

PEPPERDINE | SEAVER COLLEGE
Career Center

Five Year Program Review 2018

TABLE OF CONTENTS

Self-Study

I.	Introduction	2
II.	Analysis of Evidence	9
III.	Student Learning	19
IV.	Student Success	26
V.	Meaning, Quality + Integrity	28

External Review

I.	External Reviewer	41
II.	External Review Methodology	42
III.	External Review Visit Schedule	42
IV.	External Review Report	44

Final Report: Quality Improvement Plan

I.	Reflections and Rationale	49
II.	Goals and Action Items	52

Appendix		55
-----------------	--	----

Self Study

I. INTRODUCTION

A. The Internal Context

The Seaver College Career Center aspires to provide every Seaver College student with career education and employer access that contribute to career readiness, positive post-graduation outcomes, and lifelong professional success. The department is uniquely positioned at the intersection of student affairs and the academic life of the college. Prior to 2015, the Career Center organizationally reported through the Dean of Student Affairs to the Dean of Seaver College. When the University elevated Student Life organizationally to serve all five Pepperdine schools via the provost, the dean advocated that the Career Center remain with Seaver College and assume a reporting line into the Dean's Office directly. The Career Center Executive Director now reports through the Assistant Dean of Special Academic Programs and sits on the Seaver Dean's Cabinet.

This organizational shift catalyzed conversations about how to best deliver meaningful career education to every Seaver College student rather than the center benefitting only students who 'opt in' to services. It also gave the center the opportunity to consider how it could increase the direct access of students to employers who want to hire them for internships and jobs. There were no shortage of services, events, or programs for students to engage in each of these activities; in fact, the center historically serves two-thirds of the student body uniquely each year and nurtures relationships with hundreds of employers on and off campus. However, there is growing concern about the students who are not opting into services as well as the depth and consistency of career education for those who do. Internal and external stakeholders also continue to inquire about the prestige and prominence of the employers who seek to hire Pepperdine graduates as well as students' ability to benefit from those connections.

In addition to these college-wide shifts, the department itself has undergone transition over the last five years. Following the last program review in 2013, the Career Center implemented a new coaching/counseling model that features Industry Specialists who each steward student, employer, faculty, and other community-wide relationships within their cluster of industries or job functions. This change has transformed the way that the department does business, leveraging faculty partnerships and broader community relationships to engage students as they build professional skills. Their relationships also underscore the importance of career readiness being the job of everyone across the college, not just the Career Center.

The department has also focused on deploying services and programs that are customizable to student interest. Despite their major choice, a student can meet with the industry specialist in their desired area of work. They can also opt into customized content within the Handshake career management system based on their career goals and regions, industries, and job functions of

interest. Students now receive more customized job postings, email communications, and invitations to tailored events, depending on their career aspirations. (2012-13 QIP: Goal 1, Action 1 and Goal 3, Action 2) (Appendix 1)

The center also adapted multiple strategies to further engage the larger Pepperdine community in the professional development of students with a secondary goal to create transparency about career outcomes. These efforts included the HIRE Pepperdine Campaign (2012-13 QIP: Goal 1, Action 1 and Goal 3, Action 4), the launch of the Pepperdine Career Network (which will soon be replaced by PeppConnect), the Success After Seaver campaign (2012-13 QIP: Goal 4, Action 1), and several other activities that now build on the strength of alumni, parent, and board connections that can benefit student success. (2012-13 QIP: Goal 2, Action 2 and Goal 3, Action 3)

In the most recent year, the center has spent time clarifying the career readiness outcomes necessary for student success by constructing a developmental model that spreads out career exploration, planning, and preparation activities along the four-year learning continuum and establishes minimum recommendations for engagement. The next step in this process is to establish a dissemination model that educates students about this timeline and prepares every student with the tools to become career ready while they are at Pepperdine. These efforts have superseded the original intent to re-tool a 4-year career plan. The center found that it wasn't about having a plan or a roadmap so much as it was about students meaningfully engaging with the right activities at the right time and knowing what their responsibility is in that process. (2012-13 QIP: Goal 4, Action 2)

Although the approach to assessment shifted in some ways, efforts have been made to collect and disaggregate more meaningful data points that truly speak to the career readiness and career outcomes of Pepperdine Students. Since 2015, significant improvements have been made to the data collection and disaggregation process related to student career outcomes, which have fueled the Success After Seaver Campaign. As sub-component of graduation outcomes assessment, includes the ability to review student perception about their career readiness. The data can now be deconstructed to determine whether or not those who take advantage of the Career Center are more well-prepared and whether or not the college overall, is increasing the readiness of students across the board. (2012-13 QIP: Goal 4, Action 3)

B. External Context

It should be no surprise that much of this change internal to Pepperdine has been driven by market demands within higher education and more specifically career services. The National Association of Colleges and Employers (NACE) has long served as a preeminent source of benchmarking, standards, and trends. Spawned by a white paper and Tedx Talk "Career Services as We Know it Must Die," significant disruption has occurred in the field including: demands for data-driven transparency in post-graduation outcomes; a shift from an opt-in counseling and career fair model to a career communities model; and the rise of the eight employer rated Career Readiness Competencies issued by NACE.

In recent years, the increasing cost of higher education has introduced a new level of scrutiny across institutions, including the concern of prospective students and their families about the return on investment of a college degree. Despite the commitment of many liberal arts colleges to develop *citizens* of the future (and not just workers), the demand for data-driven transparency and ROI prevails.

Since 2015, NACE has led the charge to establish definitions and standards for first-destination outcomes that serve as the conduit of this transparency. First-destination outcomes are made up of data about students' first destination within six months of graduation, whether it be full- or part-time employment, graduate school, or full-time volunteer programs. The terms post-graduation outcomes or career outcomes are also widely used. NACE's efforts have raised the bar by requiring colleges across the country to increase the percentage of graduates for which they share post-graduation outcomes. In prior decades, schools might have reported on as little as 15-20% of their population; NACE now requires a 60% baseline for reporting. Pepperdine, historically reported 80% or more and in this last year, reported on 97% of Seaver College grads.

These questions about the value of a liberal arts education are driven in part by the marketplace. Employers are questioning the very definition of success. Is it about volume and scale or sustainability? Do employees come to work to get a paycheck or to fulfill a greater sense of purpose? And how can organizations flourish if important things like ethics, character, emotional intelligence, and sound judgment are lacking in their ranks? These questions come as no surprise to those of us in liberal education. We think back to Aristotle, "educating the mind without educating the heart is no education at all." We see the impact of this shifting market in our students' careers.

Careers are no longer as linear as they once were, and what is expected of a successful employee is not as well-defined. Employers fight to attract and retain top talent to their organizations and navigate rapidly changing business processes that require employees to continually evolve. On-the-job training and development are moving targets that no longer lead to the retention of great employees. Companies are pressed to offer competitive pay, to increase perks and benefits, and to ensure that employees are finding meaning in their work.

For students, a similar shift has occurred. People used to go to college, get a degree or two and then land a job with a company they would commit to for decades. Students now navigate a vast world of opportunities, in hopes of gaining enough clarity through college to arrive at a meaningful destination for work and life. And it is not a single destination; research continues to highlight that graduates are likely to have 15-20 jobs or maybe even several types of "careers" in their lifetime.^{1 2}

Out of the struggle for purpose and meaning, individually for students, and collectively for organizations, a new message is mounting. A recent issue of *Forbes* featured the headline, "The

¹ <https://www.bls.gov/news.release/pdf/nlsoy.pdf>

² https://blog.linkedin.com/2016/04/12/will-this-year_s-college-grads-job-hop-more-than-previous-grads

New Golden Ticket: You Don't Have to Code to Get Rich, How Liberal Arts Grads are Conquering Silicon Valley." Though emerging from a less than likely culprit, the article showcases society's need for a new generation of graduates who possess cognitive flexibility, nimbleness, creativity, problem-solving, people and analytical skills, emotional intelligence, and sound judgement; each of which have long been the hallmarks of Christian liberal arts education. These are now being touted as the "skills of tomorrow," the characteristics of employees and leaders of the future.

NACE believed these emerging competencies to be of such great importance, that they surveyed thousands of employers to determine which traits rose to the top of the list. What will successful students and workers look like in this new normal? Are students already developing these traits, and if not, how can colleges and employers create programs and opportunities that ensure that they do?

What the research revealed was that the leading traits desired by employers were in fact not new at all to the liberal arts community:

- Critical thinking/problem solving
- Oral/written communication
- Collaboration/teamwork
- Digital competence/adaptability
- Leadership
- Professionalism/work ethic
- Global/cultural fluency
- Career management

In fact, many of the career readiness competencies are cultivated throughout the Seaver College curriculum broadly. As such, the Career Center has stayed the course, focusing on delivering two of the competencies specifically, what NACE refers to as Professionalism and Career Management; the center calls this 'career education.'

While the center continues to provide counseling services, they are now more coaching focused, underscoring the part the student must play in achieving their own success. One-on-one services are curated to meet students' selected interests and silos have been cut down between faculty and employers to provide tailored professional development coaching and employer access for students in new ways. This effort to date has relied on opportunities to scale the further delivery of career education content to more than one student at a time while also creating enticing ways for students to navigate career exploration and education.

The next summit includes deepening and scaling career education so that every Seaver student can develop career readiness competencies and have access to employers and opportunities that will directly impact their future success. Many schools have already adopted career education courses into their curriculum and embedded other key career readiness touchpoints into their student experience. Others continue to seek the right blend between academic learning, the scale empowered by technology, and the agency-driven ownership of students about preparing for their future. The Seaver College Career Center falls into the second category.

C. Mission, Purpose, Goals, and Outcomes

Career Center Vision: Partner with the Pepperdine Community to inspire and equip every Seaver College student for lifelong employability, industry leadership, and social impact.

Career Center Mission: Empower every Seaver College student to achieve lifelong professional success through integrated professional exploration, equipping, and experiences that prepare them to confidently navigate the college-to-career transition.

Goals:

- Help students learn to translate the value of their liberal arts education and experiences
- Encourage each student to complete career-readiness milestones by class year that equip them with professional skills that yield internships, jobs and admission to graduate school
- Create pathways for students to directly access employers who want to hire them for internships and jobs, particularly alumni, parents, board members, and friends
- Collect data that reflects successful student first destination outcomes and satisfaction with post-Pepperdine plans

Core Services + Programs

The Career Center focuses on delivering career education through one-on-one coaching, group teaching, events, and technology. Common career education topics include:

- Personality and Skill Assessments
- Career Exploration and Planning
- Professional Branding: Resumes, Cover Letters, LinkedIn Profile
- Internship and Job Search
- Networking Strategies
- Interview Prep and Practice
- Salary Negotiations
- Graduate School Preparation Mentoring and Access to Employer Network
- Internship + Job Access via Handshake
- Financial Literacy

Events and programs provide students with direct access to employers and a group context for learning. Technology expands the center's reach to students 24:7 both locally and abroad.

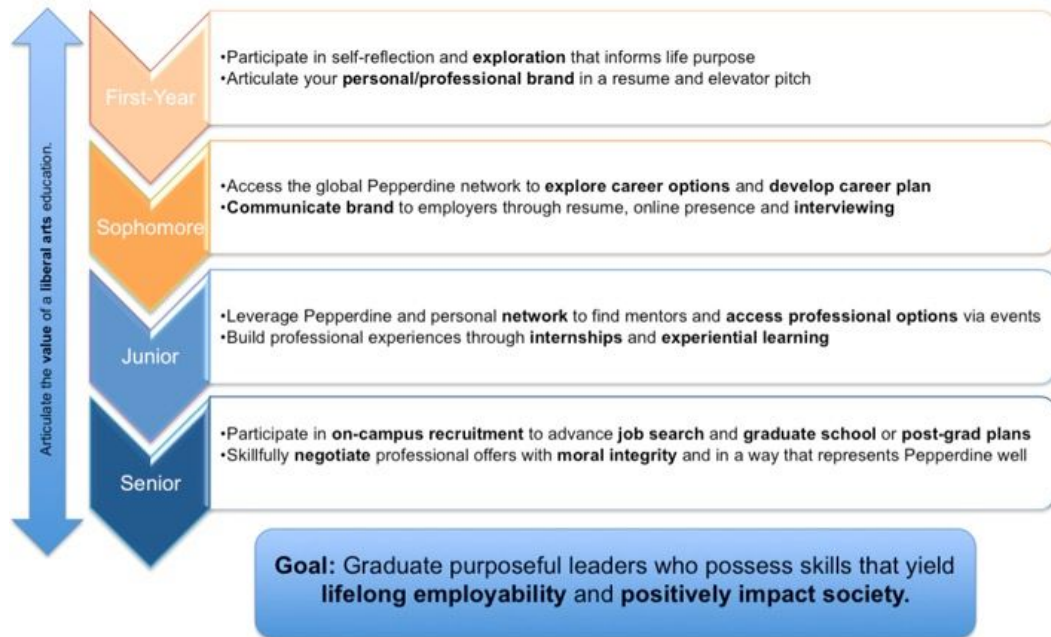
Seaver College Career Center Student Learning Outcomes

A student who participates in Seaver College Career Center programs should be able to:

- 1. Explore & Discover:** Describe sense of self, purpose, and God's call in one's life; respect diversity in others;
- 2. Prepare & Compete:** Demonstrate skills needed to compete professionally in an ever-changing world of work;
- 3. Career Options:** Show the ability to understand and synthesize diverse career options and be able to delineate paths to reach them;
- 4. Professional Experience:** Demonstrate professional skills in identifying, securing, and participating in internships, jobs, and other career related opportunities.

Career Readiness Framework

Career Readiness Framework



Connection to the Mission and Goals of Pepperdine and Seaver College

The very nature of helping students understand what makes them unique, how they can apply their gifts and talents to benefit society, and helping them identify pathways to work, service, and leadership are central to the career education process. The Career Center seeks to guide students as they explore purpose, vocation, values, and calling, to empower them to see internships and work in connection to their faith and for those that believe, the Kingdom of God.

Pepperdine as a whole seeks to move beyond a transfer of knowledge to educating students about their individual and communal **purpose**, challenging students to seek pathways that benefit society at large and not just themselves as individuals. Students are challenged to build experience and test their values by cultivating a **service**-minded lens to life, society and work. Finally, the Career Center seeks to help students identify, develop, and practice their **leadership** in ways that becomes accessible and meaningful for the world beyond Pepperdine. Understanding the opportunity and responsibility of leadership, is a distinguishing equality of the Pepperdine student that employers are eager to embrace. By guiding students through a career education process that aligns with the mission, students are empowered to seek positive post-graduation outcomes that are good for them and for the world. Through a sample of programs/services, one can gain insight into the Career Center's alignment with the mission, goals, and institutional learning outcomes.

Core Commitments	Values	Learning Environment Outcomes	Institutional Learning Outcomes	Department Learning Outcomes	Other Aspects of Alignment
Purpose	Knowledge and Scholarship	Promote a vibrant, intellectual life that cherishes the liberal arts and graduate/professional education and which exhibits intellectual rigor and practical relevance.	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline and engage in the process of academic discovery	Demonstrate professional skills in identifying, securing, and participating in internships, jobs, and other career related opportunities.	Experiential learning opportunities like internships, challenge students to apply classroom theories practically among other professionals.
	Faith and Heritage	Focus on the students and their whole development, educating the heart, soul, and mind, mission and values consistent with the University's.	Appreciate the complex relationship between faith, learning and practice.	Describe sense of self, purpose, and God's call in one's life while respecting diversity in others.	Career assessments and coaching enable students to explore and understand their unique gifts, talents values, and personalities, which they are encouraged to apply in professional practice and respect in others. Programs feature discussion about vocational discernment and the integration of faith and work.
	Community and Global Understanding	Integrate principles that embrace human diversity in responding to pressing real-world problems.	Develop and enact a compelling personal and professional vision that values diversity.	Describe sense of self, purpose, and God's call in one's life while respecting diversity in others.	Supporting students and alumni as they discern and develop their professional vision occurs through career coaching, job shadows, internships, mentoring, and informational interviews.
Service	Knowledge and Scholarship	Celebrate all forms of scholarship (Boyer 1990), including discovery, teaching, integration, and application.	Apply knowledge to real-world challenges.	Show the ability to understand and synthesize diverse career options and be able to delineate paths to reach them.	Students specifically apply their classroom learning to real-world challenges through internships, student employment, undergraduate research, and by applying career readiness skills through career exploration activities and networking.
	Faith and Heritage	Honor God and our heritage by welcoming and serving people from diverse religious, ethnic, and socio-economic communities.	Respond to the call to serve others.	Describe sense of self, purpose, and God's call in one's life while respecting diversity in others.	Employers like the Peace Corps, City Year, and World Vision (among others) recruit heavily at Pepperdine because of the institution and student commitment to service. Targeted services and events for ministry, non-profit and social services reinforce the department's commitment to vocational discernment and pathways.
	Community and Global Understanding	Recruit and retain diverse faculty, staff, and student body and reflect the communities served by the university and out of which the university emerges.	Demonstrate commitment to service and civic engagement.	Describe sense of self, purpose, and God's call in one's life while respecting diversity in others. Show the ability to understand and synthesize diverse career options and be able to delineate paths to reach them.	Students engage with diverse individuals outside of Pepperdine through experiential learning activities like informational interviews, job shadowing, volunteering, and internships. They also learn about diverse people, work, and systems through exposure to companies and employers. Targeted programs help students understand and translate their global experiences.
Leadership	Knowledge and Scholarship	Provide curricula and co-curricula that are rigorous and relevant to the evolving needs of students.	Think critically and creatively communicate clearly, and act with integrity.	Demonstrate skills needed to compete professionally in an ever-changing world of work.	The Career Coaching Program and other hallmark programs help students prepare for the ever-changing world of work and the constantly shifting needs of the market for ethical leaders.

	Faith and Heritage	Promote strong and meaningful ties with our religious heritage and maintain fidelity to the Christian mission.	Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	Demonstrate skills needed to compete professionally in an ever-changing world of work.	Professionalism, ethical leadership, and a respect for those different from you are essential values incorporated into one-on-one coaching as well as program and event curriculum. They are also traits highly sought after by employers that attract them to hire from Pepperdine.
	Community and Global Understanding	Facilitate dialogue, action, and opportunities for local and global leadership.	Use global and local leadership opportunities in pursuit of justice.	Demonstrate professional skills in identifying, securing, and participating in internships, jobs, and other career related opportunities.	As students secure internships and later jobs, those who are inclined often strive to influence the organizations, people, and communities around them for the greater good. Companies that align well with the Pepperdine mission are featured through on-campus recruitment and events; they are also highly desired by students.

II. ANALYSIS OF EVIDENCE

Service Usage and Evaluation

In 2018, New York Times writer and author Jeff Selinger showcased his research through a talk about his book *There is Life After College*. One of the things he underscored in his presentation, is that the benefits of college are not necessarily contingent on where you go to college, but rather, *how* you go to college. Career education, employer access, and overall professional development make a student’s time in school both fruitful and foundational as they prepare for the future. Although it is clear that a classic liberal arts curriculum addresses many of the expectations of the market to produce graduates with transferable skills like strong communication and problem solving abilities, students themselves are not always aware of the larger impact of their classroom learning and in some cases, lack the ability to articulate the value of their college experience. Many also lack the knowledge and confidence to prepare for and navigate the vastly changing world of work without being provided the tools to do so.

The Career Center focuses on equipping students with self knowledge, career exploration, professional branding, career options, employer access to internships and jobs, networking support, interviewing preparation, and education about salary negotiations and financial literacy. These topics are provided via diverse mediums from personal one-on-one coaching to classroom teaching, or mentorship. Events and programs create an environment for students to participate in active learning like job shadowing, treks, or networking events with alumni and employers.

This is critical to the overall student experience for two primary reasons. The first is that the job market and expectations of college-educated talent are rapidly changing. A college degree is no longer enough to land a job. Employers expect 2-3 professional experiences for graduates to be competitive candidates for entry-level roles. Internships have also increasingly become a conduit for entry-level hiring, in some cases, even replacing company efforts to directly hire for full-time

roles. Organizations instead make candidate selections directly from their internship programs to save time, energy, and money. Therefore, it's important for students to know how to represent themselves to employers, build professional skills through high impact practices, and engage early with professional activities that will lead to post-graduation jobs or graduate school admission.

Secondly, 75% or more of jobs today are filled through the power of peoples' networks.³ This is an essential and exclusive value that Pepperdine can provide to its students but cultivating meaningful employer relationships and building talent pipelines that are of interest to students. This also includes connecting students with tools and opportunities to learn from alumni. However, employer relations can be hindered by the small size of a school like Seaver College, therefore requiring the Career Center and students themselves to find creative ways to connect students to the professional pathways they desire. That is way the Career Center programs both traditional on-campus recruiting events where students can network with employers while also fostering less traditional paths for connection via job shadowing, mentoring, company tours, and other professional events.

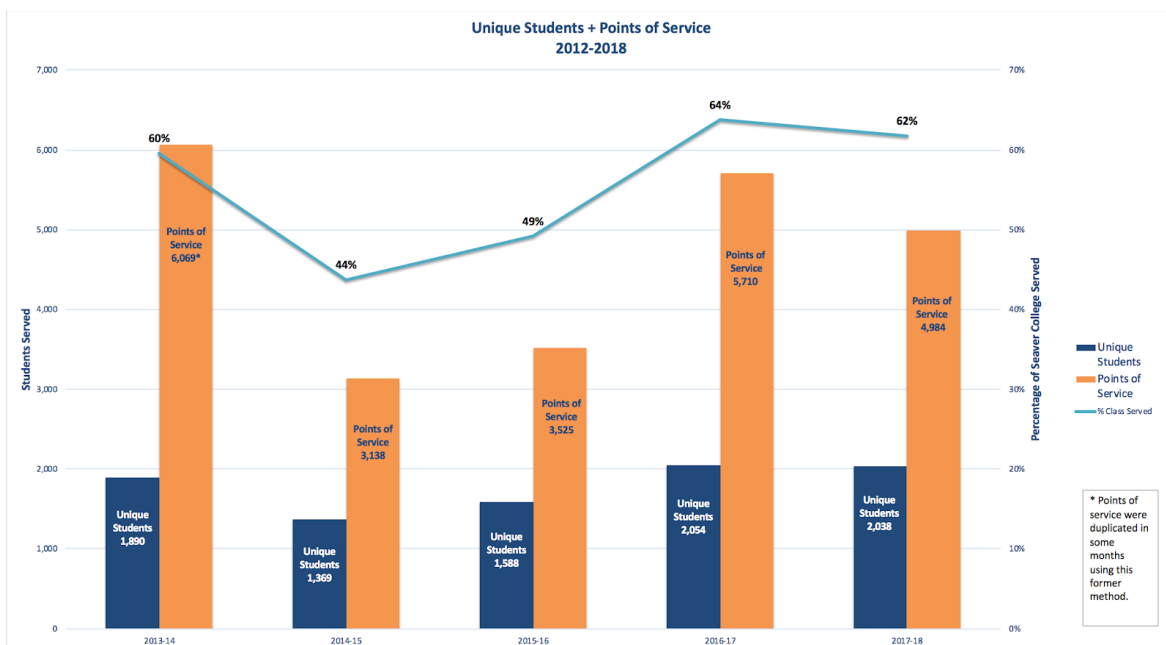
Career Education	Employer Access	Operations & Technology
Career Assessments	5 Career Fairs each Year Involving 150+ Employers	25K Internships + Jobs in Handshake
Career Exploration + Plans	Company Tours/Treks Locally + Nationally	Access to Pepperdine Network via PeppConnect
Professional Branding (Resumes, LinkedIn)	Industry Panels + Networking Events	Custom communication for Students by Interest
Internship + Job Search	On-Campus Interviews	Global 24:7 Access to Resume Support (coming soon)
Networking	Pepperdine Career Week	Strategic Employer Outreach
Interview Prep	Alumni + Parent Networking	Peer Career Advisors
Salary Negotiations	Alumni Mentors with Industry Insight	Recognized as Leaders in Career Services Profession
Graduate School Prep	Job Shadowing	
Career Coaching Program		
Classroom Presentations		

³ <https://www.linkedin.com/pulse/new-survey-reveals-85-all-jobs-filled-via-networking-lou-adler/> and <https://www.payscale.com/career-news/2017/04/many-jobs-found-networking>

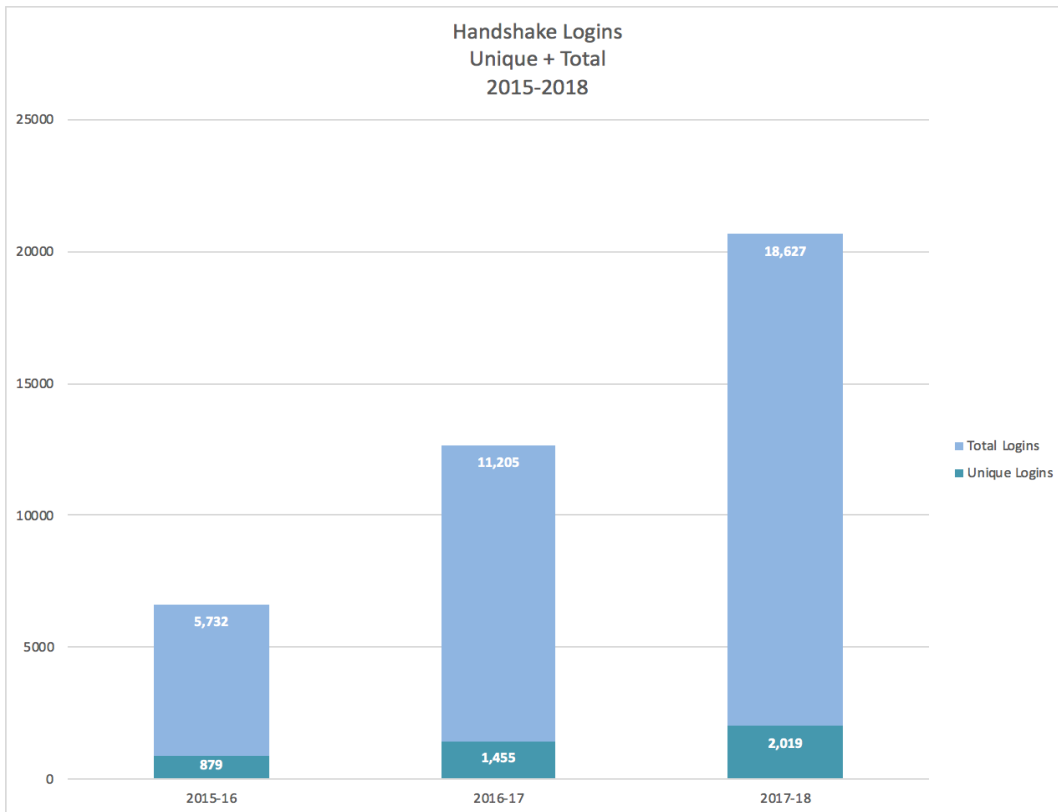
Student Awareness of Services

The Career Center continues to have good penetration and engagement across the student population, serving more than 62-64% of students uniquely in the most recent years. Select peer institutions have provided comparative data on a wide spectrum. Some institutions are serving as little as 40% of their population while, others engage 70% or more. The increase in the number of students served uniquely in the last two years has been catalyzed by the implementation of the industry specialist model, customized career fairs, and by delivering more career education content to groups via faculty and departmental partnerships. Despite the growth of the college, the center has been able to increase both the number of students served uniquely and the points of service since 2015. Though this may look like recovery in the associated table, it's important to note that points of service measured in the 2012-13 school year, were actually duplicated.

Students learn about Career Center services, events, and programs in a variety of ways including: direct and targeted email messaging and event invitations, access to Handshake via the Wavenet student portal, the Career Services website/social media, at New Student Orientation and in first-year seminar classes, via faculty partnerships and classroom presentations, from digital signage, campus posters, in-class announcements, peer-to-peer drop-in resume reviews, pop-up hours from industry specialists in academic departments, *The Graphic* student newspaper, the Student Employment Office, academic advisors, student affairs leaders and influencers, the Success After Seaver web and print campaign, and though dozens of other campus advocates and partners. In some cases, students hear about programs/services directly from their academic departments, are nominated by faculty members for participation in special programs, or are encouraged to use services because their parents hear about opportunities through the parent newsletter. In some cases, students aren't even aware that they've interfaced with Career Center staff or resources because they are so deeply integrated across the campus culture. That said, 35-40% of students are still opting out of Career Center services and programs in any given year.



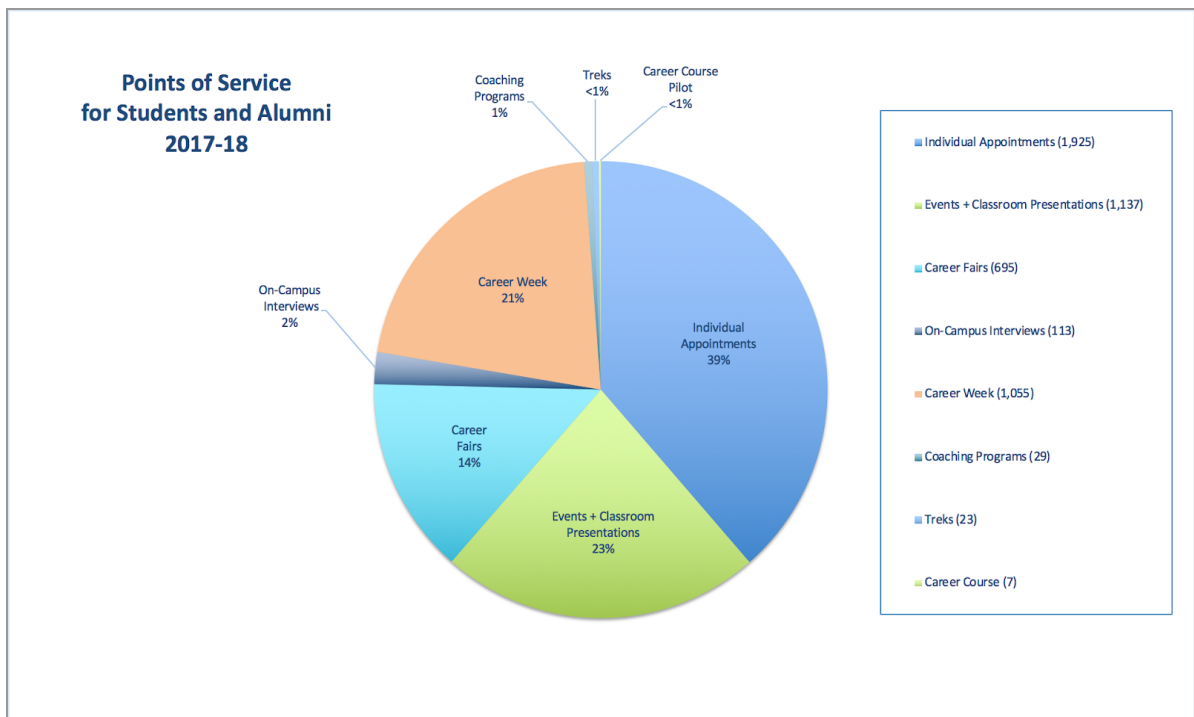
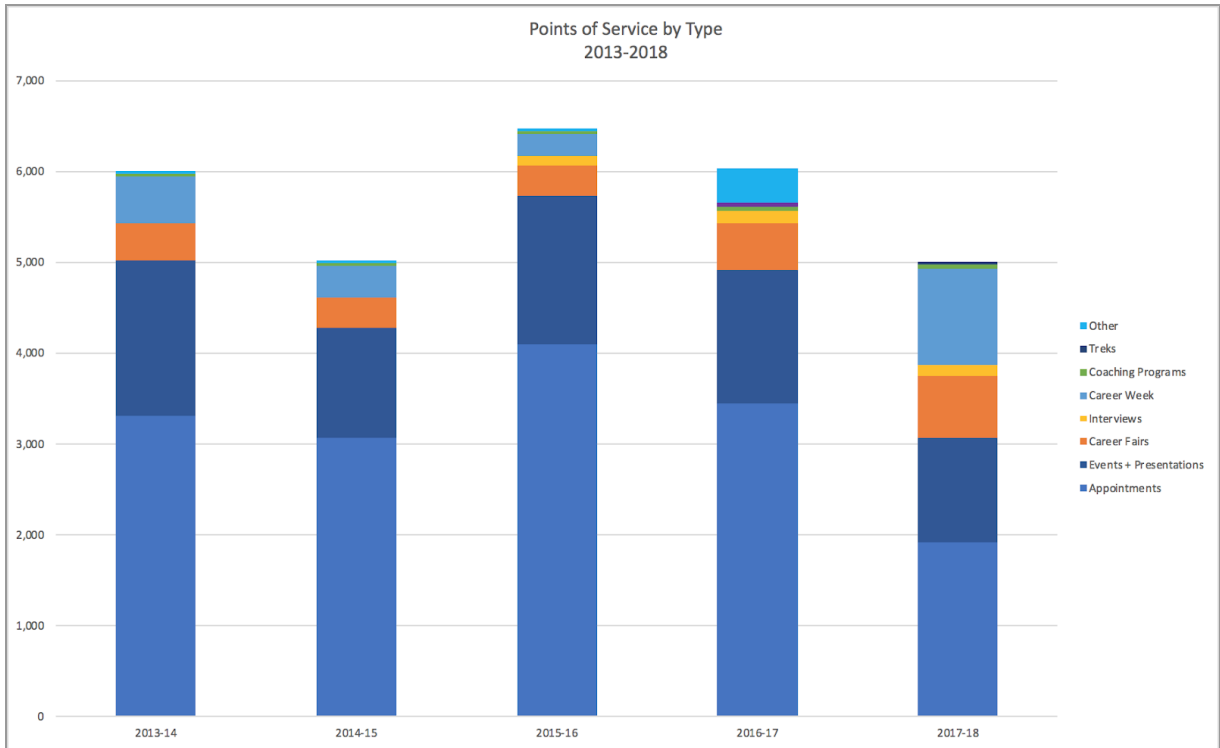
Additionally, for benchmarking purposes, these metrics do not include student activity on other career related platforms like Handshake or the Pepperdine Career Network and are limited to penetration year by year, not collectively across the 4-year experience. In the most recent year, Seaver College students had a 70% activation rate on the Handshake Career Management platform compared to peer institutions of a similar size, with only 26% activation.

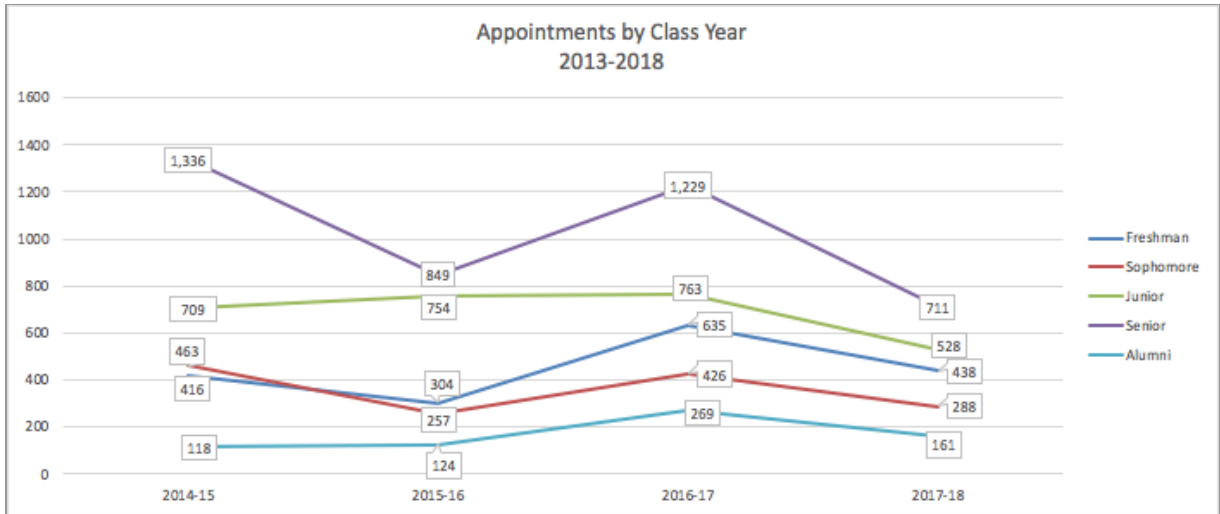


Types of Services Used

The distribution of how students engage with the Career Center continues to shift over time. The center has intentionally moved away from focusing on delivering one-to-one services through appointments, and continues to engage more students through group formats and employer access events. That shift is easiest to see in the 2015-16 and 2017-18 delineation of services and over time will allow the center to further scale staff resources to address the growing demand for services.

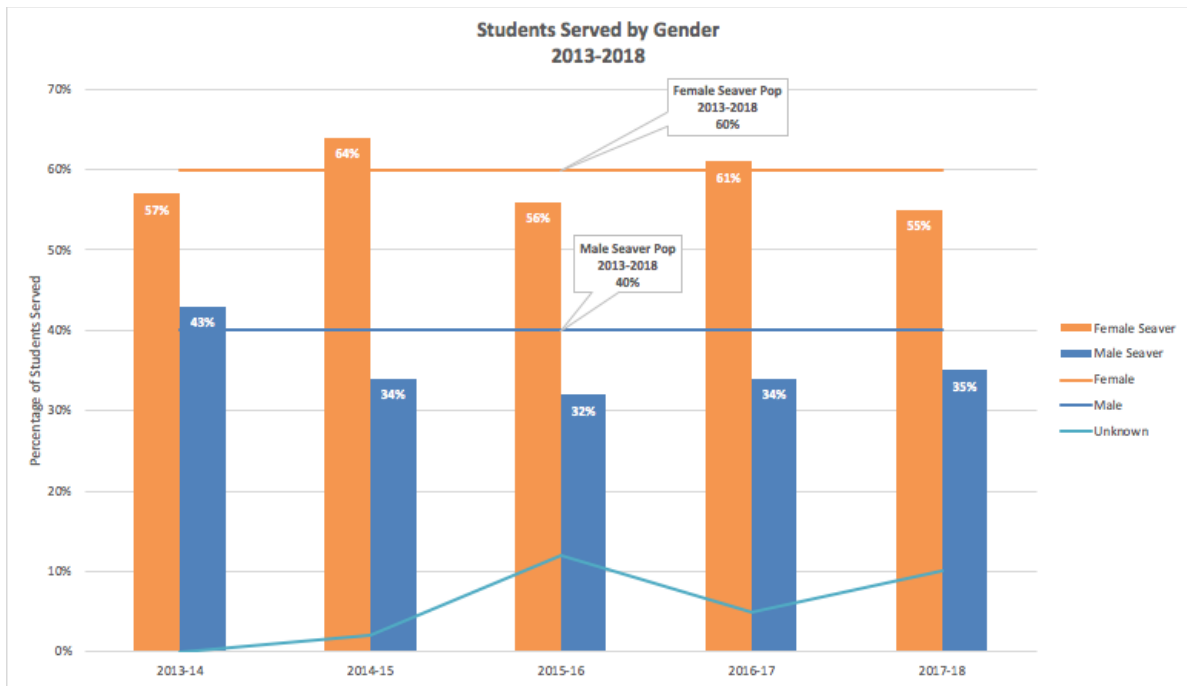
This decline in student appointments is further illuminated in the class year data. To be clear, this is not a shift in demand by students, but a product of the center intentionally engaging students in group and classroom settings rather than in one-on-one appointments. As trends normally follow, seniors and juniors utilize the one-on-one coaching the most, with first-year students quickly following. Sophomores, given the number of them who are studying abroad, tend to use appointments at a lower rate. Appointments by class year are also very sensitive to the number of students in a given class year; the graduating classes of 2016 and 2017 were larger than in 2018.





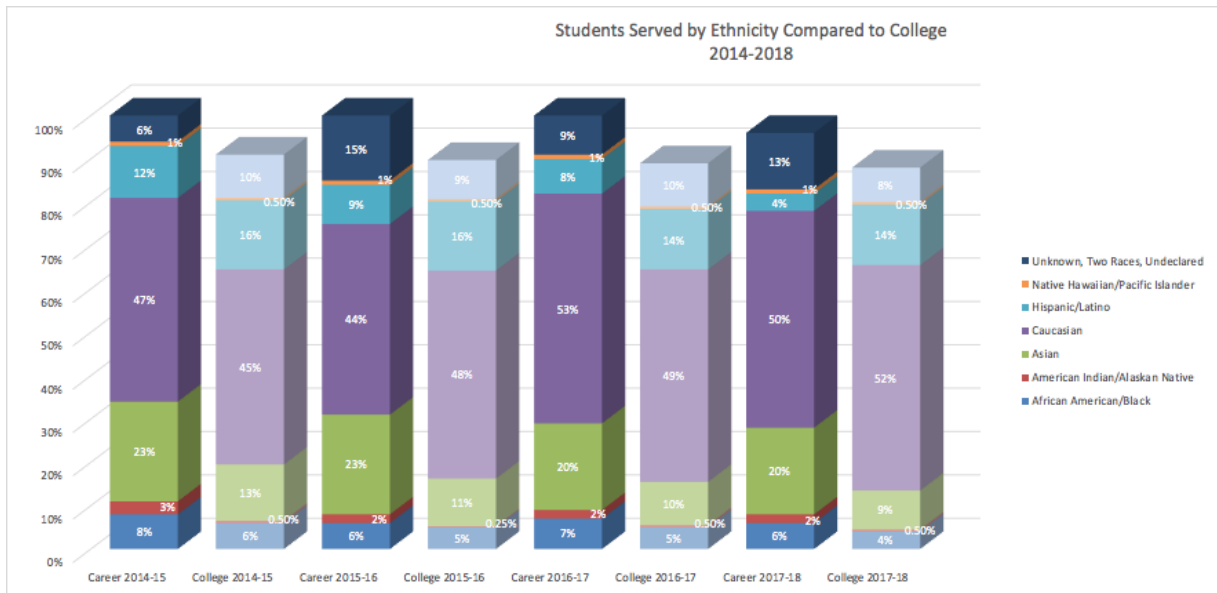
Impact of Gender + Ethnicity on Use

The data continues to reflect that more women than men opt in to using the Career Center. Because this trend persists, it continues to push the center to ask, what would entice or motivate men to opt into services and events if they tend to engage at relatively consistent levels year over year, regardless of strategies or programming? Men do participate in on-campus interviews, company tours/treks, classroom activities and career fairs more than one-on-one coaching, so as strategies are used to increase those kinds of activities, the center hopes to engage more men.



Ethnicity continues to be a concern, as the center seeks to serve every student, and type of student at Seaver College. While service to most underrepresented populations including African

American/Black, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Asian, and international students all continue to make greater use of the center on average, Latinx student use of the center continues to decline. This is significant, given that the size of this ethnic population is the third largest at Seaver College. This issue is compounded for students in this group who are also the first in their families to go to college and/or come from lower socio-economic backgrounds.

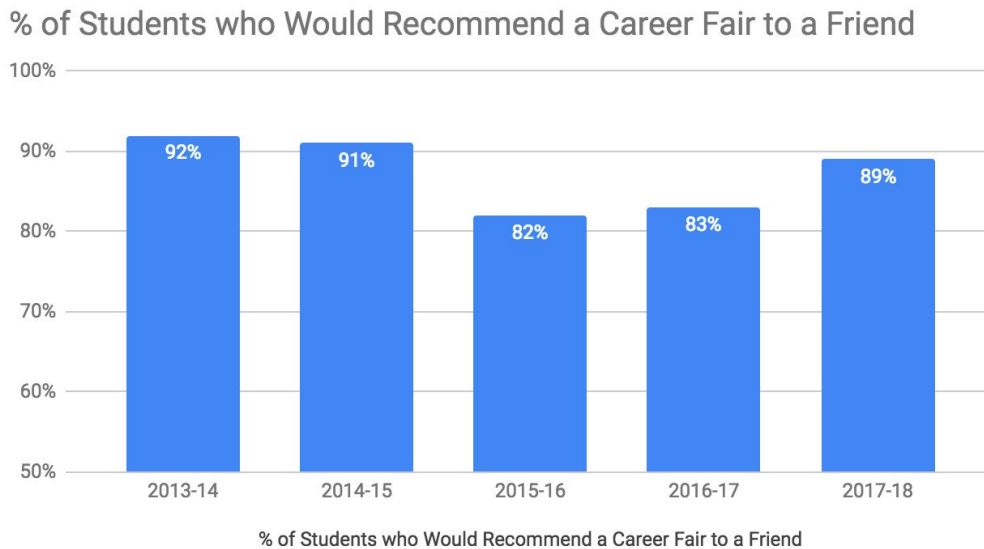


Student Feedback

While the demands of the college and the demands of the market continue to ebb and flow every year, the needs, expectations, and outcomes of students are critical to the work of the Career Center. During the last program review, a group of students engaged in the process of identifying key areas of growth for the department. Establishing the industry specialist roles and bringing on Handshake to provide more targeted student support, were just a few of the ways that the center responded to the shifting student needs. Two primary areas that the center has continued to focus on are customizing services, communication, and support by industry/job function and creating exclusive kinds of events/access that students can't get on their own.

One of the ways the center collects student feedback currently is through their completion of the Career Interest profile in Handshake. This allows the students to opt into a relevant industry cluster of interest, receive targeted internship/job communications, set up parameters in the system for searches and events, and list companies, industries, and job functions of interest to them in relation to their near term career goals. This information is used to target employers and programming to meet student need and in the future will also be used to inform the locations of local and national "treks" or company tours provided by the center.

After every event, the Career Center sends out student and employer surveys to better understand the experience and outcomes of attendees. The results of these surveys inform best practices for operations and planning, while also providing further insight about student needs and learning. An example includes student willingness to recommend a career fair to a friend. Recommending a service or program to a friend can sometimes be referred to as the 'net promoter score' and is heavily used in tech to gauge user satisfaction with applications and tools. Student scores in this category remain high and have increased in the most recent two years.



The Career Center programmatic offerings are also a good place to capture the student voice. The Career Coaching Program invites students to anecdotally share about their growth, report their experience and learning via a survey, and provide evidence of their learning through submitting a written reflection. The pilots of the Career Education course and the Thrive mentoring program, leveraged student, mentor, and facilitator feedback to shape future program offerings. The center has historically gathered small focus groups of students following job shadowing or trek experiences to capture feedback and student learning.

Appointments are an area of opportunity where the Career Center would like to capture additional pre- and post-appointment feedback from students. The center will look to build out this capacity in the future. In the meantime, many students interact with the Career Center through the peer Career Ambassador program. Through their work, these student leaders are able to capture opinions and perspectives that students might be less inclined to share with professional staff; their feedback is regularly sought through their weekly team meetings with Career Center staff supervisors. The voice of the Career Ambassadors and other student specialists, interns, and graduate assistants are an important part of the vetting process that the center embarks on when building events, programs, and messaging. Whenever students themselves can be directly empowered to craft communications, design marketing, and contribute to event planning, the center entrusts them with these strategies which in turn, strengthen the department brand.

Last, the Career Center continues to oversee the collection and distribution of student data related to post-Pepperdine graduation outcomes, including student perspectives on ‘career readiness’ and their overall experience at Pepperdine. This feedback is heavily used to populate the Success After Seaver web and storytelling campaign that is represented college-wide from admissions to fundraising to alumni affairs, and in the classroom. Typically, the data and personal stories are used to show prospective and current students what different pathways of success look like, and to reinforce diverse college and Career Center offerings. Detailed information about companies, positions, alumni relationships, and pay rates, also empower the Career Center to make strategic decisions about employer partnerships that can benefit future Pepperdine interns or graduates.

Demand for Services

Despite the growth in unique students served and points of service in the most recent years, there is certainly still a big question of whether or not the center is aptly addressing the demand of students. In peak recruiting periods, students may still have to wait a week or more to see their industry specialist. The shift in focus from one-on-one appointments to group presentations addresses the growing need to orient and educate larger groups on core career education topics, but it does not address the individualized needs of students active in the recruiting process. The center continues to explore a variety of strategies to empower the team to scale services, specifically where technology can be used to open up 24:7 access for students. The center is also seeking to understand what foundational lessons best prepare students in their first year of college to build skills and relationships that make them marketable. Ideally, these core career readiness lessons will be embedded into the experience for every Seaver College student eventually.

Benchmarking Data

Nationwide, career services as an industry has been in a growth pattern for the last five years. Spawned by the position of Andy Chan and other industry leaders, that career readiness needs to be the role of everyone across the college, the work of career services has become increasingly complex and multi-faceted. As a result, Career Centers across the nation have been elevated in reporting structures, positioned with senior leadership, expanding in staff numbers, and tasked with the capture and reporting of outcomes, and the delivery of both career education and career readiness competencies in addition to their traditional work.

In most cases, the themes of career education and employer access remain prominent, with the new outlier being outcomes collection and reporting. While this was traditionally part of what many Career Centers contributed to their communities, the burden of reporting has increased requiring more staff energy and time. Additionally, many institutions have augmented their traditional career coaching and counseling efforts in one or more ways. The two most notable changes have been embedding career education courses or requirements into the curriculum and increasing career readiness initiatives through the involvement of the broader college community. This looks different across institutions, but is most commonly manifest in industry or career communities, faculty partnerships, alumni/parent mentoring, and alternative employer

engagement strategies. Many of these strategies are highlighted in articles from experts like Manny Contomanolis in “Thriving in the Brave New World of Career Services”⁴ or in the collaborative career services white paper “A Roadmap for Transforming the College to Career Experience”⁵ spearheaded by Andy Chan.

The additional layers of service and support, vary across the board with regard to staffing. But in most cases, where resourced, career service departments have experienced moderate growth. In comparison to peer and aspirational schools, Pepperdine falls right in the middle, with each staff member serving approximately 390 students. Of course, this ratio doesn’t account for the fact that certain staff roles do not directly engage with students, but on the whole, the Career Center team is relatively right sized. One note however, is that the aspirational institutions most highly regarded in the field, are serving 80-250 students per staff member.

The NACE career services benchmarking report from 2017-18⁶ highlights that despite some shifts in the priorities or approach of career centers, many continue to maintain a focus on appointment-based professional development and internship preparation services, career exploration, career fairs, and career workshops, though a decline in employer participation in on-campus interviews persists. Consistent with the organizational shifts Seaver College experienced, the percentage of centers reporting through departments *other than* student affairs, has increased 21% since 2008. Thirty-seven percent of schools included in the benchmarking survey were offering for-credit career courses, a statistic that previously was not reported on. Eighty-six percent or more of career centers are now engaged fully in collecting and distributing career outcomes data.

Final Reflection

Overall, the Seaver College Career Center at Pepperdine, has experienced shifts in demand, service delivery, organizational structure, strategic priorities and resources that are on par with peer institutions and industry trends. However, specific attention will need to be placed on:

- Scaling services to engage the additional 38% of the student population
- Specifically targeting Latinx and male students
- Determining the right mix of courses, services and programs to deliver consistent career education to every student
- Increasing the diversity of programming options beyond on-campus recruitment

All of these activities are meant to improve career outcomes across the college, while influencing overall career readiness and student satisfaction with their post-Pepperdine outcomes.

⁴<https://www.linkedin.com/pulse/20140506212412-2872947-thriving-in-the-brave-new-world-of-career-services-10-essential-strategies/>

⁵<https://prod.wp.cdn.aws.wfu.edu/sites/74/2013/05/A-Roadmap-for-Transforming-The-College-to-Career-Experience.pdf>

⁶<http://www.naceweb.org/uploadedfiles/files/2018/publication/executive-summary/2018-nace-career-services-benchmark-compensati-on-survey-executive-summary.pdf>

Student Learning

Learning Outcomes

For a number of years, the Career Center has used student learning outcomes.

A student who participates in Seaver College Career Center programs should be able to:

- 1. Explore & Discover:** Describe sense of self, purpose, and God’s call in one’s life; respect diversity in others;
- 2. Prepare & Compete:** Demonstrate skills needed to compete professionally in an ever-changing world of work;
- 3. Career Options:** Show the ability to understand and synthesize diverse career options and be able to delineate paths to reach them;
- 4. Professional Experience:** Demonstrate professional skills in identifying, securing, and participating in internships, jobs, and other career related opportunities.

The curriculum map highlights which student learning outcomes are most prominent within career coaching and education, informational and recruiting events, and professional development and outreach events.

Curriculum Map: Programs	SLO 1	SLO 2	SLO 3	SLO 4
Career Coaching + Education	✓	✓	✓	✓
Informational & Recruiting Events	✓	✓	✓	✓
Professional Development Events & Outreach	✓	✓	✓	✓

Career Coaching + Education Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Exploration & Discovery	✓	✓	✓	
Assessments – MBTI & SII	✓		✓	
Resume/Cover Letter Review	✓	✓		
Interview Prep/Mock Interviews	✓	✓		✓
Internship/Job Search Strategies	✓	✓	✓	✓
Graduate School Applications	✓	✓		
Informational Interviews	✓	✓	✓	

Job Shadowing	✓	✓	✓	✓
Company Tours/Treks	✓	✓	✓	✓

Informational & Recruiting Events Curriculum Map

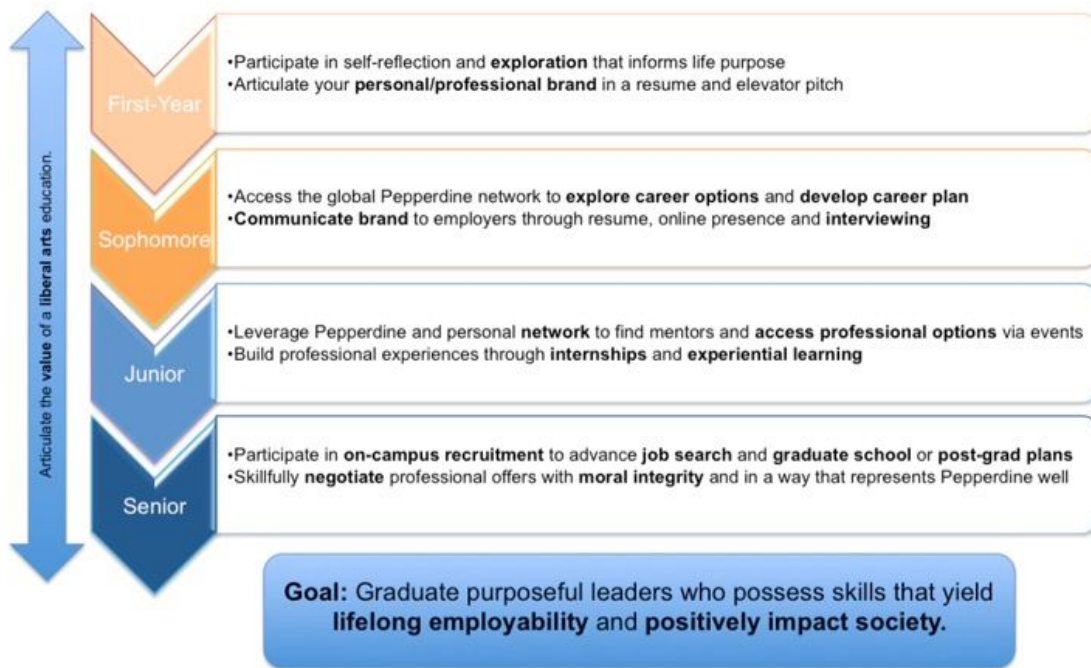
	SLO 1	SLO 2	SLO 3	SLO 4
Employer & Graduate School Information Sessions	✓		✓	
Industry Career Fairs	✓	✓	✓	✓
Career Fairs	✓	✓	✓	✓
On Campus Interviews	✓	✓	✓	✓
Networking Events	✓	✓	✓	✓

Professional Development Programs & Outreach Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Career Coaching Program/ Career Course	✓	✓	✓	✓
Career Week	✓	✓	✓	
Convocation Programs Vocation & Calling	✓	✓	✓	
THRIVE Mentoring	✓	✓	✓	✓
First-Year Seminar Workshops	✓	✓		
Club & Organization Presentations	✓	✓	✓	✓

However, last year, in an effort to break down the career development process into actionable steps for student by class year, the center created the aforementioned Career Readiness Framework with the goal of graduating purposeful leaders who possess skills that yield lifelong employability and positively impact society. One could say that this framework serves as the curriculum map for career readiness across the college experience.

Career Readiness Framework



While not explicitly addressed in this framework, this developmental model reflects the importance of helping students understand and articulate the value of a liberal arts education, including the transferable skills they gain that map directly into the National Association of Colleges and Employers' (NACE) Career Readiness Competencies:

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

Additionally, targeted student learning outcomes were developed for the pilot career education course taught in the spring of 2018. Course outcomes, which were developed from the traditional student learning outcomes, but were adapted specifically for the first year or two of college:

- Know oneself and respect diversity in others
- Identify career options and pathways to reach those options
- Develop a brand and align professional story across mediums
- Build confidence to pursue purposeful internship and hands-on learning experiences

This assessment plan focuses primarily on capturing student learning outcome evidence for programs outlined in the formal curriculum map rather than the Career Readiness Framework. However, in the future the Career Center would like to prioritize the Career Readiness Framework as the curriculum map for the department, and align the student learning outcomes with the objectives of each class year and means to capture direct evidence.

Assessment Plan

Year	SLO	Career Coaching & Education	Informational & Recruitment Events	Professional Development & Outreach Events
1	SLO 1: Explore & Discover	Post-session surveys where students report what they learned - sense of self, confidence, learning (coming soon).	Post event survey data about students' ability to talk to professionals in their field of interest.	Career readiness outcomes of seniors that used Career Center
2	SLO 2: Prepare & Compete	Resume reviews - degree of change from first to final document (coming) Internship employer evaluations – overall performance and professionalism	Senior job rate and graduate school acceptance rate Employer surveys about student professionalism at career fairs	Career Coaching Program career outcomes compared to senior class
3	SLO 3: Career Options		Post event survey data about students' increase in understanding their career options	Trek survey feedback about career goals, options, confidence, and connections from student participants
4	SLO 4: Professional Experience	Student internship evaluation responses about learning Seniors employed at graduation correlated with experiential learning opportunities	Post event survey data about students' ability to identify internships and jobs (or schools) in their field of interest	Career Coaching Program career outcomes compared to senior class

Student Learning Evidence

Following the last program review the Career Center continued to engage in several forms of assessment, however, in general there was a departure in student affairs away from the assessment of every service, activity, and program. In 2015, before the career center moved out of student affairs, assessment conversations were focused on finding common learning outcomes that cut across various departments that the college could assess in a joint fashion. When the center was realigned, this conversation was disrupted.

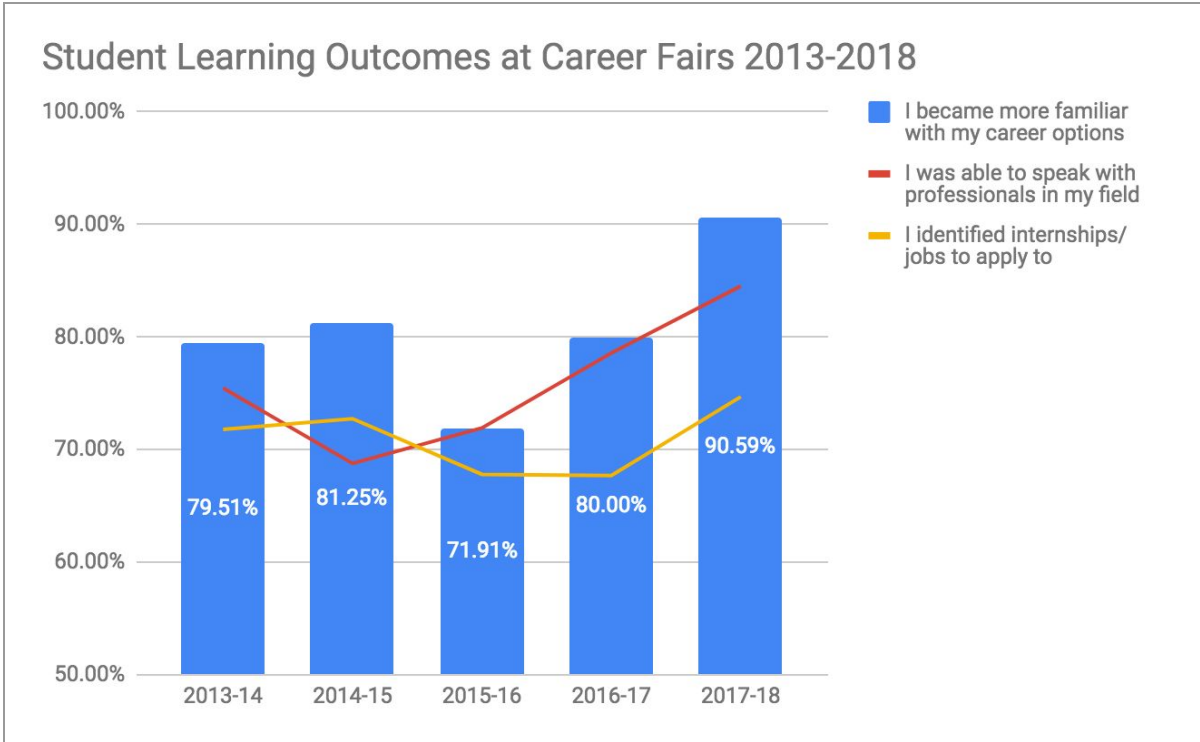
Following the visit by external reviewer Andy Chan, the Career Center sought to understand how comprehensive career services and programs were impacting student career readiness and learning. Seven questions were added to the senior exit survey to gauge student career readiness on everything from their self-knowledge, to their competency completing a job search and their satisfaction with their career outcomes. Interestingly, in the first year, students who used the Career Center that year, scored higher in every category compared to the college overall.

Career Readiness and Confidence	Class of 2017	CC Class of 2017	Class of 2018	CC Class of 2018
Rate your self-knowledge of strengths, talents, skills, personality and values	5.54	5.86	6.07	6.06
Rate your level of clarity regarding your career direction	4.95	5.19	5.46	5.39
Rate your competency level for conducting a successful job search	5	5.27	5.71	5.64
Rate your networking skills	4.73	4.97	5.31	5.28
Rate your confidence level for effectively navigating future career decisions and transitions	5	5.19	5.55	5.5
Rate your satisfaction with your current or potential post-college role (job, grad school, service etc)	4.87	5.06	5.47	5.39
Rate your professional skill readiness for your first post-college role (job, grad school etc)	5.17	5.43	5.75	5.75
* CC = used the career center in the most recent year **All data points are on the scale of 7				

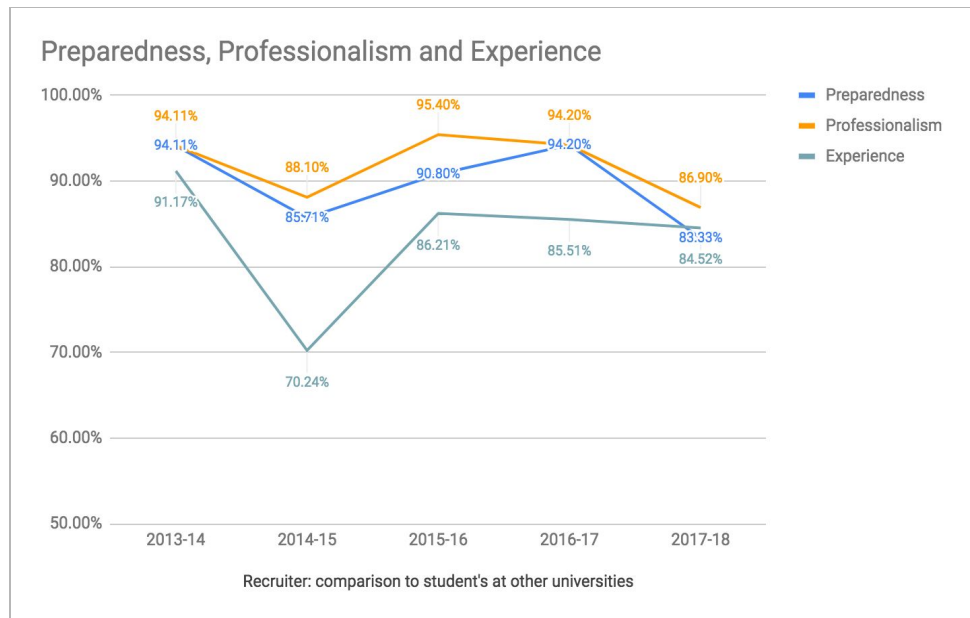
However, in the next year, while the scores for Career Center users all increased compared to the prior year, every category average came in lower than that of the overall college. While this is essentially baseline data being established in the first two years, it suggests that students who use career services have continued to learn even more than in prior years, but that perhaps the career readiness of the college overall has also increased. It's hard to know if this reflects the broader experience students have with career services across the four years, an overly confident class of graduates, or the difference between students who autonomously navigate their paths to success versus those who need additional support and resources.

One thing that might make this more accurate over time would be to track student use of the Career Center every year and compare the scores of those who use the center one or more times during college to those who never use services to determine if there is any significant difference.

Career fairs generally have the highest event participation within the Career Center offerings. Students who attend, respond to surveys following the events answering questions about their experience and learning. In 2016-17, the center introduced customized career fairs, expanding the traditional offering from 3 to 5 fairs during the year. The lineup now includes four industry fairs, and one spring career expo. Even with the increase in student participation across these events, evidence of student learning **increased** with regard to career options, access to professionals in their field of interest, and overall readiness to engage with professional opportunities. The percentage of students who reported that they became more familiar with their career options (SLO 1/3), connected with professionals in their field of interest (SLO 2/3), and identified internships/jobs to apply to (SLO 2/3/4) increased significantly.



In addition to student learning, professionalism, preparedness, and experience, in comparison to students from other schools are also documented from employers following all career fairs. The decline in student professionalism, preparedness is



concerning - it's hard to know whether this is a product of decline career services (or student use of them) or if students from other institutions are being more prepared. Regardless, the data suggests that while our students continue to build competitive experience while they're at Pepperdine, the need for them to present themselves well requires further attention across the college. Data points like these contribute to rationale for implementing career education requirements for students that will help them with their poise.

While employers at career fairs experience students for just a short period of time, internship supervisors engage with students over the course of an entire semester. Between 70-80% of Seaver College students complete one or more internships while they are at Pepperdine. Internships are important for building the professional experience valued by employers and help students develop professional skills that make them career ready.

Over the last five years, student interns and supervisors have submitted evaluations at the end of their time together. Comprehensively, students continue to agree or strongly agree that “this internship had a positive impact on”:

- My sense of self and awareness of my strengths and weaknesses (SOL 1) - 99%
- My values and ethics and helped me respect them in others (SOL 1) - 89%
- My career paths and options (SOL 3)- 81%
- My leadership skills (SOL 2/4) - 89%

Employers in their evaluation of *overall student performance and professionalism*, stated that 72% of students performed at an ‘outstanding’ level while an additional 22% of interns performed ‘above average.’ In short, employers have a very positive perception of 94% of Pepperdine interns.

The Career Center has more in-depth ability to measure learning outcomes in programs like the Career Coaching Program. Student learning is captured via student reflections and career outcomes following the program. **For the most recent years where data collection has ended, the Career Coaching Program graduates have out-performed the whole Seaver College class by 9-11% with regard to outcomes.** These results in combination with student feedback about the program, suggest that if this kind of learning environment could be scaled to benefit every student and in particular, those not currently engaging with the center, career readiness outcomes and post-graduation career outcomes would continue to increase.

Similar results were reflected in student responses to their participation in Career Treks (or company tours). **100% of students** who participated in the Seattle trek said that they:

- Gained understanding of their career goals (SLO 1)
- Expanded their knowledge of career options and paths to reach them (SLO 3)
- Felt more confident about the internship and job search process (SLO 2)
- Connected with actual internship and job options (SLO 4)

The Career Center will expand the number of local and regional treks offered in the years ahead because of the robust outcomes experienced by students.

A small career education course pilot was launched in the spring of 2018. The course targeted first-year students in an effort to prepare them for internships. While the student learning data was limited due to the small class size, a few comments from the course evaluation show the potential of the course. In the future, explicit questions about the course learning outcomes will be included.

I liked the "tips n tricks" that we learned about workplaces, interviews, and networking. I also liked practicing "telling our stories" and receiving feedback in a safe, small environment.

I feel so much more prepared to enter the business world after everything that I have learned in this class.

Having more classes as a part of the course would be very helpful. It would be nice to cover each topic that was taught throughout the course more in depth. Four weeks was not a lot of time so I would recommend extending the course over a longer period of time.

We could increase the length to a whole semester as to be able to cover more topics and go deeper into them.

Some might wonder if the success of students in the Career Coaching Program or pilot career course is due in part to their own fortitude, in that these students have chosen to opt into a career-related program. However, the Career Center believes that if these types of experiences could be made accessible for every Seaver College student, the impact has the potential to transform overall outcomes, particularly for those who are less likely to engage with career services. As the center collects data through pilot courses, variables related to historically disengaged student populations are being examined to determine whether or not the outcomes are equally positive.

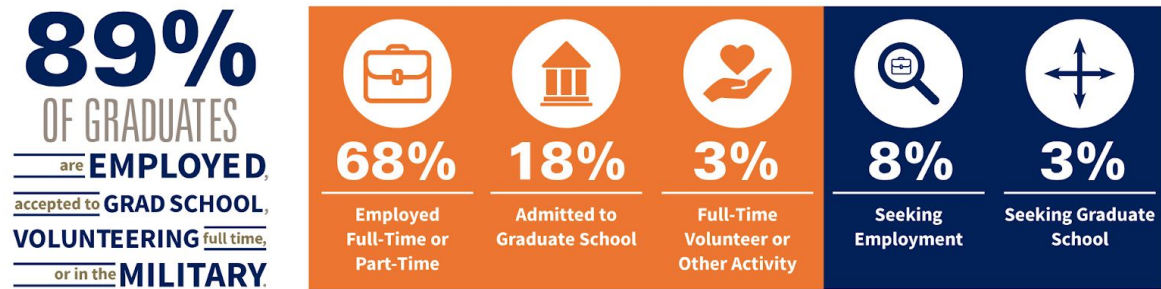
In pursuit of capturing further student learning and satisfaction data, the Career Center will also implement appointment in-take and exit questions to capture student career readiness outcomes and satisfaction with one-on-one appointments. Additionally, with the implementation of a new artificial intelligence tool for resume review, the Career Center will gain access to the pre and post scores of resumes loaded and improved through use of the system and Career Center team insights. This will be a form of direct student learning evidence that can further shape and refine coaching strategies and perhaps be triangulated with student outcomes or employer hiring patterns.

Student Success

Pepperdine graduates of Seaver College have continued to experience an increase in positive post-graduation outcomes (employment, graduate school etc) over the last three years. With increased clarity and definitions provided by the National Association of Colleges and Employers (NACE) for reporting, career outcomes for Seaver College have gone from 87% to 86% to 89%. While these outcomes are the product of the whole student experience, it is encouraging to see the impact of Career Center efforts beginning to pay off.

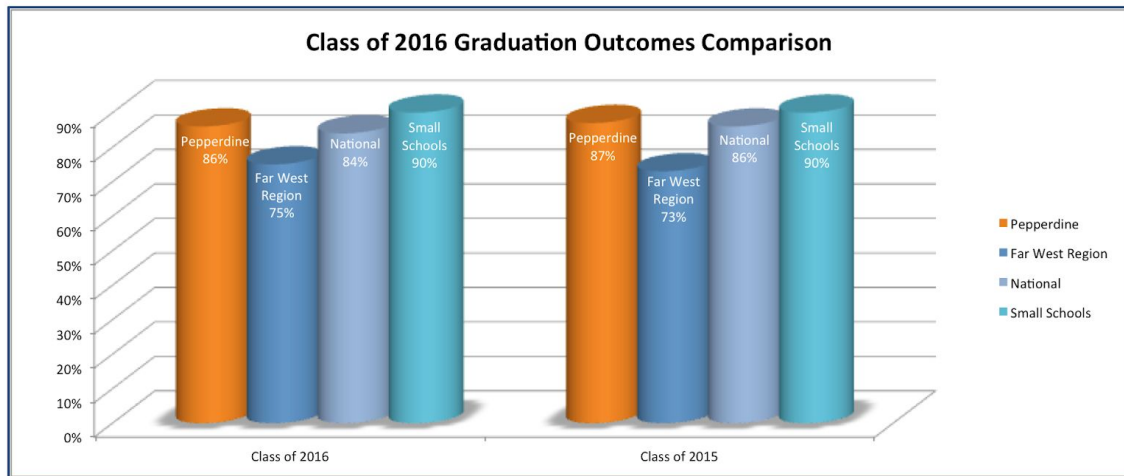
Additionally, when outcomes data for the Class of 2017 was further analyzed, two themes emerged. First, several students who were listed as “still seeking” at the time of graduation, were simply unreachable at a later date, therefore the center could not report an updated outcome for them. In the case of more than half, those students possessed all the traits and experiences that typically yield positive outcomes. Second, the remaining population of students who were unsettled within six months of graduation, were broadly disengaged in all activities across the Pepperdine experience, meaning that many lacked the positive drivers of success seen in other students.

What 2017 Grads are Doing

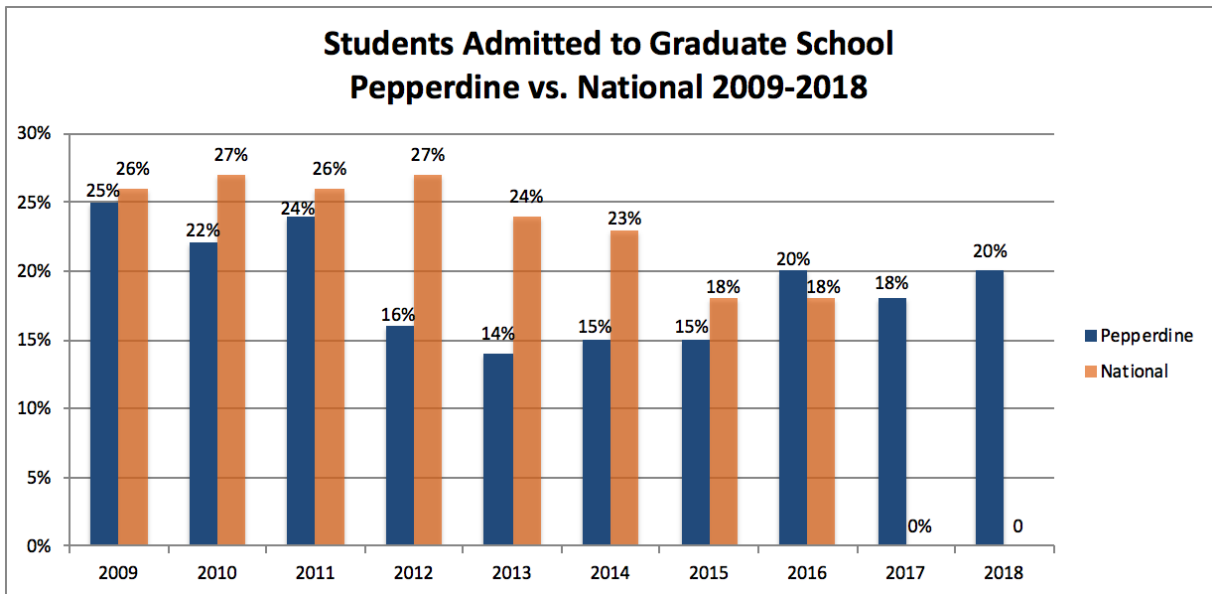


Also worth noting is the comparison of Pepperdine outcomes to national data. While the 2017 and 2018 national data is not yet available, the climb in Seaver College outcomes is certainly on par with other small schools and is likely to remain above the national average (even with a very high response rate at 97%). *In 2016, positive Pepperdine outcomes were more than 10% higher than other schools in the far western region within which the school resides.*

NACE Career Outcomes Rate – Class of 2016 within Six Months – National and Regional



The percentage of students pursuing graduate degrees after attending Seaver College has remained relatively steady over the last three years. Participation in graduate programs for business, law, and education have declined, while advanced degrees in medicine and mental health are on the rise.



Program Success

As mentioned previously, the career outcomes data for the last two graduating classes of students who participated in the Career Coaching Program run by the Career Center, out-performed the class averages significantly. All but one student in both years landed positive post-graduation opportunities. This success showcases the impact of career education and the power of mentoring.

Additionally, the Career Center will continue to track and evaluate career readiness outcomes for each graduating class, with the intent of seeing the outcomes of students who interacted with the Career Center one or more times across their college experience. It will be interesting to see whether or not the types or number of touchpoints students have with the Career Center impact their overall career readiness outcomes. Meanwhile, the center will focus on establishing a baseline for the data.

Meaning, Quality, and Integrity

Student demand for and satisfaction with Career Center programs in general remain high. The challenges at hand include how to scale services and programs to provide the breadth (across the whole college) and depth of career education and employer access that students need. Students continue to gain increased confidence in referring other peers to career services (this net promoter score is commonly used to indicate satisfaction), they continue to seek out services across the four-year experience and have demonstrated evidence of learning they gain through services, programs, and events that help make them gain a sense of self, understand career options, prepare and compete for internships and jobs, and for nearly 90% of grads, find successful post-Pepperdine outcomes.

The demand among students, parents, and administration for outstanding career services and programs, as well as the external expectations of employers for graduates to emerge from college with a certain level of “career readiness” amplify the importance of the Career Center’s desire to integrate career readiness into the overall experience. Pepperdine remains a thought-leader in the career services space and strives to meet and exceed the performance of peer and aspirational institutions and their graduates.

The increase in overall student career readiness for both Career Center users and the college at large, as well as increasingly positive career outcomes demonstrate the impact of career education and employer access on the overall success of Pepperdine graduates. The more these activities become ingrained in the experience for every Seaver College student, and garner support and involvement from faculty, staff, advisors, and student partners across campus, the more immediate and long-term value students will extrapolate from their Pepperdine degree.

Although career-oriented degree programs in business and communications have traditionally been perceived as more heavily served by the Career Center, data actually shows that Career Center use has increased in the last two years among other liberal arts students. This has been advanced by offering industry specific career fairs, having the industry specialists serve as liaisons to academic departments, and the addition of optional or required internships in areas like English and Theatre.

Participation in both academic and non-academic internships remains high, with 77% of the Class of 2017 completing one or more internship or student teaching experience. When other high impact practices like undergraduate research and student employment are folded in, 96% of graduates are engaging in pre-professional activities that help them explore their options, build skills and relationships, and become more competitive for graduate school and jobs after graduation. The correlation remains strong between students who engage in these activities and secure positive outcomes post-Pepperdine. The Career Center champions the diverse pathways of students while leveraging partnerships with student employment, international programs, faculty, and others to help students translate the value of these experiences as they work to become career ready.

Ultimately, the professional pathways cultivated by students with the support of the Career Center and the college community are central to the success and satisfaction of graduates. Campaigns like the Success After Seaver data and storytelling campaign also help amplify the diversity and viability of options for Pepperdine students. The unique learning environment provided by the liberal arts helps students develop the transferable skills most desired by employers. When this learning experience is augmented by meaningful career education and employer access, students it yields the right mix of students who have mastered their discipline of study, build powerful professional and life experiences, and who are real-world and career ready.

Staff

The Career Center team is made up of diverse and experienced professionals. All but one member of the team earned Master Degrees or higher. The years of experience also range from 3 years to nearly 20 years of professional service. While many on the team have served Pepperdine for under five years, four of those staff members joined the team with significant prior industry or career service experience. While gender diversity is the greatest area of need with just one male member of the team, the ethnic and age diversity of the team are well distributed. Members of the team range in age from mid-20's and mid-30's on up to the mid-50's and represent African American, South American, Japanese/multiracial, Latinx, and Caucasian populations.

Below you will see the diversity of scholarship, presentations, professional development prioritized for each team member. Because industries, hiring demands, and professional practices are rapidly changing, it is essential for individuals to engage with broader networks and learning communities to deliver the best content and programming to students and employers.

Amy Adams, Executive Director (15 years at Pepperdine, 8 in Career Center)

BA in Public Relations, Pepperdine University Cum Laude, 2002

MBA, Pepperdine Graziadio School of Business, 2008

- Chair, Pepperdine Career Council, 2012 - Present
- Pepperdine Alumni Leadership Council, 2010 - Present
- Delta Sigma Pi Business Fraternity Advisor, 2012-2015
- External Review Team Member, Westmont College Office of Life Planning External Review, January 23-25, 2015, Santa Barbara, California.
- International Student Advisory Council, 2015-17
- Data Stewardship Committee, 2016 - Present
- Alumni Engagement Strategic Plan/PeppConnect Project Team, 2017 - Present

Memberships: Committee Service and Presentations

- National Association of Colleges and Employers (NACE), 2008 – Present
 - Leadership Advancement Program, 2012-13
 - Diversity and Inclusion Committee, 2012-13
 - “Small Organization, BIG Numbers: The Conversation Continues,” Co-Presenter, National Conference, 2014
 - Principles of Professional Practice Committee, 2013-14
 - 21st Century Career Service Models Committee, 2014-15
 - NACE National Conference, Anaheim, California, June 2-5, 2015.
 - Principles of Professional Practice Committee, 2015-16
 - NACE National Conference, Chicago, Illinois, June 7-10, 2016
 - Leadership Advancement Program Committee Co-Chair, 2016-17
 - NACE National Conference, Las Vegas, Nevada, June 6-9, 2017
 - Handshake Users Conference, Las Vegas, Nevada, June 5-6, 2017

- National Association of Colleges and Employers (NACE), Leadership Training Panel Speaker, June 6, 2017, Las Vegas, Nevada.
- Conference Program Committee, 2017-18
- NACE National Conference, New Orleans, Louisiana, 2018
 - NACE Leadership Symposium Participant
 - “Making Your First-Destination Survey Work for You,” Presenter, Handshake Users Conference, 2018
- Mountain and Pacific Association of Colleges and Employers (MPACE), 2008 - Present
 - “Influencing Influencers: Calling Your Network to Action,” MPACE Annual Conference, San Francisco, CA, December 9-12, 2014.
 - MPACE Annual Conference, Anaheim, California, December 10, 2015
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), 2013 – Present
 - “University Career Initiatives & Outcomes: Outcomes of a Liberal Arts Education.” (panel presenter),” Spring Meeting, Woodbury University, Burbank, CA, 2014
 - Quarterly Meeting Attendance, 2015 - Present
 - Spring Meeting Host Site, March 28, 2017
- Career Leadership Collective, Contributor and Member, 2017-Present
 - “Scaling Story,” Career Leadership Collective, Think Tank Presenter, San Francisco, California, August 2, 2017
 - “Elevating the Story of Career on Campus,” Everyday Innovators Video Interview, Career Leadership Collective, June 2018
- Western Association of Schools and Colleges, Academic Resources Conference, 2014-15
 - “Uniting the Curricular and Co-Curricular to Maximize Student Success at Seaver College,” WASC ARC Conference, Oakland, California, April 21-24, 2015.
- Council of Independent Colleges, Network for Vocation in Undergraduate Education (NetVUE) Regional Gathering and Meeting Contributor
 - “Making Sense of it All,” Closing Remarks Panelist, November 7, 2016, Westmont College.
- Association of College Academic Deans & American Association of Colleges and Universities
 - “The Storytelling Imperative” Presenter, Association of College Academic Deans and American Association of Colleges and Universities (AAC&U), January 2018
 - Co-authored “The Storytelling Imperative” article for *Liberal Education* publication

Articles and Interviews

- “[Find a Career Mentor in College.](#)” Interview for U.S. News and World Report, September 16, 2013.
- “Outcomes of a Liberal Arts Education: A Response on Career Preparation from the Consortium of Liberal Arts and Independent Colleges (CLASIC).” White Paper, Spring 2014.
- “More than Market-Ready,” Interview for Christianity Today, March, 2015.
- “2016’s Best & Worst Entry Level Jobs,” Expert Commentary, Wallet Hub, April 25, 2016, <https://wallethub.com/edu/best-entry-level-jobs/3716/#amy-adams>.

Professional Development

- Executive Coaching with Andy Chan, VP of Career and Professional Development at Wake Forest University, May – Nov 2017-July 2018

Ryan Groves, Director for Strategic Employer Partnerships (6 months)

BS in Interdisciplinary Studies (Business, Communication, Bible), Oklahoma Christian

MA in Social Entrepreneurship & Change, Pepperdine University

- “The Great City Project,” Strata Leadership LLC, 2014-15
- “Leadership Forum,” Career Leadership Collective, Loyola Marymount University, 2018.
- University Career Action Network (UCAN) Annual Conference, Denver, Colorado, 2018.

Marla Pontrelli, Associate Director and Industry Specialist (5 years)

BA in Psychology and Spanish, Minor in Education and Applied Psychology, UC Santa Barbara, 2008

MA in Counseling Psychology, UC Santa Barbara, 2010

- MBTI Certification, 2016
- Strong Interest Inventory Certification, 2017
- NACE Management Leadership Institute, July 2018

Committee Service

- Chair, Transitions Committee, University Career Action Network (UCAN)
- Student Involvement and Engagement Committee, International Student Advisory Council (ISAC), Pepperdine University

Articles and External Presentations

- *Article:* Conoley, C., **Pontrelli, M.**, Oromendia, M., Bello, B., & Nagata, C (2015). Positive empathy: A therapeutic skill inspired by positive psychology, *Journal of Clinical Psychology*, 71(6), 575-583.
- *Book chapter:* Conoley, C., Conoley, J., & **Pontrelli, M.** (2014). Positive family therapy interventions. In A.C. Parks (Ed.). *The Wiley-Blackwell Handbook of positive psychology interventions* (pp. 233-254). Hoboken, NJ: Wiley Blackwell.
- Panelist (July 2015), *The Best Intern for Your Organization*, Millennial Workshop Series, Ventura County Communication Foundation Nonprofit Center, Camarillo, CA
- WOMENTUM! Empowering Young Women’s Economic Success, Booth Presenter, California State University Channel Islands, Camarillo, CA, October 24, 2015.

Professional Development

- National Association of Colleges and Employers (NACE) 2015 Conference and Expo, Anaheim, CA, June 2-5, 2015
- NetVue Career and Calling Conference, Westmont College, Santa Barbara, CA, Nov 2015.
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), Fall Meeting, Chapman University, Orange, California, October 23, 2015.
- National Association of Colleges and Employers (NACE) Webinar, Bridging the Gap: An Alumni Model, January 13, 2016.
- NACE Webinar, Leveraging Education Abroad for Employability, February 17, 2016.
- 8th Annual Nonprofit Leadership Institute, Pepperdine University, March 18, 2016.
- Myers-Briggs Type Indicator Certification Training, Pasadena, CA, April 12-15, 2016.
- Santa Barbara Career Symposium, Westmont College, Santa Barbara, CA, May 20, 2016.

- University Career Action Network (UCAN), Annual Conference, University of San Francisco, San Francisco, CA, June 15-17, 2016.
- National Career Development Association (NCDA), Global Career Development Conference, Chicago, IL, June 30-July 2, 2016
- University Career Action Network (UCAN), Annual Conferences, 2015-2017
- Gallup StrengthsFinder Staff Workshop, 2017
- Symposium for Women in Policy and Politics, Pepperdine University, 2017
- Introduction to NACE Public Policy Initiatives 2018, NACE Webinar, 2017
- Consortium of Liberal Arts Schools and Colleges, Fall Conference, Otis College, 2017
- New Opportunities for Liberal Arts Graduates, NACE Webinar, November 29, 2017
- Nonprofit Leadership Institute, Pepperdine University, March 9, 2018
- Pepperdine Women's Conference: Living Your Calling, April 24, 2018
- Santa Barbara Career Symposium, Westmont College, May 11, 2018
- NACE Management Leadership Institute, St. Louis, MO, Expected: July 9-13, 2018

Memberships

- National Association of Colleges and Employers (NACE), 2013 – Present
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), 2013 – Present
- University Representative, University Career Action Network (UCAN), 2015 – Present
- National Career Development Association (NCDA), 2016 – 2017
- Young Nonprofit Professionals Network (YNPN), 2017 – Present

Maile Hetherington, Manager of Programs and Partnerships (3 Years)

BA in Media Studies and Digital Culture, Sacred Heart University, Magna Cum Laude, 2012

MA in Communications, Digital Media Production, Sacred Heart University, 2014

- MBTI Certified Practitioner, June 2016
- National SEED (Seeking Educational Equity and Diversity) Participant, 2017-18
- Pepperdine SEED Project Facilitator, August 2018
- Student Affairs Annual Retreat Planning Committee member, February 16 - May 10, 2018.

Membership, Committees, and Presentations

- Mountain Pacific Association for Colleges & Employers (MPACE), 2015 - Present
 - Mountain Pacific Association for Colleges & Employers (MPACE), 2015 Annual Conference, The Disneyland Hotel, Anaheim, CA, December 9-11, 2015.
 - Mountain Pacific Association for Colleges & Employers (MPACE), 2016 Annual Conference, Hyatt Regency Denver at Colorado Convention Center, Denver, CO, December 7-9, 2016.
 - Mountain Pacific Association for Colleges & Employers (MPACE), 2017 Annual Conference, Sheraton Seattle Hotel, Seattle, WA, December 6-8, 2017.
- Society for Cinema and Media Studies (SCMS), 2012 - Present
 - Society for Cinema and Media Studies (SCMS), Atlanta Conference, Hilton Atlanta, March 29-April 3, 2016.
 - Society for Cinema and Media Studies (SCMS), Chicago Conference, Fairmont Chicago, March 22 - 26, 2017.

- Society for Cinema and Media Studies (SCMS), 2018 Toronto Conference, Sheraton Centre Toronto Hotel, Toronto, ON, March 22 - 26, 2018.

Professional Development

- Conflict Management Workshop, Pepperdine University, Malibu, CA, July 2, 8, 2015.
- Strategies for Hosting a Reverse Career Fair, National Association of Colleges and Employers (NACE), Webinar, October 14, 2015.
- Developing the Industry-Centric Career Cluster Model, National Association of Colleges and Employers (NACE), Webinar, December 2, 2015.
- Bridging the Gap: An Alumni Model, National Association of Colleges and Employers (NACE), Webinar, January 13, 2016.
- “Phronesis and the Good Life” Seminar, Pepperdine University, July 11-13, 2016.
- Handshake Marketing Best Practices, Handshake, Webinar, August 16, 2016.
- Handshake U: Managing Events and Career Fairs, Handshake, Webinar, October 6, 2016.
- FocusOn: Email Marketing, Digital Summit, Webinar, October 25, 2016.
- “Living Our Calling” Women's Event, Pepperdine University, April 11, 2017.
- Vocation Seminar hosted by the Center for Faith and Learning/Center for Teaching Excellence, Pepperdine University, May 7-9, 2018.
- “Living Your Calling: Pepperdine Women's Conference,” Pepperdine University, 2018.
- MPACE Webinar, “New Opportunities for Liberal-Arts Graduates,” Webinar, November 29, 2017.
- NACE Webinar, “A New Administration: Changes and Impact on International Student Employment,” Webinar, October 11, 2017.
- MPACE All-Region Webinar: “Legal Trends in Hiring: Where are we going with H1B Visas,” Webinar, July 25, 2017.
- Career Leadership Collective Webinar, “The Event Experience: Raising Career Event Quality and Creativity,” Webinar, July 17, 2017.
- “Between the World and Me” Praxis Book Series, David Humphrey, Pepperdine University, October 25 & November 29, 2017
- “Hope in the Age of Climate Change” Book Series, Christopher Nolan, Pepperdine University, November 1, 8, 15, 2017

Sarah Jones, Marketing and Events Manager (Just Hired)

BA in Digital Filmmaking, University of Central Arkansas

MA in Digital Filmmaking, University of Central Arkansas

Christine Gist, Industry Specialist - Business (2 years)

BS in Business Management, Georgia Institute of Technology, 2004

MA in Project Management, Keller School of Management, 2005

- NACE Career Coaching Intensive Certificate, National Association of Colleges and Employers (NACE), 2009

Professional Development

- Pepperdine University, Black Student Association (BSA), Resumes and Networking, April 2017. Pepperdine University, Pepperdine Accounting Society, Job & Internship Search, September 2016.
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), Legal Implications & Best Practices for Internships, Fall Meeting, Pitzer College, Claremont, CA, 2016.
- Pepperdine University: Graziadio School of Business and Management, 7th Annual Social, Environmental, and Ethical Responsibility (SEER) Symposium, Marina Del Rey, CA, 2017.
- Pepperdine University: Center for Women in Leadership, Strategic Women's Leadership: Executive Briefing and Symposium with Lisa Bloom, March 2017.
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), The Life and Usage of Data and Metrics, Spring Meeting, Pepperdine University, Malibu, CA, March 2017.
- Santa Barbara Career Symposium, Westmont College, Santa Barbara, CA, May 2017.
- Career Services Institute (CSI West), Undivided Allies: Intercultural Inclusion and Equity in Career Services, Summer Conference, Scripps College, Claremont, CA, July 2017.
- National Association of Colleges and Employers (NACE), *Career Services Roundtable*, Workshop, Pitzer College, Claremont, CA, November 2017.
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), *The Fourth Industrial Revolution: How our Changing Society Impacts the Work We Do*, Fall Conference, Otis College of Art and Design, November 2017.
- Pepperdine University, Center for Women in Leadership, *Women in Leadership Reachout Conference*, February 2018.
- Pepperdine University, Human Resources, *Living Your Calling: Women's Conference*, 2018.
- Santa Barbara Career Symposium, *A Day of Learning and Sharing*, Westmont College, Conference, Santa Barbara, CA, May 2018.
- Career Services Institute (CSI West), *Inclusion & Equity: Key Strategies for Career Services Professionals*, Summer Conference, University of Southern California, Los Angeles, CA, 2018.

Nancy Shatzer, Industry Specialist, Arts, Entertainment, Media and Marketing (19 years) PhD
Organizational Leadership, Higher Education Emphasis, 2008

- MBTI Certification, 2016
- Women in Leadership presenter: Work Life Balance through the Lens of Faith, 2014

Professional Development 2017 - 2018

- Global Internship Conference, June 2018
- Living Your Calling: Women's Conference, April 2018
- Handshake Webinar: How to Launch New Student Products, August, 2017
- The Future of Work Symposium; Stanford, August 2017
- StrengthsFinder Staff Development Workshop, October 2017
- A New Administration: Changes and Impact on International Student Employment NACE Webinar, October 2017
- Introduction to NACE Public Policies Initiative Webinar, November 2017
- New Opportunities for Liberal Arts Graduates Webinar, November 2017
- Best Practices Working with International Students NCEA Webinar, November 2017

- NACE Formatting Applicant Tracking System (ATS) Webinar, 2017
- Diversity Forum Faculty and Staff, 2016
- NACE Webinar, Leveraging Education Abroad for Employability, 2016
- MBTI training and certification, 2016
- Business of Sports Lecture Series, 2015
- National Career Development Association, Annual Conference, 2015
- Tulane Career Development Boot Camp, Tulane University, 2014
- University Representative, University Career Action Network (UCAN), Annual Conferences, 2013-2015

Yeneba Smith, Industry Specialist, Law/Govt, Education, Healthcare + Tech (2 years)

BS in English/Writing, University of Illinois, Chicago, 2000

Master's of Education in Instructional Design, Western Governors University, Expected 2019

- “LinkedIn” YourTurnIntern CareerExpo, Leadership Development Institute, 2018
- *VP of Membership*, Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), 2017-2019.

Professional Development

- Consortium of Liberal Arts Schools and Independent Colleges: Legal Implications & Best Practices for Internships, at Pitzer College, Claremont, CA, November 16, 2016
- NACE Webinar- A New Administration: Changes and Impact on International Student Employment, Webinar, October 11, 2017
- New Opportunities for Liberal-Arts Graduates, Webinar, November 29, 2017
- Introduction to NACE Public Policies Initiative, Webinar, November 9, 2017
- Pathways, How to Write a Successful Personal Statement for Med School (InGenius Prep) Webinar, February 2017
- Federal Resume Writing Workshop for College/University Career Center Professionals, Cal State University, Los Angeles, June 2017
- 2017 CIWEA Southern California Summit (Los Angeles), October 2017
- CLASIC Consortium of Liberal Arts Schools and Independent Colleges: 2017
- CLASIC Board Meeting, Long Beach, CA, June 19, 2017
- “Equity & Inclusion,” Spring CLASIC Conference, Occidental College, April 27, 2018

Madelline Abourched, Office Manager (3 years)

BA in Sociology, Azusa Pacific University

- Women in Leadership in Higher Education Conference, Pepperdine University, 2016.
- Women’s Leadership Conference 2016, Mount St. Mary’s University, 2016.
- Advancing Women in Leadership Conference, Biola University, 2017.
- Advancing Women in Leadership Conference, Azusa Pacific University, 2018.

Sustainability: Evidence of Program Viability

Demand for the Program

Over the last four years, the Career Center has increased the percentage of students served by 20%, engaging uniquely with 700 more students than during the last program review. While new strategies are being leveraged to scale services (dropping the number of points of service overall), this growth has started to hit a ceiling, particularly in the area of one-on-one appointments. Additionally, even with this growth, 38% of the student population is not being reached. While the center is proud of the efforts made to highly engage the community in opt-in activities, some peer and aspirational institutions have reported serving anywhere from 72-100% of their populations and in those cases, their overall career outcomes rates are also markedly higher.

The trends at peer and aspirational institutions like Loyola Marymount and University of San Diego where career readiness is being fully integrated into the life of the college, are driven heavily by national trends in higher education and career services. In 2015, The National Association of Colleges and Employers (NACE) published their employer-informed list of Career Readiness Competencies that are now being prioritized and integrated into campus curriculum and co-curriculum nationwide. Catalyzed by the growing demand for transparency about the career outcomes of college graduates by NACE, government entities, and families looking to send their children to college, career education and readiness has gained attention, resources, and prominence on the larger stage of higher education.

In addition to the national trends in career services and higher education, the demand for high quality, college-educated talent continues to climb. After the market recovered from the 2008 recession, there has been a slow, steady climb in the hiring needs of employers who continue to demand more targeted and tailored access to the Pepperdine students they are seeking to hire for internships and jobs. Because human capital is the bedrock of commerce in this digital age, hiring managers and companies continue to prioritize scalable recruiting efforts, that yield best match candidates who they hope to retain within their organizations. More than 6,500 **new** employers were approved to post positions and opportunities at Pepperdine this year, contributing to the nearly 18,000 organizations who are looking to Pepperdine to meet their hiring needs. This unique intersection of education and the marketplace continues to create opportunities to build professional pathways for students into the best mission-fit organizations.

18,000+

160

500+

1,000+

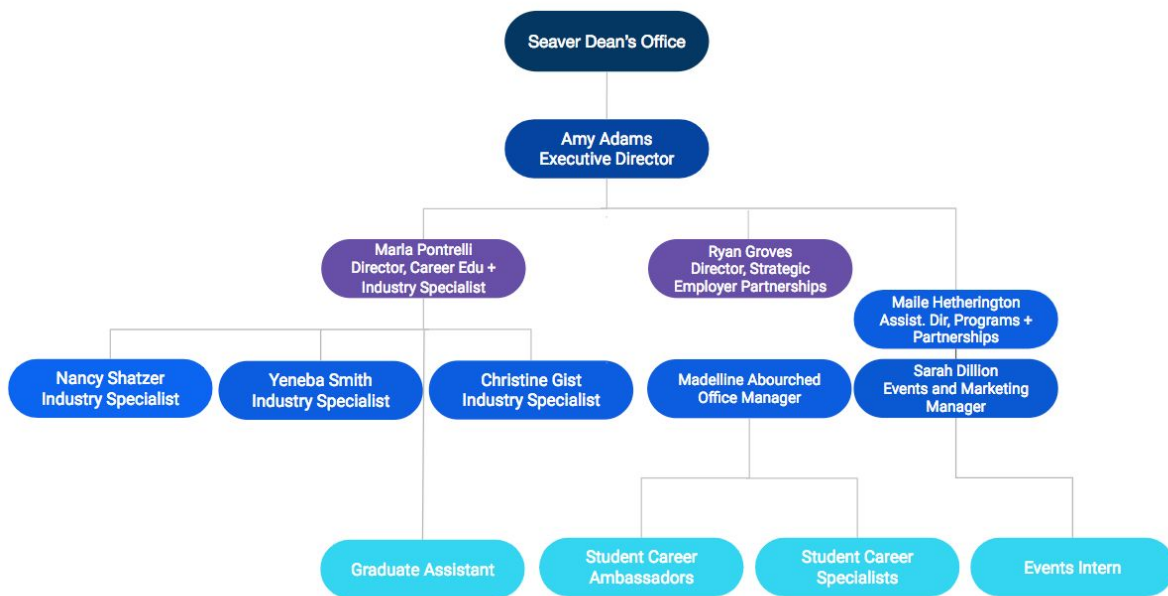
7,500+

21,000+

Finally, the cost of higher education continues to drive deep questions of value around a college degree and specifically a liberal arts degree. Under the leadership of Dean Michael Feltner, Seaver College has continued to prioritize transparency of career outcomes for prospective families, while also ensuring that students have access to the career education tools and employer relationships that will help them transition successfully into life after college. The high cost of a private college like Pepperdine forces the conversation around return on investment and the viability of professional success for every student.

Allocation of Resources

The Career Center, prior to recent changes, included 7 full-time staff members including an Executive Director, Associate Director and Industry Specialist, three other Industry Specialists, a Marketing and Events Manager, and the Office Manager. An investment of donor and college funds following the visit of external reviewer Andy Chan, have enabled the addition of two additional roles, which can be seen below and will be further discussed in the QIP. Since 2015, the Career Center has reported directly into the Dean’s Office of Seaver College, a shift that was made in order to prioritize career readiness for every Seaver College student.



The student to staff ratio is approximately 450-500 students for every staff member though not all team members directly take appointments with students. The ratio for just the industry specialist team that sees students directly, is 830:1. The industry specialists take anywhere from 4-8 individual appointments each day while also corresponding with employers, approving jobs, presenting in classes, and partnering with student clubs and organizations. The average number of appointments per person last year was roughly 350. In an effort to scale services to reach the entire

college and provide the depth of teaching and coaching necessary for student success, the center will continue to build new methods for delivering content and empowering students to establish and practice their professionalism. By comparison, career service departments at peer institutions range in their ratio from 250-600 with the most highly recognized centers serving a ratio of 100-200:1.

Annually each member of the team completes a self-assessment about their accomplishments, areas for growth, goals, professional development and contributions as well as noting any special needs they have. The Executive Director and Associate Director review the responses, compose letters of feedback that address items from the self-assessment and any other important accomplishments or areas for growth. There is an in-person discussion about performance, expectations, and goals where the documents are reviewed and signed off on before being sent to Human Resources. These conversations in most cases are very encouraging and fruitful, but in one limited case, required the involvement of HR when a greater issue related to performance emerged for a particular staff member. That said, each team member has regular one-on-one meetings with their direct supervisor where professional development and performance are discussed throughout the year. This practice ensures that the annual performance process addresses the culmination of work and growth in a year.

As a department focused on professional and personal growth, there is a high value for mentoring across the team. As leaders, the assistant dean, executive director, and associate director all make a point to regularly engage staff members in talking about their goals and how we can help advance them. Team members are also highly encouraged to participate in building mentoring relationships across the University and through external employer or alumni relationships, and through participation in diverse professional associations that offer mentorship in the field. Every person's mentoring story looks different, but each member of the team has people they rely on internally and externally to help them grow.

The Career Center has been fortunate to have both access and means to encourage the professional development of each team member throughout the year. Each member is encouraged to travel locally or nationally to participate in an array of professional development or industry specific programming to help them hone skills, stay abreast of emerging trends, and connect with other professionals in the field. Development also includes involvement with on-campus human resource offerings, workshops, industry conferences, networking events, and webinars that are highlighted on key topics throughout the year. When necessary, the department commits to certifying individuals on the team with formal training or certifications needed for deploying assessments or other teaching strategies to benefit students and campus partners.

Every summer the team takes time to prioritize projects and professional development opportunities that add value to the delivery of services and events. While the team gathers benchmarking data, research, and ideas throughout the year, many are integrated and applied more intentionally to the departments programs during the summer months.

Facilities

The Career Center currently shares space with various Student Affairs departments in the Tyler Campus Center. While office space was somewhat sufficient up until recently, there are now three staff members who occupy less-than-ideal workspace.

One out of four of the industry specialists is in an office that is a $\frac{1}{3}$ of the size of the other three offices. While the staff member makes the most of it, the space is quite confined, especially when meeting with students or more than one other person. Second, the two newest members of the team are in makeshift accommodations. The new Director of Strategic Employer Partnerships has a suitable office, but it is in a completely different building across main campus. For the purposes of collaboration and teamwork, he often will sit and work in the open space where student workers and the grad assistant sit. Last, the new events and marketing manager is currently also in the open workspace among students, with just a single wall partition to give her privacy. There is limited storage space, no appropriate meeting space for an appointment or employer meeting, and limited space to accommodate materials or preparations that need to be made for events and programs.

In the short term, access to two or three more offices in our immediate space would remedy the situation. Over the longer term, if the team continues to grow, even by just another person or two, larger consideration should be given to the overall configuration of the space.

Programming venues in general are in high demand, but with enough advanced planning and creativity, continue to be sufficient for the department. The one exception is the lack of large scale open-format programming spaces **inside**. Currently, the targeted career fairs have to be capped at 23 employers due to space restrictions and when bad weather ensues, the Spring Career Expo has to be moved into the cramped cafeteria which is not ideal for engagement and displaces student dining. With the exception of lecture halls, the only open format places on campus for use are limited to 100 person capacity or the Firestone Fieldhouse which is restricted for sport team practice and use most of the year.

Financial Resources

Since the Career Center moved out of Student Affairs and into the Seaver Dean's Office, the general operating budget and fundraising support have increased. Each year, since 2015, the Career Center has received funds to expand staff support, programming, services, and technology. Additionally, the Career Center has been a priority for the Dean and as such has received attention and focus at board meetings and in fundraising efforts that generated resources to recently expand the team. The base operating budget is currently just under \$900,000 with an additional revenue and expense account that is used to fund career fairs and some other programming. Approximately \$100k of the base budget is used for operating expenses along with 20k from the revenue and expense account, while the rest is designated to personnel.

Last year, a couple gifts were secured to benefit the Career Center, the largest was a gift of \$100k each year for three years to pilot the Director of Strategic Employer Partnerships role. This employer outreach role was additionally supplemented by the college to add an Associate Director of Programming and Partnerships who will grow company tour/trek programs, mentoring programs, and other alternative career programming to further engage employers and students. Smaller gifts from the Seaver College Board of Visitors were also earmarked for Career Center programs and services. As the department expands its vision and strategy to serve every Seaver College student, the center will continue to work with the Dean and advancement officers to gain the fiscal support needed to grow.

The External Review

I. External Reviewer

Andy Chan

Vice President of Innovation and Career Development, Wake Forest University

Andy Chan joined Wake Forest as Vice President for Personal and Career Development in August 2009. He oversees The Office of Personal and Career Development (OPCD) which is creating a supportive career community designed to teach, advise and equip students to successfully navigate their path from college to career. The OPCD includes Career and Professional Development, Mentoring Resource Center, the Center for Innovation, Creativity and Entrepreneurship, Leadership Development and the Family Business Center. He serves as a member of the senior staff of the Provost and is also a member of President Nathan O. Hatch's Cabinet.

Chan was previously the assistant dean and director of the MBA Career Management Center at Stanford's Graduate School of Business. Before joining Stanford, Chan served as president and CEO of eProNet, an online recruiting and career network based on exclusive relationships with university alumni associations. Earlier, he was president and CEO of MindSteps, a corporate education software start-up. Chan has extensive executive leadership and career coaching experience as well as business experience in venture-backed start-ups, The Learning Company, The Clorox Company and Bain & Company. He earned his BA and MBA from Stanford University.

For more information on Andy and his approach to the career development process, click here to read his blog, "The Heart of the Matter" or check out his LinkedIn Profile. He is also well known for his Tedx video, Career Services Must Die, and a collaborative white paper called "A Roadmap for Transforming the College-to-Career Experience." Andy also became a Pepperdine parent in 2016 when his daughter Natalie began attending Seaver College.

II. Methodology

A. The Unique External Review

The Career Center approached Andy Chan in 2012-13 to serve as an external reviewer but he was unable to participate. Through a series of more recent events where the Executive Director built a relationship with Chan via professional activities *and* his daughter decided to come to Pepperdine, the opportunity arose to invite him to campus to conduct an external review slightly ahead of the normal schedule. Andy accepted the Seaver Dean's invitation and engaged in the review process of the department in February of 2017. He presented his recommendations on site during the visit and offered ongoing executive coaching services to the Executive Director following his review.

B. Andy Chan's Agenda During Visit

Wednesday, February 8th

2:30pm **Seaver College Priorities with Dr. Michael Feltner (90 mins)**
Dean of Seaver College and Professor of Sports Medicine

6:00pm **Dinner with Amy Adams (90 mins)**
Executive Director, Seaver College Career Center

Thursday, February 9th

8:00am **Career Center Team Meet + Greet (15 mins)**

8:15am **Industry Specialists - Student + Employer Support (30 mins)**
Marla Pontrelli, Associate Director + Industry Specialist
Dr. Nancy Shatzer, Industry Specialist
Yeneba Smith, Industry Specialist
Christine Gist, Industry Specialist

8:45am **Events, Marketing, Technology + Student Supervision (30 mins)**
Maile Hetherington, Manager Events + Marketing
Madelline Abourchard, Office Manager

9:30am **Career Education & Academic Partnership with Marla Pontrelli (30 mins)**
Associate Director + Industry Specialist in Social Services, Non-Profit + Ministry

10:00am **Meeting with Dr. Dana Dudley (30 mins)**
Assistant Dean, Special Academic Programs

- 10:30am** **Employer Chat with Ivy Quintero (30 mins)**
Recruitment Manager, Teach for America
- 11:00am** **Employer Chat with Annie Shao (30 mins)**
Assurance Experienced Associate, PwC
- 11:30am** **Fundraising for Seaver College with Sara Jackson (30 mins)**
Senior Vice Chancellor
- 12:00pm** **Faculty Lunch (50 mins)**
Dean Baim, Business Division
Teresea de los Santos, Communication Division
Donna Nofziger Plank, Natural Science Division
Kelle Marshall, International Studies and Languages Division
Tomas Martinez, Social Science Division - Internships
Ben Pilat, Fine Arts Division
Dan Rodriguez, Religion + Philosophy Division - First Year Seminars
Lisa Smith, Humanities and Teacher Education - First Year Seminars
John Watson, Communications/Business Division - First Year Seminars
- 1:00pm** **Pepperdine University Priorities with President Benton (40 min)**
Pepperdine University President
- 1:45pm** **Parents Program with Kim Barkis + Dale Anderson (40 mins)**
Kim Barkis, Parents Program Director
Dale Anderson, Parents Council Chair
- 2:30pm** **Seaver College Alumni Relations with Matt Ebeling (30 min)**
Matt Ebeling, Executive Director of Seaver and George Pepperdine College
Alumni Relations, Class of '99
- 3:30pm** **Student Conversation with Non-Business Seniors (45 mins)**
Christina Seideman, International Studies
Allison Berry, Hispanic Studies
Alexa Borroel, Alumna, Liberal Arts/Sociology/Hispanic Studies
- 4:15pm** **Student Conversation with Business-Oriented Seniors (45 mins)**
Ruth Wong, Business Administration
Ziqian (Alex) Gao, Accounting
Tyler Beutel, International Business + Business Administration
Irina Bolkhovitina, Accounting

Friday, February 10th

11am **Andy Chan Shares Recommendations with Career Center Team (55 mins)**

12-1pm **Andy Chan Shares Recommendations with Leadership (60 mins)**
Dean Michael Feltner, Dana Dudley and Amy Adams

1-1:30pm **Final Conversation with Dean Feltner (30 mins)**

III. External Review Report

SEGMENT AND TRACK STUDENTS

- Difference between (1) Type A / Business-focused students and (2) Others
 - Identify during Freshman year and create "Fast Track Process" for Group 1
 - Educate them on most competitive careers – expectations, requirements, process
 - Engage specific parents, alumni and employers in the process
 - Create support plan for their sophomore year; plus re-entry before junior year (not peers)
- For Group 2
 - During 1st 2 years, target valuable, interesting, (fun/funny if possible) educational information based on their expressed interests. Make personal and varied (e.g. media formats)
- Need documented "roadmaps" – communicated at the appropriate time when they'll listen
 - Career Readiness skills (competencies) – What do I need to learn/do by when?
 - Internship timeline by industry/career – each year, and most importantly at start of junior year

ENHANCE INDUSTRY SPECIALIST MODEL

Suggestions:

- **Build IS knowledge / credibility / confidence**
 - Create IS Expert Advisor panels to educate IS, to act as network hubs, speak to students, provide coaching support during peak seasons
 - Specify goals in quantitative terms
 - Create structured schedule for advising/workshops/drop-ins, employer outreach, faculty relations/partnerships, targeted "custom" communications to student clusters
 - Review cost-benefit of every program. For every new, 1-2 should be eliminated
 - Professional development training/sharing for each competency area listed above
 - ID experienced mentors from other schools

PARTNER WITH FACULTY

- Perceive that most faculty in their departments do care about student career anxiety, readiness and outcomes

Suggestions:

- Spend time with those faculty who really help students. Capture their advice. "Ask what you personally can do to help them? Provide data, organize contacts, communication to students? What can you try doing together? After success, THEN ask them for help to communicate messages to students.
- You don't have to convince and convert all faculty.
- Internship coordination and maintenance is common, high priority need.
- Opportunity for technology partnership/grants with Fine Arts and Communications.

WHAT TO MEASURE

Student Outcomes

- 1) Employment outcomes
 - First Destination Survey
 - Summer “Internship” Survey
 - *NOT* “Placement”
- 2) Learning outcomes
 - “Career Readiness”

Operational Effectiveness

- Students – unique & frequency
- Employers – unique & frequency
- Faculty – unique & frequency
- Staff – productivity, innovation, morale
 - Engagement (activity level)
 - Satisfaction
 - Feedback

MEASURING STUDENT OUTCOMES (1)

- Employment Outcomes - follow the standards
- **Career Readiness - Student Self-Evaluation:**
Rate the following – a) current and b) amount of growth since start of college (1=very low, 7=very high):
 - Your level of **clarity** regarding your career direction
 - Your **competency** level for conducting a successful job search
 - Your **networking skills**
 - Your **confidence** level for effectively navigating future career decisions and transitions
 - Your **character** and understanding of your values
 - Your satisfaction with your **employment/graduate school outcome**

MEASURING STUDENT OUTCOMES (2)

For the following **Career Readiness** competencies, rate yourself in the following areas.

Rate from 1 to 7 (1 = very low, 2 = low, 3 = somewhat low, 4 = moderate, 5 = somewhat high, 6 = high, 7 = very high).

- Self-knowledge of your strengths, talents, skills and personality
- Clarity of your desired post-graduate outcome(s) (e.g. location, job function, industry, organizations, and/or graduate programs/schools)
- Quality of your resume, LinkedIn profile and Handshake profile
- Quality of your elevator pitch
- Your networking skills
- Your professional skill readiness for your first post-college role (job, graduate school)

MEASURING STUDENT OUTCOMES (3)

- To understand student perception and compare to actual usage statistics (more accurate):
How much did you utilize the resources and support offered by the Seaver College Career Center? Rate from 1 to 7 (1 = very low, 2 = low, 3 = somewhat low, 4 = moderate, 5 = somewhat high, 6 = high, 7 = very high).
- To understand student perception (likely will need to dig deeper to more fully understand each student's expectations, perception, experience):
Rate your assessment of the personal value you derived from the resources and support offered by the Seaver College Career Center? Rate from 1 to 7 (1 = very low, 2 = low, 3 = somewhat low, 4 = moderate, 5 = somewhat high, 6 = high, 7 = very high).

CAREER CENTER ORGANIZATION

- Clarify the IS role, goals, metrics. Manage and train accordingly
- Flatten the org structure to report to Amy.
- Place Marla in a role that leverages her strengths and aligns with dept. goals/needs

- Hire a Director of Internship and Employer Development
- Hire an Internship Coordinator
- Consider creating or joining a consortium of schools to hold joint career fairs to attract more, bigger employers from various sectors for students to connect with – including Business/Technology/Analytics, AME/Digital Communications, Non-profit/Education, Government/Public Policy/International/Foreign Language. Bus students to these events

- Hire Analytics/Database coordinator – Assessment/reports for office, CRM for employers, internships, students, faculty

VISION-CASTING / COMMUNICATION

- Activate and elevate (quality, visibility) the alumni/parent/employer network. Build high quality interview, information session space to demonstrate school's commitment to "student career success"
- Activate and elevate (quality, visibility) the faculty engagement and support
- Embed career readiness into every Pepperdine student's experience, including purpose, meaning and spiritual discernment
 - Connect with vocation reflection paper multiple times (in student's e-file)
 - "Prepared, engaged leaders/citizens/adults - for work and life"
- Every student matters

- Fundraise for positions or programs? Try to avoid the "soft money trap".

CENTRALIZATION

- Seek partnership with b-school for alignment on coaching advice alignment and for employer development when new director is hired. Engage b-school dean in the recruiting process for director of internship and employer development.
- Discontinue work on centralizing all career centers until each dean says they want it or the President/Provost is willing to invest the time to make everyone agree on it

*Access complete program review presentation in LiveText.

Quality Improvement Plan (QIP)

I. Reflection Summary

Overall, the Career Center programs and services align very well with Pepperdine's mission of purpose, service and leadership. At their core career services and programs represent an expansion of knowledge, a connection between an individual's career readiness and their impact on society, and a direct equipping of students to navigate the current and future job market as leaders who will influence positive change. This career readiness is certainly the work of the entire college, but is brought together for students as they gain self understanding, identify career pathways and options, develop their professional brand, and compete and secure internships, jobs, and graduate school admission.

As a noted leader in the field of liberal arts career services, the offerings of the Career Center remain high quality and are on par with other peer institutions. Organizationally, the center remains innovative and nimble incorporating changes and best practices that are on the cutting edge of the field. Staffing and fiscal support, though ample for Pepperdine, are the main areas in which top tier institutions differ in the ratio of students served. More staff means more targeted services for fewer students per staff member; more financial resources means more staff and more programs.

That said, even institutions like Stanford with high numbers of staff and funding face engagement challenges among students. This confirms that while Pepperdine judiciously continues to scale services and programs to reach as many students as possible (currently about 62% uniquely), the college will need to remain committed to finding strategies that truly engage every Seaver College student, so that each student leaves Pepperdine ready for life and career. The other marker of success for many aspirational institutions includes the engagement level of their broader alumni, parent, and board communities in building robust pipelines to the companies and organizations students most want to work for. There is a value associated with colleges who can truly help open professional doors for their students; a practice that Pepperdine wants to continue to expand.

For students who do actively participate in Career Center services and programs, there is strong evidence to support both their favorable opinion of these experiences as well as their learning. Students who participated in career fairs and/or the career coaching program, as well as the career education pilot course, spoke highly of their experience and the majority agreed that they would encourage a friend to participate in future programs.

Similarly, in the first year of career readiness data captured for the Class of 2017, the overall 'career readiness' or learning outcomes for students who used career services were measurably higher than those who did not use the Career Center. There is still some question about what factors contributed to the Class of 2018 having overall higher career readiness ratings (compared to 2017), including the fact that some of the readiness scores for the overall class were higher than the group

that specifically used career services. The Career Center will continue to establish a baseline for these career readiness scores of graduates, and seek to find other evidence that represents student career readiness from employers or other sources.

Current evidence from employers about student career readiness varies. Ninety-four percent of internship supervisors confirmed that student interns performed above average or were outstanding. Additionally 84% of recruiters at career fairs stated that Pepperdine students are professional, prepared and experienced compared to students at other schools; however that number declined roughly 10% on the professionalism and preparedness scales in the last year. Identifying the best ways to influence and capture evidence of student learning through indirect and direct evidence will continue to be a priority for the Career Center as the team works to determine the most prominent career readiness indicators and establishes baseline data to measure against.

The Career Center continues to improve data integrity, collection, reporting, and storytelling about the outstanding career outcomes of students. This is critical because when people have limited information about the success of graduates, they come to their own (usually less favorable) conclusions about the strength of the college and its degree programs. ***The Career Center is very proud to showcase the many services, programs, stories, and experiences that have increased the positive career outcomes rate for Seaver College to 89%.*** These positive outcomes are one of the major goals of the Career Center and the college, followed quickly by students' overall career readiness and newly added, per Andy Chan's recommendation, student satisfaction with their post-Pepperdine outcomes.

Some attention has also been given to various student populations who: (1) have not engaged with the Career Center services or programs; (2) did not have positive post-Pepperdine outcomes within six months; and (3) are part of other groups where the center sees declining engagement overall (LatinX and Male). These particular student groups will continue to be evaluated and studied to better understand the factors that are limiting their exposure to and benefits from the Career Center. Since a curriculum-based strategy is one prospective option to address the needs of every student, the Career Center will also continue to conduct research, pilot courses, and engage in conversations with first-year seminar and general education faculty leaders, to identify future opportunities for integration. Simultaneously, the Career Center will work with important campus partners like Intercultural Affairs, International Programs, Student Life, Academic Advising, and the Student Success Center to expand the resources and reach of the Career Center even now. These strategies also align with the recommendations of external reviewer Andy Chan.

Chan confirmed that the desired outcomes for the Career Center and career services broadly include **clarity, competency, connections, confidence, and character**. His perspective as a thought-leader in the field, both affirmed and aligned well with the Career Center's student learning outcomes and Pepperdine's Christian mission.

- Clarity = Sense of self and God's call in your life (SLO 1)
- Competency = Ability to prepare and compete professional (SLO 2)

- Connections = Access to career options and paths to reach them (SLO 3)
- Confidence = Professional experiences that build and generate confidence (SLO 4)
- Character = Alignment with Christian mission

His philosophy also confirmed that the move of the Career Center to focus on overall student outcomes, career readiness, and student learning outcomes, are more important than “staff activity and program volume.”

Chan also highlighted challenges for the Career Center including:

- Small class size and diversity of student interests and motivations makes it hard to attract employers to campus and compete with other Southern California schools
- There are separate undergraduate and graduate business programs (and career service teams) that make it challenging to partner and/or attract and engage employers
- The large number of students who spend their sophomore year abroad impacts student preparedness and ability to gain employment in competitive industries (business, banking, consulting)
- As a liberal arts college oriented toward service, the student body possesses a somewhat “career-casual” culture (“I came to explore”, “I am trying to figure out how to live/serve first, work second”)

Because of the timing of the review, some of Chan’s recommendations have already been addressed:

- The industry specialist model has been enhanced by adding employer engagement targets, establishing employer advisory boards, building bridges with faculty and counterparts at the other Pepperdine schools, and by completing a comprehensive effort/impact analysis
- Chan's recommendation to identify and track types of students has been addressed in part by the invitation to students to ‘opt-in’ to their industry cluster of interest as early as their first year. Targeted communications, events, and engagement are now tailored for different populations. The center will further explore diverse student pathways in the development of the career education program.
- The recommendations about shaping student learning around career readiness and developing measures for this is underway. Given the timing of Chan’s visit, the Center had the opportunity to capture two years worth of the career readiness data, the insights from which, were shared in the student learning segment.
- Chan also recommended organizational changes, some of which have been adapted within the Pepperdine context, including the addition of a Director for Strategic Employer Partnerships role that will focus on employer outreach and elevate the alumni/parent/board network of employers to benefit students.

The recommendations to leverage or scale the benefits of the Career Coaching Program have been paired with Chan's encouragement to embed career readiness into the overall student experience through the Career Center’s academic integration initiative listed in Goal 2 in the QIP. The Career Center will work to offer a career education course for credit, while also partnering across the college to establish a career readiness requirement. Faculty partnerships are essential to this integration strategy, as is the power and storytelling about student post-Pepperdine career

outcomes and important drivers to those outcomes like internships.

Andy Chan made several recommendations about increasing the staff and resources allocated to enact these changes. To date, two additional roles have been funded for the Career Center (see QIP Goal 1), and the inclusion of the center as a college priority for fundraising has yielded additional operational and gift funding. These resources are sufficient in the short term to address the growth of the department. However, as the career education course curriculum gains momentum, the center will need additional adjunct and/or staff funds to scale the course offering across the college. Access complete QIP Forms in LiveText.

II. Goals + Actions

Goal 1: Implement new employer outreach and engagement model to deepen high-value employer partnerships, identify new talent pipelines, and steward Pepperdine affinity employers like board members, parents, and alumni.

Actions:

1. *Establish and hire Director of Strategic Employer Partnerships and Associate Director of Programs and Partnerships.*
2. *Build new employer outreach and engagement model, methodology, and reporting framework.*
3. *Adapt employer outreach and engagement model for integration with Salesforce to leverage University-wide business intelligence and deepen employer relationships*
4. *Expand program offerings to prioritize engagement with Tier 1 employers and establish engagement options for individual influencers through:*
 - a. *Company tours/treks locally and nationally*
 - b. *Job shadowing days*
 - c. *Mock Interview + Employer of the Day Programs*
 - d. *Scaled Mentoring Programs*
 - e. *Alternative Events*
5. *Deepen existing and new employer pipelines and expand benefits and services over time*
 - a. *Talen Symposium Access*
 - b. *Tailored Recruiting Strategies*
 - c. *Custom resume books*
 - d. *Recurring hiring practices*

Goal 2: Scale the delivery of Career Education for every Seaver College student

Actions:

1. *Establish Career Education 101 course for credit - pilot program in 2018-19 and submit proposal to Seaver Academic Council*
2. *Partner with first-year seminar and general education review team to explore college-wide integration of career education course into overall curriculum*

3. *Capture first-year student interest in class during FYS outreach and HRL programming*
4. *Confirm curriculum and execute training to scale delivery of career education sections*
5. *Partner with willing faculty and departments to overlay career education curriculum into existing courses*

Goal 3: Brand, communicate, and measure Career Readiness across college community.

Actions:

1. *Conduct deep analysis on current career readiness data-consider opportunities to triangulate or correlate with employer and outcomes data*
2. *Brand and package career readiness framework/milestones by class year and promote throughout campus and among students*
3. *Use career readiness outcomes from ongoing programming/services and courses to tell the bigger story about the importance of career readiness and Pepperdine student proficiency*
4. *Integrate career readiness and career outcomes language and data to mutually reinforce one another under the Success After Seaver banner*
5. *Brand websites, documents, reports etc to elevate this message*

Goal 4: Leverage launch of PeppConnect and role of New Director to connect more students with the rich benefits of the Pepperdine network.

Actions:

1. *Continue to partner with Alumni Relations, Parents Program, and Boards to scale mentoring, open doors to new companies, and highlight industry experts to students*
2. *Expand self-service support to alumni through orienting them to PeppConnect*
3. *Contribute to and encourage participation in industry groups to promote employer partners and Pepperdine talent (students)*

Goal 5: Onboard and integrate technology that increases access for students to career resources 24:7 and builds foundation for scaled career education efforts.

Actions:

1. *Onboard Vmock AI resume review tool as step 1 in the professional branding part of the career education process*
2. *Onboard career exploration and alumni storytelling tools to help students understand career options and pathways*
3. *Participate in PeppConnect community building and promote student use*
4. *Establish integration with EAB student success platform*

Goal 6: Research and establish meaningful engagement strategies for first-generation, international, and historically underrepresented students, particularly the LatinX populations.

Actions:

1. *Partner with Intercultural Affairs to:*
 - *Build rapport with student orgs*
 - *Provide professional training to student leaders*
 - *Participate in InterGroup Dialogue training and teaching*
2. *Find ways to 'assign' students in these groups to directly connect with an industry specialist*
3. *Encourage direct involvement in career education course and seek to understand barriers unique to these groups*

Goal 7: Equip campus partners and willing faculty with career exploration and planning tools to augment the advising process

Actions:

1. *Establish new Vmock and RT Nation tools*
2. *Brand Career Readiness program and establish career education course*
3. *Conduct meetings/trainings to 'certify' career education partners on campus and recognize them for their advocacy*

Appendix 1 - Quality Improvement Plan - 2012-13 Program Review

Goal 1: Explore and implement new employer relations and student service delivery model to enhance collaboration and more efficiently promote talent.

Actions:

1. *Connect internship or job seeking students and alumni with a Career Center industry specialist who possesses and develops industry expertise and employer relationships in that constituent's intended field or related fields.*

Goal 2: Advocate for adoption of *Connecting Waves* online mentoring and networking platform to support transformative Waves Hiring Waves and Waves Helping Waves strategy.

Actions:

1. *Advocate for Seaver College implementation of *Connecting Waves* platform to support mentoring, networking, internship and job search, through targeted connections with faculty, alumni, parents, and university friends.*
2. *Establish talent promotion programs in tandem with regional alumni chapters to connect prospective and current students, as well as recent graduates with alumni in their home or intended region. Develop regional industry groups, resume books, and timely introduction practices to connect Waves with other Waves for the purpose of professional development.*

Goal 3: Create deeper partnerships to support career-related engagement of on- and off-campus partners including international student services, parents, faculty, and other career service colleagues.

Actions:

1. *Create and manage Career Services Leadership Committee to increase collaboration with all five school career centers.*
2. *Create and manage a Faculty Advisory Committee (2-3 times a year).*
3. *Leverage *Connecting Waves* platform to further engage alumni, parents, faculty, and university friends as mentors and employment leads.*
4. *Develop communication strategy to inform and inspire parents in their roles supporting student professional development and preparation.*

Goal 4: Increase constituent awareness about, and access to, the entire spectrum of career services, programs, and student learning outcomes.

Actions:

1. *Share Career Center data, reports, and stories more widely across constituent groups.*
2. *Re-tool 4-year career plan offerings and dissemination strategies.*
3. *Create specific program measures that align with student learning outcomes through the gathering of direct evidence.*