## PEPPERDINE UNIVERSITY
### Graduate School of Education and Psychology
#### ——— CAREER SERVICES ———

## GSEP Career Services Program Review 2014
### Authored by: Yas Hardaway & Adriana Estrada

## A. SELF-STUDY

## I. INTRODUCTION

### A) THE INTERNAL CONTEXT

The Career Services department resides under the Dean's Office of Pepperdine University's Graduate School of Education and Psychology (GSEP). The department services all five campuses (West LA, Encino, Malibu, Westlake Village, and Irvine), and its headquarters is located in West LA. The Career Services department was created in 2006 in order to provide customized career planning support for GSEP's Psychology and Education students and alumni. Programs include career counseling (virtual and face-to-face), webinars, classroom presentations, career panels, and networking fairs.

An informal program review was conducted in 2012-2013, as instructed by the ASLC Chairperson at the time. However, it was determined that because the Career Services department had neither received formal notification of the program review nor had funds allocated for the external review (a required component of program reviews), the ASLC elected to provide an informal review of the program to strengthen the work ahead. Furthermore, the formal program review was rescheduled for 2015. Below is the Informal Report provided by the ASLC in May 2012. To summarize, recommendations included stronger alignment between the department's mission and the University's mission, stronger SLO's and clearer alignment of the department's SLO's to those of GSEP, comparison data for benchmarking, and the inclusion of a Quality Improvement plan.

| (Informal) Internal Review Report by ASLC (May 2012) | |
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| **Mission** | |
| 1. Does the program (or it could mean the department, division, or school) mission clearly link to the University's mission statement? | The Career Services (CS) mission aligns with the university's mission in regards to purpose and leadership, but the alignment would be strengthened if reference is made to "service." |
| **Program Student Learning Outcomes (SLOs) Alignment** | |
| 1. Do the program SLOs align with the school's student learning outcomes? | It would be helpful if CS mapped its SLOs to those of GSEP so the alignment of CS to school is made explicit. |
| 2. Do the program SLOs clearly link to the University's Institutional Educational Objectives? | By mapping the CS SLOs to those of GSEP, alignment to the university educational objectives will be met. |
| **Student Learning Outcomes/Educational Effectiveness Indicators** | |
| 1. Does the program have a list of SLOs? | Yes |
| 2. Are the SLOs written as operational statement of how the program will | The SLOs are acceptable but could be strengthened if stated using stronger operational language. For |

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| | know the knowledge, skills, and attitudes are met or mastered? | example, "Students demonstrate increased self-knowledge on StrengthsQuest after attending trainings (workshops, etc.) offered by Career Services. |
| 3. | Does a curriculum matrix exist? | Yes |
| 4. | Does an assessment plan for the SLOs exist? | Yes |
| 5. | Is there an Inventory of Educational Effectiveness Indicators? | Yes, but the EEIs need to be presented in WASC Exhibit 7.1. |
| **Evaluation Methods and Implementation of Assessment** | | |
| 1. | Do the assessment methods include both direct and indirect measures of outcomes? | Yes, a combination of direct and indirect assessment measures exist. |
| 2. | Is each assessment method or tool appropriate to the outcome it is evaluating? | Yes, there is a good range of assessment methods/tools that are appropriate to the outcomes assessed. |
| 3. | Are comparison data (including from benchmark institutions) used, when possible? | No, this is an area requiring attention. |
| 4. | Are student success data (i.e., retention rates, graduation rates, etc.) included? | Yes, employment statistics are appropriate student success data for CS. |
| 5. | Do the methods of assessment yield information that is suitable for making decisions about program improvement? | Yes |
| 6. | Are the methods of assessment consistent with the best practices in the particular field, discipline, or profession? | Unable to assess. Although some methodological limitations are addressed, this is an area requiring more attention. |
| **Results** | | |
| 1. | Is the manner described in which students were sampled? | Yes |
| 2. | Is there enough detail to determine the extent to which the outcomes have been achieved? | Yes, although with the limited samples, the observed achievements must be considered tentative. It is important to acknowledge this limitation. |
| 3. | Do results of student success data analysis disaggregated by ethnicity, gender, SES, first generation college student status, etc. exist? | No, this is an area requiring attention. |
| **Decisions and Recommendations** | | |
| 1. | Are the decisions and/or recommendations adequately explained? | Yes |
| 2. | Do the decisions and/or recommendations clearly align with the SLOs assessed? | Yes |
| 3. | Do the decisions and/or recommendations clearly align with the assessment results? | Yes |
| 4. | Does an action plan exist for closing the loop, including the responsible party, timeline for completion, and method for tracking improvement? | No, this is an area requiring attention. Although generalities are offered, a specific plan for addressing areas in need for improvement was not provided. |
| 5. | Have decisions and/or | Unable to assess since no Quality Improvement Plan |

| recommendations been prioritized for strategic planning and budgeting purposes? | was provided. |
|---|---|

| COMMENTS AND RECOMMENDATIONS |
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| GSEP's Career Services is to be commended for making great strides in conceptualizing and formally implementing its assessment plan. Although data are still limited, it is clear that assessing student learning is understood by the members of Career Services and they appreciate the importance of "closing the loop" to improve the quality of the student learning experience. |

## B) THE EXTERNAL CONTEXT

Below provides a narrative of national trends in the field of career services, which the GSEP Career Services office is using to guide its strategic planning and programmatic assessment.

**According to the National Career Development Association (NCDA), the call for universal career assistance has been amplified and expanded because:**

a) career transitions have replaced job security
b) lifelong learning is now a sustainable requirement
c) the search for meaning and purpose has become prevalent

**These changes have called for a new model of career services in the 21st century:**

- transition from career placement to career development
- greater customization of service delivery
- integration of technology to increase accessibility and enhance job search skills of 21st century
- enhancement of academic and industry partnerships, along with curriculum integration

**Thus, the role of *today's* career services includes the following:**

- providing career development support to help students clarify their career objective and learn the self-marketing skills for lifelong employability
- collecting and reporting career outcomes information for graduating students
- connecting students to networking opportunities in the community

## C) MISSION, PURPOSES, GOALS, AND OUTCOMES

**GSEP Career Services Mission:**

GSEP Career Services, in collaborative partnership with faculty, staff, and the community, is committed to providing students and alumni with the tools and strategies to align their

personal values with their career objective and apply their talents in real-world settings, building lifelong employability and careers of purpose, service, and leadership.

**Student Learning Outcomes (SLOs):**
Students will be able to:
1. demonstrate the self-knowledge by identifying their interests, values, and strengths
2. identify compatible career options and related occupational information
3. communicate the connection between their relevant qualifications and their career objective

**Career Services Student Learning Outcomes have been aligned with GSEP's Student Learning Outcomes based on Pepperdine University's Institutional Educational Objectives (IEO's).**

| Student Learning Outcomes | | |
|---|---|---|
| **Knowledge and Scholarship** | **Faith and Heritage** | **Community and Global Understanding** |
| *Purpose* | | |
| Display proficiency in the discipline and engage in the academic scholarship. | Examine the complex relationship of faith and personal values in professional practice. SLO 1 | Integrate principles that embrace human diversity in responding to pressing real-world problems. SLO 2 |
| *Service* | | |
| Apply theory and research through service in real-world settings. SLO 2 | Demonstrate service to others through professional actions. | Demonstrate principles that embrace human diversity through freely serving communities, domestically and globally. SLO 3 |
| *Leadership* | | |
| Build leadership capacity through theory to practice application in real-world settings and by sharing scholarship with the larger community. | Articulate the influence of faith and personal values on making professional decisions. SLO 1 & 3 | Co-construct meaningful collaborations with diverse local, national and global communities of practice. |

**Based on GSEP Career Services' SLO's, the department identified the following strategic goals:**
- Create integrated academic and career experiences across all GSEP graduate programs within curriculum
- Create collaborative partnerships between University and community leaders to expand employer relations and inform curriculum development
- Utilize technology as a tool to increase accessibility and relevancy
- Implement five-year WASC assessment plan

**Moreover, GSEP Career Services has also aligned its mission, goals, and outcomes with Pepperdine University's strategic plan:**
The vision statement for Pepperdine University's strategic plan states, "Pepperdine University will be a preeminent, global, Christian university, known for the integration of faith and learning, whose graduates lead purposeful lives as servant-minded leaders throughout the world." The GSEP Career Services department supports this vision by helping its graduate students clarify their purpose and connect to opportunities in the community where they can contribute their talents as leaders of change throughout the world.

## II. ANALYSIS OF EVIDENCE
This section provides a summary of GSEP Career Services program usage, best practice benchmarking, and evaluation of student learning outcomes.

### A) SERVICE USAGE
1. **Service Usage:** In order to effectively implement the GSEP Career Services mission, programs are provided according to each of the department's student learning outcomes. Formal evaluation of the programs will be covered in the Student Learning section of this report, which will include a matrix of the programs matched to our five-year assessment plan, methodology, and analysis. Specifically, the programs below reflect the time period between *August 1, 2013 and June 26, 2014*. Programs and services are promoted through flyers, social media, digital signage, customized emails and referrals from GSEP's staff and faculty partners.

   ***Student Learning Outcome 1: Students will demonstrate the self-knowledge to identify their interests, values, and strengths.***

   a. **Career Counseling and Advising:**
   One-on-one assistance is provided to help students and alumni clarify their interest, work values, and strengths via individualized appointments, drop-in advising, and online support.

   Total number of services rendered: 1,158

   b. **Career Assessment Sessions:**
   Individual interpretations and group facilitations of career assessments such as the Myers-Briggs Type Indicator, the Strong Interest Inventory, and the StrengthsFinder are utilized to explore personality preferences, interests, and strengths as they apply to career planning and team development.

   Total number of participants: 91

   In addition to these 91 participants, career assessments are also integrated into the curriculum for:
   PSY 671 - Career Development Theories & Techniques
   PSY 661- Preparation for Practicum Irvine Campus

***Student Learning Outcome 2: Students will identify compatible career options and related occupational information***

a. **Career Week:**
Pepperdine's 6th annual Career Week was a collaborative initiative between all five Pepperdine schools' career services departments. In 2014, GSEP Career Services implemented a new branded approach to Career Week in order to

provide more relevant, customized programming and to elicit collaboration from faculty, staff, current students, alumni, and industry leaders.  Overall, GSEP Career Services hosted ten Career Week programs, in both face-to-face and virtual formats, including:

Psychology Career Day:
- Waves Creating a Way Mentor Panel
- The Psychology Way: Private Practice
- The Psychology Way: Careers in Business
- The Psychology Way: Careers in Public Mental Health & Social Service
- The Faculty Way: Psychology Research & Higher Ed Teaching

Education Career Day:
- Leading the Way in Learning Technologies (Webinar)
- The Social Enterprise Way: Job Search Strategies (Webinar)
- Paving Your Way to Becoming an Adjunct Professor (Webinar)
- The Cultural Way: Being Culturally Aware in the Interview & On the Job
- The Teacher Way: Principals' Scoop on Finding a Job

Total number of attendees: 255

b. **Career Connections Fairs**
GSEP Career Services collaborated with MA Psychology & PsyD Clinical Training to host two career and practicum fairs in March 2014:
- West L.A. Fair: 42 employers; 60 job-seekers
- Irvine Fair: 26 employers; 96 job-seekers

c. **DMH Stipend Programs:**
The Department of Mental Health (DMH) annually facilitates two separate educational stipend programs to address the state of California and the county of Los Angeles' need for bilingual, multicultural clinicians committed to serving diverse communities and filling hard-to-hire positions.

- Number of Los Angeles County award recipients from GSEP: 7
- Number of California state award recipients form GSEP: 3

**d. Research Panel & Club:**
In 2013-2014, Career Services launched its first Research Panel, followed by a monthly Research Club. The club was facilitated be a PsyD student and featured guest speakers who provided advice and referrals for research opportunities.

*Student Learning Outcome 3: Students will communicate their qualifications for their next career objective*

**a. Class Presentations & Webinars:**
Career Services conducted career development class presentations and a monthly webinar series to help students and alumni increase their self-marketing skills. Topics included: Advanced Resume & Cover Letter Writing, Building the Right Connections to Get the Job, and Searching For Jobs & Negotiating the Offer.

Total number of class presentations and monthly workshops: 49

**b. Academic & Career Integration Pilot Programs:**
In 2013-2014, in collaboration with Writing Support and Library Services, Career Services implemented two pilot programs for the Master of Arts in Education (MAE) and the Educational Leadership Academy (ELA) to provide consistent and sequential delivery of co-curricular services within the programs' curriculum.

**c. Career Advancement Symposium: An ELA & ELAP Signature Program**
In collaboration with the Educational Leadership Academy master's program and the Educational Leadership, Administration, & Policy (ELAP) doctoral program, Career Services launched its second annual career symposium, including alumni panelists who provided guidance on career advancement strategies.

**d. PepPro;**
PepPro is GSEP's employment-listing site for students and alumni.
Approximately 1,458 students/alumni logged into PepPro.
Approximately 2,669 employment opportunities were listed for GSEP students/alumni.

In July 2014, Career Services launched PepPro 2.0 – GSEP's Career Hub. PepPro 2.0 is a collaborative initiative between Career Services, MFT Clinical Training, PsyD Clinical Training, and Education Clinical Experience–a first step in creating a unified employer relations platform at GSEP.

2. **Evaluation:**
Feedback is gathered through counseling evaluations and event evaluations. The counseling evaluations were created specifically to indirectly assess student learning outcomes and is housed on Qualtrics. Event evaluations have traditionally been paper-based and distributed at classroom presentations, Career Week, and Career Fair events. Given that the department is now conducting webinars, a digital version of the event evaluation needs to be created. Disaggregated data by gender and ethnicity were not gathered prior to 2014-2015. However, the department has added these components to the 2014-2015 evaluations.

   a. **Best Practice Benchmarking:**
   In the process of conducting best practice research, GSEP Career Services has identified internal and external areas for longitudinal benchmarking. Internally, the area of employer relations has been identified as a program that the five Pepperdine career centers can collaborate on for the purpose of building a unified relationship-management tool that will allow for effective assessment and evaluation of internal communication among Pepperdine stakeholders. Externally, two areas of benchmarking have been identified: career development curriculum integration and career outcomes data collection and reporting.

   *Internally:*
   Internally, GSEP Career Services is a member of Pepperdine University's Career Council, a group formalized within the 2013-2014 academic year, consisting of career services representatives from Pepperdine's five schools: Seaver College, School of Public Policy, Graziadio School of Business and Management, Graduate School of Education and Psychology, and School of Law. The Career Council developed the following joint mission and highlighted general services offered across the five schools:

   Joint mission:
   The Career Service teams of Pepperdine University exist to empower students and alumni to achieve lifelong professional success, through mentoring, access to career development tools, and leveraging the strength of the Pepperdine network. Ultimately students and alumni are prepared for lives of purpose, service and leadership.

   Services:
   - Career Counseling & Planning
   - Career & Strengths Assessments
   - Resume & Cover Letter Review
   - Internship, Externship, & Job Postings
   - Mock Interviews
   - On-campus Recruitment & Networking Events

- Employer Development & Referrals
- Internship & Job Search Support
- Networking Support
- Mentoring Programs
- Professional Development Opportunities

In January 2014, the Director of Career Services and the Manager of Career Services for Psychology also took the initiative to meet with President Benton to provide updated information on career services in the 21$^{st}$ century and share an overview of the mission and strategic goals for GSEP Career Services.

*Externally:*
Since meeting with the President in January, follow-up best practice research was conducted on the topic of career education, which has recently been gaining momentum in higher education. The focus was to explore how Universities are integrating career planning within the academic experience in order to help increase the career success rate of Pepperdine students and alumni.

Three organizations in particular stood out:

1) **University of Southern California** –*USC Undergraduate Plan for Career Development: A Campus-Wide Approach*, (YouTube Video)
   https://www.youtube.com/watch?v=nNjxodGKcdU
2) **Santa Clara University** – *From Education to Employment* (Android App)
   http://issuu.com/santaclarauniversity/docs/2013-11-13_proposalbooklet
3) **National Career Development Association (NCDA) -** Career Planning Literature Review with a focus on curriculum integration by Lisa Severy, PhD, NCDA President & Assistant Vice Chancellor of Student Affairs/Director of Career Services, University of Colorado Boulder (Addendum A)

What places these organizations on the forefront of this movement are the following two ideologies:

1) Students with a higher success rate in entering today's job market have engaged in guided self-assessment, gained relevant industry knowledge, and most importantly **participated in practical field experiences.**

2) A call to action by the President or Provost for strategic partnerships between faculty, academic and career advisors, alumni, and industry, that creates a culture in which there is **University-wide responsibility for academic and career success.**

Given that several institutions are *still in the process* of launching this movement, GSEP is primed to be among the trailblazers. The department is grateful for the new Director of Academic & Employer Partnerships position approved by the President beginning August 2014. This position is pivotal in bringing the right people together to cultivate the strategic partnerships needed to create integration.

## B) STUDENT LEARNING

**As stated previously, GSEP's Student Learning Outcomes (SLOs) are as follows:**
Students will be able to:

1. demonstrate the self-knowledge by identifying their interests, values, and strengths
2. identify compatible career options and related occupational information
3. communicate the connection between their relevant qualifications and their career objective

### Matrix of Career Programs to Student Learning Outcomes
**The following map represents alignment between program and student learning outcomes:**

| Career Programs Offered | SLO 1: | SLO 2: | SLO 3: |
|---|---|---|---|
| P1. Career Counseling | X | X | X |
| P2. Career Development Events | X | X | X |
| P3. Career Development Webinars/Presentations | X | X | X |

### 5-YEAR ASSESSMENT PLAN
**Student Learning Outcomes will be assessed annually, beginning academic year 2013-2014 as follows:**

| Year | Assessment | Career Program & Academic Sample Group |
|---|---|---|
| 2013 – 2014 | SLO #1, 3 | P1. Career Counseling - MFT<br>P3. Career Development Webinars/Presentations - MFT |
| 2014 – 2015 (1st WASC Review) | SLO #2, 3 | P1. Career Counseling - SEC<br>P3. Career Development Webinars/Presentations - SEC |
| 2015 – 2016 | SLO #2, 3 | P1. Career Counseling – MAP<br>P2. Career Events - MAP |
| 2016 – 2017 | SLO #1,2,3 | P2. Career Development Events – MAED<br>P3. Career Development Webinars/Presentations - MAED |

| 2017 – 2018 | SLO #3 | P3. Career Development Webinars/Presentations– Psy.D. |
|---|---|---|
| 2018 – 2019 | SLO #2, 3 | P1. Career Counseling – EDOL<br>P3. Career Webinars/Presentations - EDOL |
| 2019 – 2020 | SLO #3 | P3. Career Development Webinars/Presentations – ELA/ELAP |
| 2020 – 2021 (2nd WASC Review) | SLO #2, 3 | P1. Career Counseling – MALT/EDLT<br>P3. Career Development Presentations – MALT/EDLT |

**2013-2014 Assessment Methodology**

| Program | Methodology |
|---|---|
| **P1. Career Counseling:** | **Research Question:**<br><br>SLO# 1: Are students able to demonstrate self-knowledge by identifying their interests, values, and strengths?<br><br>**Sample:**<br>A sample of MFT students were asked to evaluate their career counseling session to indirectly assess what new self-knowledge or insight they have gained<br><br>**Sample Size**<br><br>20<br><br>**Time Period**<br><br>Spring 2014<br><br>**Tools**<br>Indirect Assessment:<br>Self-Designed Career Counseling Student Survey, Section 3, Questions 1 – 8.<br><br>1) I know the type of work I want to do<br>2) I know the setting in which I want to work<br>3) I know my interests, values and abilities<br>4) I know the working environment and conditions that bring out my best |

| | |
|---|---|
| | 5) I know how to find information about career titles, salaries, and openings in my field |
| | 6) I know the relevant qualifications for the position I'm applying for |
| | 7) I know which of my experiences show that I'm qualified for the position I am applying for |
| | 8) I know after talking with my Career Counselor, I feel more confident about my future career plans |

**Assessment Team**
Adriana Estrada, Manager, Career Services – Psychology

**Results**

**See Addendum B-Career Counseling Student Survey**
**See Addendum C-Presentation Evaluation**

**Analysis**

Less than half of students (47%) who participated in career counseling reported that they know the setting in which they want to work, as well as how to find information about career titles, salaries, and openings in their field.

An average of 44% of students felt more confident about their future career plans after talking with their career counselors.

43% of respondents stated that they know the relevant qualifications for the position they are applying for.

A total of 41% of students reported knowing the type of work they want to do.

Only 39% of respondent know their interests, values, and abilities, as well as know which of their experiences show that they are qualified for the position they are applying for.

Unfortunately, only a post-counseling session survey was utilized in our assessment. Students were asked to complete a Career Counseling Survey after their meeting with a career counselor. A pre and post survey would assist in the

collection and analysis of a more measurable conclusion regarding the impact of the career counseling session.

However, it is interesting to note that 50% of students sought resume and cover letter assistance, and only 35% of students sought career counseling to find an occupation that fits them.

The insight that this data provides the career counselor is that a majority of the   students that sought career counseling placed higher emphasis on job placement, rather than on the exploration occupations that match their individual skill sets, values, and career goals.

Traditionally, job placement is the fourth and final stage in the career development process. If the career counselor had the opportunity to pre-assess where students rank in the career development process, the counselor would be able to identify areas of need and would be able to better assist the student with appropriate self-knowledge or insight.

The data provided through this survey has helped the office of Career Services identify a need for the creation of a more structured and formal assessment of career counseling sessions. Pre and post assessments of a student's career competencies will help inform and guide the career counseling session more effectively. The counselor and the student will be able to efficiently identify areas of need and growth.

**Plan**

- Create an intake for students who request a career counseling appointment that will identify their stage in the career development process
- The intake will help the career counselor identify the appropriate career development theory and techniques to utilize with the student
- Conduct a pre and post survey for students who participate in career counseling through the office of Career Services
- Disaggregated data by gender and ethnicity was not gathered as part of the career counseling student survey. This will need to be integrated into all 2014 surveys.

| P3. Career Development Webinars/ Presentations – Resume & Cover Letter Writing Presentation | **Research Question:**<br><br>**SLO # 3:** Can students communicate the connection between their relevant qualifications and their career objective?<br><br>**Sample:**<br>Students in the Clinical Psychology program were required to attend an in-class presentation on how to construct an effective resume and cover letter. The presentation was facilitated by the Manager of Career Services. After the presentation the student resumes and cover letters were collected and assessed.<br><br>**Sample Size**<br><br>10<br><br>**Time Period**<br><br>Fall 2013<br><br>**Tools**<br><br>Direct Assessment:<br>• Resume/ Cover Letter with Rubric<br><br>Indirect Assessment<br>• Presentation Evaluations<br><br>**Assessment Team**<br><br>Adriana Estrada, Manager, Career Services – Psychology<br><br>**Results**<br><br>**See Addendum D-Resume Rubric**<br>**See Addendum E-Cover Letter Rubric**<br><br>**Analysis**<br><br>　　**Direct Assessment Resume & Cover Letter Rubrics:**<br>　　67% of students received a score of 3 out of 3 (3 being the highest score) on the cover letter rubric.<br><br>　　33% of students received a score of 2 out of 3 (3 being the highest score) on the cover letter rubric. |
|---|---|

100% of students received a score of 2 out of 3 (3 being the highest score) on their resume rubric.

What was consistently missing from the resumes sampled was a *Summary of Qualifications Statement*.

What this tells the career counselor is that students would benefit from assistance connecting and articulating how their academic training, field experience, and soft-skills correlate with the objectives and requirement of the position to which they are applying.

A total of 67% of students received high marks on the effective construction of their cover letter. However, upon a closer review of the cover letter rubric, our recommendation for next year would be to add a metric that can assess whether or not a student clearly addressed their academic and field experiences, as well as their soft skills.

**In-Direct Assessment of In-Class Presentations on Resume and Cover Letter Writing:**

Students were surveyed after in-class presentations on resume and cover letter writing facilitated by the career counselor. When asked how the sessions could be improved, a large majority of students stated that more time could have been allocated for the presentation or that they would have liked the counselor to have covered other career development topics in greater depth.

When directly asked what other career topic presentations/workshops would be of interest to students, many requested information on job search strategies, negotiation, and interview skills.

The qualitative themes identified in the presentation evaluations provided great insight as to how GSEP Career services can better prepare students in their career development and exploration. The decision was made to create a formal career development curriculum and to deliver the curriculum to students via a virtual Career Development Webinar Series; a sequenced series of webinars that ranged from intermediate, developing, and mastery level career topics aimed to assist students at different stages in their career development process.

The webinar series has led GSEP Career Services to explore the

<table>
<tr><td></td><td>integration of career development curriculum within academic programs. The initiative has been well received and progress is underway.

<u>**Plan**</u>

- Add a metric for the communication of academic training, field-experience, and soft-skills to the cover letter rubric
- During in-class presentations, conduct an informal assessment of students' understanding of and application of resume objective and/or summary of qualifications statements
- Create a formal assessment for the Career Development Webinar Series, as well as the three tier Career Development Curriculum Plan</td></tr>
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## C. Student Success

GSEP Career Services conducted its annual career outcomes survey at graduation and nine months after graduation. At nine months, 365 respondents (out of 534) provided responses when asked about their current career situation (some respondents provided more than one response).

| Response | Total |
|---|---|
| Full-time paid employment | 167 |
| Part-time paid employment | 68 |
| Entrepreneurial / Start up | 23 |
| Contract / Freelance | 20 |
| Serving in the U.S. Armed Forces | 1 |
| Participating in a program of voluntary service | 20 |
| Marriage & Family Therapy (MFT) internship | 52 |
| PsyD internship / fellowship | 13 |
| Pursuing additional education | 40 |
| Seeking employment | 102 |
| Not seeking employment or additional education | 7 |

Career Services has migrated onto a new career management system, CSO, which will allow the department to capture data on career outcomes in line with national standards.

## D) MEANING, QUALITY, AND INTEGRITY: Not Applicable

E) **STAFF AND FACULTY**

This section provides the biographies of the staff and faculty who reside in the GSEP Career Services department.

**Yas Djadali Hardaway, Executive Director of GSEP Career Services**
Yas Hardaway is an accredited National Certified Counselor. She received her Master of Science and Education Specialist degrees in Counseling from The Florida State University and her Bachelor of Arts degree in Psychology from the University of Kentucky. She has over 15 years of career development experience across multiple universities.

At the University of California, Irvine and Loyola Marymount University, Yas developed a strong reputation for team development, interdepartmental collaboration, and career counseling leadership. She has created and taught several university career development

courses and seminars. Yas is published and has presented at international conferences on intercultural career development topics. In 2007-2008, she initiated and launched a career development program for a transnational shipboard university of 50 nations, traveling to 17 countries around the world. Yas is currently living in Southern California and oversees the Career Services department for Pepperdine University's Graduate School of Education and Psychology, where she also teaches as an Adjunct Faculty in the Psychology Division.  Yas began her service at Pepperdine as an Assistant Director and was promoted twice, to Director, and most recently to Executive Director.  Outside of Pepperdine University, Yas is the Founder of *Insight Careers,* providing both face-to-face and distance career coaching for individuals at all stages of career planning, across all industries.

**Adriana Estrada: Director of Academic & Employer Partnerships, GSEP Career Services**
Throughout her fifteen-year career, Adriana has excelled at creating workforce development programs that help job seekers achieve their career goals. Her unique skill set includes the ability to effectively leverage partnerships between the business and academic communities. As a leader within the higher education sector, she has worked with numerous organizations such as Johnson & Johnson, Procter & Gamble, St. Jude Medical, and Boston Scientific, to develop effective recruitment and curriculum programs that identify and meet industry needs. In essence, she helps educational institutions become suppliers of trained talent.

As Assistant Director of Employer Services at Loyola Marymount University, Adriana expanded the career and job placement program by 130%. From 2008 to 2011, while serving as Executive Director of the SCV School & Business Alliance, she developed partnerships between College of the Canyons, the William S. Hart Union High School District, and local businesses, in an effort to support Career Technical programs in the Santa Clarita Valley.

In 2009, Adriana's contributions were recognized by the Santa Clarita Valley Business Journal and the Santa Clarita Valley Jaycees, who presented her with the Top 40 Under Forty Award for outstanding leadership. From 2011 to 2013, she coordinated the COC Summer

Institute, a career exploration program, at College of the Canyons. Adriana supervised all recruitment activities and marketing efforts.

Presently, Adriana serves as Adjunct Faculty and Director of Academic & Employer Partnerships for Pepperdine University's Graduate School of Education and Psychology Career Services department. Her work in Career Services is geared toward creating an integrated academic and career experience for students within curriculum and a unified employer relations platform for GSEP. Before taking on this newly created role in August of 2014, Adriana served as GSEP's Career Services Manager for Psychology.

**Brandi Donaldson, Manager of Career Counseling for Psychology**
As a *Licensed Marriage & Family Therapist* and *Licensed Professional Clinical Counselor* with over 14 years' experience in counseling and education, Brandi's background is uniquely matched for her role as Manager of Career Counseling for Psychology. Her distinctive skill set combined with her university career development experience, allows her to contribute to the personal and professional growth and success of clients and students from diverse academic, socioeconomic and cultural backgrounds. Brandi has extensive clinical and teaching experience in a variety of settings including: elementary and higher education, disability services, juvenile diversion, and psycho-oncology.

On the clinical side, Brandi was a Counselor for four years at the *Pepperdine Resource, Youth Diversion, Education (PRYDE)* program and another four years at the *Center for Cancer Counseling.* On the career development side, Brandi was a Coordinator for the *WorkAbility III Program* at *Santa Ana College,* as well as an Adjunct Faculty and Career Technician. Her empathetic nature, collaborative spirit, and strong work ethic, combined with her practical skillset, make her contribution to the MFT, MAP, and PsyD candidates invaluable. Brandi started in GSEP's Recruitment & Admissions department in 2013 and as of September 2014, moved to the Career Services department.

F. **SUSTAINABILITY: EVIDENCE OF PROGRAM VIABILITY**
   *1. Demand for the Program*
   The career programs offered include career counseling, career development events, and career development webinars/presentations. Usage statistics for *August 1, 2013 through June 26, 2014.*are consolidated and re-summarized below:

   **Career Counseling:**
   One-on-one assistance is provided to help students and alumni clarify their interest, work values, and strengths via individualized appointments, drop-in advising, and online support.

   Total number of services rendered: 1,158

   **Career Development Events:**
   Career Week:
   Pepperdine's 6th annual Career Week was a collaborative initiative between all five Pepperdine schools' career services departments. This year, GSEP Career

Services implemented a new branded approach to Career Week in order to provide more relevant, customized programming and to elicit collaboration from faculty, staff, current students, alumni, and industry leaders. Overall, we hosted ten Career Week programs, in both face-to-face and virtual formats, including:

Total number of attendees: 255

Career Connections Fairs
GSEP Career Services collaborated with MA Psychology & PsyD Clinical Training to host two career and practicum fairs in the spring.
- West L.A. Fair: 60 job-seekers
- Irvine Fair: 96 job-seekers

Research Panel & Club:
This year, Career Services launched its first Research Panel, followed by a monthly Research Club. The club was facilitated be a PsyD student and featured guest speakers who provided advice and referrals for research opportunities.

Total number of participants: 53

**Career Development Presentations & Webinars:**
Career Services conducts career development class presentations and monthly webinar series to help students and alumni increase their self-marketing skills. Topics included: Advanced Resume & Cover Letter, Writing, Building the Right Connections to Get the Job, and Searching For Jobs & Negotiating the Offer.

Total number of class presentations and monthly webinars: 49
Total number of attendees: 530

**Trends in the Profession:**
GSEP Career Services has identified three key trends in the profession:
a. There is a need to infuse Career Services into the academic curriculum in order to create a more integrated academic and career experience for students.
b. Nationally, there is an increased demand for career outcomes data and labor market analysis in order to demonstrate the return on investment for higher education.
c. Finally, there is a movement toward more collaborative partnerships between university administrators, academic program directors, and industry leaders/ influencers in order to supply the employment community with trained talent. In return, this reciprocal relationship will strengthen the academic programs offered because programs can be tied more directly to labor market demands.

2. *Allocation of Resources*

**Current Pepperdine Career Services Organizational Structures:**

**GSEP Career Services:**
- **Full-Time Staff = 3**
  - Executive Director of Career Services
  - Director of Academic & Employer Partnerships
  - Manager of Career Counseling for Psychology
- **Part-Time Student Staff:** 5 Graduate Assistants
- **Population served:** 1,525 students /18,000 alumni
- **Campus Locations: 5**

**SEAVER College Career Center:**
- **Full-Time Staff = 7**
  - Director; Alumni Career Services
  - Manager; Events
  - Employer Relations Coordinator
  - Career Counselors (2)
  - Internship Coordinator

  - Office Manager
- **Part-Time Student Staff:** 5 Career Ambassadors; 3-5 other student support staff
- **Populations served:** 3,100 students/30,000+ alumni
- **Campus Locations: 1**

**School of Law Career Development Office:**
- **Full-Time Staff = 5**
- **Populations served:** 620 students/9,000 alumni
- **Campus Locations:** 1

**School of Public Policy Career Services**:
- **Full-Time Staff:** Career Services Director
- **Populations served:** 110 students/550 alumni
- **Campus Location:** 1

**GSBM Career Management Center (Fully Employed/Executive Programs and alumni):**
- **Full-Time Staff:** Career Development Manager
- **Populations served:** 1,4000 students /35,000 alumni
- **Campus Locations:** 4

**GSBM Career Management Center (Full-Time Programs)**:
- **Full-Time Staff:** 8
- **Populations served:** 1,500 students/500 alumni
- **Campus Locations:** 5

Given the new demands in higher education and the career development profession, GSEP Career Services does not have a sufficient number of staff to maintain program competitiveness. What is lacking within GSEP Career Services is a professional development coordinator,

learning technology specialist, and administrative manager. There is also insufficient time for research and program development. Pepperdine as a university does not have a formal mentoring program for faculty and staff.

3. *Facilities*
    a. Office Space:
       GSEP Career Services currently needs an office for its new Manager of Career Counseling for Psychology. Any new additions to the Career Services staff will also require office space, which his not currently in existence.
    b. Programming venues:
       There is a need for a larger venue for school-wide fairs. Career Services is also faced with the challenge of securing programming venues for all five GSEP campuses, which includes West LA, Westlake Village, Encino, Malibu, and Irvine.
    c. Other space considerations:
       There is no designated space for employer presence on campus, including information sessions and on-campus interviews. Paraprofessional staff do not have a confidential space to be able to provide advising services.

4. *Financial resources*
   GSEP Career Services is provided with an operational budget that allows the department to be self-sustaining. In contrast to other higher education institution career centers, GSEP Career Services does not solicit external revenues from employer activities. For example, the department does not charge employers for hosting an information session, conducting on-campus interviews, and attending career fairs. In addition, GSEP Career Services does not charge alumni for utilizing its career resources and services. The request for additional staffing resources may be fulfilled through the assessment of GSEP's current internal organizational structure and re-allocation of resources.

## III. SUMMARY AND REFLECTIONS
**Preliminary Quality Improvement Plan: Goals, Actions, and Plans Based on Initial Self-Study**

Based on changes in today's job market and the national focus on the employment outcomes of academic programs, GSEP Career Services is excited for the possibility of being one of the front runners in higher education to provide a truly integrated career and academic experience for students and alumni.

In order to do so, a "phased" approach is outlined to allow for a more progressive, effective, and sustainable transition, which includes faculty involvement and collaboration:

**Phase I:**
- The new Director of Academic & Employer Partnerships will continue building academic and career curriculum integration plans, forging partnerships between academic program directors, university administrators, and industry leaders/influences to share labor market trends, and streamline the collection and reporting of career outcomes data. This position will also spearhead the University's HIRE Campaign for GSEP, as well as represent

GSEP in the collaborative initiative to build a unified relationship-management tool that will allow for effective assessment and evaluation of internal communication of employer relations data among Pepperdine stakeholders.

- Revise the Career Services Manager for Psychology position to become the Career Counseling Manager position, who will develop and launch a GSEP Career Counseling Internship program.

- Add an additional Student Learning Outcome to reflect the decision-making phase of the career development process.

- Standardize all Career Services assessments to reflect student learning outcomes and assist with effective evaluation and benchmarking.

**Phase II:**
- Add an Events Manager to reflect and support a Center for Career and Professional Development. This position will coordinate the planning of on-campus recruitment activities and professional development events.

**Phase III:**
- Create a leadership culture for student employees and student organization leaders to maximize resources, increase collaboration, and empower students to acquire and contribute professional skills.