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.

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

1) Class Presentations
2) Student Assistants
3) Fairs - as relates to staff size
4) Attempts Tracking outdoor events
5) Externship Program - unique resources a) Mock Interview Program
6) AdHt 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)
# CSC Self Study Analysis

<table>
<thead>
<tr>
<th>NACE Self Evaluation</th>
<th>Grad Student Survey</th>
<th>CSC Satisfaction Survey</th>
<th>Comparative Analysis</th>
<th>Common Threads</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Could Be Improved</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Campus &amp; External Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Graduate school Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Information Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Program Evaluation, Assessment &amp; Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Equal Opportunity, Access, Affirmative Action &amp; Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Teaching/Training/Educating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Legal Responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Mission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Employer Relations &amp; Recruitment Svcs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Increase focus of employer relations on job opportunities aimed at Arts &amp; Science majors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Help students figure out if Grad school is possibly in the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Should Be Improved</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Research &amp; Student Learning/Dev Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Brokering/Connecting/Linking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Support Staff &amp; Technical Positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Experiential Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Career Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Facilities &amp; Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Increase student usage of Career Services' OCI, online and off-line Job Listing, and Internship Listing services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Help more graduating students decide what they want to do after graduation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
   a. Internal software
   b. Networking/Job search
   c. Podcast
7) Tech Personnel - specific to office
8) Fairs - a. Student attendance
9) AddIt Resources : a. Etiquette Dinner
   b. Multi Cultural workshops
   c. More & Improved work w/ Alumni relations
10) Diversity Networking Banquet/funds Div/Multi Cultural intern
11) Operating Budget

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
## CSC Self Study Analysis

<table>
<thead>
<tr>
<th>NACE Self Evaluation</th>
<th>Grad Student Survey</th>
<th>CSC Satisfaction Survey</th>
<th>Comparative Analysis</th>
<th>Common Threads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Priority</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Research &amp; Student Learning/Dev Outcomes</td>
<td>1) Increase the # of employers using CSC Recruiting Activities</td>
<td>1) Tracking: Grad Activity - 6 mos-1yr-5yr, (USF FLAW-survey at time of graduation)</td>
<td>1) Technology &amp; Tracking &amp; Information Management</td>
<td></td>
</tr>
<tr>
<td>2) Technology</td>
<td>2) Provide support to allow CER to conduct more outreach</td>
<td>2) OCI - a. # of organizations, b. # of reg, c. # of interviews</td>
<td>2) Employer Relations &amp; Recruitment Services; a. connect, link, outreach to increase # of employers at recruiting activities</td>
<td></td>
</tr>
<tr>
<td>3) Information Management</td>
<td>3) On-Campus Interviews</td>
<td>3) Better tracking - interactions w/ students, alumni (PH-email, hallway)</td>
<td>b. increase student usage of CSC services, including recruiting activities</td>
<td></td>
</tr>
<tr>
<td>4) Employer Relations &amp; Recruitment Services</td>
<td>4) Diplomatic Preparation</td>
<td>4) % of Grad Students served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Program Evaluation, Assessment &amp; Research</td>
<td>5) Online Resume Referral/Resume Drop</td>
<td>5) Classes for Academic Credit</td>
<td>3) Program evaluation assessment &amp; research - specifically regarding the use of technology</td>
<td></td>
</tr>
<tr>
<td>6) Campus &amp; External Relations</td>
<td>6) Full-time Job Listings</td>
<td>6) Technology systems: a. Internal software</td>
<td>4) Campus &amp; external relations - increase collaboration w/ faculty/staff to promote the career development process</td>
<td></td>
</tr>
<tr>
<td>7) Support Staff &amp; Technical Positions</td>
<td>7) Job Search Preparation</td>
<td>b. Networking/Job search</td>
<td>5) Support staff &amp; technical positions</td>
<td></td>
</tr>
<tr>
<td>8) Teaching/Training/Educating</td>
<td>8) Customer Service- intro and orient users to CSC</td>
<td>c. Podcast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Career Information</td>
<td>9) Given constraints of USConnect, emails, find other methods to expand electronic marketing</td>
<td>d. More &amp; improved work w/ Alumni relations</td>
<td>6) More career information, specifically online (to assist students in decision making process)</td>
<td></td>
</tr>
<tr>
<td>10) Experiential Education</td>
<td>10) CSC's ability for career info and resources online</td>
<td>e. Diversity Networking</td>
<td>7) Diversity programming</td>
<td></td>
</tr>
<tr>
<td>11) Equal Opportunity, Access, Affirmative Action &amp; Diversity</td>
<td>11) Increase outreach efforts to graduating seniors in the Arts &amp; Sciences about Career Services to help them find jobs.</td>
<td>f. Multi cultural workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Broker/Connecting/Linking</td>
<td>12) Promote job opportunities aimed at all-majors or specific to Arts &amp; Sciences students.</td>
<td>g. More &amp; improved work w/ Alumni relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Facilities &amp; Equipment</td>
<td></td>
<td>h. Diversity Networking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
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
Overview of USF Career Services

Educating Minds and Hearts to Change the World

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.

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

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!

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 (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.

“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 for Life: Act Now

University of San Francisco, Priscilla A. Scotlan Career Services Center, 01/06, ALJ
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).
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 LV’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. *(fr LV’s)* *(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 or participating alumni, we broadened our outreach based on graduation dates to include a wider range of alumni 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 reached out 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 (Quirolgico, 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 (Majors 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")
3. Provide more opportunities for clients
2. To continue to build and expand international collaborative efforts with faculty, skill colleges, student organizations, and employers to
1. Assist clients in the clarification of their values, interests, Skills, & Personality (VISP) to develop their career plan

Career development over the life span. To effectively fulfill his mission, Career Services Center seeks:

The primary mission of the Career Services Center (CSC) is to assist USP students and alumni in developing, evaluating, and effectively

Pittsburgh A. Scuellen Career Services Center Goals

2005-2006
### 05-06 University Life Outcome I:

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

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal &amp; Intended Outcome</th>
<th>Actual Outcome with Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>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. Increase awareness of socially responsible options.</td>
<td>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. 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. 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.</td>
</tr>
</tbody>
</table>
| CSC   | Provide opportunities for students to shadow alumni through January Externship Program. Identify and target outreach to new alumni sponsor participants recommended by faculty members. Expose students to “real life” perspectives to assist in career decision making. | 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
31% answered "Somewhat helpful"
67% answered "Yes"
In answer to the information provided being helpful in the

55% answered "Above average"
24% answered "Outstanding"
In answer to the overall rating of the final

To last year, 87 student evaluations submitted, an 85% increase compared

Assessment Results:

Increase knowledge of graduate school options and application process.

Programs recommended by faculty members.

Graduate programs identified and direct applicants to new graduate school

Opportunity for students to increase their knowledge from a variety of

Outcome achieved, 93 (85 last year) graduate programs were

Actual Outcome:

Extracurricular Program to Help Students
95% of alumini respondents responded that they would suggest the
84% of students felt that the extracurricular activities helped in determining a preliminary career path
90% of students responded that they felt their extracurricular
understanding of the profession and their future
95% of students responded that they gained a better

Based on submitted evaluations:

Assessment Results:

Received two extracurricular (55 in 40 of 5).
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:
Outstanding – 6%
Above Average – 28%
Average – 43%
Below Average – 22%

CSC

Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.

To promote value of early and ongoing engagement in career development process.
To engage more faculty as co-promoters of student (career) development.
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.

Actual Outcome:
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.

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

*(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.)
### Assessment Results

#### Incomplete Survey/Evaluation Was Retained

A follow-up survey was sent to each of the faculty, but only one response was received. We will follow-up again.

### Actual Outcome

<table>
<thead>
<tr>
<th>CSCE</th>
</tr>
</thead>
</table>

#### Question Not Achieved

Decision was made by the CSCE staff that this goal was not a priority even though the department's current staff was small and already full schedule of activities.

### Enhancement/Expanded Collection of Hard Copy and Online Resources

Partner with CSC's Library Resources.

### Employment Interests

Conduct faculty forums to receive feedback on students' career and aspirations.

---

**Note:** The table entries are partially visible and it seems there are some formatting issues. The text is not entirely legible due to partial visibility and formatting difficulties.
| 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.

Increase awareness to students of career options.
Provide access to internship and post graduate opportunities. |

| Actual Outcome: |
| Outcome achieved. 73 companies/organizations attended (40% increase over last year) and approximately 470 students attended (10% increase over last year). |

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.

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.”

66 of 73 employers submitted evaluations. 53% rated student traffic Above Average to Outstanding. Overall, 88% rated the fair Above Average to Outstanding. |
<table>
<thead>
<tr>
<th>Departmental Goal</th>
<th>Key Outcome (II)</th>
</tr>
</thead>
</table>

**Departmental Goal**

- Fostering a community of engaged faculty and students.

**Key Outcome (II)**

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

### Assessment Results

<table>
<thead>
<tr>
<th>Assessment Results</th>
<th>Key Outcome (III)</th>
</tr>
</thead>
</table>

**Assessment Results**

- The number of workshops conducted was reduced.

**Key Outcome (III)**

- Provide services that assist students in clarifying their personal values and decisions.

### Additional Information

- CSC and ISS conducted workshops, meetings, and other activities to achieve these outcomes.
- More workshops were conducted this year compared to the previous year due to increased demand.
- CSC and ISS collaborated on workshops and other activities.
- CSC may need to reassess the number of workshops and activities for the next year.

---

**Departmental Goal (A)**

- Increase support to students of color.

**Key Outcome (IV)**

- Partnership with ISS to develop programs supporting students of color.

---

**Departmental Goal (B)**

- Increase support to students of color.

**Key Outcome (V)**

- Partnership with ISS to develop programs supporting students of color.

---

**Departmental Goal (C)**

- Increase support to students of color.

**Key Outcome (VI)**

- Partnership with ISS to develop programs supporting students of color.

---

**Departmental Goal (D)**

- Increase support to students of color.

**Key Outcome (VII)**

- Partnership with ISS to develop programs supporting students of color.
successful job searches. competing priorities and not having an intern this year. 6 students attended this April 2006 program.

Assessment Results:
ISS collected evaluations at this event.

**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.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal &amp; Intended Outcome</th>
<th>Actual Outcome with Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>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 decision making.</td>
<td>Actual Outcome: Outcome achieved. 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.) 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.</td>
</tr>
</tbody>
</table>
Targeting Liberal Arts Students
Program exists to support Liberal Arts education and offer advice. This
includes liberal arts options, described in transferable skills acquired.
Outside the Box, a panel of Liberal Arts majors discussed
CSC developed and conducted a Program titled "Careers.
Outcome achieved:
Actual Outcome:

Increase the number of low-use users by presenting a variety of targeted
Science majors.

Promote the value of CSC services to low-use users such as Liberal Arts and

(references omitted)

Students are able to conduct a successful job search.
Networking; Resumes; Cover Letters; and interview techniques.
Student organization; and CSC presentations regarding job search.
CSC

Each student relevant and up-to-date career search skills through class.

Produce graduates with employers opportunities.

(references omitted)

Link students and alumni with employers through a variety of Recruiters.
CSC
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.

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.”

05-06 University Life Outcome V:

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

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal &amp; Intended Outcome</th>
<th>Actual Outcome with Assessment Results</th>
</tr>
</thead>
</table>

11/1/2006

CSC Department Goals 2005-06 Annual Report Matrix
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

<table>
<thead>
<tr>
<th>Total Profile</th>
<th>1455</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By College/School</strong></td>
<td></td>
</tr>
<tr>
<td>CPS</td>
<td>193</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>523</td>
</tr>
<tr>
<td>School of Business</td>
<td>616</td>
</tr>
<tr>
<td>School of Education</td>
<td>55</td>
</tr>
<tr>
<td>School of Law</td>
<td>13</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>52</td>
</tr>
<tr>
<td>None Selected</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>By Degree</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>6</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>1087</td>
</tr>
<tr>
<td>Certificate Program</td>
<td>2</td>
</tr>
<tr>
<td>Credential</td>
<td>8</td>
</tr>
<tr>
<td>Diploma (Canada only)</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>6</td>
</tr>
<tr>
<td>Law Degree</td>
<td>14</td>
</tr>
<tr>
<td>MBA</td>
<td>134</td>
</tr>
<tr>
<td>MD</td>
<td>0</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>195</td>
</tr>
<tr>
<td>Post Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Specialist Degree</td>
<td>2</td>
</tr>
<tr>
<td>None Selected</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>By Gender</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>893</td>
</tr>
<tr>
<td>Male</td>
<td>527</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Do Not Wish To Provide</td>
<td>35</td>
</tr>
<tr>
<td>None Selected</td>
<td>0</td>
</tr>
</tbody>
</table>

### By Class Standing

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

### By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American / Black</td>
<td>69</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>511</td>
</tr>
<tr>
<td>Canadian Aboriginal</td>
<td>0</td>
</tr>
<tr>
<td>Caucasian, Non-Hispanic</td>
<td>442</td>
</tr>
<tr>
<td>Do Not Wish To Provide</td>
<td>141</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>149</td>
</tr>
<tr>
<td>Multi Cultural</td>
<td>80</td>
</tr>
<tr>
<td>Native American or Alaskan Native</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>61</td>
</tr>
<tr>
<td>None Selected</td>
<td>0</td>
</tr>
</tbody>
</table>

### Future Educational Plans

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

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

### SELF–ASSESSMENT INSTRUMENTS for CAREER PLANNING

<table>
<thead>
<tr>
<th>Tool</th>
<th># Student Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myers-Briggs Type Indicator (MBTI)</td>
<td>66</td>
</tr>
<tr>
<td>• the MBTI considers one’s personality type in looking at career options</td>
<td></td>
</tr>
<tr>
<td>Strong Interest Inventory (SII)</td>
<td>191</td>
</tr>
<tr>
<td>• the SII considers one’s interests in looking at career and major options</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>257</strong></td>
</tr>
</tbody>
</table>
### RECRUITING and EMPLOYER ACTIVITIES

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

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**

<table>
<thead>
<tr>
<th>School/College</th>
<th># Class Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>11</td>
</tr>
<tr>
<td>Business</td>
<td>27</td>
</tr>
<tr>
<td>College of Professional Studies</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
</tr>
<tr>
<td>Sciences</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

**FACULTY PARTNERSHIPS for INTEGRATED LEARNING EXPERIENCES***

<table>
<thead>
<tr>
<th>Class</th>
<th># Students</th>
<th># Class Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Business</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>58</td>
<td>5</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Exercise &amp; Sport Science</td>
<td>21</td>
<td>4</td>
</tr>
</tbody>
</table>

*Career planning activities incorporated into class requirements.

**SIGNATURE PROGRAMS**

<table>
<thead>
<tr>
<th>Program</th>
<th># Unique Employers/Schools</th>
<th># Student Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonprofit Expo</td>
<td>69</td>
<td>215 (estimate)</td>
</tr>
<tr>
<td>Graduate &amp; Professional School Fair</td>
<td>93</td>
<td>375 (estimate)</td>
</tr>
<tr>
<td>Career &amp; Internship Fair</td>
<td>73</td>
<td>470</td>
</tr>
<tr>
<td>Externships*</td>
<td>86 (alumni sponsors)</td>
<td>89 (students applied)</td>
</tr>
<tr>
<td></td>
<td>55 (sponsors matched)</td>
<td>69 (students matched)</td>
</tr>
</tbody>
</table>

* 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

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

### 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

Self-assess
(Clarify Values, Interests, Skills & Personality)

Evaluate

Enter/Manage Career

Decide

Career Preparation

Where Are You?

Explore (Research Careers)

Evaluate

Network (make contacts)

Evaluate

Career Preparation

Conduct Job Search
(Write Resume(s)/Cover Letters, Research Companies, Prepare for Interviews, etc.)

Career Planning Is On-going!!

University of San Francisco Priscilla A. Scotlan Career Services Center
2/14/01
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 90\textsuperscript{th} percentile (2.7 and above).
2. Those areas that scored between the 80\textsuperscript{th} – 89\textsuperscript{th} percentile (2.4 – 2.69).
3. Those areas that scored below the 80\textsuperscript{th} 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 \textit{Strengths of CSC}
Sub-sections scoring between: 2.4 – 2.69 = 10 Sub-sections that \textit{Could Be Improved}
Sub-sections scoring between: 0.0 – 2.39 = 7 Sub-sections that \textit{Should Be Improved}

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

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

\begin{itemize}
  \item 3 = Top Priority
  \item 2 = Somewhat of a Top Priority
  \item 1 = Minimally a Top Priority
\end{itemize}

From this process we arrived at 14 Sub-sections that the CSC staff collectively agreed were \textbf{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”).
# NACE Professional Standards Evaluation Workbook

## Table of Contents

**Introduction** .................................................................................................................. 4

**Section I. MISSION**
- Items 1 through 14 ........................................................................................................... 7

**Section II. PROGRAM COMPONENTS**
- Items 15 through 19 ........................................................................................................ 8
  - II-A: Career Advising/Counseling
    - Items 20 through 31 ..................................................................................................... 9
  - II-B: Career Information
    - Items 32 through 40 .................................................................................................... 10
  - II-C: Employment Services
    - Items 41 through 45 .................................................................................................... 11
  - II-D: Experiential Education and Career Exploration
    - Items 46 through 48 ................................................................................................... 12
  - II-E: Graduate School Services
    - Items 49 through 52 .................................................................................................... 13

**Section III. PROGRAM MANAGEMENT**
- Items 53 through 60 ........................................................................................................ 14

**Section IV. ORGANIZATION**
- Items 61 through 66 ........................................................................................................ 15

**Section V. HUMAN RESOURCES**
- Items 67 through 74 ....................................................................................................... 16

**V-A: Functions**
- Item 75 .......................................................................................................................... 17
  - V-A1: Management and Administration ..................................................................... 17
  - V-A2: Program and Event Administration .................................................................. 17
  - V-A3: Research and Student Learning/Development Outcomes ................................ 18
  - V-A4: Career Advising/Counseling and Consultation .............................................. 18
  - V-A5: Teaching/Training/Educating ......................................................................... 19
  - V-A6: Marketing/Promoting/Outreach ..................................................................... 20
  - V-A7: Brokering/Connecting/Linking ..................................................................... 21
  - V-A8: Information Management ............................................................................. 21

**V-B: Position Qualifications/Competencies** ................................................................. 22
  - V-B1: Leadership by Career Services Managers ..................................................... 22
  - V-B2: Professional Positions ..................................................................................... 24
  - V-B3: Pre-Professional Positions ............................................................................. 24
  - V-B4: Student Employee and Volunteer Positions ................................................ 25
  - V-B5: Support Staff and Technical Positions ......................................................... 25
# Table of Contents (continued)

Section VI. FACILITIES AND EQUIPMENT  
Items 76 through 88 .......................................................... 26

Section VII. TECHNOLOGY  
Items 89 through 97 .......................................................... 27

Section VIII. CAMPUS AND EXTERNAL RELATIONS  
Items 98 through 112 .......................................................... 28

Section IX. EMPLOYER RELATIONS AND RECRUITMENT SERVICES  
Items 113 through 136 .......................................................... 29

Section X. LEGAL RESPONSIBILITIES  
Items 137 through 153 .......................................................... 31

Section XI. EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY  
Items 154 through 164 .......................................................... 32

Section XII. ETHICS  
Items 165 through 166 .......................................................... 33

Section XIII. PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH  
Items 167 through 175 .......................................................... 34

Section XIV. PROGRAM EVALUATION SUMMARY  
Quantitative Scores ............................................................... 35
Observations ........................................................................ 37

Feedback ............................................................................ 38
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.

<table>
<thead>
<tr>
<th>I. MISSION</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career services supports the mission, academic programs, and advancement of the institution.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>2. Career services assists students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>5. Career services helps individuals select personally suitable academic programs and experiential opportunities that optimize their future educational and employment options.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>6. Career services helps individuals take responsibility for developing their career decisions, graduate/professional school plans, employment plans, and/or job-search competencies.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>8. The institution helps individuals gain career-related experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>10. Career services helps individuals seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>11. Career services helps individuals prepare to manage their careers after graduation.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>12. Career services considers the needs of all students and other clients of the institution in designing and delivering programs and services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>13. Career services provides linkages and/or coordination among career-related programs and services where appropriate.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>14. Career services communicates its mission as appropriate to administrators, faculty, staff, and other appropriate institutional constituencies.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**COMMENTS:**
### 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.

<table>
<thead>
<tr>
<th>II. PROGRAM COMPONENTS</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. The key program components of the career services function are designed, clearly defined, and implemented in alignment with:</td>
<td></td>
</tr>
<tr>
<td>a. the career development needs and academic and occupational interests of students and other clients;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. current research, theories, and knowledge of career development and learning;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. contemporary career services practices;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. economic trends, opportunities, and/or constraints;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. institutional priorities;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. resources.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>17. Career services promotes career development for students as integral to the mission of the institution.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>18. Career services staff provide information on programs and services through institutional print and electronic publications, campus media, presentations, outreach, and orientation programs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>19. Career services provides information on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**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.

<table>
<thead>
<tr>
<th>II-A. Career Advising/Counseling</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The institution provides career advising/counseling to assist students at any stage of their college experience while they are enrolled in the institution.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>21. Career services assists students with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>22. Career services helps students obtain and research occupational, educational, and employment information.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>23. Career services helps students establish short-term and long-term career goals.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>25. Career services helps students make career choices based on accurate self-knowledge and information about the world of work.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>26. Career services offers career advising/counseling in order to link students' career decision making with access to employers and employment information.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>27. Career services encourages students to take advantage of career services as early as possible in their academic programs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>29. Career services refers students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>30. Career services helps students explore careers through part-time employment and experiential education programs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>31. Career services maintains appropriate records for future work with students.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

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) =

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.

<table>
<thead>
<tr>
<th>II-B. Career Information</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Career services makes current and comprehensive career information accessible to students as they explore and make career decisions.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>35. Career services provides information on graduate and professional academic programs and other continuing education programs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>36. Career services uses information technology to give students and staff access to the Internet and other computer resources.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>37. Career information is conveniently available in a variety of media appropriate for different learning styles and special needs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>38. Career information resources are accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>40. The following categories of career information are available through career services:</td>
<td></td>
</tr>
<tr>
<td>a. self-assessment and career planning;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. occupational and job market information;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. graduate and professional schools;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. employment/job search;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. job, experiential education, and internship listings;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. employer information.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**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.

<table>
<thead>
<tr>
<th>II-C. Employment Services</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Career services assists students in exploring a full range of career and work possibilities that match their career goals.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>42. Career services assists students in preparing and developing job-search competencies and tools to present themselves effectively as candidates for employment.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>43. Career services assists students in obtaining information on employment opportunities and prospective employers.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>45. Career services develops and maintains relationships with employers that provide career development and employment opportunities for students.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>II-D. Experiential Education</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>47. Career services provides, or works closely with other departments that provide, experiential education opportunities.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**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.

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

**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.

<table>
<thead>
<tr>
<th>III. PROGRAM MANAGEMENT</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. A leader or leadership team manages career services and aligns career services with</td>
<td>1 2 3</td>
</tr>
<tr>
<td>the mission of the institution and the needs of the constituencies served.</td>
<td>N/E</td>
</tr>
<tr>
<td>54. Career services leadership has developed a mission statement, program goals and</td>
<td>1 2 3</td>
</tr>
<tr>
<td>objectives, and strategic and operational plans for fulfilling the purpose of the</td>
<td>N/E</td>
</tr>
<tr>
<td>career services program.</td>
<td></td>
</tr>
<tr>
<td>55. Career services reviews and updates its goals annually.</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>N/E</td>
</tr>
<tr>
<td>56. Career services staff members conduct regular program evaluations to improve</td>
<td>1 2 3</td>
</tr>
<tr>
<td>career services operations and to adjust to changing client needs and environmental</td>
<td>N/E</td>
</tr>
<tr>
<td>threats and opportunities.</td>
<td></td>
</tr>
<tr>
<td>57. Career services staff regularly review the office's policies, procedures, and</td>
<td>1 2 3</td>
</tr>
<tr>
<td>budgetary issues.</td>
<td>N/E</td>
</tr>
<tr>
<td>58. Career services has identified key constituencies, and their needs are reflected in</td>
<td>1 2 3</td>
</tr>
<tr>
<td>its mission and goals.</td>
<td>N/E</td>
</tr>
<tr>
<td>59. The services/programs provided by the career services office are defined in terms of</td>
<td>1 2 3</td>
</tr>
<tr>
<td>their priority.</td>
<td>N/E</td>
</tr>
<tr>
<td>60. Career services leaders are advocates for the advancement of career-related services</td>
<td>1 2 3</td>
</tr>
<tr>
<td>within the institution.</td>
<td>N/E</td>
</tr>
</tbody>
</table>

### 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) =

### COMMENTS:
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.

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

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.

<table>
<thead>
<tr>
<th>V. HUMAN RESOURCES</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>67. Career services has an adequate number of qualified professional and support staff to fulfill its mission and functions.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>68. Career services has instituted hiring and promotion practices that are fair, inclusive, and nondiscriminatory.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>69. To ensure the existence of suitable and identifiable role models, career services staff diversity reflects and/or is representative of the student population.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>70. Career services develops and maintains job descriptions for all staff members and provides regular performance appraisals.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>71. Career services has a regular system of staff evaluation and provides access to professional development opportunities.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>72. Salaries and benefits for staff are commensurate with similar positions within the institution, in similar institutions, and in the relevant geographic area.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>73. Career services staff members are trained in legal, confidential, and ethical issues related to career services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

### 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) =

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-A. Functions
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:

<table>
<thead>
<tr>
<th>V-A1. Management and Administration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Needs assessment and satisfaction measures.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. Systematic program design, implementation, and evaluation.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. Systematic strategic and operational planning.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Program integration and integrity.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. Defined staffing procedures.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. Staff development and supervision.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. Budget planning and administration.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>h. Political sensitivity and negotiation skills.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>i. Synthesize, interpret, and report current and longitudinal information.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

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) =

COMMENTS:

V-A2. Program and Event Administration

<table>
<thead>
<tr>
<th>V-A2. Program and Event Administration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Needs assessment.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. Goal setting.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. Program planning, implementation, and evaluation.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Budget allocation.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. Time management.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. Problem solving.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. Attention to detail.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

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) =

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.

<table>
<thead>
<tr>
<th>V-A3. Research and Student Learning/Development Outcomes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identification of relevant and desirable student learning and development outcomes.</td>
<td>1 (2) 3 N/E</td>
</tr>
<tr>
<td>b. Outcome-oriented programming.</td>
<td>1 (2) 3 N/E</td>
</tr>
<tr>
<td>c. Research-based evidence of program impact on student learning and development outcomes.</td>
<td>1 (2) 3 N/E</td>
</tr>
</tbody>
</table>

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) =

COMMENTS:

<table>
<thead>
<tr>
<th>V-A4. Career Advising/Counseling and Consultation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Client needs assessment and diagnosis.</td>
<td>1 2 (3) N/E</td>
</tr>
<tr>
<td>b. Client intervention/design and implementation.</td>
<td>1 2 (3) N/E</td>
</tr>
<tr>
<td>c. Test administration and interpretation.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Counseling skills.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. Advising skills.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. Client evaluation of counseling services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. Ability to work with individuals.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>h. Ability to work with groups:</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>i. Use of career, occupational, and employment information.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

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) =

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.

<table>
<thead>
<tr>
<th>V-A5. Teaching/Training/Educating</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Population needs assessment to define learning objectives.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. Program/workshop design and delivery competencies.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. Researching, evaluating, and integrating educational information.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Training/teaching/presenting/public speaking.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. Career coaching/career mentoring.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. Work with individuals and groups.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. Work with diverse populations.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>h. Use of technology for delivery of content.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

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) =

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.

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

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.

<table>
<thead>
<tr>
<th>V-A7. Brokering/Connecting/Linking</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Organize information, logistics, people, and processes toward a desired outcome.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. Consult with clients to improve effectiveness.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. Build and manage advisory boards.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Effective interpersonal skills.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**COMMENTS:**

<table>
<thead>
<tr>
<th>V-A8. Information Management</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Appropriate organization and dissemination of information.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. Efficient information storage and retrieval.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. Knowledge of computing systems and applications.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Effective data collection and analysis.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. Acquisition of appropriate career resources.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. Web design and management.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**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-B. Position Qualifications/Competencies

<table>
<thead>
<tr>
<th>V-B1. Leadership by Career Services Managers (Directors, Associate Directors, and Assistant Directors)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The institution appoints, positions, and empowers career services leaders at various levels within the administrative structure to accomplish stated missions.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. The institution determines expectations of accountability for leaders and fairly assesses their performance.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. Leaders in the career services unit exercise authority over resources for which they are responsible to achieve their respective missions.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. Career services leaders:</td>
<td></td>
</tr>
<tr>
<td>e1. articulate a vision for their organization</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e2. set goals and objectives based on the needs and capabilities of the population served.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e3. promote student learning and development.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e4. prescribe and practice ethical behavior.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e5. recruit, select, supervise, and develop others in the organization.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e6. manage financial resources.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e7. coordinate human resources.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e8. plan, budget for, and evaluate personnel and programs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e9. apply effective practices to educational and administrative processes.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e10. communicate effectively.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e11. initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. Career services leaders identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. Career services leaders promote campus environments that result in multiple opportunities for student learning and development.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>h. Career services leaders continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>j. Career services leaders coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>k. Key constituencies served by each career services unit are clearly identified and reflected in the mission and goals of the career services unit.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td></td>
<td>Career services leaders are advocates for the advancement of career services within the institution.</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>m.</td>
<td>Career services leaders participate in institutional decisions related to the identification and designation of clients served.</td>
</tr>
<tr>
<td>n.</td>
<td>Career services leaders participate in decisions regarding type and scope of services offered and the fees, if any, that are charged to clients.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**COMMENTS:**

<table>
<thead>
<tr>
<th>V-B3. Pro-Professional Positions (Paraprofessionals, Interns, Graduate Assistants)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. These individuals are trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**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.

<table>
<thead>
<tr>
<th>V-B4. Student Employee and/or Volunteer Positions</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student employees and volunteers are carefully selected, trained, supervised and evaluated.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

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) =

COMMENTS:

<table>
<thead>
<tr>
<th>V-B5. Support Staff and Technical Positions</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Career services has an adequate number of administrative and technical staff to accomplish its mission.</td>
<td>1 2 3 N/E Yes No</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E Yes No</td>
<td></td>
</tr>
<tr>
<td>c. The level of staffing and workload are adequate and appropriate for program and service demands.</td>
<td>1 2 3 N/E Yes No</td>
<td></td>
</tr>
<tr>
<td>d. A technical support person or support service is available to maintain computer and information technology systems for career services.</td>
<td>1 2 3 N/E Yes No</td>
<td></td>
</tr>
</tbody>
</table>

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) =

COMMENTS:
### 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.</td>
<td>Career services has adequate facilities and equipment to perform its functions effectively.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>77.</td>
<td>Career services has private offices for professional staff to perform career advising/counseling or other confidential work; support staff work areas; reception and student waiting areas; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student usage.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>78.</td>
<td>Career services provides students and employers with private interview facilities and adequate conditions and equipment to function professionally.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>79.</td>
<td>The number of employment interview rooms is adequate to meet employer and student needs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>80.</td>
<td>An employer lounge or an accessible lunch area is available.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>81.</td>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>82.</td>
<td>Sufficient information technology is available for students and staff to support career services functions.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>83.</td>
<td>Equipment and facilities are secured to protect the confidentiality and safety of records.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>84.</td>
<td>Facilities are accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA).</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>85.</td>
<td>Accommodations for students with special needs are provided by career services or in conjunction with the department that serves this population.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>86.</td>
<td>Career services projects a welcoming, professional atmosphere for students, employers, alumni, parents, and others.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>87.</td>
<td>Career services provides office hours at times appropriate for its constituencies.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>88.</td>
<td>Parking for visitors is adequate and convenient.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**COMMENTS:**
### 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.

<table>
<thead>
<tr>
<th>VII. TECHNOLOGY</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>90. Career services' computer-based assessment and computer-assisted career guidance systems support the mission of the career services office.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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:</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>a. client registration system</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. client contact, record, and tracking systems</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. career portfolios</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. graduating student surveys</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. career fair management systems</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. resume writing software</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. office intranet sites</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>h. e-based career advising or counseling</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>i. video-based technology</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>94. Adequate funds are available to support the hardware and software associated with the use of any technological applications to career services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>95. Computer access and/or work stations are available to staff and clients in support of technological applications to career services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>96. Adequate staff support are available to maintain and update the technological applications to career services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

COMMENTS:
### 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.

<table>
<thead>
<tr>
<th>VIII. CAMPUS AND EXTERNAL RELATIONS</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>98. As an integral function within the institution, career services develops and/or maintains productive relationships with relevant campus offices and key stakeholders.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>99. Career services develops institutional support for career development and student employment services for students and other designated clients.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>100. Career services involves the academic administration and faculty in career planning and employment programs.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>104. Career services arranges appropriate programs that use the experience and expertise of alumni.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>108. Career services encourages dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>111. Career services leadership/management encourages staff to participate in professional associations and community activities related to career and employment issues.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>112. Career services participates in professional staff development activities.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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:**
## 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

<table>
<thead>
<tr>
<th>Rating</th>
<th>IX. EMPLOYER RELATIONS AND RECRUITMENT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Each career services office develops policies and practices for employer relations and services.</td>
</tr>
<tr>
<td>2</td>
<td>Career services develops strategic objectives for employer services and job development that yield maximum opportunities for the institution's students and alumni.</td>
</tr>
<tr>
<td>3</td>
<td>Career services develops and maintains relationships with employers who may provide career development and employment opportunities for students and alumni.</td>
</tr>
<tr>
<td>N/E</td>
<td>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.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services informs, educates, and consults with employers on the nature of services it provides and student candidates available.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services involves employers in programs that meet students' career and employment needs.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services promotes employer adherence to professional and ethical standards.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services provides employer feedback to faculty, administrators, and students on the preparation of students for jobs, the curricula, and the hiring process.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services develops and implements marketing strategies to cultivate employment opportunities for students.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services maximizes opportunities for employers to consider candidates for employment.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services maximizes students' exposure to employers, while respecting institutional academic and co-curricular standards.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services encourages dialogue among employers, faculty, and the institution's administrators concerning career and employment issues.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services facilitates employer involvement and communication with faculty, students, and administrators.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services does not give preferential treatment to specific employers and should treat all employers uniformly and consistently.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services understands the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services defines the types of employers they will serve and articulates policies that guide the working relationships with various types of employers.</td>
</tr>
<tr>
<td>N/E</td>
<td>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.</td>
</tr>
<tr>
<td>N/E</td>
<td>Career services provides information to employers regarding the institution's operations, student profile, academic programs and curricula, enrollments, and academic calendar.</td>
</tr>
<tr>
<td>131.</td>
<td>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.</td>
</tr>
<tr>
<td>132.</td>
<td>Career services encourages employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships.</td>
</tr>
<tr>
<td>133.</td>
<td>Career services provides information and services to assist recruiters and graduate school representatives to effectively communicate their opportunities to specific and targeted student populations</td>
</tr>
<tr>
<td>134.</td>
<td>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.</td>
</tr>
<tr>
<td>135.</td>
<td>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.</td>
</tr>
<tr>
<td>136.</td>
<td>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 NACE Principles for Professional Conduct.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>X. LEGAL RESPONSIBILITIES</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>138. The institution provides career services professional staff with access to legal advice as needed to carry out their assigned responsibilities.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>139. The institution informs career services in a timely fashion about extraordinary or changing legal obligations and potential liabilities.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>140. Career services ensures that records are maintained following prevailing ethical and legal guidelines.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>141. Career services staff are in compliance with the Family Education Rights and Privacy Act regarding disclosure of student information contained in education records.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>143. Career services staff are in compliance with defamation laws regarding references and recommendations on the behalf of students.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>144. Career services staff are in compliance with equal employment opportunity laws regarding employment referral practices.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>145. Career services staff are in compliance with affirmative action regulations and laws.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>146. Career services staff are in compliance with liability issues pertaining to experiential learning programs.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>147. Career services staff are in compliance with work authorization practices in countries other than where the student holds citizenship.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>149. Career services staff are in compliance with laws governing services provided by outside vendors.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>150. Career services staff are in compliance with laws regarding grant applications.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>151. Career services staff are in compliance with laws regarding eligibility to work in the United States.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>152. Career services staff are in compliance with any other state or federal employment or relevant student-related statute.</td>
<td>1 2 3  N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3  N/E</td>
</tr>
</tbody>
</table>

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) =
COMMENTS:
### 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.

<table>
<thead>
<tr>
<th>XI.</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>154. Career services adheres to the spirit and intent of equal opportunity laws in all activities.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>156. Career services' programs, services, events, and facilities are accessible to all students.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>157. Career services' hours of operation respond to the needs of all students.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>158. Career services seeks to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>159. Career services staff serve as advocates by bringing the needs of all students to the attention of the institution's administration.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>160. Career services ensures that employers using its services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>161. Career services staff make every effort to educate faculty members about legal and ethical issues relating to student referrals and recommendations.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>164. Career services initiates partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =

**COMMENTS:**
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.

<table>
<thead>
<tr>
<th>XII. ETHICS</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>105. All persons involved in the delivery of career services to students maintain the highest standards of ethical behavior as set forth in the &quot;Career Services Professionals&quot; section of the NACE Principles for Professional Conduct as well any additional professional ethical standards and/or codes that may apply.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>106. Career services leaders/managers provide guidance and education on ethical standards to all persons involved in providing career services.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**Scoring - Section XII**  
Number of Items = 2  
Possible Score = 6  
Number of Applicable Items =  
Actual Score =  
Mean Score (actual score divided by number of applicable items) =

**COMMENTS:**
# 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.

<table>
<thead>
<tr>
<th>XIII. PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>168. Although methods of assessment vary, a sufficient range of measures are employed to maintain objectivity and comprehensiveness in program evaluation.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>169. Data collected includes responses from students, employers, and other constituencies.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>170. Results of these evaluations are used in revising and improving programs, services, and staff performance.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>171. Institutions use accepted methods of program evaluation, such as those in The NACE Sourcebook for Conducting Evaluations and Measurements of Career Services.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>173. Evaluations may include:</td>
<td></td>
</tr>
<tr>
<td>a. review of the mission, goals, programs, and services;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>b. quantitative program user data;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>c. career services wide-qualitative feedback survey;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>d. program-specific quantitative assessment;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>e. program-specific qualitative assessment;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>f. systematic needs-based assessments to guide program development;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>g. first destination surveys at or following graduation and/or alumni surveys;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>h. inter-institutional benchmarks, and other comparative data to evaluate program effectiveness and efficiency;</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>i. empirically based outcome research and/or evidence of client learner outcomes.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 N/E</td>
</tr>
</tbody>
</table>

**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) =  

**COMMENTS:**
<table>
<thead>
<tr>
<th>#</th>
<th>Section</th>
<th>Number of Items</th>
<th>Possible Score</th>
<th>Number of Applicable Items</th>
<th>Actual Score</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Mission</td>
<td>14</td>
<td>42</td>
<td>14</td>
<td>37</td>
<td>2.64</td>
</tr>
<tr>
<td>II</td>
<td>Program Components</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>27</td>
<td>2.7</td>
</tr>
<tr>
<td>II-A</td>
<td>Career Advising/Counseling</td>
<td>12</td>
<td>36</td>
<td>12</td>
<td>34</td>
<td>2.83</td>
</tr>
<tr>
<td>II-B</td>
<td>Career Information</td>
<td>14</td>
<td>42</td>
<td>14</td>
<td>33</td>
<td>2.36</td>
</tr>
<tr>
<td>II-C</td>
<td>Employment Services</td>
<td>5</td>
<td>15</td>
<td>5</td>
<td>14</td>
<td>2.8</td>
</tr>
<tr>
<td>II-D</td>
<td>Experiential Education</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>7</td>
<td>2.33</td>
</tr>
<tr>
<td>II-E</td>
<td>Graduate School Services</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>III</td>
<td>Program Management</td>
<td>8</td>
<td>24</td>
<td>8</td>
<td>23</td>
<td>2.88</td>
</tr>
<tr>
<td>IV</td>
<td>Organization</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>17</td>
<td>2.83</td>
</tr>
<tr>
<td>V</td>
<td>Human Resources</td>
<td>8</td>
<td>24</td>
<td>8</td>
<td>22</td>
<td>2.75</td>
</tr>
<tr>
<td>V-A1</td>
<td>Management and Administration</td>
<td>9</td>
<td>27</td>
<td>9</td>
<td>26</td>
<td>2.89</td>
</tr>
<tr>
<td>V-A2</td>
<td>Program and Event Administration</td>
<td>7</td>
<td>21</td>
<td>7</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>V-A3</td>
<td>Research and Student Learning/Dev Outcomes</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>1.67</td>
</tr>
<tr>
<td>V-A4</td>
<td>Career Advising/Counseling and Consultation</td>
<td>9</td>
<td>27</td>
<td>7</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>V-A5</td>
<td>Teaching/Training/Educating</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>18</td>
<td>2.57</td>
</tr>
<tr>
<td>V-A6</td>
<td>Marketing/Promoting/Outreach</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>19</td>
<td>2.71</td>
</tr>
<tr>
<td>V-A7</td>
<td>Brokering/Connecting/Linking</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>9</td>
<td>2.25</td>
</tr>
<tr>
<td>V-A8</td>
<td>Information Management</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>15</td>
<td>2.5</td>
</tr>
<tr>
<td>V-B1</td>
<td>Leadership by Career Services Managers</td>
<td>24</td>
<td>72</td>
<td>24</td>
<td>65</td>
<td>2.71</td>
</tr>
<tr>
<td>V-B2</td>
<td>Professional Positions</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>V-B3</td>
<td>Pre-Professional Positions</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>V-B4</td>
<td>Student Employee and Volunteer Positions</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>V-B5</td>
<td>Support Staff and Technical Positions</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>9</td>
<td>2.25</td>
</tr>
<tr>
<td>VI</td>
<td>Facilities and Equipment</td>
<td>13</td>
<td>39</td>
<td>13</td>
<td>31</td>
<td>2.38</td>
</tr>
<tr>
<td>VII</td>
<td>Technology</td>
<td>17</td>
<td>51</td>
<td>14</td>
<td>31</td>
<td>2.21</td>
</tr>
<tr>
<td>VIII</td>
<td>Campus and External Relations</td>
<td>15</td>
<td>45</td>
<td>15</td>
<td>37</td>
<td>2.47</td>
</tr>
<tr>
<td>IX</td>
<td>Employer Relations and Recruitment Services</td>
<td>24</td>
<td>72</td>
<td>24</td>
<td>64</td>
<td>2.67</td>
</tr>
<tr>
<td>X</td>
<td>Legal Responsibilities</td>
<td>17</td>
<td>51</td>
<td>16</td>
<td>42</td>
<td>2.63</td>
</tr>
<tr>
<td>XI</td>
<td>Equal Opportunity, Access, Affirmative Action and Diversity</td>
<td>11</td>
<td>33</td>
<td>11</td>
<td>28</td>
<td>2.55</td>
</tr>
<tr>
<td>XII</td>
<td>Ethics</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>XIII</td>
<td>Program Evaluation, Assessment and Research</td>
<td>17</td>
<td>51</td>
<td>17</td>
<td>43</td>
<td>2.53</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>290</td>
<td>870</td>
<td>282</td>
<td>737</td>
<td>2.61</td>
</tr>
</tbody>
</table>
## CSC Program Evaluation Summary via NACE Professional Standards 2006

### Quantitative Scores:

Summary listed in CSC Top Priority Order

<table>
<thead>
<tr>
<th>CSC Top Priority List</th>
<th>Mean Score</th>
<th>Mean Score</th>
<th>Section</th>
<th>Number of Items</th>
<th>Possible Score</th>
<th># of Applicable Items</th>
<th>Actual Score</th>
<th>Page # in Nace Booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.67</td>
<td>Research &amp; Student Learning/Dev Outcomes</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.21</td>
<td>Technology</td>
<td>17</td>
<td>51</td>
<td>14</td>
<td>31</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2.5</td>
<td>Information Management</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>15</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.67</td>
<td>Employer Relations &amp; Recruitment Svcs</td>
<td>24</td>
<td>72</td>
<td>24</td>
<td>64</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.53</td>
<td>Program Evaluation, Assessment &amp; Research</td>
<td>17</td>
<td>51</td>
<td>17</td>
<td>43</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.47</td>
<td>Campus &amp; External Relations</td>
<td>15</td>
<td>45</td>
<td>15</td>
<td>37</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2.25</td>
<td>Support Staff &amp; Technical Positions</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>9</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.57</td>
<td>Teaching/Training/Educating</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>18</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2.36</td>
<td>Career Information</td>
<td>14</td>
<td>42</td>
<td>14</td>
<td>33</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2.33</td>
<td>Experiential Educ.</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2.55</td>
<td>Equal Opportunity, Access, Affirmative Action &amp; Diversity</td>
<td>11</td>
<td>33</td>
<td>11</td>
<td>28</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.25</td>
<td>Brokering/Connecting/Linking</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>9</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2.38</td>
<td>Facilities &amp; Equipment</td>
<td>13</td>
<td>39</td>
<td>13</td>
<td>31</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2.5</td>
<td>Graduate School Services</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2.5</td>
<td>Ethics</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2.63</td>
<td>Legal Responsibilities</td>
<td>17</td>
<td>51</td>
<td>16</td>
<td>42</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>2.64</td>
<td>Mission</td>
<td>14</td>
<td>42</td>
<td>14</td>
<td>37</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2.7</td>
<td>Program Components</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>27</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>2.71</td>
<td>Marketing/Promoting/Outreach</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2.71</td>
<td>Leadership by Career Services Managers (Directors, Assoc Dr, Asst Dr)</td>
<td>24</td>
<td>72</td>
<td>24</td>
<td>65</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>2.75</td>
<td>Human Resources</td>
<td>8</td>
<td>24</td>
<td>8</td>
<td>22</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>2.8</td>
<td>Employment Services</td>
<td>5</td>
<td>15</td>
<td>5</td>
<td>14</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>2.83</td>
<td>Career Advising/Counseling</td>
<td>12</td>
<td>36</td>
<td>12</td>
<td>34</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>2.83</td>
<td>Organization</td>
<td>6</td>
<td>18</td>
<td>6</td>
<td>17</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>2.88</td>
<td>Program Mgmt</td>
<td>8</td>
<td>24</td>
<td>8</td>
<td>23</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>2.89</td>
<td>Mgmt &amp; Admin</td>
<td>9</td>
<td>27</td>
<td>9</td>
<td>26</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>2.7</td>
<td>Program &amp; Event Admin</td>
<td>7</td>
<td>21</td>
<td>7</td>
<td>21</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>3</td>
<td>Career Advising/Counseling &amp; Consultation</td>
<td>9</td>
<td>27</td>
<td>7</td>
<td>21</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>3</td>
<td>Professional Positions (Career Counselors, Advisers, Employer Relations Coordinators)</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>Pre-Professional Positions (Paraprofessionals, Interns, Grad Asst)</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>3</td>
<td>Student Employee and/or Volunteer Positions</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>2.61</strong></td>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>260</strong></td>
<td><strong>870</strong></td>
<td><strong>282</strong></td>
<td><strong>737</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Note: Please refer to the Self-Study Executive Summary in Section 1 for answers to the following questions.)

OBSERVATIONS:

1. What are the strengths of your career services program?

2. What program dimensions are functioning at a satisfactory level but could be improved?

3. What dimensions of your program are functioning below performance expectations and defined standards and should be improved?

4. What are your top priorities for action to improve career services?
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
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.


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.

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

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.

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:

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of CSC services and resources</td>
<td>29.1%</td>
<td>83</td>
</tr>
<tr>
<td>Registration for services</td>
<td>14.4%</td>
<td>41</td>
</tr>
<tr>
<td>Choice of major</td>
<td>7.4%</td>
<td>21</td>
</tr>
<tr>
<td>Choice of career/career direction</td>
<td>34.4%</td>
<td>98</td>
</tr>
<tr>
<td>Career change</td>
<td>14.7%</td>
<td>42</td>
</tr>
<tr>
<td>Interest assessment/career testing</td>
<td>14%</td>
<td>40</td>
</tr>
<tr>
<td>Information about careers related to my major</td>
<td>31.6%</td>
<td>90</td>
</tr>
<tr>
<td>Graduate school information</td>
<td>16.1%</td>
<td>46</td>
</tr>
<tr>
<td>Resume writing</td>
<td>57.9%</td>
<td>165</td>
</tr>
<tr>
<td>Job-search advice</td>
<td>55.8%</td>
<td>159</td>
</tr>
<tr>
<td>Interview preparation</td>
<td>35.4%</td>
<td>101</td>
</tr>
<tr>
<td>Salary trends</td>
<td>19.3%</td>
<td>55</td>
</tr>
<tr>
<td>Internship listings</td>
<td>37.2%</td>
<td>106</td>
</tr>
<tr>
<td>Part-time job listings</td>
<td>33.7%</td>
<td>96</td>
</tr>
<tr>
<td>Full time job listings</td>
<td>54%</td>
<td>157</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4.2%</td>
<td>12</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CSC counselor was open and interested in me.</td>
<td>29% (77)</td>
<td>27% (73)</td>
<td>13% (34)</td>
<td>2% (6)</td>
<td>1% (2)</td>
<td>28% (74)</td>
<td>1.87</td>
</tr>
<tr>
<td>The CSC counselor was competent and knowledgable.</td>
<td>29% (76)</td>
<td>28% (73)</td>
<td>13% (34)</td>
<td>3% (8)</td>
<td>1% (3)</td>
<td>27% (70)</td>
<td>1.91</td>
</tr>
<tr>
<td>I would return to this counselor for assistance.</td>
<td>28% (74)</td>
<td>25% (66)</td>
<td>13% (35)</td>
<td>5% (12)</td>
<td>3% (7)</td>
<td>27% (70)</td>
<td>2.03</td>
</tr>
</tbody>
</table>

I feel more confident about my career

Printed for James Catiggay <catiggay@usfca.edu> 10/31/2006
development after talking with the CSC counselor.
I am satisfied with my career counseling experience at CSC.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17% (44)</td>
<td></td>
</tr>
<tr>
<td>29% (76)</td>
<td></td>
</tr>
<tr>
<td>16% (42)</td>
<td></td>
</tr>
<tr>
<td>7% (18)</td>
<td></td>
</tr>
<tr>
<td>4% (10)</td>
<td></td>
</tr>
<tr>
<td>28% (74)</td>
<td></td>
</tr>
</tbody>
</table>

Total Respondents: 266

(skipped this question) 26

3. Untitled Page

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 times</td>
<td>49.5%</td>
<td>140</td>
</tr>
<tr>
<td>4-6 times</td>
<td>14.1%</td>
<td>40</td>
</tr>
<tr>
<td>7-9 times</td>
<td>1.8%</td>
<td>5</td>
</tr>
<tr>
<td>10 or more times</td>
<td>1.4%</td>
<td>4</td>
</tr>
<tr>
<td>Not applicable</td>
<td>33.2%</td>
<td>94</td>
</tr>
</tbody>
</table>

Total Respondents: 283

(skipped this question) 9

4. My sessions were conducted primarily

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>57.1%</td>
<td>141</td>
</tr>
<tr>
<td>Over the phone</td>
<td>2.8%</td>
<td>7</td>
</tr>
<tr>
<td>Equal mixture of person and phone</td>
<td>6.9%</td>
<td>17</td>
</tr>
<tr>
<td>Not applicable</td>
<td>33.2%</td>
<td>82</td>
</tr>
</tbody>
</table>

Total Respondents: 247

(skipped this question) 45

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop-in (15 minute) session</td>
<td>30.6%</td>
<td>86</td>
</tr>
<tr>
<td>Scheduled (30 or 60 minute) appointment</td>
<td>24.9%</td>
<td>70</td>
</tr>
<tr>
<td>Equal mix of drop-in and scheduled appointments</td>
<td>10.3%</td>
<td>29</td>
</tr>
<tr>
<td>Not applicable</td>
<td>34.2%</td>
<td>96</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate school</td>
<td>13.5%</td>
<td>36</td>
</tr>
<tr>
<td>Full-time job in a non-profit agency</td>
<td>16.1%</td>
<td>43</td>
</tr>
<tr>
<td>Full-time job in a government agency</td>
<td>13.9%</td>
<td>37</td>
</tr>
<tr>
<td>Full-time job in a for-profit company</td>
<td><strong>46.1%</strong></td>
<td><strong>123</strong></td>
</tr>
<tr>
<td>Internship/fellowship</td>
<td>9.7%</td>
<td>26</td>
</tr>
<tr>
<td>Volunteer experience (e.g., Peace Corps or Jesuit Volunteer Corps)</td>
<td>3%</td>
<td>8</td>
</tr>
<tr>
<td>Part-time job</td>
<td>12%</td>
<td>32</td>
</tr>
<tr>
<td>Travel</td>
<td>10.9%</td>
<td>29</td>
</tr>
<tr>
<td>Undecided</td>
<td>7.1%</td>
<td>19</td>
</tr>
<tr>
<td>Not a senior or alum yet</td>
<td>22.5%</td>
<td>60</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3.7%</td>
<td>10</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Neutral</th>
<th>Somewhat Unimportant</th>
<th>Very Unimportant</th>
<th>N/A</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career counseling appointments</td>
<td>46% (127)</td>
<td>31% (87)</td>
<td>13% (37)</td>
<td>2% (6)</td>
<td>1% (3)</td>
<td>6%</td>
<td>(18)</td>
</tr>
<tr>
<td>Career counseling drop-in visits</td>
<td>49% (135)</td>
<td>29% (79)</td>
<td>13% (37)</td>
<td>1% (4)</td>
<td>1% (3)</td>
<td>7%</td>
<td>(18)</td>
</tr>
<tr>
<td>Job search preparation</td>
<td>63% (175)</td>
<td>25% (58)</td>
<td>6% (17)</td>
<td>1% (3)</td>
<td>2% (5)</td>
<td>3%</td>
<td>(9)</td>
</tr>
<tr>
<td>Interviewing skills preparation</td>
<td>58% (162)</td>
<td>26% (72)</td>
<td>10% (29)</td>
<td>1% (3)</td>
<td>1% (3)</td>
<td>3%</td>
<td>(8)</td>
</tr>
<tr>
<td>Resume/cover letter writing preparation</td>
<td>70% (193)</td>
<td>18% (49)</td>
<td>8% (22)</td>
<td>2% (5)</td>
<td>1% (2)</td>
<td>2%</td>
<td>(5)</td>
</tr>
<tr>
<td>Mock/practice interview</td>
<td>42% (116)</td>
<td>28% (78)</td>
<td>21% (58)</td>
<td>3% (8)</td>
<td>1% (4)</td>
<td>5%</td>
<td>(13)</td>
</tr>
<tr>
<td>Career Information Program including panels, guest speakers and other activities</td>
<td>28% (79)</td>
<td><strong>35% (98)</strong></td>
<td>23% (65)</td>
<td>6% (16)</td>
<td>2% (5)</td>
<td>5% (15)</td>
<td><strong>2.13</strong></td>
</tr>
<tr>
<td>Career &amp; Internship Fair</td>
<td>51% (142)</td>
<td>29% (80)</td>
<td>12% (32)</td>
<td>4% (12)</td>
<td>1% (4)</td>
<td>3%</td>
<td>(7)</td>
</tr>
<tr>
<td>Graduate School Fair</td>
<td>40% (111)</td>
<td>22% (61)</td>
<td>21% (57)</td>
<td>4% (10)</td>
<td>3% (9)</td>
<td>10%</td>
<td>(29)</td>
</tr>
<tr>
<td>Part-time/summer job listings</td>
<td>47% (130)</td>
<td>23% (64)</td>
<td>14% (39)</td>
<td>4% (12)</td>
<td>4% (12)</td>
<td>7%</td>
<td>(19)</td>
</tr>
</tbody>
</table>
6. Untitled Page

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

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

Total Respondents: 279

(skipped this question) 13
<table>
<thead>
<tr>
<th>Services</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship listings</td>
<td>24% (63)</td>
<td>27% (72)</td>
</tr>
<tr>
<td>CSC Resource Library including Job search</td>
<td>18% (49)</td>
<td>21% (55)</td>
</tr>
<tr>
<td>Preparation handouts, magazines and books</td>
<td>21% (55)</td>
<td>23% (61)</td>
</tr>
<tr>
<td>CSC website</td>
<td>23% (56)</td>
<td>23% (83)</td>
</tr>
<tr>
<td>On-campus Interviews</td>
<td>21% (55)</td>
<td>21% (57)</td>
</tr>
<tr>
<td>Online self-assessments [e.g. Myers-Briggs,</td>
<td>15% (41)</td>
<td>19% (52)</td>
</tr>
<tr>
<td>Strong, Campbell]</td>
<td>13% (35)</td>
<td>5% (14)</td>
</tr>
<tr>
<td>Online resume referral/Resume Drop</td>
<td>19% (51)</td>
<td>19% (52)</td>
</tr>
<tr>
<td>CSC Weekly newsletter</td>
<td>17% (46)</td>
<td>30% (81)</td>
</tr>
<tr>
<td>Company information sessions</td>
<td>14% (38)</td>
<td>18% (49)</td>
</tr>
<tr>
<td>Access by phone or email to a Career Counselor</td>
<td>23% (61)</td>
<td>16% (44)</td>
</tr>
<tr>
<td>Other services or resources</td>
<td>15% (41)</td>
<td>15% (41)</td>
</tr>
</tbody>
</table>

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?

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?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61.3%</td>
<td>165</td>
</tr>
<tr>
<td>No</td>
<td>10.4%</td>
<td>28</td>
</tr>
<tr>
<td>Don't know or don't remember</td>
<td>8.9%</td>
<td>24</td>
</tr>
<tr>
<td>Not applicable</td>
<td>19.3%</td>
<td>52</td>
</tr>
</tbody>
</table>

Total Respondents: 269

( skipped this question) 23

11. Comments: 

Total Respondents: 24

( skipped this question) 268
12. When you visited CSC, were you introduced and orientated to relevant CSC services?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44.8%</td>
<td>121</td>
</tr>
<tr>
<td>No</td>
<td>22.6%</td>
<td>61</td>
</tr>
<tr>
<td>Don't know or don't remember</td>
<td>10.4%</td>
<td>28</td>
</tr>
<tr>
<td>Not applicable</td>
<td>22.2%</td>
<td>60</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

13. Comments:

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59.7%</td>
<td>160</td>
</tr>
<tr>
<td>No</td>
<td>11.6%</td>
<td>31</td>
</tr>
<tr>
<td>Don't know or don't remember</td>
<td>7.1%</td>
<td>19</td>
</tr>
<tr>
<td>Not applicable</td>
<td>21.6%</td>
<td>58</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>268</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

15. Comments:

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flyers</td>
<td>34.7%</td>
<td>93</td>
</tr>
<tr>
<td>Foghorn advertisement</td>
<td>7.1%</td>
<td>19</td>
</tr>
<tr>
<td><strong>USF connect</strong></td>
<td><strong>54.5%</strong></td>
<td><strong>146</strong></td>
</tr>
<tr>
<td>Email</td>
<td>45.9%</td>
<td>123</td>
</tr>
<tr>
<td>From another student</td>
<td>26.1%</td>
<td>70</td>
</tr>
</tbody>
</table>

9. CSC marketing and publicity

16. I heard about CSC services and resources through (check all that apply):
17. I prefer to be notified about CSC events and resources through (check one):

- 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
- Other (please specify) 0.4% 1

Total Respondents 268
(skipped this question) 24

10. Untitled Page

18. How useful is the CSC Weekly newsletter?

- 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

- CSC website 15.9% 43
- USF connect 36.5% 99
11. Career resources/technology

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

<table>
<thead>
<tr>
<th>Mode</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>89.3%</td>
<td>242</td>
</tr>
<tr>
<td>Hard/paper copy</td>
<td>7.4%</td>
<td>20</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>3.3%</td>
<td>9</td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>271</td>
</tr>
<tr>
<td>(skipped this question)</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

12. Summary

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>23.7%</td>
<td>64</td>
</tr>
<tr>
<td>Good</td>
<td>49.6%</td>
<td>134</td>
</tr>
<tr>
<td>Fair</td>
<td>17%</td>
<td>46</td>
</tr>
<tr>
<td>Poor</td>
<td>5.9%</td>
<td>16</td>
</tr>
<tr>
<td>Additional comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>270</td>
</tr>
<tr>
<td>(skipped this question)</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very likely</td>
<td>42.2%</td>
<td>114</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>40.4%</td>
<td>109</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>9.3%</td>
<td>25</td>
</tr>
<tr>
<td>Very unlikely</td>
<td>5.9%</td>
<td>16</td>
</tr>
</tbody>
</table>
23. Would you recommend CSC services and resources to a friend or classmate?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73.7%</td>
<td>199</td>
</tr>
<tr>
<td>No</td>
<td>5.9%</td>
<td>16</td>
</tr>
<tr>
<td>Maybe</td>
<td>17%</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>3.3%</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Respondents 270
(skipped this question) 22

14. Demographics

24. I am currently a

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>1.5%</td>
<td>4</td>
</tr>
<tr>
<td>sophomore</td>
<td>4.1%</td>
<td>11</td>
</tr>
<tr>
<td>junior</td>
<td>15.9%</td>
<td>43</td>
</tr>
<tr>
<td>senior</td>
<td>12.5%</td>
<td>34</td>
</tr>
<tr>
<td>first year graduate student</td>
<td>8.9%</td>
<td>24</td>
</tr>
<tr>
<td>second year graduate student</td>
<td>8.9%</td>
<td>24</td>
</tr>
<tr>
<td>third or more year graduate student</td>
<td>2.2%</td>
<td>6</td>
</tr>
</tbody>
</table>

alumnus

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (please specify)</td>
<td>3%</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Respondents 271
(skipped this question) 21

25. I am/was enrolled in the

<table>
<thead>
<tr>
<th>School</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>31.8%</td>
<td>76</td>
</tr>
<tr>
<td>College of Professional Studies</td>
<td>15.1%</td>
<td>36</td>
</tr>
<tr>
<td>School of Business and Management</td>
<td>43.1%</td>
<td>103</td>
</tr>
<tr>
<td>School of Education</td>
<td>5%</td>
<td>12</td>
</tr>
</tbody>
</table>
26. I am completing/have completed the following degree(s) at USF [please check all that apply]:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td>77.7%</td>
<td>202</td>
</tr>
<tr>
<td>Master's degree</td>
<td>25.4%</td>
<td>66</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>1.2%</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1.5%</td>
<td>4</td>
</tr>
</tbody>
</table>

27. My major is/was:

28. If applicable, my minor is/was:

29. I am

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>67.8%</td>
<td>181</td>
</tr>
<tr>
<td>Male</td>
<td>31.1%</td>
<td>83</td>
</tr>
<tr>
<td>Transgender</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>1.1%</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Respondents:

- 239
- 260
- 255
- 75
- 267
30. I identify myself as (pick the one BEST descriptor)

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

Total Respondents 241

(skipped this question) 51
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 - 12 of 12

What types(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 recruiting
12. Connection services to potential employers

Page Size: Show 25 per page Displaying 1 - 12 of 12
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

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.

Total: 292
Visible: 292

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 counselor when I had an appointment for at least thirty minutes, then the counselor 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 counselor. 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 unusal.
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 want 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 advantage of 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. Cal 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 form the CSC come to one of my classes and she was very helpful in answering 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 further 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 alums especially USF alums that work for companies that are looking to hire new people.

60. more local job listings, instead of just a link to MonsterTrak. More services for grad students. More internship listings. thank you - people 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 Catiggay 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 track 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 companies.
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 satelite 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 employers 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.
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 knowledgable 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 conversate/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 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
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 25 per page

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
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 - 11 of 11

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
Open-Ended Results Detail

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

Total: 292
Visible: 292

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

Printed for James Catiggay <catiggay@usfca.edu> 10/14/2006
Open-Ended Results Detail

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

Total: 292
Visible: 292

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

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

Add Filter...  Total:  292  
Visible:  292

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.

Total: 292
Visible: 292

Page Size: Show 10 per page

Overall, I would rate my experiences with CSC as

1. unable to rate. I did receive email notification 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 the 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
Visible: 292

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

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

Add Filter...  Total:  292
Visible:  292

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

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

I am 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

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

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

Displaying 1 - 3 of 3
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 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

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
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. HR/OD
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

Page Size: Show 250 per page

Displaying 1 - 250 of 255

10/14/2006
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 251 - 255 of 255

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
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

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

Printed for James Catiggay <catiggay@usfca.edu> 10/14/2006
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Philippine Studies</td>
</tr>
<tr>
<td>29.</td>
<td>Computer Science</td>
</tr>
<tr>
<td>30.</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>31.</td>
<td>Japanese</td>
</tr>
<tr>
<td>32.</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>33.</td>
<td>Music</td>
</tr>
<tr>
<td>34.</td>
<td>German</td>
</tr>
<tr>
<td>35.</td>
<td>Pre-Occupational Therapy</td>
</tr>
<tr>
<td>36.</td>
<td>Dance</td>
</tr>
<tr>
<td>37.</td>
<td>Japanese</td>
</tr>
<tr>
<td>38.</td>
<td>Spanish</td>
</tr>
<tr>
<td>39.</td>
<td>Economics</td>
</tr>
<tr>
<td>40.</td>
<td>Politics</td>
</tr>
<tr>
<td>41.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>42.</td>
<td>French</td>
</tr>
<tr>
<td>43.</td>
<td>Non-Profit Administration</td>
</tr>
<tr>
<td>44.</td>
<td>business</td>
</tr>
<tr>
<td>45.</td>
<td>Sociology</td>
</tr>
<tr>
<td>46.</td>
<td>Math, computer science</td>
</tr>
<tr>
<td>47.</td>
<td>Communications</td>
</tr>
<tr>
<td>48.</td>
<td>English/Asian American Studies</td>
</tr>
<tr>
<td>49.</td>
<td>business</td>
</tr>
<tr>
<td>50.</td>
<td>Investment Banking</td>
</tr>
<tr>
<td>51.</td>
<td>Politics</td>
</tr>
<tr>
<td>52.</td>
<td>Psychology &amp; Fine Arts</td>
</tr>
<tr>
<td>53.</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>54.</td>
<td>public relations</td>
</tr>
<tr>
<td>55.</td>
<td>MARKETING</td>
</tr>
<tr>
<td>56.</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>57.</td>
<td>LAW &amp; SOCIETY</td>
</tr>
<tr>
<td>58.</td>
<td>economics</td>
</tr>
<tr>
<td>59.</td>
<td>legal studies certificate</td>
</tr>
<tr>
<td>60.</td>
<td>OD</td>
</tr>
<tr>
<td>61.</td>
<td>french</td>
</tr>
<tr>
<td>62.</td>
<td>Politics</td>
</tr>
<tr>
<td>63.</td>
<td>Business</td>
</tr>
<tr>
<td>64.</td>
<td>Music</td>
</tr>
</tbody>
</table>
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
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 10 per page
Displaying 1 - 10 of 10

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 Zajjoka, 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

<table>
<thead>
<tr>
<th>After graduation, do you plan to:</th>
<th>All Graduating Student Survey Responses (05/06) (n=1,379)</th>
<th>All Graduating Student Survey Responses (05/05) (n=1,163)</th>
<th>All Graduating Student Survey Responses (05/04) (n=613)</th>
</tr>
</thead>
<tbody>
<tr>
<td>look for a job:</td>
<td>33.20%</td>
<td>31.70%</td>
<td>34.60%</td>
</tr>
<tr>
<td>begin or cont. job:</td>
<td>33.40%</td>
<td>35.70%</td>
<td>34.30%</td>
</tr>
<tr>
<td>attend grad school:</td>
<td>20.30%</td>
<td>20.40%</td>
<td>22.70%</td>
</tr>
<tr>
<td>not sure yet</td>
<td>13.10%</td>
<td>12.10%</td>
<td>8.40%</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>E. The next questions ask you about your plans after graduation from USF.</th>
<th>All Graduating Student Survey Responses (05/06) (n=1,379)</th>
<th>All Graduating Student Survey Responses (05/05) (n=1,163)</th>
<th>All Graduating Student Survey Responses (05/04) (n=613)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After graduation, do you plan to:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>look for a job:</td>
<td>33.20%</td>
<td>31.70%</td>
<td>34.60%</td>
</tr>
<tr>
<td>begin or cont. job:</td>
<td>33.40%</td>
<td>35.70%</td>
<td>34.30%</td>
</tr>
<tr>
<td>attend grad school:</td>
<td>20.30%</td>
<td>20.40%</td>
<td>22.70%</td>
</tr>
<tr>
<td>not sure yet</td>
<td>13.10%</td>
<td>12.10%</td>
<td>8.40%</td>
</tr>
<tr>
<td><strong>After graduation, what will be your employment status?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>start new job:</td>
<td>6.80%</td>
<td>14.90%</td>
<td>18.40%</td>
</tr>
<tr>
<td>cont. current job:</td>
<td>31.50%</td>
<td>40.10%</td>
<td>31.90%</td>
</tr>
<tr>
<td>receive promotion:</td>
<td>3.70%</td>
<td>3.60%</td>
<td>3.50%</td>
</tr>
<tr>
<td>work a temp job:</td>
<td>2.90%</td>
<td>5.10%</td>
<td>7.40%</td>
</tr>
<tr>
<td>seek employment:</td>
<td>40.40%</td>
<td>24.20%</td>
<td>30.50%</td>
</tr>
<tr>
<td>does not apply:</td>
<td>14.80%</td>
<td>12.10%</td>
<td>8.40%</td>
</tr>
<tr>
<td><strong>If you found a new job, how did you locate the employer?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on campus interview/resume referral:</td>
<td>7.30%</td>
<td>6.10%</td>
<td>7.30%</td>
</tr>
<tr>
<td>career services ctr.listing/JOBTRACK:</td>
<td>9.40%</td>
<td>9.80%</td>
<td>9.50%</td>
</tr>
<tr>
<td>internet / www resources:</td>
<td>22.90%</td>
<td>19.90%</td>
<td>24.00%</td>
</tr>
<tr>
<td>placement agency:</td>
<td>4.10%</td>
<td>3.70%</td>
<td>1.80%</td>
</tr>
<tr>
<td>want ads:</td>
<td>5.20%</td>
<td>8.40%</td>
<td>3.60%</td>
</tr>
<tr>
<td>self-referral:</td>
<td>16.00%</td>
<td>11.50%</td>
<td>14.50%</td>
</tr>
<tr>
<td>networking:</td>
<td>24.90%</td>
<td>21.30%</td>
<td>25.50%</td>
</tr>
</tbody>
</table>
## USF All Graduating Student Survey Responses - 2004-2006

<table>
<thead>
<tr>
<th>Do you have other plans after graduation?</th>
<th>All Graduating Student Survey Responses</th>
<th>All Graduating Student Survey Responses</th>
<th>All Graduating Student Survey Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(05/06) (n=1,379)</td>
<td>(05/05) (n=1,163)</td>
<td>(05/04) (n=613)</td>
</tr>
<tr>
<td>undecided:</td>
<td>32.30%</td>
<td>34.70%</td>
<td>16.90%</td>
</tr>
<tr>
<td>travel:</td>
<td>61.50%</td>
<td>44.60%</td>
<td>57.90%</td>
</tr>
<tr>
<td>return to home state / country:</td>
<td>10.00%</td>
<td>18.70%</td>
<td>12.30%</td>
</tr>
<tr>
<td>internship:</td>
<td>8.60%</td>
<td>10.60%</td>
<td>7.10%</td>
</tr>
<tr>
<td>volunteer:</td>
<td>8.40%</td>
<td>10.60%</td>
<td>6.90%</td>
</tr>
<tr>
<td>other:</td>
<td>11.40%</td>
<td>15.60%</td>
<td>15.70%</td>
</tr>
</tbody>
</table>

### While at USF I used/attended the following career services or programs:

<table>
<thead>
<tr>
<th>Service</th>
<th>All Graduating Student Survey Responses</th>
<th>All Graduating Student Survey Responses</th>
<th>All Graduating Student Survey Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(05/06) (n=1,379)</td>
<td>(05/05) (n=1,163)</td>
<td>(05/04) (n=613)</td>
</tr>
<tr>
<td>on campus interviews/resume referral:</td>
<td>5.90%</td>
<td>5.20%</td>
<td>7.20%</td>
</tr>
<tr>
<td>job listings / JOBTRACK:</td>
<td>11.10%</td>
<td>14.30%</td>
<td>11.60%</td>
</tr>
<tr>
<td>internship listings (in binders + on-line):</td>
<td>7.70%</td>
<td>6.10%</td>
<td>6.50%</td>
</tr>
<tr>
<td>career information programs:</td>
<td>5.00%</td>
<td>2.70%</td>
<td>4.70%</td>
</tr>
<tr>
<td>met w/ a counselor:</td>
<td>14.20%</td>
<td>15.90%</td>
<td>13.70%</td>
</tr>
<tr>
<td>workshops:</td>
<td>7.10%</td>
<td>4.10%</td>
<td>5.90%</td>
</tr>
<tr>
<td>career fair:</td>
<td>11.80%</td>
<td>11.10%</td>
<td>14.30%</td>
</tr>
<tr>
<td>grad school fair:</td>
<td>8.30%</td>
<td>8.80%</td>
<td>7.60%</td>
</tr>
<tr>
<td>in class presentation</td>
<td>10.20%</td>
<td>12.00%</td>
<td>8.50%</td>
</tr>
<tr>
<td>resource library:</td>
<td>10.30%</td>
<td>12.30%</td>
<td>10.30%</td>
</tr>
<tr>
<td>CSC web site:</td>
<td>5.20%</td>
<td>3.90%</td>
<td>6.60%</td>
</tr>
<tr>
<td>alumni network:</td>
<td>3.20%</td>
<td>3.60%</td>
<td>3.00%</td>
</tr>
</tbody>
</table>

### Satisfaction with Career Center Services

#### All Undergraduate and Graduate Students

<table>
<thead>
<tr>
<th>Satisfaction with Career Center Services</th>
<th>(N= 1,379)</th>
<th>(N= 1,163)</th>
<th>(N= 613)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>9.6%</td>
<td>5.9%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Good</td>
<td>21.0%</td>
<td>19.9%</td>
<td>27.4%</td>
</tr>
<tr>
<td>Adequate</td>
<td>15.8%</td>
<td>13.2%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Poor</td>
<td>10.7%</td>
<td>5.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>does not apply:</td>
<td>42.9%</td>
<td>55.8%</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

#### All Undergraduate Students

<table>
<thead>
<tr>
<th>Satisfaction with Career Center Services</th>
<th>(N= 749)</th>
<th>(N= 634)</th>
<th>(N= 394)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>13.5%</td>
<td>6.0%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Good</td>
<td>26.1%</td>
<td>23.6%</td>
<td>31.5%</td>
</tr>
<tr>
<td>Adequate</td>
<td>17.2%</td>
<td>12.8%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Poor</td>
<td>5.6%</td>
<td>3.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td>does not apply:</td>
<td>37.6%</td>
<td>54.2%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Object Code</td>
<td>Description</td>
<td>Budget Entries</td>
<td>YTD REV/EXP</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2000</td>
<td>General Operating</td>
<td>$ 47,422.00</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Ed &amp; Off Mat &amp; Sup</td>
<td>$ 5,780.00</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Office and Instruc</td>
<td>$ 10,084.00</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Computer Supplies</td>
<td>$ 349.00</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>Purchasing Card</td>
<td>$ 742.00</td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td>Fuel</td>
<td>$ 22.00</td>
<td></td>
</tr>
<tr>
<td>2031</td>
<td>Non-Cont Rep &amp; Main</td>
<td>$ 273.00</td>
<td></td>
</tr>
<tr>
<td>2034</td>
<td>Software Maintenance</td>
<td>$ 195.00</td>
<td></td>
</tr>
<tr>
<td>2113</td>
<td>Printing Costs</td>
<td>$ 34.00</td>
<td></td>
</tr>
<tr>
<td>2120</td>
<td>Freight &amp; Postage</td>
<td>$ 1,016.00</td>
<td></td>
</tr>
<tr>
<td>2121</td>
<td>Postage</td>
<td>$ 1,322.00</td>
<td></td>
</tr>
<tr>
<td>2132</td>
<td>Telephone Service</td>
<td>$ 2,775.00</td>
<td></td>
</tr>
<tr>
<td>2140</td>
<td>Duplicating &amp; Print</td>
<td>$ 15,374.00</td>
<td></td>
</tr>
<tr>
<td>2141</td>
<td>Duplicating &amp; Printing</td>
<td>$ 7,630.00</td>
<td></td>
</tr>
<tr>
<td>2142</td>
<td>Stationery</td>
<td>$ 1,055.00</td>
<td></td>
</tr>
<tr>
<td>2152</td>
<td>Equip Rental</td>
<td>$ 372.00</td>
<td></td>
</tr>
<tr>
<td>2153</td>
<td>Furn Rental</td>
<td>$ 494.00</td>
<td></td>
</tr>
<tr>
<td>2154</td>
<td>Storage Rental</td>
<td>$ 124.00</td>
<td></td>
</tr>
<tr>
<td>2170</td>
<td>Membership &amp; Dues</td>
<td>$ 2,220.00</td>
<td></td>
</tr>
<tr>
<td>2180</td>
<td>Subscr &amp; Periodical</td>
<td>$ 473.00</td>
<td></td>
</tr>
<tr>
<td>2200</td>
<td>Professional Fees</td>
<td>$ 2,245.00</td>
<td></td>
</tr>
<tr>
<td>2230</td>
<td>Honoraria &amp; Awards</td>
<td>$ 44.00</td>
<td></td>
</tr>
<tr>
<td>2280</td>
<td>Water Delivery</td>
<td>$ 20.00</td>
<td></td>
</tr>
<tr>
<td>2290</td>
<td>Consultants</td>
<td>$ 2,425.00</td>
<td></td>
</tr>
<tr>
<td>2490</td>
<td>Other General Exp</td>
<td>$ 9,454.00</td>
<td></td>
</tr>
<tr>
<td>2490</td>
<td>Other General Revenue</td>
<td>$ (37,901.00)</td>
<td></td>
</tr>
<tr>
<td>2800</td>
<td>Inter Dept Oper Exp</td>
<td>$ 43.00</td>
<td></td>
</tr>
<tr>
<td>2900</td>
<td>Other Exp Not Defined</td>
<td>$ 10,314.00</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Total 2000</strong></td>
<td></td>
<td><strong>$ 47,422.00</strong></td>
<td><strong>$ 36,958.00</strong></td>
</tr>
<tr>
<td>3000</td>
<td>Travel &amp; Entertainment</td>
<td>$ 7,757.00</td>
<td></td>
</tr>
<tr>
<td>3010</td>
<td>Travel</td>
<td>$ 2,181.00</td>
<td></td>
</tr>
<tr>
<td>3100</td>
<td>Professional Development</td>
<td>$ 4,060.00</td>
<td></td>
</tr>
<tr>
<td>3110</td>
<td>Entertainment</td>
<td>$ 2,083.00</td>
<td></td>
</tr>
<tr>
<td>3700</td>
<td>Business Entertainment</td>
<td>$ 1,459.00</td>
<td></td>
</tr>
<tr>
<td>3800</td>
<td>Inter Dept T&amp; E</td>
<td>$ 250.00</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Total 3000</strong></td>
<td></td>
<td><strong>$ 7,757.00</strong></td>
<td><strong>$ 10,033.00</strong></td>
</tr>
<tr>
<td><strong>Total 2000 &amp; 3000</strong></td>
<td></td>
<td><strong>$ 55,179.00</strong></td>
<td><strong>$ 46,991.00</strong></td>
</tr>
</tbody>
</table>

Any funds received are generally deposited into the 2490 object code.
## Career Services (Financial Profile)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Staff</td>
<td>CAREER SERVICES CTR.</td>
<td>11 Staff</td>
<td>390,550</td>
<td>390,550</td>
<td>(1)</td>
<td>0.0%</td>
<td>402,317</td>
<td>396,703</td>
<td>5,614</td>
<td>1.4%</td>
<td>570,752</td>
<td>540,057</td>
<td>30,695</td>
<td>5.7%</td>
<td>25,195</td>
<td>23,092</td>
<td>(96)</td>
<td>-0.4%</td>
<td>25,501</td>
</tr>
<tr>
<td>17 Students</td>
<td>12 Staff</td>
<td>22,523</td>
<td>20,888</td>
<td>1,635</td>
<td>7.3%</td>
<td>24,262</td>
<td>21,501</td>
<td>2,761</td>
<td>11.4%</td>
<td>25,195</td>
<td>23,092</td>
<td>(96)</td>
<td>-0.4%</td>
<td>25,501</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Benefits</td>
<td>130,175</td>
<td>130,174</td>
<td>1</td>
<td>0.0%</td>
<td>126,788</td>
<td>131,534</td>
<td>4,746</td>
<td>3.8%</td>
<td>120,595</td>
<td>113,713</td>
<td>6,882</td>
<td>5.6%</td>
<td>120,975</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 General Operating</td>
<td>45,580</td>
<td>33,071</td>
<td>12,509</td>
<td>27.4%</td>
<td>48,422</td>
<td>44,322</td>
<td>4,100</td>
<td>8.7%</td>
<td>47,622</td>
<td>38,058</td>
<td>9,564</td>
<td>20.1%</td>
<td>44,522</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 Travel &amp; Entertainment</td>
<td>7,456</td>
<td>17,753</td>
<td>(10,297)</td>
<td>-138.1%</td>
<td>7,905</td>
<td>9,203</td>
<td>(1,398)</td>
<td>-21.1%</td>
<td>7,757</td>
<td>10,033</td>
<td>(2,276)</td>
<td>-29.3%</td>
<td>7,707</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 Facilities Ops</td>
<td>-</td>
<td>200</td>
<td>(200)</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
</tr>
<tr>
<td>60 General Operating</td>
<td>-</td>
<td>3,500</td>
<td>3,500</td>
<td>NA</td>
<td>-</td>
<td>3,481</td>
<td>(3,481)</td>
<td>NA</td>
<td>-</td>
<td>18</td>
<td>(18)</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 Financial &amp; Debt</td>
<td>-</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>594,314</td>
<td>587,167</td>
<td>7,147</td>
<td>1.2%</td>
<td>617,464</td>
<td>606,269</td>
<td>11,195</td>
<td>1.7%</td>
<td>677,183</td>
<td>530,071</td>
<td>147,112</td>
<td>22.0%</td>
<td>592,084</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall non CPS & non Law
Undergraduate | 4,031 | 4,282 | 4,453 | 4,783 |
Graduate | 2,137 | 2,126 | 2,029 | 1,967 |
Total | 6,168 | 6,408 | 6,482 | 6,750 |

Source: Career Services Ctr, 2-15660.

* FY05-06 End of Term, Fall Semester 2005, Table 1, Five Years of Summary Headcount.

FY07, Preliminary 5/19/2005, Fall Semester 2006, Table 1, Five Years of Summary Headcount.
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_VMY_statement1.pdf

2005-10 USF Strategic Goals11.doc

University Life Commitments Statement11.doc

UL Divisional Strategic Initiatives 2006-071.doc
### USF Statistics

**University of San Francisco**

2130 Fulton Street  
San Francisco, California  
94117-1046

**Fall 2005 Census**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>2,753</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>1,103</td>
</tr>
<tr>
<td>Nursing</td>
<td>592</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>564</td>
</tr>
<tr>
<td>Special</td>
<td>236</td>
</tr>
<tr>
<td>Total</td>
<td>5,248</td>
</tr>
</tbody>
</table>

**Graduate**

| Arts and Sciences      | 610   |
| Business               | 333   |
| Nursing                | 140   |
| Professional Studies   | 395   |
| Education              | 918   |
| Law                    | 759   |
| Special Students       | 44    |
| Total                  | 3,199 |
| Grand Total            | 8,447 |

**USF Dons: NCAA 1 Athletics**

West Coast Conference  
Men's Basketball, Soccer, Baseball, Golf, Cross Country, Rifle, Tennis  
Women's Basketball, Soccer, Volleyball, Golf, Cross Country, Rifle, Tennis, Track

**Freshman Class Profile**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From public high schools</td>
<td>51%</td>
</tr>
<tr>
<td>From parochial high schools</td>
<td>35%</td>
</tr>
<tr>
<td>From private high schools</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Ethnic Breakdown**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>42%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>21%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>14%</td>
</tr>
<tr>
<td>Multiethnic/Other</td>
<td>5%</td>
</tr>
<tr>
<td>International</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>5%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
</tr>
</tbody>
</table>

*U.S. News and World Report* ranks USF in the top 20 national universities for student
Click here for USF Graduation Rates

**Student-Faculty Ratio**

Ratio: 14:1

**Class Size**

<table>
<thead>
<tr>
<th>Average Class Size</th>
<th>GEC</th>
<th>Major/ Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>All Undergraduate</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>(Excluding CPS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Annual Costs 2005-2006**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>26,680</td>
</tr>
<tr>
<td>Fees</td>
<td>160</td>
</tr>
<tr>
<td>Room and board</td>
<td>10,240</td>
</tr>
<tr>
<td>Books</td>
<td>900</td>
</tr>
<tr>
<td>Miscellaneous / travel</td>
<td>3,200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$41,180</strong></td>
</tr>
</tbody>
</table>

ethnic diversity and international student enrollment.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPRING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts * #</td>
<td>1672</td>
<td>1783</td>
<td>1900</td>
<td>1992</td>
<td>2091</td>
<td>1908</td>
<td>2008</td>
<td>2082</td>
<td>2185</td>
<td>2316</td>
</tr>
<tr>
<td>Science</td>
<td>538</td>
<td>522</td>
<td>547</td>
<td>541</td>
<td>523</td>
<td>595</td>
<td>584</td>
<td>596</td>
<td>568</td>
<td>626</td>
</tr>
<tr>
<td>Business</td>
<td>996</td>
<td>972</td>
<td>968</td>
<td>1029</td>
<td>1076</td>
<td>1045</td>
<td>1011</td>
<td>1061</td>
<td>1103</td>
<td>1226</td>
</tr>
<tr>
<td>Nursing</td>
<td>270</td>
<td>305</td>
<td>423</td>
<td>508</td>
<td>576</td>
<td>322</td>
<td>423</td>
<td>535</td>
<td>592</td>
<td>625</td>
</tr>
<tr>
<td>Total</td>
<td>3476</td>
<td>3612</td>
<td>3838</td>
<td>4070</td>
<td>4266</td>
<td>3870</td>
<td>4026</td>
<td>4274</td>
<td>4448</td>
<td>4793</td>
</tr>
<tr>
<td><strong>FALL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>315</td>
<td>315</td>
<td>395</td>
<td>388</td>
<td>386</td>
<td>322</td>
<td>412</td>
<td>401</td>
<td>416</td>
<td>389</td>
</tr>
<tr>
<td>Science</td>
<td>126</td>
<td>166</td>
<td>163</td>
<td>178</td>
<td>200</td>
<td>205</td>
<td>163</td>
<td>190</td>
<td>194</td>
<td>259</td>
</tr>
<tr>
<td>Business</td>
<td>499</td>
<td>479</td>
<td>412</td>
<td>364</td>
<td>311</td>
<td>514</td>
<td>456</td>
<td>398</td>
<td>333</td>
<td>304</td>
</tr>
<tr>
<td>Education</td>
<td>863</td>
<td>938</td>
<td>1010</td>
<td>1038</td>
<td>937</td>
<td>930</td>
<td>980</td>
<td>1010</td>
<td>918</td>
<td>898</td>
</tr>
<tr>
<td>Nursing</td>
<td>59</td>
<td>71</td>
<td>88</td>
<td>82</td>
<td>94</td>
<td>92</td>
<td>110</td>
<td>115</td>
<td>140</td>
<td>137</td>
</tr>
<tr>
<td>Total</td>
<td>1662</td>
<td>1969</td>
<td>2068</td>
<td>2050</td>
<td>1928</td>
<td>2063</td>
<td>2121</td>
<td>2114</td>
<td>2001</td>
<td>1987</td>
</tr>
<tr>
<td>**Special: ** #</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>122</td>
<td>133</td>
<td>121</td>
<td>124</td>
<td>129</td>
<td>108</td>
<td>126</td>
<td>134</td>
<td>236</td>
<td>162</td>
</tr>
<tr>
<td>Graduate</td>
<td>88</td>
<td>49</td>
<td>46</td>
<td>41</td>
<td>46</td>
<td>56</td>
<td>30</td>
<td>44</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>182</td>
<td>167</td>
<td>165</td>
<td>175</td>
<td>164</td>
<td>156</td>
<td>178</td>
<td>280</td>
<td>207</td>
</tr>
<tr>
<td>**Law: ** #</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JD</td>
<td>621</td>
<td>659</td>
<td>687</td>
<td>701</td>
<td>712</td>
<td>674</td>
<td>713</td>
<td>718</td>
<td>735</td>
<td>701</td>
</tr>
<tr>
<td>LLM</td>
<td>24</td>
<td>24</td>
<td>18</td>
<td>22</td>
<td>24</td>
<td>27</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>645</td>
<td>683</td>
<td>705</td>
<td>723</td>
<td>736</td>
<td>701</td>
<td>733</td>
<td>741</td>
<td>759</td>
<td>715</td>
</tr>
<tr>
<td>Subtotal:</td>
<td>6193</td>
<td>6446</td>
<td>6778</td>
<td>7008</td>
<td>7105</td>
<td>6798</td>
<td>7036</td>
<td>7307</td>
<td>7488</td>
<td>7702</td>
</tr>
<tr>
<td>**Professional Studies: ** ***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>689</td>
<td>582</td>
<td>590</td>
<td>494</td>
<td>465</td>
<td>624</td>
<td>548</td>
<td>567</td>
<td>564</td>
<td>449</td>
</tr>
<tr>
<td>Graduate</td>
<td>502</td>
<td>483</td>
<td>495</td>
<td>325</td>
<td>313</td>
<td>529</td>
<td>555</td>
<td>400</td>
<td>395</td>
<td>417</td>
</tr>
<tr>
<td>Total</td>
<td>1191</td>
<td>1065</td>
<td>1085</td>
<td>819</td>
<td>778</td>
<td>1153</td>
<td>1103</td>
<td>967</td>
<td>959</td>
<td>866</td>
</tr>
<tr>
<td>Grand Total:</td>
<td>7384</td>
<td>7511</td>
<td>7863</td>
<td>7827</td>
<td>7883</td>
<td>7951</td>
<td>8139</td>
<td>8274</td>
<td>8447</td>
<td>8568</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Month</th>
<th># of Work Days</th>
<th># of Appts</th>
<th># of Drop-ins</th>
<th>Total One to One Contacts</th>
<th>Resume</th>
<th>Cover Let</th>
<th>MBTI</th>
<th>Strong Interest Inventory</th>
<th>Interview Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>June '05</td>
<td>22</td>
<td>39</td>
<td>42</td>
<td>81</td>
<td>28</td>
<td>9</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>July '05</td>
<td>20</td>
<td>28</td>
<td>38</td>
<td>66</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>August '05</td>
<td>23</td>
<td>38</td>
<td>57</td>
<td>95</td>
<td>44</td>
<td>5</td>
<td>3</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>September '05</td>
<td>21</td>
<td>50</td>
<td>99</td>
<td>149</td>
<td>98</td>
<td>7</td>
<td>3</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>October '05</td>
<td>21</td>
<td>34</td>
<td>83</td>
<td>117</td>
<td>45</td>
<td>6</td>
<td>6</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>November '05</td>
<td>20</td>
<td>43</td>
<td>59</td>
<td>102</td>
<td>38</td>
<td>9</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>December '05</td>
<td>17</td>
<td>12</td>
<td>28</td>
<td>38</td>
<td>21</td>
<td>2</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>January '06</td>
<td>20</td>
<td>19</td>
<td>54</td>
<td>73</td>
<td>35</td>
<td>2</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>February '06</td>
<td>19</td>
<td>48</td>
<td>137</td>
<td>185</td>
<td>137</td>
<td>23</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>March '06</td>
<td>23</td>
<td>48</td>
<td>102</td>
<td>150</td>
<td>93</td>
<td>15</td>
<td>3</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>April '06</td>
<td>19</td>
<td>42</td>
<td>97</td>
<td>139</td>
<td>73</td>
<td>6</td>
<td>1</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>May '06</td>
<td>22</td>
<td>30</td>
<td>50</td>
<td>80</td>
<td>45</td>
<td>6</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>247</strong></td>
<td><strong>431</strong></td>
<td><strong>844</strong></td>
<td><strong>1275</strong></td>
<td><strong>672</strong></td>
<td><strong>23</strong></td>
<td><strong>34</strong></td>
<td></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

The above numbers represent total, not unique, contacts with students. For example, if a student visited Career Services 5 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.
MBTI Appointments and Drop-Ins

number of appts. And drop-ins

Month/Year:
- June '05
- July '05
- August '05
- September '05
- October '05
- November '05
- December '05
- January '06
- February '06
- March '06
- April '06
- May '06
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**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
</table>
| 8:30am     | **Pick-up External Review Committee**  
- 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**  
- 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**  
- 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)**  
- 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 |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00pm – 1:45pm</td>
<td><strong>UL Leadership Team: Internal Colleague Perspectives</strong>&lt;br&gt;• Megan Gallagher, Health Services Coordinator, Health Promotion Services&lt;br&gt;• Mary Grace Almandrez, Assistant Dean, Multicultural Student Services&lt;br&gt;• Dan Lawson, Director, Public Safety&lt;br&gt;• Marci Nunez, Department of Student Leadership &amp; Engagement&lt;br&gt;• Julie Oriol, Assistant Dean of Students&lt;br&gt;• Ray Quirolgico, Director, Residence Life&lt;br&gt;• Christina Sanchez, International Student Services&lt;br&gt;• Barbara Thomas, Director, Counseling Center&lt;br&gt;• Chuck White, Director, Recreational Sports</td>
<td>(12) UC 400</td>
</tr>
<tr>
<td>1:45pm – 2:00pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>2:00pm – 3:00pm</td>
<td><strong>Graduate Student-Level Services:</strong>&lt;br&gt;• Mary Beth Almeda, Graduate Admissions&lt;br&gt;• Marjorie Barter, Professor, Coordinator of Graduate Students, School of Nursing&lt;br&gt;• Moira Gunn, Associate Professor, CPS&lt;br&gt;• Ken Kopp, Assistant Director, Center for the Pacific Rim&lt;br&gt;• Mark Lusnar, Associate Professor, CPS&lt;br&gt;• Dan McPherson, Associate Dean, School of Education&lt;br&gt;• Terence Parr, Assistant Professor, Computer Science</td>
<td>(10) McCarthy Center Conference Room, UC 301</td>
</tr>
<tr>
<td>3:00pm – 3:15pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:15pm – 4:15pm</td>
<td><strong>UL Staff Allies</strong>&lt;br&gt;• Simon Hara, Coordinator, Multicultural Student Services&lt;br&gt;• Sarah Jeanne Hubbell, Office Manager, International Student Services&lt;br&gt;• Darren Pierre, Coordinator for Student Organizations and Advancement&lt;br&gt;• Sam Soloman, Coordinator for Leadership and New Student Development&lt;br&gt;• Mark Thoma, Associate Director, Residence Life&lt;br&gt;• Molly Zook, Staff Psychologist, Counseling Center</td>
<td>(9) McCarthy Center Conference Room, UC 301</td>
</tr>
<tr>
<td>4:15pm – 4:30pm</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event Description</td>
<td>Location</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4:30pm – 5:15pm</td>
<td><strong>Review Committee: Open Discussion Time</strong>&lt;br&gt;-James &amp; Ellen join group to respond to questions.&lt;br&gt;-Committee time to review complete internal review binder and gather thoughts for the following day.</td>
<td>(5) UC 425</td>
</tr>
<tr>
<td>6:00pm – 8:00pm</td>
<td><strong>Dinner Outing</strong>&lt;br&gt;Committee (all attending)&lt;br&gt;Linda Thomas&lt;br&gt;Ellen Kelly&lt;br&gt;James Catiggay&lt;br&gt;Julia Hing&lt;br&gt;Anna Carideo</td>
<td>(8) Approx</td>
</tr>
</tbody>
</table>
**Friday, November 3, 2006**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am</td>
<td><strong>Pick-up Committee</strong></td>
<td>Loyola Village and Majestic Hotel</td>
</tr>
<tr>
<td></td>
<td>• Andy Ceperley, UC San Diego</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manuel Perez, CSU Long Beach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mary Ritter-Heitkemper, Gonzaga University</td>
<td></td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td><strong>External Review Committee</strong></td>
<td>(5) UC 425</td>
</tr>
<tr>
<td></td>
<td>- Continental breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discussion of 1st day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee time to review complete internal review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>binder (cont’d) and gather thoughts for the day.</td>
<td></td>
</tr>
<tr>
<td>10:00am – 11:00am</td>
<td><strong>Employers</strong></td>
<td>(9) UC 419</td>
</tr>
<tr>
<td></td>
<td>• Jeff Brzozowski, Travelers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jamie DeJong- Brown, Grant Thornton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mike Dillon, PricewaterhouseCoopers (via teleconference)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Heather Driscoll, Peace Corps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lisa Kattan, Grant Thornton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leslee Matthews, Enterprise Rent-A-Car</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Denise Shaffer, California Franchise Tax Board</td>
<td></td>
</tr>
<tr>
<td>11:00am – 11:15am</td>
<td>Break</td>
<td>(15) UC 400</td>
</tr>
<tr>
<td>11:15am – 12:15pm</td>
<td><strong>Faculty Allies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ravinder Basra, Professor, Graphic Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stan Bueller, Professor, College of Professional Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Betty Carmack, Professor, Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scecta Gangadharan, Professor, Media Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lou Lucaccini, Professor, Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gleb Nikitenko, Professor, College of Professional Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mary Jane Niles, Professor, Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• K.O. Odsather, Professor, Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Julia Orri, Professor, Exercise &amp; Sports Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Susan Prion, Professor, Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diane Roberts, Professor, Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kathy Rosebrock, Professor, Education</td>
<td></td>
</tr>
<tr>
<td>12:15pm – 1:30pm</td>
<td><strong>Lunch with Undergraduate Student Leaders</strong></td>
<td>(12) John Broad Room – Fromm Hall</td>
</tr>
<tr>
<td></td>
<td>• David Binegar, Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jasmine Cunang, Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tom DeFazio, Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Jeff Estrellanes, Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Desiree Littlejohn, Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mike Luna, Business</td>
<td></td>
</tr>
</tbody>
</table>
- Sharee Nuez, Arts
- Mai Vang, Science
- Venellyn Manglinong, Business
- Judy Chang, CPS

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30pm – 1:45pm</td>
<td>Break</td>
</tr>
<tr>
<td>1:45pm – 2:45pm</td>
<td><strong>Staff (non-UL) Allies</strong></td>
</tr>
<tr>
<td></td>
<td>• Annette Anton, Director, Alumni Relations, University Advancement</td>
</tr>
<tr>
<td></td>
<td>• Sheryl Barker, Director, Undergraduate Programs, School of Business</td>
</tr>
<tr>
<td></td>
<td>• Nicole Bohn, Associate Director, Student Disability Services</td>
</tr>
<tr>
<td></td>
<td>• Dena Davis, Assistant Dean, Academic and Enrollment Services</td>
</tr>
<tr>
<td></td>
<td>• Mike Hughes, Assistant Dean, Academic &amp; Enrollment Services; Director, Undergraduate Admission, Academic &amp; Enrollment Services</td>
</tr>
<tr>
<td></td>
<td>• Kevin Leong, Planned Giving Officer, University Advancement</td>
</tr>
<tr>
<td></td>
<td>• Charlene Lobo, Director, Learning &amp; Writing Center</td>
</tr>
<tr>
<td></td>
<td>• Sherry McCoy, Director, Student Advising Service, College of Professional Studies</td>
</tr>
<tr>
<td></td>
<td>• Patrick Murphy, Director, Leo T. McCarthy Center for Public Service and the Common Good</td>
</tr>
<tr>
<td></td>
<td>• Virginia Rios, Senior Associate Director, Admissions</td>
</tr>
<tr>
<td></td>
<td>• Sara Solloway, Coordinator of Student Services, Arts &amp; Sciences</td>
</tr>
<tr>
<td></td>
<td>• Preston Walton, Project Coordinator, Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>• Kevin Wilson, Senior Associate University Registrar and Director, Graduation Center, University Registrar</td>
</tr>
<tr>
<td>2:45pm – 3:00pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:00pm – 4:00pm</td>
<td><strong>Graduate Students:</strong></td>
</tr>
<tr>
<td></td>
<td>• Erlinda de Arriola, Arts</td>
</tr>
<tr>
<td></td>
<td>• Teresa Melendrez, Education</td>
</tr>
<tr>
<td></td>
<td>• Josee Sirois, CPS</td>
</tr>
<tr>
<td>4:00pm – 4:15pm</td>
<td>Break</td>
</tr>
<tr>
<td>4:15pm – 5:15pm</td>
<td><strong>Group Discussion and Wrap-up</strong></td>
</tr>
<tr>
<td></td>
<td>- Linda Thomas joins committee to close the discussion.</td>
</tr>
<tr>
<td>5:15pm – 6:00pm</td>
<td><strong>External Review concludes for Program Review</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6:00pm – 8:00pm</td>
<td>Dinner Outing (optional)</td>
</tr>
<tr>
<td></td>
<td>Committee – Mary attending (Manuel &amp; Andy not attending)</td>
</tr>
<tr>
<td></td>
<td>James Catiggay</td>
</tr>
<tr>
<td></td>
<td>Ellen Kelly</td>
</tr>
<tr>
<td></td>
<td>Alex Hochman</td>
</tr>
<tr>
<td></td>
<td>(8) Approx</td>
</tr>
</tbody>
</table>
# USF Statistics

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

<table>
<thead>
<tr>
<th>Fall 2005 Census</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Professional Studies</td>
</tr>
<tr>
<td></td>
<td>Special</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Professional Studies</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>Special Students</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Grand Total</td>
</tr>
</tbody>
</table>

USF Dons: NCAA 1 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

<table>
<thead>
<tr>
<th>Freshman Class Profile</th>
<th>For Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From public high schools</td>
</tr>
<tr>
<td></td>
<td>From parochial high schools</td>
</tr>
<tr>
<td></td>
<td>From private high schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Breakdown</th>
<th>For Fall 2005 Freshman Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>42%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>21%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>14%</td>
</tr>
<tr>
<td>Multiethnic/Other</td>
<td>5%</td>
</tr>
<tr>
<td>International</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>5%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
</tr>
</tbody>
</table>

**U.S. News and World Report** ranks USF in the top 20 national universities for student...
### Click here for USF Graduation Rates

**Student-Faculty Ratio**
- Ratio: 14:1

### Class Size

<table>
<thead>
<tr>
<th>Average Class Size</th>
<th>GECE</th>
<th>Major/ Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>All Undergraduate</td>
<td>28</td>
<td>20</td>
</tr>
</tbody>
</table>

(Excluding CPS)

### Annual Costs 2005-2006

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>26,680</td>
</tr>
<tr>
<td>Fees</td>
<td>160</td>
</tr>
<tr>
<td>Room and board</td>
<td>10,240</td>
</tr>
<tr>
<td>Books</td>
<td>900</td>
</tr>
<tr>
<td>Miscellaneous / travel</td>
<td>3,200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$41,180</td>
</tr>
</tbody>
</table>

ethnic diversity and international student enrollment.
<table>
<thead>
<tr>
<th></th>
<th>SPRING</th>
<th>FALL</th>
<th>SPRING</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts * #</td>
<td>1672</td>
<td>1783</td>
<td>1900</td>
<td>1992</td>
</tr>
<tr>
<td>Science</td>
<td>538</td>
<td>552</td>
<td>547</td>
<td>541</td>
</tr>
<tr>
<td>Business</td>
<td>996</td>
<td>972</td>
<td>968</td>
<td>1029</td>
</tr>
<tr>
<td>Nursing</td>
<td>270</td>
<td>305</td>
<td>423</td>
<td>508</td>
</tr>
<tr>
<td>Total</td>
<td>3476</td>
<td>3612</td>
<td>3838</td>
<td>4070</td>
</tr>
<tr>
<td><strong>Graduate:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>315</td>
<td>315</td>
<td>395</td>
<td>388</td>
</tr>
<tr>
<td>Science</td>
<td>126</td>
<td>166</td>
<td>163</td>
<td>178</td>
</tr>
<tr>
<td>Business</td>
<td>499</td>
<td>479</td>
<td>412</td>
<td>364</td>
</tr>
<tr>
<td>Education</td>
<td>863</td>
<td>938</td>
<td>1010</td>
<td>1038</td>
</tr>
<tr>
<td>Nursing</td>
<td>59</td>
<td>71</td>
<td>88</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>1862</td>
<td>1969</td>
<td>2068</td>
<td>2050</td>
</tr>
<tr>
<td><strong>Special:</strong> <strong>#</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>122</td>
<td>133</td>
<td>121</td>
<td>124</td>
</tr>
<tr>
<td>Graduate</td>
<td>88</td>
<td>49</td>
<td>46</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>182</td>
<td>167</td>
<td>165</td>
</tr>
<tr>
<td><strong>Law:</strong> #</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JD</td>
<td>621</td>
<td>659</td>
<td>687</td>
<td>701</td>
</tr>
<tr>
<td>LLM</td>
<td>24</td>
<td>24</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>645</td>
<td>683</td>
<td>705</td>
<td>723</td>
</tr>
<tr>
<td>Subtotal:</td>
<td>6193</td>
<td>6446</td>
<td>6778</td>
<td>7008</td>
</tr>
<tr>
<td><strong>Professional Studies:</strong> ***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>689</td>
<td>582</td>
<td>590</td>
<td>494</td>
</tr>
<tr>
<td>Graduate</td>
<td>502</td>
<td>483</td>
<td>495</td>
<td>325</td>
</tr>
<tr>
<td>Total</td>
<td>1191</td>
<td>1065</td>
<td>1085</td>
<td>819</td>
</tr>
<tr>
<td>Grand Total:</td>
<td>7384</td>
<td>7511</td>
<td>7863</td>
<td>7827</td>
</tr>
</tbody>
</table>

*For Fall 2006, the BFA/JDP total is 20.
** For Fall 2006, 27 non-matriculated IIEP 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

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

The above numbers represent total, not unique, contacts with students. For example, if a student visited Career Services 5 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.
Drop Ins

Number of drop ins

Month/year

June '05  August '05  October '05  December '05  February '06  April '06
Interview Skills
Appointments and Drop-Ins

# of appointments and drop-ins

month/year

June '05  July '05  August '05  September '05  October '05  November '05  December '05  January '06  February '06  March '06  April '06  May '06
MBTI Appointments and Drop-Ins

number of appts. And drop-ins

month/year

June '05, July '05, August '05, September '05, October '05, November '05, December '05, January '06, February '06, March '06, April '06, May '06
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.
   6 Career Services Center Web Site
   1 Career Services Staff
   1 USF Connect Web Site
   0 Other ______________________________________________________________________________________

6. Please rate the Expo overall:
   8 Outstanding
   4 Above Average
   2 Average
   0 Below Average
   0 Poor

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

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

<table>
<thead>
<tr>
<th>Program Management</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication between Offices</td>
<td>1 (0)</td>
<td>2 (1)</td>
<td>3 (7)</td>
<td>4 (15)</td>
<td>5 (20)</td>
<td></td>
</tr>
<tr>
<td>Parking Facilities</td>
<td>1 (0)</td>
<td>2 (2)</td>
<td>3 (10)</td>
<td>4 (9)</td>
<td>5 (15)</td>
<td></td>
</tr>
<tr>
<td>Reception/Assistance</td>
<td>1 (0)</td>
<td>2 (1)</td>
<td>3 (10)</td>
<td>4 (17)</td>
<td>5 (23)</td>
<td></td>
</tr>
<tr>
<td>Location Set-up</td>
<td>1 (2)</td>
<td>2 (2)</td>
<td>3 (5)</td>
<td>4 (18)</td>
<td>5 (19)</td>
<td></td>
</tr>
</tbody>
</table>

#### Evaluation of USF Students

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Presentation</td>
<td>1 (0)</td>
<td>2 (2)</td>
<td>3 (15)</td>
<td>4 (16)</td>
<td>5 (8)</td>
<td></td>
</tr>
<tr>
<td>Asked Appropriate Questions</td>
<td>1 (0)</td>
<td>2 (4)</td>
<td>3 (15)</td>
<td>4 (18)</td>
<td>5 (8)</td>
<td></td>
</tr>
<tr>
<td>Student Traffic</td>
<td>1 (4)</td>
<td>2 (8)</td>
<td>3 (20)</td>
<td>4 (7)</td>
<td>5 (3)</td>
<td></td>
</tr>
<tr>
<td>What is your overall rating of the</td>
<td>1 (1)</td>
<td>2 (0)</td>
<td>3 (18)</td>
<td>4 (16)</td>
<td>5 (8)</td>
<td></td>
</tr>
<tr>
<td>Non-Profit Expo?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

### About Your Organization

1. Please describe your hiring, internship and volunteer goals this year.
   - 8 Less than previous
   - 15 Same as previous
   - 30 More than previous

2. 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
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 the 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  Date: 06-20-2006
Copy of instrument attached: ☐ Yes
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 hid/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 internship 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
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 wanting 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 filed 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 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.
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 ______ 111111111
- 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.
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 26 = 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 58 = 24%  Above Average 106 = 44%  Average 70 = 29%  Below Average 4 = 2%  Poor 0 = 0%

7. In the future, what day are you most available to attend a Career & Internship Fair?
   Monday 23 = 10%  Tuesday 11 = 5%  Wednesday 15 = 6%  Thursday 22 = 9%  Friday 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 20 = 8%  Sophomore 37 = 15%  Junior 53 = 22%  Senior 73 = 31%  Masters 39 = 16%  Other Grad 3 = 1%  Alumni 11 = 5%

9. When did you register with MonsterTRAK?
   Today 6 = 3%  Within last 6 mos. 74 = 31%  More than 6 mos. Ago 72 = 30%  Have not registered at all 81 = 34%

10/31/2006
10. What did you learn today about yourself and/or the working world?

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

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”
<table>
<thead>
<tr>
<th>Organization</th>
<th>On-Campus Interview</th>
<th>OCI Resume Drop</th>
<th>JIT-Resume Referral</th>
<th>Information Session</th>
<th>Information Table</th>
<th>Career &amp; Internship Fair</th>
<th>Non-Profit Expo</th>
<th>Panels</th>
<th>Meet The Firms</th>
<th>The Marketplace</th>
<th>Mock Interviews</th>
<th>Total Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Home Away From Homelessness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Abercrombie &amp; Fitch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Abbvie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Acron Biomedical Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Actuate Corporation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Advice Company</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Affinio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. AILAC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Alaghi National Insurance Company</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Allegheny Health Burn Foundation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Alliance Pro Catholic Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. American Express Financial Advisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. American General Financial Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. American Red Cross</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Ameriprise Financial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Apex Systems, Inc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Arab Cultural &amp; Community Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Aramark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Armando McKenna LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Ashton Partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Back On Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Bay Area STAR (Society for TV, Advertising and Radio)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. BIS Insurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Booz Allen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Bon Appetit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Boys and Girls Club San Francisco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Brogan &amp; Co, LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Bridgepoint Foundation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Burr, Pilger &amp; Mayer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Burt Children's Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Califonia Community Colleges, Regency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. California Franchise Tax Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. California Public Library Commission</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. California Savings Bank FBOP Corporation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. California State Auditor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Cannell Capital LLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. DAS System Inc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. General Car Rental Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Capital City Hospitalist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Central Intelligence Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Child Assault Prevention Training Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Child Family Health International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Chinatown Beacon Center (CBC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Cinthetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Detroit Windsor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. College Finals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Community Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Community Bridges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Conduit Language Specialists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Conduit Career Counseling Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>On-Campus Interview</td>
<td>OCI Resume Drop</td>
<td>JIT-Resume Referral</td>
<td>Information Session</td>
<td>Information Table</td>
<td>Career &amp; Internship Fair</td>
<td>Non-Profit Expo</td>
<td>Panels</td>
<td>Meet The Firms</td>
<td>The Marketplace</td>
<td>Mock Interviews</td>
<td>Total Activity</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>-------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>51 Coro Northern California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 Cooley Careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53 Delhi City Youth Health Center/Project F.I.A.V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54 Denver Zoo &amp; Botanic Gardens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 Defensor &amp; Touches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56 Department of Defense/Office of Inspector General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57 Digital Impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 Disney Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59 Diversified Financial Concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 Drug Enforcement Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 Edwards School for Children and Families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62 Elsevier &amp; Elsevier, LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 EMC Children &amp; Family Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64 Emo Enterprises, Inc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 Enterprise Rent-A-Car</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 Equus Corp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67 Ernst &amp; Young LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68 Ernstfunds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69 Estée Lauder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 Eyak Preservation Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 Fair Trade Corp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72 Family Violence Law Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73 Federal Bureau of Investigation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74 Federal Deposit Insurance Corp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75 Ferguson Enterprises Inc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76 FENR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77 First Albany Capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78 First Investors Corporation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79 Fisher Investments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 House &amp; Teller Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81 Foundation for Sustainable Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>82 Four Seasons Resort-Hotel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83 Frank Rimerman &amp; Co LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>84 Fraser Capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85 Friends of the Union Pacific</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86 Galleria de la Casa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87 Genentech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>88 General Services Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89 Global NP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 Good Samaritan Family Resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91 Goodwill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92 Grant Thornton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93 Grassroots Campaigns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>94 Greenpeace USA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95 GTBank, Inc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96 Habitat for Humanity San Francisco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 Hands on Bay Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98 Hedge Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99 Hillenbrand Cares</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 St. Ignatius School of San Francisco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>On-Campus Interview</td>
<td>OCI Resume Drop</td>
<td>JIR-Resume Referral</td>
<td>Information Session</td>
<td>Information Table</td>
<td>Career &amp; Internship Fair</td>
<td>Non-Profit Expo</td>
<td>Meet The Firms</td>
<td>The Marketplace</td>
<td>Mock Interviews</td>
<td>Total Activity</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Hertz Corp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NCR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PricewaterCoopers LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hood &amp; Strong LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hornblower Cruises and Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hospice by the Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hotelling International USA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nation Consulting Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Inter-City Teaching Corps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Institute for OneWorld Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Institute of International Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Internal Revenue Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>International Institute of the East Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Institute of International Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Investors Bank &amp; Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ITConvergence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>JCPenney Volunteer Corps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>JST Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Jewish Community Center of San Francisco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>JWC/IMENA, Jews indigenous to the Middle East and North Africa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Joseph Sebestian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>JP Morgan Chase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>JUMP Prep After School Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kaiser Permanente</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>KGO TV, United Airlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kiplinger Hotels &amp; Restaurants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>KNBR, KFOG: 107.7 THE BONE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Knowledge Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>KPMG LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kremer &amp; Kriech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>L&amp;J Wireless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LandAmerica Financial Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Larkin Street Youth Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Latham &amp; Watkins, LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lash Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Legal Services for Prisoners with Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Legislative Analyst's Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LG Electronics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lindquist LLP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Little Brothers &amp; Sisters of the Elderly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Lutheran Volunteer Corps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Marietta Foundation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Marin Catholic High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Marriott Hotels Insight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Marriott International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mass Mutual Financial Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Massachusetts Bankers Association</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>McGuire, Peck, Vogel Securities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Page 3
<table>
<thead>
<tr>
<th>Organization</th>
<th>On-Campus Interview</th>
<th>OCI Resume Drop</th>
<th>JIT-Resume Referral</th>
<th>Information Session</th>
<th>Information Table</th>
<th>Career &amp; Internship Fair</th>
<th>Non-Profit Expo</th>
<th>Panels</th>
<th>Meet The Firms</th>
<th>The Marketplace</th>
<th>Mock Interviews</th>
<th>Total Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals of Marin</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electronic Science Center</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>United States AIA</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mercy Volunteer Corps</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Merrill Lynch</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MetLife Financial Services</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Meyer Laboratory, Inc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MissionMinds, Inc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>National Hispanic Center for Latino Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Moscone Center</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mutual of Omaha</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>National Association of Hispanic Professionals</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>National Hispanic Center for Latino Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>National Hispanic Center for Latino Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>National Hispanic Center for Latino Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Northwestern Mutual</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NOVA Group of Japan</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NYC Housing Partnership</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Office of Inspector General US Department of Transportation</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Oxfam.com</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Oxford TEL</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Partnerships for Student Achievement/Forest Grove School District</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Peace Corps</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pearson Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>People &amp; Benefit Languages and Services</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Perry Smith LLP</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pets Are Wonderful Support (PAWS)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pfizer</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PLACE Corps</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Prescott &amp; Associates</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Prudential Financial Services</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Progress Foundation</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Project Connect</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Procter &amp; Gamble</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Public Financial Management</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rapoport Co., Ltd.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Renaissance Parc 55 Hotel</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Robert Half Technology</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rothstein, Kase &amp; Co.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Rosendahl &amp; Co.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ryan &amp; Company</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>San Francisco AIDS Foundation</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>San Francisco Botanical Garden Society</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>San Francisco Child Abuse Prevention Center</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>San Francisco Conversation Corps</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>San Francisco Coast Guard Auxiliary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>San Francisco Food Bank</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Organization</td>
<td>On-Campus Interview</td>
<td>OCI Resume Drop</td>
<td>JIT-Resume Referral</td>
<td>Information Session</td>
<td>Information Table</td>
<td>Career &amp; Internship Fair</td>
<td>Non-Profit Expo</td>
<td>Panels</td>
<td>Meet The Firms</td>
<td>The Marketplace</td>
<td>Mock Interviews</td>
<td>Total Activity</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>--------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>201 San Francisco Municipal Court</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202 San Francisco Parks Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>203 San Francisco Police Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>204 San Francisco Suicide Prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>205 Sanofi-Aventis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206 SCOREI Educational Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>207 Science Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>208 Sokha Health Services Foundation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>209 Seven Hills Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>210 Seven Tepees Youth Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211 Shopping Centers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>212 South of Market Employment Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>215 St. Andrew's Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>214 St. Anthony Foundation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>215 St. Giles International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>216 St. John's Regional Medical Center/St. John's Pleasant Valley Hospital</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>217 St. Paul's Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>218 St. Vincent De Paul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>219 Stanford University Graduate School of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>220 Starwood Hotels and Resorts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>221 State Board of Equalization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>222 State Compensation Insurance Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>223 State Farm Insurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>224 State of California Franchise Tax Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>225 Streetside Stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>226 Target Stores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>227 Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>228 Target Networks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>229 The Chronicle Company</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>230 The Examiner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>231 The Fairmont Hotel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>232 The Gallup Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>233 The Gap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>234 The Ninth Ward</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>235 The Office City</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>236 The Savvy Source</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>237 The Siegfried Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>238 The Sports Club LA - San Francisco</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>239 The Volunteer Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>240 T-Mobile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>241 Thumbtack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>242 Towel/Towels, LLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>243 Triant Consulting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>244 Trinet’s Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>245 U.S. Department of Interior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>246 United TelData</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>247 Union Bank of California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>248 Urban Solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>249 USTA Northern California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250 Vector FPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>On-Campus Interview</td>
<td>OCI Resume Drop</td>
<td>JIT-Resume Referral</td>
<td>Information Session</td>
<td>Information Table</td>
<td>Career &amp; Internship Fair</td>
<td>Non-Profit Expo</td>
<td>Panels</td>
<td>Meet The Firms</td>
<td>The Marketplace</td>
<td>Mock Interviews</td>
<td>Total Activity</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>251</td>
<td>Wells Fargo Bank</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>252</td>
<td>Wells Fargo Financial Acquisitions</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>253</td>
<td>Wells Fargo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>254</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>255</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>256</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>257</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>258</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>259</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>260</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>261</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>262</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>263</td>
<td>Wells Fargo Audit and Security</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Counts By Column:

<table>
<thead>
<tr>
<th>On-Campus Interview</th>
<th>OCI Resume Drop</th>
<th>JIT-Resume Referral</th>
<th>Information Session</th>
<th>Information Table</th>
<th>Career &amp; Internship Fair</th>
<th>Non-Profit Expo</th>
<th>Panels</th>
<th>Meet The Firms</th>
<th>The Marketplace</th>
<th>Mock Interviews</th>
<th>Total Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>93</td>
<td>7</td>
<td>19</td>
<td>18</td>
<td>73</td>
<td>69</td>
<td>5</td>
<td>30</td>
<td>16</td>
<td>16</td>
<td>390</td>
</tr>
</tbody>
</table>

Denotes employer who past participated in recruiting activities
Denotes new employer
Table of Contents:

Alumni Event. ........................................ 1
Co. Information Session .......................... 2-4
Co. Information Table. ............................. 5-6
Community Service. ............................... 7
Employer Outreach. ............................... 8-21
Marketing/Promotion. ............................ 22-27
Meeting. ............................................ 28-40
On-Campus Interviews. ........................... 41-48
Orientation. ....................................... 49-51
Outreach. .......................................... 52-57
Presentations. ..................................... 58-69
Professional Development. ...................... 70-76
Program. .......................................... 77-81
Regional Campus Outreach. ..................... 82
Resume Drop: OCI ................................. 83-89
Resume Referral: Just-in-Time. .................. 90
Statistics Update. .................................. 91-94
USF Service. ....................................... 95-101
Workshop. ......................................... 102-103
Alumni Event

Event: Externship Program Matching-Alumni Committee
       Wednesday, November 16, 2005
       Target Group: Alumni
       Staffed By: Alex
       Participants: 5 alumni + Annette Anton

Alumni Committee matched students with Alumni externship opportunities
Co. Information Session

Event: Hertz
Wednesday, September 14, 2005 Target Group: All Students
0 Students Attended

Staffed By: Julia
Participants: Penny Wong

Event: Alliance for Catholic Education - U. of Notre Dame Info.
Thursday, September 29, 2005 Target Group: All Students
Info. session to promote 2 year teaching/masters program at University of Notre Dame. 0 attendees.

Staffed By: Julia
Participants: Amy Seamon

Event: FBI Information Session
Friday, September 30, 2005 Target Group: All Students
FBI Information Session attracted 9 students to learn about career opportunities at FBI. Recruiter was happy with the turnout.

Staffed By: Julia
Participants: Martin Mijalski

Event: Walgreens Information Session
Thursday, October 6, 2005 Target Group: All Students
Pizza party/info session attracted 10 students to learn more about Walgreens career opportunities.

Staffed By: Julia
Participants: Leo Patane

Event: Recruit Co.
Tuesday, October 11, 2005 Target Group: All Students
7 students attended Information Session re: job opportunities for Japanese international students in Japan.

Staffed By: Julia
Participants: Hiroshi Kumano

Event: Lutheran Volunteer Corps
Tuesday, October 11, 2005 Target Group: All Students
Zero attendance at information session.

Staffed By: Julia
Participants: Rebecca

Event: Wells Fargo Info Session
Thursday, October 13, 2005 Target Group: All Students
0 students attended

Staffed By: Julia
Participants: 

Event: LA Unified School District
Monday, October 24, 2005 Target Group: All Students
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.

Staffed By: Julia
Participants: Connie Jackson & Carol Weiner

Event: Peace Corps
Monday, October 31, 2005 Target Group: All Students
Brown Bag Lunch Information Session held. 9 students attended.

Staffed By: Ellen Julia
Participants: 

Event: 
Wednesday, November 2, 2005 Target Group: All Students
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.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Target Group</th>
<th>Participants</th>
<th>Staffed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesuit Volunteer Corps</td>
<td>Wednesday, November 9, 2005</td>
<td>All Students</td>
<td>Jennifer Arenz</td>
<td>Julia</td>
</tr>
<tr>
<td>Institute of International Education</td>
<td>Thursday, November 10, 2005</td>
<td>All Students</td>
<td></td>
<td>Julia</td>
</tr>
<tr>
<td>Deloitte &amp; Touche</td>
<td>Thursday, February 2, 2006</td>
<td>All Students</td>
<td>Julie Zolfo</td>
<td>Julia</td>
</tr>
<tr>
<td>Protiviti</td>
<td>Friday, February 10, 2006</td>
<td>Business (UG)</td>
<td>Elaine Poucher</td>
<td>Julia</td>
</tr>
<tr>
<td>Protiviti</td>
<td>Wednesday, February 15, 2006</td>
<td>All Students</td>
<td>Elaine Poucher</td>
<td>Julia</td>
</tr>
<tr>
<td>Oxford TEFL</td>
<td>Tuesday, February 28, 2006</td>
<td>All Students</td>
<td>Peter</td>
<td>Julia</td>
</tr>
<tr>
<td>CA Franchise Tax Board</td>
<td>Tuesday, February 28, 2006</td>
<td>All Students</td>
<td>Benny Wong</td>
<td>Julia</td>
</tr>
<tr>
<td>Wells Fargo Info Session</td>
<td>Thursday, March 2, 2006</td>
<td>All Students</td>
<td>Stefanie Smithurum</td>
<td>Julia</td>
</tr>
<tr>
<td>Hertz Corp.</td>
<td>Thursday, March 2, 2006</td>
<td>All Students</td>
<td></td>
<td>Julia</td>
</tr>
<tr>
<td>Northwestern Mutual Network</td>
<td>Thursday, March 2, 2006</td>
<td>All Students</td>
<td></td>
<td>Julia</td>
</tr>
</tbody>
</table>
Event: St. Giles International  
Thursday, March 2, 2006  
Target Group: All Students  
Student attendance: 0  
Staffed By: Julia  
Participants:

Event: Magenta News  
Wednesday, March 8, 2006  
Target Group: All Students  
Info session attracted 6 students.  
Staffed By: Julia  
Participants: Hannah Meiton

Event: MetLife  
Wednesday, May 10, 2006  
Target Group: All Students  
Information session held. 0 students attended. Informed employer about the end of the semester timing and advised posting position on Resume Drop.  
Staffed By: Julia  
Participants: Stephen Koh
### Co. Information Table

<table>
<thead>
<tr>
<th>Event</th>
<th>Target Group</th>
<th>Participants</th>
<th>Staffed By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lutheran Volunteer Corps.</strong>&lt;br&gt;Tuesday, October 11, 2005</td>
<td>All Students</td>
<td>Rebecca</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>Inner-City Teaching Corps</strong>&lt;br&gt;Thursday, October 13, 2005</td>
<td>All Students</td>
<td></td>
<td>Julia</td>
</tr>
<tr>
<td><strong>CA Franchise Tax Board</strong>&lt;br&gt;Thursday, October 20, 2005</td>
<td>Business (UG)</td>
<td>Valerie Saenz</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>LA Unified School District</strong>&lt;br&gt;Monday, October 24, 2005</td>
<td>All Students</td>
<td>Carol Weiner &amp; Connie Jackson</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>ABF Freight System</strong>&lt;br&gt;Tuesday, October 25, 2005</td>
<td>All Students</td>
<td>Marla Scales</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>SF Police Dept.</strong>&lt;br&gt;Tuesday, November 8, 2005</td>
<td>All Students</td>
<td>Officer Mostasisa</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>Jesuit Volunteer Corps.</strong>&lt;br&gt;Tuesday, November 8, 2005</td>
<td>All Students</td>
<td>Jennifer Arrenz</td>
<td>Julia</td>
</tr>
<tr>
<td><strong>Grassroots Campaigns</strong>&lt;br&gt;Tuesday, November 8, 2005</td>
<td>All Students</td>
<td></td>
<td>Julia</td>
</tr>
<tr>
<td><strong>Ovahere.com</strong>&lt;br&gt;Wednesday, January 25, 2006</td>
<td>All Students</td>
<td></td>
<td>Julia</td>
</tr>
<tr>
<td><strong>CA Franchise Tax Board</strong>&lt;br&gt;Tuesday, January 31, 2006</td>
<td>All Students</td>
<td>Valerie Saenz</td>
<td>Julia</td>
</tr>
<tr>
<td>Event</td>
<td>Target Group</td>
<td>Staffed By</td>
<td>Participants</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Greenpeace USA</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>Oxford TEFL</td>
<td>All Students</td>
<td>Julia</td>
<td>Peter</td>
</tr>
<tr>
<td>St. Giles International</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>NYC Teaching Fellows</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>Magenta News</td>
<td>All Students</td>
<td>Julia</td>
<td>Hannah Meiton</td>
</tr>
<tr>
<td>Oxford TEFL</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>The North Face</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>Note: employer never showed up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanford University Graduate School of Business</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>The Onion</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
</tbody>
</table>
Community Service

Event: San Quentin Workshop: Personality Assessment
       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
       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
       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
Event: Leadership Public Schools  
Thursday, June 16, 2005  
Target Group: Greater Community  
Participants: Jennifer Naegele  
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  
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@paedgrow.com

Event: National Legal Sanctuary for Community Advancement  
Friday, June 17, 2005  
Target Group: Greater Community  
Participants: Neela Chakravartula  
Post internship.

Neela Chakravartula  
neelac@gmail.com

Event: Abercrombie and Fitch  
Wednesday, June 22, 2005  
Target Group: Greater Community  
Participants: Brad Peterson  
Employer wants to sign up for October OCL. 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  
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  
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  
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  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Diana Lefavi

Friday, June 24, 2005  
Post internship.

Danielle Culmone, VP Sales  
danielle@sophisproductions.com  
phone: 646.226.5861

**Event:** Trianz  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Thomas Wilson

Thursday, June 30, 2005  
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  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Pauline Lee

Friday, July 1, 2005  
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  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Lisa Griffin

Friday, July 1, 2005  
Post internship.

Lisa Griffin  
lgriffin@dreamworks.com

**Event:** Wells Fargo Bank visit  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Stefanie Smitherum

Tuesday, July 12, 2005  
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  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Leslee Matthews

Wednesday, July 20, 2005  
Met with recruiter regarding Fall schedule of employer activities.

**Event:** Zanne Clark & Company  
**Target Group:** Greater Community  
**Staffed By:** James

Tuesday, August 9, 2005  
Referred by KO Odsather of Hospitality program. Discussed recruiting strategies for their Property Manager needs.
Event: Deloitte & Touche  
Tuesday, August 16, 2005  
Target Group: Greater Community  
Participants: Julia Zolfo  
Mct 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  
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  
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 Quijano  
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  
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@ns.com

Event: Kaiser Permanente  
Tuesday, August 30, 2005  
Target Group: Greater Community  
Participants: William Kwong  
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: Julia  
Signed up 70 non-profit agencies to participate in Non-Profit Expo on 9/28.
Event: Park Hyatt
Thursday, September 1, 2005  Target Group: Greater Community  Participants: Cassandra Mahoney
Staffed By: Julia
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
Tuesday, September 13, 2005  Target Group: Greater Community  Participants: Irene Camarena - Westin St. Francis
Staffed By: Julia
Invited employer to the 11/16 Delta Sig networking event. She wants to attend.

Event: Delta Sigma Pi Marketplace
Thursday, September 15, 2005  Target Group: Greater Community  Participants: Jin Fraser - Fair Isaac Corp.
Staffed By: Julia
Employer interested in coming to 2/24/06 Career Fair and wants to participate in 11/16 Delta Sigma Pi networking event.

Event: Jesuit Volunteer Corps
Tuesday, October 4, 2005  Target Group: Greater Community  Participants: Yvonne Prowse
Staffed By: Julia
Met w/Executive Director of the Southwest Region. Discussed ways to increase student awareness of their volunteer programs.

Event: Delta Sigma Pi Marketplace
Friday, October 7, 2005  Target Group: Greater Community  Participants: Michael Borass - Oracle
Staffed By: Julia
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
Tuesday, October 11, 2005  Target Group: Greater Community  Participants: Annette Coffey - Genentech
Staffed By: Julia
Obtained 1 panelist from Genentech for the Careers in Biology Panel.

Event: Medtronic
Wednesday, October 12, 2005  Target Group: Greater Community  Participants: Rich Fourie
Staffed By: Julia
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
Wednesday, October 12, 2005  Target Group: Greater Community  Participants: Tom Wilson
Staffed By: Julia
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
Thursday, October 13, 2005  Target Group: Greater Community  Participants: Kathy Grogan - Hood & Strong
Staffed By: Julia
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.
Event: Merck
Friday, October 14, 2005  Target Group: Greater Community  Participants: David Cheung
Staffed By: Julia
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
Friday, October 14, 2005  Target Group: Greater Community  Participants: Libby Bittner - CNET
Staffed By: Julia
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
Friday, October 14, 2005  Target Group: Greater Community  Participants: Anu Gill - Wells Fargo Corp.
Staffed By: Julia
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.

Event: Delta Sigma Pi Marketplace
Tuesday, October 18, 2005  Target Group: Greater Community  Participants: Kim Zydel - Daoro Zydel & Holland
Staffed By: Julia
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.

Event: Tiffany & Company
Friday, October 21, 2005  Target Group: Greater Community  Participants: Karen Flaherty
Staffed By: Julia
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
Friday, October 21, 2005  Target Group: Greater Community  Participants: Leslee Matthews - Enterprise
Staffed By: Julia
Invited employer to the 11/16 Delta Sigma Pi networking event and she agreed to attend.

Event: PriceWaterhouse Coopers Luncheon
Wednesday, October 26, 2005  Target Group: Greater Community  Participants: Norma Gomez & Mike Dillon
Staffed By: Julia  Ellen
Attended USF Accounting Faculty & CSC Staff lunch hosted by PriceWaterhouse.

Event: Delta Sigma Pi Marketplace
Wednesday, November 2, 2005  Target Group: Greater Community  Participants: Westin St. Francis Hotel - Irene
Staffed By: Julia
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
Friday, December 2, 2005  Target Group: Greater Community  Participants: Julia
Staffed By: Julia
Mailed out 4149 invitations to employers for 2/24/06 Career Fair.
Event: Ernst and Young
Friday, December 16, 2005
Target Group: Greater Community
Participants: Nicole Felix
Introduces the new USF recruiter for Ernst and Young.

Staffed By: Julia

Event: KGO TV/ABC 7
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.

Staffed By: Julia

Event: Accounting Internships OCI
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

Staffed By: Julia

Event: USF Undergrad Business Plan Competition
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.

Staffed By: Julia

Event: Harry & David
Thursday, December 22, 2005
Target Group: Greater Community
Participants: Kassandra Anderson
Sent USF employer services information to recruiter met at the MPACE conference.

Staffed By: Julia

Event: LA Unified School District
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.

Staffed By: Julia

Event: 18th Career & Internship Fair 2006
Monday, January 9, 2006
Target Group: Greater Community
Participants:
Sent 1871 email invitation reminders to employers regarding registration to Career Fair.

Staffed By: Julia

Event: Hewlett Packard
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 website. Add to the mailing list.

Staffed By: Julia

Event: 18th Career & Internship Fair 2006
Wednesday, January 11, 2006
Target Group: Greater Community
Participants:
Emailed 55 employers who attended the MPACE conference and informed them of the Career Fair.

Staffed By: Julia
Event: **LandAmerica Financial Group**  
Wednesday, January 11, 2006  
Target Group: Greater Community  
Participated: 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**  
Friday, January 20, 2006  
Target Group: Greater Community  
Participated: Joe Curran  
Agreed to participate in 3/23 Hospitality Mock Interviews.

Event: **Park Hyatt**  
Friday, January 20, 2006  
Target Group: Greater Community  
Participated: Tony Eichers  
Agreed to participate in 3/23 Hospitality Mock Interviews.

Event: **Trianz Consulting**  
Monday, January 23, 2006  
Target Group: USF Community  
Participated: 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**  
Monday, January 23, 2006  
Target Group: Greater Community  
Participated: Lisa McEuen  
Agreed to participate in 3/8 Hospitality Mock Interviews.

Event: **Ferguson Enterprises**  
Tuesday, January 24, 2006  
Target Group: Greater Community  
Participated: Divya Patel  
Met with the Regional Recruiter, Divya Patel, regarding on-campus recruiting, Career Fair, and mock interviews.

Event: **Federal Reserve Bank Open House**  
Wednesday, January 25, 2006  
Target Group: Greater Community  
Participated: Brenda Hodges  
Attended open house to meet hiring managers for all depts.

Event: **National Semiconductor Info Day**  
Friday, February 3, 2006  
Target Group: Greater Community  
Participated:  
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.**  
Friday, February 10, 2006  
Target Group: Greater Community  
Participated: Anita Singh  
Emailed Employer Services Info.

Event: **Banana Republic Finance Dept.**  
Friday, February 10, 2006  
Target Group: Greater Community  
Participated: Jason Plater  
Emailed employer services info.

Event: **Safeway**  
Friday, February 10, 2006  
Target Group: Greater Community  
Participated: Tatiana Mirzaian  
Emailed employer services info.
18th Career & Internship Fair 2006  
Friday, February 10, 2006  
Target Group: USF Community  
Participants:  
Staffed By: Julia  
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  
Tuesday, February 14, 2006  
Target Group: Greater Community  
Participants: Megan Leahy  
Staffed By: Julia  
Received flyer to post for upcoming recruiting open houses.

Event: Radio Shack  
Friday, February 17, 2006  
Target Group: Greater Community  
Participants:  
Staffed By: Julia  
Employer asked to register for Career Fair. Advised we were completely full and past the deadline.

Event: U.S. Air Force  
Friday, February 17, 2006  
Target Group: Greater Community  
Participants:  
Staffed By: Julia  
Recruiter wanted to register for Career Fair. Advised we were completely full and past the deadline.

Event: 18th Career & Internship Fair 2006  
Tuesday, February 21, 2006  
Target Group: Greater Community  
Participants:  
Staffed By: Julia  
Secured 12 alums and employers to participate in Meet The Experts rotating panel at Career Fair.

Event: Mock Interviews  
Friday, March 3, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Sent invitations to 2 employers to participate in Mock Interviews.

Event: Mock Interviews  
Friday, March 3, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Invited HR Manager from Pearson Education to participate in our mock interviews.

Event: Mock Interviews  
Thursday, March 9, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Sent 7 invitations to employers to participate in mock interviews.

Event: Liberal Arts Panel  
Friday, March 10, 2006  
Target Group: Liberal Arts  
Participants: Tom Wilson  
Staffed By: Julia  
Invited the HR Director at Trianz to participate in our 3/29 Liberal Arts Panel. He agreed to do it.

Event: Liberal Arts Panel  
Friday, March 10, 2006  
Target Group: Liberal Arts  
Participants: Kelly Rippolone  
Staffed By: Julia  
Invited HR Manager at Pearson Education to participate in our Liberal Arts Panel. She agreed to do it.

Event: Bow-K  
Monday, March 13, 2006  
Target Group: All Students  
 Participants: Hal Souza  
Staffed By: Julia  
Concession stand owner seeking student for part-time job. He will fax job description to Career Center for posting.
Event: Mock Interviews
Tuesday, March 14, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants:

Sent 8 invitations to employers to participate in mock interviews.

Event: Disney College Program Presentation
Wednesday, March 15, 2006  
Target Group: All Students  
Staffed By: Julia  
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
Thursday, March 16, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants:

Sent invitations to 11 employers to participate in mock interviews.

Event: LA COUNTY DEPT OF AUDITOR-CONTROLLER
Wednesday, March 22, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
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
Wednesday, March 22, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Jennifer Chiang

Received job posting for GMAT tutors to post at Career Center.

Event: Lunch w Hyatt Hotels Mock Interviewer
Thursday, March 23, 2006  
Target Group: Greater Community  
Staffed By: Alex  
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
Thursday, March 23, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
Participants:

Attended the AMA Career & Internship Fair. 19 companies attended. At least 50 USF students attended.

Event: H & M
Friday, March 24, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Stacy Gonzalez

Event: Lunch with Enterprise Rent A Car Rep
Tuesday, March 28, 2006  
Target Group: Greater Community  
Staffed By: Alex  
Participants: Leslie Matthews

Had lunch with Leslie Matthews of Enterprise while she was on campus conducting mock interviews.

Event: GameTek International
Thursday, April 6, 2006  
Target Group: Greater Community  
Staffed By: Julia  
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**  
*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**  
*Thursday, April 6, 2006*  
**Target Group:** Greater Community  
**Participants:**  
Staffed By: Julia  
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**  
*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**  
*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**  
*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**  
*Wednesday, April 12, 2006*  
**Target Group:** Greater Community  
**Participants:** Debi Nguyen  
Discussed posting jobs and Resume Drop with employer seeking Accounting and Finance grad.

**Event: Citigroup**  
*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**  
*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**  
*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.
Event: Tacoma School District
Thursday, April 20, 2006
Target Group: Greater Community
Participants: Joe Ruiz
Staffed By: Julia
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
Thursday, April 20, 2006
Target Group: Greater Community
Participants: Keith Britton
Staffed By: Julia
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
Tuesday, April 25, 2006
Target Group: Greater Community
Participants:
Staffed By: Julia
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
Wednesday, April 26, 2006
Target Group: Greater Community
Participants: Arnoldo Santiago
Staffed By: Julia
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
Wednesday, April 26, 2006
Target Group: Greater Community
Participants: Kai-Wen Cheng
Staffed By: Julia
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
Thursday, April 27, 2006
Target Group: Greater Community
Participants:
Staffed By: Julia
Emailed End-of-Semester Resume Drop invitation to 1465 companies.

Event: Asian Diversity Career Expo
Monday, May 1, 2006
Target Group: Greater Community
Participants:
Staffed By: Julia
Attended Asian Diversity Career Expo in Santa Clara to meet new employers. Made contact with 15 companies.

Event: Asian Diversity Career Fair
Monday, May 1, 2006
Target Group: Greater Community
Participants:
Staffed By: Julia
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
Monday, May 1, 2006
Target Group: Greater Community
Participating Staff: 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
Tuesday, May 2, 2006
Target Group: Greater Community
Participating Staff: Nelson Toriano
Employer inquired about how to recruit students.

Event: End-of-Semester Resume Drop
Thursday, May 4, 2006
Target Group: Greater Community
Participating Staff: Julia
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
Thursday, May 4, 2006
Target Group: Greater Community
Participating Staff: Ginger
Answered questions about next Career Fair.

Event: Jewish Community Center
Thursday, May 4, 2006
Target Group: Greater Community
Participating Staff: Alice Galoob
Answered questions about Resume Drop, posting internships and volunteer positions.

Event: Interlink Group
Friday, May 5, 2006
Target Group: Greater Community
Participating Staff: 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.
Tuesday, May 9, 2006
Target Group: Greater Community
Participating Staff: 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
Tuesday, May 9, 2006
Target Group: Greater Community
Participating Staff: Margarita Jakobson
Employer is hosting a Career Expo on 5/23 at their offices. Agreed to post their information flyers at Career Center.

Event: The Savvy Source
Wednesday, May 10, 2006
Target Group: Greater Community
Participating Staff: Stacey Boyd
Talked to employer about Electronic Resume Drop, Internship Exchange and other methods of promoting her summer internship.

Event: Onyx CPI
Thursday, May 11, 2006
Target Group: Greater Community
Participating Staff: Sara Stahl
Add employer to mailing list for Career Fair and other recruiting events.
Event: Northwest Airlines  
Friday, May 12, 2006  
Target Group: Greater Community  
Participants: Mary Randa  
Staffed By: Julia

Employer has part-time customer service rep and baggage handler jobs at SFO to be posted.
Marketing/Promotion

Event: Spring 2005 Resume Drop Promotion
Wednesday, June 1, 2005
Target Group: Alumni
Staffed By: Julia
Participants:
Email promoting Spring 2005’s Resume Drop to graduating seniors and alums (05/1990-05/2005).

Event: CSC language update for Fogcutter
Thursday, June 2, 2005
Target Group: USF Community
Staffed By: Ali
Participants:

Event: CSC Survey (2nd Email)
Monday, June 6, 2005
Target Group: All Students
Staffed By: Ellen, Ali
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
Friday, June 10, 2005
Target Group:
Staffed By: Ali
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)
Friday, June 10, 2005
Target Group: All Students
Staffed By: Ellen, Ali
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
Monday, June 13, 2005
Target Group: Greater Community
Staffed By: Julia
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
Monday, June 20, 2005
Target Group: All Students
Staffed By: Ali
Participants: 292 survey respondents
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
Thursday, June 23, 2005
Target Group: Greater Community
Staffed By: Julia
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
Wednesday, June 29, 2005
Target Group: Greater Community
Staffed By: Julia
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
Thursday, June 30, 2005
Target Group: Greater Community
Staffed By: Julia
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.
### Employer Services Brochure
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.

### Non-Profit Expo 2005
Monday, July 11, 2005  
Target Group: Greater Community  
Participants:  
1000 invitation mailers printed and delivered for assembly and mailing.

### Employer Services Brochure 2005
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.

### Employer Brochure 2005
Friday, July 15, 2005  
Target Group: Greater Community  
Participants:  
Went to Media Relations and Web Services to review and select potential photos for brochure.

### Employer Brochure 2005
Monday, July 18, 2005  
Target Group: Greater Community  
Participants:  
Scanned possible photos for use on the brochure.

### Employer Brochure 2005
Monday, July 18, 2005  
Target Group: Greater Community  
Participants:  
Reviewed and revised copy for Employer Brochure.

### Non-Profit Expo 2005
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.

### Non-Profit Expo 2005
Thursday, July 21, 2005  
Target Group: Greater Community  
Participants:  
Mailed out 1000 invitations to nonprofits.

### Employer Brochure 2005
Thursday, July 21, 2005  
Target Group: Greater Community  
Participants:  
Approved design modifications to print the Employer Brochure.

### Employer Brochure 2005
Thursday, July 21, 2005  
Target Group: Greater Community  
Participants:  
Took student/employer photos for insertion in the Employer Brochure.

### Employer Services Brochure 2005
Tuesday, August 16, 2005  
Target Group: Greater Community  
Participants:  
Mailed out 3500 Employer Services Brochures to the MonsterTRAK Jobs Admin database.
Event: **Non-Profit Expo 2005**  
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**  
Wednesday, August 24, 2005  
Target Group: Greater Community  
Participants:  
Mailed 500 Employer Services Brochures to employers in our InterviewTRAK database.

Event: **Marketing Campaign-CAREER**  
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**  
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**  
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**  
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**  
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**  
Tuesday, October 11, 2005  
Target Group: All Students  
Participants: 1 staff  
Marketed CSC externship program.

Event: **Tri Beta Careers in Biology**  
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
Event: **Externship Tabling**  
Wednesday, October 19, 2005  
Target Group: All Students  
Staffed By: Ellen  
Participants:  
Staffed table in front of Market Cafe to promote Externship program.

Event: **Delta Sigma Pi Marketplace**  
Friday, October 21, 2005  
Target Group: Greater Community  
Participants:  
Staffed By: Julia  
Emailed the Delta Sigma Pi Marketplace invitation to 12 companies whom I had previously discussed this event. 
Daoro Zydell & Holland 
Hood & Strong 
Fair Isaac 
Techtronic 
Wells Fargo Bank 
Wells Fargo Corp. 
Oracle 
CNET 
Westin St. Francis Hotel 
Hertz Corp.

Event: **CSC Weekly Newsletter**  
Monday, October 24, 2005  
Target Group: USF Community  
Participants:  
Staffed By: Alex  
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Major/Minor Fair**  
Tuesday, October 25, 2005  
Target Group: All Students  
Participants:  
Staffed By: Alex  
Staffed CSC table with information regarding careers for different majors

Event: **CSC Halloween Party**  
Thursday, October 27, 2005  
Target Group: All Students  
Participants:  
Staffed By: Alex  
Julia  
Citas 
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**  
Wednesday, November 2, 2005  
Target Group: All Students  
Participants:  
Staffed By: Julia  
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**  
Monday, November 7, 2005  
Target Group: USF Community  
Participants:  
Staffed By: Alex  
Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community

Event: **Delta Sigma Pi Marketplace**  
Wednesday, November 9, 2005  
Target Group: All Students  
Participants:  
Staffed By: Julia  
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.
Event: **Marketing Campaign-Attack of Wet Feet**  
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**  
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**  
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**  
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**  
Thursday, February 9, 2006  
**Target Group:** All Students  
**Participants:**  
Career Fair flyer designed.

---

Event: **Accounting Internship OCI**  
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**  
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**  
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**  
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**  
Friday, February 17, 2006  
**Target Group:** All Students  
**Participants:**  
Procured over 30 raffle prizes from employers and alums for Career Fair giveaways.
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSC Weekly Newsletter</strong>&lt;br&gt;February 21, 2006</td>
<td>Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community</td>
</tr>
<tr>
<td><strong>Marketing Campaign-Which Way Will You Go?</strong>&lt;br&gt;March 1, 2006</td>
<td>Oversaw marketing campaign to promote Spring CSC Events including Careers Outside The Box, AMA/CSC Corporate Social Responsibility, College To Career.</td>
</tr>
<tr>
<td><strong>CSC Weekly Newsletter</strong>&lt;br&gt;March 6, 2006</td>
<td>Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community</td>
</tr>
<tr>
<td><strong>CSC Weekly Newsletter</strong>&lt;br&gt;March 27, 2006</td>
<td>Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community</td>
</tr>
<tr>
<td><strong>Health Fair-CSC Table</strong>&lt;br&gt;April 6, 2006</td>
<td>Promoted CSC at Information Table at Health Fair.</td>
</tr>
<tr>
<td><strong>CSC Weekly Newsletter</strong>&lt;br&gt;April 10, 2006</td>
<td>Oversaw creation and print/email/online distribution of bi-weekly publication to promote career planning to the university community</td>
</tr>
<tr>
<td><strong>Robert Half Technology</strong>&lt;br&gt;April 17, 2006</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Marketing Campaign-Graduation CAREER</strong>&lt;br&gt;April 26, 2006</td>
<td>Oversaw marketing campaign rehashing CAREER theme from beginning of academic year, now targeting graduating seniors with a congratulations message and reminders of our services.</td>
</tr>
<tr>
<td><strong>Marketing Campaign-Success Stories</strong>&lt;br&gt;April 26, 2006</td>
<td>Oversaw marketing campaign to highlight students who used CSC during 05-06 year and had positive results-4 different examples utilized.</td>
</tr>
<tr>
<td><strong>J. Crew Fashion Event: Dress for Success</strong>&lt;br&gt;April 27, 2006</td>
<td>Attended event. 9 USF students attended.</td>
</tr>
</tbody>
</table>
### 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:** Alex, Ellen, Ali  
**Staffed By:**

**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.  
**Target Group:** Vendor  
**Participants:** All Staff  
**Outcomes:** Learned distinguishing features of their product and how it differs from Vault.com.

**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  
Target Group: Business (UG)  
Participants:  
Staffed By: Alex  
1 Associate Dean of Business School  
Spent an hour w Dean Muscat discussing potential relationships and synergys between the School of Business and CSC.

Event: Meeting with UCB & Stanford Colleagues  
Thursday, July 21, 2005  
Target Group: Greater Community  
Participants:  
Staffed By: Ellen  
Met with career counselors from UCB & Stanford to share best practices regarding career counseling, intern hiring, and alumni policies.

Event: Residence Hall Meeting  
Thursday, July 28, 2005  
Target Group: Staff  
Participants:  
Staffed By: Julia  
Met with all the Residence Hall directors to introduce myself and CSC.

Event: San Francisco State University  
Thursday, July 28, 2005  
Target Group: Greater Community  
Participants: Jim Wong  
Visited SF State career center and met with staff members to learn about their employer services.

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  
Target Group: Greater Community  
Participants: Rae Ann Ianniello  
Visited career center and met with staff members to learn about their employer services.

Event: Meeting w Sherise Kimura-Library  
Thursday, August 4, 2005  
Target Group: Staff  
Participants: Librarian  
Staffed By: Alex  
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.

Event: Santa Clara University  
Thursday, August 4, 2005  
Target Group: Greater Community  
Participants: Susan Rockwell  
Staffed By: Julia  
Visited career center and met with staff members to learn about their employer services.
Event: Stanford University
Thursday, August 4, 2005
Target Group: Greater Community
Participants: Bev Principal
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: 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: Julia
Planning meeting

Event: MonsterTrak Training
Thursday, August 11, 2005
Target Group: Staff
Participants: 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: Julia
Planning meeting

Event: University Convocation
Monday, August 22, 2005
Target Group: USF Community
Participants: Julia
Attended USF convocation

Event: Non-Profit Expo 2005
Friday, August 26, 2005
Target Group: USF Community
Participants: Julia
Planning meeting

Event: Delta Sigma Pi
Monday, August 29, 2005
Target Group: Student Club
Participants: Tuan Phan and Oscar Chavez
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: 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: All Staff
Career Services Center Appendix A (Annual Report 05-06) continued

Event: University Life Convocation
       Wednesday, September 7, 2005  Target Group: Staff
Met with U.L. division to discuss past accomplishments and goals for new semester.
Location: L.M. 148

Event: "Katrina/NOLA" Response Meeting
       Wednesday, September 7, 2005  Target Group: Staff
Discussion of ideas and strategies to organize and centralize efforts for NOLA students at USF and general response/actions by students.

Event: UL Convocation
       Wednesday, September 7, 2005  Target Group: Staff
Attended University Life convocation.

Event: MonsterTRAK Conference Call
       Thursday, September 8, 2005  Target Group: Employer
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
       Thursday, September 8, 2005  Target Group: USF Community
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
       Tuesday, September 13, 2005  Target Group: Staff
Met with Simon Hara of MCSS to strategize invited staff participants.

Event: Meeting with School of Education
       Thursday, September 15, 2005  Target Group: Education
Met with Associate Dean Caryl Hodges and Mourwafac 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
       Monday, September 19, 2005  Target Group: Staff
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.
Event: **19th Annotation Kickoff**  
Thursday, September 22, 2005  
Target Group: USF Community  
Met with all of the participants of the 19th Annotation of the Spiritual Exercises of St. Ignatius, both directees and directors.  
Location: Loyola House

Event: **Meeting with Event Scheduling**  
Friday, September 23, 2005  
Target Group: Staff  
Met with Jennifer & Joe from Event Scheduling to discuss needs for Non-Profit Expo and Grad Fair.

Event: **Student Development Team Meeting**  
Monday, September 26, 2005  
Target Group: Staff  

Event: **Holy Names University**  
Friday, September 30, 2005  
Target Group: Greater Community  
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**  
Monday, October 3, 2005  
Target Group: Staff  
Met with staff from Arts & Science & Business to plan for Major Minor Fair.

Event: **MonsterTrak/CFM Conference Call**  
Monday, October 3, 2005  
Target Group: Staff  
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**  
Tuesday, October 4, 2005  
Target Group: Graduate Rep  
Met with Matt Smith from Georgetown School of Graduate Nursing to discuss programs offered.

Event: **Nursing Students Association Mtg.**  
Wednesday, October 5, 2005  
Target Group: Student Club  
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**  
Tuesday, October 11, 2005  
Target Group: Faculty  
Met with Patrick to discuss Peace Corps brown bag information meeting on 10/31/2005.

Event: **Undergrad Business Plan Competition**  
Tuesday, October 11, 2005  
Target Group: Business (UG)  
Met with Professor Bonthron to discuss possibility of helping him gather funders/sponsors for Spring Undergrad Business Plan Competition.
Meeting with Noren Lopez  
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  
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  
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  
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  
Tuesday, December 13, 2005  
**Target Group:** Staff  
**Participants:**  
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  
Tuesday, December 13, 2005  
**Target Group:** Staff  
**Participants:**  
All-day planning retreat.

**Event:** CSC Planning Days  
Wednesday, December 14, 2005  
**Target Group:** Staff  
**Participants:**  
Held mid-semester planning day 2 on campus.  
Learning Outcomes: De-briefed fall semester, made plans for Spring semester.

**Event:** CSC Survey Review  
Thursday, December 15, 2005  
**Target Group:**  
**Participants:**  
Staffed By: Alex  
Ellen  
Julia  
Location: UC 300  
Learning Outcomes: Gained a greater understanding of breath and depth of survey.

**Event:** Meeting with Susan Prion  
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.

**Event:** Staffed By: Alex  
Ellen  
Julia

**Event:** Staffed By: Ali

**Event:** Staffed By: Ellen

**Event:** Staffed By: James  
Ellen

**Event:** Staffed By: Julia  
Ali

**Event:** Staffed By: Ali, Ellen, Julia, Alex, James, Citas

**Event:** Staffed By: All Staff

**Event:** Staffed By: All Staff

**Event:** Staffed By: All Staff

**Event:** Staffed By: Susan Prion

**Event:** Staffed By: All Staff
<table>
<thead>
<tr>
<th>Event:</th>
<th>Meeting with Dina Gardner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Thursday, December 15, 2005</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Staff</td>
</tr>
<tr>
<td>Location:</td>
<td>University Ministry</td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Learned about my role and responsibilities for the upcoming retreat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>Disability Awareness Week Committee meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Thursday, January 5, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>USF Community</td>
</tr>
<tr>
<td>Met with Sara to discuss upcoming PASS initiative for students on probation.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Concluded that CSC's role would be best doing a self assessment workshop for this target audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>Meeting with Sara Solloway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Wednesday, January 11, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Staff</td>
</tr>
<tr>
<td>Met with Sara to discuss upcoming PASS initiative for students on probation.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Concluded that CSC's role would be best doing a self assessment workshop for this target audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>UL's Student Development Team Planning Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Wednesday, January 11, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Staff</td>
</tr>
<tr>
<td>Met with Joanne Parrilli to discuss our joint presentation during the Ignatian Silent Retreat to be held in February.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Discussed what we each wanted to present and how best to format our talk.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>CAEE Conference Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Friday, January 13, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Professional</td>
</tr>
<tr>
<td>Participated in CAEE Conference call to finalize plans for upcoming Mini-Conference and Board Meeting.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Reviewed logistics and made assignments for day of event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>UL Leadership Team Retreat- Long Term PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Thursday, January 26, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>UL Leadership Team Retreat- Long Term PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Friday, January 27, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event:</th>
<th>Meeting with American Marketing Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Monday, January 30, 2006</td>
</tr>
<tr>
<td>Target Group:</td>
<td>Student Club</td>
</tr>
<tr>
<td>Met to discuss potential collaboration on Corporate Social Responsibility Panel</td>
<td></td>
</tr>
<tr>
<td>Meeting occurred due to request from AMA</td>
<td></td>
</tr>
</tbody>
</table>
Event: Ignatian Retreat Planning Meeting
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
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
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
Wednesday, February 8, 2006  Target Group: Faculty
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
Monday, February 13, 2006  Target Group: Staff  Participants: Gaby
Met w/Gaby to discuss parking needs for Career Fair.

Event: Student Resource Team Meeting
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
Wednesday, February 15, 2006  Target Group: Faculty
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
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
Event: **CSC Student Assistant Training**  
Friday, February 17, 2006  
Target Group: Staff  
Staffed By: All 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**  
Friday, February 17, 2006  
Target Group: All Students  
Staffed By: All Staff  
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**  
Wednesday, February 22, 2006  
Target Group: Faculty  
Staffed By: Ellen  
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**  
Wednesday, February 22, 2006  
Target Group: Staff  
Staffed By: Ellen  
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 Oriol.  
Learning Outcomes: This training focused on the “1 in 4” program and specifically discussed violence prevention on campus.

Event: **18th Career & Internship Fair 2006**  
Wednesday, February 22, 2006  
Target Group: All Students  
Staffed By: Julia  
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**  
Wednesday, February 22, 2006  
Target Group: Student Club  
Staffed By: Julia  
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**  
Monday, February 27, 2006  
Target Group: Staff  
Staffed By: Ellen  
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**  
Tuesday, February 28, 2006  
Target Group: Student Club  
Staffed By: Alex  
Participants: Jared Fliesler  
Meeting with Jared to discuss upcoming AMA/CSC Corporate Social Responsibility Event
Event: Meeting w Simmy Singh-ASUSF  
Tuesday, March 7, 2006  
Target Group: Student Club  
Met with Simmy to discuss upcoming presentation for Undergrad Business students re: different career possibilities

Event: Meeting w Barney Garcia-MVP club  
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  
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  
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  
Thursday, March 9, 2006  
Target Group: Staff  
Participants:
Attended luncheon for McCarthy Center Faculty Student Starring 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  
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  
Friday, March 10, 2006  
Target Group: Staff  
Participants:
Met with Christine Raher, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine’s spiritual journey.

Event: Meeting w Tanya Russell-Counseling Center  
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  
Thursday, March 16, 2006  
Target Group: Staff  
Participants:
Met with Christine Raher, my directee, for this Lenten program.
Learning Outcomes: Learned about Christine’s spiritual journey.
Event: Lent for Busy People Directee Meeting  
Thursday, March 23, 2006  
Target Group: Staff  
Staffed By: Ellen  
Participants:  
Met with Christine Raher, my directee, for this Lenten program.  
Learning Outcomes: Learned about Christine’s spiritual journey.

Event: AMA Meeting  
Wednesday, March 29, 2006  
Target Group: Student Club  
Staffed By: Alex  
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  
Friday, March 31, 2006  
Target Group: Student Club  
Staffed By: Alex  
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  
Friday, March 31, 2006  
Target Group: Staff  
Staffed By: Ellen  
Participants:  
Met with Christine Raher, my directee, for this Lenten program.  
Learning Outcomes: Learned about Christine’s spiritual journey.

Event: Meeting with Joe Crowley  
Monday, April 3, 2006  
Target Group: USF Community  
Staffed By: Ellen  
Participants:  
Met with Joe Crowley, personal financial advisor.  
Learning Outcomes: Learned techniques for budgeting and money management.

Event: Meeting re: Stanford Summer Leadership Pgm  
Tuesday, April 4, 2006  
Target Group: Stanford Recruiters  
Staffed By: Ellen  
Participants: Alex  
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  
Wednesday, April 5, 2006  
Target Group: USF Community  
Staffed By: Alex  
Participants:  
Created training program with Vanessa and learned about different types of aerobic/weight exercise.

Event: Lent for Busy People Directee Meeting  
Thursday, April 6, 2006  
Target Group: Staff  
Staffed By: Ellen  
Participants:  
Met with Christine Raher, 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:  
Participants: 5 CSC student Assts.  
Staffed By: Citas  Ellen  
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  
Participants:  
Staffed By: Julia  
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  
Participants:  
Staffed By: Ellen  
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  
Participants:  
Staffed By: Ellen  
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  
Participants:  
Staffed By: Ellen  Julia  
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  
Participants:  
Staffed By: Ellen  
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  
Participants:  
Staffed By: Alex  
Follow up meeting to discuss exercise and health routines.

Event: President’s Town Hall Meeting  
Tuesday, April 25, 2006  
Target Group: Staff  
Participants:  
Staffed By: All Staff

Event: Institute on Aging  
Thursday, April 27, 2006  
Target Group: All Students  
Participants: Domonic Spaccarotelli  
Met w/the HR Generalist re: recruiting options.
Event: Meeting w Christian Thompson  
Target Group: Liberal Arts  
Staffed By: Alex  
Participants:  
Meeting w Christian Thompson to discuss potential CSC assisted panel on careers in working with the elderly.

Event: Meeting with Melissa Takahashi  
Target Group: Staff  
Staffed By: Ellen James  
Participants:  
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  
Target Group: Business (UG)  
Staffed By: Julia  
Participants: Lou Lucaccini  
Attended Family Business class to critique 4 student presentations on their career development.
On-Campus Interviews

**Event:** Rothstein Kass OCI  
Monday, October 3, 2005  
OCI: 24 students attended.  
**Target Group:** All Students  
**Participants:** Sarah Holland & Nicholas Castoria  
**Staffed By:** Julia

**Event:** Frank, Rimmerman & CO LLP  
Tuesday, October 4, 2005  
OCI: 11 students attended  
**Target Group:** All Students  
**Participants:** Patti Capell  
**Staffed By:** Julia

**Event:** Deloitte  
Tuesday, October 4, 2005  
OCI: 10 students attended  
**Target Group:** All Students  
**Participants:** Julie Zolfo and Delorez Dumas-Aris  
**Staffed By:** Julia

**Event:** Enterprise Rent-A-Car  
Wednesday, October 5, 2005  
OCI: 1 student attended  
**Target Group:** All Students  
**Participants:** Leslee R. Mathews  
**Staffed By:** Julia

**Event:** PricewaterHouse Coopers  
Thursday, October 6, 2005  
OCI: 13 students signed up  
12 attended (medical emergency)  
**Target Group:** All Students  
**Participants:** Danielle, Henry Chavez  
**Staffed By:** Julia

**Event:** Marriott International Western Region  
Friday, October 7, 2005  
OCI: 8 students attended  
**Target Group:** All Students  
**Participants:** Julie Fallon  
**Staffed By:** Julia

**Event:** KPMG LLP  
Monday, October 10, 2005  
OCI: 12 students attended  
**Target Group:** All Students  
**Participants:** Particia Zhang Greeters: Regina Herc  
**Staffed By:** Julia

**Event:** Hood & Strong LLP  
Thursday, October 13, 2005  
OCI: 9 students attended  
**Target Group:** All Students  
**Participants:** Kathy Greg  
**Staffed By:** Julia

**Event:** Grant Thornton LLP  
Friday, October 14, 2005  
OCI: 12 students attended  
**Target Group:** All Students  
**Participants:** Amy Nichelini  
**Staffed By:** Julia

**Event:** Protiviti  
Tuesday, October 18, 2005  
OCI: 13 students participated  
**Target Group:** All Students  
**Participants:**  
**Staffed By:** Julia

**Event:** National Semiconductor  
Wednesday, October 19, 2005  
OCI: 11 students attended  
**Target Group:** All Students  
**Participants:**  
**Staffed By:** Julia
Event: Wealth and Tax Advisory Services  
Thursday, October 20, 2005  | Target Group: All Students  
Interviewed 7 students for jobs. Will have 15 new hires this year. Starting salary $50K.

Event: Burr, Pilger & Mayer LLP  
Monday, October 24, 2005  | Target Group: All Students  
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  
Tuesday, October 25, 2005  | Target Group: All Students  
Interviewed 4 students.

Event: ABF Freight System  
Tuesday, October 25, 2005  | Target Group: All Students  
Employer interviewed the one student who signed up.

Event: Armanino McKenna LLP  
Thursday, October 27, 2005  | Target Group: All Students  
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  
Tuesday, November 1, 2005  | Target Group: All Students  
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  
Tuesday, November 1, 2005  | Target Group: All Students  
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 Zydell & Holland  
Monday, November 7, 2005  | Target Group: All Students  
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  
Tuesday, November 8, 2005  | Target Group: All Students  
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  
Monday, February 13, 2006  | Target Group: Business (UG)  
14 resumes submitted. 8 students signed up. 8 students interviewed.
Event: **Grant Thornton**  
Tuesday, February 14, 2006  
Target Group: Business (UG)  
Participants: Amy Nichelini

Staffed By: Julia

Event: **PriceWaterhouse Coopers**  
Wednesday, February 15, 2006  
Target Group: Business (UG)  
Assurance Intern:  
14 resumes submitted.  
8 sign-ups.  
8 students interviewed.

Staffed By: Julia  
Participants: Eran Linou

Event: **Four Seasons Resort Hualalai**  
Wednesday, February 15, 2006  
Target Group: All Students  
5 sign-ups.  
5 students interviewed.

Staffed By: Julia  
Participants: Suzanne Rynne

Event: **PriceWaterhouse Coopers**  
Wednesday, February 15, 2006  
Target Group: Business (UG)  
Tax Internship:  
5 resumes submitted  
3 sign-ups  
3 students interviewed

Staffed By: Julia  
Participants: Don Pinton

Event: **Frank, Rimmerman + Co.**  
Thursday, February 16, 2006  
Target Group: Business (UG)  
14 resumes submitted.  
11 sign-ups.  
11 students interviewed.

Staffed By: Julia  
Participants: Frank Pasacreta

Event: **KPMG**  
Friday, February 17, 2006  
Target Group: Business (UG)  
16 resumes submitted.  
11 sign-ups.  
11 students interviewed.

Staffed By: Julia  
Participants: Michelle Mananghaya Watson

Event: **Lindquist LLP**  
Wednesday, February 22, 2006  
Target Group: Business (UG)  
5 resumes submitted.  
4 sign-ups.  
3 students interviewed (1 cancellation)

Staffed By: Julia  
Participants: Charlene Bosso

Event: **Deloitte & Touche**  
Thursday, February 23, 2006  
Target Group: Business (UG)  
Audit Services Internship  
20 resumes submitted  
8 sign-ups  
8 students interviewed.

Staffed By: Julia  
Participants: Julie Zolfo
Event: **Deloitte & Touche**  
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**  
Thursday, March 2, 2006  
Target Group: All Students  
Participants: Sally Sampson  
7 sign-ups  
7 students interviewed.

Event: **Protiviti**  
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**  
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**  
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**  
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**  
Tuesday, March 7, 2006  
Target Group: All Students  
Participants: Martin Mijalski  
Position: Honors Intern  
Resumes received: 2  
Candidates interviewed: 1

Event: **Medtronic Sofamore Danek**  
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**  
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.
Event: Enterprise Rent-A-Car  
Wednesday, March 8, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Leslee Matthews

Event: Kaiser Permanente  
Friday, March 10, 2006  
Target Group: Business (UG)  
Business Strategy & Finance Consultant  
Business Strategy & Finance Analyst/BSF Consultant  
Staffed By: Julia  
Participants: Nikki Chow

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)  
Financial Analyst  
Staffed By: Julia  
Participants: Craig Murata

Resumes submitted: 15  
Pre-selects: 9  
Students interviewed: 9

Event: Deloitte & Touche  
Friday, March 24, 2006  
Target Group: Business (UG)  
National Leadership Conference  
Staffed By: Julia  
Participants: Britney Andrews

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.
Event: cip marketing
Tuesday, March 28, 2006
Target Group: All Students
Marketing Associate
Open Sign-up Format
Student sign-ups: 15
Students interviewed: 20
Job offers: 5

Event: California State Auditor
Wednesday, March 29, 2006
Target Group: Business (UG)
Auditor Evaluator
Staffed By: Julia
Participants: Glen Fowler
Resumes submitted: 6
Pre-selects: 5
Students interviewed: 5

Event: LaSalle Bank Corp.
Monday, April 3, 2006
Target Group: Business (UG)
Commercial Banking
Staffed By: Julia
Participants: Christina Konieczka
Resumes submitted: 8
Pre-selects: 6
Students interviewed: 5

Event: Woodbury Financial Services
Thursday, April 13, 2006
Target Group: All Students
Branch Manager Trainee
Staffed By: Julia
Participants: Janice Leung
Resumes submitted: 3
Preselects: 3

Due to low turnout, employer will contact students directly and bring candidates to their office.

Event: Woodbury Financial Services
Thursday, April 13, 2006
Target Group: All Students
Account Executive
Staffed By: Julia
Participants: Janice Leung
Resumes submitted: 4
Preselects: 4

Due to low turnout, employer will contact students directly and invite candidates to interview at their office.
Event: **L2 Wireless**  
Tuesday, April 18, 2006  
Account Manager/Corp. Sales  
Target Group: All Students  
Participants: Brian Dresser  
Staffed By: Julia  
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  
Summer Leadership Program  
Target Group: Business (UG)  
Participants: Lysha Trejo  
Staffed By: Julia  
Resumes submitted: 3  
Pre-selects: 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  
Pharmaceutical Sales Rep.  
Target Group: All Students  
Participants: Pat Haley  
Staffed By: Julia  
Open interviews  
Resumes submitted: 8  
Students interviewed: 8

Event: **Meyer Laboratory**  
Thursday, April 20, 2006  
Sales Rep.  
Target Group: All Students  
Participants: Scott Chase  
Staffed By: Julia  
Resumes submitted: 4  
Pre-selects: 4  
Students interviewed: 4

Event: **Culver Careers**  
Friday, April 21, 2006  
Executive Sales Recruiter  
Target Group: All Students  
Participants: Rie Pham  
Staffed By: Julia  
Resumes submitted: 6  
Pre-selects: 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.
Event: Los Angeles Unified School District  
Tuesday, April 25, 2006  
Teacher  

Target Group: All Students  

Staffed By: Julia  
Participants: Carol Weiner  

Open Interviews: 2 students interviewed
# Orientation

<table>
<thead>
<tr>
<th>Event</th>
<th>Target Group</th>
<th>Staffed By</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Orientation</td>
<td>MBA</td>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td>Tuesday, August 2, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended orientation and distributed info</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: McLaren</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes: Students learned about CSC services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Orientation</td>
<td>Faculty</td>
<td>Julia, Alex, Ellen</td>
<td></td>
</tr>
<tr>
<td>Thursday, August 18, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met with new faculty members to introduce self and CSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISS Graduate Student Orientation Lunch</td>
<td>All Students</td>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td>Friday, August 19, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended luncheon as part of Orientation day for international graduate students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS Undergraduate Orientation</td>
<td>CPS</td>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td>Saturday, August 20, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended orientation and distributed info</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: Lone Mtn, Pac Rim Room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes: Students learned about CSC services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Convocation and Luncheon</td>
<td>All Students</td>
<td>Julia</td>
<td></td>
</tr>
<tr>
<td>Sunday, August 21, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met with new students and families at luncheon and served as a marshall at Student Convocation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Student Orientation Luncheon</td>
<td>Liberal Arts</td>
<td>Alex</td>
<td></td>
</tr>
<tr>
<td>Monday, August 22, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended Transfer Student Luncheon as CSC rep.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Business Orientation Academic Requirements</td>
<td>Business (UG)</td>
<td>Alex</td>
<td>80+Staff</td>
</tr>
<tr>
<td>Monday, August 22, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented to incoming SOB students about the services that CSC provides as well as basic CSC information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences Orientation Transfer Workshop</td>
<td>Liberal Arts</td>
<td>Alex</td>
<td>50 students+staff</td>
</tr>
<tr>
<td>Monday, August 22, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented to incoming students about the services that CSC provides as well as basic CSC information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared Student Orientation</td>
<td>Liberal Arts</td>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td>Tuesday, August 23, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared about CSC services and workshop, especially the self assessment process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location: Faculty Lounge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Career Services Center Appendix A (Annual Report 05-06) continued

Event: **School of Education Orientation**
Wednesday, August 23, 2005  
**Target Group:** Education  
**Participants:**

Shared about CSC services and resources.

Location: McLaren

Event: **Graduate Student Reception**
Tuesday, August 23, 2005  
**Target Group:** All Students  
**Participants:**

Attended a reception for all incoming graduate students.

Location: Lone Mountain

Event: **Counseling Intern Orientation**
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**
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**
Friday, September 9, 2005  
**Target Group:** All Students  
**Participants:**

Event: **Class Presentation-School of Eduacation**
Saturday, September 10, 2005  
**Target Group:** CPS  
**Participants:**

Brief overview of CSC hours, location, and services offered both in general and to SOE students

Event: **Undeclared Students Orientation**
Wednesday, January 18, 2006  
**Target Group:** Liberal Arts  
**Participants:**

Presented Overview of CSC services at this orientation.

Learning Outcomes: Students learned of CSC resource on campus.

Event: **School of Education Orientation**
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**
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.
Event: Family Business CSC Orientation  
Wednesday, March 29, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
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  
**Target Group:** Education  
**Participants:** 19 MFT Students, Susan Chritleton  
**Tuesday, June 14, 2005**  
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  
**Target Group:** Education  
**Participants:** 18 grad students, Susan Chritleton,  
**Tuesday, July 19, 2005**  
Provided overview of CSC resources and the function of a career services center.  
**Location:** UC 429  
**Learning outcome:** Increased students’ understanding of career development resources to use both with their clients and for themselves.

**Event: International Student Orientation**  
**Staffed By:** Alex  
**Target Group:** International Students  
**Participants:** 50 International Students+ISS Staff  
**Friday, August 19, 2005**  
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  
**Target Group:** USF Community  
**Thursday, September 8, 2005**  

**Event: USF Mass of the Holy Spirit**  
**Staffed By:** Alex  
**Target Group:** USF Community  
**Thursday, September 15, 2005**  
Attended USF Mass of Holy Spirit

**Event: Beta Alpha Psi’s Meet the Firms @ PacRim**  
**Staffed By:** All Staff  
**Target Group:**  
**Thursday, September 15, 2005**  
CSC represented by Julia, Ellen, Alex and James

**Event: FDIC Entry Level Job Opportunity**  
**Staffed By:** Julia  
**Target Group:** All Students  
**Participants:** Maj-Brit Melugin  
**Thursday, September 15, 2005**  
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  
**Target Group:** Greater Community  
**Participants:** USF Faculty  
**Tuesday, September 20, 2005**  
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.
Event: **Graduate and Professional Schools Fair**  
Monday, October 10, 2005  
Target Group: All Students  
Participants:  
Staffed By: Alex  
Participated in staffing of grad. fair

Event: **Tri Beta “Exploring Careers in Biology” event**  
Tuesday, October 25, 2005  
Target Group: Greater Community  
Participants:  
Staffed By: Ali  
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**  
Tuesday, October 25, 2005  
Target Group: All Students  
Participants:  
Staffed By: All Staff  
Assisted in set-up and staffed the CSC table at the Major/Minor Fair.

Event: **Class Presentation-Family Business Class**  
Thursday, October 27, 2005  
Target Group: Business (UG)  
Participants:  
Staffed By: Ali  
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**  
Thursday, October 27, 2005  
Target Group: Science  
Participants:  
Staffed By: Ali  
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**  
Thursday, October 27, 2005  
Target Group: All Students  
Participants:  
Staffed By: All Staff  
Set-up and manned a table in Harney Plaza to market CSC and its services to students. Gave away cotton 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**  
Wednesday, November 2, 2005  
Target Group: All Students  
Participants:  
Staffed By: Ali  
Alumni, International Students, ISS  
Attended panel offered by ISS. Panel featured 8 international 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.
Event: **Grad Finale**  
Friday, November 4, 2005  
Target Group: All Students  
Handouts and general information for graduating seniors  
Location: Maraschi Room, Xavier Hall

Event: **Grad Finale**  
Saturday, November 5, 2005  
Target Group: All Students  
Handouts and general information for graduating seniors  
Location: Maraschi Room, Xavier Hall

Event: **Faculty Interview**  
Wednesday, December 14, 2005  
Target Group: Faculty  
We met with the Chair of the Politics Dept. to

Event: **Accounting Internship OCI**  
Thursday, December 22, 2005  
Target Group: Student Club  
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**  
Thursday, December 22, 2005  
Target Group: Faculty  
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**  
Thursday, January 12, 2006  
Target Group: Faculty  
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**  
Friday, January 13, 2006  
Target Group: Faculty  
Met with KO re: Student Host recruitment for the Career & Internship Fair. She agreed to help recruit hospitality students to assist.

Event: **SOE Tabling**  
Saturday, February 4, 2006  
Target Group: Education  
Tabled at SOE on a teaching Saturday, to offer information to students and conducted 2 resume/C.V. reviews.

Event: **Faculty Interview**  
Wednesday, February 15, 2006  
Target Group: Faculty  
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.
Faculty Interview
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.

18th Career & Internship Fair 2006
Friday, February 17, 2006
Target Group: All Students
Participants: Julia
Secured 9 student hosts and 8 student greeter volunteers for the Career Fair.

Nursing Career Expo
Monday, March 27, 2006
Target Group: Nursing
Participants: Ellen
Learning Outcomes: Attendees were able to learn about CSC services.

McCarthy Center Ice Cream Social
Wednesday, April 5, 2006
Target Group: USF Community
Participants: Ellen
Attended McCarthy Center annual Ice Cream Social.
Learning Outcomes: Learned about upcoming McCarthy Center events.

Omicron Theta Chi Health Fair
Thursday, April 6, 2006
Target Group: Nursing
Participants: All Staff
Learning Outcomes: Attendees learned more about CSC services.

Omicron Theta Chi Health and Career Expo
Thursday, April 6, 2006
Target Group: All Students
Participants: Julia
Set-up CSC table and met w/students, faculty and other exhibitors.

Grad Finale
Friday, April 7, 2006
Target Group: All Students
Participants: All Staff
Handouts and general information for graduating students
Location: Parina Lounge, University Center

Grad Finale
Friday, April 7, 2006
Target Group: All Students
Participants: Julia
Manned the CSC table at Grad Finale.

Grad Finale
Saturday, April 8, 2006
Target Group: All Students
Participants: All Staff
Handouts and general information for graduating students
Location: Parina Lounge, University Center
Event: Health Professions Alumni Dinner  
Tuesday, April 18, 2006  
Participants:

Staffed By: Ellen

Target Group: Liberal Arts

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  
Monday, May 1, 2006  
Participants: 15 Students+Professor Lucaccini

Staffed By: Alex

Target Group: Business (UG)

Attended FBC Class to observe student final presentations regarding career options.

Event: Media Workshop-Class Project  
Monday, May 8, 2006  
Participants:

Staffed By: Alex

Target Group: Liberal Arts

Attend Media Workshop class to observe student presentations re Media Careers.

Event: USC Diversity in Healthcare Summer Program  
Monday, May 8, 2006  
Participants: Virginia Kaser

Staffed By: Julia

Target Group: All Students

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
Sharmane Ishmael
Sarbra Miranda
Tiffany Abuan
Li-Ming Pu
Dennis Hernandez
Lauren Upadhyaya

Event: End-of-Semester Resume Drop  
Monday, May 8, 2006  
Participants:

Staffed By: Julia

Target Group: Greater Community

Entered 52 job descriptions from 37 companies for the End-of-Semester Resume Drop.

Event: USC Diversity in Healthcare Summer Program  
Tuesday, May 9, 2006  
Participants: Virginia Kaser

Staffed By: Julia

Target Group: All Students

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.  
Tuesday, May 9, 2006  
Participants: Joyce Prescott

Staffed By: Julia

Target Group: MBA

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.
Event: **CPS Cohort Rep Meeting**  
Wednesday, May 10, 2006  
Target Group: CPS  
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
Wednesday, July 20, 2005 Target Group: Education
Presented overview of CSC to MFT students in their career counseling class.
Location: CSC library

Event: Class Presentation-Sports Management
Wednesday, July 27, 2005 Target Group: Liberal Arts
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
Wednesday, August 17, 2005 Target Group: All 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
Wednesday, August 17, 2005 Target Group: All 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
Thursday, September 1, 2005 Target Group: Business (UG)
Class presentation about assessments, specifically MBTI and SII
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
Thursday, September 1, 2005 Target Group: Liberal Arts
Presented resume skills workshop
Learning outcome-Students learned about proper resume structure, technique, and wording.

Event: Club Presentation-Tri-Beta
Wednesday, September 7, 2005 Target Group: Student Club
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 You Going”**
Saturday, September 10, 2005  
**Target Group:** Student Club  
**Staffed By:** Alex  
**Participants:** 30 student leaders from various campus locations

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**
Monday, September 12, 2005  
**Target Group:** USF Community  
**Staffed By:** Alex  
**Participants:** 4 Interns

Interpreted MBTI and SII results for new Counseling Center interns.

Event: **Club Presentation-Beta Alpha Psi**
Tuesday, September 13, 2005  
**Target Group:** Student Club  
**Staffed By:** Inec Quitten+ Alex  
**Participants:** 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**
Thursday, September 15, 2005  
**Target Group:** Business (UG)  
**Staffed By:** Alex  
**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**
Friday, September 16, 2005  
**Target Group:** Liberal Arts  
**Staffed By:** Alex  
**Participants:** 9 students + 1 faculty

Presented Interviewing Skills workshop.

Learning outcomes: 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**
Tuesday, September 20, 2005  
**Target Group:** Student Club  
**Staffed By:** Alex  
**Participants:** 18 Students

Presented Interviewing Skills Workshop.

Learning outcomes:

Event: **Club Presentation-Delta Sigma Pi**
Tuesday, September 20, 2005  
**Target Group:** Student Club  
**Staffed By:** Alex  
**Participants:** 15 Students

Presented Interviewing Workshop.

Learning outcomes: Students learned the concept of “Turning Storytelling Into Interviewing” while also learning about interview dress specifics, thank you note etiquette, etc.
Event: **Class Presentation - Hospitality Industry Mgmt.**
Tuesday, September 20, 2005  
**Target Group:** Business (UG)  
**Participants:** 22 students  
**Staffed By:** Ellen  
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**  
Thursday, September 22, 2005  
**Target Group:** Business (UG)  
**Participants:** 12 students + 2 faculty  
**Staffed By:** Alex  
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**  
Tuesday, September 27, 2005  
**Target Group:** MBA  
**Participants:** 16 students  
**Staffed By:** Ellen  
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**  
Thursday, September 29, 2005  
**Target Group:** Liberal Arts  
**Participants:** 10 students  
**Staffed By:** Alex  
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**  
Thursday, September 29, 2005  
**Target Group:** Liberal Arts  
**Participants:** 10 students + 1 faculty  
**Staffed By:** Alex  
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**  
Monday, October 3, 2005  
**Target Group:** Business (UG)  
**Participants:** 20 students + 1 faculty  
**Staffed By:** Alex  
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**  
Wednesday, October 5, 2005  
**Target Group:** Student Club  
**Participants:** 35 students, 5 alumni, 2 staff/faculty  
**Staffed By:** Alex  
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**

target Group: Business (UG)

Location: US 429

Learning Outcomes:
Increased students' understanding of career research tools at CSC and CSC website.

Event: **Class Presentation-Family Business CSC Tour**

Target Group: Business (UG)

Location: US 429

Learning Outcomes:
Students learned about CSC facilities including career library details, in-site computers, and CSC handout/information wall.

Event: **Class Presentation-History Internship**

Target Group: Liberal Arts

Learning Outcomes:
Students learned about career research tools, hours/location, and details of CSC services offered.

Event: **Presentation - Magis - Marketing Transferrable Skills**

Target Group: All Students

Learning Outcomes:
Students learned more about marketing their experience after college.

Event: **Class Presentation-ESL Current Events**

Target Group: Liberal Arts

Learning Outcomes:
Students learned about resume writing, format, and wording strategies as well as differences between American and Foreign resume styles.

Event: **Class Presentation: Don’t Cancel Class**

Target Group: Liberal Arts

Learning Outcomes:
Students learned about resume techniques and formatting, as well as internships.

Event: **Class Presentation-Music Education**

Target Group: Liberal Arts

Learning Outcomes:
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.
Event: Club Presentation-Delta Sigma Pi  
Monday, November 14, 2005  
Target Group: Student Club  
Staffed By: Alex  
Participants: 21 students  

Learning outcome: Students learned about appropriate dress and behavior for upcoming networking event.

Event: Class Presentation - College Success Class  
Wednesday, November 16, 2005  
Target Group: All Students  
Staffed By: Ellen  
Participants: 15 students  

Learning Outcomes: Students learned more about their interests, what majors correlate to those interests, and possible careers.

Event: Class Presentation - Teacher Job Search  
Monday, November 21, 2005  
Target Group: Education  
Staffed By: Ellen  
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  
Tuesday, November 22, 2005  
Target Group: Business (UG)  
Staffed By: Ellen  
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 Interviewing Tips  
Monday, November 28, 2005  
Target Group: Education  
Staffed By: Ellen  
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.  
Tuesday, November 29, 2005  
Target Group: Business (UG)  
Staffed By: Alex  
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
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.
Wednesday, November 30, 2005 Target Group: Peggy Takahashi
Participants:

Introduced CSC services and presented tips and techniques on how to write a resume to 28 students.

Event: Presentation - Magis - Marketing Transferrable Skills
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
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
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
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 if from Spain so extra attention paid to potential cultural differences in assessment

Event: Class Presentation - Hospitality Industry Mgmt.
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

**Class Presentation-Graphic Design**
Wednesday, February 1, 2006  
Target Group: Liberal Arts  
Staffed By: Alex  
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

---

**Graduate Student Association/SOE Meeting**
Saturday, February 4, 2006  
Target Group: Education  
Staffed By: Ellen  
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.

---

**Club Presentation-Beta Alpha Psi**
Tuesday, February 7, 2006  
Target Group: Student Club  
Staffed By: Alex  
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.

---

**Class Presentation-Hospitality Mgmt. Prof. Development**
Tuesday, February 7, 2006  
Target Group: Business (UG)  
Staffed By: Alex  
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

---

**Presentation: Env. Sci. & Mgmt. Brown Bag**
Thursday, February 9, 2006  
Target Group: Science  
Staffed By: Ellen  
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.

---

**Presentation: Teacher Ed Students in San Ramon**
Thursday, February 9, 2006  
Target Group: Education  
Staffed By: Ellen  
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.
Presentation: Family Business Class
Friday, February 10, 2006  
Target Group: Business (UG)
Staffed By: Ellen  
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.

Class Presentation-ESS Internship Class
Monday, February 13, 2006  
Target Group: Science
Staffed By: Alex  
Participants: 13 students+Professor 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

Class Presentation-Graphic Design
Wednesday, February 15, 2006  
Target Group: Liberal Arts
Staffed By: Alex  
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

Class Presentation-Family Business Class
Friday, February 17, 2006  
Target Group: Business (UG)
Staffed By: Alex  
Participants: 15 students+Professor Lucaccini
Myers Briggs Interpretation for class.
L.O. Students learned how type can affect potential career choices.

Career Fair Dress/Networking Workshop
Wednesday, February 22, 2006  
Target Group: All Students
Staffed By: Alex  
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 amongst a multitude of employers and how to follow-up.
Marketing effort was greatly increased from last year. Ipod was awarded as prize.

Class Presentation-Global Econ.
Thursday, February 23, 2006  
Target Group: Business (UG)
Staffed By: Alex  
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**
Monday, February 27, 2006  **Target Group:** Liberal Arts
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**
Monday, February 27, 2006  **Target Group:** Education
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.**
Tuesday, February 28, 2006  **Target Group:** Business (UG)
Presented on Interviewing and Informational Interviews.

Learning Outcomes: Students learned how to prepare for both informational interviews and actual interviews.

**Event: PASS Workshop: Where Are You Going?**
Tuesday, February 28, 2006  **Target Group:** Liberal Arts
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**
Monday, March 6, 2006  **Target Group:** Residence Hall
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**
Monday, March 6, 2006  **Target Group:** Liberal Arts
Class was given Intro. to CSC overview

L.O.

**Event: Class Presentation-Psych 319**
Monday, March 20, 2006  **Target Group:** Liberal Arts
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.
Event: Presentation: Teacher Ed Job Search  
Monday, March 20, 2006  
Target Group: Education  
Staffed By: Ellen  
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.

Tuesday, March 21, 2006  
Target Group: Business (UG)  
Staffed By: Ellen  
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  
Wednesday, March 22, 2006  
Target Group: Liberal Arts  
Staffed By: Alex  
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  
Wednesday, March 22, 2006  
Target Group: Student Club  
Staffed By: Alex  
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  
Tuesday, March 28, 2006  
Target Group: Student Club  
Staffed By: Alex  
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 part of a series for student-athletes)

L.O. Students learned how to market themselves utilizing skills and attributes 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  
Friday, March 31, 2006  
Target Group: Business (UG)  
Staffed By: Alex  
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  
Tuesday, April 4, 2006  
Target Group: Business (UG)  
Staffed By: Alex  
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.
Event: **AMA Corporate Responsibility Lecture**  
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**  
Wednesday, April 19, 2006  
**Target Group:** Liberal Arts  
**Participants:**  
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**  
Thursday, April 20, 2006  
**Target Group:** All Students  
**Participants:**  
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**  
Friday, April 21, 2006  
**Target Group:** Liberal Arts  
**Participants:**  
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**  
Wednesday, April 26, 2006  
**Target Group:** Education  
**Participants:**  
Presented on interviewing tips and techniques; conducted mini mock interviews.  
Learning Outcomes: Students learned effective interviewing skills.

Event: **Class Presentation-Media Studies Internship**  
Monday, May 1, 2006  
**Target Group:** Liberal Arts  
**Participants:**  
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.**  
Tuesday, May 2, 2006  
**Target Group:** Business (UG)  
**Participants:**  
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.**  
Thursday, May 4, 2006  
**Target Group:** Business (UG)  
**Participants:**  
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 - Family Business**

Monday, May 8, 2006  
Target Group: Business (UG)  
Participants: 13 students  
Staffed By: Ellen

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**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Thursday, June 9, 2005**  
Learn more about Career Fair Manager

Event: **Career Services Institute Conference**  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Monday, June 20, 2005**  
Attended CSI conference at Stanford campus to learn and network.

Event: **Career Services Institute Conference**  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Tuesday, June 21, 2005**  
Attended CSI conference at Stanford campus to learn and network.

Event: **CAEE Board Meeting**  
**Target Group:**  
**Staffed By:** Ellen  
**Thursday, June 23, 2005**  
Attended semi-annual board meeting.

Event: **UL Division Diversity Training**  
**Target Group:**  
**Staffed By:** All Staff  
**Monday, July 11, 2005**  

Event: **UL Diversity Training**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Monday, July 11, 2005**

Event: **Filemaker Pro Training**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Wednesday, July 13, 2005**

Event: **MonsterTRAK CFM Training**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Thursday, July 14, 2005**  
Career Fair Manager online training

Event: **MonsterTRAK Career Fair Manager**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Friday, July 15, 2005**  
Trained on new software module, Career Fair Manager, to build Non-Profit Expo 2005 online registration system.

Event: **Non-Profit Expo 2005**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Friday, July 15, 2005**  
Created the online registration for the Non-Profit Expo.

Event: **MonsterTRAK CFM Set-up**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Friday, July 15, 2005**  
Training to set-up Career Fair Manager for Non-Profit Expo

Event: **Filemaker Pro Training**  
**Target Group:** Staff  
**Staffed By:** Julia  
**Wednesday, July 20, 2005**
Event: WACE Workshop-“Win Win College Recruiting
Friday, August 12, 2005
At Santa Clara University.

Event: Supervision with Kristie
Monday, August 22, 2005
Target Group: Staff
S
Held weekly supervision meeting with Kristie.

Event: Supervision with Kristie
Monday, August 29, 2005
Target Group: Staff
Held weekly supervision meeting with Kristie.

Event: UL Convocation
Wednesday, September 7, 2005
Target Group: USF Community
Attended UL Convocation

Event: Client Case Review
Wednesday, September 7, 2005
Target Group: Staff
Held bi-monthly client case review

Event: Supervision with Kristie
Wednesday, September 7, 2005
Target Group: Staff
Held weekly supervision meeting with Kristie.

Event: CSC Student Staff Training
Friday, September 9, 2005
Target Group: Staff

Event: Student Staff Training
Friday, September 9, 2005
Target Group: All Students
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
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
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.
Event: Counseling Center MBTI Interpretation  
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  
Wednesday, September 21, 2005  
Target Group: Staff  
Participants:  

Discussed clients with Molly Zook from the Counseling Center.

Event: CAEE Conference Call  
Friday, September 30, 2005  
Target Group: Education  
Participants:  

Discussed upcoming mini-conference to be held in January.

Event: Client Case Review  
Wednesday, October 5, 2005  
Target Group: Staff  
Participants:  

Discussed clients who are presenting challenges in the career counseling process.

Event: InterviewTRAK Basics Training  
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  
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  
Wednesday, October 19, 2005  
Target Group: Staff  
Participants:  

Discussed clients with Molly Zook from the Counseling Center.

Event: Client Case Review  
Wednesday, November 2, 2005  
Target Group: Staff  
Participants:  

Discussed clients presenting issues.

Event: AAEE Conference  
Sunday, November 6, 2005  
Target Group: Education  
Participants:  

Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.

Event: AAEE Conference  
Monday, November 7, 2005  
Target Group: Education  
Participants:  

Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.
Event: **AAEE Conference**  
Tuesday, November 8, 2005  
Target Group: Education  
Participants:  
Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.

Event: **AAEE Conference**  
Wednesday, November 9, 2005  
Target Group: Education  
Participants:  
Attended AAEE national Conference in Boston, from Nov. 6 - 9, 2005.

Event: **Client Case Review**  
Wednesday, November 16, 2005  
Target Group: Staff  
Participants:  
Discussed clients with Molly Zook from the Counseling Center.

Event: **ARETE: Sexual Harassment Training**  
Friday, November 18, 2005  
Target Group: USF Community  
Participants:  
Attended sexual harassment training.  
Location: Maraschi Room

Event: **Strong Interest Inventory Training**  
Wednesday, November 30, 2005  
Target Group: Assessment Vendor  
Participants:  
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.

Event: **Client Case Review**  
Thursday, December 1, 2005  
Target Group: Staff  
Participants:  
Discussed advising process with Tonya Miller from Arts and Sciences.

Event: **MPACE Conference**  
Wednesday, December 7, 2005  
Target Group: Professional  
Participants:  
Attended 3 day MPACE conference in Phoenix, AZ.

Event: **MPACE Conference**  
Thursday, December 8, 2005  
Target Group: Professional  
Participants:  
Attended 3 day MPACE conference in Phoenix, AZ.

Event: **MPACE Conference**  
Friday, December 9, 2005  
Target Group: Professional  
Participants:  
Attended 3 day MPACE conference in Phoenix, AZ.

Event: **CSC Planning Retreat @ Headlands Institute**  
Tuesday, December 13, 2005  
Target Group: Staff  
Participants:  
James, Ellen, Ali, Julia, Citas & Alex
Event: CSC Planning Retreat @ Headlands Institute  
Wednesday, December 14, 2005  
Target Group: Staff  
Participants: 
Staffed By: All Staff  
James, Ellen, Ali, Julia, Citas & Alex

Event: Ali Jenkins: LAST DAY @ CSC  
Thursday, December 15, 2005  
Target Group: Staff  
Participants: 
Staffed By: Ali

Event: MBTI Workshop  
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  
Wednesday, January 18, 2006  
Target Group: Staff  
Participants: 
Staffed By: Ellen  
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  
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  
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  
Wednesday, February 15, 2006  
Target Group: Staff  
Participants: 
Staffed By: Ellen  
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  
Wednesday, March 15, 2006  
Target Group: Staff  
Participants: 
Staffed By: Ellen  
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  
Monday, March 20, 2006  
Target Group: USF Community  
Participants: 
Staffed By: Alex  
Learned about benefits of diet and exercise in conversation with Kristen. Crafted a diet/exercise plan.
<table>
<thead>
<tr>
<th>Event</th>
<th>Event Title</th>
<th>Target Group</th>
<th>Participants</th>
<th>Staffed By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NASPA Social Networking Conference</td>
<td>All Students</td>
<td></td>
<td>Alex</td>
</tr>
<tr>
<td></td>
<td>Monday, March 27, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attended on behalf of CSC in order to learn more about pros and cons of Online Social Networking sites (i.e. MySpace, Facebook)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.L. Professional Development</td>
<td>Staff</td>
<td>U.L. Directors and other staff</td>
<td>Ellen, James</td>
</tr>
<tr>
<td></td>
<td>Tuesday, March 28, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participated in a one day workshop focusing on learning outcomes and why it's important to assess for them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: Understood more about the ideology behind learning outcomes and assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBTI Prof Development: CSC Stud. Assts.</td>
<td>Staff Assistants</td>
<td>5 students</td>
<td>Ellen</td>
</tr>
<tr>
<td></td>
<td>Friday, April 7, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpreted MBTI for 5 CSC Student Assts: Lis, Benji, Tom, Marissa, Maria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: Students learned about their own personality type and how and why it is important to the career development process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Client Case Review</td>
<td>Staff</td>
<td>Alex</td>
<td>Ellen</td>
</tr>
<tr>
<td></td>
<td>Wednesday, April 19, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Molly Zook came from Counseling Center to help us with our challenging clients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: Gained greater insight into client’s presenting issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPACE Diversity Workshop</td>
<td>Greater Community</td>
<td></td>
<td>Julia</td>
</tr>
<tr>
<td></td>
<td>Friday, April 21, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Client Case Review</td>
<td>Staff</td>
<td>Alex</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday, May 17, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Molly Zook came from Counseling Center to help us with our challenging clients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: Gained greater insight into client’s presenting issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Podcasting Workshop</td>
<td>USF Community</td>
<td></td>
<td>Alex</td>
</tr>
<tr>
<td></td>
<td>Thursday, May 18, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attended workshop to learn how to set up CSC Podcast on CSC Website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Connection Symposium</td>
<td>Greater Community</td>
<td></td>
<td>Alex</td>
</tr>
<tr>
<td></td>
<td>Friday, May 19, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attended LAC Symposium to learn about current trends in College Career Counseling and to network amongst peers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NACE 2006 Conference</td>
<td>Greater Community</td>
<td></td>
<td>James</td>
</tr>
<tr>
<td></td>
<td>Tuesday, May 30, 2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attended annual conference of the National Association of Colleges &amp; Employers, May 30-June 2, 2006 at Anaheim, CA.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Event: National Association of Colleges & Employers 2006 Annual  
Tuesday, May 30, 2006                Target Group: Staff

Event: Meeting w Kristen Anderson-Well Life  
Wednesday, May 31, 2006                Target Group: USF Community

Event: National Association of Colleges & Employers 2006 Annual  
Wednesday, May 31, 2006                Target Group: Staff

Staffed By: James

Participants:

Staffed By: Alex

Participants:

Met to discuss health/fitness goals

Participants:
Event: **USF Convocation**  
Monday, August 22, 2005  
Target Group: USF Community  
Attended USF Convocation  
Participants:  
Staffed By: Alex

Event: **Involvement Fair**  
Wednesday, August 24, 2005  
Target Group: All Students  
Manned the CSC table at Involvement Fair  
Participants:  
Staffed By: Julia, Alex, Ellen

Event: **Environmental Science Panel**  
Thursday, September 8, 2005  
Target Group: Science  
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.  
Participants:  
Staffed By: Ellen

Event: **Meet The Firms Night**  
Thursday, September 15, 2005  
Target Group: Student Club  
Assisted and networked with employers at event. Event attracted 31 companies and 75-100 students.  
Participants:  
Staffed By: Julia, Alex, Ellen

Event: **Mock Interviews - Walgreens**  
Tuesday, September 20, 2005  
Target Group: All Students  
2 students attended, 1 no-show, and 2 cancellations.  
Participants:  
Staffed By: Julia, Leo Patane

Event: **Mock Interviews - FDIC**  
Wednesday, September 21, 2005  
Target Group: All Students  
4 students attended, 1 no-show.  
Participants:  
Staffed By: Julia, Margaret Hanrahan & John McGinley

Event: **Non-Profit Career Expo**  
Wednesday, September 28, 2005  
Target Group: All Students  
Participated in organization and staffing of Non-Profit Career Expo  
Participants:  
Staffed By: Alex

Event: **Non-Profit Expo**  
Wednesday, September 28, 2005  
Target Group: All Students  
Participants:  
Staffed By: All Staff  
71 organizations

Event: **Non-Profit Expo 2005 Event**  
Wednesday, September 28, 2005  
Target Group: All Students  
Non-Profit Expo attracted 70 non-profit agencies who signed up. 68 agencies actually attended. At least 215 students attended the Expo.  
Participants:  
Staffed By: Julia, All Staff
## Graduate & Professional Schools Fair

**Event:** Graduate & Professional Schools Fair  
**Date:** Monday, October 10, 2005  
**Target Group:** All Students  
**Hosted:** 11th Annual Fair  

- 100 graduate school reps; 65 Rep Evals completed  
- 300+ attendees; 87 attendee evals completed  

---

## Graduate Diversity Luncheon

**Event:** Graduate Diversity Luncheon  
**Date:** Thursday, October 13, 2005  
**Target Group:** All Students  
**Participants:** Ellen, James  

- 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.  

---

## Mock Interviews - Walmart.com

**Event:** Mock Interviews - Walmart.com  
**Date:** Tuesday, October 18, 2005  
**Target Group:** All Students  
**Participants:** Julia, Elliot Smith  

- 4 students attended and 1 cancellation.  

---

## Mock Interviews - Enterprise Rent-A-Car

**Event:** Mock Interviews - Enterprise Rent-A-Car  
**Date:** Tuesday, November 8, 2005  
**Target Group:** All Students  
**Participants:** Julia, Tracy Hill  

- 5 students signed up and 5 students attended mock interviews.  

---

## Tri Beta “Exploring Careers in Biology”

**Event:** Tri Beta “Exploring Careers in Biology”  
**Date:** Wednesday, November 9, 2005  
**Target Group:** Greater Community  
**Participants:** Ali, Julia  

- 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.  

---

## Mock Interviews - Enterprise Rent-A-Car

**Event:** Mock Interviews - Enterprise Rent-A-Car  
**Date:** Wednesday, November 9, 2005  
**Target Group:** All Students  
**Participants:** Julia, Leslee Matthews  

- 5 students signed up and 3 showed up for mock interviews.  

---

## Tri Beta “Exploring Careers in Biology”

**Event:** Tri Beta “Exploring Careers in Biology”  
**Date:** Thursday, November 10, 2005  
**Target Group:** Greater Community  
**Participants:** Ellen  

- 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 Report**
### Event: Delta Sigma Pi The MarketPlace
- **Target Group:** Staff
- **Staffed By:** Ellen Julia
- **Participants:** 60+ students; 16 employers
- **Location:** Pac Rim Room
- **Learning Outcomes:** Students were able to network with employers across a variety of industries.

### Event: Externship Program 2006
- **Target Group:** All Students
- **Staffed By:** Alex
- **Participants:** 75 Students + 75 Alumni
- **Description:** 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
- **Target Group:** Liberal Arts
- **Staffed By:** Ellen
- **Participants:** 25+ students
- **Description:** 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
- **Target Group:** Liberal Arts
- **Staffed By:** Ellen
- **Participants:** 25+ students
- **Description:** 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
- **Target Group:** All Students
- **Staffed By:** Julia
- **Participants:** Leslee Matthews
- **Description:** 4 students participated.

### Event: Mock Interviews - Trianz Consulting
- **Target Group:** All Students
- **Staffed By:** Julia
- **Participants:** James Chamberlain
- **Description:** 4 students participated.

### Event: 18th Career & Internship Fair 2006
- **Target Group:** All Students
- **Staffed By:** Julia
- **Participants:**
- **Description:** 73 companies attended (40% increase over last year)
- **470+ students attended (10% increase over last year)**

### Event: Lent for Busy People
- **Target Group:** Faculty
- **Staffed By:** Ellen
- **Participants:**
- **Description:** 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

Event: **Mock Interviews-Ferguson Enterprises**  
Monday, March 6, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Divya Patel  
Full day, employer met with 5 students for mock interviews.

Event: **Mock Interviews - Target Stores**  
Tuesday, March 7, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: John Saddi  
Full day, 4 students participated. One student was a no-show.

Event: **Mock Interviews - Bon Appetit**  
Wednesday, March 8, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
Participants: Lisa McEuen  
Full day; employer met with 9 Hospitality students. One student called in sick.

Event: **Mock Interviews - Enterprise Rent-A-Car**  
Thursday, March 9, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
Participants: Leslee Matthews  
1/2 day. Employer met with 6 Hospitality students.

Event: **Mock Interviews - Westin St. Francis**  
Wednesday, March 22, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
Participants: William Avitia  
Full day of 5 mock interviews. All five interviewees came for their interviews.

Event: **Mock Interviews - Park Hyatt**  
Thursday, March 23, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
Participants: Ebony Moody  
1/2 day of mock interviews. All 3 students attended.

Event: **Mock Interviews - Moscone Center**  
Friday, March 24, 2006  
Target Group: Business (UG)  
Staffed By: Julia  
Participants: Joe Curran  
1/2 day of mock interviews. 2 students scheduled met their appts.

Event: **Mock Interviews - Enterprise Rent-A-Car**  
Tuesday, March 28, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Leslee Matthews  
Full day of mock interviews. 4 of the 5 came for their appointments.

Event: **Careers Outside the Box Panel Discussion**  
Wednesday, March 29, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Ellen  
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**  
Wednesday, March 29, 2006  
Target Group: All Students  
Staffed By: Julia  
Participants: Doreen Cappelli  
1/2 day of mock interviews. All 3 mock interviewees came for their appointments.
Event: Mock Interviews - Abercrombie & Fitch  
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  
Saturday, April 1, 2006  
**Target Group:** Education  
**Staffed By:** Ellen  
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  
Wednesday, April 5, 2006  
**Target Group:** Student Club  
**Staffed By:** Alex  
**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  
Wednesday, April 5, 2006  
**Target Group:** All Students  
**Staffed By:** Julia  
**Participants:** Bruce Hunt  
Conducted mock interviews all day. All 5 mock interviewees came for their appointments.

---

Event: Lunch with a Diplomat  
Tuesday, April 18, 2006  
**Target Group:** USF Community  
**Staffed By:** Ellen Julia  
**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  
Wednesday, April 19, 2006  
**Target Group:** Liberal Arts  
**Staffed By:** Julia  
**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  
Wednesday, April 26, 2006  
**Target Group:** CPS  
**Staffed By:** Ellen  
**Participants:**  
Met with students for 1/2 hour appointments to discuss career plans; provided information about CSC services.

---

Event: Mock Interviews - T-Mobile  
Wednesday, April 26, 2006  
**Target Group:** All Students  
**Staffed By:** Julia  
**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  
Saturday, September 24, 2005  
Target Group: CPS  
Staffed By: Ellen  
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  
Friday, April 7, 2006  
Target Group: CPS  
Staffed By: Ellen  
Participants: 

Attended cohort rep meeting and presented information about CSC services.

Learning Outcomes: CPS & SOE students, as well as staff, learned of CSC services.
<table>
<thead>
<tr>
<th>Event</th>
<th>Target Group</th>
<th>Participants</th>
<th>Staffed By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCORE! Educational Center</strong></td>
<td>All Students</td>
<td>5 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 resumes submitted to the Business Management Opportunity in Education position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lash Group</strong></td>
<td>All Students</td>
<td>2 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 resumes submitted to Reimbursement Counselors position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equis Corp.</strong></td>
<td>All Students</td>
<td>8 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 resumes submitted to the Commercial Real Estate Broker position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>California Savings Bank FBOP Corporation</strong></td>
<td>All Students</td>
<td>6 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 resumes submitted to the Relationship Banker position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ernst &amp; Young LLP</strong></td>
<td>All Students</td>
<td>3 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 resume submitted to the Assurance &amp; Advisory Business Services (AABS) Staff position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 resume submitted to the Tax Minimization Staff position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 resume submitted to the Business Risk Services Intern position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Board of Equalization</strong></td>
<td>All Students</td>
<td>4 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 resumes submitted to the Tax Auditor position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>McLaughlin, Piven, Vogel Securities</strong></td>
<td>All Students</td>
<td>4 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 resumes submitted to the Broker Assistant position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legislative Analyst’s Office</strong></td>
<td>All Students</td>
<td>0 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 resume submitted to the Fiscal and Policy Analyst Full Time or Internship position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Balboa Capital Corporation</strong></td>
<td>All Students</td>
<td>3 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 resumes submitted to the Jr. Associate position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>American General Financial Group</strong></td>
<td>All Students</td>
<td>4 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 resumes submitted to the Sales Representative position</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Event: **Panda Express**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 1 resume submitted  
Staffed By: Julia  
1 resume submitted to the General Managers, Assistant Managers, and Interns position.

Event: **Walgreens**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 1 resume submitted  
Staffed By: Julia  
1 resume submitted to the Retail Management Trainee position.

Event: **The Gallup Organization**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 2 resumes submitted  
Staffed By: Julia  
2 resumes submitted to the Engagement Manager position.

Event: **Mass Mutual Financial Group**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 5 resumes submitted  
Staffed By: Julia  
5 resumes submitted to the Financial Services Professional position.

Event: **Wells Fargo Bank**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 3 resumes submitted  
Staffed By: Julia  
3 resumes submitted to the Licensed Personal Banker position.

Event: **Actuate Corporation**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 6 resumes submitted  
Staffed By: Julia  
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**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 4 resumes submitted  
Staffed By: Julia  
4 resumes submitted to the Analyst- Finance and Marketing position.

Event: **T-Mobile**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 5 resumes submitted  
Staffed By: Julia  
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**  
Sunday, June 5, 2005  
Target Group: All Students  
Participants: 2 resumes submitted  
Staffed By: Julia  
2 resume submitted to the Management Trainee position.
<table>
<thead>
<tr>
<th>Event</th>
<th>Target Group</th>
<th>Participants</th>
<th>Staffed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elsener &amp; Elsener LLP</td>
<td>All Students</td>
<td>4 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wealth and Tax Advisory Services</td>
<td>All Students</td>
<td>6 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hood &amp; Strong</td>
<td>All Students</td>
<td>2 resume submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Gallup Organization</td>
<td>All Students</td>
<td>8 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rothstein, Kass &amp; Co.</td>
<td>All Students</td>
<td>3 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversified Financial Concepts</td>
<td>All Students</td>
<td>6 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANOFI-AVENTIS</td>
<td>All Students</td>
<td>3 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walmart.com</td>
<td>All Students</td>
<td>12 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hertz</td>
<td>All Students</td>
<td>3 resumes submitted</td>
<td>Julia</td>
</tr>
<tr>
<td>Sunday, June 5, 2005</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Event: Spring 2005 Resume Drop Promotion  
Monday, June 6, 2005  
Target Group: All Students  
We received 115 resumes for 46 open positions in our end of Spring semester Resume Drop.

Event: Hertz  
Sunday, June 26, 2005  
Target Group: All Students  
1 resume submitted to the Business Management Trainee position.

Event: Walgreens  
Thursday, October 20, 2005  
Target Group: All Students  
3 resumes submitted for Retail Management Trainee position.

Event: Seven Hills Group  
Sunday, November 6, 2005  
Target Group: All Students  

Event: Fall 2005 Resume Drop  
Wednesday, December 21, 2005  
Target Group: All Students  
Emailed over 2500 students and alums of Fall Resume Drop program.

Event: Fall 2005 Resume Drop  
Monday, January 9, 2006  
Target Group: All Students  
Emailed reminder to 2581 students and alums of Resume Drop program and to submit resumes.

Event: Fall 2005 Resume Drop  
Friday, January 27, 2006  
Target Group: All Students  
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  
Monday, January 30, 2006  
Target Group: All Students  
25 companies participated.  
33 jobs posted.  
87 resumes submitted by students and alums.

Event: Ernst & Young  
Sunday, February 19, 2006  
Target Group: Business (UG)  
1 resume submitted for Global Mobility (Human Capital) staff position.

Event: Ernst & Young  
Sunday, February 19, 2006  
Target Group: Business (UG)  
0 resumes submitted for Transfer Pricing Staff position.

Event: Ernst & Young  
Monday, February 20, 2006  
Target Group: Business (UG)  
4 resumes submitted for Business Risk Services Intern.
Event: **Experian**  
Thursday, February 23, 2006  
Target Group: All Students  
Participants:  
Originally an OCI and changed to a Resume Drop when checked only 2 resumes submitted.  
Staffed By: Julia

Event: **KPMG**  
Friday, March 3, 2006  
Target Group: All Students  
Participants: Regina Herce  
4 resumes received for the DISCOVER KPMG SUMMER LEADERSHIP PROGRAM.  
Staffed By: Julia

Event: **Walgreens**  
Thursday, March 9, 2006  
Target Group: All Students  
Participants: Milena Lopez  
Retail Management Intern  
Resumes submitted: 0

Event: **Walgreens**  
Thursday, March 9, 2006  
Target Group: All Students  
Participants: Milena Lopez  
Retail Management Trainee  
Resumes submitted: 2

Event: **Deloitte & Touche**  
Friday, March 17, 2006  
Target Group: Business (UG)  
Participants: Britney Andrews  
Enterprise Risk Services Internship  
Resumes submitted: 2

Event: **Home123**  
Tuesday, March 21, 2006  
Target Group: All Students  
Participants: Tom Chicoine  
Loan Advisor  
Resumes submitted: 2

Event: **Deloitte**  
Thursday, March 30, 2006  
Target Group: CPS  
Participants: Joy Jacobs  
Financial Advisory Service Learning Internship  
Resumes submitted: 1

Event: **National Association of State PIRGs**  
Friday, March 31, 2006  
Target Group: All Students  
Participants:  
Campus Organizer  
Resumes submitted: 0

Event: **Huron Consulting Group**  
Friday, April 14, 2006  
Target Group: Business (UG)  
Participants: Heather Drennan  
Summer Analyst  
Resumes submitted: 5

Career Services Center Report 87
Event: Aetna  
Friday, April 14, 2006  
Underwriter  
Resumes submitted: 15  
Employer planned to invite 11 for interviews at their office.

Event: First Albany Capital  
Thursday, April 20, 2006  
Investment Banking Analyst  
Resumes submitted: 15

Event: California Savings Bank  
Thursday, April 20, 2006  
Compliance Associate  
Resumes submitted: 11

Event: Knowledge Source  
Friday, April 21, 2006  
English Teacher  
Resumes submitted: 1

Event: Ashton Partners  
Monday, April 24, 2006  
Summer Intern  
Resumes submitted: 3

Event: Robert Half Technology  
Friday, April 28, 2006  
Junior IT Business Analyst  
Resumes submitted: 2

Event: Slingshot Marketing  
Monday, May 1, 2006  
Promotional Marketing Sales Assistant/Admin  
Participants: Cass Walsh

Event: Endo Pharmaceuticals  
Tuesday, May 2, 2006  
Pharmaceutical Sales Representative  
Participants:
Resume Referral: Just-in-Time

**Event:** Susquehanna International Group, LLP  
**Target Group:** All Students  
**Staffed By:** Julia  
**Participants:** Miniiuah R. Neal  
**Event Date:** Tuesday, June 7, 2005  
Assisted employer with Just-In-Time resume search of recent grads for Help Desk associates.

Miniiuah R. Neal, Recruiter  
Susquehanna International Group, LLP  
610-747-2430  
nealm@sig.com

**Event:** JP Morgan Chase  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Peter Hayden  
**Event Date:** Monday, July 11, 2005  
Performed Just-In-Time Resume Search for employer. Emailed 35 student resumes for the Loan Officer position.

**Event:** LG Electronics  
**Target Group:** Greater Community  
**Staffed By:** Julia  
**Participants:** Brian Beck  
**Event Date:** Thursday, July 21, 2005  
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  
**Target Group:** All Students  
**Staffed By:** Julia  
**Participants:** Melanie Mauldin  
**Event Date:** Friday, October 7, 2005  
Performed Just-in-time resume search for employer coming for OCI on 10/25. Emailed her 32 resumes of potential candidates.

**Event:** Kaiser Permanente  
**Target Group:** Alumni  
**Staffed By:** Julia  
**Participants:** Nikki Chow  
**Event Date:** Monday, March 13, 2006  

**Event:** Pepsi Bottling Co.  
**Target Group:** Business (UG)  
**Staffed By:** Julia  
**Participants:** Michelle Wilson  
**Event Date:** Tuesday, March 14, 2006  
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.
<table>
<thead>
<tr>
<th>Event: Registration Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 3, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 students/alumni registered or updated their profile online in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Monstertrak Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 3, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>289 positions have been posted in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Registration Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 10, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 students/alumni registered or updated their profile online in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Monstertrak Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 10, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>523 positions have been posted in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Registration Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 17, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 students/alumni registered or updated their profile online in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Monstertrak Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 17, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>341 positions have been posted in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Registration Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 24, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 students/alumni registered or updated their profile online in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Monstertrak Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, June 24, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>422 positions have been posted in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Internship Exchange Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, June 30, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of listings in online database is now 1,791. USF updated 7 listings in June.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Registration Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, July 1, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 students/alumni registered or updated their profile online in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event: Monstertrak Update</th>
<th>Target Group: All Students</th>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, July 1, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>332 positions have been posted in the last week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Event: Registration Update  
Friday, July 8, 2005  
Target Group: All Students  
Participants:  
7 students/alumni registered or updated their profile online in the last week.

Event: Monstertrak Update  
Friday, July 8, 2005  
Target Group: All Students  
Participants:  
481 positions have been posted in the last week.

Event: Registration Update  
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  
Friday, July 15, 2005  
Target Group: All Students  
Participants:  
417 positions have been posted in the last week.

Event: Registration Update  
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  
Friday, July 22, 2005  
Target Group: All Students  
Participants:  
447 positions have been posted in the last week.

Event: Registration Update  
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  
Friday, July 29, 2005  
Target Group: All Students  
Participants:  
539 positions have been posted in the last week.

Event: Internship Exchange Update  
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  
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  
Friday, August 12, 2005  
Target Group: All Students  
Participants:  
51 students/alumni registered or updated their profile online in the last week.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Target Group</th>
<th>Participants</th>
<th>Staffed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monstertrak Update</td>
<td>Friday, August 12, 2005</td>
<td>All Students</td>
<td></td>
<td>Citas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Update</td>
<td>Friday, August 19, 2005</td>
<td>All Students</td>
<td></td>
<td>All Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monstertrak Update</td>
<td>Friday, August 19, 2005</td>
<td>All Students</td>
<td></td>
<td>Citas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Update</td>
<td>Friday, August 26, 2005</td>
<td>All Students</td>
<td></td>
<td>All Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monstertrak Update</td>
<td>Friday, August 26, 2005</td>
<td>All Students</td>
<td></td>
<td>Citas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Exchange Update</td>
<td>Wednesday, August 31, 2005</td>
<td>All Students</td>
<td></td>
<td>Alex</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Update</td>
<td>Friday, September 2, 2005</td>
<td>All Students</td>
<td></td>
<td>All Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monstertrak Update</td>
<td>Friday, September 2, 2005</td>
<td>All Students</td>
<td></td>
<td>Citas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Update</td>
<td>Friday, September 9, 2005</td>
<td>All Students</td>
<td></td>
<td>All Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monstertrak Update</td>
<td>Friday, September 9, 2005</td>
<td>All Students</td>
<td></td>
<td>Citas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship Exchange Update</td>
<td>Friday, September 30, 2005</td>
<td>All Students</td>
<td></td>
<td>Alex</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of listings in online database is now 1800. USF updated 51 listings in August.
Career Services Center Appendix A (Annual Report 05-06) continued

Event: Internship Exchange Update  
Monday, October 31, 2005  
Target Group: All Students  
Participants:  
Staffed By: Alex
Total number of listings in online database is now 1800. USF updated 51 listings in October.

Event: Internship Exchange Update  
Wednesday, November 30, 2005  
Target Group: All Students  
Participants:  
Staffed By: Alex
Total number of listings in online database is now 1800. USF updated 23 listings in November.

Event: Internship Exchange Update  
Saturday, December 31, 2005  
Target Group: All Students  
Participants:  
Staffed By: Alex
Total number of listings in online database is now 1800. USF updated 10 listings in December.

Event: Internship Exchange Update  
Tuesday, January 31, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex
Total number of listings in online database is now 1800. USF updated 83 listings in January.

Event: Internship Exchange Update  
Tuesday, February 28, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex
Total number of listings in online database is now 1800. USF updated 28 listings in February.

Event: Internship Exchange Update  
Friday, March 31, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex
Total number of listings in online database is now 1800. USF updated 38 listings in March.

Event: Internship Exchange Update  
Sunday, April 30, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex
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  
Wednesday, May 31, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex
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.
Event: Meeting with Tom Wooldridge  
Friday, September 30, 2005  
Target Group: Liberal Arts  
Staffed By: Ellen  
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  
Monday, October 3, 2005  
Target Group: Student Club  
Staffed By: James  
Participants:  

Event: Kasamahan Advising: 2nd General Meeting  
Wednesday, October 5, 2005  
Target Group: Student Club  
Staffed By: James  
Participants:  

Event: Gerard Danford of Finland-USF Partnership Schools  
Wednesday, October 5, 2005  
Target Group: USF Community  
Staffed By: James  
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  
Friday, October 7, 2005  
Target Group: Liberal Arts  
Staffed By: Ellen  
Participants:  
Met with Tom, my spiritual directee in the 19th Annotation program of the Spiritual Exercises of St. Ignatius.

Event: Meeting with Tom Wooldridge  
Friday, October 14, 2005  
Target Group: Liberal Arts  
Staffed By: Ellen  
Participants:  
Met with Tom, my spiritual directee in the 19th Annotation program of the Spiritual Exercises of St. Ignatius.

Event: Informational Interview  
Thursday, October 20, 2005  
Target Group: SFSU Student  
Staffed By: Ellen  
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  
Friday, October 21, 2005  
Target Group: Liberal Arts  
Staffed By: Ellen  
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  
Thursday, November 10, 2005  
Target Group: USF Community  
Staffed By: Ellen  
Participants:  
Attended open house.  
Location: Cowell Hall

Event: Informational Interview  
Monday, November 21, 2005  
Target Group: USF Employee/SFSU  
Staffed By: Ellen  
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.
Career Services Center Appendix A (Annual Report 05-06) continued

**USF Service**

**Event:** Recommendation Letter for Delta Sigma Pi  
**Date:** Wednesday, June 1, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** Alex  
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  
**Date:** Thursday, June 2, 2005  
**Target Group:** Staff  
**Participants:**  
**Staffed By:** All Staff  
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 &  
**Date:** Monday, July 25, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** James  

**Event:** Kasamahan Advising: w/ Cultural Director, Sharee Nuez  
**Date:** Tuesday, July 26, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** James  
Strategies regarding Barrio Fiesta problems and planning.

**Event:** College of Arts & Sciences Open House  
**Date:** Thursday, September 8, 2005  
**Target Group:** USF Community  
**Participants:**  
**Staffed By:** James, Ellen  

**Event:** Kasamahan Advising w/ President, Mel Raymundo  
**Date:** Tuesday, September 13, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** James

**Event:** Mass of the Holy Spirit  
**Date:** Thursday, September 15, 2005  
**Target Group:** USF Community  
**Participants:**  
**Staffed By:** All Staff  
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  
**Date:** Friday, September 16, 2005  
**Target Group:** USF Community  
**Participants:**  
**Staffed By:** Ellen, Alex  
Attended thank you BBQ sponsored by Fr. Privett for all those who helped with Orientation.

**Event:** Kasamahan Advising  
**Date:** Tuesday, September 20, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** James  
Strategy meeting with President Mel Raymundo and VP Kat Julian.

**Event:** Tuesday, September 20, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** James  
Meeting to review Barrio Fiesta 2006 theater contract.

**Event:** Kasamahan 1st General Meeting for 05-06  
**Date:** Wednesday, September 21, 2005  
**Target Group:** Student Club  
**Participants:**  
**Staffed By:** James
Career Services Center Appendix A (Annual Report 05-06) continued

Event: **Informational Interview**  
**Tuesday, November 29, 2005**  
**Target Group:** Greater Community  
**Participants:**  
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:**  
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:**  
Participated as interviewer.

Event: **SOBAM Dean Search Open Forum**  
**Monday, December 5, 2005**  
**Target Group:** Staff  
**Participants:**  
Attended Open Forum for Dean candidate.

Event: **SOBAM Dean Search Forum**  
**Tuesday, December 6, 2005**  
**Target Group:** Faculty  
**Participants:**  
Participated as interviewer.

Event: **SOBAM Dean Search Open Forum**  
**Tuesday, December 6, 2005**  
**Target Group:** Staff  
**Participants:**  
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:**  
Barrio 2006 strategizing and problem-solving.

Event: **SOBAM Dean Search Forum**  
**Wednesday, January 4, 2006**  
**Target Group:** Faculty  
**Participants:**  
Participated as interviewer
Event: Phone Screen for CSC Asst. Dir./Career Counselor  
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  
Wednesday, February 1, 2006  
Target Group:  
Participants: 1 candidate  
Held all day campus interview for 1 candidate.

Event: Accounting Department Luncheon  
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  
Wednesday, February 8, 2006  
Target Group: USF Community  
Participants: Citas, Ellen, Julia  
Attended CPS Lecture focusing on generations X & Y, and how this is the first time in history that 4 generations have been in the workforce 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  
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  
Monday, February 13, 2006  
Target Group:  
Participants: 1 candidate  
Conducted phone screens with 1 candidate for this position.

Event: Academic Support Services Open House  
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  
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  
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**  
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**  
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**  
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**  
Tuesday, February 28, 2006  
*Target Group: USF Community*  
*Participants:*

Attended annual pre-Lenten event sponsored by USF Jesuit community.

---

**Event: CSC Intern Candidate Interview**  
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**  
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**  
Monday, March 20, 2006  
*Target Group: Student Club*  
*Participants:*

---

**Event: Kasamahan Advising: Barrio Fiesta Rehearsal**  
Tuesday, March 21, 2006  
*Target Group: Student Club*  
*Participants:*

---

**Event: Kasamahan Advising: Barrio Fiesta Rehearsal**  
Wednesday, March 22, 2006  
*Target Group: Student Club*  
*Participants:*

---

**Event: Kasamahan Advising: Barrio Fiesta Rehearsal**  
Thursday, March 23, 2006  
*Target Group: Student Club*  
*Participants:*

---

**Event: Kasamahan Advising: 33rd Annual Barrio Fiesta (3/24 &**  
Friday, March 24, 2006  
*Target Group: Student Club*  
*Participants:*

---
Saturday, March 25, 2006  
Target Group: Staff  
Participants:  
Staffed By: James

Event: CSC Student Assistant SII Interpretation  
Friday, March 31, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex  
Conducted Group Interpretation of SII for CSC Student Assistants

L.O. Students learned about how their interests relate to potential careers and career exploration possibilities.

Event: Student Leadership Awards Committee  
Thursday, April 6, 2006  
Target Group: All Students  
Participants:  
Staffed By: Alex  
Discussed candidates for upcoming UL student awards and decided on winners.

Event: Grad Finale  
Thursday, April 6, 2006  
Target Group: All Students  
Participants:  
Staffed By: All Staff  
Participated in Grad Finale by hosting a CSC table.

Learning Outcomes: Graduates learned about CSC services.

Event: Grad Finale  
Friday, April 7, 2006  
Target Group: All Students  
Participants:  
Staffed By: All Staff  
Participated in Grad Finale by hosting a CSC table.

Learning Outcomes: Graduates learned about CSC services.

Event: Triage Drop-ins  
Friday, April 7, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Assisted counselors as a Triage during Drop-in hours due to staff shortage. 0 students came during my time slot.

Event: New Employee Welcome  
Tuesday, April 11, 2006  
Target Group: USF Community  
Participants:  
Staffed By: Ellen  
Attended welcome reception for Megan Gallagher, new Health Services Coordinator.

Learning Outcomes: Learned more about Megan’s background.

Event: Lent for Busy People Meeting  
Wednesday, April 12, 2006  
Target Group: Staff  
Participants:  
Staffed By: Ellen  
Attended a closing prayer service and luncheon with program participants.

Learning Outcomes: Learned what the graces were for people during Lent.

Event: Farewell Gathering  
Wednesday, April 12, 2006  
Target Group: Staff  
Participants:  
Staffed By: Ellen, James  
Attended farewell gathering for Lisa Ernstthal from ISS office.
Triage Drop-ins  
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  
Monday, April 17, 2006  
Target Group: Staff  
Participants:  
Staffed By: Ellen  
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  
Thursday, April 20, 2006  
Target Group: USF Community  
Participants:  
Staffed By: Alex  
Participated in interview of candidate for Hall Director position, Joel Gagnon.

Event: President’s Town Hall  
Tuesday, April 25, 2006  
Target Group: USF Community  
Participants:  
Staffed By: Ellen  
Attended town hall.

Event: Student Leadership Awards  
Tuesday, May 2, 2006  
Target Group: All Students  
Participants:  
Staffed By: All Staff  
Attended annual Student Leadership Awards ceremony.

Event: UL Leadership Awards  
Tuesday, May 2, 2006  
Target Group: USF Community  
Participants:  
Staffed By: All Staff

Event: Service & Merit Awards  
Wednesday, May 3, 2006  
Target Group: USF Community  
Participants:  
Staffed By: All Staff  
Attended annual Service & Merit Awards ceremony.

Event: USF Merit Awards  
Wednesday, May 3, 2006  
Target Group: USF Community  
Participants:  
Staffed By: All Staff

Event: Triage Drop-ins  
Thursday, May 4, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Assist as a triage during Drop-in hours to assist counselors during staff shortage.

Event: Triage Drop-ins  
Thursday, May 18, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Performed as triage during Drop-In hours to assist in staff shortage.

Event: Triage Drop-ins  
Friday, May 19, 2006  
Target Group: All Students  
Participants:  
Staffed By: Julia  
Performed as triage during Drop-In hours to assist in staff shortage.

Event: UL Division Lunch  
Thursday, May 25, 2006  
Target Group: USF Community  
Participants:  
Staffed By: All Staff
**Workshop**

**Event:** CSC Student Staff Training  
Friday, September 9, 2005  
**Target Group:** Student Staff  
**Staffed By:** Alex  
**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  
Tuesday, October 11, 2005  
**Target Group:** All Students  
**Staffed By:** Ellen  
**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  
Wednesday, October 12, 2005  
**Target Group:** All Students  
**Staffed By:** Ellen  
**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  
Thursday, October 13, 2005  
**Target Group:** All Students  
**Staffed By:** Ellen  
**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  
Wednesday, October 19, 2005  
**Target Group:** All Students  
**Staffed By:** Alex  
**Participants:** 3 students

Learning outcome: Students, via values and skills exercises, learned about self assessment and personality-career matching.

**Event:** Career Fair Prep Workshop  
Wednesday, February 22, 2006  
**Target Group:** All Students  
**Staffed By:** Julia  
**Participants:** Alex

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**  
Wednesday, March 29, 2006  
Target Group: All Students  
Participants: 28 students  
Staffed By: Ellen Julia  
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**  
Wednesday, April 12, 2006  
Target Group: All Students  
Participants: 6 students  
Staffed By: Ellen  
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**  
Wednesday, April 19, 2006  
Target Group: All Students  
Participants: 14 students  
Staffed By: Ellen Julia  
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 - i.e. 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**  
Monday, April 24, 2006  
Target Group: Student Club  
Participants: 8 Students  
Staffed By: Alex  
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, SHL, Skillscan etc.
State of the Profession: NACE 2005 Career Services Benchmark Survey for Four-Year Colleges & Universities

December 2005

Copyright 2005 by the National Association of Colleges and Employers.

National Association of Colleges and Employers
62 Highland Avenue • Bethlehem, PA 18017-9085
www.naceweb.org • Phone: 800/544-5272 • FAX: 610/868-0208
State of the Profession:
Results From NACE's 2005 Career Services Benchmark Survey
Table of Contents

About the Survey/Methodology ................................................................. 4

Office Specifics ....................................................................................... 5
  Reporting Lines .................................................................................. 5
    Figure 1: Reporting lines ................................................................. 5
  Office Title .......................................................................................... 5
  Office Space and Interview Rooms ...................................................... 6
    Figure 2: Average office space, overall and by size of enrollment ....... 6
    Figure 3: Average number of interview rooms, overall and by size of enrollment ....... 6
  Data Gathering .................................................................................... 7
  Office Mergers .................................................................................... 7

Services and Graduating Student Activity ................................................. 8
  Services .............................................................................................. 8
    Figure 4: Services offered (overall) .................................................... 8
    Figure 5: Assistance with co-op, internship, and externship programs 1975-2005 ........... 9
    Figure 6: Services: Drop-in career counseling, overall and by size of enrollment ......... 11
    Figure 7: Services: Career counseling by appointment, overall and by size of enrollment ................................................................. 11
    Figure 8: Services: Credit career classes, overall and by size of enrollment .......... 11
    Figure 9: Services: Career outreach programs, overall and by size of enrollment ...... 12
    Figure 10: Services: Assistance to students pursuing co-op, internships, or externship programs, overall and by size of enrollment .......... 12
    Figure 11: Services: Academic internships for credit, overall and by size of enrollment .............................................................. 12
    Figure 12: Services: Career fairs, overall and by size of enrollment ................. 13
    Figure 13: Services: On-campus recruiting, overall and by size of enrollment ........ 13
    Figure 14: Services: Work/study, overall and by size of enrollment ................. 13
    Figure 15: Services: Student employment, overall and by size of enrollment ....... 14
    Figure 16: Services: Information for parents, by size of enrollment ................. 15
  Graduating Student Activity ................................................................. 15
    Figure 17: Graduating student activity, overall and by size of enrollment .......... 15
State of the Profession:  
Results From NACE's 2005 Career Services Benchmark Survey

Table of Contents

Staffing .......................................................................................................................... 17
  Staff Salaries and Years of Experience .................................................................... 17
    Figure 18: Career services staff by title, experience, salary (overall) ...................... 17
    Figure 19: Career services staff by title, experience, salary (< 1,000) ...................... 19
    Figure 20: Career services staff by title, experience, salary (1,001 - 2,500) .......... 19
    Figure 21: Career services staff by title, experience, salary (2,501 - 5,000) .......... 19
    Figure 22: Career services staff by title, experience, salary (5,001 - 10,000) ...... 20
    Figure 23: Career services staff by title, experience, salary (10,001 - 20,000) ....... 20
    Figure 24: Career services staff by title, experience, salary (> 20,000) ............... 21
  Staff and Degree Levels ......................................................................................... 21
  Number of Staff ....................................................................................................... 23
    Figure 25: Number of full-time professional staff, by size of enrollment ............... 23
    Figure 26: Number of part-time professional staff, by size of enrollment .............. 23
    Table 1: Number of Staff in Position (overall) ...................................................... 24
    Table 2: Number of Staff in Position (< 1,000) ....................................................... 25
    Table 3: Number of Staff in Position (1,001 - 2,500) ............................................. 26
    Table 4: Number of Staff in Position (2,501 - 5,000) ............................................. 27
    Table 5: Number of Staff in Position (5,001 - 10,000) ......................................... 28
    Table 6: Number of Staff in Position (10,001 - 20,000) ....................................... 29
    Table 7: Number of Staff in Position (> 20,000) ................................................ 30

Budget and Finance ..................................................................................................... 31
  Fiscal Year, Operating Budgets, Funding Sources .................................................. 31
    Figure 27: Average non-personnel operating budget and funding sources, overall and by size of enrollment .............................................................. 31
  Fees for Services ...................................................................................................... 32
    Figure 28: Fees for services ................................................................................ 35

Technology .................................................................................................................. 36
  Figure 29: Technology systems ............................................................................. 36

Survey Respondents ................................................................................................... 37
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>
<thead>
<tr>
<th>Enrollment Size</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1,000</td>
<td>40/427</td>
<td>9.4 percent</td>
</tr>
<tr>
<td>1,001 – 2,500</td>
<td>120/427</td>
<td>28.1 percent</td>
</tr>
<tr>
<td>2,501 – 5,000</td>
<td>89/427</td>
<td>20.8 percent</td>
</tr>
<tr>
<td>5,001 – 10,000</td>
<td>70/427</td>
<td>16.4 percent</td>
</tr>
<tr>
<td>10,001 – 20,000</td>
<td>68/427</td>
<td>15.9 percent</td>
</tr>
<tr>
<td>&gt; 20,000</td>
<td>40/427</td>
<td>9.4 percent</td>
</tr>
</tbody>
</table>

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.naceweb.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 Luckenaugh, ext. 111, 800/544-5272, luckenaugh@naceweb.org.

Comments/Recommendations
Please send your comments about the current survey and recommendations for future surveys to Camille Luckenaugh, NACE research director, luckenaugh@naceweb.org.

Research Director: Camille Luckenaugh
Editorial: Mimi Collins
Design: Karen Y. Berger
Office Specifics

<table>
<thead>
<tr>
<th>Office</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Student Affairs</td>
<td>26.5%</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>19.2</td>
</tr>
<tr>
<td>Associate/Assistant Vice President for Student Affairs</td>
<td>16.1</td>
</tr>
<tr>
<td>Dean of the College</td>
<td>5.1</td>
</tr>
<tr>
<td>Other</td>
<td>33.1</td>
</tr>
</tbody>
</table>

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.)
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.)

<table>
<thead>
<tr>
<th>Size of Enrollment</th>
<th>% of Respondents w/Interview Rooms</th>
<th>Avg. # of Interview Rooms*</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; = 1,000</td>
<td>21/37 = 56.8%</td>
<td>2.8</td>
</tr>
<tr>
<td>1,001 - 2,500</td>
<td>82/118 = 69.5</td>
<td>2.1</td>
</tr>
<tr>
<td>2,501 - 5,000</td>
<td>64/84 = 76.2</td>
<td>3.3</td>
</tr>
<tr>
<td>5,001 - 10,000</td>
<td>63/69 = 91.3</td>
<td>4.7</td>
</tr>
<tr>
<td>10,001 - 20,000</td>
<td>63/65 = 96.9</td>
<td>7.4</td>
</tr>
<tr>
<td>&gt; 20,000</td>
<td>39/40 = 97.5</td>
<td>11.1</td>
</tr>
<tr>
<td>Overall</td>
<td>412/524 = 78.6</td>
<td>4.6</td>
</tr>
</tbody>
</table>

*Calculation based only on those with interview rooms.
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.
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.)

<table>
<thead>
<tr>
<th>Figure 4</th>
<th>Services offered (overall)</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Counseling – by Appointment</td>
<td>97.3</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td>Career Outreach Programs (e.g. one-time workshops on or off-site such as resume writing, etc.)</td>
<td>79.8</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>Career Fairs</td>
<td>86.8</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>Assistance for Co-op, Internship, Externship Programs</td>
<td>85.3</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>On-Campus Recruiting</td>
<td>87.0</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>Career Counseling – Drop-in</td>
<td>87.9</td>
<td>86.2</td>
<td></td>
</tr>
<tr>
<td>Student Employment (e.g. part-time seasonal jobs on or off campus)</td>
<td>47.1</td>
<td>56.9</td>
<td></td>
</tr>
<tr>
<td>Academic Internships</td>
<td>N/A</td>
<td>40.1</td>
<td></td>
</tr>
<tr>
<td>Credit Career Classes</td>
<td>33.9</td>
<td>30.9</td>
<td></td>
</tr>
<tr>
<td>Work-Study</td>
<td>N/A</td>
<td>25.7</td>
<td></td>
</tr>
</tbody>
</table>
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.)

<table>
<thead>
<tr>
<th>Survey</th>
<th>% of Respondents Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>26.0%</td>
</tr>
<tr>
<td>1981</td>
<td>49.0</td>
</tr>
<tr>
<td>1987</td>
<td>53.7</td>
</tr>
<tr>
<td>1991</td>
<td>62.8</td>
</tr>
<tr>
<td>1993</td>
<td>68.3</td>
</tr>
<tr>
<td>1997</td>
<td>72.6</td>
</tr>
<tr>
<td>2004</td>
<td>85.3</td>
</tr>
<tr>
<td>2005</td>
<td>90.7</td>
</tr>
</tbody>
</table>

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.
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.
### Figure 6  Services: Drop-in career counseling, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>86.2%</td>
<td>1,033</td>
</tr>
<tr>
<td>Enrollment ≤ 1,000</td>
<td>97.4</td>
<td>258</td>
</tr>
<tr>
<td>Enrollment 1,001 – 2,500</td>
<td>86.6</td>
<td>291</td>
</tr>
<tr>
<td>Enrollment 2,501 – 5,000</td>
<td>84.3</td>
<td>991</td>
</tr>
<tr>
<td>Enrollment 5,001 – 10,000</td>
<td>79.4</td>
<td>1,720</td>
</tr>
<tr>
<td>Enrollment 10,001 – 20,000</td>
<td>80.9</td>
<td>1,423</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>87.5</td>
<td>2,342</td>
</tr>
</tbody>
</table>

### Figure 7  Services: Career counseling by appointment, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>97.2%</td>
<td>1,089</td>
</tr>
<tr>
<td>Enrollment ≤ 1,000</td>
<td>97.4</td>
<td>325</td>
</tr>
<tr>
<td>Enrollment 1,001 – 2,500</td>
<td>98.3</td>
<td>575</td>
</tr>
<tr>
<td>Enrollment 2,501 – 5,000</td>
<td>97.8</td>
<td>828</td>
</tr>
<tr>
<td>Enrollment 5,001 – 10,000</td>
<td>98.6</td>
<td>1,051</td>
</tr>
<tr>
<td>Enrollment 10,001 – 20,000</td>
<td>94.0</td>
<td>1,826</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>95.0</td>
<td>3,136</td>
</tr>
</tbody>
</table>

### Figure 8  Services: Credit career classes, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Classes Offered</th>
<th>Avg. # of Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>30.9%</td>
<td>5.5</td>
<td>135</td>
</tr>
<tr>
<td>Enrollment ≤ 1,000</td>
<td>41.0</td>
<td>4.1</td>
<td>101</td>
</tr>
<tr>
<td>Enrollment 1,001 – 2,500</td>
<td>30.0</td>
<td>4.7</td>
<td>107</td>
</tr>
<tr>
<td>Enrollment 2,501 – 5,000</td>
<td>19.1</td>
<td>4.1</td>
<td>246</td>
</tr>
<tr>
<td>Enrollment 5,001 – 10,000</td>
<td>34.3</td>
<td>5.9</td>
<td>194</td>
</tr>
<tr>
<td>Enrollment 10,001 – 20,000</td>
<td>33.8</td>
<td>9.1</td>
<td>88.3</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>47.5</td>
<td>7.4</td>
<td>210</td>
</tr>
</tbody>
</table>
### Figure 9  Services: Career outreach programs, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Programs Offered</th>
<th>Avg. # of Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>94.3%</td>
<td>71.4</td>
<td>1,913</td>
</tr>
<tr>
<td>Enrollment &lt;= 1,000</td>
<td>89.7</td>
<td>20.7</td>
<td>216</td>
</tr>
<tr>
<td>Enrollment 1,001 - 2,500</td>
<td>92.4</td>
<td>29.8</td>
<td>510</td>
</tr>
<tr>
<td>Enrollment 2,501 - 5,000</td>
<td>93.2</td>
<td>36.7</td>
<td>750</td>
</tr>
<tr>
<td>Enrollment 5,001 - 10,000</td>
<td>98.6</td>
<td>73.4</td>
<td>1,782</td>
</tr>
<tr>
<td>Enrollment 10,001 - 20,000</td>
<td>95.5</td>
<td>118.5</td>
<td>3,565</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>100.0</td>
<td>238.9</td>
<td>8,355</td>
</tr>
</tbody>
</table>

### Figure 10  Services: Assistance to students pursuing co-ops, internships, or externship programs, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Students Assisted</th>
<th>Avg. # of Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>90.7%</td>
<td>405</td>
<td>211</td>
</tr>
<tr>
<td>Enrollment &lt;= 1,000</td>
<td>94.9</td>
<td>105</td>
<td>85</td>
</tr>
<tr>
<td>Enrollment 1,001 - 2,500</td>
<td>95.8</td>
<td>166</td>
<td>99</td>
</tr>
<tr>
<td>Enrollment 2,501 - 5,000</td>
<td>86.5</td>
<td>450</td>
<td>143</td>
</tr>
<tr>
<td>Enrollment 5,001 - 10,000</td>
<td>85.3</td>
<td>420</td>
<td>214</td>
</tr>
<tr>
<td>Enrollment 10,001 - 20,000</td>
<td>87.9</td>
<td>584</td>
<td>356</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>95.0</td>
<td>1,825</td>
<td>855</td>
</tr>
</tbody>
</table>

### Figure 11  Services: Academic internships for credit, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Student Applicants</th>
<th>Avg. # of Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>40.1%</td>
<td>125</td>
<td>85</td>
</tr>
<tr>
<td>Enrollment &lt;= 1,000</td>
<td>43.6</td>
<td>66</td>
<td>61*</td>
</tr>
<tr>
<td>Enrollment 1,001 - 2,500</td>
<td>53.4</td>
<td>74</td>
<td>59</td>
</tr>
<tr>
<td>Enrollment 2,501 - 5,000</td>
<td>39.8</td>
<td>143*</td>
<td>70*</td>
</tr>
<tr>
<td>Enrollment 5,001 - 10,000</td>
<td>35.8</td>
<td>74*</td>
<td>44*</td>
</tr>
<tr>
<td>Enrollment 10,001 - 20,000</td>
<td>25.4</td>
<td>250</td>
<td>139</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>20.0</td>
<td>673*</td>
<td>488*</td>
</tr>
</tbody>
</table>

* Fewer than 10 respondents.
## Figure 12: Services: Career fairs, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Fairs</th>
<th>Avg. # of Orgs. Attending</th>
<th>Avg. # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>93.2%</td>
<td>3.6</td>
<td>181</td>
<td>1,413</td>
</tr>
<tr>
<td>Enrollment &lt;= 1,000</td>
<td>73.7%</td>
<td>2.1</td>
<td>83</td>
<td>341</td>
</tr>
<tr>
<td>Enrollment 1,001–2,500</td>
<td>85.8%</td>
<td>2.8</td>
<td>122</td>
<td>600</td>
</tr>
<tr>
<td>Enrollment 2,501–5,000</td>
<td>96.6%</td>
<td>5.0</td>
<td>139</td>
<td>644</td>
</tr>
<tr>
<td>Enrollment 5,001–10,000</td>
<td>98.6%</td>
<td>3.3</td>
<td>205</td>
<td>1,369</td>
</tr>
<tr>
<td>Enrollment 10,001–20,000</td>
<td>100.0%</td>
<td>4.3</td>
<td>271</td>
<td>2,448</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>100.0%</td>
<td>6.0</td>
<td>390</td>
<td>4,976</td>
</tr>
</tbody>
</table>

## Figure 13: Services: On-campus recruiting, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Registrants</th>
<th>Avg. # of Orgs.</th>
<th>Avg. # of Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>89.5%</td>
<td>1,177</td>
<td>91</td>
<td>1,004</td>
</tr>
<tr>
<td>Enrollment &lt;= 1,000</td>
<td>69.2%</td>
<td>243</td>
<td>25</td>
<td>278</td>
</tr>
<tr>
<td>Enrollment 1,001–2,500</td>
<td>87.4%</td>
<td>273</td>
<td>32</td>
<td>285</td>
</tr>
<tr>
<td>Enrollment 2,501–5,000</td>
<td>87.6%</td>
<td>606</td>
<td>54</td>
<td>646</td>
</tr>
<tr>
<td>Enrollment 5,001–10,000</td>
<td>92.9%</td>
<td>877</td>
<td>94</td>
<td>857</td>
</tr>
<tr>
<td>Enrollment 10,001–20,000</td>
<td>97.1%</td>
<td>2,405</td>
<td>120</td>
<td>1,417</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>100.0%</td>
<td>3,221</td>
<td>312</td>
<td>3,577</td>
</tr>
</tbody>
</table>

## Figure 14: Services: Work-study, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Registrants</th>
<th>Avg. # of Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>25.7%</td>
<td>533</td>
<td>338</td>
</tr>
<tr>
<td>Enrollment &lt;= 1,000</td>
<td>30.8%</td>
<td>91</td>
<td>75</td>
</tr>
<tr>
<td>Enrollment 1,001–2,500</td>
<td>26.9%</td>
<td>204</td>
<td>70</td>
</tr>
<tr>
<td>Enrollment 2,501–5,000</td>
<td>26.1%</td>
<td>318</td>
<td>261</td>
</tr>
<tr>
<td>Enrollment 5,001–10,000</td>
<td>24.3%</td>
<td>303*</td>
<td>171*</td>
</tr>
<tr>
<td>Enrollment 10,001–20,000</td>
<td>23.1%</td>
<td>981*</td>
<td>766*</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>27.5%</td>
<td>4,572*</td>
<td>2,744*</td>
</tr>
</tbody>
</table>

* Fewer than 10 respondents.
Figure 15  Services: Student employment, overall and by size of enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>% Offering</th>
<th>Avg. # of Registrants</th>
<th>Avg. # of Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>46.2%</td>
<td>1,075</td>
<td>575</td>
</tr>
<tr>
<td>Enrollment &lt; = 1,000</td>
<td>46.2</td>
<td>155</td>
<td>87</td>
</tr>
<tr>
<td>Enrollment 1,001 – 2,500</td>
<td>55.2</td>
<td>339</td>
<td>81</td>
</tr>
<tr>
<td>Enrollment 2,501 – 5,000</td>
<td>54.0</td>
<td>230</td>
<td>125</td>
</tr>
<tr>
<td>Enrollment 5,001 – 10,000</td>
<td>55.7</td>
<td>2,061</td>
<td>1,003</td>
</tr>
<tr>
<td>Enrollment 10,001 – 20,000</td>
<td>61.5</td>
<td>1,276</td>
<td>896</td>
</tr>
<tr>
<td>Enrollment &gt; 20,000</td>
<td>64.1</td>
<td>4,577*</td>
<td>2,337*</td>
</tr>
</tbody>
</table>

* 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.
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 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 |

| Figure 17 | Graduating student activity, overall and by size of enrollment |
|---------------------------------------------------------------|
| Enrollment Size | 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 |
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.
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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>8.1</td>
<td>$42,043</td>
<td>368</td>
</tr>
<tr>
<td>Associate Director</td>
<td>11.9</td>
<td>$50,381</td>
<td>207</td>
</tr>
<tr>
<td>Career Information/Library Specialist</td>
<td>8.1</td>
<td>$26,795</td>
<td>36</td>
</tr>
<tr>
<td>Career Services Coordinator</td>
<td>6.0</td>
<td>$34,637</td>
<td>53</td>
</tr>
<tr>
<td>Counselor</td>
<td>6.2</td>
<td>$37,663</td>
<td>247</td>
</tr>
<tr>
<td>Director</td>
<td>14.9</td>
<td>$58,073</td>
<td>439</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>6.2</td>
<td>$36,403</td>
<td>68</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>7.3</td>
<td>$33,507</td>
<td>81</td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>7.8</td>
<td>$37,997</td>
<td>34</td>
</tr>
</tbody>
</table>
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 $36,450, more in line with what one would expect.
### Figure 19  
**Career services staff by title, experience, salary ($\leq 1,000$)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>2.3</td>
<td>$28,917</td>
<td>6</td>
</tr>
<tr>
<td>Director</td>
<td>8.1</td>
<td>$39,973</td>
<td>31</td>
</tr>
</tbody>
</table>

### Figure 20  
**Career services staff by title, experience, salary (1,001 - 2,500)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>6.6</td>
<td>$38,998</td>
<td>48</td>
</tr>
<tr>
<td>Associate Director</td>
<td>9.3</td>
<td>$45,455</td>
<td>22</td>
</tr>
<tr>
<td>Career Information/Library Specialist</td>
<td>10.0</td>
<td>$26,504</td>
<td>8</td>
</tr>
<tr>
<td>Career Services Coordinator</td>
<td>6.8</td>
<td>$26,433</td>
<td>5</td>
</tr>
<tr>
<td>Counselor</td>
<td>4.7</td>
<td>$34,417</td>
<td>23</td>
</tr>
<tr>
<td>Director</td>
<td>12.8</td>
<td>$50,543</td>
<td>94</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>5.8</td>
<td>$35,233</td>
<td>9</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>5.3</td>
<td>$29,929</td>
<td>10</td>
</tr>
</tbody>
</table>

### Figure 21  
**Career services staff by title, experience, salary (2,501 - 5,000)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>6.5</td>
<td>$39,025</td>
<td>30</td>
</tr>
<tr>
<td>Associate Director</td>
<td>9.7</td>
<td>$46,542</td>
<td>24</td>
</tr>
<tr>
<td>Counselor</td>
<td>6.3</td>
<td>$35,923</td>
<td>28</td>
</tr>
<tr>
<td>Director</td>
<td>13.6</td>
<td>$53,635</td>
<td>64</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>6.6</td>
<td>$35,658</td>
<td>9</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>11.5</td>
<td>$31,175</td>
<td>7</td>
</tr>
</tbody>
</table>
## Figure 22

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>8.8</td>
<td>$41,211</td>
<td>54</td>
</tr>
<tr>
<td>Associate Director</td>
<td>11.0</td>
<td>$48,143</td>
<td>29</td>
</tr>
<tr>
<td>Counselor</td>
<td>6.9</td>
<td>$38,498</td>
<td>34</td>
</tr>
<tr>
<td>Director</td>
<td>17.8</td>
<td>$63,281</td>
<td>59</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>18.2</td>
<td>$43,423</td>
<td>6</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>8.9</td>
<td>$33,007</td>
<td>14</td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>7.7</td>
<td>$32,833</td>
<td>6</td>
</tr>
</tbody>
</table>

## Figure 23

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>8.6</td>
<td>$44,780</td>
<td>91</td>
</tr>
<tr>
<td>Associate Director</td>
<td>13.2</td>
<td>$53,745</td>
<td>48</td>
</tr>
<tr>
<td>Career Information/Library Specialist</td>
<td>4.5</td>
<td>$26,518</td>
<td>7</td>
</tr>
<tr>
<td>Career Services Coordinator</td>
<td>4.3</td>
<td>$37,226</td>
<td>9</td>
</tr>
<tr>
<td>Counselor</td>
<td>5.1</td>
<td>$38,299</td>
<td>73</td>
</tr>
<tr>
<td>Director</td>
<td>18.4</td>
<td>$74,283</td>
<td>61</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>3.3</td>
<td>$36,289</td>
<td>19</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>7.8</td>
<td>$34,893</td>
<td>20</td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>6.4</td>
<td>$39,400</td>
<td>8</td>
</tr>
</tbody>
</table>
Figure 24  Career services staff by title, experience, salary (>20,000)

<table>
<thead>
<tr>
<th>Title</th>
<th>Avg. Years of Experience</th>
<th>Avg. Annual Salary</th>
<th># of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director</td>
<td>9.3</td>
<td>$43,057</td>
<td>84</td>
</tr>
<tr>
<td>Associate Director</td>
<td>14.7</td>
<td>$54,257</td>
<td>50</td>
</tr>
<tr>
<td>Career Services Coordinator</td>
<td>5.3</td>
<td>$36,395</td>
<td>18</td>
</tr>
<tr>
<td>Counselor</td>
<td>7.9</td>
<td>$40,729</td>
<td>58</td>
</tr>
<tr>
<td>Director</td>
<td>19.7</td>
<td>$80,801</td>
<td>30</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>4.5</td>
<td>$32,785</td>
<td>10</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>7.1</td>
<td>$35,884</td>
<td>17</td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>9.6</td>
<td>$43,036</td>
<td>9</td>
</tr>
</tbody>
</table>

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.
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.
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.

\(^1\)Professional positions include director, assistant director, associate director, career information/library specialist, counselor, experiential education coordinator, recruiting coordinator, and technical coordinator.
## Table 1 Number of Staff in Position (Overall)

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Director</td>
<td>504</td>
<td>7</td>
</tr>
<tr>
<td>Associate Director</td>
<td>93</td>
<td>37</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>133</td>
<td>38</td>
</tr>
<tr>
<td>Counselor</td>
<td>83</td>
<td>39</td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>61</td>
<td>7</td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>62</td>
<td>1</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>135</td>
<td>12</td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>217</td>
<td>79</td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Student Worker</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Part Time

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Associate Director</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Assistant Director</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>75</td>
<td>18</td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>90</td>
<td>42</td>
</tr>
<tr>
<td>Student Worker</td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>
### Table 2: Number of Staff in Position (≤ 1,000)

<table>
<thead>
<tr>
<th>Full Time</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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  |    |    |     |
# Table 3: Number of Staff in Position (1,001 - 2,500)

<table>
<thead>
<tr>
<th>Position</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>112</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>20</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>11</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>60</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>20</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td>17</td>
<td>23</td>
<td>15</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10+</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Full Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>83</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>41</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/ Intern</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/ Intern</td>
<td>20</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10+</td>
</tr>
<tr>
<td>---------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td><strong>Full Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>27</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>23</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>33</td>
<td>19</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Worker</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>18</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
## Table 6: Number of Staff in Position (10,001 - 20,000)

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10+</td>
</tr>
<tr>
<td>Director</td>
<td>66</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>20</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>20</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>15</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>33</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>16</td>
<td>20</td>
<td>14</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Assistant Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td></td>
<td>11</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td></td>
<td>14</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Worker</td>
<td></td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>
## Table 7: Number of Staff in Position (> 20,000)

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>35</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td>12</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>17</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td>22</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Student Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Part Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Information or Library Specialist</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Education Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Coordinator</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting Coordinator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Clerical/Support Staff</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant/Intern</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student Worker</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>
**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.)

<table>
<thead>
<tr>
<th><strong>Figure 27</strong></th>
<th>Average non-personnel operating budget and funding sources, overall and by size of enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall</td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td>$58,525</td>
</tr>
<tr>
<td>(N=432)</td>
<td>(N=29)</td>
</tr>
<tr>
<td><strong>Institutional Funding</strong></td>
<td>$33,934</td>
</tr>
<tr>
<td>(58%)</td>
<td>(86.5%)</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>$15,420</td>
</tr>
<tr>
<td>(26.3%)</td>
<td>(4.0%)</td>
</tr>
<tr>
<td><strong>Grants</strong></td>
<td>$3,031</td>
</tr>
<tr>
<td>(5.2%)</td>
<td>(2.9%)</td>
</tr>
<tr>
<td><strong>Gifts/Donations</strong></td>
<td>$3,097</td>
</tr>
<tr>
<td>(5.3%)</td>
<td>(6.6%)</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$3,043</td>
</tr>
<tr>
<td>(5.2%)</td>
<td>(0%)</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>$1,500 -</td>
</tr>
<tr>
<td>$1,243,089</td>
<td>$260,000</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>$29,110</td>
</tr>
</tbody>
</table>

* 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.
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.
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=319) 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.
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).
## Fees for services

<table>
<thead>
<tr>
<th>Service</th>
<th>% of Respondents Offering This Service</th>
<th>Average Amount Charged</th>
<th># of Respondents Reporting No Charge</th>
<th>Range(s) Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>One time general registration fee (covers all services offered by office)</td>
<td>9.2%</td>
<td>$25.30 (N=15, 100%)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>86.1</td>
<td></td>
<td>N=362, 100%</td>
<td></td>
</tr>
<tr>
<td>Job Listing</td>
<td>86.5</td>
<td>$25 (N=1, 0.3%)</td>
<td>N=371, 99.7%</td>
<td></td>
</tr>
<tr>
<td>Recruiting Services Registration</td>
<td>27.0</td>
<td>$25.70 (N=15, 13.9%)</td>
<td>N=93, 86.1%</td>
<td></td>
</tr>
<tr>
<td>Resume Referral</td>
<td>77.4</td>
<td>$23.40 (N=7, 2.2%)</td>
<td>N=313, 97.8%</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td>71.7</td>
<td>$16.80 (N=54, 17.6%)</td>
<td>N=227, 74.2%</td>
<td>$0 - $50 (N=25, 6.2%)</td>
</tr>
<tr>
<td>Workshops</td>
<td>87.2</td>
<td>$65 (N=1, 0.3%)</td>
<td>N=359, 98.9%</td>
<td>$0 - $15 (N=3, 0.8%)</td>
</tr>
</tbody>
</table>

### Alumni

<table>
<thead>
<tr>
<th>Service</th>
<th>% of Respondents Offering This Service</th>
<th>Average Amount Charged</th>
<th># of Respondents Reporting No Charge</th>
<th>Range(s) Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>One time general registration fee (covers all services offered by office)</td>
<td>14.7</td>
<td>$40.80 (N=38, 88.4%)</td>
<td>N/A</td>
<td>$12 - $155 (N=5, 11.6%)</td>
</tr>
<tr>
<td>Counseling</td>
<td>83.0</td>
<td>$44.60 (N=14, 4.6%)</td>
<td>N=293, 95.4%</td>
<td></td>
</tr>
<tr>
<td>Job Listing</td>
<td>86.9</td>
<td>$45.40 (N=13, 4.0%)</td>
<td>N=315, 96.0%</td>
<td></td>
</tr>
<tr>
<td>Recruiting Services Registration</td>
<td>20.9</td>
<td>$44 (N=10, 12.8%)</td>
<td>N=65, 83.3%</td>
<td>$10 - $50 (N=3, 3.8%)</td>
</tr>
<tr>
<td>Resume Referral</td>
<td>67.1</td>
<td>$39.70 (N=9, 3.7%)</td>
<td>N=236, 96.3%</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td>66.9</td>
<td>$33.40 (N=63, 24.0%)</td>
<td>N=177, 67.3%</td>
<td>$0 - $50 (N=23, 8.7%)</td>
</tr>
<tr>
<td>Workshops</td>
<td>70.1</td>
<td>$22.10 (N=7, 2.7%)</td>
<td>N=254, 97.3%</td>
<td></td>
</tr>
</tbody>
</table>

### Employers

<table>
<thead>
<tr>
<th>Service</th>
<th>% of Respondents Offering This Service</th>
<th>Average Amount Charged</th>
<th># of Respondents Reporting No Charge</th>
<th>Range(s) Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising/Banner Ads</td>
<td>24.1</td>
<td>$711 (N=20, 28.2%)</td>
<td>N=31, 43.7%</td>
<td>$50 - $5,000 (N=20, 28.2%)</td>
</tr>
<tr>
<td>Job Fairs – Private Sector</td>
<td>91.2</td>
<td>$184.10 (N=245, 65.2%)</td>
<td>N=75, 19.9%</td>
<td>$0 - $1,000 (N=56, 14.9%)</td>
</tr>
<tr>
<td>Job Fairs – Government</td>
<td>86.2</td>
<td>$131.70 (N=206, 63.8%)</td>
<td>N=73, 22.6%</td>
<td>$0 - $650 (N=44, 13.6%)</td>
</tr>
<tr>
<td>Job Fairs – Nonprofit</td>
<td>88.8</td>
<td>$110.50 (N=209, 60.1%)</td>
<td>N=86, 25.3%</td>
<td>$0 - $650 (N=51, 14.7%)</td>
</tr>
<tr>
<td>Listing Jobs</td>
<td>86.8</td>
<td>$55.80 (N=6, 1.8%)</td>
<td>N=330, 97.6%</td>
<td>$0 - $30 (N=2, 0.6%)</td>
</tr>
<tr>
<td>On-Campus Recruiting</td>
<td>82.8</td>
<td>$30 (N=7, 2.7%)</td>
<td>N=317, 99.1%</td>
<td></td>
</tr>
<tr>
<td>Resume Books (any format)</td>
<td>49.2</td>
<td>$272.80 (N=8, 4.5%)</td>
<td>N=169, 95.5%</td>
<td></td>
</tr>
</tbody>
</table>
Technology

Among respondents, the past year has been one of change in terms of systems/organizations they use in support of resume database, 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.

<table>
<thead>
<tr>
<th>Figure 29</th>
<th>Technology systems</th>
<th>% of Respondents Currently Using</th>
<th>% of Respondents Using Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monstertrak</td>
<td>34.7%</td>
<td>44.9%</td>
<td></td>
</tr>
<tr>
<td>NACElink</td>
<td>30.0</td>
<td>24.6</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>22.5</td>
<td>29.8</td>
<td></td>
</tr>
<tr>
<td>On-site system</td>
<td>21.4</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>CSO Research</td>
<td>10.3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>CollegeCentralNetwork</td>
<td>9.2</td>
<td>8.5</td>
<td></td>
</tr>
<tr>
<td>ECampusRecruiter</td>
<td>8.2</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Symplicity</td>
<td>6.3</td>
<td>5.5</td>
<td></td>
</tr>
</tbody>
</table>
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
Albert College
Albion College
Albright College
Adelphi University
Adirondack State University
Alabama State University
Alabama State University - W.P. Carey School of Business
Alumni Career Management
Alabama State University - West
Arkansas State University
Arkansas Tech University
Auburn University
Augustana College
Augusta University
Arizona State University
Arizona State University - San Diego Scripps Ranch Campus
Averett College
Anderson University
Angelo State University
Appalachian State University
Arizona State University - W.P. Carey School of Business
Graduate Career Management
Arizona State University - West
Arkansas State University
Arkansas Tech University
Auburn University - Career Development Services
Augustana College
Azusa Pacific University
Babson College
Baker College Online
Baker University
Barry University
Baylor University
Bellevue University
Benedictine College
Benedictine University
Bennington College
Berkeley College - New York City Campus
Bethany College
Bethel University
Binghamton University - SUNY
Black Hills State University
Bloomsburg University
Bob Jones University
Boise State University
Bradley University
Brenau University
Bridgewater State College
Brigham Young University - Hawaii
Bryant University
Bucknell University
Buena Vista University
Buffalo State College - SUNY
Cabrini College
California Lutheran University
California Polytechnic State University
California State University - Chico
California State University - East Bay
California State University - Long Beach
California State University - Monterey Bay
California State University - Stanislaus
California University of Pennsylvania
Calvin College
Cameron University
Campbellsville University
Capella University
Capital University
Carroll College
Carson-Newman College
The Catholic University of America
Cedar Crest College
Cedarville University
Central College
Central Connecticut State University
Central Michigan University
Central Missouri State University
Central Washington University - Ellensburg
Chapman University
The Citadel
Clarion University of Pennsylvania
Clarke College
Clarkson University
Clemson University
Cleveland State University
Coastal Carolina University
Coe College
Colby-Sawyer College
College Misericordia
College of Mount St. Joseph
College of Mount St. Vincent
The College of St. Catherine's
College of Saint Rose
College of St. Scholastica
College of Wooster
Colorado Christian University
Colorado College
Colorado State University - Pueblo
Concordia College
Concordia University - River Forest
Converse College
Cornerstone University
Covenant College
Cranford University
Crown College
Daemen College
Dakota State University
Dana College
Daniel Webster College
Davenport University - Grand Rapids
Defiance College
Delta State University
Denison University
DePaul University
DePauw University
DeSales University
DeVry University - DuPage
DeVry University - Miramar
Dickinson College
Duquesne College - Crete Campus
Drew University
Duke University - Career Center
Eastern Connecticut State University
Eastern Kentucky University
Eastern Mennonite University
Eastern New Mexico University - Portales
Eastern Oregon University
Edinboro University of Pennsylvania
Elmhurst College
Elms College
Embry-Riddle Aeronautical University - Daytona Beach Campus
Embry-Riddle Aeronautical University - Prescott Campus
Emerson College
Emmanuel College
Emporia State University
Fairfield University
Fenn University
Florida Atlantic University - Boca Raton Campus
Florida Memorial College - Career Development Center
Florida State University
Fort Hays State University
Fort Lewis College
Fort Valley State University
Franciscan University of Steubenville
Franklin College
Frostburg State University
Furman University
Gallaudet University
Gannon University
Gardner-Webb University
George Mason University - University Career Services
The George Washington University - Career Center
State of the Profession: NACE 2005
Career Services Benchmark Survey
For Four-Year Colleges & Universities

Georgetown University - MBNA
Career Education Center
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Gettysburg College
Golder-Beacon College
Grand Valley State University
Grand View College
Grave City College
Gustavus Adolphus College
Hamilton College
Hampden-Sydney College
Hartwick College
Hastings College
Hendrix College
Herzing College - Orlando Campus
High Point University
Hiram College
Hocking College
Holy Cross College
Holy Family University
Hood College
Hope College
Howard Payne University
Humboldt State University
Huntingdon College
Huntington College
Huston-Tillotson College
Illinois Institute of Technology - Career Development Center
Illinois Institute of Technology - Stuart Graduate School of Business
Indiana State University
Indiana University - Bloomington - College of Arts & Sciences
Indiana University - Bloomington - Kelley School of Business - Graduate
Indiana University - Bloomington - Kelley School of Business - Undergraduate
Indiana University - Bloomington - School of Informatics
Indiana University - Bloomington - School of Public & Environmental Affairs
Indiana University - East
Indiana University of Pennsylvania
Indiana University-Purdue University Fort Wayne
Ithaca College
Jamestown College
Johnson State College
The Johns Hopkins University - Bloomberg School of Public Health
 Juniata College
Kalamazoo College
Kansas State University
Kennesaw College
Keene State College
Kent State University
King College
King's College
Kutztown University
La Salle University
Lafayette College
Lake Superior State University
Lambuth University
Langston University
Lebanon Valley College
Lesley University
Lewis-Clark State College
Liberty University
Linfield College
Louisiana State University
Louisiana State University - Shreveport
Luther College
Lycoming College
Lynchburg College
Lynn University
Lycon College
Manchester College
Manhattan College
Mansfield University
Marietta College
Marquette University
Maryhurst University
Maryville College
Maryville College of St. Louis
Massachusetts Institute of Technology
The Master's College
McPherson College
Medaille College
Merrimack College
Methodist College
The Metropolitan State College of Denver
Miami University
Michigan State University - Career Services & Placement
Michigan State University - Eli Broad Graduate School of Management
Michigan Technological University
MidAmerica Nazarene University
Middlebury College
Midland Lutheran College
Millikin University
Milwaukee Institute of Art & Design
Milwaukee School of Engineering
Minnesota College of Art & Design
Minnesota State University - Mankato
Mississippi State University
Missouri Southern State University - Joplin
Missouri State University - Springfield
Missouri Western State University
Morningside College
Montana State University - Billings
Montana State University - Bozeman
More College of Art & Design
Moravian College
Mount Holyoke College
Mount St. Mary's College - Chalon Campus
Mount St. Mary's University
Mountain State University - Martinsburg Campus
Murray State University
Muhlenberg College
National-Louis University - Chicago Campus
New College of Florida
New Jersey City University
New York Institute of Technology - Central Islip
New York University - Office of Career Services
New York University - Robert F. Wagner Graduate School of Public Service
New School of Architecture & Design
North Dakota State University
North Park University
Northeastern University
Northern Illinois University
Northern Kentucky University
Northern Michigan University
Northern State University
Northland College
Northwestern Oklahoma State University
Northwestern University
Norwich University
Oakland University
Occidental College
Ohio Northern University - Office of Career Services
The Ohio State University - College of Engineering
The Ohio State University - College of Food, Agricultural, & Environmental Sciences
The Ohio State University - Colleges of the Arts & Sciences
Ohio University
Ohio Wesleyan University
Oklahoma Baptist University
Oklahoma City University
Oregon State University
Pace University - New York City Campus
Pace College
Pennsylvania State University - Lehigh Valley Campus
Philadelphia University
Pittsburg State University
Polytechnic University
Pomona College
Portland State University
Purdue University - Calumet
Purdue University - Center for Career Opportunities
Purdue University - College of Liberal Arts
Purdue University - North Central
Quincy University
Radford University

NACE Research: 2005 Career Services Benchmark Survey National Association of Colleges and Employers/38
Ranken Technical College
Regis College
Regis University
Remington College - Memphis Campus
Rensselaer Polytechnic Institute
Rhodes College
Rider University
Ringing School of Art & Design
Roanoke College
Roberts Wesleyan College
Rochester Institute of Technology - National Technical Institute for the Deaf
Rockhurst University
Rocky Mountain College
Roger Williams University
Rose-Hulman Institute of Technology
Saint Francis University
Saint Joseph's College
Saint Joseph's College of Maine
Saint Joseph's University
Saint Louis University - Career Services
Saint Mary's College
Saint Mary's College of California
Salem State College
Salve Regina University
Scripps College
Seton Hall University
Seton Hill University
Shippensburg University
Simpson University
South Dakota School of Mines & Tech.
Southeastern Missouri State University
Southeastern Oklahoma State University
Southeastern University
Southern Arkansas University
Southern Illinois University - Carbondale
Southern Illinois University - Edwardsville
Southern Polytechnic State University
Southwest Baptist University
Southwest Minnesota State University
Southwestern College - Kansas
Southwestern University
Springfield College
St. Ambrose University
St. John's University
St. Mary's University
St. Norbert College
St. Peter's College
Stanford University
Stevens Institute of Technology
Stony Brook University
SUNY at Potsdam
SUNY Cortland
SUNY Fredonia
SUNY Geneseo
SUNY Institute of Technology
SUNY Purchase College
Susquehanna University
Swarthmore College
Syracuse University - Center for Career Services
Tarleton State University
Tennesssee Technological University
Texas A&M University - College Station
Texas A&M University - Geoge Bush School of Government & Public Service
Texas Christian University - University Career Services
Texas Southern University
Texas State University - San Marcos
Texas Tech University - Rawle College of Business
Thomas College
Thomas Jefferson University
Tri-State University
Troy University - Dothan Campus
Truman State University
Union College
University at Buffalo - Career Services
The University of Alabama at Birmingham
The University of Alabama in Huntsville
University of Alaska Anchorage
University of Arkansas - Fayetteville - Sam M. Walton College of Business
University of Baltimore
University of California - Davis - The Internship & Career Center
University of California - Irvine - Career Center
University of California - Riverside - Career Center
University of California - San Diego - Career Services Center
University of California - Santa Cruz
University of Central Florida
University of Central Oklahoma
University of Cincinnati
University of Colorado at Boulder
University of Colorado at Colorado Springs
University of Connecticut
University of Delaware
University of Denver - Career Center
University of Denver - Daniels College of Business
University of Detroit Mercy
University of Florida
University of Florida - Warrington College of Business
University of Georgia
University of Hawaii at Hilo
University of Idaho
University of Illinois at Chicago - University of Illinois Alumni Assoc.
University of Illinois at Springfield
University of Illinois at Urbana-Champaign - Biotechnology Center
University of Illinois at Urbana-Champaign - College of Engineering
University of Illinois at Urbana-Champaign - The Career Center
University of Indianapolis
University of Kansas - University Career & Employment Services
University of La Verne
University of Maine
University of Maine at Machias
University of Mary
University of Mary Hardin - Baylor
University of Maryland - Baltimore County
The University of Memphis
University of Miami - Toppel Career Center
University of Michigan - Flint
University of Minnesota - Duluth
University of Minnesota - Twin Cities - College of Agricultural, Food & Environmental Sciences
University of Minnesota - Twin Cities - Institute of Technology
University of Missouri - Rolla
University of Missouri - St. Louis
The University of Montana
The University of Montana - Western
University of Nebraska - Lincoln
University of Nebraska at Omaha
University of Nevada - Las Vegas
University of New Mexico
University of New Mexico - Robert O. Anderson School of Management
University of New Orleans
University of North Alabama
The University of North Carolina at Chapel Hill - University Career Services
The University of North Carolina at Greensboro
University of North Dakota
University of North Texas
University of Northern Iowa
University of Oregon
University of Pennsylvania
University of Puget Sound
University of Rhode Island
University of San Diego
University of San Francisco
University of South Alabama
University of South Carolina - Columbia
University of South Dakota
University of Southern Maine - Portland
University of St. Francis
University of Tampa
The University of Tennessee - College of Business
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

Copyright 2005 by the National Association of Colleges and Employers.

National Association of Colleges and Employers
62 Highland Avenue • Bethlehem, PA 18017-9085
www.naceweb.org • Phone: 800/544-5272 • FAX: 610/868-0208.
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.nacweb.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@nacweb.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 (≤ 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.
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.
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 209 offices, while 206 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 database, 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.)

<table>
<thead>
<tr>
<th>Alaska Pacific University</th>
<th>Amazon College</th>
<th>Abilene Christian University</th>
<th>Akron State University</th>
<th>Alfred University</th>
<th>Allied International University - San Diego Sorrows Ranch Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College</td>
<td>Anderson College</td>
<td>Angelic University</td>
<td>Arizona State University</td>
<td>Arizona State University - West</td>
<td>Arkansas State University</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>Arkansas Tech University</td>
<td>Auburn University - Career Development Services</td>
<td>Augusta College</td>
<td>Azusa Pacific University</td>
<td>Babson College</td>
</tr>
<tr>
<td>Baker College Online</td>
<td>Bauer University</td>
<td>Bellevue University</td>
<td>Benedictine College</td>
<td>Benedictine University</td>
<td>Bennet College</td>
</tr>
<tr>
<td>Beloit College</td>
<td>Bennington College - SUNY</td>
<td>Black Hills State University</td>
<td>Bloomington University</td>
<td>Bob Jones University</td>
<td>Boise State University</td>
</tr>
<tr>
<td>Boston University</td>
<td>Boston College - New York City Campus</td>
<td>Bethany College</td>
<td>Bethel University</td>
<td>Binghamton University - SUNY</td>
<td>Black Hills State University</td>
</tr>
<tr>
<td>Bloomsburg University</td>
<td>Bob Jones University</td>
<td>Boise State University</td>
<td>Bradley University</td>
<td>Brown University</td>
<td>Bucknell University</td>
</tr>
<tr>
<td>Buffalo State College - SUNY</td>
<td>Cabrini College</td>
<td>California Lutheran University</td>
<td>California Polytechnic State University</td>
<td>California State University - Chico</td>
<td>California State University - East Bay</td>
</tr>
<tr>
<td>California State University - Long Beach</td>
<td>California State University - Monterey Bay</td>
<td>California State University - Stanislaus</td>
<td>Calvin College</td>
<td>Cameron University</td>
<td>Campbellsville University</td>
</tr>
<tr>
<td>Canisius College</td>
<td>Canisius College</td>
<td>Capella University</td>
<td>Capital University</td>
<td>Carroll College</td>
<td>Carson-Newman College</td>
</tr>
<tr>
<td>The Catholic University of America</td>
<td>Cedar Crest College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2005 Career Services Benchmark Survey Executive Summary

NACE Research: 2005 Career Services Benchmark Survey - Executive Summary National Association of Colleges and Employers/
National Association of Colleges and Employers

Professional Standards
FOR COLLEGE AND UNIVERSITY CAREER SERVICES

Copyright 2006 National Association of Colleges and Employers
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>I. Mission</td>
<td>4</td>
</tr>
<tr>
<td>II. Program Components</td>
<td>5</td>
</tr>
<tr>
<td>Career Advising/Counseling</td>
<td>5</td>
</tr>
<tr>
<td>Career Information</td>
<td>5</td>
</tr>
<tr>
<td>Employment Services</td>
<td>6</td>
</tr>
<tr>
<td>Experiential Education</td>
<td>6</td>
</tr>
<tr>
<td>Graduate School Services</td>
<td>6</td>
</tr>
<tr>
<td>III. Program Management</td>
<td>7</td>
</tr>
<tr>
<td>IV. Organization</td>
<td>7</td>
</tr>
<tr>
<td>V. Human Resources</td>
<td>8</td>
</tr>
<tr>
<td>Leadership by Career Services Managers</td>
<td>9</td>
</tr>
<tr>
<td>Professional Positions</td>
<td>10</td>
</tr>
<tr>
<td>Pre-Professional Positions</td>
<td>11</td>
</tr>
<tr>
<td>Student Employee and Volunteer Positions</td>
<td>11</td>
</tr>
<tr>
<td>Support Staff and Technical Positions</td>
<td>11</td>
</tr>
<tr>
<td>VI. Facilities and Equipment</td>
<td>11</td>
</tr>
<tr>
<td>VII. Technology</td>
<td>12</td>
</tr>
<tr>
<td>VIII. Campus and External Relations</td>
<td>13</td>
</tr>
<tr>
<td>IX. Employer Relations and Recruitment Services</td>
<td>14</td>
</tr>
<tr>
<td>X. Legal Responsibilities</td>
<td>15</td>
</tr>
<tr>
<td>XI. Equal Opportunity, Access, Affirmative Action, and Diversity</td>
<td>16</td>
</tr>
<tr>
<td>XII. Ethics</td>
<td>16</td>
</tr>
<tr>
<td>XIII. Program Evaluation, Assessment, and Research</td>
<td>17</td>
</tr>
<tr>
<td>Appendix A: Evolution of Professional Standards for Career Services</td>
<td>18</td>
</tr>
<tr>
<td>Appendix B: Feedback</td>
<td>19</td>
</tr>
</tbody>
</table>
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:

- 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.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Core Competencies</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and administration</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Program and event administration</td>
<td>Needs assessment; goal setting; program planning, implementation, and evaluation; budget allocation; time management; problem solving; attention to detail.</td>
<td>Systems, logistics, and procedures; project management; customer service.</td>
</tr>
<tr>
<td>Research and student learning/development outcomes</td>
<td>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.</td>
<td>Student and adult development theory; research/assessment procedures; evidence-based decision making; statistical procedures.</td>
</tr>
<tr>
<td>Career advising/counseling and consultation</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Functions</td>
<td>Core Competencies</td>
<td>Knowledge</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teaching/ training/educating</td>
<td>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.</td>
<td>Setting learning objectives; designing curricula and learning resources for specific content areas; experiential learning; career development and job-search process; learning styles.</td>
</tr>
<tr>
<td>Marketing/ promoting/ outreach</td>
<td>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.</td>
<td>Customer service; knowledge of institution and its academic programs; career services; employer, alumni, and faculty needs and expectations; recruiting and staffing methods; trends.</td>
</tr>
<tr>
<td>Brokering/ connecting/linking</td>
<td>Organizing information, logistics, people, and processes toward a desired outcome; consulting; building and managing advisory boards; interpersonal skills.</td>
<td>Systems and procedures; candidate/resume referral; recruiting and experiential learning operations; human resource selection practices.</td>
</tr>
<tr>
<td>Information management</td>
<td>Organization and dissemination; storage and retrieval; computing systems and applications; data entry and analysis; acquisition of appropriate career resources; web design and management.</td>
<td>Library/resources center organization; computer systems and applications; specific electronic management information systems.</td>
</tr>
</tbody>
</table>

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.

Career 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, preservice 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; prerouting 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:

• 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, where 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
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Fordham (NY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>Andrew Cronan-Director</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>0.012</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td>0.002</td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>16,004</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Private-Jesuit</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>Centralized</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>Law, MBA</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td>7-Director, Associate Director-Special Programs, Associate Director-Employee Relations, 2 Asst. Directors, Recruiting Coordinator, Internship Coordinator</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>All counsel students, Only Director and 1 Assoc. Director counsel alum, All FT staff are generalists</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td>4, 1 9-Month Pre Law Counselor, 1 9-Month Grad. Ed. Counselor, 1 p-t coordinator, 1 p-t admin assistant</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts.</td>
<td>21, 13 Student Admin. Assistants (paid), 8 Career Peer Advisors for resume critique (unpaid)</td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Assts./Interns</td>
<td>5, 4 Grad Interns for career counseling, 1 Grad intern for Diversity/Multicultural issues (funded by Diversity Banquet)</td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?)</td>
<td>$45,000</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Associate VP of Student Affairs/Dean of Student Services (same person)</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet)/Describe your office space</td>
<td>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</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>See above</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e. Monster Trak, Internship Exchange, Simplicity, C3M, Wet Feet)?</td>
<td>Monster trak, Market view (product to help students create infomercial for employers)</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>0</td>
</tr>
<tr>
<td>19) Information Sessions - Avg. # attendance, How Marketed?</td>
<td>40-50 in Fall, 30-40 in Spring, attendance varies</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>Students, Alumni, Reciprocal (no fee)</td>
</tr>
<tr>
<td>21) What % of your “served population” do you provide services for on an annual basis?</td>
<td>n/a</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td>80-85%</td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>5-10%</td>
</tr>
<tr>
<td>24) Hours of Operation</td>
<td>9-5 M, T, W, F, 9-7 Th</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>None</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>Yes, At time of graduation with responses accepted up until 10 months after graduation</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>Snail mail out, On-line form or snail mail for response</td>
</tr>
<tr>
<td>28) If yes: % of class w/ jobs at time of graduation</td>
<td>75%</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>Up to 10 months out</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td>n/a</td>
</tr>
<tr>
<td>31) If yes: response rate to survey</td>
<td>67%</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad. School/Further Education</td>
<td>14% Grad School</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>During prospective parent visits, CSC member sits on a panel to help with overview of Student Services</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by appl. on annual basis</td>
<td>roughly 800</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>n/a</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>SIGI online, SDS in office</td>
</tr>
<tr>
<td>37) Services: P-T, off campus job postings?</td>
<td>Yes</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>No</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>No Co-Op or Externship, Yes for Internships</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>n/a</td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>206</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>Not under CSC jurisdiction, some departments and/or professors do</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td>n/a</td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td>No thought certain majors provide &quot;internship&quot; classes</td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>n/a</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td>n/a</td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td>n/a</td>
</tr>
<tr>
<td>48) Services: If yes, who teaches them?</td>
<td>n/a</td>
</tr>
<tr>
<td>49) Programs: How many fairs do you offer &amp; when?</td>
<td>2 Career Fairs (Fall-Spring). Upcoming inaugural Educators Fair and Jesuit Grad School Fair</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>50) Programs: Number of organizations attending fairs?</td>
<td>130 for Fall Career Fair</td>
</tr>
<tr>
<td>51) Programs: How many students attend fairs?</td>
<td>400+</td>
</tr>
<tr>
<td>52) Programs: Offer OCI?</td>
<td>Yes</td>
</tr>
<tr>
<td>53) Programs: OCI - Number of registrants?</td>
<td>n/a</td>
</tr>
<tr>
<td>54) Programs: OCI - Number of organizations?</td>
<td>n/a</td>
</tr>
<tr>
<td>56) Programs: OCI - Number of interviews conducted</td>
<td>84 total jobs being interviewed</td>
</tr>
<tr>
<td>56) Programs: How many career outreach workshops/programs/panels (OCC) do you offer in an academic year?</td>
<td>40-50</td>
</tr>
<tr>
<td>57) Programs: How many TOTAL students attended these career outreach programs?</td>
<td>n/a</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Fordham (NY)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Ultimate Road trip (sponsored by Monster Trak), Networking Events (i.e., &quot;Fireside Chats&quot; 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</td>
</tr>
</tbody>
</table>

58. Resources In addition to job postings, employment resources, library, online resources, what other resources do you offer?
Loyola Marymount University

Comparative Analysis/Benchmarking for Program Review
Fall 2006
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Loyola Marymount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>Liz Aliano, Director</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>About 5500</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td>About 2500</td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>7000-8000 (excluding Law School)</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Private, Jesuit</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>Centralized</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>N/A</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td>16 F-T Staff: 1 Asst. Director Employer Services, 1 Manager Employer Services, 1 Coordinator Employer Services, 1 Director Internships &amp; 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</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>See above.</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Loyola Marymount</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td>1 - 3/4 time Counselor</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts.</td>
<td>30-40 work study student assistants in Employer Services, Internship, Career Counseling, Front Desk, Student Employment, Marketing</td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Assts./Interns</td>
<td>1 Grad Assistant (renews every 2 years) to work on off-campus contracts and Federal work study.</td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?)</td>
<td>Not Available - Zero-based budget this year. Funded by Student Affairs</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Dean of Student Affairs</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet) / Describe your office space</td>
<td>Very large 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.</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>5</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e. Monster Trak, Internship Exchange, Simplicity, CSM, Wet Feat)?</td>
<td>Simplicity for Career Fair Manager, Job Posting (branded as Loyola &quot;Lions Jobs&quot; 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.</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Loyola Marymount</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>18. Tech Personnel (internal or external)</td>
<td>Own technology coordinator and use University's IT dept.</td>
</tr>
<tr>
<td>20. Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>Students, Alums, Reciprocal, and Staff (but very discreetly). Reciprocal must be a NACE member school of like size and any Jesuit university.</td>
</tr>
<tr>
<td>21. What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>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.</td>
</tr>
<tr>
<td>22. Of the students served, what % is Undergrads?</td>
<td>80%</td>
</tr>
<tr>
<td>23. Of the students served, what % is Graduate students?</td>
<td>20% including alums. mostly School of Ed. And MBAs who have a Loyola bachelor degree.</td>
</tr>
<tr>
<td>24. Hours of Operation</td>
<td>M-F: 8am-5pm (Wed to 7pm)</td>
</tr>
</tbody>
</table>
| 25. What fees does your dept have? | Assessments: $15/assessment  
Etiquette Dinner: $30  
Reciprocity: $25 (no access to Simplicity job bank or OCI) |
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Loyola Marymount</th>
</tr>
</thead>
<tbody>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>Yes, through survey mailing</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>Mailing 3x/year to new grads within 6 months.</td>
</tr>
<tr>
<td>28) If yes, % of class w/ jobs at time of graduation</td>
<td>Not available.</td>
</tr>
<tr>
<td>29) If yes, # of months after Graduation follow-up conducted</td>
<td>Up to 6 months.</td>
</tr>
<tr>
<td>30) If yes, % of class w/ jobs at time of follow-up</td>
<td>79% within 6 months.</td>
</tr>
<tr>
<td>31) If yes, response rate to survey</td>
<td>26%</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad. School/Further Education</td>
<td>20%</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>They recently added a Parent section on their website and when appropriate, they participate in Family Weekend activities.</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Loyola Marymount</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by appl. on annual basis</td>
<td>2424</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>About 1080. Do drop-ins 3 hours/day M-F. Has increased tremendously</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>All online: MBTI, Strong, Strength Quest (1st year working with)</td>
</tr>
<tr>
<td>37) Services: P-T, off campus job postings?</td>
<td>Yes. 60% are part-time jobs.</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>Yes</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>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.</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>About 764.</td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>Not available.</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Loyola Marymount</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td>Not available. Starting this semester to track.</td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td>Not available. Starting this semester to track.</td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>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).</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td>3</td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td>For the 250 Lower Level Division class: 25 in Spring and 12 in Fall</td>
</tr>
<tr>
<td>48) Services: If yes, who teaches them?</td>
<td>250 and 351 Lower Division Class: Career Counselor, 350 Summer Internship Class: Internship Director</td>
</tr>
<tr>
<td>49) Programs: How many fairs do you offer &amp; when?</td>
<td>2 Career Fairs (1 each semester), 1 Grad Fair in Fall, 1 Meet the School Districts in Spring, 1 Student Employment Fair late Aug.</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Loyola Marymount</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| **50) Programs: Number of organizations attending fairs?** | Career Fairs: 80-100 exhibitors  
Grad Fair: 80-100  
Meet School Districts: 40-50 |
<p>| <strong>51) Programs: How many students attend fairs?</strong> | Not available. All events held outdoors so can’t track. |
| <strong>52) Programs: Offer OCI?</strong> | Yes |
| <strong>53) Programs: OCI - Number of registrants?</strong> | Mainly undergrads. 480 resumes submitted. |
| <strong>54) Programs: OCI - Number of organizations?</strong> | 87 |
| <strong>55) Programs: OCI - Number of interviews conducted</strong> | 345 |
| <strong>56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?</strong> | 48 classroom presentations, 24 student club presentations, 26 career related events through dept. and housing outreach. Total: 98 |
| <strong>57) Programs: How many TOTAL students attended these career outreach programs?</strong> | 2300 students |</p>
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Loyola Marymount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
Comparative Analysis/
Benchmarking
for Program Review
Fall 2006
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Marquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>Laura Kestner - Director</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>7800</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td>3200</td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>11,000</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Private</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>Centralized</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>Law School Career Center</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td>Total 6 / 1 Director, 1 Assoc Director, 2 Asst Directors, 1 Career Counselor, 1 FT Support/Recruiting Asst.</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>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, Inf 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.</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td>1 &quot;9 month&quot; full time support - 2 undergrad career interns (handle resumes/cover letters), 1 grad career intern</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Marquette</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts</td>
<td>5 total - 3 Student interns, 1 computer intern, 1 career fair intern</td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Asst./Interns</td>
<td></td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?)</td>
<td>$57,000</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Associate Provost for Enrollment Mgmt.</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet)</td>
<td></td>
</tr>
<tr>
<td>Describe your office space</td>
<td>6,000 sq ft. Seminar room (40 students) - small classroom, 8 offices for counselors, 9 interview rooms, Career library w/ comfy chairs &amp; 4 computers, employee/staff lounge, workroom, reception area for 2 support staff, waiting area seats 22</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>9</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e. Monster TRAK, Internship Exchange, Simplicity, C3M, WetFeet)?</td>
<td>Monster TRAK for job search, career fair manager and foci, Employyon for public domain search of jobs databases, Interview Stream, Vault, Discover, Reference USA</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>1 undergrad for 10 hours/week</td>
</tr>
<tr>
<td>19) Information Sessions - Avg. # attendance, How Marketed?</td>
<td>Fall - 25 total, attendance is 0-50, market via Monster trak, Employers do own marketing, Call students on interview schedules</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>All students, alumni, staff, reciprocal</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Marquette</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>21) What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>48%</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td>52% Undergrad, 28% Grad, 22% Alum</td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>26%</td>
</tr>
<tr>
<td>24) Hours of Operation</td>
<td>M T, Th, F 7:30-5pm, W 7:30-7, open early for recruiting, evening drop-in counselor starts at 7, recruiting contact who opens office leaves early</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>Alumni for assessments only ($50 for 3 assessments), Alumni Association PAYS THE SALARY of one counselor</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>yes</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>Annual 1 yr, 5 yr out survey w/ snail mail, w/ Office of Institutional Research and Assessment</td>
</tr>
<tr>
<td>28) If yes, % of class w/ jobs at time of graduation</td>
<td>don't have</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>1 yr, 65% undergrad, 78% grad</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td>N/A</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Marquette</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>31) If yes: response rate to survey</td>
<td>44% undergrad, 39% grad</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad. School/Further Education</td>
<td>30% undergrad</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>Yes - website section</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by apt, on annual basis</td>
<td>872</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>542</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>MBTI, SII, Discover-All Online</td>
</tr>
<tr>
<td>37) Services: P-T, off campus job postings?</td>
<td>Through office of student employment, not CSC</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>No</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>Only if they are NOT for credit</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>Don't track that</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Marquette</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>

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 |
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Marquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>51) Programs: How many students attend fairs?</td>
<td>Fall - 850, Spring 800</td>
</tr>
<tr>
<td>52) Proms: Offer OCI?</td>
<td>Yes</td>
</tr>
<tr>
<td>53) Programs: OCI - Number of registrants?</td>
<td>750</td>
</tr>
<tr>
<td>54) Programs: OCI - Number of organizations?</td>
<td>108 in fall, 153 in spring, primary engineering + business</td>
</tr>
<tr>
<td>55) Programs: OCI - Number of interviews conducted</td>
<td>750/semester</td>
</tr>
<tr>
<td>56) Programs: How many career outreach workshops/programs/panels (OCC) do you offer in an academic year?</td>
<td>75 Campus Wide reaching 4,340 students (includes all OCC and class presentations)</td>
</tr>
<tr>
<td>57) Programs: How many TOTAL students attended these career outreach programs?</td>
<td>4,340</td>
</tr>
<tr>
<td>58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?</td>
<td>Promote Alumni Network to students, Alumni Relations provides Externship program, panel speakers and C.A.N., Focus in 06-07 on creating a &quot;Multicultural Competent&quot; CSC, offering Power Lunch series on career panels from different heritages, 1st one drew 26 students, received TARGET grant for $2400 for these events.</td>
</tr>
</tbody>
</table>
Santa Clara University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Santa Clara</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info</td>
<td>Kathy Potter, Director</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>2005-06: 4938</td>
</tr>
</tbody>
</table>
| 3) Graduate Enrollment | 2005-06: 1339 (excl. Law School & MBA)  
2005-06: 2120 (Law School & MBA) |
<p>| 4) Total Enrollment | 2005-06: 5277 (excl. Law School &amp; 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 F-T Staff: 1 Director, 1 Senior Admin. Asst., 1 Assistant Director (Arts &amp; Sciences), 1 Assistant Director (English &amp; Undergraduate Business), 1 Assistant Director (Employer Relations), 1 Assistant Director (Experiential Education), 1 Assistant Director (Eli Lilly Grant Symposia of Residential Learning Communities - Vocational Symposia), 1 Manager Student Employment |
| 8) Number &amp; Titles F-T Staff | |
| 9) Key Roles &amp; Responsibilities of Staff | See above. |
| 10) Number &amp; Titles Part Time Staff | (1/2 time) Assistant Director (Alumni, Counseling Psychology, Pastoral Ministries, Education) |
| 11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts. | 10-12 student assistants |
| 12) Number &amp; Title Graduate Assts./Interns | 1 graduate intern |
| 13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?) | $98,000 |</p>
<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Santa Clara</th>
</tr>
</thead>
<tbody>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Vice Provost for Student Life</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet); Describe your office space</td>
<td>4650 square feet (questionable?). Reception, Library Resource, 7 Counselor Rooms including Director’s office, 1 Manager of Student Employment.</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>5</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e. Monster Trak, Internship Exchange, Simplicity, C3M, Wet Feet)?</td>
<td>Montserrat including BroncoTRAK (internal link to MONSTER TRAK) Wet Feet Perfect Interview</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>Use student assistants and University IT dept.</td>
</tr>
<tr>
<td>19) Information Sessions - Avg. # attendance, How Marketed?</td>
<td>Don't keep track. Marketed through direct email, online and hard copy newsletter, and MONSTER TRAK</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>Students, alumni, reciprocal, staff. Community members can use the resource room only.</td>
</tr>
<tr>
<td>21) What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>15%</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td>66%</td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>33%</td>
</tr>
<tr>
<td>24) Hours of Operation</td>
<td>M-Th 8am-5:30pm F 8am-6pm</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>One-time $40 fee for OCI to students Alums (6 months post-grad) - $60/hour counseling Sometimes charge for individual events. No fees for reciprocity.</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>No, but now taken over by University to do it.</td>
</tr>
<tr>
<td><strong>Name of Institution</strong></td>
<td>Santa Clara</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>6 months post-grad</td>
</tr>
<tr>
<td>28) If yes: % of class w/ jobs at time of graduation</td>
<td>2005-06: 85% employed F-T, 14% attending grad school F-T</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>6 months post-grad</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td>N/A</td>
</tr>
<tr>
<td>31) If yes: response rate to survey</td>
<td>About 40%</td>
</tr>
<tr>
<td>32) If yes: % of class that opted for Grad School/Further Education</td>
<td>14%</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>Yes, on website, printed and online handouts, and powerpoint presentations on parent days</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by app. on annual basis</td>
<td>900-950 (caveat: some are repeats, not unique visits)</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>1130 (caveat: some are repeats, not unique visits)</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>MyRoad.com (used mostly w/ undergrads), MBTI, Strong, Skills &amp; Values Card Sort</td>
</tr>
<tr>
<td>37) Services: P-T. off campus job postings?</td>
<td>Not many--about 20 student employment &amp; 30-40 work study jobs</td>
</tr>
<tr>
<td>38) Services: Student Employment housed in Center?</td>
<td>Yes</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>Co-ops and Internships only. Offer Co-op &amp; Internship listings. Don't match or place people, but help them find them.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Santa Clara</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>About 205 seen for co-ops mostly</td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>They helped 189 students get co-ops and internships.</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>No, but school might</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td></td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td></td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>Yes. Career Strategies course offered 2x/year; 2 credits, pass/fail. Vocation Symposia offered 2x/quarter.</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td>8 classes</td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td>Average 15 in each class, 120 total</td>
</tr>
<tr>
<td>49) Programs: How many fairs do you offer &amp; when?</td>
<td>3 major Jobs &amp; Internships Fairs: Fall, Winter, Spring 2 specialized fairs (periodically held): Year of Service Volunteers, Fast Break Careers</td>
</tr>
<tr>
<td>50) Programs: Number of organizations attending fairs?</td>
<td>Winter &amp; Spring - 80-90 exhibitors (held indoors)</td>
</tr>
<tr>
<td>51) Programs: How many students attend fairs?</td>
<td>Don't know. They don't make students register at fairs.</td>
</tr>
<tr>
<td>52) Programs: Offer OCI?</td>
<td>Yes, 3x/year (every quarter)</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Santa Clara</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>53) Programs: OCI - Number of registrants?</td>
<td>439</td>
</tr>
<tr>
<td>54) Programs: OCI - Number of organizations?</td>
<td>103</td>
</tr>
<tr>
<td>55) Programs: OCI - Number of interviews conducted</td>
<td>1223</td>
</tr>
<tr>
<td>56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?</td>
<td>About 90 + 5 Career Fairs</td>
</tr>
<tr>
<td>57) Programs: How many TOTAL students attended these career outreach programs?</td>
<td>15-20 average attendance</td>
</tr>
<tr>
<td>58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?</td>
<td>Counseling, mock interviews through Perfect Interview, Etiquette Dinner, Resume Reviews, Workshops, Arts &amp; 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</td>
</tr>
</tbody>
</table>
Stanford University

Comparative Analysis/
Benchmarking
for Program Review
Fall 2006
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Stanford</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>Lance Choy - Director, Stanford Career Development Center</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>6700</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td></td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>14900, so about 15,000</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Private</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>Centralized services = all students / Not Business &amp; Law / (Operate independently but dotted line report to Lance PT school of Ed person &amp; 1.5 persons at Med school)</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>Business &amp; Law</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td><strong>Total 14.5 F/T Staff</strong> - 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</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>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 &amp; Networking programs)</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td><strong>Total 5 PT Staff</strong> - 3 PT CC, .5 Admin Asst for CC, .5 Receptionist for CC, 1 PT Business Manger</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts.</td>
<td>25 Total, 6 of the 25 = Peer Counselors</td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Assts./Interns</td>
<td>1 Counseling Intern</td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?)</td>
<td>Operating Budget = $142,000 (University Funds) + $297,600 (Fundraised) = $439,600 / (FY1 TL Fundraised for operating &amp; salaries = 458,300)</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Stanford</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Provost Office, Assoc Vice Provost of Student Affairs, Div of Student Affairs, Provost Office</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet) / Describe your office space</td>
<td>15,000 sq. ft., 2 of 3 floors</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>20</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e., Monster, Truck, Internship Exchange, Simplicity, CSM, Web Feat)?</td>
<td>1) NACE Link (+ Career Fair Module) / 2) Vault / 3) Ref File (self built) / 4) Counseling = transitioning to NACE Link, currently using self built database</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>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)</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>Serve all students / Alumni: 1st yr out - free; $75 2nd year / + Partners &amp; Spouses of students</td>
</tr>
<tr>
<td>21) What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>1) Fiscal 05: &quot;used CDC&quot;. Bachelors = 64%, Masters = 58%, PhD = 41%, (based on Graduating Students survey) / 2) Registered w/ CDC: 90% Senior, 80% Jr, 70% Sr, 60% Fr.</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td>CC Appointments = 50% Bachelor</td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>CC Appointments = 50% Graduate</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>1) Reference File Service fee: Fed Ex rush $35/xl / Etiquette workshop $20 (outsourced so 1/2 covered by CDC) / 3) Employers, 2 sources of fees: A) Fairs - Fall Fair $800/table, $300/GoVt, $100/NP. B) Resume Books, C) Recruiting Services - partnership programs</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>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)</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td></td>
</tr>
<tr>
<td>28) If yes: % of class w/ jobs at time of graduation</td>
<td>Bachelors = 77% / Masters = 83% / PhD = 85%</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>Email twice, 1) prior to graduation, 2) after graduation (1 week)</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Stanford</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td></td>
</tr>
<tr>
<td>31) If yes: response rate to survey</td>
<td>26% response rate</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad. School/Further Education</td>
<td>Bachelors = 22%, Masters = 22%, PhD = N/A</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>They provide a newsletter for parents</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by appt. on annual basis</td>
<td>2400</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>1500</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>Yes: SII, CISS, MB</td>
</tr>
<tr>
<td>37) Services: P.T. off campus job postings?</td>
<td>Yes</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>CDC handles/houses job postings for students with financial aid (??)</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>Co-Op: No, Internships = Yes, Externships = No</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td></td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>Not tracked</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>No, CDC does not offer this. But some departments handle internships for credit</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td>n/a</td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td>n/a</td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>no</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>Stanford</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td></td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td></td>
</tr>
<tr>
<td>48) Services: If yes, who teaches them?</td>
<td>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</td>
</tr>
<tr>
<td>49) Programs: How many fairs do you offer &amp; when?</td>
<td></td>
</tr>
<tr>
<td>50) Programs: Number of organizations attending fairs?</td>
<td>see above</td>
</tr>
<tr>
<td>51) Programs: How many students attend fairs?</td>
<td>CDC does not track student attendance because Fairs are outside events</td>
</tr>
<tr>
<td>52) Programs: Offer OCI?</td>
<td>yes</td>
</tr>
<tr>
<td>53) Programs: OCI - Number of registrants?</td>
<td>7,000 students are registered/activated but not all use the system</td>
</tr>
<tr>
<td>54) Programs: OCI - Number of organizations?</td>
<td># of employers = 300</td>
</tr>
<tr>
<td>55) Programs: OCI - Number of interviews conducted</td>
<td>4,000-5,000</td>
</tr>
<tr>
<td>56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?</td>
<td>179 for 2005, includes everything</td>
</tr>
<tr>
<td>57) Programs: How many TOTAL students attended these career outreach programs?</td>
<td>5800 estimated</td>
</tr>
<tr>
<td>58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?</td>
<td>Big push this year = bringing more alumni by dept for networking events</td>
</tr>
</tbody>
</table>

*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
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>University of San Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>Linda Scales, Director</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>4962</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td>1376 (1145 Law)</td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>6336</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Private</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>Centralized, serve everyone but Law. (Institutes in Business School getting very active w/ Career Services)</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>Law - has own</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td>6 Total - 1) 1 Director, 2) 2 Career Counselors, 3) 1 Recruitment Coordinator, (CC) Exec Asst. - Pay Title, 4) Receptionist/Office Mgr/Front Desk/Admin Asst - Pay Title</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>4 Total - 1) 1 Associate Director - counsels, Class President liaison, 2) 1 Associate Director - MBA Athletics, counsels 2x/wk, Dist Alumni, Members, Pres - Big ones, Admissions, Parents, 3) 1 CC - generalist, 4) 1 CC generalist - both CC official supervise students, NACE Link, School Appointments, Logistics</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td>No defined roles / Loose liaison roles: 2 people doing Fairs - Intern, C.F., CCR Lib, Assessments, Web (Online &amp; Logistics - visual), have shared responsibilities. New staff - cross training, for pandemic + disaster preparedness</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Asst.</td>
<td>2 Fed Work study UG - 42 wha, 20 hrs</td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Asst./Interns</td>
<td>1 Grad worker/Grad Asst, 1 Intern - time; one semester, always from USD, prefer for whole year</td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?)</td>
<td>Discretionary - non-salary $10, $85, $2,500 From Employers Gift - can be carried over, $100,000 Endowment interest $8,000, told not to go out and solicit</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Assoc. Provost - Academic Affairs</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet)/Describe your office space</td>
<td>2,086. Central office/reception/library (3 student computers), 5 large offices w/ doors (everyone but front desk), 2 small offices, 1 Project room - (printer &amp; fax), 2 little conference rooms (6 people max)</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>4 plus central space w/ refrigerator - basic addition - bare bones</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e., Monster Track, Internship Exchange, Simplicity, GSM, Wel Fed)?</td>
<td>1) NACE Link - w/ internships - don't use, 2) Access/Excel - for Fair Mgrs - (Grad School Fair &amp; Career Fair), 3) 13 Generic Cards - swipe by school &amp; level, any sheet - not linked - Aggregate rep.</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>No internal, University support - frustration</td>
</tr>
<tr>
<td>19) Information Sessions - Avg. # attendance, How Marketed?</td>
<td>Informal - 1 person (same w/ workshops - want 1 on 1). No OCI requirement, put on calendar</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>Students (20% use), Alumni - (Free forever), reciprocal (No appointments)</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>21) What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>Guess - not sure</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td></td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>Fewer seen than UG.</td>
</tr>
<tr>
<td>24) Hours of Operation</td>
<td>8:30 - 5pm M-F, (open until 8pm on Wed), Drop in Daily for 2 hrs</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>$25 reciprocity, Grad Fair &amp; Career Expo</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>No but every 3 years, send a 6 mo survey out (SGS Cal students don't have a clue what they're going to do)</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>Career Services - 6 mos, Post Grad w/ Institute Research</td>
</tr>
<tr>
<td>28) If yes: % of class w/ jobs at time of graduation</td>
<td>?</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>6 months, 3 months</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td>78%</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>31) If yes, response rate to survey</td>
<td>26%</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad. School/Further Education</td>
<td>15% or 5% seeking employment</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>Yes</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by appl. on annual basis</td>
<td>2458</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>3671 - includes email, phone, resume critc</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>1) Sit - Online - (no cost), 2) MBTI - online used rarely (0 cost to student), 3) Kiersey Temperament Sorter - DOS - Old, 4) Skill Scan Card Sort, 5) Values Card Sorts</td>
</tr>
<tr>
<td>37) Services: P-T, off campus job postings?</td>
<td>Yes, on NACE Link</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>No - housed in Financial Aid</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, externships?</td>
<td>Co-Op - No, Internships - Yes, Externships - No</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>n/a</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>n/a</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>no</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td>n/a</td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td>n/a</td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>No, but used to Quasi career class in Bus. School from time to time</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td>n/a</td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td>n/a</td>
</tr>
<tr>
<td>48) Services: If yes, who teaches them?</td>
<td>n/a</td>
</tr>
<tr>
<td>49) Programs: How many fairs do you offer &amp; when?</td>
<td>4 Total - 1) Career Exp 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</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| 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? | 103 |
| 55) Programs: OCI - Number of interviews conducted | Don't know |
| 56) Programs: How many career outreach workshops/programs/panels (OCC) 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
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>USF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>James Catiggay - Director</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>4000</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td>4000</td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>3000</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Private</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>Decentralized</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>Law &amp; MBA</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td>6 Total - 1 Director, 1 Associate Director, 1 Assistant Director/CC, 1 CC, 1 Coordinator Employer Relations, 1 Office Manager</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>Director - oversees office / Associate Director - supervise CC Intern, Grad Fair &amp; related activities, supervise students in coordination w/ Office Mgr, oversee website, oversees workshop planning, liaison - school of Ed &amp; 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</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td>n/a</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts.</td>
<td></td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Assts./Interns</td>
<td>1 Intern</td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more)?</td>
<td>$55,000, (supplement this w/ Career Fair &amp; Grad Fair monies)</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>Assoc. Dean for Student Dev., Division of University Life</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet)/Describe your office space</td>
<td>1900 sq ft</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>4</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange, Simplicity, C3M, Wet Feel)?</td>
<td>Monster Trak + Itrak + Career Fair Manager, Intern Exchange, Via e-recruiting, Wet F</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>2 P/T Student Asst</td>
</tr>
<tr>
<td>19) Information Sessions - Avg. # attendance, How Marketed?</td>
<td>0-4 - Flyers, email</td>
</tr>
<tr>
<td>Name of institution</td>
<td>USF</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>Students, Alumni, Reciprocal students (No UC or CSU)</td>
</tr>
<tr>
<td>21) What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>16% of total enrolled students, 21% of served include alumni.</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td>75% (1065/1455)</td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>25% (360/1455)</td>
</tr>
<tr>
<td>24) Hours of Operation</td>
<td>MWF = 9am-5pm, TW = 9:30-7pm</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>Alumni - $50 after 1 yr / Reciprocity - $75 / Assessments - $20/each</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>Yes</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>Office of Institutional Assessment - every Dec &amp; May - Grad statistics from 05/06 Survey</td>
</tr>
<tr>
<td>28) If yes: % of class w/ jobs at time of graduation</td>
<td>33.40%</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>N/A - (No Inst follow up after Graduation)</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td>n/a</td>
</tr>
<tr>
<td>31) If yes: response rate to survey</td>
<td>97%</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad School/Further Education</td>
<td>20%</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>No</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by appl. on annual basis</td>
<td>428 (don't know if unique or not)</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual basis</td>
<td>840 (1268)</td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>Yes - 1) Strong - college profile - online / 2) MBTI - Career Profile Online 3) Skill Scan - Card sort / 5) Values - Card Sort</td>
</tr>
<tr>
<td>37) Services: P-T, off campus job postings?</td>
<td>Yes</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>No</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>USF</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>Don't know</td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>Don't know</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>Not out of office - through Academic Advisors?</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td>n/a</td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td>n/a</td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>no</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td>n/a</td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td>n/a</td>
</tr>
<tr>
<td>48) Services: If yes, who teaches them?</td>
<td>n/a</td>
</tr>
<tr>
<td>48) Programs: How many fairs do you offer &amp; when?</td>
<td>3 total - 1) Non Profit Expo - Fall / 2) Grad Fair - Fall 3) Career Fair - Spring</td>
</tr>
<tr>
<td>50) Programs: Number of organizations attending fairs?</td>
<td>1) Non Profit - 66 / 2) Grad - 93 / 3) Career Fair - 73</td>
</tr>
<tr>
<td>51) Programs: How many students attend fairs?</td>
<td>1) Non Profit - 200 / 2) Grad Fair - 325 / 3) Career Fair - 470</td>
</tr>
<tr>
<td>52) Programs: Offer OCI?</td>
<td>Yes</td>
</tr>
<tr>
<td>53) Programs: OCI - Number of registrants?</td>
<td>617</td>
</tr>
<tr>
<td>54) Programs: OCI - Number of organizations?</td>
<td>50 Unique</td>
</tr>
<tr>
<td>55) Programs: OCI - Number of interviews conducted</td>
<td>331</td>
</tr>
<tr>
<td>56) Programs: How many career outreach workshops/programs/panels (OCC) do you offer in an academic year?</td>
<td>136</td>
</tr>
<tr>
<td>57) Programs: How many TOTAL students attended these career outreach programs?</td>
<td>1,400 approximately (Workshops, Orientations, Presentations)</td>
</tr>
<tr>
<td>58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?</td>
<td>1) Mock Interview / 2) Internship Program</td>
</tr>
</tbody>
</table>
NACE

2005 Career Services Benchmarking Survey for Program Review Fall 2006
<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>NACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Name &amp; Title of Person Providing Info.</td>
<td>Dec. 2005 NACE Career Services Benchmark Survey</td>
</tr>
<tr>
<td>2) Undergraduate Enrollment</td>
<td>n/a</td>
</tr>
<tr>
<td>3) Graduate Enrollment</td>
<td>n/a</td>
</tr>
<tr>
<td>4) Total Enrollment</td>
<td>n/a</td>
</tr>
<tr>
<td>5) Public or Private</td>
<td>Both</td>
</tr>
<tr>
<td>6) Centralized or Decentralized/Populations Served</td>
<td>n/a</td>
</tr>
<tr>
<td>7) If decentralized, what are the other career centers at your institution?</td>
<td>n/a</td>
</tr>
<tr>
<td>8) Number &amp; Titles F-T Staff</td>
<td>Avg. 3.5 (w/ 88.8% of respondents)</td>
</tr>
<tr>
<td>9) Key Roles &amp; Responsibilities of Staff</td>
<td>n/a</td>
</tr>
<tr>
<td>10) Number &amp; Titles Part Time Staff</td>
<td>1.6 (w/ 21.39% of respondents)</td>
</tr>
<tr>
<td>11) Number &amp; Titles (if other than Stud. Asst.) of Student Assts.</td>
<td>w/ 79% of respondents - 22% reported 3 PT Student Assistants / 16% reported 5 PT Student Assts / 16% reported 10 + PT Student Assistants</td>
</tr>
<tr>
<td>12) Number &amp; Title Graduate Assts./Interns</td>
<td>w/ 50% of respondents - 51% reported 1 PT Grad Asst/Intern / 29% reported 2 PT Grad Asst/Interns</td>
</tr>
<tr>
<td>13) Total Non-Personnel Operating Budget &amp; Funding (one source or more?)</td>
<td>$52,287 (w/ 89% of respondents)</td>
</tr>
<tr>
<td>14) Who does your office report to (Position &amp; Division)?</td>
<td>See Figure 1</td>
</tr>
<tr>
<td>15) Avg. office space (sq. feet)/Describe your office space</td>
<td>3,171</td>
</tr>
<tr>
<td>16) Avg. # Interview Rooms</td>
<td>4.7 (w/ 91.3% respondents)</td>
</tr>
<tr>
<td>17) What technology systems do you utilize (i.e., Monster Trak, Internship Exchange, Simplicity, C3M, Wet Feet)?</td>
<td>See box 22, Figure 29, pg. 36</td>
</tr>
<tr>
<td>Name of institution</td>
<td>NACE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>18) Tech Personnel (internal or external)</td>
<td>w/ 69% of respondents - 75% 1 PT - Tech Coordinators / 25% 2 PT Tech Coordinators</td>
</tr>
<tr>
<td>19) Information Sessions - Avg. # attendance, How Marketed?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>20) Who Can Use Your Center (students, alumni, reciprocal)?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>21) What % of your &quot;served population&quot; do you provide services for on an annual basis?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>22) Of the students served, what % is Undergrads?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>23) Of the students served, what % is Graduate students?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>24) Hours of Operation</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>25) What fees does your dept. have?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>26) Do you track your graduating activity?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>27) If yes, how, who and when?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>28) If yes: % of class w/ jobs at time of graduation</td>
<td>47.9%</td>
</tr>
<tr>
<td>29) If yes: # of months after Graduation follow-up conducted</td>
<td>0.4 months</td>
</tr>
<tr>
<td>30) If yes: % of class w/ jobs at time of follow-up</td>
<td>73.8%</td>
</tr>
<tr>
<td>31) If yes: response rate to survey</td>
<td>55.7%</td>
</tr>
<tr>
<td>32) If yes, % of class that opted for Grad. School/Further Education</td>
<td>21.3%</td>
</tr>
<tr>
<td>33) Services: As a service, do you provide information for parents?</td>
<td>37.1% offer</td>
</tr>
<tr>
<td>34) Services: Number of students receiving Career Counseling by acpt. on annual basis</td>
<td>1051 w/ 96.4% of respondents offering</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>NACE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>35) Services: Number of students receiving Career Counseling by drop in on annual</td>
<td>1720 (w/ 79.4% offering)</td>
</tr>
<tr>
<td>basis</td>
<td></td>
</tr>
<tr>
<td>36) Services: Assessments? If so, which tools and in what format?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>37) Services: P-T, off campus job postings?</td>
<td>56.9% offer</td>
</tr>
<tr>
<td>38) Services: Student Employment Housed in Center?</td>
<td>55.7% offer</td>
</tr>
<tr>
<td>39) Services: Do you offer assistance with Co-Op, Internships, Externships?</td>
<td>85.3% offer</td>
</tr>
<tr>
<td>40) If yes, number of students assisted?</td>
<td>420</td>
</tr>
<tr>
<td>41) If yes, number of internship placements?</td>
<td>214</td>
</tr>
<tr>
<td>42) Services: Do you offer academic internships for credit?</td>
<td>35.8% offer</td>
</tr>
<tr>
<td>43) If yes, number of student participants?</td>
<td>74 (Fewer than 10 respondents out of 70)</td>
</tr>
<tr>
<td>44) If yes, number of placements?</td>
<td>44 (Fewer than 10 respondents out of 70)</td>
</tr>
<tr>
<td>45) Services: Does your campus provide credit career classes?</td>
<td>34.3% offer</td>
</tr>
<tr>
<td>46) If yes, number of classes offered?</td>
<td>5.9</td>
</tr>
<tr>
<td>47) If yes, number of students served in classes?</td>
<td>194</td>
</tr>
<tr>
<td>48) Services: If yes, who teaches them?</td>
<td>n/a - CSC question</td>
</tr>
<tr>
<td>49) Programs: How many fairs do you offer &amp; when?</td>
<td>3.3 (w/ 98.6% offering) (When = CSC Question)</td>
</tr>
<tr>
<td>50) Programs: Number of organizations attending fairs?</td>
<td>205</td>
</tr>
<tr>
<td>51) Programs: How many students attend fairs?</td>
<td>1369</td>
</tr>
<tr>
<td>Name of Institution</td>
<td>NACE</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>52) Programs: Offer OCI?</td>
<td>92.9% offers</td>
</tr>
<tr>
<td>53) Programs: OCI - Number of registrants?</td>
<td>877</td>
</tr>
<tr>
<td>54) Programs: OCI - Number of organizations?</td>
<td>94</td>
</tr>
<tr>
<td>55) Programs: OCI - Number of interviews conducted</td>
<td>857</td>
</tr>
<tr>
<td>56) Programs: How many career outreach workshops/programs/panels (DCC) do you offer in an academic year?</td>
<td>73.4</td>
</tr>
<tr>
<td>57) Programs: How many TOTAL students attended these career outreach programs?</td>
<td>1782</td>
</tr>
<tr>
<td>58) Resources: In addition to job postings, employment resources, library, online resources, what other resources do you offer?</td>
<td>n/a - CSC question</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal</th>
<th>Program Outcomes</th>
<th>Assessment Cycle</th>
</tr>
</thead>
</table>
| OVP   | Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide | Identify positives aspects of current USF undergraduate student experience.  
Identify aspects of current USF undergraduate student experience which need improvement.  
Identify aspects of the current USF undergraduate student experience which warrant additional study. | Formulate the method, establish the criteria for success, gather the evidence and report on use of results |
|       | Use quantitative and qualitative evidence to write a White Paper on the current undergraduate student experience.  
Use the results to improve the undergraduate student experience. |                     | • 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.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal</th>
<th>Program Outcomes</th>
<th>Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>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.</td>
<td>Increase awareness of socially responsible volunteer, service-learning, internship, and career options.</td>
<td>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.</td>
</tr>
<tr>
<td>CSC</td>
<td>Provide opportunities for students to shadow alumni through January Externship Program to learn about career options.</td>
<td>Expose students to “real life” perspectives to assist in career decision making.</td>
<td>Change evaluation survey to focus on learning outcome. Survey student participants and alumni sponsors. Compare data to previous years.</td>
</tr>
<tr>
<td>CSC</td>
<td>Coordinate annual Graduate &amp; 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.</td>
<td>Increase knowledge of graduate school options and application process.</td>
<td>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.</td>
</tr>
<tr>
<td>CSC</td>
<td>Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To promote the value of early and ongoing engagement in the career development process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To engage more faculty as co-promoters of student (career) development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are able to conduct a successful internship and/or job search.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To guide and increase CSC's employer outreach in support of their students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase awareness to students of career options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan, organize, and implement Career &amp; 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change student evaluation survey to focus on learning outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve student evaluation survey and process to increase student participant response rate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey student participants and stakeholders.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CSC Department Goals 2006-07
### DIVISION OF UNIVERSITY LIFE
### STRATEGIC INITIATIVES FOR 2006-2007

<table>
<thead>
<tr>
<th>CSC</th>
<th>In conjunction with International Student Services, sponsor workshop for international students on job search strategies.</th>
<th>Prepare international students with the tools and information needed for successful job searches.</th>
<th>Collect evaluations at the event from student participants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>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.</td>
<td>Increase self-awareness and enhance career planning decision making.</td>
<td>Develop evaluation focusing on client’s career counseling experience. Distribute and collect the evaluation at the end of the academic year.</td>
</tr>
<tr>
<td>CSC</td>
<td>Increase number of employers through active outreach and thereby linking students and alumni with employers through a variety of Recruiting Activities.</td>
<td>Increase and improve the variety of employer and post graduate options available to students.</td>
<td>Compare CSC employer participant figures to previous year. (see Recruiting Grid)</td>
</tr>
<tr>
<td>CSC</td>
<td>Promote the value of CSC services to low-use student users such as Liberal Arts and Science majors, by presenting targeted industry-based programs.</td>
<td>Increase the number of low-use users.</td>
<td>Compare CSC’s student registration data to previous years via MonsterTrak and CSC Client Tracking databases. Collect participant evaluations at the event.</td>
</tr>
</tbody>
</table>
DIVISION OF UNIVERSITY LIFE
STRATEGIC INITIATIVES FOR 2006-2007

06-07 University Life Strategic Initiative III:
Promote learning.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal</th>
<th>Program Outcomes</th>
<th>Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>Develop, implement and report results of one student learning outcome and assessment plan focused on cultural competency.</td>
<td>Formulate the method, establish the criteria for success, gather the evidence and report on use of results.</td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>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.</td>
<td>Increase support to students of color.</td>
<td>Collect evaluations at the event from student participants.</td>
</tr>
</tbody>
</table>

06-07 University Life Strategic Initiative IV:
Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Departmental Goal</th>
<th>Intended Outcome</th>
<th>Assessment Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept.</td>
<td>Departmental Goal</td>
<td>Program Outcomes</td>
<td>Assessment Cycle</td>
</tr>
<tr>
<td></td>
<td>Broad, general statement about how you want students or programs to be changed and what the</td>
<td>examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven.</td>
<td>Formulate the method, establish the criteria for success, gather the evidence and report on use of results.</td>
</tr>
</tbody>
</table>

CSC Department Goals 2006-07
<table>
<thead>
<tr>
<th>program or service will accomplish or provide</th>
<th>Learning Outcomes identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).</th>
<th>on use of results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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 workflow.

- 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
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. Overseer 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
- 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.

- 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.

5/2006 JC/EK
• 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:

- 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:

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 workflow. 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.
Career Services Center

Welcome to the Priscilla A. Scotian Career Services Center!

January

Externships 2007
Shadow an employer to gain valuable experience in your Career!
Deadline: Nov. 10

WetFeet
Helping you make smarter career decisions.
Click here to research careers, 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:

Overview of Career Services Center

Monstrtrak: 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

Tip of the Week
Apply for an externship to shadow an employer in a field of your interest.
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
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.

Apply for an externship to shadow an employer in a field of your interest.
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.
Employer

The Priscilla A. Scotian Career Services Center provides a range of programs and services to link USF students with employment opportunities.

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

Tip of the Week
Apply for an externship to shadow an employer in a field of your interest.
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

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

Tip of the Week

Apply for an externship to shadow an employer in a field of your interest.
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

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
Apply for an externship to shadow an employer in a field of your interest.

Thursday: 2-4PM
Friday: 1-3PM
Office: 415.422.6216
Fax: 415.422.6470
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

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

Wednesday: 2-4PM

Printed for James Catiggay <catiggay@usfca.edu> 10/21/2006
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 Internship. 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 alumni 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. Alumni 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.