3 to 100 percent. As Figure 17 illustrates, response rates tend to fall as the size of the school increases.

On average, respondents reported that just over three-quarters (76.1 percent) of their 2004 graduates had a job at the time of their follow-up survey. Responses varied greatly from just 4 percent of the class having a job at the time of the follow-up survey to 100 percent of the class having a job at the time of the follow up.

Respondents were also asked to provide data on 2004 graduates that went on to graduate school or who chose to further their education. On average, respondents reported that 19.8 percent of their 2004 graduates opted for grad school/further education; this is also in line with historical averages. Responses ranged from 0 percent to 65 percent of the class opting for graduate school or further education.



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Staffing

STAFF SALARIES AND YEARS OF EXPERIENCE

Respondents were asked to provide salary information and years of experience for a variety of professional positions in the career center. (See Figure 18.)

In terms of salaries, career services appears to be making little progress. In fact, about half the salaries reported in this survey are higher than those reported in the *2004 Career Services Benchmarking Survey*, and about half are lower.

Assistant directors saw the biggest increase; on average, their salary grew 6.3 percent to \$42,043. On average, they have 8.1 years of experience in the field, compared to 7.4 years reported in the 2004 survey, and this may account for the higher salary.

Figure 18 Career services staff by title, experience, salary (overall)			
Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	8.1	\$42,043	368
Associate Director	11.9	\$50,381	207
Career Information/Library Specialist	8.1	\$26,795	36
Career Services Coordinator	6.0	\$34,637	53
Counselor	6.2	\$37,663	247
Director	14.9	\$58,073	439
Experiential Education Coordinator	6.2	\$36,403	68
Recruiting Coordinator	7.3	\$33,507	81
Technical Coordinator	7.8	\$37,997	34



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Other positions also saw salary gains, albeit modest ones. Salaries to both career counselors and experiential education coordinators rose an average of 3.2 percent. The average salary to directors rose 2.6 percent, and by 2 percent for associate directors:

Respondents, however, reported average salaries for other positions that fall below those posted in the 2004 survey. Hardest hit were career information/library specialists; their average salary dropped 11.8 percent to \$26,795, even though their average years of experience grew slightly. Similarly, the average salary of a technical coordinator fell 5.4 percent to \$37,997, even though their average years of experience grew from 7 years to 7.8 years in the field.

The average salary to career services coordinators dipped by 2.4 percent, but their average years of experience also fell. Recruiting coordinators' average salary slipped by 0.4 percent, and their average years of experience also slipped a bit—by one-tenth of a point.

Not surprisingly, average salaries varied depending on the size of the institution, and, in general, most salaries increased as the size of enrollment increased. (See Figures 19 through 24.) For example, the average salary to directors at small schools (< = 1,000) is more than 30 percent *lower* than the overall average for directors, while the average salary for directors at large schools (> 20,000) is nearly 40 percent *higher* than the overall average.

In looking at salaries by size of institution, the average salary to experiential education coordinators at schools with more than 20,000 students warrants comment. The average for that position at those schools is \$32,785—lower than the average salaries for that position at all other size schools. Driving that average down are two responses: The two lowest salaries reported for this position were \$18,000 and \$18,250, and both were reported by schools with more than 20,000 students. If these responses are removed, the average salary to an experiential education coordinator at schools with more than 20,000 students would be \$36,450, more in line with what one would expect.



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Figure 19 Career services staff by title, experience, salary (<= 1,000)

Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	2.3	\$28,917	6
Director	8.1	\$39,973	31

Figure 20 Career services staff by title, experience, salary (1,001 - 2,500)

Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	6.6	\$38,998	48
Associate Director	9.3	\$45,455	22
Career Information/Library Specialist	10.0	\$26,504	8
Career Services Coordinator	6.8	\$26,433	5
Counselor	4.7	\$34,417	23
Director	12.8	\$50,543	94
Experiential Education Coordinator	5.8	\$35,233	9
Recruiting Coordinator	5.3	\$29,929	10

Figure 21 Career services staff by title, experience, salary (2,501 - 5,000)

Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	6.5	\$39,025	30
Associate Director	9.7	\$46,542	24
Counselor	6.3	\$35,923	28
Director	13.6	\$53,635	64
Experiential Education Coordinator	6.6	\$35,658	9
Recruiting Coordinator	11.5	\$31,175	7



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Figure 22 Career services staff by title, experience, salary (5,001 - 10,000)			
Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	8.8	\$41,211	54
Associate Director	11.0	\$48,143	29
Counselor	6.9	\$38,498	34
Director	17.8	\$63,281	59
Experiential Education Coordinator	18.2	\$43,423	6
Recruiting Coordinator	8.9	\$33,007	14
Technical Coordinator	7.7	\$32,833	6

Figure 23 Career services staff by title, experience, salary (10,001 - 20,000)			
Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	8.6	\$44,780	91
Associate Director	13.2	\$53,745	48
Career Information/Library Specialist	4.5	\$26,518	7
Career Services Coordinator	4.3	\$37,226	9
Counselor	5.1	\$38,299	73
Director	18.4	\$74,283	61
Experiential Education Coordinator	3.3	\$36,289	19
Recruiting Coordinator	7.8	\$34,893	20
Technical Coordinator	6.4	\$39,400	8



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Figure 24 Career services staff by title, experience, salary (>20,000)			
Title	Avg. Years of Experience	Avg. Annual Salary	# of Responses
Assistant Director	9.3	\$43,057	84
Associate Director	14.7	\$54,257	50
Career Services Coordinator	5.3	\$36,395	18
Counselor	7.9	\$40,729	58
Director	19.7	\$80,801	30
Experiential Education Coordinator	4.5	\$32,785	10
Recruiting Coordinator	7.1	\$35,884	17
Technical Coordinator	9.6	\$43,036	9

STAFF AND DEGREE LEVELS

According to respondents, the master's degree is the degree held by most career services professionals. However, among career information/library specialists, recruiting coordinators, and technical coordinators, the bachelor's degree is most common. Below is degree level information, by position:

Director: Just over three-quarters (76.6 percent) have a master's degree, 14.3 percent have a doctoral degree, and 9.1 percent hold bachelor's degrees.

Assistant Director: Just over four in five (81.7 percent) have master's degrees, 14.9 percent hold bachelor's degrees, and 2.6 percent have doctoral degrees. In addition, two in this position (0.5 percent) have associate degrees, and one assistant director (0.3 percent) has a law degree.

Associate Director: More than four in five associate directors (85.8 percent) have master's degrees, 7.5 percent have doctoral degrees, and 6.6 percent have bachelor's degrees.



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Career Information/Library Specialist: The majority (54.1 percent) hold bachelor's degrees, and the next largest group (29.7 percent) do not have postsecondary degrees. Just 10.8 percent have master's degrees and two career information/library specialists (5.4 percent) were reported to have associate degrees.

Career Services Coordinator: More than half (57.1 percent) have master's degrees and 36.7 percent hold a bachelor's degree. Two coordinators (4.1 percent) have doctoral degrees and one (2 percent) was reported to have an associate degree.

Counselor: Like most other career services professionals, the majority of counselors (81.8 percent) were reported as holding master's degrees. Of those remaining, 11.6 percent have bachelor's degrees, 5 percent have doctoral degrees, and one (0.4 percent) has an associate degree. Three counselors (1.2 percent) were reported as holding no postsecondary degree.

Experiential Education Coordinator: The majority of experiential education coordinators (63.9 percent) hold master's degrees, and just under one-third (31.9 percent) have bachelor's degrees. Two (2.8 percent) were reported as not having postsecondary degrees, and one (1.4 percent) was reported as holding a doctoral degree.

Recruiting Coordinator: Among this group, 51.2 percent have bachelor's degrees and the next largest group (20.2 percent) do not have degrees. About one in five recruiting coordinators (19 percent) were reported as holding master's degrees, and 9.5 percent were reported to have associate degrees.

Technical Coordinator: An even 50 percent hold bachelor's degrees while the next largest group (29.4 percent) have master's degrees. Additionally, 14.7 percent do not hold a degree, while two respondents (5.9 percent) were reported as holding associate degrees.



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Figure 25 Number of full-time professional staff, by size of enrollment		
Size of Enrollment	% of Respondents w/FT Prof. Staff	Avg. # of FT Prof. Staff
< = 1,000	97.4%	1.9
1,001 – 2,500	95.0	2.3
2,501 – 5,000	98.9	2.6
5,001 – 10,000	98.6	3.5
10,001 – 20,000	100.0	6.9
> 20,000	100.0	9.7

Figure 26 Number of part-time professional staff, by size of enrollment		
Size of Enrollment	% of Respondents w/PT Prof. Staff	Avg. # of PT Prof. Staff
< = 1,000	7.0%	1.3
1,001 – 2,500	22.6	1.4
2,501 – 5,000	17.6	1.8
5,001 – 10,000	21.3	1.6
10,001 – 20,000	24.4	2.0
> 20,000	21.6	2.3

NUMBER OF STAFF

Nearly all respondents reported having full-time professional staff members in their office, but part-time professional staff is not as common.¹ Nearly all of those who responded to the staffing question (97.8 percent) said they have full-time professional staff members while less than one-quarter (24.4 percent) said their office has part-time professionals.

Support staff is common at both the full-time and part-time levels. More than three in five respondents (68.4 percent) have full-time support staff while nearly four in five respondents (78.3 percent) have part-time support staff.

Not surprisingly, the number of staff members varies and increases along with the size of the school for both full-time and part-time professionals. (See Figures 25 and 26.) In addition, Tables 1 through 7 provide the number of staff members reported per position.

¹Professional positions include director, assistant director, associate director, career information/library specialist, counselor, experiential education coordinator, recruiting coordinator, and technical coordinator.



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Table 1 Number of Staff in Position (Overall)										
Full Time	1	2	3	4	5	6	7	8	9	10+
Director	504	7	2							
Associate Director	93	37	15	4		1	1	1		
Assistant Director	133	38	22	15	7	6	3			2
Counselor	83	39	22	9	4	7	4	1	2	2
Career Information or Library Specialist	44	1	1							
Experiential Education Coordinator	61	7	4	1						
Technical Coordinator	62	1		1						
Recruiting Coordinator	135	12	1	1						
Clerical/Support Staff	217	79	34	19	7	3	3	2	4	3
Graduate Assistant/ Intern	10	5	1		1					
Student Worker	1									
Part Time										
Director	15	3								
Associate Director	11	1		1						
Assistant Director	20	2		2						
Counselor	44	11	4		1					
Career Information or Library Specialist	18									
Experiential Education Coordinator	16									
Technical Coordinator	10	2								
Recruiting Coordinator	15	1								
Clerical/Support Staff	75	18	3	1	1	1				
Graduate Assistant/ Intern	90	42	21	15	6	6	1	2		2
Student Worker	52	66	58	42	45	30	19	20	4	54



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Table 2		Number of Staff in Position (<= 1,000)								
Full Time	1	2	3	4	5	6	7	8	9	10+
Director	38									
Associate Director	4			1				1		
Assistant Director	6		1							
Counselor	1									
Career Information or Library Specialist	1									
Experiential Education Coordinator	2									
Technical Coordinator	1			1						
Recruiting Coordinator	2	1								
Clerical/Support Staff	14									
Graduate Assistant/ Intern										
Student Worker										
Part Time										
Director										
Associate Director										
Assistant Director	1									
Counselor	2									
Career Information or Library Specialist										
Experiential Education Coordinator										
Technical Coordinator										
Recruiting Coordinator										
Clerical/Support Staff	6									
Graduate Assistant/ Intern	3	2				1				
Student Worker	3	7	6	1	1	1	1			



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Table 3		Number of Staff in Position (1,001 - 2,500)									
Full Time	1	2	3	4	5	6	7	8	9	10+	
Director	112										
Associate Director	10	4	3								
Assistant Director	20	9	2		1	1					
Counselor	11	1	4	1							
Career Information or Library Specialist	5										
Experiential Education Coordinator	9		1								
Technical Coordinator	3										
Recruiting Coordinator	13	1									
Clerical/Support Staff	60	8									
Graduate Assistant/ Intern	2										
Student Worker											
Part Time											
Director	4	2									
Associate Director	2										
Assistant Director	8										
Counselor	14	1									
Career Information or Library Specialist	4										
Experiential Education Coordinator	3										
Technical Coordinator	2										
Recruiting Coordinator	5										
Clerical/Support Staff	20	6									
Graduate Assistant/ Intern	13	2	1	1							
Student Worker	17	23	15	5	7	4	4	2	2	2	



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Table 4		Number of Staff in Position (2,501 - 5,000)								
Full Time	1	2	3	4	5	6	7	8	9	10+
Director	83	3								
Associate Director	17	4	1							
Assistant Director	20	3	1	1						
Counselor	19	6	2	1						
Career Information or Library Specialist										
Experiential Education Coordinator	10	2								
Technical Coordinator	3			1						
Recruiting Coordinator	17									
Clerical/Support Staff	41	13	2	1						
Graduate Assistant/ Intern	3									
Student Worker										
Part Time										
Director	1									
Associate Director	4									
Assistant Director	2									
Counselor	7	2	1							
Career Information or Library Specialist	4									
Experiential Education Coordinator	4									
Technical Coordinator	1	1								
Recruiting Coordinator	2									
Clerical/Support Staff	10	1								
Graduate Assistant/ Intern	20	8								
Student Worker	12	11	8	10	4	8	2	2		9



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Table 5		Number of Staff in Position (5,001 - 10,000)									
Full Time	1	2	3	4	5	6	7	8	9	10+	
Director	65										
Associate Director	10	5	3								
Assistant Director	27	9	3	1							
Counselor	15	4	2	1							
Career Information or Library Specialist	4		1								
Experiential Education Coordinator	4										
Technical Coordinator	7										
Recruiting Coordinator	23	1									
Clerical/Support Staff	33	19	4	4	1						
Graduate Assistant/ Intern	3	1									
Student Worker											
Part Time											
Director	3										
Associate Director	1	1									
Assistant Director	4										
Counselor	6	2									
Career Information or Library Specialist	3										
Experiential Education Coordinator	2										
Technical Coordinator	3	1									
Recruiting Coordinator	1										
Clerical/Support Staff	11	2	1								
Graduate Assistant/ Intern	18	10	3	1	2	1					
Student Worker	4	7	12	3	9	5	3	3		9	



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Table 6		Number of Staff in Position (10,001 - 20,000)									
Full Time	1	2	3	4	5	6	7	8	9	10+	
Director	66	1	1								
Associate Director	20	11	2	1		1					
Assistant Director	20	8	9	8	2	1					
Counselor	15	12	7	3		3	2			2	
Career Information or Library Specialist	13										
Experiential Education Coordinator	12	3	3								
Technical Coordinator	19										
Recruiting Coordinator	33	3	1	1							
Clerical/Support Staff	16	20	14	7	2	2	2		1	1	
Graduate Assistant/ Intern	1		1								
Student Worker											
Part Time											
Director											
Associate Director	1										
Assistant Director				1							
Counselor	8	5	1		1						
Career Information or Library Specialist	4										
Experiential Education Coordinator	2										
Technical Coordinator	2										
Recruiting Coordinator	5										
Clerical/Support Staff	11	7		1							
Graduate Assistant/ Intern	14	9	8	6	3	1					
Student Worker	4	5	5	8	13	6	5	4		11	



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Table 7		Number of Staff in Position (> 20,000)									
Full Time	1	2	3	4	5	6	7	8	9	10+	
Director	35	1									
Associate Director	12	8	5	1			1				
Assistant Director	9	2	4	5	3	3	3			1	
Counselor		7	4	2	3	4	1	1	2		
Career Information or Library Specialist	15										
Experiential Education Coordinator	12	2									
Technical Coordinator	17	1									
Recruiting Coordinator	22	5									
Clerical/Support Staff	4	7	8	5	4	1	1	2	2	2	
Graduate Assistant/ Intern		2			1						
Student Worker											
Part Time											
Director	3	1									
Associate Director			1								
Assistant Director	1	1									
Counselor	2		2								
Career Information or Library Specialist	1										
Experiential Education Coordinator											
Technical Coordinator	2										
Recruiting Coordinator		1									
Clerical/Support Staff	5	2	2			1					
Graduate Assistant/ Intern	7	6	3	5	1	3	1	1		1	
Student Worker			3	3	2		1	3	1	19	



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Budget & Finance

FISCAL YEAR, OPERATING BUDGETS, FUNDING SOURCES

Most respondents (83.6 percent) reported that their fiscal year runs from July 1 through June 30. Another 8 percent have budget years that run from June 1 through May 31, while the remaining 8.4 percent reported other timeframes.

For the 2005-06 school year, respondents reported an average non-personnel operating budget of \$58,525, up 15.8 percent since the 2001 survey. Respondents reported non-personnel operating budgets ranging from \$1,500 to \$1,243,089; the overall median budget was \$29,110. (See Figure 27.)

Figure 27		Average non-personnel operating budget and funding sources, overall and by size of enrollment					
	Overall	< = 1,000*	1,001 - 2,500	2,501 - 5,000	5,001 - 10,000	10,001 - 20,000	> 20,000
Total Budget	\$58,525 (N=432)	\$22,065 (N=29)	\$32,099 (N=93)	\$30,135 (N=70)	\$52,297 (N=62)	\$106,041 (N=59)	\$190,085 (N=36)
Institutional Funding	\$33,934 (58%)	\$19,095 (86.5%)	\$23,879 (74.4%)	\$25,119 (83.4%)	\$41,335 (79.0%)	\$45,695 (43.1%)	\$73,675 (38.8%)
Fees	\$15,420 (26.3%)	\$880 (4.0%)	\$2,208 (6.9%)	\$3,724 (12.4%)	\$7,673 (14.7%)	\$38,954 (36.7%)	\$72,496 (38.1%)
Grants	\$3,031 (5.2%)	\$638 (2.9%)	\$3,296 (10.3%)	\$472 (1.6%)	\$939 (1.8%)	\$8,995 (8.5%)	\$9,763 (5.1%)
Gifts/Donations	\$3,097 (5.3%)	\$1,452 (6.6%)	\$1,398 (4.4%)	\$642 (2.1%)	\$1,390 (2.7%)	\$7,595 (7.2%)	\$14,283 (7.5%)
Other	\$3,043 (5.2%)	\$0 (0%)	\$1,318 (4.1%)	\$178 (0.6%)	\$960 (1.8%)	\$4,802 (4.5%)	\$19,868 (10.5%)
Range	\$1,500 - \$1,243,089	\$1,500 - \$260,000	\$2,300 - \$206,885	\$4,000 - \$127,000	\$2,276 - \$466,000	\$15,000 - \$371,664	\$14,096 - \$1,243,089
Median	\$29,110	\$9,070	\$19,550	\$23,000	\$36,435	\$75,000	\$113,045

* Among respondents at schools with fewer than or equal to 1,000 students, one school has a budget that is much larger than the others reported. If that school's data are omitted, the average budget for this group falls to \$13,567, with \$11,920 (87.9 percent) coming from institutional funding, \$911 (6.7 percent) from fees, \$661 (4.9 percent) from grants, and \$75 (0.6 percent) from gifts.



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When results are reviewed by size of institution, the most obvious differences are in funding sources. Those operating at schools with enrollments exceeding 20,000 students get nearly 40 percent of their non-personnel operating budget from their institution and nearly as much (38.1 percent) from fees. Conversely, respondents at schools with fewer than 1,000 students rely almost exclusively on institutional funding for their budgets. (Figure 27 includes budget and funding data by size of institution.)

FEES FOR SERVICES

Respondents appear to favor career fairs as a means of generating fees. In fact, when it comes to revenue generating activity, 44.7 percent of respondents said they don't engage in any activity besides career fairs. In addition to career fairs, 19.3 percent charge for credential files; 15.2 percent count on employer sponsorships; 12.7 percent generate revenue through testing fees; 10.2 percent draw in additional revenue from fees to alumni for various services; and the remainder use other means to generate funds.

Respondents were asked about offerings and charges for a variety of services. The percentage of respondents that offer each service, the number responding (note that, in some cases, the number is low), and the charges are outlined in Figure 28.

To Students...

Respondents indicated that their most common offerings to students include access to job listings, workshops, counseling, resume referral, and testing services, and most don't charge students for these services. (See Figure 28.)

A few offices (n=25, or 4.6 percent) reported that they offer credential file services. Among these respondents, two reported that they don't charge students for this service, and four indicated that they offer this service but did not comment on a fee structure. Among the 19 percent that did provide fee information, the average fee for credential file services for students was \$10.

While Figure 28 contains most of the relevant information, a few items deserve special attention. For example, the average fee reported among offices charging a one-time general registration fee dropped since the 2004 survey. At that time, 24 respondents reported an average fee of \$35.70; in the current survey, 15 respondents reported an average fee of \$25.30.



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There were also increases in the percentages of schools offering free resume referrals and free testing to students. In the 2004 survey, 87.9 percent of respondents (n=175) said they offered free resume referrals; in the current survey, 97.8 percent (n=313) said they offered this service free to students. An almost identical increase was reported in those offering free testing to students. In the 2004 survey, 64.5 percent of respondents (n=156) said they offered testing free of charge to students; in the 2005 survey, 74.2 percent (n=227) said they offered free testing to students.

To Alumni...

As Figure 28 indicates, access to job listings, counseling, and workshops were among the most popular services offered to alumni. More than eight in 10 offices reported offering access to job listings and counseling, while seven in 10 offices offered workshops to their former students.

Again, a small group of schools (4 percent, n=22) reported that they offer credential file services to their alumni. Of those reporting this service, one reported offering it at no charge, and five indicated that they offer this service to alumni but didn't comment on a fee structure. Among the 16 respondents who provided a figure, the average fee to alumni for credential file services was \$6.56.

Since the 2004 survey, more offices are offering counseling free to their alumni. Nearly all respondents to the current survey (95.4 percent, n=293) said they offer counseling services to alumni free of charge, compared to 82.8 percent (n=164) in the 2004 survey.

The average recruiting registration fee to alumni is up sharply compared to the 2004 survey, when the average fee was \$31.30 (n=33). In the current survey, respondents reported an average charge of \$44 (n=10). However, it is important to note that in both surveys, the number of respondents providing data was small.



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To Employers...

Job fairs, job listings, and on-campus recruiting were the services offered most often to employers according to this year's respondents.

In comparison to the 2004 survey, the biggest changes in services for employers can be seen in resume books and advertising/banner ads.

The biggest fee increase to employers was in the price charged for resume books: The average price jumped from \$91.30 (n=15) reported in the 2004 survey to \$272.80 (n=8) in the current survey. Among the 15 respondents to the 2004 survey, the fee charged for resume books ranged from \$20 to \$300; in the current survey, the fee ranged from \$12 to \$1,000.

Pricing for advertising/banner ads rose this year as well, but the most striking change in this category was in the percentage of offices that reported charging employers for this service. In the 2004 survey, just 14.3 percent of respondents who said they offer advertising/banner ads (n=161) charged employers; in the current survey, fewer offices reported offering the service (n=71), but among those that did, a greater percentage indicated that they charge employers for it (56.3 percent). The average price schools reported charging employers for advertising/banner ads this year was \$711 (n=20), up from \$670 in the 2004 survey (n=10).



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Figure 28		Fees for services		
Students	% of Respondents Offering This Service	Average Amount Charged	# of Respondents Reporting No Charge	Range(s) Charged
One time general registration fee (covers all services offered by office)	9.2%	\$25.30 (N=15, 100%)	N/A	—
Counseling	86.1	—	N=362, 100%	—
Job Listing	88.5	\$25 (N=1, 0.3%)	N=371, 99.7%	—
Recruiting Services Registration	27.0	\$25.70 (N=15, 13.9%)	N=93, 86.1%	—
Resume Referral	77.4	\$23.40 (N=7, 2.2%)	N=313, 97.8%	—
Testing	71.7	\$16.80 (N=54, 17.6%)	N=227, 74.2%	\$0 - \$50 (N=25, 8.2%)
Workshops	87.2	\$65 (N=1, 0.3%)	N=359, 98.9%	\$0 - \$15 (N=3, 0.8%)
Alumni				
One time general registration fee (covers all services offered by office)	14.7	\$40.80 (N=38, 88.4%)	N/A	\$12 - \$155 (N=5, 11.6%)
Counseling	83.0	\$44.60 (N=14, 4.6%)	N=293, 95.4%	—
Job Listing	86.9	\$45.40 (N=13, 4.0%)	N=315, 96.0%	—
Recruiting Registration	20.9	\$44 (N=10, 12.8%)	N=65, 83.3%	\$10 - \$50 (N=3, 3.8%)
Resume Referral	67.1	\$39.70 (N=9, 3.7%)	N=236, 96.3%	—
Testing	66.9	\$33.40 (N=63, 24.0%)	N=177, 67.3%	\$0 - \$50 (N=23, 8.7%)
Workshops	70.1	\$22.10 (N=7, 2.7%)	N=254, 97.3%	—
Employers				
Advertising/Banner Ads	24.1	\$711 (N=20, 28.2%)	N=31, 43.7%	\$50 - \$5,000 (N=20, 28.2%)
Job Fairs – Private Sector	91.2	\$184.10 (N=245, 65.2%)	N=75, 19.9%	\$0 - \$1,000 (N=56, 14.9%)
Job Fairs – Government	86.2	\$131.70 (N=206, 63.8%)	N=73, 22.6%	\$0 - \$650 (N=44, 13.6%)
Job Fairs – Nonprofit	88.8	\$110.50 (N=209, 60.1%)	N=88, 25.3%	\$0 - \$650 (N=51, 14.7%)
Listing Jobs	86.8	\$55.80 (N=6, 1.8%)	N=330, 97.6%	\$0 - \$30 (N=2, 0.6%)
On-Campus Recruiting	82.8	\$30 (N=7, 2.7%)	N=317, 99.1%	—
Resume Books (any format)	49.2	\$272.80 (N=8, 4.5%)	N=169, 95.5%	—



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Technology

Among respondents, the past year has been one of change in terms of systems/organizations they use in support of resume data base, job posting, and/or recruitment scheduling. Although Monstertrak remains the most widely used system among respondents, the percentage of offices using it dropped 10.2 percent since last year. Similarly, use of Experience fell off; use of this system, now the third most popular among respondents, dropped 7.3 percent since last year. Conversely, use of NACElink grew by 5.4 percent, making it the second most popular system among respondents, while CollegeCentralNetwork, ECampusRecruiter, and Symplicity also gained users. (See Figure 29.)

Respondents were also asked if they used a computerized career guidance system in their office, and 60.5 percent indicated that they do. The most popular systems are Discover (26.6 percent of respondents), Focus (23.5) and SIGI (15.2 percent). To a much lesser degree, some are using Choices (4.3 percent), Pinpoint (2.8 percent) and CareerDirect (1.5 percent). The remaining 26.1 percent use other systems or some combination of systems.

Figure 29 Technology systems		
	% of Respondents Currently Using	% of Respondents Using Last Year
Monstertrak	34.7%	44.9%
NACElink	30.0	24.6
Experience	22.5	29.8
On-site system	21.4	25.0
CSO Research	10.3	N/A
CollegeCentralNetwork	9.2	8.5
ECampusRecruiter	8.2	4.3
Symplicity	6.3	5.5



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Survey Respondents

Below is a list of schools that responded to the *2005 Career Services Benchmark Survey*. (Please note: Although 549 schools responded to the survey, the list below includes 499 as 50 preferred not to be listed.)

- | | | | |
|---|--|-------------------------------------|---|
| Alaska Pacific University | Bridgewater State College | Clarkson University | Eastern Connecticut State University |
| Albion College | Brigham Young University - Hawaii | Clemson University | Eastern Kentucky University |
| Albright College | Brigham Young University - Idaho | Cleveland State University | Eastern Mennonite University |
| Alcorn State University | Bryant University | Coastal Carolina University | Eastern New Mexico University - Portales |
| Alfred University | Bucknell University | Coe College | Eastern Oregon University |
| Alliant International University - San Diego Scripps Ranch Campus | Buena Vista University | Colby-Sawyer College | Edinboro University of Pennsylvania |
| Alverno College | Buffalo State College - SUNY | College Misericordia | Elmira College |
| Anderson University | Cabrini College | College of Mount St. Joseph | Elms College |
| Angelo State University | California Lutheran University | College of Mount St. Vincent | Embry-Riddle Aeronautical University - Daytona Beach Campus |
| Appalachian State University | California Polytechnic State University | College of Saint Rose | Embry-Riddle Aeronautical University - Prescott Campus |
| Arizona State University - W.P. Carey School of Business-Graduate Career Mgmt. Ctr. | California State University - Chico | College of Saint Scholastica | Emerson College |
| Arizona State University - West | California State University - East Bay | College of Wooster | Emmanuel College |
| Arkansas State University | California State University - Long Beach | Colorado Christian University | Emporia State University |
| Arkansas Tech University | California State University - Monterey Bay | Colorado College | Fairfield University |
| Auburn University - Career Development Services | California State University - Stanislaus | Colorado State University - Pueblo | Ferrum College |
| Augustana College | California University of Pennsylvania | Concordia College | Florida Atlantic University - Boca Raton Campus |
| Azusa Pacific University | Calvin College | Concordia University - River Forest | Florida Memorial College - Career Development Center |
| Babson College | Cameron University | Converse College | Florida State University |
| Baker College Online | Campbellsville University | Cornerstone University | Fontbonne University |
| Baker University | Capella University | Covenant College | Fort Hays State University |
| Barry University | Capital University | Creighton University | Fort Lewis College |
| Baylor University | Carroll College | Crown College | Fort Valley State University |
| Bellevue University | Carson-Newman College | Daemen College | Franciscan University of Steubenville |
| Benedictine College | The Catholic University of America | Dakota State University | Franklin College |
| Benedictine University | Cedar Crest College | Dana College | Frostburg State University |
| Bennington College | Cedarville University | Daniel Webster College | Furman University |
| Berkeley College - New York City Campus | Central College | Davenport University - Grand Rapids | Gallaudet University |
| Bethany College | Central Connecticut State University | Defiance College | Gannon University |
| Bethel University | Central Michigan University | Delta State University | Gardner-Webb University |
| Binghamton University - SUNY | Central Missouri State University | Denison University | George Mason University - University Career Services |
| Black Hills State University | Central Washington University - Ellensburg | DePaul University | The George Washington University - Career Center |
| Bloomsburg University | Chapman University | DePaul University | |
| Bob Jones University | The Citadel | DeSales University | |
| Boise State University | Clarion University of Pennsylvania | DeVry University - DuPage | |
| Bradley University | Clarke College | DeVry University - Miramar | |
| Brenau University | | Dickinson College | |
| | | Doane College - Crete Campus | |
| | | Drew University | |
| | | Duke University - Career Center | |



NACE RESEARCH

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Georgetown University - MBNA Career Education Center	Indiana University of Pennsylvania	Medaille College	New York University - Robert F. Wagner Graduate School of Public Service
Georgia Southern University	Indiana University-Purdue University Fort Wayne	Merrimack College	School of Public Service
Georgia Southwestern State University	Ithaca College	Methodist College	NewSchool of Architecture & Design
Georgia State University	Jamestown College	The Metropolitan State College of Denver	North Dakota State University
Gettysburg College	Johnson State College	Miami University	North Park University
Goldey-Beacom College	The Johns Hopkins University - Bloomberg School of Public Health	Michigan State University - Career Services & Placement	Northeastern University
Grand Valley State University	Juniata College	Michigan State University - Eli Broad Graduate School of Management	Northern Illinois University
Grand View College	Kalamazoo College	Michigan Technological University	Northern Kentucky University
Grove City College	Kansas State University	MidAmerica Nazarene University	Northern Michigan University
Gustavus Adolphus College	Kansas Wesleyan University	Middlebury College	Northern State University
Hamilton College	Keck Graduate Institute	Midland Lutheran College	Northland College
Hampden-Sydney College	Keene State College	Millikin University	Northwestern Oklahoma State University
Hartwick College	Kennesaw State University	Milwaukee Institute of Art & Design	Northwestern University
Hastings College	King College	Milwaukee School of Engineering	Norwich University
Hendrix College	King's College	Minneapolis College of Art & Design	Oakland University
Herzing College - Orlando Campus	Kutztown University	Minnesota State University - Mankato	Occidental College
High Point University	La Salle University	Mississippi State University	Ohio Northern University - Office of Career Services
Hiram College	Lafayette College	Missouri Southern State University - Joplin	The Ohio State University - College of Engineering
Hocking College	Lake Superior State University	Missouri State University - Springfield	The Ohio State University - College of Food, Agricultural, & Environmental Sciences
Holy Cross College	Lambuth University	Missouri Western State University	The Ohio State University - Colleges of the Arts & Sciences
Holy Family University	Langston University	Monmouth College	Ohio University
Hood College	Lebanon Valley College	Montana State University - Billings	Ohio Wesleyan University
Hope College	Lesley University	Montana State University - Bozeman	Oklahoma Baptist University
Howard Payne University	Lewis-Clark State College	Moore College of Art & Design	Oklahoma City University
Humboldt State University	Liberty University	Moravian College	Oregon State University
Huntingdon College	Linfield College	Mount Holyoke College	Pace University - New York City Campus
Huntington College	Louisiana State University	Mount St. Mary's College - Chalon Campus	Peace College
Huston-Tillotson College	Louisiana State University - Shreveport	Mount St. Mary's University	Pennsylvania State University - Lehigh Valley Campus
Illinois Institute of Technology - Career Development Center	Luther College	Mountain State University - Martinsburg Campus	Philadelphia University
Illinois Institute of Technology - Stuart Graduate School of Business	Lycoming College	Murray State University	Pittsburg State University
Indiana State University	Lynchburg College	Muskingum College	Polytechnic University
Indiana University - Bloomington - College of Arts & Sciences	Lynn University	National-Louis University - Chicago Campus	Pomona College
Indiana University - Bloomington - Kelley School of Business - Graduate	Lyon College	New College of Florida	Portland State University
Indiana University - Bloomington - Kelley School of Business - Undergraduate	Manchester College	New Jersey City University	Purdue University - Calumet
Indiana University - Bloomington - School of Informatics	Manhattan College	New York Institute of Tech - Central Islip	Purdue University - Center for Career Opportunities
Indiana University - Bloomington - School of Public & Environmental Affairs	Mansfield University	New York University - Office of Career Services	Purdue University - College of Liberal Arts
Indiana University - East	Marietta College		Purdue University - North Central
	Marquette University		Quincy University
	Marylhurst University		Radford University
	Maryville College		
	Maryville University of St. Louis		
	Massachusetts Institute of Technology		
	The Master's College		
	McPherson College		



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|---|---|--|--|
| Ranken Technical College | Southwestern University | University of Baltimore | University of Maryland - Baltimore County |
| Regis College | Springfield College | University of California - Davis - The Internship & Career Center | University of Memphis |
| Regis University | St. Ambrose University | University of California - Irvine - Career Center | University of Miami - Toppel Career Center |
| Remington College - Memphis Campus | St. John's University | University of California - Riverside - Career Center | University of Michigan - Flint |
| Rensselaer Polytechnic Institute | St. Mary's University | University of California - San Diego - Career Services Center | University of Minnesota - Duluth |
| Rhodes College | St. Norbert College | University of California - Santa Cruz | University of Minnesota - Twin Cities - College of Agricultural, Food & Environmental Sciences |
| Rider University | St. Peter's College | University of Central Florida | University of Minnesota - Twin Cities - Institute of Technology |
| Ringling School of Art & Design | Stanford University | University of Central Oklahoma | University of Missouri - Rolla |
| Roanoke College | Stevens Institute of Technology | University of Cincinnati | University of Missouri - St. Louis |
| Roberts Wesleyan College | Stony Brook University | University of Colorado at Boulder | The University of Montana |
| Rochester Institute of Technology - National Technical Institute for the Deaf | SUNY at Potsdam | University of Colorado at Colorado Springs | The University of Montana - Western |
| Rockhurst University | SUNY Cortland | University of Connecticut | University of Nebraska - Lincoln |
| Rocky Mountain College | SUNY Fredonia | University of Delaware | University of Nebraska at Omaha |
| Rogers State University | SUNY Geneseo | University of Denver - Career Center | University of Nevada - Las Vegas |
| Rose-Hulman Institute of Technology | SUNY Institute of Technology | University of Denver - Daniels College of Business | University of New Mexico |
| Saint Francis University | SUNY Purchase College | University of Florida | University of New Mexico - Robert O. Anderson Schools of Management |
| Saint Joseph's College | Susquehanna University | University of Florida - Warrington College of Business Administration | University of New Orleans |
| Saint Joseph's College of Maine | Swarthmore College | University of Great Falls | University of North Alabama |
| Saint Joseph's University | Syracuse University - Center for Career Services | University of Hartford | The University of North Carolina at Chapel Hill - University Career Services |
| Saint Louis University - Career Services | Tarleton State University | University of Hawaii at Hilo | The University of North Carolina at Greensboro |
| Saint Mary's College | Tennessee Technological University | University of Idaho | University of North Dakota |
| Saint Mary's College of California | Texas A&M University - Career Center | University of Illinois at Chicago - University of Illinois Alumni Assoc. | University of North Texas |
| Salem State College | Texas A&M University - George Bush School of Government & Public Service | University of Illinois at Springfield | University of Northern Iowa |
| Salve Regina University | Texas Christian University - University Career Services | University of Illinois at Urbana-Champaign - Biotechnology Center | University of Oregon |
| Scripps College | Texas Southern University | University of Illinois at Urbana-Champaign - College of Engineering | University of Pennsylvania |
| Seton Hall University | Texas State University - San Marcos | University of Illinois at Urbana-Champaign - The Career Center | University of Puget Sound |
| Seton Hill University | Texas Tech University - Rawls College of Business | University of Indianapolis | University of Rhode Island |
| Shippensburg University | Thomas College | University of Kansas - University Career & Employment Services | University of San Diego |
| Simpson University | Thomas Jefferson University | University of La Verne | University of San Francisco |
| South Dakota School of Mines & Tech. | Tri-State University | University of Maine | University of South Alabama |
| Southeast Missouri State University | Troy University - Dothan Campus | University of Maine at Machias | University of South Carolina - Columbia |
| Southeastern Oklahoma State University | Truman State University | University of Mary | University of South Carolina - Columbia |
| Southeastern University | Union College | University of Mary Hardin - Baylor | University of Southern Maine - Portland |
| Southern Arkansas University | University at Buffalo - Career Services | | University of St. Francis |
| Southern Illinois University - Carbondale | The University of Alabama at Birmingham | | University of Tampa |
| Southern Illinois University - Edwardsville | The University of Alabama in Huntsville | | The University of Tennessee - College of Business |
| Southern Polytechnic State University | University of Alaska Anchorage | | |
| Southwest Baptist University | University of Arkansas - Fayetteville - Sam M. Walton College of Business | | |
| Southwest Minnesota State University | | | |
| Southwestern College - Kansas | | | |



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|---|---|--|--|
| The University of Texas at Austin -
College of Communication | University of Wisconsin - La Crosse | Villanova University | West Virginia University at
Parkersburg |
| The University of Texas at Dallas -
Career Center | University of Wisconsin -
Madison - School of Business | Virginia Commonwealth University | Western Illinois University |
| The University of Texas at El Paso | University of Wisconsin -
Platteville | Viterbo University | Western Kentucky University |
| The University of Texas of the
Permian Basin | University of Wisconsin - Stout | Walsh College - Troy Campus | Westminster College |
| The University of Toledo | University of Wisconsin -
Whitewater | Wartburg College | Westmont College |
| University of the Ozarks | University of Wyoming | Washington & Jefferson College | Wheaton College |
| University of the Pacific | Upper Iowa University | Waynesburg College | Whitman College |
| University of the Sciences in
Philadelphia | Urbana University | Webber International University | Whittier College |
| The University of Vermont | Ursinus College | Wentworth Institute of
Technology | Widener University |
| University of Washington - Bothell | Ursuline College | Wesleyan University | Willamette University |
| University of Washington -
Center for Career Services | Valley City State University | West Texas A&M University | William Paterson University |
| University of Wisconsin - Green Bay | Vanderbilt University -
The Career Center | West Virginia University -
College of Business &
Economics | Williams Baptist College |
| | Vanguard University | West Virginia University -
Institute of Technology | Williams College |
| | | | Winona State University |
| | | | Worcester State College |
| | | | York College of Pennsylvania |

ABOUT NACE

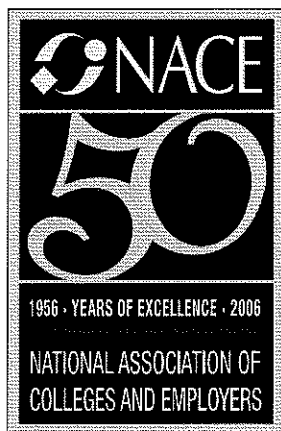
Established in 1956, the National Association of Colleges and Employers (NACE) is the professional association connecting more than 3,000 organizations that recruit new college graduates and college career centers that assist college students and alumni in career planning and the job-search process. For 50 years, NACE has been the leading source of information on the recruitment and employment of new college graduates.



2005 Career Services Benchmark Survey

Executive Summary

December 2005



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National Association of Colleges and Employers
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2005 Career Services Benchmark Survey
Executive Summary

ABOUT THE SURVEY/METHODOLOGY

The 2005 Career Services Benchmark Survey was sent to 1,440 NACE member schools on July 26, 2005, as a paper-and-pencil survey. On August 25, 2005, a follow-up survey was sent to members who had not responded. Data were collected through September 9, 2005. Responses were received from 549 schools for a response rate of 38.1 percent.

Nearly all respondents (90.5 percent) have primarily centralized offices and more than half (56.9 percent) are from private universities.

Among respondents the provided size of enrollment:

Total enrollment < = 1,000	40/427 = 9.4 percent
Total enrollment 1,001 – 2,500	120/427 = 28.1 percent
Total enrollment 2,501 – 5,000	89/427 = 20.8 percent
Total enrollment 5,001 – 10,000	70/427 = 16.4 percent
Total enrollment 10,001 – 20,000	68/427 = 15.9 percent
Total enrollment > 20,000	40/427 = 9.4 percent

Those schools that chose to be listed as survey respondents appear on the survey respondent list located on page 6.

Totals throughout the report may not equal 100 due to rounding.

Full Survey Results/Custom Data Cuts

For information on how to purchase the full results of *State of the Profession: NACE 2005 Career Services Benchmark Survey*, see www.naceweb.org/products/csbn_05.htm.
(Note: Survey respondents received a complimentary copy of the full results.)

Custom data cuts based on the results of the survey are also available. For more information, contact Camille Luckenbaugh, ext. 111, 800/544-5272, luckenbaugh@naceweb.org.
(Note: Survey respondents receive a 50 percent discount on all custom data cuts.)



OFFICE SPECIFICS (REPORTING LINES, OFFICE TITLE, & INTERVIEW ROOMS)

- The largest group of respondents (26.5 percent) report to the Vice President for Student Affairs.
- The most common office title reported was "Career Services."
- On average, career services offices occupy 2,613 square feet of space and have 3.6 interview rooms.

SERVICES AND GRADUATING STUDENT ACTIVITY

- Career counseling by appointment; career outreach programs (one-time workshops held on or off site); career fairs; and offering assistance to students who want to participate in co-op, internship, or externship programs were the most commonly offered services among respondents. Work-study and credit career classes were the least offered.
- Comparing services offered by small offices ($\leq 1,000$ students) to those offered by large offices ($> 20,000$ students) points up some interesting differences in service offerings and delivery. For example, it's more common for small offices to offer drop-in career counseling and academic internships than it is for large offices to offer the same. On the flip side, career fairs and on-campus recruiting are more likely to be offered by large schools than by small schools.
- Nearly all respondents (96.3 percent) offer services to alumni; counseling and access to job listings were the most common offerings.
- Two out of five respondents (39.9 percent) said they offer information about career planning and/or the job search specifically to parents. Among those providing such information, 67 percent offer the information online and 52.3 percent offer parent-only information sessions.
- On average, 49.8 percent of 2003-04 graduates had a job at the time of graduation. Respondents indicated that they conducted a follow-up survey, on average, 6.3 months after graduation; at the time of the follow-up survey, an average of 76.1 percent of 2004 graduates had a job. When questioned about the response rate to their graduation surveys, respondents reported receiving responses from 62.9 percent of their 2004 graduates, on average.



2005 Career Services Benchmark Survey
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STAFFING (STAFF SALARIES, DEGREE LEVELS, AND NUMBER OF STAFF)

- On average, career services directors were reported as having 14.9 years of experience in the field with a salary of \$58,073. Not surprising, salaries varied by size of institution. The average salary for a director at schools with enrollment less than or equal to 1,000 students was \$39,973, while those at schools with more than 20,000 students had an average salary of \$80,801.
- With 8.1 years of average experience in the field, assistant director salaries averaged \$42,043. Associate director salaries fell at \$50,381, with an average of 11.9 years of experience in the field.
- The master's degree is the most common credential among career services professionals, but there are a few exceptions. Among career information/library specialists, recruiting coordinators, and technical coordinators, the bachelor's degree was reported as being most common.
- Among respondents that reported the number of staff in their office, 97.8 percent have full-time staff members on board while just under one-quarter (24.4 percent) reported having part-time staff members. As one would expect, the average number of full-time staff varied among respondents and increased with the size of enrollment. Among schools with less than or equal to 1,000 students, for example, respondents reported having 1.9 full-time professional staff members on average while 9.7 full-time professional staff members were reported by schools with more than 20,000 students.




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BUDGET AND FINANCE (OPERATING BUDGETS AND FEES FOR SERVICES)

- For the 2005-06 school year, respondents reported an average non-personnel operating budget of \$58,525. The overall median budget was \$29,110.
- Access to job listings, workshops, and counseling are common services offered to students by career offices, and nearly all those that offer these services reported that they don't charge students for them. As a matter of fact, most respondents indicated no charge to students in almost every category that tracked such fees. The most common fee to students was for testing, but only 25.8 percent of respondents charge for that. Among those reporting a set fee for student testing (n = 54), the average charge reported was \$16.80.
- As was the case with students, most respondents indicated no charge to alumni in almost every category that tracked fees. The most common fee to alumni (as it was with students) was for testing; 32.7 percent of respondents indicated a fee. Among those reporting a set fee for alumni testing (n = 63), the average charge reported was \$33.40.
- The most common charge for employers is for participation in career/job fairs. Among the 245 offices that reported a set fee to private-sector employers, the average reported charge was \$184.10. Government employers are charged, on average, \$131.70 according to 206 offices, while 209 respondents reported an average fee of \$110.50 to nonprofit organizations.

TECHNOLOGY

- Monstertrak, NACElink, and Experience are the most common systems being used by career offices in support of a resume data base, job posting, and/or recruitment scheduling system.
- Among respondents with computerized guidance systems in their office, Discover, Focus, and SIGI are most commonly used. 



2005 Career Services Benchmark Survey Executive Summary

SURVEY RESPONDENTS

Below is a list of schools that responded to the *2005 Career Services Benchmark Survey*. (Please note: Although 549 schools responded to the survey, the list below includes 499 as 50 preferred not to be listed.)

Alaska Pacific University	Cedarville University	Emerson College	Indiana University - Bloomington -
Albion College	Central College	Emmanuel College	School of Informatics
Albright College	Central Connecticut State University	Emporia State University	Indiana University - Bloomington - School of
Alcorn State University	Central Michigan University	Fairfield University	Public & Environmental Affairs
Alfred University	Central Missouri State University	Ferrum College	Indiana University - East
Alliant International University -	Central Washington University -	Florida Atlantic University - Boca Raton Campus	Indiana University of Pennsylvania
San Diego Scripps Ranch Campus	Ellensburg	Florida Memorial College -	Indiana University - Purdue University Fort Wayne
Alverno College	Chapman University	Career Development Center	Ithaca College
Anderson University	The Citadel	Florida State University	Jamestown College
Angelo State University	Clarion University of Pennsylvania	Fontbonne University	Johnson State College
Appalachian State University	Clarke College	Fort Hays State University	The Johns Hopkins University - Bloomberg
Arizona State University - W.P. Carey School	Clarkson University	Fort Lewis College	School of Public Health
of Business-Graduate Career Mgmt. Ctr.	Clemson University	Fort Valley State University	Juniata College
Arizona State University - West	Cleveland State University	Franciscan University of Steubenville	Kalamazoo College
Arkansas State University	Coastal Carolina University	Franklin College	Kansas State University
Arkansas Tech University	Coe College	Frostburg State University	Kansas Wesleyan University
Auburn University -	Colby-Sawyer College	Furman University	Keck Graduate Institute
Career Development Services	College Misericordia	Gallaudet University	Keene State College
Augustana College	College of Mount St. Joseph	Gannon University	Kennesaw State University
Azusa Pacific University	College of Mount St. Vincent	Gardner-Webb University	King College
Babson College	The College of St. Catherine	George Mason University -	King's College
Baker College Online	College of Saint Rose	University Career Services	Kutztown University
Baker University	College of St. Scholastica	The George Washington University -	La Salle University
Barry University	College of Wooster	Career Center	Lafayette College
Baylor University	Colorado Christian University	Georgetown University - MBNA Career	Lake Superior State University
Bellevue University	Colorado College	Education Center	Lambuth University
Benedictine College	Colorado State University - Pueblo	Georgia Southern University	Langston University
Benedictine University	Concordia College	Georgia Southwestern State University	Lebanon Valley College
Bennington College	Concordia University - River Forest	Georgia State University	Lesley University
Berkeley College - New York City Campus	Converse College	Gettysburg College	Lewis-Clark State College
Bethany College	Cornerstone University	Goidey-Beacom College	Liberty University
Bethel University	Covenant College	Grand Valley State University	Linfield College
Binghamton University - SUNY	Creighton University	Grand View College	Louisiana State University
Black Hills State University	Crown College	Grove City College	Louisiana State University - Shreveport
Bloomsburg University	Daemen College	Gustavus Adolphus College	Luther College
Bob Jones University	Dakota State University	Hamilton College	Lycoming College
Boise State University	Dana College	Hampden-Sydney College	Lynchburg College
Bradley University	Daniel Webster College	Hartwick College	Lynn University
Brenau University	Davenport University - Grand Rapids	Hastings College	Lyon College
Bridgewater State College	Defiance College	Hendrix College	Manchester College
Brigham Young University - Hawaii	Delta State University	Herzing College - Orlando Campus	Manhattan College
Brigham Young University - Idaho	Denison University	High Point University	Mansfield University
Bryant University	DePaul University	Hiram College	Marietta College
Bucknell University	DePauw University	Hocking College	Marquette University
Buena Vista University	DeSales University	Holy Cross College	Marylhurst University
Buffalo State College - SUNY	DeVry University - DuPage	Holy Family University	Maryville College
Cabrini College	DeVry University - Miramar	Hood College	Maryville University of St. Louis
California Lutheran University	Dickinson College	Hope College	Massachusetts Institute of Technology
California Polytechnic State University	Doane College - Crete Campus	Howard Payne University	The Master's College
California State University - Chico	Drew University	Humboldt State University	McPherson College
California State University - East Bay	Duke University - Career Center	Huntingdon College	Medaille College
California State University - Long Beach	Eastern Connecticut State University	Huntington College	Merrimack College
California State University - Monterey Bay	Eastern Kentucky University	Huston-Tillotson College	Methodist College
California State University - Stanislaus	Eastern Mennonite University	Illinois Institute of Technology -	The Metropolitan State College of Denver
California University of Pennsylvania	Eastern New Mexico University - Portales	Career Development Center	Miami University
Calvin College	Eastern Oregon University	Illinois Institute of Technology -	Michigan State University -
Cameron University	Edinboro University of	Stuart Graduate School of Business	Career Services & Placement
Campbellsville University	Pennsylvania	Indiana State University	Michigan State University -
Capella University	Elmira College	Indiana University - Bloomington -	Eli Broad Graduate School of Management
Capital University	Elms College	College of Arts & Sciences	Michigan Technological University
Carroll College	Embry-Riddle Aeronautical University -	Indiana University - Bloomington -	MidAmerica Nazarene University
Carson-Newman College	Daytona Beach Campus	Kelley School of Business - Graduate	Middlebury College
The Catholic University of America	Embry-Riddle Aeronautical University -	Indiana University - Bloomington - Kelley	Midland Lutheran College
Cedar Crest College	Prescott Campus	School of Business - Undergraduate	Millikin University



2005 Career Services Benchmark Survey Executive Summary

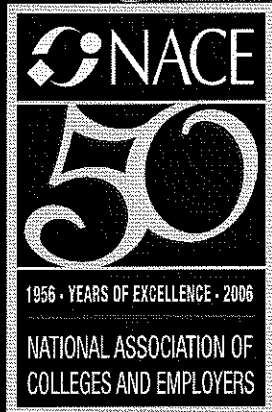
Milwaukee Institute of Art & Design	Rhodes College	The University of Alabama in Huntsville	University of Northern Iowa
Milwaukee School of Engineering	Rider University	University of Alaska Anchorage	University of Oregon
Minneapolis College of Art & Design	Ringling School of Art & Design	University of Arkansas - Fayetteville - Sam M. Walton College of Business	University of Pennsylvania
Minnesota State University - Mankato	Roanoke College	University of Arkansas - Fayetteville - Sam M. Walton College of Business	University of Puget Sound
Mississippi State University	Roberts Wesleyan College	University of Baltimore	University of Rhode Island
Missouri Southern State University - Joplin	Rochester Institute of Technology - National Technical Institute for the Deaf	University of California - Davis - The Internship & Career Center	University of San Diego
Missouri State University - Springfield	Rockhurst University	University of California - Irvine - Career Center	University of San Francisco
Missouri Western State University	Rocky Mountain College	University of California - Riverside - Career Center	University of South Alabama
Monmouth College	Rogers State University	University of California - San Diego - Career Services Center	University of South Carolina - Columbia
Montana State University - Billings	Rose-Hulman Institute of Technology	University of California - Santa Cruz	University of South Dakota
Montana State University - Bozeman	Saint Francis University	University of Central Florida	University of Southern Maine - Portland
Moore College of Art & Design	Saint Joseph's College	University of Central Oklahoma	University of St. Francis
Moravian College	Saint Joseph's College of Maine	University of Cincinnati	University of Tampa
Mount Holyoke College	Saint Joseph's University	University of Colorado at Boulder	The University of Tennessee - College of Business
Mount St. Mary's College - Chalon Campus	Saint Louis University - Career Services	University of Colorado at Boulder	The University of Texas at Austin - College of Communication
Mount St. Mary's University	Saint Mary's College	University of Colorado at Colorado Springs	The University of Texas at Dallas - Career Center
Mountain State University - Martinsburg Campus	Saint Mary's College of California	University of Connecticut	The University of Texas at El Paso
Murray State University	Salem State College	University of Delaware	The University of Texas of the Permian Basin
Muskingum College	Salve Regina University	University of Denver - Career Center	The University of Toledo
National-Louis University - Chicago Campus	Scripps College	University of Denver - Daniels College of Business	University of the Ozarks
New College of Florida	Seton Hall University	University of Detroit Mercy	University of the Pacific
New Jersey City University	Seton Hill University	University of Florida	University of the Sciences in Philadelphia
New York Institute of Tech - Central Islip	Shippensburg University	University of Florida - Warrington College of Business Administration	The University of Vermont
New York University - Office of Career Services	Simpson University	University of Great Falls	University of Washington - Bothell
New York University - Robert F. Wagner Graduate School of Public Service	South Dakota School of Mines & Tech.	University of Hartford	University of Washington - Center for Career Services
NewSchool of Architecture & Design	Southeast Missouri State University	University of Hawaii at Hilo	University of Wisconsin - Green Bay
North Dakota State University	Southeastern Oklahoma State University	University of Idaho	University of Wisconsin - La Crosse
North Park University	Southeastern University	University of Illinois at Chicago - University of Illinois Alumni Assoc.	University of Wisconsin - Madison - School of Business
Northeastern University	Southern Arkansas University	University of Illinois at Springfield	University of Wisconsin - Platteville
Northern Illinois University	Southern Illinois University - Carbondale	University of Illinois at Urbana-Champaign - Biotechnology Center	University of Wisconsin - Stout
Northern Kentucky University	Southern Illinois University - Edwardsville	University of Illinois at Urbana-Champaign - College of Engineering	University of Wisconsin - Whitewater
Northern Michigan University	Southern Polytechnic State University	University of Indianapolis	University of Wyoming
Northern State University	Southwest Baptist University	University of Kansas - University Career & Employment Services	Upper Iowa University
Northland College	Southwest Minnesota State University	University of La Verne	Urbana University
Northwestern Oklahoma State University	Southwestern College - Kansas	University of Maine	Ursinus College
Northwestern University	Southwestern University	University of Maine at Machias	Ursuline College
Norwich University	Springfield College	University of Maryland	Valley City State University
Oakland University	St. Ambrose University	University of Maryland - Baltimore County	Vanderbilt University - The Career Center
Occidental College	St. John's University	The University of Memphis	Vanguard University
Ohio Northern University - Office of Career Services	St. Mary's University	University of Miami - Toppel Career Center	Vilanova University
The Ohio State University - College of Engineering	St. Norbert College	University of Michigan - Flint	Virginia Commonwealth University
The Ohio State University - College of Food, Agricultural, & Environmental Sciences	St. Peter's College	University of Minnesota - Duluth	Viterbo University
The Ohio State University - Colleges of the Arts & Sciences	Stanford University	University of Minnesota - Twin Cities - College of Agricultural, Food & Environmental Sciences	Wash College - Troy Campus
Ohio University	Stevens Institute of Technology	University of Minnesota - Twin Cities - College of Agricultural, Food & Environmental Sciences	Warburg College
Ohio Wesleyan University	Stony Brook University	University of Missouri - Rolla	Washington & Jefferson College
Oklahoma Baptist University	SUNY at Potsdam	The University of Montana	Waynesburg College
Oklahoma City University	SUNY Cortland	The University of Montana - Western	Webber International University
Oregon State University	SUNY Fredonia	University of Nebraska - Lincoln	Wentworth Institute of Technology
Pace University - New York City Campus	SUNY Geneseo	University of Nebraska at Omaha	Wesleyan University
Peace College	SUNY Institute of Technology	University of Nevada - Las Vegas	West Texas A&M University
Pennsylvania State University - Lehigh Valley Campus	SUNY Purchase College	University of New Mexico	West Virginia University - College of Business & Economics
Philadelphia University	Susquehanna University	University of New Mexico - Robert O. Anderson Schools of Management	West Virginia University - Institute of Technology
Pittsburg State University	Swarthmore College	University of North Carolina at Chapel Hill - University Career Services	West Virginia University at Parkersburg
Polytechnic University	Syracuse University - Center for Career Services	University of North Carolina at Chapel Hill - University Career Services	Western Illinois University
Pomona College	Tarleton State University	University of North Carolina at Greensboro	Western Kentucky University
Portland State University	Tennessee Technological University	University of North Dakota	Westminster College
Purdue University - Calumet	Texas A&M University - Career Center	University of North Texas	Westmont College
Purdue University - Center for Career Opportunities	Texas A&M University - George Bush School of Government & Public Service		Wheaton College
Purdue University - College of Liberal Arts	Texas Christian University - University Career Services		Whitman College
Purdue University - North Central	Texas Southern University		Whittier College
Quincy University	Texas State University - San Marcos		Widener University
Radford University	Texas Tech University - Rawls College of Business		Willamette University
Ranken Technical College	Thomas College		William Paterson University
Regis College	Thomas Jefferson University		Williams Baptist College
Regis University	Tri-State University		Williams College
Remington College - Memphis Campus	Troy University - Dothan Campus		Winona State University
Rensselaer Polytechnic Institute	Truman State University		Worcester State College
	Union College		York College of Pennsylvania
	University at Buffalo - Career Services		
	The University of Alabama at Birmingham		

National Association of Colleges and Employers



Professional Standards

FOR COLLEGE
AND UNIVERSITY
CAREER SERVICES



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Professional Standards for College and University Career Services

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INTRODUCTION

In 2004, a NACE task force was appointed to review and revise *The Professional Standards for College and University Career Services and The Professional Standards Evaluation Workbook*. The work of that task force is reflected in this publication. Members of the task force included:

Jane Linnenburger, chair, Bradley University; Teresa Alewel, Central Missouri State University; Norma Guerra Gaier, St. Mary's University; Jeff Garis, Florida State University; Sam Ratcliffe, Virginia Military Institute; Sylvia Robinson, Georgetown University; Larry Routh, University of Nebraska; Marie A. Rozenblit, University of Arizona; Bill Wright-Swadel, Harvard University; and Mimi Collins, National Association of Colleges and Employers.

The 2006 edition of *The Professional Standards for College and University Career Services* was approved by the NACE Board of Directors in June 2006.

Application of professional standards in career services

The use of professional standards in career services is intended to facilitate excellence in the creation, maintenance, and delivery of programs and services. Professionally derived standards, representing the perspectives of diverse practitioners, and promulgated under the aegis of a professional association, provide an exceptional opportunity for practitioners to engage in processes of self-assessment and self-regulation that are internally motivated and directed.

The philosophical position of the task force was that good methodologies:

- promote self-assessment and self-regulation initiatives using professional standards as key factors in fostering improvement in programs, services, and processes;
- honor institutional uniqueness and recognize that information is not always comparable across institutions because of differences in location and local economic conditions; student characteristics, abilities, and preparation; variety and quality of academic programs; and missions of the institutions and their career services offices. Any analysis of data must include explanations of such qualifiers;
- include qualitative as well as quantitative approaches;

- lead to internal improvement;
- encourage methodical, meticulous, and reliable collection and presentation of information that will provide evidence of quality, and promote analysis and synthesis of information; and
- demonstrate external and internal accountability.

The Professional Standards for College and University Career Services was written broadly to reflect variations in career services provided by individual colleges and universities. Some standards may apply to several functional areas within career services; overlap does exist. Not every standard will apply to every career services office or school. Therefore, their use should be interpreted according to the circumstances of the individual institution.

The standards were written to reflect an institution's responsibilities for career services. Some program components may be provided by the institution in a department other than career services. Individual career services offices may not have responsibility for certain programs or services identified as career services within these professional standards; however, the institution does bear final responsibility for delivery of career services, in whatever fashion they are administered within the institution. Evaluators may be required to collect and evaluate data from several different offices at an institution in order to conduct a thorough evaluation.

The standards pertain to programs, not staff members. They reflect dimensions of career services that affect program performance and quality. To localize the standards, individual institutions and career services offices should provide examples of how they are meeting or not meeting each applicable standard.

A companion workbook, *The NACE Professional Standards Evaluation Workbook*, is available for those who wish to evaluate their career services offices against the standards.

* A history of the use of professional standards is included as Appendix A.

Please note: References to "students" throughout this document should be interpreted to mean "students and other designated clients."

I. MISSION

Career services supports the mission, academic programs, and advancement of the institution. Within this context, the primary purpose of career services is to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.

Specifically, career services helps individuals to do the following:

- develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics;
- obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work;
- select personally suitable academic programs and experiential opportunities that optimize future educational and employment options;
- take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job-search competencies;
- prepare for finding suitable employment by developing job-search skills, effective candidate

presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements;

- gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities;
- link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities;
- seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program; and
- prepare to manage their careers after graduation.

Career services considers the needs of all students of the institution when designing the program and delivering services. Since career issues are addressed by different units within the institution, career services provides linkages and/or coordination among career-related programs and services where appropriate.

II. PROGRAM COMPONENTS

The key program components of the career services function are designed, clearly defined, and implemented in alignment with:

- the career development needs and the academic and occupational interests of students and other students;
- current research, theories, and knowledge of career development and learning;
- contemporary career services practices;
- economic trends, opportunities, and/or constraints;
- institutional priorities; and
- resources.

Career services works collaboratively with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development. Career services promotes career development for students as integral to the mission of the institution.

Career services staff provide information on programs and services through institutional print and electronic publications, campus media, presentations, outreach, and orientation programs.

Career services provides information on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process.

Career Advising/Counseling

The institution provides career advising/counseling to assist students at any stage of their college experience while enrolled in the institution.

Career services assists students with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.

Career services helps students obtain and research occupational, educational, and employment information.

Career services helps students establish short-term and long-term career goals.

Career services helps students explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education and/or other career-related activities.

Career services helps students make career choices based on accurate self-knowledge and information about the world of work.

Career services offers career advising/counseling in order to link students' career decision making with access to employers and employment information by:

- encouraging students to take advantage of career services as early as possible in their academic programs;
- providing career advising/counseling through scheduled appointments with individuals, group programs, career planning courses, outreach opportunities, special events, information technology, and/or any other available resources;
- referring students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling;
- helping students explore careers through part-time employment and experiential education programs; and
- maintaining appropriate records for future work with the students.

Career Information

Career services makes current and comprehensive career information accessible to students as they explore and make career decisions.

Career services provides resources to help students assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.

Career services provides information on current and projected employment opportunities and on employers to ensure that candidates have the widest possible choices of employment.

Career services provides information on graduate and professional academic programs and other continuing education programs.

Career services uses information technology to give students and staff access to the Internet and other computer resources.

Career information is conveniently available in a variety of media appropriate for different learning styles and special needs.

Career information resources are accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change.

Career information facilities are staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.

Career information includes the following categories:

- self-assessment and career planning;
- occupational and job market information;
- graduate/professional schools;
- employment/job search;
- job, experiential education, and internship listings; and
- employer information.

Employment Services

Career services assists students in:

- exploring a full range of career and work possibilities that match their career goals;
- preparing job-search competencies and tools to

present themselves effectively as candidates for employment;

- obtaining information on employment opportunities and prospective employers;
- connecting with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and/or information technology; and
- developing and maintaining relationships with employers that provide career development and employment opportunities for students.

Experiential Education

The institution provides experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.

Career services provides or works closely with other departments that provide experiential education opportunities.

Experiential education programs help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.

Graduate School Planning Services

Career services assists students in:

- identifying graduate or professional school programs that match their career goals;
- effectively presenting themselves as graduate/professional candidates for further study;
- obtaining information on graduate/professional school programs through a variety of sources; and
- connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and/or information technology.

III. PROGRAM MANAGEMENT

An institution assigns a leader or leadership team to manage career services and align career services with the mission of the institution and the needs of the constituencies served. If career services are offered by several units, the institution designates a leader or leadership team that will be responsible for coordinating the institution's programs and services for students. That leadership is necessary to ensure adherence to institutional and unit missions and to enhance program effectiveness and efficiency.

Career services leaders develop a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the mission and goals of the program. Goals are reviewed and updated annually and communicated, as appropriate, to administrators, faculty, staff, and other appropriate institutional constituencies. Career services staff conduct regular program evaluations to improve operations and to adjust to changing client needs and environmental threats and opportunities.

Programs and services are structured purposefully and managed effectively to achieve stated goals.

Evidence of appropriate structure could include current and accessible policies and procedures; written job descriptions and regular performance reviews for all employees; functional workflow or organizational charts; facilities appropriate for career services functions; and defined service standards. Evidence of effective management includes strategic and operational planning processes; clearly defined areas of responsibility; effective communication practices; decision-making and conflict resolution procedures; accountability systems; sound fiscal management practices; and proof of continuous improvement. Reviews of policies, procedures, and budgetary issues should occur on a regular basis.

Career services leaders coordinate efforts with other career services providers in the institution to integrate career services into the broader educational mission. Key constituencies of career services are identified and their needs reflected in the mission and goals of the unit. Priorities for services are defined. Career services leaders are advocates for the advancement of career services within the institution.

IV. ORGANIZATION

The external and internal organization of career services, including its place within the institution, supports its mission. Career services is structured to ensure effective functioning of student services. The career services function is organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.

The external organization, e.g., reporting lines of career services within the college/university, provide

optimal visibility and institutional support. The unit to which career services reports allows for efficient and effective delivery of career services within the institution.

The internal organization of career services is clearly defined through an organizational chart. Staff titles, roles, and reporting lines support the efficient and effective delivery of career services and programs.

V. HUMAN RESOURCES

Career services has an adequate number of qualified professional and support staff to fulfill its mission and functions. Career services embraces fair employment practices and is proactive in attracting and retaining a diverse staff. Career services has instituted hiring and promotion practices that are fair, inclusive, and nondiscriminatory. Programs and services employ a diverse staff to provide readily identifiable

role models for students and to enrich the campus community.

Career services is staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively. Primary program functions and their related core competencies and knowledge domains are defined below.

Functions	Core Competencies	Knowledge
Management and administration	Needs assessment and satisfaction measures; program design, implementation, and evaluation; strategic and operational planning; program integration and integrity; staffing; staff development and supervision; budget planning and administration; political sensitivity and negotiation skills; synthesize, interpret, and report current and longitudinal information.	Systems theory; organizational development; research design; statistics; accounting and budgeting procedures; revenue generation; principles; purchasing; staff selection; supervision; performance appraisals; management of information systems; customer service; marketing.
Program and event administration	Needs assessment; goal setting; program planning, implementation, and evaluation; budget allocation; time management; problem solving; attention to detail.	Systems, logistics, and procedures; project management; customer service.
Research and student learning/development outcomes	Identification of relevant and desirable student learning and development outcomes; outcome-oriented programming; research-based evidence of program impact on student learning and development outcomes.	Student and adult development theory; research/assessment procedures; evidence-based decision making; statistical procedures.
Career advising/counseling and consultation	Needs assessment and diagnosis; intervention design and implementation; test administration and interpretation; counseling; feedback; evaluation; advising; empathy and interpersonal sensitivity; work with individuals and groups; use of career, occupational, and employment information.	Career development theories; adult development theory and unique issues for special populations; statistics; counseling processes; evaluation of person-job fit; job analysis; career decision making; behavior management; job search, interviews, and resumes.

Functions	Core Competencies	Knowledge
Teaching/ training/educating	Needs assessment; program/workshop design and delivery; researching, evaluating, and integrating information; effective teaching strategies; career coaching; career mentoring; work with individuals and groups; work with diverse populations; use of technology for delivery of content.	Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job-search process; learning styles.
Marketing/ promoting/ outreach	Needs assessment and goal setting; written and interpersonal communication; public speaking; domestic and international job and experiential learning opportunity development; relationship development and management; effective use of print, web, personal presentation methods; sales and closing techniques; development/fundraising strategies; marketing principles/strategies.	Customer service; knowledge of institution and its academic programs; career services; employer, alumni, and faculty needs and expectations; recruiting and staffing methods; trends.
Brokering/ connecting/linking	Organizing information, logistics, people, and processes toward a desired outcome; consulting; building and managing advisory boards; interpersonal skills.	Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices.
Information management	Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design and management.	Library/resources center organization; computer systems and applications; specific electronic management information systems.

Career services develops and maintains job descriptions for all staff members and provides regular performance appraisals. Career services has a regular system of staff evaluation and provides access to professional development opportunities, including in-service training programs and professional conferences/workshops.

Salaries and benefits for staff are commensurate with similar positions within the institution, in similar institutions, and in the relevant geographic area.

All staff members are trained in legal, confidential, and ethical issues related to career services.

Career services professionals engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect career services. Staff training and development is ongoing to promote knowledge and skill development across program components.

Leadership by Career Services Managers:

Effective and ethical leadership is essential to the success of all organizations. In career services, that leadership comes from members of the management team, including the director, associate directors, and assistant directors.

The institution appoints, positions, and empowers career services leaders at various levels within the administrative structure to accomplish stated missions.

Career services leaders at various levels are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, and relevant professional credentials. Career services leaders also demonstrate potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.

The institution determines expectations of accountability for leaders and fairly assesses their performance.

Leaders in the career services unit exercise authority over resources for which they are responsible to achieve their respective missions.

Career services leaders:

- articulate a vision for their organization;
- set goals and objectives based on the needs and capabilities of the population served;
- promote student learning and development;
- prescribe and practice ethical behavior;
- recruit, select, supervise, and develop others in the organization;
- manage financial resources;
- coordinate human resources;
- plan, budget for, and evaluate personnel and programs;
- apply effective practices to educational and administrative processes;
- communicate effectively; and
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.

Career services leaders identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

Career services leaders promote campus environments that result in multiple opportunities for student learning and development.

Career services leaders continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

If career components are offered through multiple units, the institution designates a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.

Career services leaders coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit are clearly identified and reflected in the mission and goals of the unit.

Careers services leaders are advocates for the advancement of career services within the institution. Career services leaders participate in institutional decisions about career services objectives and policies.

Career services leaders participate in institutional decisions related to the identification and designation of students and others served. Decisions about students served include type and scope of services offered and the fees, if any, that are charged.

Professional Positions (career counselors and advisers, employer relations coordinators, consultants):

Career services professional staff members hold an earned graduate degree in a field relevant to the position they hold or possess an appropriate combination of educational credentials and related work experience. Professional staff members have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, as well as in highly specialized functions, such as career and employment counseling, employment opportunities, cooperative education, internships, work-study, graduate school advising, computer technology, etc.

Pre-Professional Positions:

Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly. Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience. These individuals are trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student Employee and/or Volunteer Positions:

Student employees and volunteers are carefully selected, trained, supervised, and evaluated. They are trained in how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these

judgments. Student employees and volunteers are provided with clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development. Training includes customer service, program procedures, and information and resource utilization.

Support Staff and Technical Positions:

Each organizational unit has adequate administrative and technical staff adequate to accomplish its mission. Such staff are technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads are adequate and appropriate for program and service demands. A technical support person or support service is available to maintain computer and information technology systems for career services.

VI. FACILITIES AND EQUIPMENT

Career services has adequate facilities and equipment to fulfill its mission and to perform its functions effectively. Career services has private offices for professional staff to permit them to perform career advising/counseling or other confidential work; support staff work areas; reception and student waiting area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student usage.

Career services provides students and employers with private interview facilities and adequate conditions and equipment to function professionally. The number of employment interview rooms is adequate to meet employer and student needs. An employer lounge or an accessible lunch area is available.

The facility has Internet connectivity and access to conference rooms and large group meeting rooms

that have an appropriate level of technology to support service delivery. Sufficient information technology is available for students and staff to support career services functions. Equipment and facilities are secured to protect the confidentiality and safety of records.

Facilities are accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA). Accommodations for students with special needs are provided by career services or in conjunction with the department that serves this population.

Career services is located conveniently on campus. Career services projects a welcoming, professional atmosphere for students, employers, alumni, parents, and others. Career services provides office hours at times appropriate for its constituencies. Parking for visitors is adequate and convenient.

VII. TECHNOLOGY

Career services offices are informed about the array of career-based technological applications. Based upon program design, mission, budget, and staffing considerations, career services offices implement appropriate technological applications to career programs and ensure that appropriate technology is used to deliver services. Career services offices ensure that adequate hardware, software, and staff are available to support existing technological applications to career services. In light of the rapidity of change associated with technology, career services offices develop plans for the replacement/updating of existing hardware and software and plan for the integration of new technically-based or supported career programs. Technological applications to career services, including web sites, are consistent with and integrated within the college or university technology infrastructure.

Specific technological applications to career services that are considered include:

- career services web sites that provide updated information regarding mission, location, staffing, programs, and services available to students as well as contact information. The web site should be integrated within the college/university technological infrastructure and include links to appropriate sites both within and external to the institution.
- computer-based assessment and computer-assisted career guidance systems that support the mission of the career services office.
- computer-based and/or online recruiting and employment systems that support any career services office mission for part-time employment, cooperative education, internship, and professional employment. These employment systems include online opportunity listings and student resume data bases.

In addition,

- career services offices make informed choices regarding the use of available technological applications to career programs, including systems developed internally by the college/university, systems available through professional associations, or private vendor-based systems.
- career services offices make informed decisions based upon the office's mission, budget, and staffing regarding the use of an array of additional technologically based applications to career services, including student registration systems; student contact, record, and tracking systems; career portfolios; graduating student surveys; career fair management systems; resume writing software; office intranet sites; e-mail-based career advising/counseling; and video-based technology.
- adequate funds are available to support the hardware and software associated with the use of any technological applications to career services.
- computer access and/or work stations are available to staff and students in support of technological applications to career services.
- adequate staff support are available to maintain and update the use of any technological applications to career services.
- technological applications to career services ensure student confidentiality and are consistent with legal and ethical standards. Data security and privacy of student records adhere to the institutional privacy policy.

VIII. CAMPUS AND EXTERNAL RELATIONS

As an integral function within the institution, career services develops and/or maintains productive relationships with relevant campus offices and key stakeholders. In order to achieve this, career services:

- develops institutional support for career development and employment services for students and other designated clients;
- involves the academic administration and faculty in career planning and employment programs; and
- raises issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.

In addition, career services:

- participates in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs;
- exchanges information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development;
- arranges appropriate programs that use alumni experience and expertise;
- establishes cooperative relationships with other offices and services in order to support mutual

referrals, exchange of information, sharing of resources, and other program functions;

- provides information and reports to the academic administration, faculty, and key offices of the institution regarding career services for students, employers, and alumni;
- provides feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning;
- encourages dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates;
- provides parents with information and relevant data on career education programs and services and key results related to employment and graduate study outcomes for recent graduates;
- serves as an institutional resource for the media and provides key information and data related to career development, labor market trends, and employment outcomes as appropriate;
- encourages staff participation in professional associations and community activities related to career and employment issues; and
- participates in professional staff development activities.

IX. EMPLOYER RELATIONS AND RECRUITMENT SERVICES

Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services office develops policies and practices for employer relations and services. Within the context of these principles, career services:

- develops strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and alumni;
- develops and maintains relationships with employers who may provide career development and employment opportunities for students and alumni;
- enhances customer service and fosters continuous improvement by using feedback from employers on key performance indicators and measures of services;
- informs, educates, and consults with employers on the nature of services provided and student candidates available;
- involves employers in programs that meet students' career and employment needs;
- promotes employer adherence to professional and ethical standards that model professional and ethical conduct for students; and
- provides employer feedback to faculty, administrators and students on the preparation of students for jobs, the curricula, and the hiring process.

In addition, career services:

- develops and implements marketing strategies to cultivate employment opportunities for students;
- maximizes opportunities for employers to consider candidates for employment;
- maximizes students' exposure to employers, while respecting appropriate academic and co-curricular standards;
- encourages dialogue among employers, faculty, and the institution's administrators concerning career and employment issues; and

- facilitates employer involvement and communication with faculty, students, and administrators; and uses employers' experiences and expertise in support of institutional activities.

Career services does not give preferential treatment to specific employers. Career services treats employers uniformly and consistently.

Career services understands the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations. Career services defines the types of employers it will serve and articulates policies that guide its working relationships with various types of employers.

Career services offers a variety of services to employers that reflect student interests and employer needs. These include, but are not limited to, site visits; campus recruiting; resume referrals; information sessions; meetings with faculty members; prerecruiting activities; student access to employer information; posting and publishing of job openings; career and job fairs; providing information on academic departments and students within legal and policy guidelines; assistance in recruiting student populations; experiential learning options, which may include shadowing experiences, internships, or cooperative education; videoconference interviewing; salary information; advertising and promotional vehicles; career center advisory board memberships; and individual employer recruiting and college relations consultations.

Career services:

- provides information to employers on the institution's operations, enrollment, curricula, interviewing logistics, etc. (e.g., policies, procedures, transportation, lodging);
- encourages employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships;
- provides information and services to assist recruiters and graduate school representatives to effectively communicate their opportunities to specific and targeted student populations;

- encourages employers to list job vacancies on a continuing basis and to provide information to career services on their job offers, salaries, and hires;
- encourages employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts; and
- develops policies for working with third-party recruiters, which may include recruiter disclosure of the identities of organizations they are representing and agreement to adhere to the ethical guidelines documented in the *NACE Principles for Professional Conduct*.

X. LEGAL RESPONSIBILITIES

Career services professionals are knowledgeable about accepted and current professional practices and are responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments. Career services ensures that records are maintained following prevailing ethical and legal guidelines. The particular areas of the law that career services is aware of and seeks advice about from legal counsel are:

- Family Education Rights and Privacy Act, regarding disclosure of student information contained in education records;
- the privacy of data maintained in electronic form by the career center or by another entity acting at its request;
- defamation law, regarding references and recommendations on the behalf of students;
- equal employment opportunity laws, regarding employment referral practices of the career services office and others employed by the institution that refer students for employment;
- affirmative action regulations and law, regarding special programs for minority students;
- liability issues pertaining to experiential learning programs;

- work authorization practices in countries other than where the student holds citizenship;
- institutional policy regarding safety standards and practices for students traveling to work or participating in university-sponsored experiential activities;
- laws regarding contracts governing services provided by outside vendors;
- laws regarding grant applications;
- laws regarding eligibility to work in the United States; and
- any other state or federal employment or student-related statute.

Career services staff members use appropriate policies and practices to protect students and limit the liability exposure of the institution, its officers, employees, and agents. In this regard, the institution provides access to legal advice for professional staff as needed to carry out assigned responsibilities.

The institution must inform career services staff in a systematic and timely fashion about extraordinary or changing legal obligations and potential liabilities.

XI. EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY

Career services adheres to the spirit and intent of equal opportunity laws in all activities.

Career services' operating policies and procedures do not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status.

Career services' programs, services, events, and facilities are accessible to all students.

Career services' hours of operation respond to the needs of all students.

Career services seeks to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.

Career services staff serve as advocates by bringing the needs of all students to the attention of the institution's administration.

Career services ensures that employers using services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.

Career services staff make every effort to educate faculty members about legal and ethical issues relating to student referrals and recommendations.

Career services works in conjunction with the institution's special services and related organizations to enhance student and employer awareness and appreciation of cultural and ethnic differences.

Career services provides educational programs that help students from diverse backgrounds and individuals with special needs to identify and address their unique needs related to career development and employment.

Career services initiates partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.

XII. ETHICS

All persons involved in the delivery of career services to students adhere to the highest standards of ethical behavior as set forth in the "Career Services Professionals" section of the NACE *Principles for Professional Conduct* as well as any additional professional standards and/or codes that may apply. In addition to adherence to these standards, leaders/

managers proactively provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.

XIII. PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH

Systematic quantitative and qualitative program evaluations are conducted in support of career services' mission and goals. Although methods of assessment vary, a sufficient range of measures are employed to maintain objectivity and comprehensiveness. Data collected include responses from students, employers, and other affected constituencies.

Core program evaluation includes:

- Annual review of goal completion.
- Quantitative evaluation via user data for programs and services.
- Career services-wide qualitative student satisfaction and feedback surveys.
- Program-specific qualitative assessment via student satisfaction and feedback surveys.
- Student needs-based surveys.

Additional assessment and research may include:

- Graduating student (first destination) and alumni surveys.

- Benchmarking-comparative surveys.
- Empirically based outcome research.

Evaluation results are used in revising and improving programs, services, and staff performance. In order for institutions to employ comparable methods for evaluation, resources such as *The NACE Sourcebook for Conducting Evaluations and Measurements of Career Services* are consulted. Career services offices collaborate with institutional research units, state agencies, accrediting bodies, academic graduate programs, and other evaluative groups that generate and assess evaluation information.

Career services prepares and disseminates annual reports as well as special program evaluation reports addressing career services mission, goals, programs and services activities/outcomes, and graduate follow-up information. Career services gathers, participates in, and/or conducts relevant research on career development; academic success; institutional issues such as admissions and retention; student learning; employment trends; and career interests.

Appendix A: HISTORY OF PROFESSIONAL STANDARDS FOR CAREER SERVICES

The National Association of College and Employers (NACE), then known as the College Placement Council (CPC), formulated a statement of ethical guidelines for recruiter organizations, college career services practitioners, and students as early as 1957, just a year after the establishment of the organization. (That publication has undergone a number of revisions and is today's *Principles for Professional Conduct for Career Services & Employment Professionals*.) It was much later, however, that the question of standards was addressed. In *Career Counseling and Placement*, published by CPC in 1970, Everett W. Stephens argued for the establishment of national standards for the profession. Subsequently, a CPC Committee on Professional Standards crafted *Professional Standards for Career Counseling and Placement*, which was published in 1975.

Beginning in 1980, members of 22 professional associations in higher education student services and student development, under the aegis of the Council for the Advancement of Standards, began work on the development of standards. This resulted in the publication of the *CAS Standards and Guidelines for Student Services/Student Development* in 1986. That publication included general standards, applicable across all areas, as well as functional area standards, which included standards and guidelines for career planning and placement.

By the 1990s, career services practitioners recognized that the profession had evolved into one with many new dimensions that the CAS standards had not addressed. In 1992, the CPC Board of Governors appointed a task force to study the issues of standards for measuring and reporting the quality of services offered by career services offices and to develop a method for self-assessment. The work of that task force culminated in *The NACE Sourcebook for Conducting Evaluations and Measurements of Career Services*, which was published in 1995.

Later in 1995, another task force was constituted to develop professional standards for career services and their work resulted in *The Professional Standards for College and University Career Services*, which was approved by the NACE Board of Governors in 1998. Through the efforts of the NACE representatives to the CAS board, most of the 1998 NACE standards were incorporated into the 2001 and 2003 revisions of the CAS standards.

In 2004, a NACE task force was appointed to review and revise *The Professional Standards for College and University Career Services* and *The Professional Standards Evaluation Workbook*. The work of that task force is reflected in this publication.

The 2006 edition of *The Professional Standards for College and University Career Services* was approved by the NACE Board of Directors in 2006.

Appendix B: FEEDBACK

The National Association of Colleges and Employers will update the Professional Standards periodically to ensure that they grow with the profession. You can assist in this process by providing feedback about the existing standards and suggestions/comments on additional areas that need consideration.

Please complete and return the form below to NACE, Attn: Professional Standards, by fax (610/868-0208) or by mail (62 Highland Avenue, Bethlehem, PA 18017) or by completing the feedback form online at www.naceweb.org/standards/feedback.htm

Thank you in advance for your assistance.

Name: _____

School: _____

Date: _____

1. Overall, how useful are the Professional Standards in helping you understand your office's role and responsibilities? (Circle one.)

1 2 3 4 5

(1=Not at all useful; 2=Not useful; 3=Somewhat useful; 4=Very useful; 5=Extremely useful.)

2. In general, were you and your staff able to relate the Professional Standards to your office and operation?

Yes No

If no, please explain. (Use a separate sheet if necessary.)

3. In your opinion, are there areas/topics that should be included in the Professional Standards that are not represented here? If so, what are they? Please explain. (Use a separate sheet if necessary.)

4. Additional comments/suggestions:

Fordham University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	Fordham (NY)
1) Name & Title of Person Providing Info.	Andrew Cronan-Director
2) Undergraduate Enrollment	8,012
3) Graduate Enrollment	6,992
4) Total Enrollment	15,004
5) Public or Private	Private-Jesuit
6) Centralized or Decentralized/Populations Served	Centralized
7) If decentralized, what are the other career centers at your institution?	Law, MBA
8) Number & Titles F-T Staff	7-Director, Associate Director-Special Programs, Associate Director-Employee Relations, 2 Asst. Directors, Recruiting Coordinator, Internship Coordinator
9) Key Roles & Responsibilities of Staff	All counsel students, Only Director and 1 Assoc. Director counsel alum., All FT staff are generalists

Name of Institution	Fordham (NY)
10) Number & Titles Part Time Staff	4, 1 9-Month Pre Law Counselor, 1 9-Month Grad. Ed. Counselor, 1 p-t coordinator, 1 p-t admin assistant
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	21, 13 Student Admin. Assistants (paid), 8 Career Peer Advisors for resume critique (unpaid)
12) Number & Title Graduate Assts./Interns	5, 4 Grad Interns for career counseling, 1 Grad intern for Diversity/Multicultural Issues (funded by Diversity Banquet)
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	\$45,000
14) Who does your office report to (Position & Division)?	Associate VP of Student Affairs/Dean of Student Services (same person)
15) Avg. office space (sq. feet)/Describe your office space	Square feet n/a, Bronx (main) campus-3 offices, 7 interview suites, workspace for students and recruiting coordinator, reception area, computer lab/conference room (no formal library), Lincoln Center campus-5 offices, conference room, 4 cubicles, common area
16) Avg. # Interview Rooms	See above
17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?	Monster trak, Market view (product to help students create infomercial for employers)

Name of Institution	Fordham (NY)
18) Tech Personnel (internal or external)	0
19) Information Sessions - Avg. # attendance, How Marketed?	40-50 in Fall, 30-40 in Spring, attendance varies
20) Who Can Use Your Center (students, alumni, reciprocal)?	Students, Alumni, Reciprocal (no fee)
21) What % of your "served population" do you provide services for on an annual basis?	n/a
22) Of the students served, what % is Undergrads?	80-85%
23) Of the students served, what % is Graduate students?	5-10%
24) Hours of Operation	9-5 M, T, W, F, 9-7 Th
25) What fees does your dept. have?	None

Name of Institution	Fordham (NY)
26) Do you track your graduating activity?	Yes, At time of graduation with responses accepted up until 10 months after graduation
27) If yes, how, who and when?	Snail mail out, On-line form or snail mail for response
28) If yes: % of class w/ jobs at time of graduation	75%
29) If yes: # of months after Graduation follow-up conducted	Up to 10 months out
30) If yes: % of class w/ jobs at time of follow-up	n/a
31) If yes: response rate to survey	67%
32) If yes, % of class that opted for Grad. School/Further Education	14% Grad School
33) Services: As a service, do you provide information for parents?	During prospective parent visits, CSC member sits on a panel to help with overview of Student Services

Name of Institution	Fordham (NY)
34) Services: Number of students receiving Career Counseling by appt. on annual basis	roughly 800
35) Services: Number of students receiving Career Counseling by drop in on annual basis	n/a
36) Services: Assessments? If so, which tools and in what format?	SIGI+ online, SDS in office
37) Services: P-T, off campus job postings?	Yes
38) Services: Student Employment Housed in Center?	No
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	No Co-Op or Externship, Yes for Internships
40) If yes, number of students assisted?	n/a
41) If yes, number of internship placements?	206

Name of Institution	Fordham (NY)
42) Services: Do you offer academic internships for credit?	Not under CSC jurisdiction, some departments and/or professors do
43) If yes, number of student participants?	n/a
44) If yes, number of placements?	No thought certain majors provide "Internship" classes
45) Services: Does your campus provide credit career classes?	n/a
46) If yes, number of classes offered?	n/a
47) If yes, number of students served in classes?	n/a
48) Services: If yes, who teaches them?	n/a
49) Programs: How many fairs do you offer & when?	2 Career Fairs (Fall+Spring), Upcoming inaugural Educators Fair and Jesuit Grad School Fair

Name of Institution	Fordham (NY)
50) Programs: Number of organizations attending fairs?	130 for Fall Career Fair
51) Programs: How many students attend fairs?	400+
52) Programs: Offer OCI?	Yes
53) Programs: OCI - Number of registrants?	n/a
54) Programs: OCI - Number of organizations?	n/a
55) Programs: OCI - Number of interviews conducted	84 total jobs being interviewed
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	40-50
57) Programs: How many TOTAL students attended these career outreach programs?	n/a

Name of Institution	Fordham (NY)
<p>58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?</p>	<p>Ultimate Road trip (sponsored my Monster Trak), Networking Events (i.e. "Fireside Chats" with alumni), Diversity Networking Banquet, Etiquette Dinners, Summer in the City (internship coordinating and housing program for students from all schools nationwide), Mentoring Program (coordinated with Alumni Services), Year end focus groups for evaluations</p>

Loyola Marymount University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	Loyola Marymount
1) Name & Title of Person Providing Info.	Liz Atilano, Director
2) Undergraduate Enrollment	About 5500
3) Graduate Enrollment	About 2500
4) Total Enrollment	7000-8000 (excluding Law School)
5) Public or Private	Private, Jesuit
6) Centralized or Decentralized/Populations Served	Centralized
7) If decentralized, what are the other career centers at your institution?	N/A
8) Number & Titles F-T Staff	15 F-T Staff: 1 Asst. Director Employer Services, 1 Manager Employer Services, 1 Coordinator Employer Services, 1 Director Internships & Experiential, 1 Internship Specialist, 1 Lead Counselor, 2 F-T Counselors, 1 Asst. Director Student Employment, 1 Specialist Student Employment, 2 Coordinators Student Employment, 1 Technical Coordinator, 1 Office Manager, 1 Director
9) Key Roles & Responsibilities of Staff	See above.

Name of Institution	Loyola Marymount
10) Number & Titles Part Time Staff	1 - 3/4 time Counselor
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	30-40 work study student assistants in Employer Services, Internship, Career Counseling, Front Desk, Student Employment, Marketing
12) Number & Title Graduate Assts./Interns	1 Grad Assistant (renews every 2 years) to work on off-campus contracts and Federal work study.
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	Not Available - Zero-based budget this year. Funded by Student Affairs
14) Who does your office report to (Position & Division)?	Dean of Student Affairs
15) Avg. office space (sq. feet)/Describe your office space	Very long office; they're at full capacity. 1 Library/Computer Lab, 5 Interview Rooms, 4 Career Counselor Offices, 2 Internship Offices, 3 Student Employment Services Offices, 1 Tech Coordinator Office, Cubicles for Office Manager, Student Employment Specialist, Employer Services Coordinator, Staff Kitchen/Work Area. No Conference Room and no Presentation Space. Separate entrances to Career Counselor, Interview Rooms and Student Employment Services. Interview area has business amenities for employers: fax, wireless, flat screen monitor and DVD player for presentations.
16) Avg. # Interview Rooms	5
17) What technology systems do you utilize (i.e.. Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?	Simplicity for Career Fair Manager, Job Posting (branded as Loyola "Lions Jobs" on own server), OCI and Professional Network (informal employer mentoring system), Montserrat for job listings only, Career Search to expand out-of-state job search. Develop 3 podcasts per year as an iTunes University. Researching Eureka and Hoover's.

Name of Institution	Loyola Marymount
18) Tech Personnel (internal or external)	Own technology coordinator and use University's IT dept.
19) Information Sessions - Avg. # attendance, How Marketed?	Have both Info. Tables and Sessions. Hosted 35 in 2006; 260 students attended. Market via flyers, online postings, event emails every 2 weeks.
20) Who Can Use Your Center (students, alumni, reciprocal)?	Students, Alums, Reciprocal, and Staff (but very discreetly). Reciprocal must be a NACE member school of like size and any Jesuit university.
21) What % of your "served population" do you provide services for on an annual basis?	35%. No Law School and no MBA if they have a bachelor degree from an outside university. Law and MBA have own career services person.
22) Of the students served, what % is Undergrads?	80%
23) Of the students served, what % is Graduate students?	20% including alums, mostly School of Ed. And MBAs who have a Loyola bachelor degree.
24) Hours of Operation	M-F: 8am-5pm (Wed. to 7pm)
25) What fees does your dept. have?	Assessments: \$15/assessment Etiquette Dinner: \$30 Reciprocity: \$25 (no access to Simplicity job bank or OCI)

Name of Institution	Loyola Marymount
26) Do you track your graduating activity?	Yes, through survey mailing
27) If yes, how, who and when?	Mailing 3x/year to new grads within 6 months.
28) If yes: % of class w/ jobs at time of graduation	Not available.
29) If yes: # of months after Graduation follow-up conducted	Up to 6 months.
30) If yes: % of class w/ jobs at time of follow-up	79% within 6 months.
31) If yes: response rate to survey	25%
32) If yes, % of class that opted for Grad. School/Further Education	20%
33) Services: As a service, do you provide information for parents?	They recently added a Parent section on their website and when appropriate, they participate in Family Weekend activities.

Name of Institution	Loyola Marymount
34) Services: Number of students receiving Career Counseling by appt. on annual basis	2424
35) Services: Number of students receiving Career Counseling by drop in on annual basis	About 1080. Do drop-ins 3 hours/day M-F. Has increased tremendously.
36) Services: Assessments? If so, which tools and in what format?	All online: MBTI, Strong, Strength Quest (1st year working w/this)
37) Services: P-T, off campus job postings?	Yes, 60% are part-time jobs.
38) Services: Student Employment Housed in Center?	Yes
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	Internships only. Working on offering externships. Started a formal mentoring program this Fall with 10 mentors matched with 10 students for 1 year of mentoring.
40) If yes, number of students assisted?	About 754.
41) If yes, number of internship placements?	Not available.

Name of Institution	Loyola Marymount
42) Services: Do you offer academic internships for credit?	Yes
43) If yes, number of student participants?	Not available. Starting this semester to track.
44) If yes, number of placements?	Not available. Starting this semester to track.
45) Services: Does your campus provide credit career classes?	Yes, through College of Liberal Studies. 250 Level Lower Division Class, 3 credits incl. internship. In Spring 2007, will offer 351 Upper Division class incl. internship course and 350 Upper Division summer internship class (0 credit and \$0.00 tuition).
46) If yes, number of classes offered?	3
47) If yes, number of students served in classes?	For the 250 Lower Level Division class: 25 in Spring and 12 in Fall
48) Services: If yes, who teaches them?	250 and 351 Lower Division Class: Career Counselor, 350 Summer Internship Class: Internship Director
49) Programs: How many fairs do you offer & when?	2 Career Fairs (1 each semester), 1 Grad Fair in Fall, 1 Meet the School Districts in Spring, 1 Student Employment Fair late Aug.

Name of Institution	Loyola Marymount
50) Programs: Number of organizations attending fairs?	Career Fairs: 80-100 exhibitors Grad Fair: 80-100 Meet School Districts: 40-50
51) Programs: How many students attend fairs?	Not available. All events held outdoors so can't track.
52) Programs: Offer OCI?	Yes
53) Programs: OCI - Number of registrants?	Mainly undergrads. 460 resumes submitted.
54) Programs: OCI - Number of organizations?	67
55) Programs: OCI - Number of interviews conducted	345
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	48 classroom presentations, 24 student club presentations, 26 career related events through dept. and housing outreach. Total: 98
57) Programs: How many TOTAL students attended these career outreach programs?	2300 students

Name of Institution	Loyola Marymount
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	Credential files for Education majors; looking to outsource this year. Professional network through Simplicity. Podcasts. NACE Syndicated content. Mock interviews w/Career Counselors. NACELink for job postings. Etiquette dinner, Counseling. Resume Cafes. They also support other schools' signature events. Assemble guides to grad programs and internships. Advisory Board--a large but very effective one with representation from employers, faculty, administrators and students.

Marquette University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	Marquette
1) Name & Title of Person Providing Info.	Laura Kestner - Director
2) Undergraduate Enrollment	7800
3) Graduate Enrollment	3200
4) Total Enrollment	11,000
5) Public or Private	Private
6) Centralized or Decentralized/Populations Served	Centralized
7) If decentralized, what are the other career centers at your institution?	Law School Career Center
8) Number & Titles F-T Staff	Total 6 / 1 Director, 1 Assoc Director, 2 Asst Directors, 1 Career Counselor, 1 FT Support/Recruiting Asst.
9) Key Roles & Responsibilities of Staff	All professional staff meet with students including Director. Director, along with office admin, also teaches 4 sessions of Job Search Skills class and of Career Decision Making class. Associate Director deals with employer relations/recruiting and is liaison to business and engineering. Also, Assoc. Director teaches 4 sessions of Job Search Strategy. class. Asst. Director 1 handles 2 Career Fairs each year, Intl. student issues, govt. careers, arts and sciences and school of education. Assistant Director #2 handles training and support of career interns and teaches 4 sessions of Career Planning and Decision Making. Career Counselor mainly meets with students.
10) Number & Titles Part Time Staff	1 "9 month" full time support - 2 undergrad career interns (handle resumes/cover letters), 1 grad career intern

Name of Institution	Marquette
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	5 total -3 Student interns, 1 computer intern, 1 career fair intern
12) Number & Title Graduate Assts./Interns	
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	\$57,000
14) Who does your office report to (Position & Division)?	Associate Provost for Enrollment Mgmt.
15) Avg. office space (sq. feet)/Describe your office space	6,000 sq ft. Seminar room (40 students) - small classroom, 6 offices for counselors, 9 interview rooms, Career library w/ comfy chairs & 4 computers, employer/staff lounge, workroom, reception area for 2 support staff, waiting area seats 22
16) Avg. # Interview Rooms	9
17) What technology systems do you utilize (i.e., Monster TRAK, Internship Exchange., Simplicity, C3M, Wet Feet)?	Monster Trak for job search, career fair manager and foci, Employon for public domain search of jobs databases, Interview Stream, Vault, Discover, Reference USA
18) Tech Personnel (internal or external)	1 undergrad for 10 hours/week
19) Information Sessions - Avg. # attendance, How Marketed?	Fall - 25 total, attendance is 0-50, market via Monster trak, Employers do own marketing, Call students on interview schedules
20) Who Can Use Your Center (students, alumni, reciprocal)?	All students, alumni, staff, reciprocal

Name of Institution	Marquette
21) What % of your "served population" do you provide services for on an annual basis?	48%
22) Of the students served, what % is Undergrads?	50% Undergrad, 28% Grad, 22% Alum
23) Of the students served, what % is Graduate students?	28%
24) Hours of Operation	M,T,Th,F 7:30-5pm, W7:30-7, open early for recruiting, evening drop-in counselor starts at 11, recruiting contact who opens office leaves early
25) What fees does your dept. have?	Alumni for assessments only (\$50 for 3 assessments), Alumni Association PAYS THE SALARY of one counselor
26) Do you track your graduating activity?	yes
27) If yes, how, who and when?	Annual 1 yr + 5 yr out survey w/ snail mail, w/ Office of Institutional Research and Assessment
28) If yes: % of class w/ jobs at time of graduation	don't have
29) If yes: # of months after Graduation follow-up conducted	1 yr, 65% undergrad, 78% grad
30) If yes: % of class w/ jobs at time of follow-up	N/A

Name of Institution	Marquette
31) If yes: response rate to survey	44% undergrad, 39% grad
32) If yes, % of class that opted for Grad. School/Further Education	30% undergrad
33) Services: As a service, do you provide information for parents?	Yes - website section
34) Services: Number of students receiving Career Counseling by appt. on annual basis	872
35) Services: Number of students receiving Career Counseling by drop in on annual basis	542
36) Services: Assessments? If so, which tools and in what format?	MBTI, SII, Discover-All Online
37) Services: P-T, off campus job postings?	Through office of student employment, not CSC
38) Services: Student Employment Housed in Center?	No
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	Only if they are NOT for credit
40) If yes, number of students assisted?	Don't track that

Name of Institution	Marquette
41) If yes, number of internship placements?	No Tracking
42) Services: Do you offer academic internships for credit?	Done on departmental basis, NOT by CSC
43) If yes, number of student participants?	N/A
44) If yes, number of placements?	N/A
45) Services: Does your campus provide credit career classes?	yes
46) If yes, number of classes offered?	2 through CSC - 1) job search strategy, 2) career planning and development 1 credit, 8 wk course
47) If yes, number of students served in classes?	cap at 20
48) Services: If yes, who teaches them?	CSC Staff
49) Programs: How many fairs do you offer & when?	2 Career Fairs - Fall (2 day fair) & Spring (consortium with other private schools in Wisconsin)- Big East Fair - Virtual Fair, 1 Physical in NYC , Jesuit Fair - Virtual Fair
50) Programs: Number of organizations attending fairs?	Fall 180, Spring 120, Big East 80

Name of Institution	Marquette
51) Programs: How many students attend fairs?	Fall - 850, Spring 800
52) Proms: Offer OCI?	Yes
53) Programs: OCI - Number of registrants?	750
54) Programs: OCI - Number of organizations?	108 in fall, 153 in spring, primary engineering + business
55) Programs: OCI - Number of interviews conducted	750/semester
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	75 Campus Wide reaching 4,340 students (includes all DCC and class presentations)
57) Programs: How many TOTAL students attended these career outreach programs?	4,340
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	Promote Alumni Network to students, Alumni Relations provides Externship program, panel speakers and C.A.N., Focus in '06-'07 on creating a "Multicultural Competent" CSC, offering Power Lunch series on career panels from different heritages, 1st one drew 28 students, received TARGET grant for \$2400 for these events

Santa Clara University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	Santa Clara
1) Name & Title of Person Providing Info.	Kathy Potter, Director
2) Undergraduate Enrollment	2005-06: 4938
3) Graduate Enrollment	2005-06: 1339 (excl. Law School & MBA) 2005-06: 2120 (Law School & MBA)
4) Total Enrollment	2005-06: 6277 (excl. Law School & MBA)
5) Public or Private	Private
6) Centralized or Decentralized/Populations Served	Centralized
7) If decentralized, what are the other career centers at your institution?	
8) Number & Titles F-T Staff	8 F-T Staff: 1 Director, 1 Senior Admin. Asst., 1 Assistant Director (Arts & Sciences), 1 Assistant Director (English & Undergraduate Business), 1 Assistant Director (Employer Relations), 1 Assistant Director (Experiential Education), 1 Assistant Director (Eli Lilly Grant Symposiums of Residential Learning Communities - Vocation Symposia), 1 Manager Student Employment.
9) Key Roles & Responsibilities of Staff	See above.
10) Number & Titles Part Time Staff	(1/2 time) Assistant Director (Alumni, Counseling Psychology, Pastoral Ministries, Education)
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	10-12 student assistants
12) Number & Title Graduate Assts./Interns	1 graduate intern
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	\$98,000

Name of Institution	Santa Clara
14) Who does your office report to (Position & Division)?	Vice Provost for Student Life
15) Avg. office space (sq. feet)/Describe your office space	4650 square feet (questionable?). Reception, Library Resource, 7 Counselor Rooms including Director's office, 1 Manager of Student Employment.
16) Avg. # Interview Rooms	5
17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?	Montserrat including BroncoTRAK (internal link to MONSTER TRAK) Wet Feet Perfect Interview
18) Tech Personnel (internal or external)	Use student assistants and University IT dept.
19) Information Sessions - Avg. # attendance, How Marketed?	Don't keep track. Marketed through direct email, online and hard copy newsletter, and MONSTER TRAK
20) Who Can Use Your Center (students, alumni, reciprocal)?	Students, alumni, reciprocal, staff. Community members can use the resource room only.
21) What % of your "served population" do you provide services for on an annual basis?	15%
22) Of the students served, what % is Undergrads?	66%
23) Of the students served, what % is Graduate students?	33%
24) Hours of Operation	M-Th 8am-5:30pm F 8am-5pm
25) What fees does your dept. have?	One-time \$40 fee for OCI to students Alums (6 months post-grad) - \$50/hour counseling Sometimes charge for individual events. No fees for reciprocity.
26) Do you track your graduating activity?	No, but now taken over by University to do it.

Name of Institution	Santa Clara
27) If yes, how, who and when?	6 months post-grad
28) If yes: % of class w/ jobs at time of graduation	2005-06: 65% employed F-T, 14% attending grad school F-T
29) If yes: # of months after Graduation follow-up conducted	6 months post-grad
30) If yes: % of class w/ jobs at time of follow-up	N/A
31) If yes: response rate to survey	About 40%
32) If yes, % of class that opted for Grad. School/Further Education	14%
33) Services: As a service, do you provide information for parents?	Yes, on web site, printed and online handouts, and powerpoint presentations on parent days
34) Services: Number of students receiving Career Counseling by appt. on annual basis	900-950 (caveat: some are repeats, not unique visits)
35) Services: Number of students receiving Career Counseling by drop in on annual basis	1130 (caveat: some are repeats, not unique visits)
36) Services: Assessments? If so, which tools and in what format?	MyRoad.com (used mostly w/undergrads), MBTI, Strong, Skills & Values Card Sort
37) Services: P-T, off campus job postings?	Not many--about 20 student employment & 30-40 work study jobs
38) Services: Student Employment Housed in Center?	Yes
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	Co-ops and Internships only. Offer Co-op & Internship listings. Don't match or place people, but help them find them.

Name of institution	Santa Clara
40) If yes, number of students assisted?	About 205 seen for co-ops mostly.
41) If yes, number of internship placements?	They helped 189 students get co-ops and internships.
42) Services: Do you offer academic internships for credit?	No, but school might.
43) If yes, number of student participants?	
44) If yes, number of placements?	
45) Services: Does your campus provide credit career classes?	Yes. Career Strategies course offered 2x/year; 2 credits, pass/fail. Vocation Symposia offered 2x/quarter.
46) If yes, number of classes offered?	8 classes
47) If yes, number of students served in classes?	Average 15 in each class, 120 total
48) Services: If yes, who teaches them?	Career Strategies: Asst. Director of Arts & Sciences and Asst. Director of English & Undergrad Business. Vocation Symposia: Asst. Director of that program
49) Programs: How many fairs do you offer & when?	3 major Jobs & Internships Fairs: Fall, Winter, Spring 2 specialized fairs (periodically held): Year of Service Volunteers, Fast Break Careers
50) Programs: Number of organizations attending fairs?	Fall - 150 exhibitors Winter & Spring - 88-90 exhibitors (held indoors)
51) Programs: How many students attend fairs?	Don't know. They don't make students register at fairs.
52) Programs: Offer OCI?	Yes, 3x/year (every quarter)

Name of Institution	Santa Clara
53) Programs: OCI - Number of registrants?	439
54) Programs: OCI - Number of organizations?	103
55) Programs: OCI - Number of interviews conducted	1223
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	About 90 + 5 Career Fairs
57) Programs: How many TOTAL students attended these career outreach programs?	15-20 average attendance
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	Counseling, mock interviews through Perfect Interview, Etiquette Dinner, Resume Reviews, Workshops, Arts & Sciences Alum/Student Networking, Bridge Program for 1st generation students, Partners in Leadership (\$1000 sponsorship program for employers), Access to Alums for networking, Career Management Workshops for Alums, Reciprocity.

Stanford University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	Stanford
1) Name & Title of Person Providing Info.	Lance Choy - Director, Stanford. Career Development Center
2) Undergraduate Enrollment	6700
3) Graduate Enrollment	8200
4) Total Enrollment	14900, so about 15,000
5) Public or Private	Private
6) Centralized or Decentralized/Populations Served	Centralized services = all students / Not Business & Law / (Operate independently but dotted line report to Lance PT school of Ed person & 1.5 persons at Med school)
7) If decentralized, what are the other career centers at your institution?	Business & Law
8) Number & Titles F-T Staff	Total 14.5 F/T Staff - Admin = 1 F/T Accountant / Counseling = 2 Asst Directors, 3 Career Counselors, 1 Librarian / Reference File Services = 1 Asst Director/CC, 1.5 Tech staff / Employer Services = 1 Asst Director, 1 Event Planner, 1 OCI scheduler, 1 Marketing, 1 Receptionist
9) Key Roles & Responsibilities of Staff	1 Public Service Specialist (LGBT Liaison, outreach) / 1 Asst Director Business Specialist (L.A. Career Week) / 1 CC (Arts, Peer Counseling, Education Liaison) / 1 CC (Internships, Class Presidents Liaison) / 1 CC (Graduate/PhD Specialist, Women's Center liaison) / 1 CC (International Careers, International Students liaison) / 1 PT CC (Science Specialist) / 1 PT CC (Mentoring & Networking programs)
10) Number & Titles Part Time Staff	Total 5 PT Staff - 3 PT CC / .5 Admin Asst for CC / .5 Receptionist for CC / 1 PT Business Manger
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	25 Total, 6 of the 25 = Peer Counselors
12) Number & Title Graduate Assts./Interns	1 Counseling Intern
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	Operating Budget = \$142,000 (University Funds) + \$297,600 (Fundraised) = \$439,600 / (FYI TL Fundraised for operating & salaries = 450,000)

Name of Institution	Stanford
14) Who does your office report to (Position & Division)?	Provost Office, Assoc Vice Provost of Student Affairs, Div of Student Affairs, Provost Office
15) Avg. office space (sq. feet)/Describe your office space	15,000 sq ft., 2 of 3 floors
16) Avg. # Interview Rooms	20
17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?	1) NACE Link (+ Career Fair Module) / 2) Vault / 3) Ref File (self built) / 4) Counseling = transitioning to NACE Link, currently using self built database
18) Tech Personnel (internal or external)	1.5 Tech Support people internal (web pages, server). External: via ITS 2 assigned to all student affairs offices. (FYI 7.2 million hits/annually)
19) Information Sessions - Avg. # attendance, How Marketed?	Attendance: always challenged, Bus: popular Co's = good attendance (# = 60), Engineering = bad attendance (5-10) / Marketing : Via CDC + outside
20) Who Can Use Your Center (students, alumni, reciprocal)?	Serve all students / Alumni: 1st yr out - free: \$75 2nd year / + Partners & Spouses of students
21) What % of your "served population" do you provide services for on an annual basis?	1) Fiscal 05: "used CDC" : Bachelors = 64%, Masters = 58%, PhD = 41%, (based on Graduating Students survey) / 2) Registered w/ CDC: 90% Senior, 80% Jr, 70% So, 60% Fr.
22) Of the students served, what % is Undergrads?	CC Appointments = 50% Bachelor
23) Of the students served, what % is Graduate students?	CC Appointments = 50% Graduate
24) Hours of Operation	1) Counseling - M-F 9-5, Th 9-6pm, closed 12-1 for Lunch. / 2) Reference File Service - M-F 9-3:30, closed 12-1 for lunch / 3) Employment Services M-F 8:15-4:30
25) What fees does your dept. have?	1) Reference File Service fee: Fed Ex rush \$35/x1 / Etiquette workshop \$20 (outsourced so 1/2 covered by CDC) / 3) Employers, (3 sources of fees) A.) Fairs - Fall Fair \$800/table, \$300/Govt, \$100/NP. B) Resume Books, C) Recruiting Services - partnership programs
26) Do you track your graduating activity?	CDC Coordinates graduating student surveys every quarter, (4x/yr) by email, (responses go into home made system). / PhD graduates are tracked by another office (new procedure for this year)
27) If yes, how, who and when?	
28) If yes: % of class w/ jobs at time of graduation	Bachelors = 77% / Masters = 83% / PhD = 85%
29) If yes: # of months after Graduation follow-up conducted	Email twice, 1) prior to graduation, 2) after graduation (1 week)

Name of Institution	Stanford
30) If yes: % of class w/ jobs at time of follow-up	
31) If yes: response rate to survey	28% response rate
32) If yes, % of class that opted for Grad. School/Further Education	Bachelors = 22% / Masters = 22% / PhD = N/A
33) Services: As a service, do you provide information for parents?	They provide a newsletter for parents.
34) Services: Number of students receiving Career Counseling by appt. on annual basis	2400
35) Services: Number of students receiving Career Counseling by drop in on annual basis	1500
36) Services: Assessments? If so, which tools and in what format?	Yes: SII, CISS, MB
37) Services: P-T, off campus job postings?	Yes
38) Services: Student Employment Housed in Center?	CDC handles/houses job postings for students with financial aid (??)
39) Serves: Do you offer assistance with Co-Op, Internships, Externships?	Co-Op- No, Internships = Yes, Externships = No
40) If yes, number of students assisted?	
41) If yes, number of internship placements?	Not tracked
42) Services: Do you offer academic internships for credit?	No, CDC does not offer this. But some departments handle internships for credit
43) If yes, number of student participants?	n/a
44) If yes, number of placements?	n/a
45) Services: Does your campus provide credit career classes?	no

Name of Institution	Stanford
46) If yes, number of classes offered?	
47) If yes, number of students served in classes?	
48) Services: If yes, who teaches them?	
49) Programs: How many fairs do you offer & when?	Total 4 Fairs, not including Boutique Fairs of which there were 3 this past year: 1) Fall Fair= 240 organizations / 2) Liberal Arts Career Fair = 60 organizations / 3) Public Service Fair = 40 organizations / 4) Spring Fair = 150 organizations / 5) Boutique Fairs = 10 organizations (x3 times a year). (FYI no Graduate Fair) CDC supports Department Fairs such as Computer Science and Engineering.
50) Programs: Number of organizations attending fairs?	see above
51) Programs: How many students attend fairs?	CDC does not track student attendance because Fairs are outside events
52) Programs: Offer OCI?	yes
53) Programs: OCI - Number of registrants?	7,000 students are registered/activated but not all use the system
54) Programs: OCI - Number of organizations?	# of employers = 300
55) Programs: OCI - Number of interviews conducted	4,000-5,000
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	179 for 2005, includes everything
57) Programs: How many TOTAL students attended these career outreach programs?	5800 estimated
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	Big push this year = bringing more alumni by dept for networking events FYI - Academic year: begins late September, Winter break = late Dec, Ends 2nd week of June

University of San Diego

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	University of San Diego
1) Name & Title of Person Providing Info.	Linda Scales, Director
2) Undergraduate Enrollment	4962
3) Graduate Enrollment	1376 (1145 Law)
4) Total Enrollment	6338
5) Public or Private	Private
6) Centralized or Decentralized/Populations Served	Centralized, serve everyone but Law. (Institutes in Business School getting very active w/ Career Services)
7) If decentralized, what are the other career centers at your institution?	Law - has own
8) Number & Titles F-T Staff	6 Total - 1) 1 Director, 2) 2 Career Counselors, 3) 1 Recruitment Coordinator, (OCI) Exec Asst. - Pay Title, 4) Receptionist./Office Mgr/Front Desk/Admin Asst - Pay Title
9) Key Roles & Responsibilities of Staff	4 Total - 1) 1 Associate Director -counselors, Class President liaison, 2) 1 Associate Director - MBA Athletics, counsels 2x/wk, Dist Appointments, Pres - Big ones, Admissions, parents, 3) 1 CC - generalist, 4) 1 CC generalist -both CC official supervise students, NACE Link, School Appointments, Logistics
10) Number & Titles Part Time Staff	No defined roles / Loose liaison roles : 2 people doing Fairs - Intern, C.F., CCR Lib, Assessments, Web (Online & Logistics - visual), have shared responsibilities, New staff - cross training, for pandemic + disaster preparedness

Name of Institution	University of San Diego
11) Number & Titles (if other than Stud. Asst.) of Student Assis.	2 Fed Work study UG - 42 wks, 20 hrs
12) Number & Title Graduate Asssts./Interns	1 Grad worker/Grad Asst, 1 Intern - time ; one semester/yr, always from USD, prefer for whole year
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	Discretionary - non-salary \$19, 585, \$2,500 From Employers Gift - can be carried over, \$100,000 Endowment -interest \$8,068, told not to go out and solicit
14) Who does your office report to (Position & Division)?	Assoc. Provost - Academic Affairs
15) Avg. office space (sq. feet)/Describe your office space	2,086, Central office/reception/Lib (3 student computers), 5 large offices w/ doors (everyone but Front desk), 2 small offices, 1 Project room - (printer & fax), 2 little conference rooms (6 people max)
16) Avg. # Interview Rooms	4 plus central space w/ refrigerator - basic addition - bare bones
17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?	1) NACE Link - w/ internships - don't use, 2) Access/Excel - for Fair Mgrs - (Grad School Fair & Career Fair), 3) 13 Generic Cards - swipe by school & level, any sheet - not linked - Aggregate rep.
18) Tech Personnel (internal or external)	No internal, University support - frustration
19) Information Sessions - Avg. # attendance, How Marketed?	Informal - 1 person (same w/ workshops - want 1 on 1), No OCI requirement, put on calendar
20) Who Can Use Your Center (students, alumni, reciprocal)?	Students (20% use), Alumni - (Free forever), reciprocal (No appointments)

Name of Institution	University of San Diego
21) What % of your "served population" do you provide services for on an annual basis?	Guess - not sure
22) Of the students served, what % is Undergrads?	
23) Of the students served, what % is Graduate students?	Fewer seen than UG.
24) Hours of Operation	8:30 -5pm - M-F, (open until 6pm on Wed), Drop in Daily for 2 hrs
25) What fees does your dept. have?	\$25 reciprocity, Grad Fair & Career Expo
26) Do you track your graduating activity?	No but every 3 years, send a 6 mo survey out (S.Cal students don't have a clue what they're going to do)
27) If yes, how, who and when?	Career Services - 6 mos. Post Grad w/ Institute Research
28) If yes: % of class w/ jobs at time of graduation	?
29) If yes: # of months after Graduation follow-up conducted	6 months, 9 months
30) If yes: % of class w/ jobs at time of follow-up	79%

Name of Institution	University of San Diego
31) If yes: response rate to survey	26%
32) If yes, % of class that opted for Grad. School/Further Education	15%-5% seeking employment
33) Services: As a service, do you provide information for parents?	Yes
34) Services: Number of students receiving Career Counseling by appt. on annual basis	2456
35) Services: Number of students receiving Career Counseling by drop in on annual basis	3671 - includes email, phone, resume critic
36) Services: Assessments? If so, which tools and in what format?	1) SII - Online - (no cost), 2) MBTI - online used rarely (0 cost to students), 3) Kiersey Temperament Sorter - DOS - Old, 4) Skill Scan Card Sort, 5) Values Card Sorts
37) Services: P-T, off campus job postings?	Yes, on NACE Link
38) Services: Student Employment Housed in Center?	No - housed in Financial Aid
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	Co-Op - No, Internships - Yes, Externships - No
40) If yes, number of students assisted?	n/a

Name of Institution	University of San Diego
41) If yes, number of internship placements?	n/a
42) Services: Do you offer academic internships for credit?	no
43) If yes, number of student participants?	n/a
44) If yes, number of placements?	n/a
45) Services: Does your campus provide credit career classes?	No, but used to. Quasi career class in Bus. School from time to time
46) If yes, number of classes offered?	n/a
47) If yes, number of students served in classes?	n/a
48) Services: If yes, who teaches them?	n/a
49) Programs: How many fairs do you offer & when?	4 Total - 1) Career Expo in Spring, 2) Grad Fair in Fall, 3) Non Profit in Nov (Comm. Svc Learning/ Arts Humanities), 4) Internship - 1st 2 weeks of Fall Semester / Institutes in Business have their own Fairs
50) Programs: Number of organizations attending fairs?	Career Fair - 85-90, Grad Fair - 67, Non Profit 20-30, Internship 40-50

Name of Institution	University of San Diego
51) Programs: How many students attend fairs?	Varies, don't have estimates: no sign in sheets, no clickers. Fewest attendees at Grad Fair. Career Fair - 1,000, Grad - 200?, Intern - 400?
52) Programs: Offer OCI?	Yes
53) Programs: OCI - Number of registrants?	Don't know
54) Programs: OCI - Number of organizations?	108
55) Programs: OCI - Number of interviews conducted	Don't know
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	85
57) Programs: How many TOTAL students attended these career outreach programs?	2400
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	Alumni - online communication, not out of career services.

University of San Francisco

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006

Name of Institution	USF
1) Name & Title of Person Providing Info.	James Catiggay - Director
2) Undergraduate Enrollment	4000
3) Graduate Enrollment	4000
4) Total Enrollment	8000
5) Public or Private	Private
6) Centralized or Decentralized/Populations Served	Decentralized
7) If decentralized, what are the other career centers at your institution?	Law & MBA
8) Number & Titles F-T Staff	6 Total - 1 Director, 1 Associate Director, 1 Assistant Director/CC, 1 CC, 1 Coordinator Employer Relations, 1 Office Manager
9) Key Roles & Responsibilities of Staff	Director - oversees office / Associate Director - supervise CC Intern, Grad Fair & related activities, supervise students in coordination w/ Office Mgr, over sees website, oversees workshop planning, liaison - school of Ed & CPS / Asst Director - liaison UG - Bus, Arts, Sport Mgmt, Externship Program, Internship Program, Marketing / Coordinator Employer Relations - OCI, Rec Act, Career Fair, Non Profit Expo / CC - oversees library, liaison to Science and Nursing / Office Mgr - oversee student staff, manages office / 1 Intern
10) Number & Titles Part Time Staff	n/a
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	
12) Number & Title Graduate Assts./Interns	1 Intern
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	\$55,000. (supplement this w/ Career Fair & Grad Fair monies)
14) Who does your office report to (Position & Division)?	Assoc Dean for Student Dev., Division of University Life
15) Avg. office space (sq. feet)/Describe your office space	1900 sq ft
16) Avg. # Interview Rooms	4
17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange, Simplicity, C3M, Wet Feet)?	monster Trak + Itrak + Career Fair Manager, Intern Exchange, Via e-recruiting, Wet Feet
18) Tech Personnel (internal or external)	2 P/T Student Asst
19) Information Sessions - Avg. # attendance, How Marketed?	0-4 - Flyers, email

Name of Institution	USF
20) Who Can Use Your Center (students, alumni, reciprocal)?	Students, Alumni, Reciprocal students (No UC or CSU)
21) What % of your "served population" do you provide services for on an annual basis?	16% of total enrolled Students, 21% of served include alumni,
22) Of the students served, what % is Undergrads?	75% (1095/1455)
23) Of the students served, what % is Graduate students?	25% (360/1455)
24) Hours of Operation	M/W/F = 9am-5pm, T/W = 9:30-7pm
25) What fees does your dept. have?	Alumni - \$50 after 1 yr / Reciprocity - \$75 / Assessments - \$20/each
26) Do you track your graduating activity?	Yes
27) If yes, how, who and when?	Office of Institutional Assessment - every Dec & May - Grad statistics from 05/06 Survey
28) If yes: % of class w/ jobs at time of graduation	33.40%
29) If yes: # of months after Graduation follow-up conducted	N/A - (No Inst follow up after Graduation)
30) If yes: % of class w/ jobs at time of follow-up	n/a
31) If yes: response rate to survey	97%
32) If yes, % of class that opted for Grad. School/Further Education	20%
33) Services: As a service, do you provide information for parents?	No
34) Services: Number of students receiving Career Counseling by appt. on annual basis	428 (don't know if unique or not)
35) Services: Number of students receiving Career Counseling by drop in on annual basis	840 (1268)
36) Services: Assessments? If so, which tools and in what format?	Yes - 1) Strong - college profile - online / 2) MBTI - Career Profile Online 3) Skill Scan - Card sort / 5) Values - Card Sort
37) Services: P-T, off campus job postings?	Yes
38) Services: Student Employment Housed in Center?	No
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	Yes

Name of Institution	USF
40) If yes, number of students assisted?	Don't know
41) If yes, number of internship placements?	Don't know
42) Services: Do you offer academic internships for credit?	Not out of our office -through Academic Advisors/ ?
43) If yes, number of student participants?	n/a
44) If yes, number of placements?	n/a
45) Services: Does your campus provide credit career classes?	no
46) If yes, number of classes offered?	n/a
47) If yes, number of students served in classes?	n/a
48) Services: If yes, who teaches them?	n/a
49) Programs: How many fairs do you offer & when?	3 total - 1) Non Profit Expo - Fall / 2) Grad Fair - Fall 3) Career Fair - Spring
50) Programs: Number of organizations attending fairs?	1) Non Profit - 69 / 2) Grad - 93 / 3) Career Fair - 73
51) Programs: How many students attend fairs?	1) Non Profit - 200 / 2) Grad Fair -325 / 3) Career Fair - 470
52) Programs: Offer OCI?	Yes
53) Programs: OCI - Number of registrants?	617
54) Programs: OCI - Number of organizations?	50 Unique
55) Programs: OCI - Number of interviews conducted	331
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	136
57) Programs: How many TOTAL students attended these career outreach programs?	1,400 approximately (Workshops, Orientations, Presentations)
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	1) Mock Interview / 2) Externship Program

NACE

2005 Career Services
Benchmarking Survey
for Program Review
Fall 2006

Name of Institution	NACE
1) Name & Title of Person Providing Info.	Dec. 2005 NACE Career Services Benchmark Survey
2) Undergraduate Enrollment	n/a
3) Graduate Enrollment	n/a
4) Total Enrollment	n/a
5) Public or Private	Both
6) Centralized or Decentralized/Populations Served	n/a
7) If decentralized, what are the other career centers at your institution?	n/a
8) Number & Titles F-T Staff	Avg. 3.5 (w/ 98.6% of respondents)
9) Key Roles & Responsibilities of Staff	n/a
10) Number & Titles Part Time Staff	1.6 (w/ 21.39% of respondents)
11) Number & Titles (if other than Stud. Asst.) of Student Assts.	w/ 79% of respondents - 22% reported 3 PT Student Assistants / 16% reported 5 PT Student Assts / 16% reported 10 + PT Student Assistants
12) Number & Title Graduate Assts./Interns	w/ 50% of respondents - 51% reported 1 PT Grad Asst/Intern / 29% reported 2 PT Grad Asst/Interns
13) Total Non-Personnel Operating Budget & Funding (one source or more?)	\$52,297 (w/ 89% of respondents)
14) Who does your office report to (Position & Division)?	See Figure 1
15) Avg. office space (sq. feet)/Describe your office space	3,171
16) Avg. # Interview Rooms	4.7 (w/ 91.3% respondents)
17) What technology systems do you utilize (i.e.. Monster Trak, Internship Exchange., Simplicity, C3M, Wet Feet)?	See box 22, Figure 29, pg. 36

Name of Institution	NACE
18) Tech Personnel (internal or external)	w/ 69% of respondents - 75% 1 PT - Tech Coordinators / 25% 2 PT Tech Coordinators
19) Information Sessions - Avg. # attendance, How Marketed?	n/a - CSC question
20) Who Can Use Your Center (students, alumni, reciprocal)?	n/a - CSC question
21) What % of your "served population" do you provide services for on an annual basis?	n/a - CSC question
22) Of the students served, what % is Undergrads?	n/a - CSC question
23) Of the students served, what % is Graduate students?	n/a - CSC question
24) Hours of Operation	n/a - CSC question
25) What fees does your dept. have?	n/a - CSC question
26) Do you track your graduating activity?	n/a - CSC question
27) If yes, how, who and when?	n/a - CSC question
28) If yes: % of class w/ jobs at time of graduation	47.9%
29) If yes: # of months after Graduation follow-up conducted	6.4 months
30) If yes: % of class w/ jobs at time of follow-up	73.9%
31) If yes: response rate to survey	55.7%
32) If yes, % of class that opted for Grad. School/Further Education	21.3%
33) Services: As a service, do you provide information for parents?	37.1% offer
34) Services: Number of students receiving Career Counseling by appt. on annual basis	1051 (w/ 98.4% of respondents offering)

Name of Institution	NACE
35) Services: Number of students receiving Career Counseling by drop in on annual basis	1720 (w/ 79.4% offering)
36) Services: Assessments? If so, which tools and in what format?	n/a - CSC question
37) Services: P-T, off campus job postings?	56.9% offer
38) Services: Student Employment Housed in Center?	55.7% offer
39) Services: Do you offer assistance with Co-Op, Internships, Externships?	85.3% offer
40) If yes, number of students assisted?	420
41) If yes, number of internship placements?	214
42) Services: Do you offer academic internships for credit?	35.8% offer
43) If yes, number of student participants?	74 (Fewer than 10 respondents out of 70)
44) If yes, number of placements?	44 (Fewer than 10 respondents out of 70)
45) Services: Does your campus provide credit career classes?	34.3% offer this
46) If yes, number of classes offered?	5.9
47) If yes, number of students served in classes?	194
48) Services: If yes, who teaches them?	n/a - CSC question
49) Programs: How many fairs do you offer & when?	3.3 (w/ 98.6% offering) (When = CSC Question)
50) Programs: Number of organizations attending fairs?	205
51) Programs: How many students attend fairs?	1369

Name of Institution	NACE
52) Programs: Offer OCI?	92.9% offers
53) Programs: OCI - Number of registrants?	877
54) Programs: OCI - Number of organizations?	94
55) Programs: OCI - Number of interviews conducted	857
56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?	73.4
57) Programs: How many TOTAL students attended these career outreach programs?	1782
58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?	n/a - CSC question

**DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007**

(CSC 2006-07 Goals)

06-07 University Life Strategic Initiative I:

Improve the student experience at the University of San Francisco.

Dept.	Departmental Goal	Program Outcomes examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. Learning Outcomes identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	Assessment Cycle Formulate the method, establish the criteria for success, gather the evidence and report on use of results
OVP	<p>Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide</p> <p>Use quantitative and qualitative evidence to write a White Paper on the current undergraduate student experience.</p> <p>Use the results to improve the undergraduate student experience.</p>	<p>Identify positives aspects of current USF undergraduate student experience.</p> <p>Identify aspects of current USF undergraduate student experience which need improvement.</p> <p>Identify aspects of the current USF undergraduate student experience which warrant additional study.</p>	<ul style="list-style-type: none"> • White Paper completed by Nov. 18, 2006. • White Paper used as foundation for Student Experience Plenary Session, December 2006. • White Paper used as foundation for University Life Strategic Plan, January, 2007. • Action items from White Paper integrated into Presidents Leadership Team planning priorities. • Recommendations for further study given to Institutional Assessment Committee.

**DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007**

06-07 University Life Strategic Initiative II:

Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.

Dept.	Departmental Goal Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	Program Outcomes examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. Learning Outcomes identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	Assessment Cycle Formulate the method, establish the criteria for success, gather the evidence and report on use of results
CSC	Plan, organize, and implement NonProfit Expo to provide an opportunity for students to interact with a variety of non-profit and social service organizations offering volunteer, service, service-learning, and career opportunities.	Increase awareness of socially responsible volunteer, service-learning, internship, and career options.	Change evaluation survey to focus on learning outcome. Improve evaluation survey and process to increase student participant response rate. Survey student participants and organization representatives and compare to last year's data.
CSC	Provide opportunities for students to shadow alumni through January Externship Program to learn about career options.	Expose students to "real life" perspectives to assist in career decision making.	Change evaluation survey to focus on learning outcome. Survey student participants and alumni sponsors. Compare data to previous years.
CSC	Coordinate annual Graduate & Professional School Fair to provide an opportunity for students to interact with representatives from a variety of graduate programs. Identify and target outreach to new graduate school programs recommended by faculty members.	Increase knowledge of graduate school options and application process.	Change evaluation survey to focus on learning outcome. Improve evaluation survey and process to increase student participant response rate. Survey student participants and school representatives. Compare data to previous years.

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STRATEGIC INITIATIVES FOR 2006-2007**

CSC	Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.	<p>To promote to faculty the value of early and ongoing engagement in the career development process.</p> <p>To engage more faculty as co-promoters of student (career) development.</p> <p>Increase the number of faculty CSC allies that will help support CSC in promoting to students the concept/idea and value of engaging in early and ongoing proactive career planning.</p>	<p>Obtain informal feedback from and/or debrief with faculty members.</p> <p>Compare number of presentations to previous years.</p> <p>Track number of outreach solicitations and the number of actual outreach presentations conducted.</p>
CSC	Teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.	Students are able to conduct a successful internship and/or job search.	Collect participant evaluations at the event.
CSC	Continue targeted faculty meetings in the College of Arts & Sciences to receive their feedback on students' career and employment interests.	To guide and increase CSC's employer outreach in support of their students.	Obtain informal feedback from and/or debrief with faculty members.
CSC	Plan, organize, and implement Career & Internship Fair to provide an opportunity for students to interact with a variety of for-profit, government, and non-profit employer organizations offering career opportunities and internships.	<p>Increase awareness to students of career options.</p> <p>Provide access to internship and post graduate opportunities.</p>	<p>Change student evaluation survey to focus on learning outcome.</p> <p>Improve student evaluation survey and process to increase student participant response rate.</p> <p>Survey student participants and</p>

**DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007**

			organization representatives. Collect evaluations at event.
CSC	In conjunction with International Student Services, sponsor workshop for international students on job search strategies.	Prepare international students with the tools and information needed for successful job searches.	Collect evaluations at the event from student participants.
CSC	Provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.	Increase self-awareness and enhance career planning decision making.	Develop evaluation focusing on client's career counseling experience. Distribute and collect the evaluation at the end of the academic year.
CSC	Increase number of employers through active outreach and thereby linking students and alumni with employers through a variety of Recruiting Activities.	Increase and improve the variety of employer and post graduate options available to students.	Compare CSC employer participant figures to previous year. (see Recruiting Grid)
CSC	Promote the value of CSC services to low-use student users such as Liberal Arts and Science majors, by presenting targeted industry-based programs.	Increase the number of low-use users.	Compare CSC's student registration data to previous years via MonsterTrak and CSC Client Tracking databases. Collect participant evaluations at the event.

**DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007**

06-07 University Life Strategic Initiative III:

Promote learning.

Dept.	Departmental Goal	Program Outcomes	Assessment Cycle
ALL	Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. Learning Outcomes identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	Formulate the method, establish the criteria for success, gather the evidence and report on use of results
CSC	Develop, implement and report results of one student learning outcome and assessment plan focused on cultural competency.	Increase support to students of color. Attending students learn key information regarding graduate school options, application process, admission strategies, and transition into graduate school.	Collect evaluations at the event from student participants.

06-07 University Life Strategic Initiative IV:

Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy
Dept.	Departmental Goal Broad, general statement about how you want students or programs to be changed and what the	Program Outcomes examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven.	Assessment Cycle Formulate the method, establish the criteria for success, gather the evidence and report

**DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007**

	program or service will accomplish or provide	Learning Outcomes identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	on use of results

- CC Counseling Center
- CSC Career Services Center
- DOS Dean of Students
- DSA Department of Student Activities
- HPS Health Promotion and Services
- ISS International Student Services
- JA Judicial Affairs
- MCSS Multicultural Student Services
- ORL Office of Residence Life
- OVP Office of the Vice President
- PS Public Safety Department
- RSD Recreational Sports Department
- UMIN University Ministry

University of San Francisco
Priscilla A. Scotlan Career Services Center
Division of University Life

POSITION TITLE: Director of Career Services Center

SUPERVISOR: Associate Dean for Student Development

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Associate Dean for Student Development, the Director of the Career Services Center is responsible for the development, promotion, coordination, and administration of the Career Service Center (CSC) in three principle areas: 1) a counseling unit which provides career education services, including counseling, workshops, programs, and a career resource library; 2) an on-campus recruiting program and an annual career fair; 3) a job listing service including full-time, part-time, summer, and internship positions. The Director is also responsible for managing the operating budget, maintaining good working relationships with corporate and non-profit employers, working with the programs offered by the University, and ensuring that the CSC utilizes the latest in information technology in providing career- related services to their clientele.

ACCOUNTABILITY:

As a designated member of the Leadership Team in University Life is accountable for:

- Manifesting the Mission, Vision and Values of the University
- Advancing the Division's Mission and Commitments
- Embracing the Divisional Strategic Priorities and supporting other divisional or college priorities as applicable
- Fully participating in issue-driven Divisional meetings once a month
- Identifying problems at the departmental level and implementing solutions
- Evaluating departmental outcomes
- Ensuring departmental/program goals and decisions are consistent with Divisional and University priorities, policies, values, etc.
- Educating the Division and the University on current issues or trends in areas of expertise

As part of the larger staff in University Life, the Director of the Career Services Center collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Accountable for assuring high quality, innovative and cost effective programs through the development and administration of the Career Services Center and staff in a manner that is consistent with the vision, mission, and values of the University of San Francisco.
- Responsible for the overall leadership and strategic direction of the Career Services Center.
- Manage and supervise a staff of five professionals (Associate Director, three Career Counselors, Coordinator of Employer Relations, and Office Manager) and oversee the student support staff and career counseling interns in delivery of high quality services and programs.
- Proactively interface with the Deans, department faculty and administration to design new and innovative ways the CSC can serve their students, as well as seek their assistance with the identification of individuals in their sphere of influence who could be helpful in the placement of USF constituents.
- Enlist the support and cooperation of the Deans and faculty to utilize the services of the Career Services Center as part of the academic program.

- Partner and collaborate with faculty, staff and students to educate university community about CSC services, resources, programs and activities.
- Expand the relationships with the employer base in the greater Bay Area to provide an increase in the quality and quantity of employment opportunities.
- Conduct outreach efforts to market and promote CSC services, resources, and programs including attendance at orientations and alumni functions.
- Create new ways of delivering services to a wide variety of students and alumni both on campus and at regional sites.
- Build a relationship with the Alumni Relations Office and the Alumni Association focusing on a program to enhance a network of alumni willing to assist USF constituents with internships, employment opportunities, and career information.
- Maximize and expand technology in the delivery of Career Services.
- Formulate a strategic plan with realistic objectives for the short and long term to strike a balance between career development and placement activities.
- Assess the staffing needs of the CSC to address the demand for expanded services.
- Other duties as assigned by the Associate Dean for Student Development.

QUALIFICATIONS:

- A master's degree is required, preferably in Career Development, Counseling, Student Personnel Administration or related fields.
- Five or more years of experience in career planning programs at the Director or Associate Director level within colleges or universities.
- A proven track record developing creative, sophisticated programs with appropriate information systems and technology.
- Ability to effectively market the CSC mission within the USF organization to raise the visibility of the program.

- An entrepreneurial approach that creates new partnerships with alumni, faculty, administrators and employers to assess the changing marketplace and assist USF constituents with placement needs.
- A leadership quality that instills confidence and credibility as well as collaboration with the CSC staff and the USF community.
- Ability to serve as an advocate for the CSC programs.
- Strong project management skills with the ability to manage a number of concurrent activities.
- Ability to conceptualize issues and develop pragmatic solutions that are service/customer oriented.
- Experience in working with a diverse student population, including international and non-traditional age students.
- Comfortable supporting the mission and values of the University of San Francisco. Strong written and verbal communication skills.

01-26-04 JC

University of San Francisco
Priscilla A. Scotlan Career Services Center
Division of University Life

POSITION TITLE: Associate Director of Career Services Center

SUPERVISOR: Director of Career Services Center

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Priscilla A. Scotlan Career Services Center, the Associate Director assists students and alumni in matters related to developing, evaluating and effectively implementing their career plans. The Associate Director serves as a key leader of the team that provides career counseling, job search preparation, assistance with recruiting activities, and for initiating programs and services that support the career development needs of USF students and alumni.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Associate Director of the Priscilla A. Scotlan Career Services Center collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

As a designated member of the Romero's Team is accountable for:

- Further developing leadership in the Division
- Providing departmental leadership in the absence of a supervisor
- Actively modeling collaboration by developing relationships within the team and beyond the team
- Analyzing assigned issues and making recommendations to the Core Team in University Life

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Administration

- Support the Director with office administration needs, including oversight of the department in the Director's absence, planning, budgeting, and day-to-day management of department activities and staff.
- Collaborate with and oversee Office Manager with management of student assistant staff, including hiring, scheduling, training and development, group supervision, and work flow.
- Oversee counseling staff schedules and coordinate drop-in coverage and make appropriate adjustments as necessary.
- Coordinate scheduling of workshops, as well as other signature events.
- Oversee departmental web site, in coordination with student technical team, including updating and maintaining calendar of events, web content, and on-line resource library.
- Coordinate planning and logistical arrangements for bi-annual staff planning retreats.

Career Counseling

- Counsel students and alumni individually in appointments and drop-ins regarding their values, interests, skills, personality and goals in order to facilitate career decision-making and planning.
- Collaborate with professional colleagues at other university and educational organizations to share information for the purpose of enhancing content and delivery of CSC services, resources, and programs to students and alumni.

- Manage administration of department assessment instruments, including maintaining inventory, training staff on proper administration of instruments, and evaluating new assessment products.

Event Coordination

- Manage large scale events. Envision, plan, coordinate, and implement events typically hosting 80-100 employer or graduate school representatives and 500+ student/alumni attendees. Demonstrate strong attention to detail, as well as long-range planning abilities. Oversee and manage all aspects of events; communicate and negotiate with vendors and USF contacts regarding aspects such as marketing design and promotion strategies, catering, parking, budgetary matters, volunteer coordination. Collaborate with faculty, staff, and students to gain support for each event from conception through completion. Follow through to evaluate relative success of each event, establish future goals, maintain contact with attendees (participants and representatives), and continually expand interest in recruiting USF students and alumni.
- Provide support and assist CSC staff with projects and major CSC event planning and facilitation, including job fairs, career services promotions, speaking engagements and workshops.

Outreach & Publicity

- Contribute to organizing and implementing strategic outreach plan to market and promote CSC services, resources, and programs. Specifically, maintain active outreach with faculty, student groups and the general campus community in coordinating the development, design and scheduling of existing and new career information programs. Provide essential CSC information and resources to attendees at university events, including orientations and alumni functions.
- Develop and conduct in-class and student club presentations on career planning and job-search topics; respond promptly to faculty and staff requests.
- Serve as primary liaison to School of Education, College of Professional Studies, and regional campuses. Actively initiate and maintain partnerships with faculty, staff and students to educate university community about CSC services and to develop and facilitate successful student career planning programs.
- Maintain active outreach with faculty, student groups and the general campus community in coordinating the development, design and scheduling of existing and new career information programs, including “Don’t Cancel Class” outreach and collaboration with Academic Support Services.

- Write, design, edit and produce and oversee collaboration of office publications and promotional materials, in collaboration with other staff members, including brochures, handouts, forms, flyers, and posters. Research and gather up-to-date information to provide clients with accurate, current, and concise materials.
- Assist with coordination of department marketing and promotions via in-class announcements and electronic and hard copy methods.

Program Administration

- Design, manage, and conduct programs, workshops, and presentations for students and alumni on a range of job search and career planning topics including self-assessment, resume/cover letter writing, interviewing, job search and networking, campus-to-career transition, etiquette, recruiting activities and internships.
- Manage career counseling intern program, including hiring, training, supervision, and scheduling. Collaborate with various departments on campus to provide cross-training for intern and professional development opportunities.
- Other duties as assigned.

QUALIFICATIONS:

Master's degree in Career Counseling, Counseling, Student Personnel Services or related area. Three to five years of management and supervisory experience in college or university career services. Two to three years of career counseling experience required. Direct experience working with undergraduate and graduate students and alumni in a college or university setting preferred. Knowledge of career and student development theory, career information, labor market information, and employment trends. Working knowledge of and proficiency with career assessment instruments (MBTI, Strong, Campbell, etc.) required. Experience with and working knowledge of technology for administrative and programmatic applications.

Proven ability to function in a leadership capacity, working with minimal supervision and a high degree of autonomy in establishing priorities and decision-making. Strong ability and commitment to working in a team environment. Excellent verbal and written communication skills and stimulating presentation style. High customer service values and exceptional level of professionalism. Demonstrated marketing and event/project management experience. Experience with hiring, training, and oversight of student staff.

Evening and weekend hours to support department and university programs and events and/or attendance at professional association events are required.

6/8/06 JC

University of San Francisco
Priscilla A. Scotlan Career Services Center
Division of University Life

POSITION TITLE: Assistant Director/Career Counselor of Career Services Center

SUPERVISOR: Director of Career Services Center

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Priscilla A. Scotlan Career Services Center, the Assistant Director/Career Counselor assists students and alumni in matters related to developing, evaluating and effectively implementing their career plans. The Assistant Director/Career Counselor serves as a key leader of the team that provides career counseling, event coordination, program administration, and outreach that support the career development needs of USF students and alumni.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Career Counselor of the Priscilla A. Scotlan Career Services Center collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Career Counseling

- Counsel students and alumni individually in appointments and drop-ins regarding their values, interests, skills, personality and goals in order to facilitate career decision-making and planning.
- Collaborate with professional colleagues at other university and educational organizations to share information for the purpose of enhancing content and delivery of CSC services, resources, and programs to students and alumni.

Event Coordination

- Manage large scale events. Envision, plan, coordinate, and implement events typically hosting 80-100 employer or graduate school representatives and 500+ student/alumni attendees. Demonstrate strong attention to detail, as well as long-range planning abilities. Oversee and manage all aspects of events; communicate and negotiate with vendors and USF contacts regarding aspects such as marketing design and promotion strategies, catering, parking, budgetary matters, volunteer coordination. Collaborate with faculty, staff, and students to gain support for each event from conception through completion. Follow through to evaluate relative success of each event, establish future goals, maintain contact with attendees (participants and representatives), and continually expand interest in recruiting USF students and alumni.
- Provide support and assist CSC staff with project management and major CSC event planning and facilitation, including job fairs, career services promotions, speaking engagements and workshops.

Outreach & Publicity

- Organize and implement strategic outreach plan to market and promote CSC services, resources, and programs. Specifically, maintain active outreach with faculty, student groups and the general campus community in coordinating the development, design and scheduling of existing and new career information programs. Provide essential CSC information and resources to attendees at university events, including orientations and alumni functions.
- Develop and conduct in-class and student club presentations on career planning and job-search topics; respond promptly to faculty and staff requests.
- Serve as primary liaison to College of Arts and School of Business undergraduate program, Athletics, and Sports Management program. Actively initiate and maintain partnerships with faculty, staff and students to educate university community about CSC services and to develop and facilitate successful student career planning programs.
- Write, design, edit, produce and oversee collaboration of office publications and promotional materials, in collaboration with other staff members, including brochures, handouts, forms,

flyers, and posters. Research and gather up-to-date information to provide clients with accurate, current, and concise resource materials.

- Assist with coordination of department marketing and promotions via in-class announcements and electronic and hard copy methods.
- Provide assistance with web site changes and development.

Program Administration

- Administer and oversee the day-by-day operations of the Internship Program, including development of new opportunities, maintenance of database/web site for exchanging listings with a consortium of schools nationwide, and supervision of designated student assistant. Regularly communicate and collaborate with consortium colleagues to ensure accountabilities are met and policies are upheld.
- Design, manage, and conduct programs, workshops, and presentations for students and alumni on a range of job search and career planning topics including self-assessment, resume/cover letter writing, interviewing, job search strategies, networking, campus-to-career transition, etiquette, recruiting activities and internships.
- Other duties as assigned.

QUALIFICATIONS:

Master's degree in Career Counseling, Counseling, Student Personnel Services or related area. One to two years of career counseling experience preferred. Direct experience working with undergraduate students in a college or university setting preferred. Knowledge of career and student development theory, career information, labor market information, and employment trends. Demonstrated skills in career advising and facilitating career development. Working knowledge of career assessment instruments (MBTI, Strong, Campbell, etc.). Experience with and working knowledge of technology for administrative and programmatic applications.

Proven ability to function in a leadership capacity, working with minimal supervision and a high degree of autonomy in establishing priorities and decision-making. Strong ability and commitment to working in a team environment. Excellent verbal and written communication skills and stimulating presentation style. High customer service values and exceptional level of professionalism. Demonstrated marketing and event/project management experience. Willingness to collaborate with CSC team in hiring, training, and oversight of student staff.

Evening and weekend hours and attendance at professional association events may be required.

University of San Francisco
Priscilla A. Scotlan Career Services Center
Division of University Life

POSITION TITLE: Coordinator of Employer Relations of Career Services Center

SUPERVISOR: Director of Career Services Center

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Priscilla A. Scotlan Career Services Center, the Coordinator of Employer Relations (CER) serves as CSC's primary contact with employers. In developing and managing relationships with employers, the CER assists students and alumni in matters related to developing, evaluating and effectively implementing their career plans. The Coordinator of Employer Relations serves as part of the team that provides career counseling, job search preparation, assistance with recruiting activities, and for initiating programs and services that support the career development needs of USF students and alumni.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Coordinator of Employer Relations of the Priscilla A. Scotlan Career Services Center collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Market and promote services for employers; generate marketing leads through researching companies in targeted areas; devise marketing strategies and implement outreach to expand employment and internship opportunities; coordinate special recruiting efforts; attend advisory board meetings, employer receptions, alumni events and professional association meetings to increase corporate contacts. Collaborate with staff and faculty to enhance the center's corporate contacts.
- Develop, cultivate and maintain productive relationships with employers through off-campus activities including active involvement with professional associations (e.g.,MPACE), board memberships, or committee meetings and by weekly review of MonsterTRAK Jobs Report with initial employer contact.
- Oversee and manage the On-Campus Interview recruiting program and activities. Work closely with employers to strengthen relationships.
- Coordinate and create specialty programs available to all students/alumni on career-related topics such as job search strategies, interviewing, Career Week, mock interview program, and company site visits.
- Write, design, edit and produce office publications including employer related publications and materials, brochures, handouts, forms, and flyers. Create promotional materials for CSC workshops and programs.
- Conduct outreach efforts to market and promote CSC services, resources, and programs including attendance at orientations and alumni functions.
- Attend student and alumni functions to represent and promote career services. Network in the business community to find relevant job and internship listings.
- Collaborate with student groups and associations on their specific networking events (e.g., Meet the Firms).
- Coordinate and promote annual Non-Profit Expo activities in the fall semester.
- Coordinate and promote annual Career & Internship Fair activities in spring semester.
- Coordinate a variety of recruiting related activities and programs, such as roundtables, panels, information tables/sessions.
- Receive, post and disseminate job and internship postings to students and faculty.

- Provide support and assist CSC staff with projects and major CSC event planning and facilitation, including job fairs, career services promotions, speaking engagements and workshops.
- Other duties as assigned.

QUALIFICATIONS:

Master's degree in Career Counseling, Counseling, Business, Human Resources, Student Personnel Services or related area strongly preferred. Bachelor's degree required. One to three years of related recruiting or career services experience in a college or corporate setting preferred. Career development background and career counseling/advising experience preferred. Superior customer service skills. Ability to build and maintain networking contacts. Strong knowledge of the current labor/job market and employment trends. Excellent verbal and written communication skills. Ability to work with minimal supervision and a high degree of autonomy in establishing priorities and decision-making. Ability to manage multiple tasks in a timely, thorough and accurate manner. Proven ability and commitment to working in a team environment. Experience with and working knowledge of technology for administrative and programmatic applications. Knowledge of web based registration and recruiting systems highly desirable. Evening and weekend hours to support department and university programs and events and/or attendance at professional association events are required.

6-9-06 JC

University of San Francisco
Priscilla A. Scotlan Career Services Center
Division of University Life

POSITION TITLE: Career Counselor of Career Services Center

SUPERVISOR: Director of Career Services Center

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Priscilla A. Scotlan Career Services Center, the Career Counselor assists students and alumni in matters related to developing, evaluating and effectively implementing their career plans. The Career Counselor serves as a key leader of the team that provides career counseling, event coordination, program administration, and outreach that support the career development needs of USF students and alumni.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Assistant Director/Career Counselor of the Priscilla A. Scotlan Career Services Center collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
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- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Career Counseling

- Counsel students and alumni individually in appointments and drop-ins regarding their values, interests, skills, personality and goals in order to facilitate career decision-making and planning.
- Collaborate with professional colleagues at other university and educational organizations to share information for the purpose of enhancing content and delivery of CSC services, resources, and programs to students and alumni.
- Support Career Services Center's work with clients with disabilities by gathering and maintaining resources, attending workshops, and cultivating contacts related to employment issues for people with disabilities.

Event Coordination

- Manage large scale events. Envision, plan, coordinate, and implement events typically hosting 80-100 employer or graduate school representatives and 500+ student/alumni attendees. Demonstrate strong attention to detail, as well as long-range planning abilities. Oversee and manage all aspects of events; communicate and negotiate with vendors and USF contacts regarding aspects such as marketing design and promotion strategies, catering, parking, budgetary matters, volunteer coordination. Collaborate with faculty, staff, and students to gain support for each event from conception through completion. Follow through to evaluate relative success of each event, establish future goals, maintain contact with attendees (participants and representatives), and continually expand interest in recruiting USF students and alumni.
- Coordinate the organization of the annual Graduate & Professional School Fair including outreach to graduate schools and students and budget management.
- Provide support and assist CSC staff with project management and major CSC event planning and facilitation, including job fairs, career services promotions, speaking engagements and workshops.

Outreach & Publicity

- Contribute to organizing and implementing strategic outreach plan to market and promote CSC services, resources, and programs. Specifically, maintain active outreach with faculty, student groups and the general campus community in coordinating the development, design and scheduling of existing and new career information programs. Provide essential CSC information and resources to attendees at university events, including orientations and alumni functions.

- Develop and conduct in-class and student club presentations on career planning and job-search topics; respond promptly to faculty and staff requests.
- Serve as primary liaison to College of Sciences and School of Nursing program. Actively initiate and maintain partnerships with faculty, staff and students to educate university community about CSC services and to develop and facilitate successful student career planning programs.
- Oversee production and distribution of “*Career*,” the CSC weekly newsletter. Compose articles, plan content, gather student input, and manage student assistant editor. Distribute Weekly via email, USF Connect, MonsterTRAK, posters, flyers.
- Write, design, edit, produce and oversee collaboration of office publications and promotional materials, in collaboration with other staff members, including brochures, handouts, forms, flyers, and posters. Research and gather up-to-date information to provide clients with accurate, current, and concise resource materials.
- Assist with coordination of department marketing and promotions via in-class announcements and electronic and hard copy methods.
- Provide assistance with web site changes and development.

Program Administration

- Design, manage, and conduct programs, workshops, and presentations for students and alumni on a range of job search and career planning topics including self-assessment, resume/cover letter writing, interviewing, job search strategies, networking, campus-to-career transition, etiquette, recruiting activities and internships.
- Manage Resource Library, within a limited budget, including evaluating and maintaining subscriptions, books, and reference materials. Collaborate with University Library staff to increase student access to career-related publications in a cost-effective manner.
- Other duties as assigned.

QUALIFICATIONS:

Master’s degree in Career Counseling, Counseling, Student Personnel Services or related area. Previous related work experience in career counseling required. Direct experience working with undergraduate and graduate students and alumni in a college or university setting preferred. Knowledge of career and student development theory, career information, labor market information, and employment trends. Demonstrated skills in career advising and facilitating career development. Working knowledge of and proficiency with administering career assessment instruments (MBTI,

Strong, Campbell, etc.) required. Experience with and working knowledge of technology for administrative and programmatic applications.

Proven ability to function in a leadership capacity, working with minimal supervision and a high degree of autonomy in establishing priorities and decision-making. Strong ability and commitment to working in a team environment. Excellent verbal and written communication skills and stimulating presentation style. High customer service values and exceptional level of professionalism. Demonstrated marketing and event/project management experience. Willingness to collaborate with CSC team in hiring, training, and oversight of student staff.

Evening and weekend hours to support department and university programs and events and/or attendance at professional association events are required.

The University of San Francisco is a Jesuit Catholic University founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the University.

USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodations to qualified applicants with disabilities upon request.

APPLY ONLINE AT: www.usfjobs.com

University of San Francisco
Priscilla A. Scotlan Career Services Center
Division of University Life

POSITION TITLE: Office Manager (Program Assistant V) of Career Services Center

SUPERVISOR: Director of Career Services Center

FTE: 1.0 (12 months, full-time)

GENERAL SCOPE OF POSITION:

Reporting directly to the Director of the Priscilla A. Scotlan Career Services Center, the Office Manager serves as part of the team to assist students and alumni in matters related to developing, evaluating and effectively implementing career plans. The Office Manager provides a diverse range of administrative support to approximately five professional staff and a graduate intern, and general supervision to several student staff while managing multiple tasks/projects. The Office Manager determines how best to support the department's mission by independently determining customer needs and responding to those requests. The Office Manager deals with a diverse group of external callers and visitors and internal contacts at all levels of the organization. Independent judgment is required to plan, prioritize and organize diversified workload and to recommend changes in office practices and procedures.

ACCOUNTABILITY:

As part of the larger staff in University Life, the Office Manager of the Priscilla A. Scotlan Career Services Center collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

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- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills

- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Departmental Administration

- Provide administrative support to department and is responsible for planning, prioritizing and organizing workload. Coordinate the daily department administrative activities to insure a smooth workflow.
- Identify and resolve problems and situations that affect the flow of work internally and with other departments or outside agencies. Modify and devise methods and procedures that affect the accomplishment of the mission of the department. Serve as primary contact to resolve these workflow issues, including processing work orders and coordinating follow-up calls.
- Provide support and assist CSC staff with projects and major CSC event planning and facilitation, including, but not limited to, job fairs, career services promotions, speaking engagements and workshops. Coordinate and serve as point-of-contact with service units including facilities, catering, events scheduling, Public Safety, ITS, A/V, copy services, etc.
- Work independently and within a team on special nonrecurring and ongoing projects. Examples of this include planning and coordinating events, disseminating information, coordinating mailings and update printed materials.
- Assist with the recruiting activities program including interfacing with employer contacts, and student contacts, scheduling, database management, and daily problem solving.
- Attend department staff meetings. Participate in department retreats and planning meetings.

Staff Administration

- Coordinate tasks and projects of the professional staff with student employees to meet deadlines.
- Supervise front desk, reception and library areas via student assistants to provide high quality customer service to CSC constituents.

- Collaborate with Associate Director with management of student assistant staff, including hiring, scheduling, training and development, group supervision, and directing work flow. Oversee, anticipate and problem solve with student schedules. Act as first point of contact for student schedule issues.
- Coordinate department staff's timesheets, appointments, and meeting schedules.
- Coordinate staff's professional development travel arrangements including event/conference registration, flight and hotel reservations, and expense reports.

Daily Administration

- Act as a liaison with other departments and outside agencies. Help promote departmental services internally and externally. Represent the CSC at appropriate university functions, including orientations and outreach activities.
- Maintain confidentiality of departmental records and information, respond to non-routine information requests, and explain policies when necessary.
- Monitor office inventory and equipment and order necessary supplies.
- Process department financial transactions including check requests, purchase requisitions, budget transfers, and deposits. Maintain accurate budget and financial records and solve discrepancies.
- Manage telephone calls, visitors and mail and disseminate information.
- Prepare a variety of documents using word processing, database, spreadsheet and presentation software. Conduct research via the internet.
- Compile data from a variety of sources and organize information into a usable format. Tabulate statistics pertaining to services and operations.
- Review, categorize, post, and count daily incoming job listings and internships.
- Run occasional off campus errands on behalf of department.
- Other duties as assigned.

QUALIFICATIONS:

- Two years of college preferred.
- Five years of increasingly responsible experience in administrative support work or related education, including at least two years in a senior administrative support role, preferably in a college/university setting.
- Proven ability to function in a leadership capacity, working with minimal supervision and a high degree of autonomy in establishing priorities and decision-making.
- Strong ability and commitment to working in a team environment.
- Ability to independently analyze, recommend and implement new/changes to procedures.
- High customer service values and exceptional level of professionalism.
- Excellent verbal and written communication skills.
- Experience supervising, training, delegating, and motivating student assistant staff, administrative and office support staff.
- Advanced experience preparing a variety of documents using word processing, database, spreadsheet and presentation software.
- Experience with and working knowledge of technology for administrative and programmatic applications.
- Experience working with high level executive officers and/or vice presidents.
- Some evening and occasional weekend hours required to support departmental programs and events, particularly while school is in session.

6/1/06 JC



Front Desk/Customer Service & Administrative Assistant Job Description

Responsibilities/duties: Assist the Career Services Center with day-to-day operations, including answering phones, processing mail and job listings; greet students and employers; complete special assignments.

Work directly with and report to the Recruiting Coordinator; assist in scheduling employers for on-campus recruiting activities (such as on-campus interviews, information tables and sessions); prepare materials for on-campus interviews; communicate directly with employers via email and phone; respond to email on a daily basis; generate reports; enter information in database.

Qualifications: Familiar with basic office equipment including phone, fax, and copy machine. Proficient in Excel, Word, and Microsoft Outlook Web Access. Must be a friendly team player willing to help whenever and wherever needed; ability to work independently and to follow verbal instructions is required; must be flexible, reliable, punctual with a professional attitude, and a quick learner. Willing to commit to at least 15 hours/week.



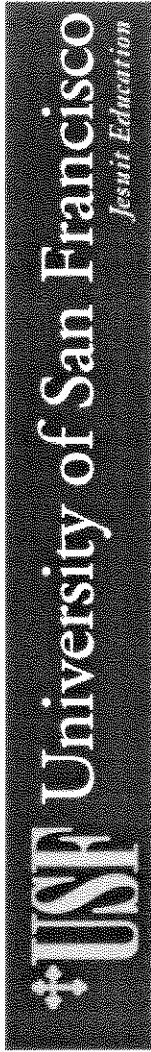
Technical Support Assistant/Marketing Assistant Job Description

Responsibilities/duties:

Assist the Career Services Center with all aspects of technology, including: update and design of the website, publications, on-line registrations, and databases. Create, maintain, and edit web pages involving regular site information as well as event and project specific pages. Design and develop marketing materials including flyers, posters, etc. Applicant must also have strong customer service skills.

Qualifications:

Must be proficient in HTML, Dreamweaver, Excel, FileMaker Pro, PageMaker, Adobe Photoshop. Other programs a plus. Strong written and verbal communication skills required. Applicant must be able to work independently in an efficient manner and multi-task between concurrent projects. We are looking for a professional student that is committed, creative, and innovative. Must be able to manage different responsibilities and contribute to the overall effectiveness of the office and its services.



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Select a Program

Quick Links

Tip of the Week

Apply for an externship to shadow an employer in a field of your interest.

Career Services Center

Welcome to the Priscilla A. Scotlan Career Services Center!

Overview of Career Services Center

Monstertrak: Quick Login

User Name:

Password:

Login

[Lost Password? Need to Register?](#)

Office Hours

Mon, Wed, and Fri.
9:30AM - 5:00PM

Tues and Thur.
9:30AM - 7:00PM

University Center
Room 429

Drop-In Hours

Monday: 2-4PM

Tuesday: 2-4PM
5-7PM

Wednesday: 2-4PM
5-7PM

January Externships 2007
Shadow an employer to gain valuable experience in your career!
Deadline: Nov. 30
[CLICK HERE TO APPLY](#)

WetFeet
Helping you make smarter career decisions.
Click here to research careers in specific industries, and more!

12th Annual Graduate and Professional School Fair

Interested in seeing which schools attended this year? >>[Click Here](#)

Grad Fair Reps

Evaluations are now available online to complete. >>[Click Here](#)

8th Annual Nonprofit Expo

For those of you who missed or would like to see the list of exhibitors >>[Click Here](#)

[Always Count on CSC for Your Career Needs!](#)

Here at CSC we serve students, alumni, and employers on all their career planning needs. We offer many programs and services that USF students and alumni as well as employers could participate in.

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation and recruiting activities.

Thursday: 2-4PM

Friday: 1-3PM

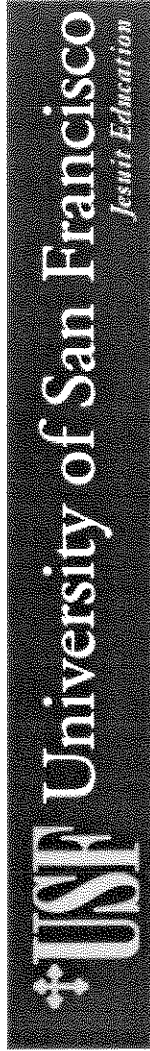
Office: 415.422.6216
Fax: 415.422.6470

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last modified: October 12, 2006



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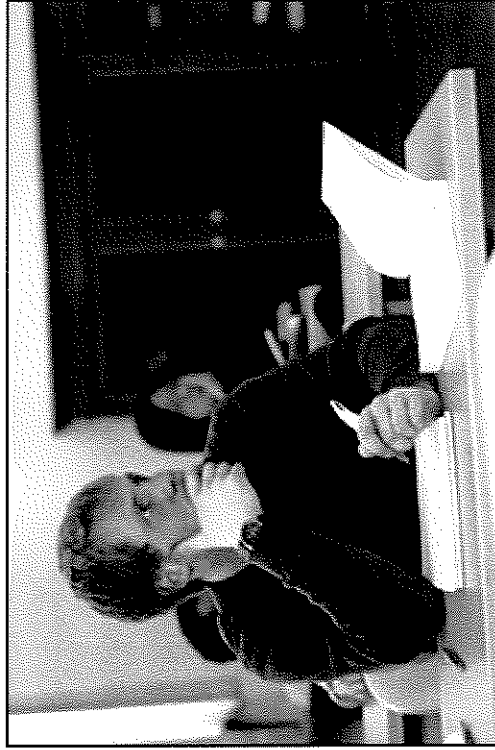
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Students

The Career Services Center provides career planning assistance to USF students on topics including choosing a major, exploring career options, finding an internship, securing part- or full-time work, and much more.



Overview of Career Services Center

Monstertrak: Quick Login

User Name:

Password:

Login

[Lost Password? Need to Register?](#)

Office Hours

**Mon, Wed, and Fri.
9:30AM - 5:00PM**

**Tues and Thur.
9:30AM - 7:00PM**

**University Center
Room 429**

Tip of the Week

Apply for an externship to shadow an employer in a field of your interest.

Drop-In Hours

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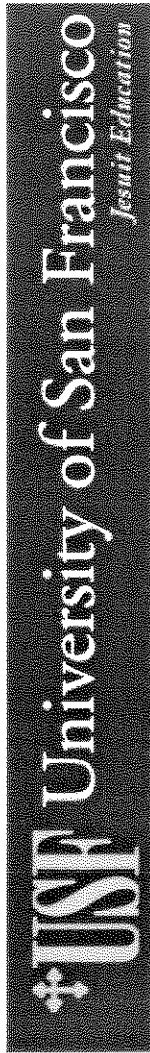
Thursday: 2-4PM

Friday: 1-3PM

Office: 415.422.6216
Fax: 415.422.6470

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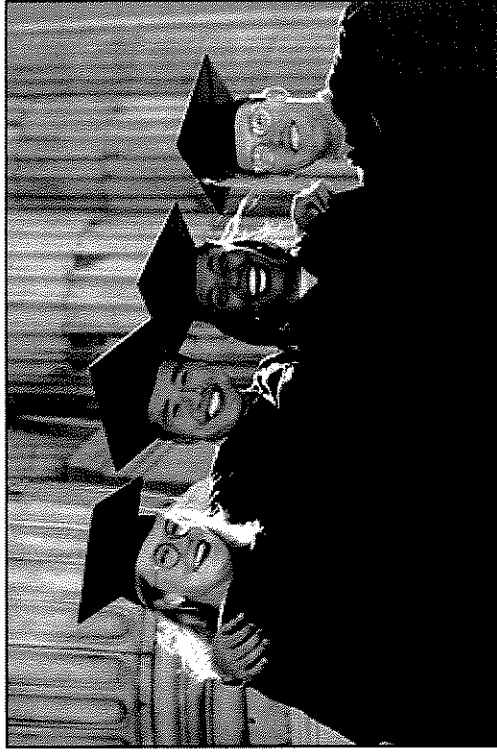
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Alumni

The Career Services Center provides a wide range of career planning assistance to USF alumni, with a particular focus on career development and transition.

For information on applicable fees or services, please refer to our "Overview of USF Career Services" [handout by clicking here.](#)



[Overview of Career Services Center](#)

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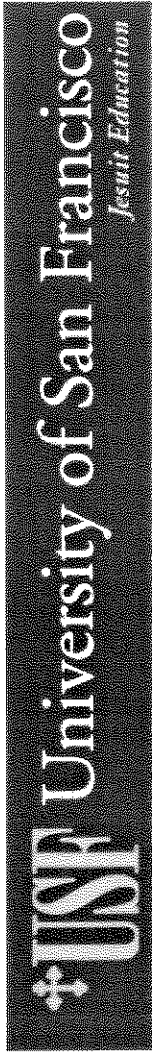
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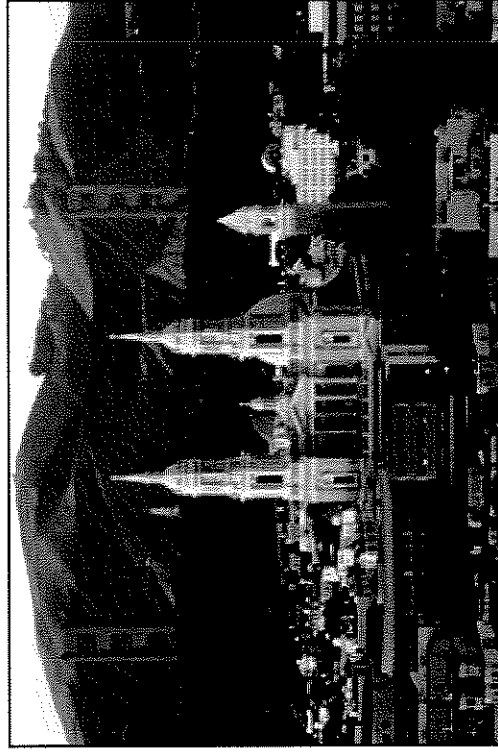
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Employer

The Priscilla A. Scotlan Career Services Center provides a range of programs and services to link USF students with employment opportunities.



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Events Calendar

The Career Services Center hosts a number of events throughout the year. These events include Information Tables, Information Sessions, On-Campus Interviews, career fairs, workshops, and much more. We look forward to seeing you at these events.

- [August](#)
- [September](#)
- [October](#)
- [November](#)
- [December](#)

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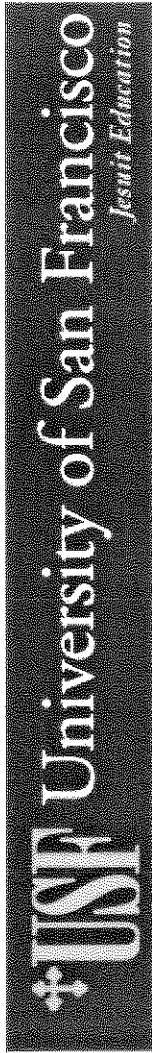
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Career Advisor Network
Occupational Outlook Handbook
WetFeet
What Can I Do With This Major?
Salary Information
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Resources

The Career Services Center has many resources available to you to assist in your career development. Information can be found on occupations, majors, salaries, resume writing, interviewing, informational interviews, graduate school, job listings and much more. Please review the links for a listing of all resources.

- [Career Planning Guides](#)
- [Career Advisor Network](#)
- [Occupational Outlook Handbook](#)
- [What Can I Do With This Major?](#)
- [Salary Information](#)
- [More Resources](#)

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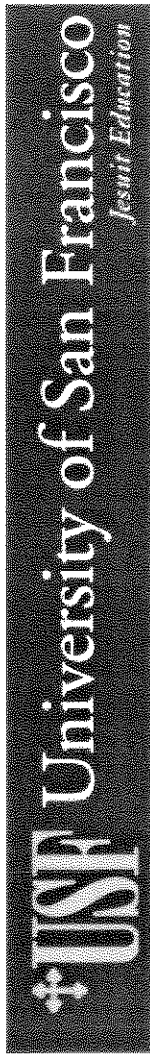
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About Us

Mission Statement

The primary mission of the Career Services Center (CSC) is to assist USF students and alumni in developing, evaluating and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation and recruiting activities.

Overview of Career Services Center

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What's the Plan
Get an Externship

Shadow an employer
 to gain valuable
 experience in your
 career



JANUARY Externship Program

apply online at
www.usfca.edu/career

Internship of the Week:

Solomon R. Guggenheim Museum
Internships available in Spain, New York, Germany, and Italy

Art History and Management Majors- have you ever dreamed of working in an art gallery? How about one in Venice or Berlin? Potential internships are available at the Solomon R. Guggenheim Museum in Curatorial, Education, Public Affairs, Registrar, Library/Archives, Photography, Conservation, Film and Media Arts, and the Director's Office, just to name a few. As an intern, you will undergo practical training in museum and gallery management. Internships are open to undergraduates, recent graduates and graduate students in art history, administration, conservation, education, and related fields. Offerings are available for Fall, Spring, and Summer. Program activities include field trips to sites such as auction houses, galleries, corporate collections, artists' studios, and other museums, discussions with Museum staff from a range of Museum Departments; and discussions of museum-related issues and publications. For more information, visit

http://www.guggenheim.org/education/get_involved.shtml#internships

An Internship Experience With Less Hassle

While internships are often very beneficial to those that choose to undertake them, the stark reality of an internship is that it can be so time-consuming. Companies and organizations frequently require ten hours or more per week from their interns, and for a student struggling to balance classes, work, and other extracurricular activities, the prospect of devoting this much time to an internship looks like it might require the physical capacity of Hercules and the patient, long suffering temperament of Mother Theresa.

Another option for busy students is an **Externship**. While a demanding schedule may leave little room for a part-time internship, the **Career Services Center's Externship Program** takes place during winter break. For a couple of days in January, Externs are able to **shadow USF alums at their jobs** and gain a full perspective of the career that interests them. They receive hands-on experience and mentoring, and are afforded the opportunity to make valuable contacts under the guidance of a USF alumnus. Alums from such companies, organizations, and institutions as **DreamWorks, UCSF, and the office of State Senator Leland Yee** are already volunteering their time to allow USF students an inside look at their fields of employment.

Whether your objective is to decide on a career or gain work experience for your resume, an Externship is an incredibly useful, time-efficient method of building your credentials and exploring your career options. A full listing of Externships with details and deadlines will be available soon.

On-Campus Interviews

Perry-Smith LLP

Resume Deadline 10/15/06
 Event Date 10/27/06

Wells Fargo

Resume Deadline 10/18/06
 Event Date 10/30/06

Pricewaterhouse

Coopers LLP

Resume Deadline 10/22/06
 Event Date 10/30/06

Oracle

Resume Deadline 10/31/06
 Event Date 10/31/06

ABF Freight System, INC

Resume Deadline 10/26/06
 Event Date 11/07/06

AXA-Advisors LLC

Resume Deadline 10/27/06
 Event Date 11/08/06

To participate in an On-Campus Interview, register online at www.monstertrak.com. After registering, click on InterviewTrak to view the requirements or to submit your resume. For more information on these and other internships and jobs, visit the Career Services Center in UC 429.

Hours/

Location:

M, R, F: 9:30-5:00;
 T, W: 9:30-7:00;
regular drop-in hours:
 M: 2-4; T, W: 5-7;
 R: 2-4; F: 1-3
 Phone: (415)422-6216
 Location: UC 429
www.usfca.edu/career



Prepare for Life: Act Now