

# SEAVER COLLEGE CAREER CENTER

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PROGRAM REVIEW  
2012-2013



PEPPERDINE UNIVERSITY  
STUDENT AFFAIRS

# PROGRAM REVIEW REPORT

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# SEAVER COLLEGE CAREER CENTER

## Program Review Report, 2012-2013

### **A. SELF-STUDY**

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#### **I. Self-Study: Introduction**

The Seaver College Career Center partners with faculty, staff, and employers to equip Seaver graduate and undergraduate students to prepare and compete professionally. This preparation includes self-assessment and discovery of career options, the development of professional documents and skills, the identification of internship, job, and professional school opportunities, and building a strong professional network including mentors, prospective employers, and alumni. A highly qualified team of experts accomplishes these goals by providing programs and services that fall into the following categories: Career Counseling & Internship Support; Informational and Recruiting Events; Professional Development Events and Outreach; and Alumni Career Services & Resources.

#### **A. Internal**

The Seaver College Career Center has existed since the early 1980's. However, similar to industry standards at the time, the department used to consist of one or two people who maintained job listings in a series of binders. In the 90's the team grew to include a specialist focused on experiential learning and internships and the center adopted educational and career counseling models. With the new approach came the addition of experts, including licensed career counselors.

In 2000, the Seaver Board of Visitors took particular interest and responsibility in the center by launching the Career Action Project that included the start of the Career Coaching Program, which board members staffed and funded. In the years following, the board also offered financial support to freely provide career assessments like the Meyers-Briggs Type Indicator and the Strong Interest Inventory to students. Today they fund these programs and provide support for peer career advisors called Career Ambassadors. At the prompting of the last program review, those working on issues of student employment broke off from the career center to form an independent department. Two additional positions were added to the career center team in 2010 including the role of a career center director and the alumni career services manager.

The career center reports to the Associate Dean of Students for Career Services and Civic Engagement and is made up of seven full-time staff and seven paraprofessional student staff who each specialize in various service or program offerings. The director leads this team, which includes an alumni career services manager, two career counselors, an internship coordinator, an events and employer relations coordinator, and an office manager. Student staff members are highly trained career ambassadors who provide peer-to-peer support on a drop in basis, specifically assisting students with resume and cover letter review as well as internship and job search.

Pepperdine utilizes a decentralized model for career services, where each of the five Pepperdine schools operates an autonomous career center. This model serves the needs of unique student populations well, but can present some challenges for external constituents, namely employers and alumni. To mitigate these challenges, the centers collaborate and leverage joint opportunities such as programming during Pepperdine Career Week and in the use of technologies that serve both job seekers and recruiters.

The career center team provides numerous services and programs including career assessment and counseling; first-year seminar MBTI interpretation sessions; internship counseling and employer outreach; resume, cover letter and graduate school document review; mock interviews; employer on-campus interviews; employer information sessions; career and graduate school fairs; internship, entry-level, and experienced job postings (available online in CareerSpace); employer outreach for on-campus recruitment; professional development workshops, seminars, and classroom presentations; Pepperdine Career Week; Career Coaching Program; Project e(x)ternship job

shadowing program; Career Mentoring; informational interviews and alumni or employer referrals; and transitional career support or candidate search support for alumni.

Since the last five-year program review, a number of changes have been made in the operational function and impact of the career center including:

- Adoption of NACELink Symplicity career management database, branded as CareerSpace which is used for: student employment, internship, entry-level, and experienced job postings; employer and student contact and tracking information; event registration and management; and a central portal for careers resources and professional documents.
- Career center relocated into more easily accessible office space at the hub of Student Affairs.
- Three interview rooms and three conference rooms were made available for employer visits and interviewing.
- Nice reception area and teaching space were added into new career center office space.
- CareerSpace was integrated into the Pepperdine Alumni Network (PAN) Online system, which allows current students to search 90,000+ alumni by city, industry, company, degree or other variables; also allows alumni to access job postings and career resources through CareerSpace.
- Alumni Career Services Manager position was added to the team; person is responsible for cultivating self-service resources that alumni can access 24/7; position created Waves Hiring Waves LinkedIn group to facilitate job search and recruitment needs among alumni.
- Career Center Director position was added to provide targeted leadership and support to team while former Executive Director assumed role as Associate Dean of Students.
- Student Employment become an independent department servicing all five Pepperdine schools; the offices still work closely and share access to CareerSpace for job postings.
- Project e(x)ternship, the alternative spring break job shadowing opportunity was started and has grown from involving 10 students each spring to 40; program also engages eager alumni as job shadowing hosts.
- A Career Mentoring program has been piloted, paying special attention to students from under-represented backgrounds, and again, engaging alumni who want to give back vocationally; the program is also piloting a mentoring platform powered by Triple Creek.
- Pepperdine Career Week, which stemmed from Senior Career Week, is now a University-wide initiative that leverages the skills and strengths of career center staff, student participants, and alumni from all five schools; heading into its 5<sup>th</sup> year in 2013, more than 20 career related events, workshops, webinars, and networking events will take place in February; the series of events attracts anywhere from 800-1,000 participants each year.
- The Randall Internship Program provided supplementary funding for travel to support students interning across Los Angeles for more than four years.
- Uniform Seaver College requirements and provisions for academic internships were developed and implemented in partnership with the Seaver Dean's Office.
- Detailed tracking of the unique students served through the career center, provided the first ever comprehensive service data report in 2011-12; more than two thirds of the student body was served in one year, with many being served multiple times.
- Disaggregated graduation data, provided further evidence of needed support and engagement among under-represented students, in student employment, internships and job preparation.
- Despite the economy, Seaver College graduation job rates have remained 16-20% higher than the national average year over year.
- Funding secured each year through the Target Campus Grant program enabled special event programming featuring authors and nationally known speakers as well as a diversity seminar.

## **B. External**

The climate and expectations around higher education continue to transform. The rising cost of college, especially at a private school like Pepperdine, causes parents and students to consider more closely the debt they will incur in the pursuit of learning and personal development. This means that from the beginning, many have an eye toward their professional destiny. Though many families want their students to attend college for the sake of the learning, and not just to get a job, most cannot afford the cost of college without being reasonably assured that their son or daughter will be gainfully employed after graduation. The recession of 2008 and the sluggish and uncertain return to normalcy, further compound these realities for students who graduated and were unable to secure work in 2009 or 2010. Unable to find employment following graduation, those students (and graduates even now) are forced to compete with an increasing number of experienced, but out of work, professionals as unemployment reaches more than 12 million people across the nation.

These harsh realities necessitate due diligence and stringent commitment on the part of career center professionals, students, and families, to maximize the advantages offered by their University networks, employer partnerships, and alumni connections. However, taking advantage of these resources is not enough; students also must busy themselves with gaining experience that will ready them for competition in the flooded marketplace. In fact, employers expect that college graduates will have two to three professional experiences (student employment or internships) on their resume *before* they apply for their first job. Because recruitment cycles among employers continue to move up in the academic year (some as early as September), students must begin building their experience earlier than ever before. In addition to their coursework, students are encouraged to apply their newly learned skills through extra-curricular and leadership opportunities. The combination of these experiences will help them develop communication and presentation skills that will empower them to effectively translate their applied learning and professional experiences when competing for internships and jobs. The good news is that employers continue to preference college recruitment activities and increasingly convert 50-60% of interns into full-time employees, which continues to influence growth in hiring among Bachelor's degree graduates.

Additionally, students today have more vocational options than at any other time in history, yet many feel paralyzed or are ill informed about their realistic journey toward success. Millennials want greater flexibility and responsibility than prior generations, and they expect their jobs to have perks. Technology, innovation, and constant change also necessitate the development of nimble, flexible, and multi-talented employees who can apply transferrable skills throughout their lives in jobs and industries that don't even exist yet. Graduates are also expected to have increased global understanding and diverse perspectives since many will compete for jobs with the growing number of educated citizens in India and China.

For these reasons and many more, it is both the expectation of students and parents and the duty of college communities generally and career centers specifically, to set to the task of preparing and equipping students to enter the marketplace successfully. Students gain immeasurable skills and competencies through their coursework, but this knowledge must be tried, tested, and applied through work experience, professional development, and a secure sense of self, for them to make the healthy transition into the world of work.

## **C. Mission, Goals, and Outcomes**

### **University Mission Statement**

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

### **Seaver College Mission Statement (excerpt)**

Seaver College exists to provide a link between the knowledge and wisdom of the past and present with the challenges of the future. The college is essentially a community within the larger Pepperdine University community which integrates several groups: teachers committed to a life of

instruction and scholarship; students preparing to assume responsible roles in contemporary society; staff members, volunteers, and donors committed to advancing the goals of the community; and administrators and regents charged with helping to achieve these goals.

### **Student Affairs Mission Statement**

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

### **Seaver College Career Center Mission Statement**

The Seaver College Career Center exists to assist students and alumni to prepare and to compete professionally.

### **Seaver College Career Center Goals**

Assist students and alumni to prepare and compete professionally by:

- identifying their strengths, interests and skills
- making connections between their vocation and their career goals
- teaching professional skills related to career searches
- building awareness about employment opportunities
- advocating for students and alumni with recruiters
- providing on-going counseling and related assistance

### **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.

The career center goals and student learning outcomes are well aligned with institutional learning outcomes and the goals of Student Affairs. (Language from the institutional outcomes, Seaver College mission and Student Affairs mission are reflected in italics as this alignment is discussed.) *Developing an expertise in a discipline* and *developing a professional vision* are central to the vocational exploration, development and preparation that occur through career center programs and services. These goals also support both the University and Student Affairs intent to prepare students for lives of *purpose* through *providing high quality co-curricular programs and services that promote student learning and development*. Ultimately, the goal is that students combine their curricular and co-curricular experiences *to assume responsible roles in contemporary society*.

The center seeks to help students identify their strengths and interests while simultaneously relying on students' classroom learning as a means of preparing them to *apply that knowledge* as they build professional experience through internships and student employment. Ideally students will make connections between their vocation and career goals through studying their discipline and applying practical knowledge in work settings. The center strives to expose students to their career options and skills, which empower students to *think critically and creatively* in the classroom, during the job search, and once they've secured a position. Without this practical exposure to professional experiences, students lack the training, skills, and confidence to transition into the world of work or graduate school successfully.

This practical learning environment then provides space for students to make *values-based decisions* that can impact the world for good through the *pursuit of justice*. The development of these well-rounded traits empowers students to identify opportunities for *Christian Purpose and Service* in their vocational search. The caliber of Seaver College students serves as a catalyst for the center’s advocacy among employers, which in turn leads to the cultivation of diverse internship, job, and professional school opportunities that broaden the reach and success of Seaver College students across multiple industries and disciplines. *(See alignment map below)*

Career center activities and services fall into one of the following program categories: Career Counseling & Internship Support; Informational and Recruiting Events; Professional Development Events and Outreach; and Alumni Career Services & Resources.

**Alignment Map for Student Affairs Program Reviews  
Seaver College Career Center**

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 career counseling often create space for students to further explore and understand their unique gifts and talents, which they are encouraged to apply in professional practice.
	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 develop their professional vision occurs through career counseling, career coaching, job shadows, internships, 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 and student employment.
	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 Peppertine because of the institution and student commitment to service.
	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.	Students practice engaging with diverse individuals outside of Peppertine through experiential learning activities.
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 Project e(x)ternship are examples of how the career center seeks to meet the evolving vocational needs of students.
	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.	Describe sense of self, purpose, and God’s call in one’s life while respecting diversity in others.	
	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.

Note – Student Affairs, like Seaver College, has adopted the IEOs as its Division Learning Outcomes.

## **D. Approach to Review**

The career center self-study process began by reviewing the National Association for Colleges and Employers (NACE) Professional Standards for College and University Career Services. Collaborative rankings and decisions were made about where the Seaver College Career Center fell in comparison to these national scales. Evidence of these decisions will be further discussed in the next two sections of this report. The complete self-assessment is available in Appendix 1.

Additionally, in an effort to involve the student voice in the assessment process, a student consulting group from Professor Arnold's Service Leadership class, was engaged to administer a student survey and address specific questions by benchmarking peer and aspirational career center professional practices and the engagement levels of the senior class with the career center. After meeting numerous times throughout the term, the group, Elite Consulting, presented their findings in December and recommended short-term and long-term implementation strategies to the career center. These findings have been incorporated into the analysis of evidence and reflections.

In January, the career center team was joined in Malibu, by two professional career services colleagues, Kathleen Powell, Director of Career Exploration and Development at Denison University in Ohio, and Kevin Pratt, Director of Career Services & the Alumni Mentor Program at Gonzaga University in Washington. Each reviewer had access to the original self-study report in advance of his or her visit to campus. While here, they met with a variety of students, alumni, staff, faculty, and recruiters to understand the current state of the Seaver College Career Center. They then submitted a report that identified, from their perspective, areas of strength and opportunities for growth.

## **II. Self-Study: Analysis of Evidence**

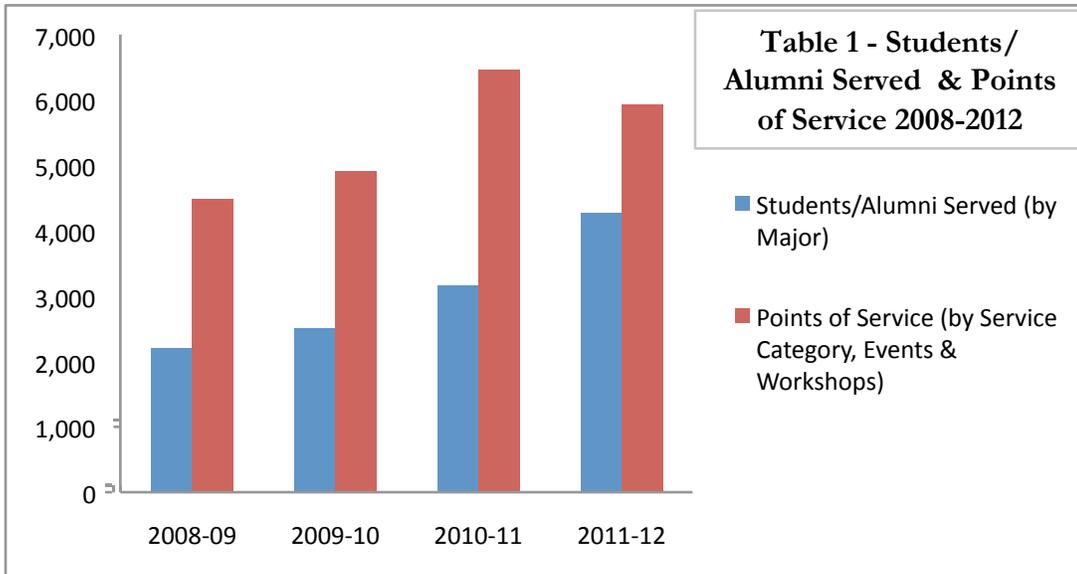
The following section includes substantial data regarding career center usage (including disaggregated data when possible), program involvement, and satisfaction, as well as the critical indirect and direct measures of student learning. "Measures of Effectiveness" can be found in section 2-c, while indirect and direct measures of student learning outcomes are addressed in the "Student Learning and Success" portion of section 3-a; examples of "closing the loop" specific to the student learning outcomes are included in 3-a as well. Additional instances of "closing the loop" are reflected in section 3-b.

### **A. Evidence of Program Quality**

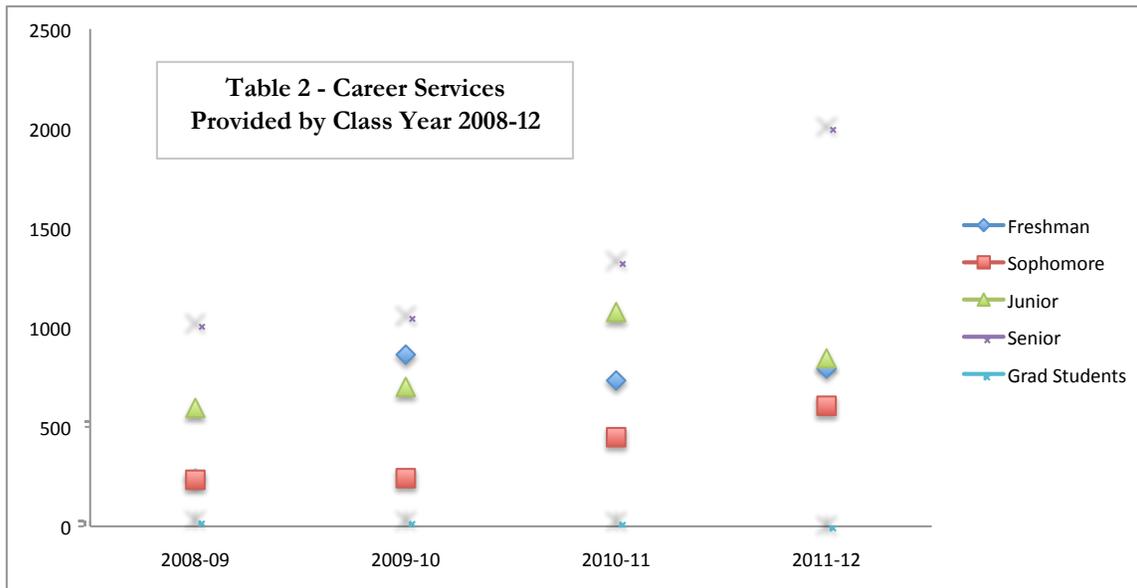
#### **1) Students/Alumni Profile**

As a result of changes made through the last program review, the number of students served through the career center and the points of service have grown each year for the past four years. Measurements by class year, major, and service type have changed over the last year in an effort to gather unique student data as well as disaggregated data based on gender and ethnicity. The data has been normalized to the best of our ability to account for this change. The end result is more accurate and telling data for the 2011-2012 school year.

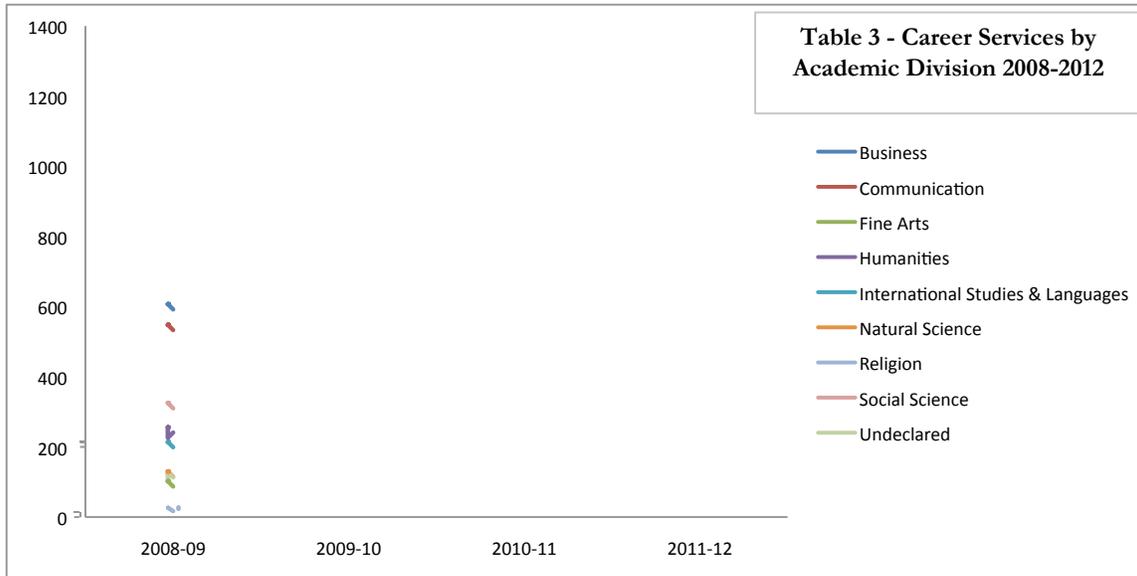
Table 1 reflects, the ongoing growth in the number of students and alumni being served when counted according to major. Adding the support of Career Ambassadors and growing the number and hours of this team of peer staff members, is a major contributor to this growth. The total points of service have also been on the rise, varying slightly over the last two years.



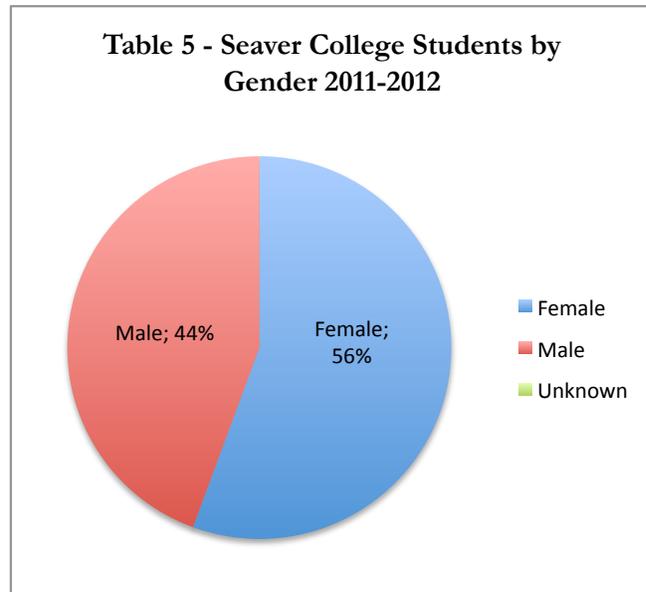
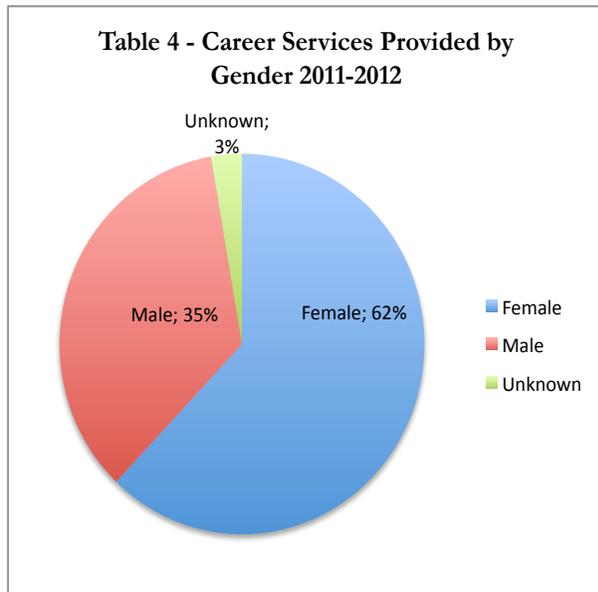
Additionally, growing trends have emerged among seniors and sophomores with regard to the programs and services offered by the career center. During the last five years, strategic initiatives have focused attention on each class year, resulting in the development of specific class strategies to increase engagement across the college and throughout the college experience.



Growth is also reflected in Table 3 when one examines the increase in career services provided according to academic major and division, with particular growth in business, communication, social science, humanities, and health science majors – the five largest academic divisions on campus.

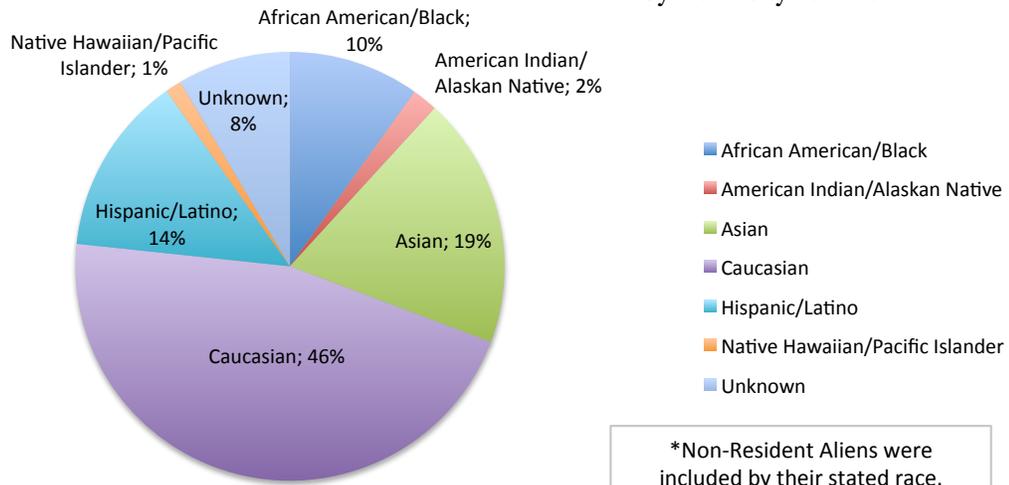


During the 2011-12 school year, the career center implemented a new tracking procedure that for the first time provided detailed and disaggregated data about the ethnicity and gender of the students being served. What is included below reflects both the breakdown of students served for the career center and for Seaver College as a whole during the last year. The career center, over serves the female population of the college by 8% and under serves the male population by 9%.

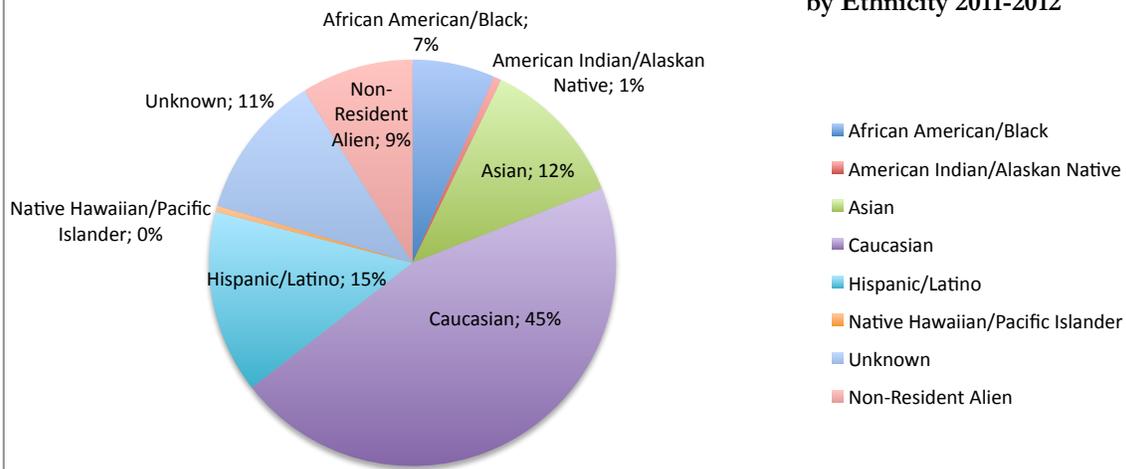


The career center tracked students served by their ethnicity in the 2011-12 school year. One discrepancy between the two graphs is that career center data reflects students' self reported ethnicity, which listed the international student population by race while the Seaver College table lists these students as non-resident aliens. This likely accounts for the discrepancy in the two graphs, particularly with regard to Asian students. The gaps in service to Hispanic and African American students is also consistent with analysis done last year which revealed that graduating seniors of these ethnic origins, interned and secured jobs at a lower rate than their majority peers.

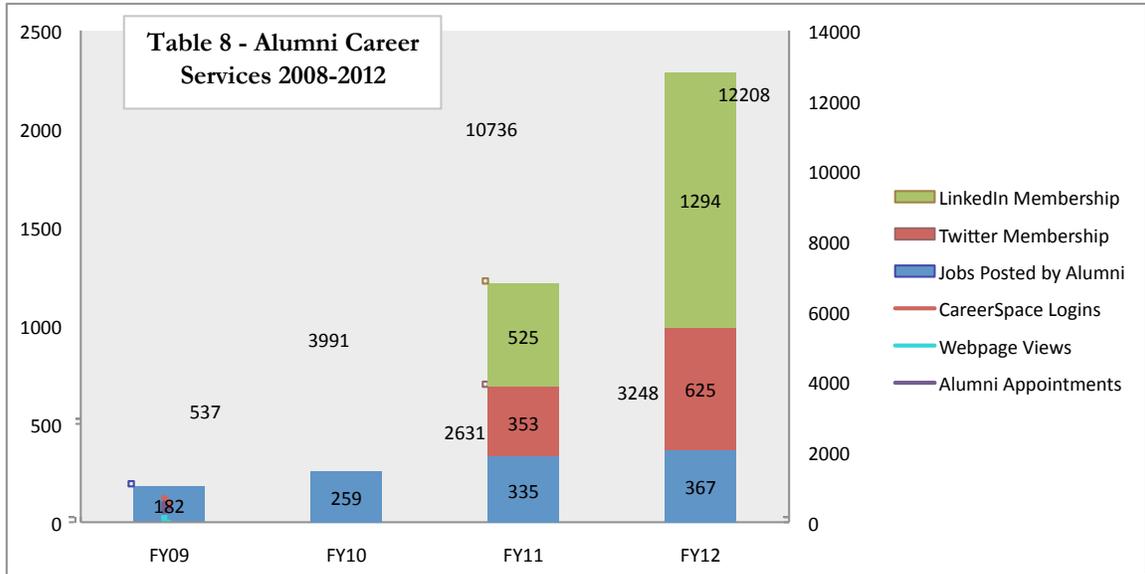
**Table 6 - Career Services Provided by Ethnicity 2011-2012\***



**Table 7 - Seaver College Students by Ethnicity 2011-2012**



Through strategic initiatives and the funding of a new Alumni Career Services position, the career center has also seen a dramatic increase in services provided to alumni. These services often look different than student services, in that they tend to be self-service and/or available online.



## 2) Curriculum Map and Learning Environment

### a) *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 and 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.

Curriculum Map: Programs	SLO 1	SLO 2	SLO 3	SLO 4
Career Counseling & Internships	✓	✓	✓	✓
Informational & Recruiting Events	✓	✓	✓	✓
Professional Development Events & Outreach	✓	✓	✓	✓

**Career Counseling & Internships Curriculum Map**

	SLO 1	SLO 2	SLO 3	SLO 4
<b>Career Counseling: Exploration &amp; Discovery</b>	✓	✓	✓	
<b>Assessments – MBTI &amp; SSI</b>	✓		✓	
<b>Mock Interviews</b>	✓	✓		✓
<b>Graduate School Applications</b>	✓	✓		

**Informational & Recruiting Events Curriculum Map**

	SLO 1	SLO 2	SLO 3	SLO 4
<b>Meet the Firms</b>	✓	✓	✓	✓
<b>Career Fairs</b>	✓	✓	✓	✓
<b>On Campus Interviews</b>	✓	✓	✓	✓
<b>Networking Events</b>	✓	✓	✓	

**Professional Development Programs & Outreach Curriculum Map**

	SLO 1	SLO 2	SLO 3	SLO 4
<b>Career Coaching Program</b>	✓	✓	✓	✓
<b>Graduate School Week</b>		✓	✓	
<b>Project e(X)</b>	✓	✓	✓	✓
<b>Career Week</b>	✓	✓	✓	

Senior Advantage	✓	✓	✓
First-Year Seminar Workshops	✓	✓	
Club & Organization Presentations		✓	

### Assessment Plan

Year	SLO	Program		
		Career Counseling & Internships	Informational & Recruitment Events	Professional Development & Outreach Events
1	SLO 1: Explore & Discover	<ul style="list-style-type: none"> <li>▪ Post-session surveys where students report the degree to which counseling impacted their purpose, sense of self and level of professional confidence.</li> <li>▪ Internship Employer Evaluations – Qualitative and Quantitative Direct Evidence of Student Success at Work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post event surveys that reflect how many interviews and/or internships or job offers students secure as result of fair participation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project e(x)ternship Student Reflections Scored with Rubric</li> </ul>
2	SLO 2: Prepare & Compete	<ul style="list-style-type: none"> <li>▪ Resumes Reviewed &amp; Approved – Sample Group Scored with Rubric</li> <li>▪ Mock Interviews Scored with Rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior Job Rate and Graduate School Acceptance Rate at Graduation</li> <li>▪ Employer Surveys &amp; Feedback About Student Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Coaching Reflections Scored with Rubric</li> </ul>
3	SLO 3: Career Options	<ul style="list-style-type: none"> <li>▪ Informational Interview or Job Shadowing Referrals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diversity of Employers/Schools Attending Events</li> <li>▪ Student Feedback about Diversity of Firms Attending Events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Majors &amp; Industries Fair: Did this event impact your major? Forms</li> <li>▪ Project e(x)ternship Reflections Scored with Rubric</li> </ul>

4	SLO 4: Professional Experience	<ul style="list-style-type: none"> <li>▪ Student Internship Evaluation Responses about Learning</li> <li>▪ Seniors Employed at Graduation Correlated with Experiential Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of Internship/job offers that Result from OCI's</li> <li>▪ Correlation of Success (as rated by employers) of Students who Complete Mock Interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anecdotal info about Internships, Jobs, and Graduate School Admission</li> </ul>
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*b.) Institutional Benchmarking & Professional Standards*

The career center team utilized three methods for benchmarking existing programs, services, and learning outcomes including: involvement in professional associations, the completion of a self-assessment, and work with a student consulting group, Elite Consulting. Ongoing efforts are made by staff members to participate in and attend professional conferences and meetings that provide a conduit for conversation about emerging issues and trends. Staff members are involved in a variety of ways with the:

- National Association of Colleges and Employers (NACE),
- Mountain and Pacific Association of Colleges and Employers (MPACE)
- National Career Development Association (NCDA)
- Student Affairs Administrators in Higher Education (NASPA)
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC)
- University Career Action Network (UCAN)

The career center also participates in the “NACE Senior Survey” and the “Career Development Professionals Survey,” as well as the “Recruiting Trends” survey conducted by Michigan State University in an effort to increase accessibility to national data sets every year. Developments with regard to employment and hiring trends on a national scale have been mirrored at Pepperdine, though Seaver College students have continued to out perform the national average when it comes to securing internships and jobs.

One specific trend identified through conversations with colleagues and exposure to these professional networks, may cause the re-evaluation of the traditional career center model that tends to segregate counseling from employer relations. Some institutions have moved away from a segmented approach, where counselors work with students and employer relations teams work with employers; they instead assign counselors or job search specialists to certain industry segments. Students who seek internships or jobs within a particular industry and employers seeking talent in that industry then work directly with that one individual who possesses the opportunity to close the gap between available positions and talented students.

The career center team also completed a NACE self-assessment as a means of identifying points of strength and weakness within the department (*Appendix 1-Separate Attachment*). The self-assessment summary indicated that the career center’s primary areas of need are within:

- **Employer Relations:** outreach, relationship building and cultivation, on-campus engagement, site visits, talent pool management etc.
- **Faculty/Staff Education and Engagement:** survey, trend, and report sharing; mutually educating one another about issues related to hiring and student readiness for work
- **Service Methods and Mediums:** close talent/opportunity gap, integrate technology, and address the learning methods of different types of student learners
- **Competency Development:** in ‘Marketing/promoting/outreach,’ ‘brokering, connecting, linking,’ and ‘information management’

Elite Consulting, the student group that took on the charge of surveying and developing a senior class engagement strategy for the career center, (*Appendix 2-Separate Attachment*) also contacted peer, aspirational, and local institutions to conduct benchmarking activities with regard to program and service development. They confirmed that many of the programs and services being offered by the career center are on par with these other institutions. However, they also made recommendations that included:

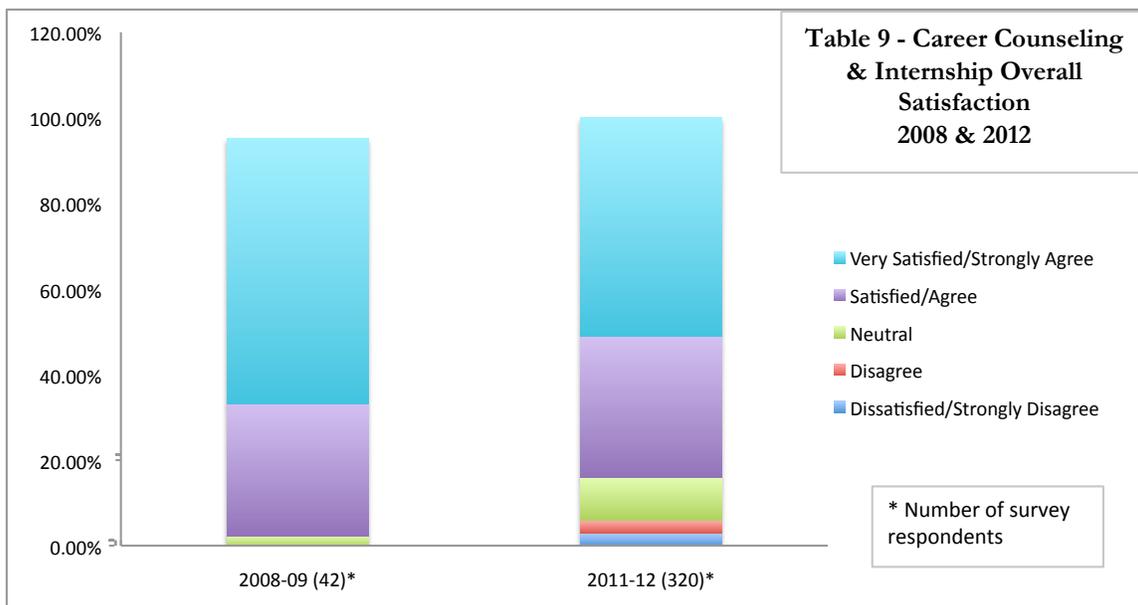
- Engagement of parents in the career planning process
- Development of a detailed career plan that students can follow
- Career planning curriculum offerings
- Further alumni engagement in hiring and mentoring
- Continued expansion of travel and exploration programs like Project e(x)ternship
- Starting a “senior week” that would give priority of services to all seniors
- Better access to and organization/segmentation of internship and job postings in CareerSpace
- Launching student-led job clubs
- Starting a career center blog

Many of their suggestions will be taken into consideration or are already underway. The Quality Improvement Plan also reflects strategies that will enable these recommendations in time.

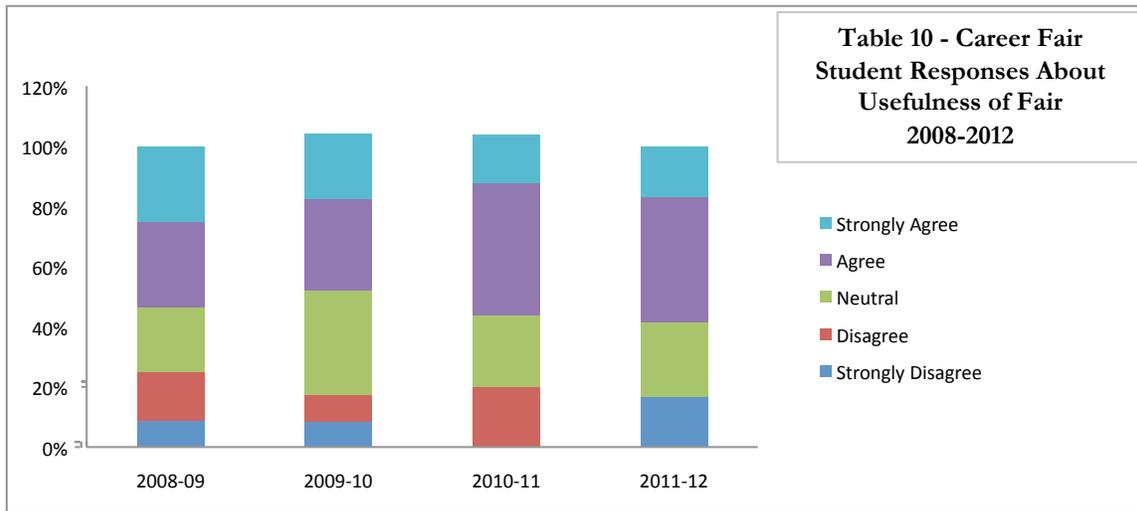
c.) *Measures of Effectiveness*

Since student learning has increasingly become the focus of most assessment efforts, satisfaction data will be reflected here in a representative capacity featuring one major point of engagement from *Career Counseling & Internships, Informational & Recruiting Events, and Professional Development Programs & Outreach*. Summaries of student learning outcomes related to other programs and services will be shared in the following section.

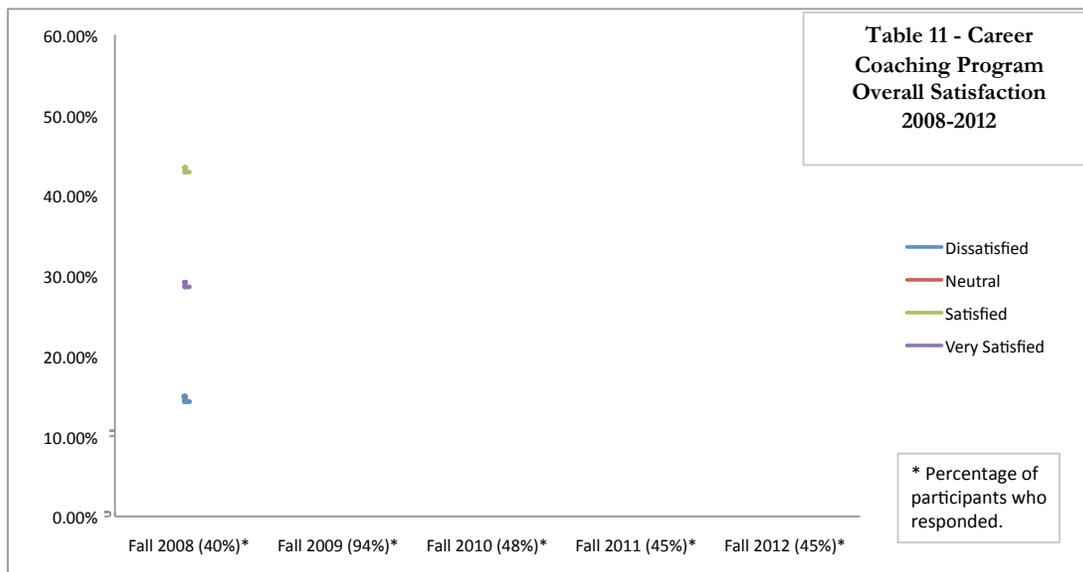
Survey feedback based on student satisfaction with counseling and internship services has not been consistently compiled over the years. A comparison can be made between data sets from 2008-09 and 2011-12 (Table 9). Worth mention is the increased number of respondents to this survey in the most recent academic year. Although there are small percentages of students dissatisfied with services provided, most remain *satisfied* or *very satisfied* overall, even though the number of respondents has increased by 750%. Additionally, the best feedback career staff members can receive is an anecdotal story of a student securing an internship or job, of which there are many.



Career Fair attendance has continued to recover over the last few years; yet it is still difficult to collect diverse and well-established formal feedback from these events. Table 10 shows that increasingly students *agree* or *agree strongly* with the statement: “The Career Fair was useful and I would recommend that my friends attend in the future.” The number of students dissatisfied with the fair generally remains below 20% of respondents, though sentiments last year were more strongly assigned to the *strongly disagree* category. Anecdotally, students and recruiters comment that the last two career fairs were better than those previous. However, the limited presence of companies with brand name recognition and limited full-time hiring trends continue to impact student perception.



The Career Coaching Program continues to produce positive satisfaction rates and high impact learning (which is discussed in the *Student Learning and Success* section). The percentage of students who are *satisfied* or *very satisfied* with the program continues to increase while *dissatisfaction* declined to zero this year. This relationship between satisfaction measures did experience an inverse trend in the fall of 2011, the result of a very large career coaching class size. Some students in 2011 complained of not getting the time and attention from their coaches that they expected. Others commented that the topics covered were things they already knew. Adjustments to the size of the program and curriculum addressed these concerns increasing program satisfaction (Table 11).



### 3) Student Learning and Success

The 2011-12 school year marked the career center adoption of student learning outcomes. Developed to reflect some of the previous CAS standards used to measure success, these outcomes very clearly reflect the intended learning students should encounter when accessing the services of the career center. However, because of their recent adoption, the center has limited access to evidence from prior years that support student learning pertaining to these current outcomes.

The first outcome given strategic focus was that students should be able to *Prepare & Compete* or rather “demonstrate skills needed to compete professionally in an ever-changing world of work.” These “skills” include their ability to: write competitive resumes and cover letters; articulate their strengths and skills in an interview to secure internships, jobs, or entrance to graduate school; develop their professional networks through leveraging mentoring relationships and completing informational interviews; perform competently and above the average of entry-level employees in the work force. Evidence included below reflects the career center’s first attempts to capture, measure, and make decisions based on this learning.

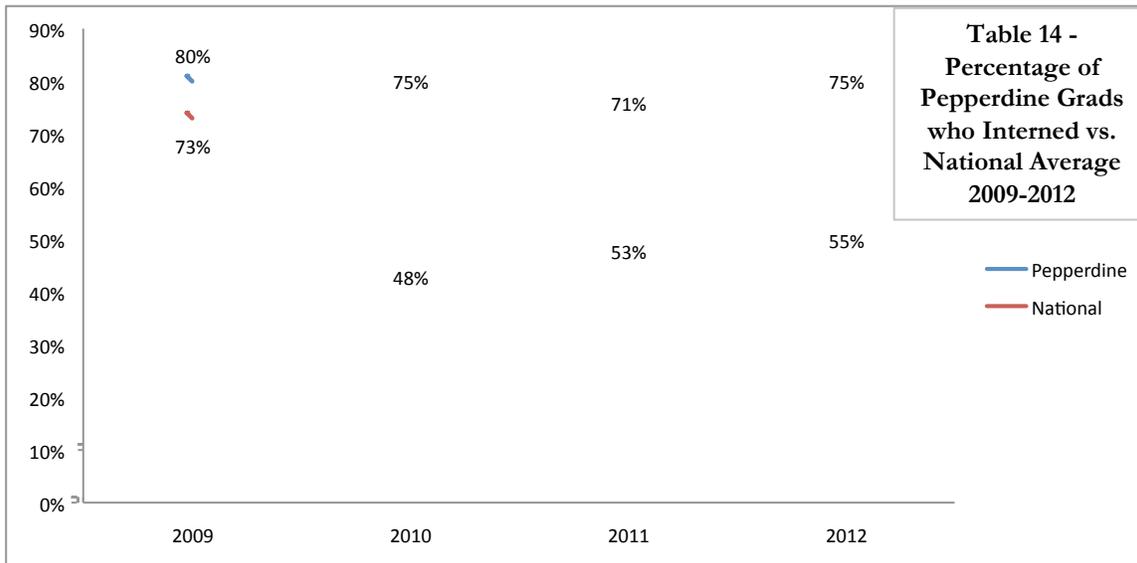
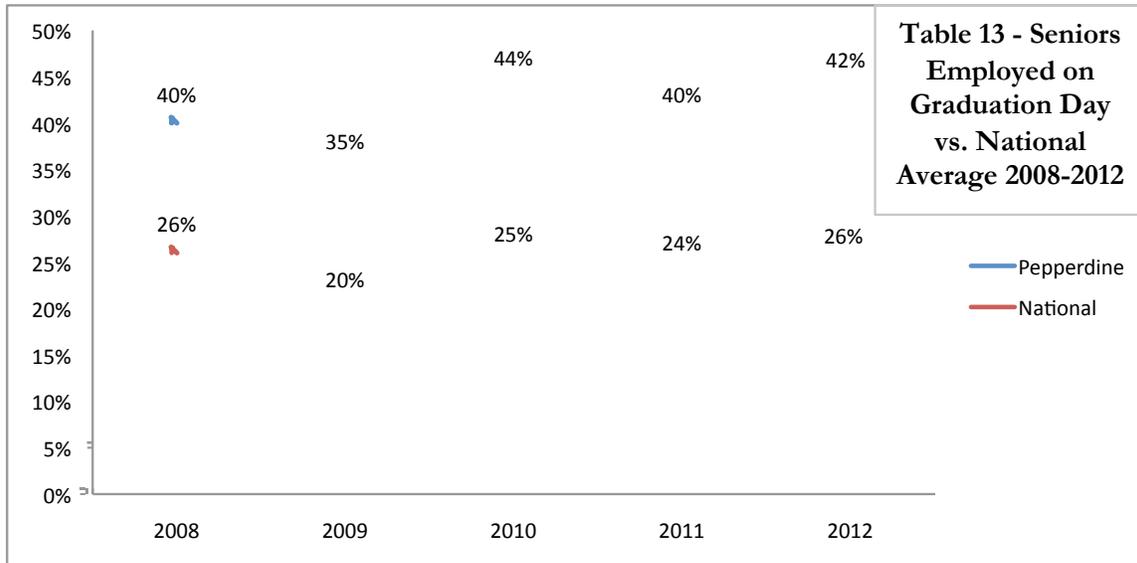
#### a.) Student Learning Outcome Evidence

##### *Graduation Statistics*

There is no better direct measure of a career center than the job and graduate school acceptance rates of a graduating class. The professional performance of graduating seniors has long been of note among career centers nationwide and data collected on or around graduation day about students’ plans and opportunities speak to the success of the college as a whole and the resources and supplemental support of the career services team. During the last five years, Seaver College seniors have continually outperformed the national average in securing full-time jobs and the internships. In fact, the recession caused a decrease in the number of intern positions nationally with a resulting increase in competitiveness. Survey data indicates that Pepperdine students continued to excel in obtaining internships during this time.

As a matter of “closing the loop,” the career center will continue to advocate that students gain multiple internship and student employment experiences throughout their time at Pepperdine since the combination of these two elements is one of the biggest indicators in students securing jobs by the time of graduation (Table 15). Students who intern and work or who just intern, also tend to secure jobs that are more closely related to their field of study and with higher career potential. Additionally, 60% of employers currently consider their interns their top choice for entry level hires within their organizations. Gaining any work experience and especially internships with larger reputable companies is one of the most fruitful job search strategies students can employ.

Table 12 Graduating Senior Survey Results 2008 2012										
	2012 Pepperdine	2012 National	2011 Pepperdine	2011 National	2010 Pepperdine	2010 National	2009 Pepperdine	2009 National	2008 Pepperdine	2008 National
<b>Employed at Graduation</b>	42%	26%	40%	24%	44%	25%	35%	20%	40%	26%
<b>Internship during College</b>	75%	55%	71%	53%	75%	48%	80%	73%	NA	NA
<b>Student Employee during College</b>	62%	46%	65%	46%	64%	46%	NA	NA	NA	NA
<b>Heading to Grad School</b>	16%	26%	22%	26%	24%	27%	25%	26%	NA	NA



*Resume and Interview Rubrics & Feedback*

In an additional effort to collect direct evidence about how students *prepare and compete professionally*, the career center piloted the use of a resume rubric to assess these professional skill development activities. The rubric was used to award pre- and post- career service scores on a sampling of 30 student resumes with the intent of calculating the change in the students’ level of preparedness from the first draft to the last. The scale provided structure for staff members to review resumes for *format, education, experience, and honors/ activities* on a four-point scale. The rating scale scores were: (4) Resume should effectively land you an interview, (3) Resume could land you an interview (borderline case), (2) Resume is average; needs improvement to rise to the “top of the stack,” or (1) Resume needs significant improvement and would be discarded during screening. (*See Resume Rubric in Appendix 4*)

Staff reviewers assigned a value based on this scale when they first received a resume and evaluated the resume again once the student made any recommended changes. The average first draft score of student resumes was 11 while the average final draft score was 14; this means that most

student resumes reviewed by the career center moved from being borderline resumes that might secure an interview to resumes that are very likely to secure a student an interview. As a result, the career center will “close the loop” by beginning to use the rubric as a teaching tool during resume reviews next year while also gathering resume review data year over year from a sample pool. Career Ambassadors and Career Counselors will be encouraged to consider how they can better coach and teach students about resume requirements that fall in the top category so that over time, more students create professional documents that ensure their success in the market.

An interview rubric was piloted with two classes this year in an effort to quantify students’ mock interview performance. The rubric rated students based on *Appearance, Attitude, Verbal Communication, Qualifications, Resume, and Cover Letter*. A rating of (4) Excellent, (3) Very Good, (2) Fair, or (1) Needs Improvement was assigned to each of the 25 sub-sections; the highest overall value a student could score was 100. (*See Interview Critique Form in Appendix 5*)

Through the use of this tool, a class of seniors scored an average of 84 out of 100, while a class of sophomores averaged a score of 72 out of 100. This contrast between the performance of sophomores and seniors during the interview is likely a product of educational exposure, work experience, and maturity among seniors. One student stated, “This process allows me to think about how I want to express my qualifications, before going into the actual interview.” Another student commented, “Being able to listen to myself answer these questions before the interview, gives me a chance to say what I want to say better.” The rubric will continue to be used in tandem with these class assignments and the scores will inform the teaching and presenting that the career counselors do in advance of students completing the assignment.

### *Career Coaching Reflections*

At the program’s end, Career Coaching participants completed both a survey and written reflection describing what they learned through working with their career coaches and small groups. Survey data revealed that 86% of students felt confident about building a resume and interviewing; 100% stated that they felt more prepared professionally compared to their peers. A rubric was also created to evaluate students’ written reflections according to a five point scale: (1) Beginning the Professional Development Process; (2) Engaged in Professional Development Process; (3) Responding to the Professional Development Process; (4) Demonstrated Professional Preparedness, Skill, and Confidence; (5) Professionally Competitive. The combined scores of multiple readers, indicated that the group average was 3.4, suggesting that most participants responded to the professional development process and demonstrated some of the skills and confidence required to compete professionally. (*See Career Coaching Rubric in Appendix 3*) In order to award rubric scores more effectively, efforts will be made next year to gather information about the professional contacts students make, and whether or not they secure internships or jobs. The triangulation of this data should improve student scores overall providing more powerful evidence of student learning that occurs through the program.

### *Employer Survey Feedback*

Employers from various companies interact with students throughout the year – often through information sessions, career fairs, or on-campus interviews. During the 2011-2012 school year, employers who attended the career fair reported that 100% of students were *professional*, however, they also indicated that only 43% of students were “Very Prepared” with regard to how much *work experience* they had. Recruiters who engaged with students through on-campus interviews also believed that of the 51 participants, 39% were “definitely” prepared for their interview, while 32% were “very likely” prepared. Thirty-six percent of students who interviewed with recruiters on campus prepared with a mock interview provided through the career center; those who completed mock interviews were twice as likely to be ranked as “definitely prepared” by the interviewers. Employer feedback suggests that the career center may want to require mock interviews for students

who interview on campus. While this action was not taken as a formal way to “close the loop” this year, it is something that continues to be recommended to students who interview on campus.

*“Students interviewed had good communication and thorough answers. The majority of students were prepared and knew position expectations. They were able to incorporate good experience examples.” ~Recruiter, Target*

*“The stronger students interviewed had good verbal skills. They were able to describe their background effectively and incorporate information for the position in which interviewing for. It was obvious these students were prepared.”  
~ Recruiter, Kelmar Associates*

### *Internships*

Employers also work heavily with student interns at large name business and organizations like Blue Lifestyle, Entertainment Tonight, Asian Pacific American Dispute Resolution Center, Salvation Army, Warner Bros. Records, Malibu Association of REALTORS, Starcom Media, J.D. Power & Associates, Viacom Networks, Town Hall Los Angeles, BBC America, Calvary Community Church, BET Networks, Daybreak Shelter, RE/MAX Elite, LA Galaxy, Interscope Records, KNBC News, Paramount Pictures, Beverly Hills Sports Council, Rogers and Cowan, and Los Angeles Magazine.

Supervisors provide direct assessment of students’ professional contribution to their organization when they evaluate interns at the end of the academic internship experience. Students are rated on *Thinking Creatively and Critically, Information Literacy, Written and Verbal Communication, Teamwork, Problem Solving, Civic Engagement, Intercultural Competencies, Ethics, Leadership Skills, Volume of Work and Overall Performance*. In each category, the employer can determine whether the student was *Above Entry-Level, Entry-Level, or Below Entry-Level*, with regard to their professional contributions. These categories were recently updated to reflect alignment between the Seaver College general education student learning outcomes.

Responses received from 156 employers provided important external assessment information. Average student scores reached 93% or more in every category; employers indicated through their scores that students performed excellently in their internships. The following are direct qualitative comments shared by a sampling of employers:

*“Effective communicator, energetic and enthusiastic, critical thinker, excellent time management, great writing skills, excellent client/employee relations.” ~ Employer for Senior, Interpersonal Communication Major*

*“Is punctual and dependable. She works cooperatively with others and is willing to take initiative and uses sound judgment in any situation.” ~ Employer for Junior, History Major*

*“...has actively participated in departmental meetings, interacted with upper management, and has been successful at communicating ideas and executing plans.” ~ Employer for Senior, IMC Major*

Employer comments also included suggestions for Seaver student interns:

*“[Student name] has the opportunity to improve her leadership skills to take more initiative.”*

*“[Student name] has much work to do when it comes to confidence.”*

*“Continue to build hands-on experience in the sports marketing field.”*

Student evaluations also reflect varying levels of learning that occur during internship experiences. Here is a sampling of qualitative student reflections shared through the intern program evaluations:

*“It made me realize my passion for marketing strategy and partnerships. I also found out how much I love working for a big company where there are endless opportunities.” ~Senior (Public Relations and Advertising)*

*“I know that (name of organization) is a great organization that I can give back to and trust. It helped me apply things I was learning in class making them more effective.” ~Junior (International Studies)*

*“I think that before, I had not been open to working with the homeless population, but now I think that it is definitely a huge possibility.” ~Junior (Psychology)*

*“I just landed a job that I was interested in me because of my internship(s).”  
~Senior (Integrated Marketing Communications)*

High impact practices like internships continue to draw attention on the national stage as employers expect graduates to have two to three work experiences completed *before* they apply for their first entry-level job. The positive correlation between students’ work and internship experience and their likelihood of having a job on graduation day persists. Seventy-two percent of seniors who had jobs on graduation day worked while in school *and* completed internships. Students who only participated in internships secured jobs with higher self-reported career potential more frequently than those who only worked on campus. Graduates who worked on campus *and* did internships still secured more jobs overall, which supports the preference of employers who continue to seek out experienced entry-level hires. Nationally, 59% of interns were offered full-time entry-level jobs with their companies this year, signifying the increasing importance of internships; often, higher starting salaries are also awarded to these converted interns. For students, internships discern interest, provide career exploration, industry awareness, and the opportunity to apply, as well as practice, theoretical learning.

Table 15 Employment & Experience 2010 2012									
Pepperdine Grads Who Got Jobs	2012			2011			2010		
	Experience	Related to Field of Study	Career Potential	Expeirience	Related to Field of Study	Career Potential	Experience	Related to Field of Study	Career Potential
Did Student Employment and Internship(s)	72%	81%	70%	75%	85%	70%	77%	87%	72%
Did Student Employment Only	16%	76%	48%	16%	81%	69%	14%	61%	56%
Did Internship(s) Only	12%	92%	79%	5%	100%	63%	8%	92%	84%

This year’s self-reported senior survey completed by 750 students revealed that 560 graduates completed one or more internships. A further breakdown of the data collected revealed that 257 students interned or engaged in student teaching once; 165 students completed two internships; 79 completed three; 40 interned four times; and 19 students completed five or more internships. Because 2011-12 was the first year that the career center had unique student data about which ethnicities were taking advantage of internships, it was discovered that Hispanic and African American students were interning and securing jobs at a lower rate than the University average. A mentoring program in partnership with the Intercultural Affairs Office was piloted in the fall of 2012 to address this population specifically.

The caliber of companies and organizations that Seaver College students work with, the number of internships they complete while in college, and their likelihood of being recruited into full-time work are all evidence of student learning. Individuals who take advantage of career center internship offerings are aware of their own purpose and strengths as well as their career options and they can successfully secure the professional opportunities that they pursue.

*b.) Closing the Loop*

In addition to the instances of closing the loop with regard to student learning outcomes, which were described in the previous section under “Student Learning Outcomes Evidence,” the career center has engaged in various instances of closing the loop and data-based decision-making since the

last program review, the entire list of which can be reviewed in the previous section (3-a). For reference, an amended list is included here:

- Adoption of NACELink Symplicity career management database
- Career center relocated into more easily accessible office space at the hub of Student Affairs
- CareerSpace was integrated into the Pepperdine Alumni Network (PAN) Online system, which allows current students to search 90,000+ alumni by city, industry, company, degree or other variables; also allows alumni to access job postings and career resources
- Alumni Career Services Manager and Career Center Director positions were added
- Student Employment become an independent department servicing all five schools
- A Career Mentoring program was piloted, paying special attention to students from under-represented backgrounds
- Pepperdine Career Week, which stemmed from Senior Career Week, is now a University-wide initiative that leverages the skills and strengths of career center staff, student participants, and alumni from all five schools
- Uniform Seaver College requirements and learning outcomes for academic internships were developed and implemented in partnership with the Seaver Dean's Office
- Detailed tracking of the unique students served through the career center, provided the first ever comprehensive service data report in 2011-12
- Disaggregated graduation data, provided support for the engagement of under-represented students, in student employment, internships and job preparation
- Despite the economy, Seaver College graduation job rates have remained 16-20% higher than the national average year over year

This section further describes examples of closing the loop and data-based decision-making from the last program review as well as efforts made to continually improve ongoing services and events. To keep this section clear, each instance summarized is included in one of four categories: 1) Career Counseling & Internships; 2) Informational & Recruiting Events; 3) Professional Development Programs & Outreach; and 4) General Operations, Staffing & Technology.

*Career Counseling and Internships* – While the career center continually evaluates the effectiveness of career and internship counseling, these services remain in high demand. Counselors are often booked one to two weeks out with appointments and drop-in resume reviews have steadily climbed since the addition of the Career Ambassador peer review program. Additionally, anywhere from 400-500 students complete academic internships in a given year, representing only a portion of students served through internship search and preparation services.

One specific strategic initiative that was crafted based on evidence from employers, pertained to mock interview offerings. Campus recruiters commented on how strong Pepperdine candidates look on paper, but were often disappointed during the interviews when students struggle to articulate their experiences in meaningful ways. In 2010-2011, the career center committed to doubling the number of mock interviews conducted during the year. Through faculty partnerships and the help of volunteers, the initiative successfully doubled the number of mock interviews offered from 80 to 160. Though that number dropped slightly in 2011-2012, this is still an area of importance for students preparing to compete in the marketplace. Employer survey data and student anecdotes also reveal that those who complete a mock interview are perceived as more professional, more prepared, and in many cases are more likely to get the internship or job they are seeking. The career center will continue to find creative ways to increase access to and reliance on this particular service.

The career counselors and career ambassadors have also strategically focused attention on partnering with student clubs and organizations to host professional workshops. Attendance at workshops was steadily declining and as a result, new strategies were employed where the career center took training to students through their other campus affiliations like clubs and organizations. This trend has led to increased involvement and engagement among broader cross-sections of the student body and has contributed to the career center's ability to reach two thirds of students on

campus. Presentations and workshops like these are often an entry point for students who have not or would not, take advantage of career center services otherwise.

Last year, disaggregated data revealed that students from underrepresented backgrounds were interning and securing jobs at a lower rate than their majority peers. As a result the career center partnered with the Intercultural Affairs Office (ICA) to pilot a Career Mentoring program for ICA student leaders. These students now have personal support from an alumnus in their field of interest.

Additionally, career service engagement according to class standing is assessed every year. When the center identifies dips in student engagement by class (like with the junior class in 2011-12) efforts are made to understand the decline and to strategically reach out to students in that category. Seniors are always of particular concern and a variety of strategies have been employed every year to get them into the career center early and often. These efforts have included: creating a Senior Career Week, special Senior Professional Development events, the Life After College Summit, and the establishment of the Senior Advantage program which included phone calls made to every senior student at the start of the school year. While event participation generally ranges from 100-200 students, the outcomes from these outreach strategies are consistently hard to measure. However, one can see from Table 2 that senior engagement overall has been on the rise.

Elite Consulting, the student group enlisted to assist with this program review, also conducted research on the perceptions of the current senior class and their barriers to utilizing career center services. Not surprisingly, more than 80% of the seniors they surveyed thought that they could personally benefit from career counseling yet only 26% of those respondents had actually used this service. While it's difficult to know why this gap exists, the data continues to reflect the need to further establish a senior engagement strategy. Further recommendations from this group included the launch of a "senior week" where career services would be reserved and designated for walk in senior appointments exclusively – the center hosted this week in spring of 2013, and though participation was rather low, seniors who participated were often those who had not used the career center previously.

*Informational and Recruiting Events* – The evidence driving most of the recent changes to informational and recruiting events comes from changes in the market and in the recruiting industry as a whole. In 2008-09, Seaver College held multiple fairs including a specific internship and graduate school fair and a non-profit and teacher education fair. Since the economic decline, and with the support of data and reports coming from the National Association of Colleges and Employers, those fairs have now been condensed into just three large-scale recruiting events every year. While trends also report that some institutions are focusing efforts on targeting certain majors through smaller events, Seaver College's size challenges the University to draw student attendance to these events even without segmentation. As a result the career center has benchmarked recruiting trends among employers and other institutions, while also broadening the types of employers who recruit at Seaver College. This has resulted in the recovery of participants at these events, but numbers have still not returned to pre-2008 levels.

Additional efforts have been made to combat the shrinking budgets of employers and remain a target institution with core hiring organizations. One way that the career center responded to this need was by starting the Malibu Employer Retreat, which welcomed core employers to campus before school to meet faculty, discuss their hiring needs, and to build rapport with career center staff. Because Seaver College is smaller and can provide great customer service to employers, the career center team has sought to continue to add value to the employer experience throughout the year. Core employers can get discounts on packages they purchase to recruit at multiple events; they receive free resume books as part of their attendance at fairs; they are introduced to faculty members in appropriate divisions and are given opportunities to present in classes and to student organizations. Employers continue to comment that this is the kind of access that they want and need to students. These value-added strategies along with the engagement of alumni recruiters, has helped Pepperdine remain competitive in the recruitment space over the last few years.

*Professional Development Programs and Outreach* – Ongoing program analysis and refinement constantly occurs, especially with career center events and programs. Two programs are of particular note as examples of closing the loop. The first is the establishment of Pepperdine Career Week.

Born out of an effort to serve Seaver College seniors through a week solely focused on professional development events and activities, Pepperdine Career Week, now in its 5<sup>th</sup> year, has transformed into a University-wide program featuring events and webinars hosted by all five, school career centers across the Pepperdine campuses in Los Angeles. Because many of the events feature alumni and industry panels, Seaver students stand to gain the most from these events because they receive exposure to successful individuals in their fields of interest at an earlier stage than graduate participants. Additionally, the program serves as a collaborative effort across the five career centers, an act paramount to the overall success and mission of Pepperdine and a recommendation that was referenced in the last program review. Attendance has varied year-to-year depending on the number and types of events offered, but last year, nearly 1,000 students and alumni participated.

Project e(x)ternship, an alternative spring break job shadowing program has helped the center pursue goals around alumni engagement (critical to the University mission and the success of a small school career center) while offering students opportunities to further explore their professional interests and build their networks; these efforts specifically align with the student learning outcome focused on exposing students to diverse career options. The program started out with just four student participants and in three years grew to involve 40. This year, alumni and student feedback collected through focus groups and student reflections, influenced numerous program changes. Students applied for specific externship positions and were ranked by alumni in an effort to make the best matches. This meant that students knew where their job shadow would be from the onset and committed themselves to attending and were more invested in the preparation and learning process. While there are five fewer students participating this year, student learning overall improved which was documented through the scoring of student reflections with a rubric. Feedback from the consulting group and other students reflects an interest in further refinement of the program to include more companies, organizations, majors, a later application timeline and deadline (closer to spring break), and the option to participate in the program at a time other than spring break. Each of these recommendations will be considered as the program continues to grow.

*General Operations, Staffing & Technology* – Many of the changes made to the career center after the last program review, fall into the “general operations” category. As mentioned previously, one of the biggest changes that occurred as a result of data collected during the previous program review was the implementation of a new career management technological platform called CareerSpace. The site is now used as a one stop location for students and employers alike where they can post or search and apply for student employment jobs, internships, full time work, and even experienced work (for alumni). Users can also register for events like career fairs, on-campus interviews, and workshops. After encountering ongoing complaints of the challenge of students and employers to use both CareerSpace and a separate internship database, all internships were migrated into the system during 2011-12. Usage of the site overall and particularly for students searching for internships, has continued to climb since this change. However, additional feedback granted by Elite Consulting, suggests that changes need to be made to the formatting of the system to help students more easily narrow and navigate their options when searching for professional opportunities.

Similarly, University funding provided in response to evidence from the last program review empowered the career center to move into the front suite of Tyler Campus Center. The space provides adequate office arrangements, a nice reception area for students and employers, educational space for classroom and group workshops, and additional interview and conference rooms. The move to a more primary and centrally accessible location has no doubt increased traffic to the career center and the utilization of services.

Two positions were added to the career center team following the findings of the last program review. The first was a stand-alone career center director job, which allowed the department to function under a leader only focused on career services. The second was the addition of the alumni career services position, a direct response to a 300% increase in demand for career support for alumni after the economic downturn. The position is tasked with creating diverse and accessible resources online to serve a global Seaver College alumni base 24 hours a day, 7 days a week. As a result, alumni engagement has grown from impacting 200 alumni every year to reaching nearly 14,000 (duplicated) as reflected in Table 8.

#### 4) Staff

Staff changes played a significant role in the career center as turnover impacted the productivity and growth of the department. The team has grown from five to seven fully committed career services staff with the addition of a Career Center Director and Alumni Career Services Manager. The introduction of new leadership and other life changes led to significant turnover in 2012. Four of the seven positions were refilled during the course of the year while a fifth position struggled through ongoing leaves of absence. However, the newest members of the team have already made significant contributions. The team has become increasingly diverse with one male member and two members from underrepresented ethnic backgrounds. Despite the decrease in staff output resulting from turnover and change, the career center team remains strong and eager to take on the future. The energy, ideas, and mission-fit of each member are well aligned with the University mission, student affairs culture, and the work of career services.

#### **Amy Adams, Director – Masters of Business Administration**

##### *University Service*

- Pepperdine Alumni Leadership Council
- Advisor, Delta Sigma Pi Business Fraternity
- Spiritual Mentor, Fall 2011 & Spring 2012
- Club Convo Leader, Veritas Forum Small Group, “Questions of Life,” Spring 2012
- Year2Malibu Task Force Member

##### *Professional Association Conferences, Committees, & Meetings*

- NACELink Symposium, Presenter – “Maximizing Your Modules: Getting Started with Experiential Learning,” Las Vegas, Nevada, June 10-11, 2012.
- National Association of Colleges and Employers (NACE), National Conference, Las Vegas, Nevada, June 12-15, 2012.
  - NACE Leadership Advancement Program, 2012-2013

##### *Books & Articles*

- “The Womanhood Project: Authentic Stories & Voices on Identity.” Contributing Author, Created by Sarah Jaggard, eBook published May 19, 2012.
- “Seven Alumni Benefits You Should be Taking Advantage Of.” TheDailyMuse.com, May 30, 2012.
- “Seven Almost Free Ways to Give Back to Your College.” TheDailyMuse.com, May 16, 2012.

#### **Wendy Berg, Career Counselor, Masters of Science in Counseling**

##### *Credentials and Certifications*

- Licensed Professional Clinical Counselor-In Progress. Estimated Completion, June 2013.

##### *Professional Association Conferences, Committees, and Meetings*

- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC), “Helping International Students,” Spring Meeting, Loyola Marymount University, Los Angeles, California February 3, 2012.
- National Career Development Association, National Conference, Atlanta, Georgia, June 20-23, 2012.
- Association for Advanced Training in the Behavioral Sciences
  - Spousal Abuse and Reporting, September 8, 2011
  - Child Abuse Assessment and Reporting, September 16, 2011
  - Human Sexuality, November 26, 2011
  - Crisis & Trauma Counseling, November 28 to December 12, 2011
- Consulting Psychologist Press, Strong and MBTI Career Strategies, September 22, 2011.
- Reference USA, Hidden Job Market Webinar, February 8, 2011.

##### *Webinars Given*

- Navigating the Job Search (for alumni)-Co-presented with Lindsay Coburn, May 22, 2012.

### **Delvin Glymph, Career Counselor, Masters of Science in Counseling**

#### *University Service*

- Club Convo, Guest Speaker, Senior Transitions Fall 2011 & MBTI Interpretation for Female Athletes, Spring 2012

#### *Credentials & Certifications*

- "Strong Interest Inventory Certification," CPP, January 17, 2012.
- "Myers Brigg Type Indicator Certification," CPP, November 17, 2011.

#### *Professional Association Conferences, Committees, & Meetings*

- National Careers Conference, Madison, Wisconsin, January 30-February 1, 2012.
- Consortium of Liberal Arts Schools and Independent Colleges (CLASIC) Spring Meeting, Loyola Marymount University, Los Angeles, California February 3, 2012.

### **Nancy Shatzer, Internship Coordinator, PhD**

#### *University Service*

- Supervised Seaver 5 Year MBA Summer Interns 2011
- IP Faculty Family Florence Spring 2012
  - Awarded Service Learning Grant, Fall 2011
  - Taught Intercultural Communication (COM 513) with a service learning component
  - Provided one-on-one internship appointments abroad, Spring 2012.

#### *Professional Associations, Committees, Meetings, and Conferences*

California Internship and Work Experience Association (CIWEA) member (12 years)

- CIWEA Regional Meeting; Workshop Presenter, CA State Dominguez Hills, October 2011.
  - Submission advocate for CIWEA for statewide Internship Scholarship Award Program, Fall 2011.
- University Career Action Network (UCAN) representative (7<sup>th</sup> Year)
- UCAN Annual Conference participant Wake-Forest University, North Carolina, June 2012.
  - UCAN By-laws Committee 2011-2012

### **Tiffany Fruits, Events and Employer Relations Coordinator**

#### *University Service*

- Spiritual Mentor, Fall 2011 and Spring 2012
- Delta Sigma Pi, Honorary Member

#### *Professional Association Conferences, Committees, & Meetings*

- National Association of Colleges and Employers (NACE), National Conference, Las Vegas, Nevada, June 12-15, 2012.
- "How to Triple Student Attendance At Your Next Career Event" Webinar, April 26, 2012.

### **Additional Staff**

- **Rachael Bratlien, Alumni Career Services Manager, M.Div, MFT** - Hired February 2013
- **Stephanie Farley, Office Manager** - Hired Summer 2012

## **B. Evidence of Program Viability and Sustainability**

### **1) Demand for Programs/Services**

As mentioned in the introduction, the increased cost of education, decreased number of jobs, and flooded industries and markets underscore the growing significance and importance of career service teams across the nation. However, these challenging realities of the market vary in their impact on the lives of Seaver College students. Some, motivated by their need to make sure they have work upon graduation, have utilized career services and worked to gain experience early so they can compete for the best available jobs. Other students are paralyzed and overwhelmed by both the demands of their current college curriculum and the daunting real world that awaits them. On the

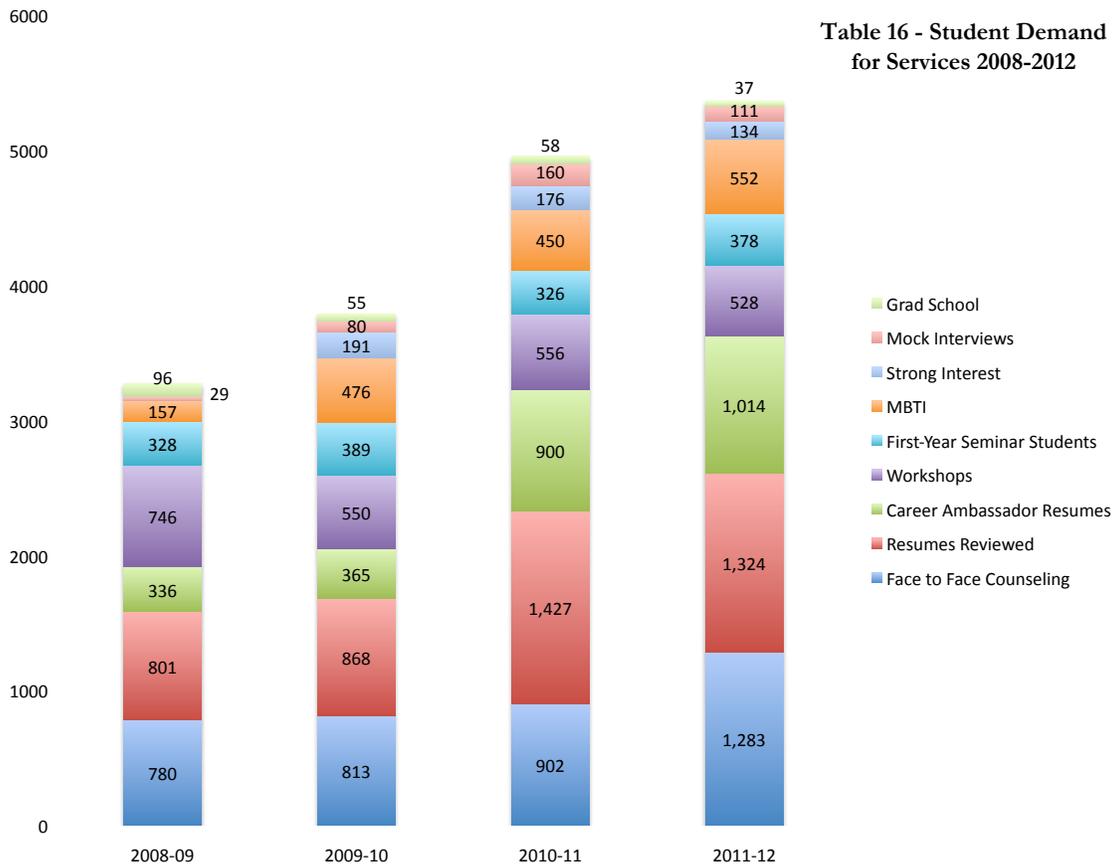
whole however, strategic changes with regard to location, staffing, event/program refinement, technology, and service dissemination, seem to be reaching more Seaver College students over all (see Student Profile).

*a.) Participation Trends*

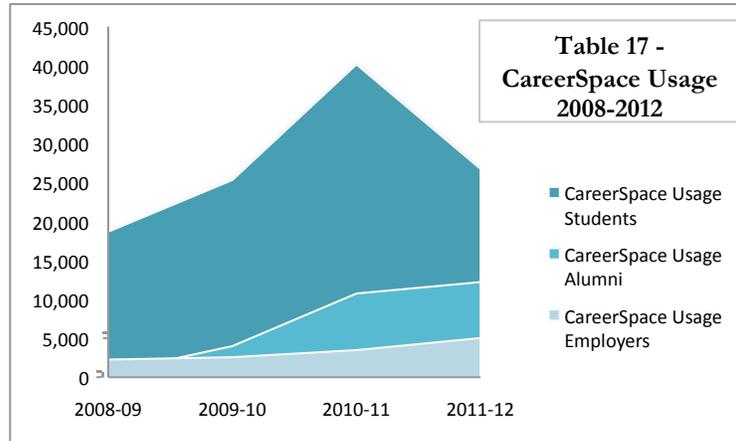
*Career Counseling & Internship Support*

In the areas of face-to-face career counseling services, assessments, resume reviews, and mock interviews, the career center consistently serves more students each year. Newly-collected data will in the future help determine which students these are, how often they are taking advantage of services, and which students are not being served at all. However, there remain issues of capacity related to available staffing and a focus on developing and measuring more robust student learning, which speaks to the quality of these services. In each case, the increase in these services has stemmed from strategic intent to broaden the audience and reach of these career touch points.

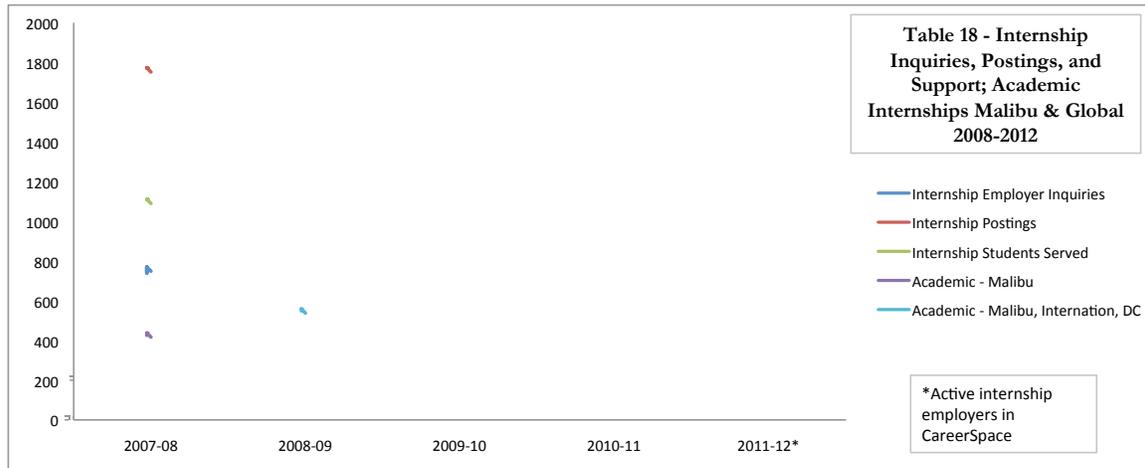
With regard to graduate school preparation, workshops, and career management technology, the numbers tend to ebb and flow based on a variety of unconfirmed factors. Demand for graduate school preparation has decreased over the last three years, which mirrors the four-year, 9% decline of Seaver College graduates who go on to graduate school; this differs from the national percentage where 26-27% of graduates continue their education immediately. Workshop attendance can vary year-to-year depending on the number of programs offered during Career Week and throughout the year. Staff members now focus on taking career workshops out to student groups, residence halls, and classrooms, rather than hosting numerous poorly attended stand-alone workshops (Table 16).



The growth in CareerSpace usage over the last four years among students and alumni provides further affirmation that moving from MonsterTrak to Symplicity was in the best interest of constituents. However, drop off in student usage in the last year may be linked to complicated login and authentication issues, a lack of knowledge about how to navigate the site meaningfully, an overall decline in student class size and the number of students working on campus. It's difficult to determine which, if any of these is primarily responsible for this decline, but efforts are already underway to update the look and feel of the site, simplify the login procedure, and create shortcuts so that students can navigate the site more easily (Table 17).



The demand for interns among employers, reflected in their inquiries and internship postings, was heavily influenced by market trends, particularly during the economic recession in 2008-09. Interest in recruiting interns took a steep downturn, which also impacted the demand for student support, though to a lesser degree. However, overall, Seaver College students continued to intern at a much higher rate than the national average (Table 12) declining only 5% in the same year that the nation experienced a 25% decrease in students who interned.



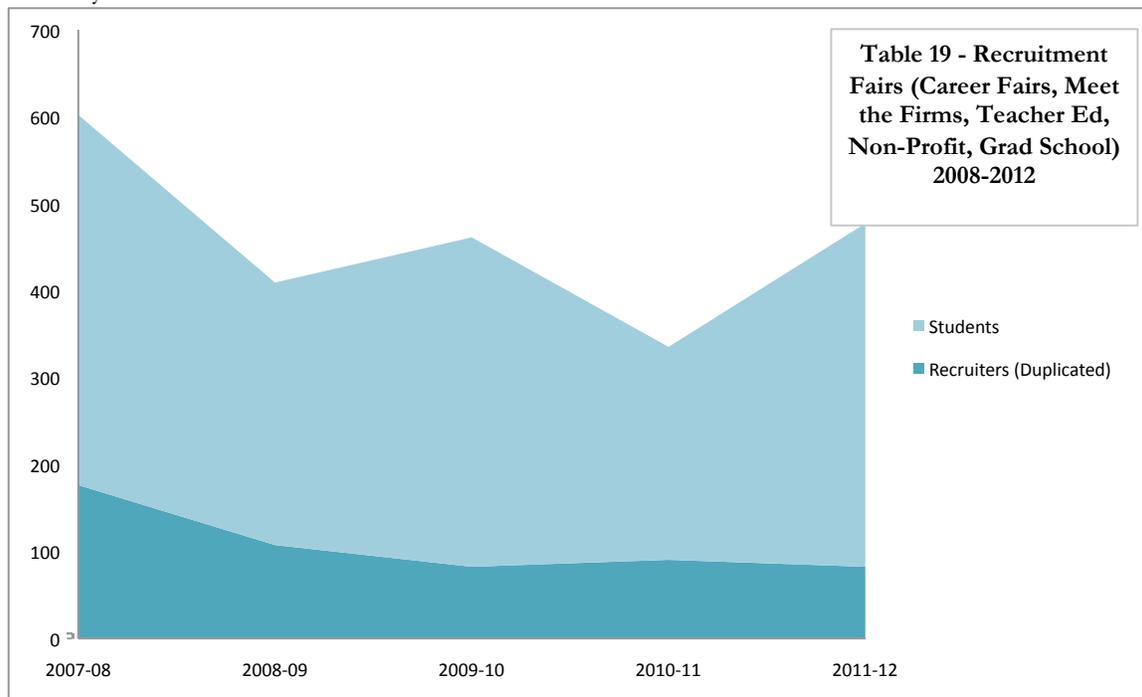
While the market for recruiting interns has certainly rebounded, Seaver graduates consistently intern at a 20-27% higher rate than the national average. The number of students completing academic internships has also increased during this time period, particularly in Malibu; this is most likely related to the fact that fewer internships are paid and as such, companies require students to secure academic credit as an alternative. However, there has been a slight decline in the number of student interning through Pepperdine's international and Washington DC programs, due to the extra cost required to participate in these global experiences (Table 18).

### *Informational & Recruiting Events*

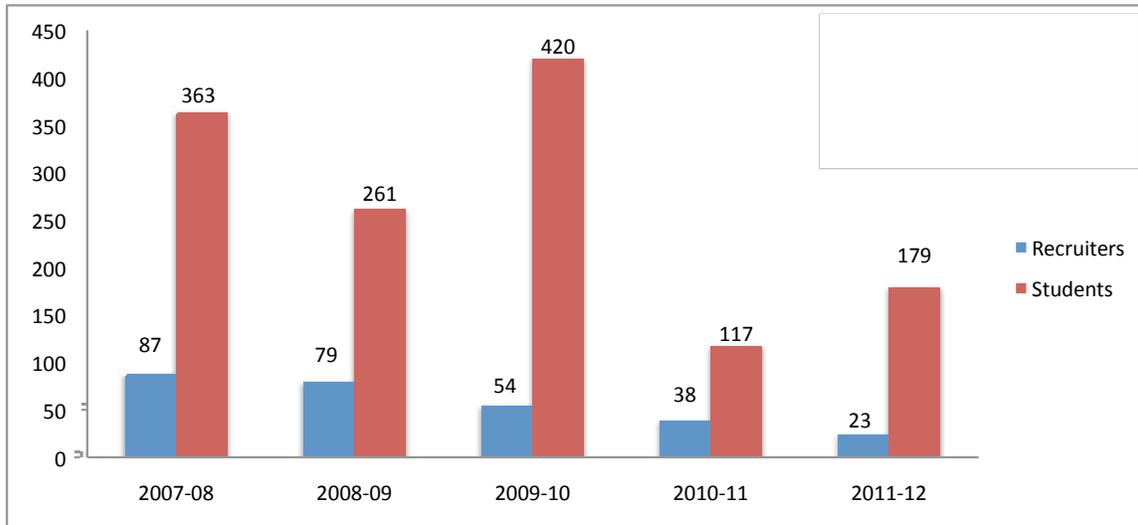
One of the major trends impacting students and career centers nationwide is the decline in on-campus activity among recruiters. While career fairs are still highly rated for their effectiveness in meeting hiring targets, the economic decline in 2008-2009 severely diminished recruiting budgets and the rate at which employers invested in on-campus recruitment. At a small school like Seaver

College, attracting firms to campus was already a challenge based purely on the number, not quality, of students recruiters could meet in one day. The decline revealed that most companies had to tighten their lists of target schools and significantly limit the number of career fairs they attended throughout the year. Non-profits and educational institutions lacked funding and position openings, which further limited their activity.

The Seaver College Career Center reacted to this dramatic shift by moving from more segmented recruiting events like the non-profit and teacher education fair and the internship and graduate school fair, to hosting just three fairs a year – a targeted Meet the Firms event for accounting, finance and consulting firms followed by a Fall Career Fair and another in the Spring. This shift allowed the center to continue to attract recruiters and students to these events despite the market change. However, the drop off in the diversity and number of firms recruiting on campus, paired with general apprehension about the job market among students, has continued to impact the turnout and satisfaction rates of these events. The slight uptake in hiring and growing awareness among students about these critical opportunities to connect with employers have caused attendance among students and recruiters to recover, yet it may be unrealistic to expect that numbers will reach pre-recession rates any time in the near future.



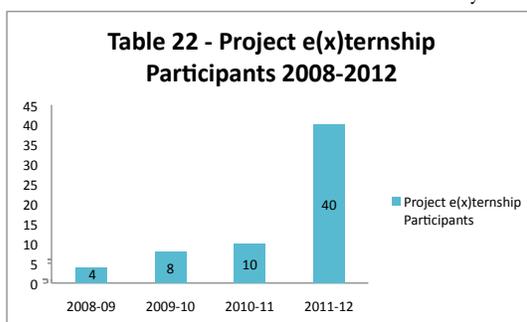
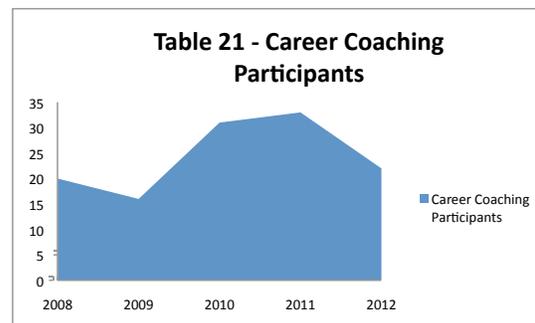
Similarly, the number of recruiters coming to campus for information sessions and on-campus interviews has continued to decline for the same reasons recruiters attend fairs at a lower rate. In some ways, this is surprising, because there is no charge for these additional services. However, this is more likely a reflection of the decreased number of available jobs and internships for which recruiters are hiring. Additionally, on-campus interviews have declined both at Seaver College and nationwide. A slow recovery is occurring in this arena, but there is still work to be done in broadening the number and types of employers coming to campus for interviews. On-campus interviews yield the highest returns for internships and jobs.



Networking events and other creative efforts continue to help connect students and employers. WavesConnect, a student-initiated networking event held twice over the last two years yielded attendance from 150-200 students, alumni, and professionals. The career center piloted a student leader reception following a career fair to help recruiters connect with additional candidates. A speed-networking event was hosted prior to another fair, which focused on helping recruiters and students make more substantial connections in a more intimate environment. While these events have not produced clear measurable results, the networking events in particular have helped raise awareness about the importance of the recruitment process and in some cases, have helped students become better equipped to engage with professionals, alumni, and employers throughout their internship and job search.

#### *Professional Development & Outreach*

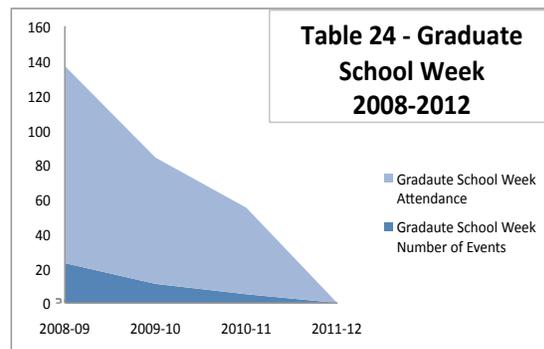
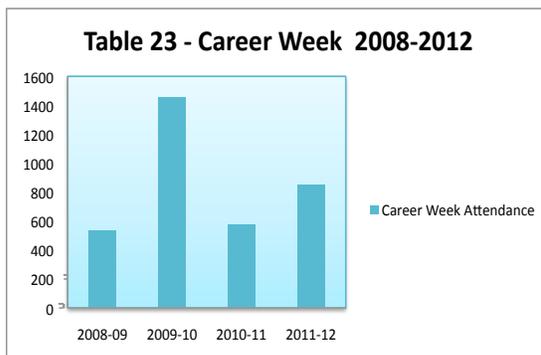
Career Coaching (Table 21) continues to be one of the career center's most high-impact programs. Participation has grown over the last five years, but program quality has suffered as a result. In 2011, the program had over 50 applicants, more than ever before. However, the large class size that year resulted in some disgruntled students and coaches who felt as though their expectations of the program were not met. Word of mouth from some of these less-than-happy participants led to a smaller class in 2012, which produced a 100% satisfaction rate. This data may suggest continuing the former practice of no more than one coach to every three students.



Project e(x)ternship (Table 22) has consistently grown in student awareness and popularity. However, the quick (and unanticipated growth of the program in 2011) created challenges in finding high-quality job shadowing opportunities for all the participants. As a result, the program format was revamped this year so that job shadow sites and locations were selected in advance of applications and students were then encourage to apply for their

top choices. This process ensured that students would be satisfied and committed to their job shadows and mimicked the process of applying for internships and jobs. Other feedback received from Elite Consulting and other interested students suggests that additional program changes may be made in the future including: the engagement of more diverse industry alumni; a later application and acceptance timeline (closer to spring break); the opportunity to engage in job shadowing at a time other than spring break (especially for seniors); and the need to identify scholarship funding for students who want to participate but may not have funding to cover travel expenses.

Career Week is currently the best example of collaboration between all Pepperdine career centers. Although overall attendance has declined over the last two years, this was the result of a strategic decision to host fewer, but higher-quality events. Program highlights from the last few years have included the *SoCal Social*, a networking event that attracted over 300 participants; *Leading through Lives of Purpose*, which featured alumni from each school who work with non-profit organizations and addressed 150 people; *The Life After College Summit*, which attracted nearly 200 people to a panel of recent graduates who have successfully made it in the real world; and a *LinkedIn* webinar featuring author Jason Alba that drew an audience of nearly 100 students and alumni. Survey feedback has been difficult to collect and interpret due in part to not having feedback on individual sessions. Nonetheless, the presence, energy, and enthusiasm continue to fuel interest in Career Week.



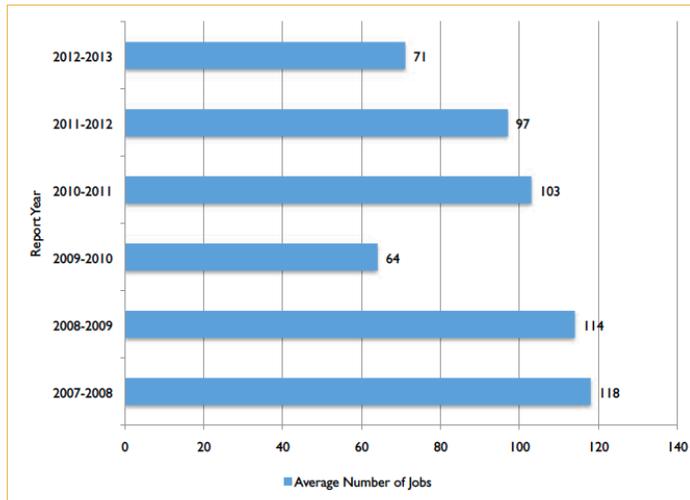
Graduate School Week was a popular program when it began, but demanded a significant investment of effort to serve a small population. While attendance reached 114 in 2008-09, participation was the result of 23 separate events, putting the average at around 5 students per event. In 2009-10, only 11 events were hosted, serving 73 students. Staffing changes in 2010-11 and a declining interest in graduate school overall resulted in even fewer poorly organized sessions, fewer attendees, and a lack of reporting. While there is interest in revamping this program, the career center opted not to host the week during the last two years. However in the future, the career center could reconfigure Graduate School Week as a specifically targeted program hosted in partnership with faculty to address the diverse needs of students who aren't entering the job market.

*b.) Demand for Programs in the Future*

As discussed previously, national trends in recruitment and hiring have continued to ebb in light of the nation's economic insecurity. With nearly 20 million people unemployed, including numerous recent graduates, the marketplace is increasingly competitive. More than before, students and alumni need the support of their universities and career centers to navigate these difficult waters, particularly when many are investing substantial funds in their education. Employers have also noted their increasing need for the support of career centers in identifying top talent early and often.

This year's issue of "Recruiting Trends" published by Michigan State University, features survey feedback from thousands of employers nationwide. As you can see in their graph below, the study revealed and confirmed diminished hiring and a resulting decrease in on-campus recruitment activities despite the fact that the market is recovering slightly in some sectors.

Figure 7. Trends for Hiring Bachelor's Degrees in Large Organizations



However, employers also rate internships, information sessions, on-campus interviews, and career fairs as the strategies they prefer to employ to accomplish hiring goals. Additionally, the report shows a third year of recovery growth for Bachelor's degree hires in most regions except the Northwest. The Southwestern region in which Pepperdine resides, is also expected to experience a 14% rebound in Bachelor's degree hiring in 2013 which is good news for students and career centers. Overall, employers are not very interested in hiring international students for internships and jobs, which could pose a growing challenge as more international students choose to attend schools like Seaver College.

The increased competitiveness of internships and jobs and continued demand for support from students, alumni, and employers, indicate that professional development services for all constituents will continue to be critical in maintaining the above average success of Seaver College students as they compete for internships and jobs. However, employer demands for additional and early support in talent identification may work to shift the delivery model of career centers going forward.

## 2) Allocation of Resources

### a) Staff

The career center currently consists of seven full-time staff members who support approximately 3,100 students, a ratio of 443 students to one staff member. The department roles include:

Amy Adams, Career Center Director - 2.5 years  
Wendy Berg, Career Counselor – 8 years  
Delvin Glymph, Career Counselor – 1.5 years  
Nancy Shatzer, Internship Coordinator – 12 years  
Tiffany Fruits, Events & Employer Relations Coordinator – 1.5 years  
Rachael Bratlien, Alumni Career Services Manager – Hired February 2013  
Stephanie Farley, Office Manger – 6 months

While some of the staff members are seasoned in the industry and their roles, most are fairly new to both the industry and the department. Although the new energy and support for the department's mission is welcome, the turnover, new staff transitions, staff leaves of absence, and ongoing training have influenced performance, program success, and overall growth.

The Career Counselors in particular, are continually faced with a finite number of hours they can meet with students each week. In particularly busy seasons, their calendars can be booked out two or

three weeks in advance. Drop-in support provided by student paraprofessional Career Ambassadors has helped mitigate this challenge, but their efforts also encourage more overall use of the career center and all its services including counseling.

Although internships are increasing in popularity and importance for students, employers, and faculty, the internship coordinator has been on leave for three quarters of the year, first serving as faculty family abroad, which was followed with personal leave. While these circumstances could not be anticipated, this role and its impact campus-wide have suffered from not having a consistent staff member present. Increasingly, time and attention needs to shift from students to employer relations, with regard to internships *and* entry-level hiring. Appointments, events, and marketing also heavily burden the internship coordinator and events and employer relations coordinator during the school year. Both team members continually seek ways to keep communication flowing to the counselors about internship and employment opportunities. Additionally the entire staff has started meeting for brief “stand up” meetings once a week to bridge this communication gap, however this remains a significant a challenge.

The Alumni Career Services position is a newer role created out of the last program review. With increasing demands of alumni and opportunities to engage alumni as employers and mentors, this position is never short of work. However, the role has turned over twice in two years and was just recently filled beginning in February 2013. The new manager is well positioned to strategically prioritize and achieved the initiative set out for alumni career services.

Each staff member meets either weekly, bi-monthly, or monthly with the career center director. These one-on-one sessions provide time to address ongoing issues of performance and strategy. Every year, each staff member completes a self-assessment, which is combined with the director’s written assessment. These documents are discussed each summer and when appropriate are linked to performance pay increases. The evaluations are submitted to human resources for review.

When new members are hired into Student Affairs, they are offered a mentor who can help them get acquainted with the larger department. Within the career center, mentoring occurs mostly through a coaching partnership between the director and each individual staff member; goal setting, collaboration, and feedback loops are all encouraged during one-on-one sessions. Some team members participate more formal mentoring programs offered through MPACE and NACE. These opportunities work well in tandem with both on-campus professional development opportunities and those offered through local and national meetings and conferences. This kind of professional participation is highly encouraged throughout Student Affairs, and the career center encourages each member to attend at least one conference a year. Those interested in securing further education or licensure, serving on committees, presenting at conferences, or working with other local professional organizations are given priority to attend. Student Affairs also offers regular professional development sessions, which cover everything from professional writing and grammar to assessment. The University also provides a myriad of personal and professional opportunities for growth offered year round or through two-week online training classes.

Program development and research are critical to the ongoing growth of the department, but there is limited time available to commit to this. Most research related activities must occur during the summer when day-to-day operations are slower. However, increasingly, holiday breaks and the summer months remain busy with service to students and alumni.

#### *b) Students*

Since the career center functions as a co-curricular department, it remains an opt-in resource available to all students. However, the center must work collaboratively to make referrals and build partnerships across campus to reach all those in need. Each of the career counselors holds a formal counseling degree that equips them to provide not only career-related support for students, but emotional support as well. There are instances, of course, when career-related topics may trigger other deeper issues that need to be addressed by members of the Student Counseling Center. Students are confidentially and carefully referred to the counseling center when necessary. Similar referrals occur when students need the support of the academic advising team, specific permission or

insight from a professor or division chair, support from disabilities services, or assistance from the writing center. The center also shares CareerSpace with the Student Employment Office, which requires ongoing communication about the site, system, and employers. The benefit is that students learn how to navigate the site early on in the college careers.

In an effort to spread the word about available career services, the center partners with faculty through first-year seminar presentations, mock interviews, employer referrals, and classroom presentations. Career service staff present to parents and students at new student orientation and work very closely with alumni affairs in providing support to alumni. This year the career center also started a mentoring program in partnership with the Intercultural Affairs Office in an effort to provide support for the increasing number of underrepresented students on campus, who were interning and securing work at a lower rate than majority students. Each year, the center also works closely with Housing and Residential Life to send Career Ambassadors into residence halls to conduct workshops. This often helps students engage career topics early in their academic careers. Career center staff members often serve as spiritual mentors, club advisors, and club convocation leaders as well, allowing them to stay connected with the student body outside of their assigned roles. Overall, campus partnerships are critical to the success and reputation of the career center; one of the benefits of a small institution is collaboration in providing high-quality services for students.

*c) Facilities*

Because such significant changes occurred with the facilities after the last program review, there is little to report in this section. The offices, instructional, and meeting space are currently adequate for the career center team, but the space is nearly maximized, preventing future growth in staff numbers. One area of concern is the availability of interview and meeting rooms. While there are rooms now designated for these causes, they are shared with the Disability Services Office for testing, and one space has been taken over as an additional office. Additionally, high enrollment has created challenges in scheduling classrooms for information sessions and other events.

*d) Legal & Ethical Issues*

The center is committed to following equal opportunity laws and conducting means of due diligence with regard to the Fair Labor Standards Act. Yet work with students and employers can challenge these principals of practice on a regular basis. This past year, the center partnered with the Seaver Dean's Office to host a workshop that included a specific section on the legal issues surrounding internships. Numerous faculty members serve as advisors, mentors, and academic supervisors for interns, but few were familiar with laws related to liabilities around former "placement" practices and the "referrals" for which employers are often looking. The department also maintains a very high set of standards for internship and job approvals, which at times can be discouraging for employers – yet the University feels strongly about protecting students and ensuring the that professional opportunities provided will not put them in compromising or discriminatory situations.

*e) Financial Resources and Operational Budget*

The financial resources of the career center are adequate to accomplish current services and activities but leave little room for growth or improvements. One particularly vulnerable financial reality is that three of the top producing programs and services provided by the career center are funded annually by the dean, rather than being included in the base budget. This includes funding for the Career Coaching Program, the purchase of all MBTI and Strong Interest Inventory Assessments, and the funding of the Career Ambassadors who provide drop-in resume review and appointment coverage for the department. Each year this funding generously comes from the Seaver Board of Visitors, the board that helped to start the Career Coaching program 12 years ago. It's

understandable that the University wants to maintain the financial ties between this board and these programs, but it does pose a potential threat to their long-term sustainability.

Additional funds have come in the form of travel scholarships for interns and in program specific grants from the Target foundation. The Target grants tend to allow for certain innovative efforts each year, but are limited to programs that meet the foundation's terms. The travel grants benefit students directly but require significant personnel time to administer; student interest in these funds is also relatively low, possibly because the student must enroll in a graded internship course to be eligible. All other revenue is raised by and spent on career fairs each year. While this has been sufficient to date, there is always concern that with decreasing interest in on-campus fairs, this revenue could dwindle if the economy and businesses continue to struggle.

### **III. Self-Study: Summary of Reflections**

#### **A. Self-Study Summary Remarks**

The self-study and analysis of evidence clearly reveal that the number of students and alumni being served by the career center continues to climb with nearly two-thirds of the student body being served uniquely one or more times during the year. Career support provided to alumni has also expanded from 300 to more than 12,000. While satisfaction rates remain healthy for most programs, the attention of the career center will now turn to meeting the more specific needs of students, alumni, and employers, particularly with regard to internship and job search, employer relations, and the cultivation of alumni connections. The internal self-assessment showed that these areas provide the largest opportunity for growth. As the market demands ebb and flow, the career center must seek to develop and offer value-added services that constituents (students, alumni, and employers) can't access elsewhere.

In a similar vein, Seaver College students continue to intern and secure jobs at a much higher rate than the national average. While this is something to celebrate in spite of national economic challenges, 30-40% of graduates continue to require career and network-related support to secure meaningful jobs or other professional opportunities. By leveraging new forms of technology, developing a new service delivery and employer relations model, and actively engaging members of the alumni network as hiring managers and mentors, the career center aspires to provide more meaningful career resources and options to an increasingly diverse group of seeking students and alumni. The success of this transition will also require the advocacy, partnership, and support of partners like faculty, parents, and alumni. A strategic action plan and more refined measures for student learning outcomes will also influence the long-term success of these strategies over time.

#### **B. Curriculum Alignment**

The services and offerings provided by the career center mirror industry standards (according to the NACE self-study) as well as student and alumni demands. As the learning process and the higher education industry evolve, it will be necessary to leverage technology to ensure that services are scalable, accessible, and relevant. Topics addressed through individualized services, events, and special programs are on par with the needs of recruiters as well as the needs of college graduates. Work will continue to be done to ensure that these curricular components connect students' classroom learning and professional experience with market demands. In the future, the ongoing exploration of alternative employer relations and job search support models as well as increased partnerships with faculty will also tighten this alignment over time.

The career center student learning outcomes are also well aligned with the institutional learning outcomes. (Language from the institutional outcomes is reflected in italics as this alignment is discussed.) *Developing an expertise in a discipline* and *developing a professional vision* are central to the vocational exploration, development and preparation that occur through the career center programs and services. The center relies on students' classroom learning as a means of preparing them to *apply that knowledge* as they build professional experience through internships and student employment.

Students are challenged to *think critically and creatively* in the classroom, during the job search, and once they've secured a position. This practical learning environment then provides space for students to make *values-based decisions* that can impact the world for good through the *pursuit of justice*. Without this practical exposure to professional experiences, students lack the training, skills, and confidence to transition into the world of work or graduate school successfully.

### **C. Goal Alignment**

Each of the career center program goals is linked directly to a staff member, area of service, or program provided by the department. Additionally, the career center goal of equipping students to prepare and compete professionally is being accomplished at a rate higher than the national average as demonstrated by the job and internship rates in the analysis of evidence. Financial resources provide support for these expert roles and programs; while some of the funds are awarded on an annual basis, administrative confidence typically ensures that the resources needed are available. There will likely be an increased need for resources related to technology development, alumni career services, and employer relations as changes are made in the wake of this program review. Additional attention will also be paid to creating better alignment between the center's student learning outcomes and direct measures of evidence that substantiate student growth and development.

### **D. Program Quality Alignment**

The department and program standards for Student Affairs, Seaver College, and Pepperdine are set with excellence in mind. Program quality is regularly measured and assessed through satisfaction surveys, student learning outcomes, and departmental feedback and collaboration. As evidenced in the satisfaction ratings listed in the analysis of evidence, students on the whole are satisfied with the services provided through the center and anecdotal evidence reflects that some would even state that the career center has improved in its program and service delivery over the last few years. The fact that job and internship rates upon graduation remain steadily above the national average is also a testament to the quality of career services provided. Students who take full advantage of the center's professional offerings are generally among those most sought after for internships and jobs.

### **E. Constituent Expectations – Goal Achievement**

Students who have utilized the career center and benefitted from its services will often be the first to acknowledge that the center's support made all the difference in helping them reach their goals. The department keeps a file of emails that come in from excited students who secured the internship, job, or graduate school acceptance letter they were working toward. This doesn't happen without their own commitment to the educational and professional development process, but it is the ultimate reward.

Although student learning outcome evidence will still need to be collected with strategic intention in the years ahead, evidence from the Career Coaching Program reflections, resume and interview rubric scores, and the internship and job rates give the department and its campus-wide supporters confidence about program quality and goal achievement. As the center clearly defines the intended outcomes and measures associated with career center student learning in the future, it is likely that even more substantial evidence will exist to support these goal achievement claims. Further examples of learning outcomes and instances of "closing the loop" are referenced again in this *Educational Effectiveness Indicator* table below:

Student Affairs Departments (13 total)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) What data/evidence is used to determine that students have achieved stated outcomes of various programs offered in Student Affairs?	(4) Who interprets the evidence? What is the process?	(5) Examples of "Closing the Loop" regarding SLO Assessment and other data	(6) Date of last program review for program
Career Center	Yes	<p>Student Affairs website: <a href="http://seaver.ppperdine.edu/studentaffairs/learningoutcome/">http://seaver.ppperdine.edu/studentaffairs/learningoutcome/</a></p> <p>Link on Career Center website: <a href="http://seaver.ppperdine.edu/careercenter/">http://seaver.ppperdine.edu/careercenter/</a></p>	<p>Students complete post-session and post-event surveys, internship evaluations, career coaching surveys, and surveys after First Year Seminar presentations conducted by the Career Center. Surveys gauge students' satisfaction with services and achievement of learning outcomes. Some surveys request that students report data such as the number of interviews they completed to secure an internship and whether or not they received an offer for the position. Invitations to interview and job offers are direct evidence of professional preparedness in Seaver College students. The Career Center tracks the number of firms attending recruitment events, mock-interviews conducted, on-campus interviews conducted, and resumes submitted/collected as a means for determining the level at which students are using Career Center services and to identify students who have not benefitted from professional preparation. The number of internships secured, seniors employed at graduation, the number of job offers a student receives, and the senior graduate school acceptance rate are also tracked along with the correlation between these desired outcomes and those students who use Career Center services.</p> <p>The Career Center conducts employer surveys and feedback measures to gather data about student performance at job fairs and needs in job market.</p> <p>Feedback about the level of preparedness and professionalism students exhibit from the employer perspective is reflective of how Seaver students will be perceived as they compete for internships and jobs. Supervisor evaluations of individual student interns also provide a third party perspective on how well students are performing in the workplace and in what areas they possess strengths and weaknesses.</p> <p>A rubric was created to grade Career Coaching student reflections, which included criteria to support a five point scale (1) Beginning the Professional Development Process; (2) Engaged in Professional Development Process; (3) Responding to the Professional Development Process; (4) Demonstrated Professional Preparedness, Skills, and Confidence; (5) Professionally Competitive.</p>	<p>Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input</p>	<ul style="list-style-type: none"> <li>• During the last program review, student focus groups, employer feedback, and survey data indicated that the Career Center was too hard to find. As a result, the Career Center was moved to its new more prominent home in Tyler Campus Center, Suite 210.</li> <li>• Conversations with employment recruiters indicated that student preparation was viewed as strong when reviewing resumes, reported that students needed to better articulate their strengths, career goals, and why they were the best candidate for the job. The Career Center increased student participation dramatically by increasing student awareness through Career Ambassadors, faculty, and student organizations. Students and employers report that students are well prepared.</li> <li>• Poor reviews of the Monster Trak job posting system by students, staff, and ultimately by program reviewers, led to the purchase and implementation of the Symplicity powered CareerSpace system used heavily to post student employment, internship, full-time entry level, and full time experienced positions for students and alumni. Use of the system by students increased. Students understand the nuances of the electronic job search process.</li> <li>• The creation of Student Employment as a stand-alone office from the Career Center also came out of the last program review. The two departments are now able to work in tandem, but can target their populations with enhanced customer service and strategy.</li> </ul>	2008
					<ul style="list-style-type: none"> <li>• Alumni career services growth led to the development of a full-time Alumni Career Services Coordinator. Alumni were most often seeking resources rather than counseling. In fact alumni usage of CareerSpace pointed to this need with a 230%. With the implementation of this position, alumni engagement through job postings, LinkedIn, and Twitter reached an additional 10,000 uses.</li> <li>• Employer feedback indicated that student resumes were of an inconsistent quality. In 2005, the Career Center strategically raised awareness and increased accessibility for students with regard to resume reviews by implementing the Career Ambassador program. After implanting highly trained student readers, employers consistently praise high-quality student documents.</li> </ul>	

## IV. Self-Study: Strengths and Growth Areas

### A. General Operations, Staffing & Technology

#### Strengths

- 1) The increase in demand and need for career services support among students, alumni, and employers requires the ongoing existence and development of the career center. This expectation for career services support is also reflected in the Seaver College and University-wide strategic plans.
- 2) The career center staff is committed to professionalism and innovations that will provide leading edge career services. Because the career services industry is constantly evolving with market, industry, and campus trends, it is imperative to hire staff committed to excellence.

## **Weaknesses**

- 1) Providing services to a broad and diverse cross-section of the student body is of utmost importance to the career center. However, with the implementation of student learning outcomes and increasing attention paid to the quality of career options at a high-cost institution, the center must implement sound assessment measures that clearly reflect satisfaction and learning. The external reviewers additionally addressed this need by stating that the center should map specific program goals and measures to each student learning outcome.
- 2) In an effort to manage the increased demand for services without increasing staff, the career center will need to secure support and funding for technological platforms and tools that make the dissemination of career-related materials and activities available through relevant, cutting edge, and scalable mediums. Outside of technological resources, this may necessitate department organizational structure and position descriptions, which was addressed in three different places by the external review team.
- 3) While the generosity of the Seaver Dean and Seaver Board of Visitors is paramount to the success of the career center, the one-time money awarded each year is accompanied by an uncertainty that raises concern around the sustainability of the center's most high-impact and critical programs.

## **B. Career Counseling, Internships, & Alumni Support**

### **Strengths**

- 1) The addition of the Career Ambassador team prior to the last five-year review transformed the efficiency and reach of the career center. The career center would face significant operational limitations without these highly trained student staff members who provide 40 hours of drop in support and over 1,000 resume reviews each year.
- 2) Pepperdine Seaver College students have numerous internship opportunities because of the University and student reputation among local employers in diverse industries. Seventy-five percent of Seaver College students intern while at Pepperdine, 20% more than the national average. This culture of experience building is directly linked to the success of students in the entry-level job market.
- 3) The Alumni Career Services position, which was recently added, possesses incredible potential to influence and reach over 30,000 Seaver College alumni worldwide. The increase in reach in just five years from serving 200 alumni to over 14,000 is evidence that there is both need and opportunity to expand the role, online resources, and opportunities for alumni by developing a more defined Waves Hiring Waves model.

### **Weaknesses**

- 1) Despite the fact that students continue to intern and secure work at rates higher than the national average, the increase in demand and expectation among campus constituents suggests that sharing reports, data, and success stories may help in garnering further support and use of the center; this was also recommended by the external reviewers.

- 2) Although the opportunity for the alumni position is rich, turnover in this newer role has delayed the development of essential online resources that were committed when the position was granted. The current hiring for this position will be critical to the long-term success of this position.

### **C. Informational and Recruiting Events & Employer Relations**

#### **Strengths**

- 1) The small size of Seaver College enables staff to provide high-touch, personalized services to the core employers who recruit at Pepperdine. This is accomplished through high impact programs like the *Employer Malibu Retreat*, *Meet the Firms*, and on-campus interview offerings.

#### **Weaknesses**

- 1) Increased market demand and competition for jobs and the growing cost of higher education necessitate the cultivation of diverse and robust career options for Seaver College students. The small size of the college and shrinking employer budgets make employer relations outreach and cultivation even more critical than before. Ideally, the center will build partnerships with brand name, high profile, and high volume hiring organizations, by leveraging student success and alumni relationships. External reviewers recommended setting up a generalist service delivery model that would group industries by work stream in an effort to empower those building employer relationships in certain fields to also provide internship or job search support to students seeking work in those industries.

### **D. Professional Development Programs and Outreach**

#### **Strengths**

- 1) Flagship career center programs like the Career Coaching Program and University-wide Career Week provide students with the unique opportunity to build their networks, develop professional mentoring relationships, and gain exposure to a wide range of industry and professional development topics.
- 2) The exploration, exposure, and network building-that occurs through the Project e(x)ternship job shadowing program has attracted a growing number of student and alumni participants. Students gain a better sense of their career options and alumni connect back with the University in a meaningful way. The student consulting team and external reviewers suggested that additional attention be paid to developing Project e(x)ternship into a landmark program for the career center.

#### **Weaknesses**

- 1) Faculty relationships are increasingly important with regard to marketing events and professional opportunities as well as in helping employers identify talented candidates. Faculty partnerships through first-year seminar presentations, event or position referrals, and mock interviews often yield career center connections with students who would otherwise not be aware of the center's services offerings.

## **B. EXTERNAL REVIEW: JANUARY 14-15, 2013**

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### **External Review: Opening Remarks**

Seaver college career center at Pepperdine University is a well-established organization with a history of service to students and other university constituents. It is a diverse office offering a wide range of programs and opportunities for students, and alumni, to connect with the world beyond college. It is also an organization in transition, adjusting to a medical leave, turnover in positions and a relatively new director and staff.

In January 2013, an external review team of two professionals visited Pepperdine's Seaver College career center in order to assess current programs and practices and offer insights and recommendations regarding the career center. This report is based on the many meetings with a variety of constituents across the Seaver College campus, materials provided by the director, Amy Adams, direct observations, and interviews with students and key partners of the career center including faculty, staff, administrators, employers, career coaches and the dean.

This review is timely in that a number of important factors are coming together to provide a wonderful opportunity for reflection, goal-setting, growth and positive outcomes. The review team has followed the protocols set forth in the program review guidebook addressing strengths, challenges, resource allocation and program viability and suggestions for policy and resources, based on observations gathered on site. The COMPLETE external review is included in the next section.

### **External Review: Complete Reviewer Report**

#### **Seaver College Career Center – Pepperdine University - External Review Report**

*Submitted by:*

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### **I. Strengths and Challenges**

#### **A. Strengths**

The office, particularly the Director, has a strong presence on campus and with key constituents. The meetings resulted in positive comments about the office and the work that is being accomplished. The office is poised to set a strategic direction using assessment-based data. It was evident the office is rallying around the director and looking for direction and strategy. There is a movement to look at technology, specifically Triple Creek, a mentoring platform for current students to use that might replace the current PAN, Pepperdine Alumni Network. This strategy will engage alumni and current students for a positive outcome; showcasing alumni and assisting students in the process of networking.

Career Week seems to provide good collaboration for the office and awareness on campus. This particular program seems to garner good traction for the Career Center. Again, this was a program that was discussed and not witnessed, but seems to meet the spirit of collaboration.

During the review there was time to meet with Faculty Partners during lunch. All of those present were very complimentary and talked of ways in which they have either worked with Amy or the Center. There is a positive feeling among that faculty of the work being done for their students and we believe there is more opportunity to expand those faculty partnerships.

Career Coaching Program participants were an amazing group of dedicated professionals who truly have a passion for the program and Pepperdine. We believe this group has good traction and could be used for more than just the coaching program. They had many ideas during our conversation, from small tweaks to the program to going to the President with a list of “wants, (which we wouldn’t advise!), but with a strategic direction and vision, this seemed like a group that would spring into action to rally around the Center in a planful manner.

Good staffing hires in the Career Center were evident. Tiffany has a strong background based on her previous work with the Chamber of Commerce. She has energy and excitement around her work and is looking for more responsibility. We believe she has potential to add considerable value to the office beyond her current role. Stephanie too has good energy and a willingness to step up. It is recommended that staff meetings take on a different structure where more cross pollination of work streams can be shared. We were told during the monthly staff meetings that Amy reports out and during the week there are “stand up” meetings for everyone to catch up. Perhaps this new model of weekly staff meetings would bring cohesiveness to the office. We believe the staff is looking for more time together to understand the concept of team.

Project e(xternship) seems to be a good program, but not sure if the timeframe works best for students and alumni. 60% of administrative time is being used to ferry this program and perhaps an overhaul of timing might be in order. Again, writing a strategic plan, going forward with programs and services based on the plan provides direction.

All in all, there were so many good things happening within the Career Center. It was refreshing to hear all the positive comments and ways in which the office is having impact on the campus. However, the purpose of the review is to have outside perspective and provide suggestions on improvement. The final sections of this review will share insights, purpose and suggestions to the Seaver College Career Center.

## **B. Challenges**

Although the office has a solid foundation with staffing and programs, it was evident to the reviewers a lack of strategic direction and vision. We would recommend a SWOT analysis and Strategic Plan. The plan will be the roadmap for direction and vision.

Branding opportunities are endless with the word Wave. Programming around Ride the Wave, Hire a Wave, Be a Wave might resonate with students, faculty and alumni. Perhaps this is taking place and we missed it during our short time on campus, but there could be many creative, sustainable programs around a creative framework.

Communication is happening within the Division and across the campus. It was hard to gauge the extent to which relationships are being established. A recommendation would be a Faculty Advisory Committee to engage academic partners in the career development of Seaver College students.

Internships seemed to be directed by one staff member in the office. With her absence due to medical leave, others have taken up this work, yet it appeared to be more of an opportunity for students than a program. When meeting with the Dean, he pushed for the Randall Internship Program. The review team’s understanding of the Randall is it provides financial support; a stipend for faculty and travel funds for students, but not an internship program. The Dean commented the role of the Career Center is to “handle” the logistics of Randall. It seems appropriate there are monies for the above, but it makes equal sense to develop a sustainable internship program and solicit additional funding to support a program. Some majors require internships to graduate. Is there a way to capitalize on the “secret binder” housed in communication to develop a robust program? NSEE has many free tools and best-practices for a marquee value program. We believe there is room for

improvement. We understand that changing direction without having everyone present is not an easy task.

Intercultural Life and Residential Life are both supporters of the Career Center. That said, during our meetings, there seemed to be a lack of knowledge of programs and services taking place within Career Center from their perspective. We do not believe this is an issue within the Career Center, but perhaps a larger issue. We realize when there is a larger division and not enough opportunity for cross-pollination, not all involved are aware of other's programs and services.

Four-Year Plan: There is good work with first year students whose faculty members use the Career Center, but it was hard to determine what impact the office was having with all first year students. This could also be said for the second year student, which we understand reduces drastically in shape and scope due to off-campus study. Is there a way to connect with those students abroad through their faculty currently onsite. For those students "left behind" is there a program that would engage them early in their academic careers around career readiness? Is there a four-year plan that gives direction by class year and it was missed? Many institutions utilize a four-year plan to assist in career readiness for their students and this would be a good road map for students, and Career Ambassadors as well, as they perform their work in the office.

Staffing: Only two professional staff members work with all students, and a designated staff member works mostly with students seeking internships. A new team member will have joined by the completion of this report. That said, that professional staff member will be working with alumni needing career assistance. Both reviewers strongly encourage a realignment of this position to work with students, connect with alumni to source opportunities, in addition to their work with assisting alumni currently needing advice and counsel.

## **II. Resource Allocation and Program Viability**

### **A. Decentralized versus Centralized**

Much discussion took place around the issue of what is best for Pepperdine. From the point of the reviewers, it was determined the best line of defense should be what is right for Pepperdine. We believe the service model makes the most sense. That said, we do believe a better line of communication between all the centers would be in the best interest of all. There seems to be ample opportunity to improve communication in relation to external constituents. There seems to be confusion on the part of some alumni and employers where there "home" should be when needing services. There is also an opportunity to leverage financial power for the greater good.

### **B. Alumni & Parent Engagement**

Our conversations with the Alumni Office staff made it clear that they do not recognize the greater opportunities available to enlist and engage your alumni in helping other alumni and students through the power of the international Pepperdine network. They are trying to serve alumni with career services by keeping the position in your office dedicated to alumni. That position could be exponentially more effective by having the person expand the alumni mentor base and working with regional alumni chapters to create a networking system and safety net for young alumni just launching their careers and experienced alumni in transition.

We think they are taking a very myopic view of things and we strongly believe efforts should be on expanding the alumni network of career mentors through your office and the

resulting volunteers will provide both improved service to alumni but also become more engaged with students and the entire institution. The alumni mentors can provide coaching for career discernment, training for job search skills and create networking opportunities. It is the most obvious asset of your university community that is not being used to its full potential. Parents and friends of the university could also be used in this capacity and they are also very helpful in opening doors to corporate relationships where they can be a powerful advocate for your students and graduates seeking internship and fulltime opportunities.

We believe it might be helpful to enlist the help of the Seaver Board of Visitors in negotiating with the Alumni Office and other key institutional stakeholders the idea of an expanded alumni role in career services and also take the objectives embedded in the Career Action Plan and Career Coaching Program and integrate these objectives throughout the institution. These individuals, as successful professionals, recognize the importance of career development and have the leverage to garner the necessary financial resources and break down institutional barriers. It will require a strategic plan outlining your specific ideas and strong leadership to guide the execution of the plan according to the strategic plan and the not the individual preferences of one or two strong minded board members.

### **C. Career Ambassadors**

This is a good model and a good use of student employment or budget dollars. There is good potential to utilize these students to cross-pollinate with the Student Alumni Association. Information shared across student groups for mutual benefit, results in more output for programs and services. We would recommend a vision, perhaps a mission, for the Career Ambassadors and perhaps a strategic direction. What have they done and done well, where else could their talents be used for the good of the Career Center? How intentional is there work and what type of training and supervision is required to take the program to the next level?

### **D. Employer Relations versus Employer Development**

More resources should be directed to this area. After our time with the staff, it appears that there is more emphasis on events and programs versus employer development. If the goal is to stay status quo, employer relations seems to be working well. Although the conversation was disjointed with the employer call that was scheduled, the relationships those employers on the call had with the Center were very positive. A strategic plan for work streams and geographic areas, as a focus, would bring the program along, and having more than one person working on OCR and events makes good sense. Based on the time we had with the employers on the call and with staff, it makes sense to look at work capacities of the staff to build an employer base. Many schools of like size use their internship, externship, director and alumni career person to cultivate and solicit employers. In fact, working with alumni and development brings new employers to the table as well.

As stated earlier, we believe there should be increased attention on outreach to employers for the purpose of developing internships and fulltime opportunities. Pepperdine's location in the Los Angeles area provides access to a rich and diverse pool of employers. While competition from other colleges exists, Pepperdine should identify their points of differentiation and aggressively develop relationships with these employers and use alumni whenever possible to open the doors for communication. Research can demonstrate the preferred geographic locations and organizations for your students, then identify alumni, parents and friends in those areas that could assist in job development efforts. Work with faculty to identify employer partners compatible with their academic

programs and then aggressively seek and develop those relationships. This will require an additional staff member and a more committed and aggressive outreach. Efforts should be made to develop a liaison program with each alumni chapter to create regional networking events, a LinkedIn Group, and a point of contact person to assist students transitioning back for summer internships or after graduation.

### **E. Internship Program**

The internship program would benefit from more structure around its goals and more integration into the academic structure of the university and the Career Center staff. We were unable to speak to the staff member responsible for Internships but it appears too highly dependent on the institutional knowledge of one staff member. With the strong tradition of international study abroad program at Pepperdine, there are opportunities to expand the involvement of the Career Center by focusing on international internships and fulltime opportunities for graduates. It is also an area where faculty engagement could be expanded.

### **F. Career Assessment**

Although the MBTI is a great tool and is helpful for the students who take advantage, it appeared that [only] those in the FYE classes were given the instrument. There is a lack of options for all students in this web-based, technology environment. It is recommended the Center consider leasing a product that works for Pepperdine, Seaver College students. Within our professional practice, office use SIGI, Focus, Discover and others are available.

### **G. Counseling versus Coaching**

With only two professional counselors seeing students, it seems the model may need to change. Please know we understand our time with the staff was short and recommendations are based on perceptions, perhaps not realities. When speaking with students, a few talked about setting up weekly appointments with the same counselor as they self-described as being “needy.” We recommend moving to a coaching model that allows students to take ownership of their career development and trajectory to self-assist and relying on the counselors for check-ins, not counseling. We also recommend moving to a generalist model. The generalist model allows for more student contact across the office; meaning the alumni position and internship position works with all students and content for office practices, protocols and policies are known by each individual within the shop.

### **H. Faculty Engagement**

The faculty appears interested and motivated to help with the career development of their students and some are actively engaged in relevant work in their classroom activities. Many others are interested and looking for guidance from the Career Center. There is a strategic opportunity to get them more engaged in career development activities. Rather than a traditional approach of Career Center staff making classroom presentations and offering program services directly to their students, efforts should be made to offer a “consulting model” where the Career Center staff share their expertise with faculty and empower faculty to provide career development activities within the context of their particular class or academic major. It could start by developing or refining a Pepperdine specific “what can I do with a major in...” advising handbook. Faculty should be involved in the development of the resource, providing tips for faculty in how to engage students in

developmentally appropriate career development activities and campus career development resources. Career development must be viewed as an institutional responsibility and not contained in the Student Life or Career Center silo.

### **I. Campus Ministry**

We were struck by the consistent commitment of students and staff to the Christian mission of the campus. Efforts should be made to develop retreat or reflection programs where students have the opportunity to discern the calling they receive via their particular faith tradition. It leads to a more integrated approach to career development, creating more effective partnerships and builds internal advocates for your services.

### **J. Data/Assessment**

We realize each campus gathers data, develops learning objectives and goals that are consistent with their institution or office. During our short time, and before, several documents were shared that mapped with assessment rubrics, either through NACE or the Division. We recommend the Career Center determine two or three programs or services per year, develop learning goals, assess those goals and map efficiencies; either to a unified Divisional grid or a self-determined structure to show successes. Learning Reconsidered and Learning Reconsidered 2, LEAP and other resources are available to determine the appropriate process. It seems that assessment was happening, but it did not appear to be intentional with output or results on programs and services.

### **III. Suggestions for Policy and Resources**

First and foremost, there needs to be a conscious decision to consider a strategic plan or whatever would be useful for the office to guide work, practice and long range planning. The staff is eager and willing and looking for direction. It was evident during the meetings with all the partners; everyone provided positive comments and feedback. The Career Center could continue doing what it is doing and be just fine. However, the sense was one of what is next, how we take what we are currently doing and make it bigger, bolder. Without a plan, the office will continue down the same path. Consider partnerships, namely, parents, alumni and student groups. That said, be intentional with your student groups. Think about your return on investment of time, energy and end result. Share your data with faculty, all of it! Be transparent with what you're collecting. Put your post-graduation status report out there for faculty to see and use. Be bold and let the Pepperdine, and Seaver College, community see all the work and energy that goes into data collection and results. Good work is happening around data collection with regard to internships and graduation information, but it seemed that folks were not aware....make them aware. Become the first and foremost resource on the Pepperdine campus for everything career for Seaver College.

With regard to resources, although we did not have access to the budget, human resources are lacking. As stated earlier, with only two full-time professionals to meet with students, there is inequity with staffing. We recommend not only adding another career professional, a career coach versus a counselor, but reconstituting the alumni position to see students. A restructure will result in high impact appointments and broaden the engagement between the Alumni Office and the Career Center.

We also recommend a strengthening of the connection with the Alumni Office. This is crucial to the success of the Career Center at developing internships, externships-ProjectX, and building stronger employer relations.

#### **IV. Conclusion**

The review team is pleased to submit this report to Ms. Amy Adams, Director, Seaver College Career Center. We wish to express our gratitude to the staff of the Career Center, and the administrators, faculty and students of Pepperdine University, Seaver College, for allowing us this opportunity to learn and serve.

#### **C. RESPONSE TO EXTERNAL REVIEW**

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Overall the conversations sparked by the external review process shed further light on issues and needs revealed during the self-assessment process. However, despite the level of reporting and detail that was shared both in the self-study report, as well as in-person, the external reviewers seemed to lack a complete understanding of the depth and breadth of services being provided by the career center. As a result, many of their recommendations, while made in the right spirit of change and even in the appropriate areas where change is needed, lacked the innovative foresight and directives desired by the career center team. In some cases, recommendations were made to do things that the center already does.

In brief summary, the career center *will* implement the following reviewer recommendations, which are discussed in detail below and in the Quality Improvement Plan:

- Institute a strategic plan - though this will be done using existing student affairs approach; SWOT analysis that was recommended is already completed each year
- Advocate for and develop strategy around the *Connecting Waves* mentoring platform
- Increasing faculty collaboration and establishing Faculty Advisory Committee
- Rework four-year career plans by class year
- Explore and implement new service delivery model to enhance employer relations, student internship/job search, and engage all members of the staff in a cross-functional way
- Facilitate Career Services Leadership meetings to address challenges of decentralization
- Develop strategies to further engage parents and alumni as part of Pepperdine network

The career center will **not** implement the following recommendations directly:

- Overhauling Project e(x)ternship
- Developing branding opportunities using “Waves” language
- Requiring Alumni Career Services Manager to see students (unless related to change in service delivery model overall)
- Career Ambassadors are already highly trained and take on strategic areas of responsibility in addition to their peer review of resumes.
- Creating more structure around internship offerings – currently more than 75% of students engage in internships at Pepperdine without formalized structure
- Center will continue to administer Myers-Briggs and Strong Interest Inventory as primary forms of assessment rather than SIGI, Focus, or Discovery
- Implement a “generalist” approach to career counseling – this will be otherwise addressed through an improved employer relations/internship and job search support delivery model
- Develop a Pepperdine specific “what can I do with a major in…” resource
- Reflections about vocation and calling are already imbedded in multiple career center program assessments
- Student learning outcomes and program goals are already mapped and aligned – further development will occur as we measure individual outcomes year over year
- Strategic partnerships with the alumni office already exist

One overarching message that was shared by the reviewers was that the center is currently at a pivotal point – the leaders can either decide to maintain the status quo, and continue as is with the level of practice and performance currently demonstrated or they can set a strategic vision that would bring transformative change to the department and its many constituents. This was reflected in the report through a recommendation to create a strategic plan for the Seaver College Career Center. While this recommendation is attractive, the center plans to use the QIP and Student Affairs strategic initiative format to implement this recommendation. There will, however, be special attention paid to developing functional and measureable goals related to these strategic initiatives as they relate to individual roles and responsibilities. This will provide more guidance to the team especially as their roles relate to these initiatives.

In general, there were some major themes that emerged from the report that will additionally guide goal setting and the QIP. The first pertains to the appropriate collection, measurement, and sharing of student learning data as well as the need to further brand and promote the large list of career center programs and services. The recommendations and actions related to this theme will focus on better identifying the most effective forms of direct-assessment that can and should be measured by the career center, clarified promotion of career services by class year, and overall storytelling with regard to both learning outcomes data and career center success stories.

The second theme that emerged related to the organizational structure and service delivery models for both student support and employer relations. These recommendations will be adapted to reflect the center's interest in providing more industry-specific support to students while closing the talent and opportunity gaps created by currently siloed staff roles. Models for the specific implementation of this recommendation are currently being explored, as are the potential changes to staff roles and responsibilities needed to accommodate this.

Attention continues to be paid to the need and opportunity surrounding alumni career services. The reviewers challenged the center to move beyond developing scalable services for alumni 24/7 and consider how engaging alumni volunteers, mentors, and hiring managers, could empower the department to serve more students and alumni overall, while broadening the pool of learning and employment opportunities for current students. The reviewers' acknowledgement of the strength of the proposed Triple Creek *Connecting Waves* mentoring technology further supports the center's desire to advocate and adopt a new technological tool that could support the functional goals of the Waves Hiring Waves initiative on a larger scale than is currently feasible.

In addition to alumni, the final theme that emerged in the recommendations, was that of leveraging on- and off-campus partners like the other career service teams, alumni, parents, faculty, and University friends, to further enhance the professional education of student learners and stimulate additional hiring opportunities for Pepperdine at large.

While these themes cover a broad range of opportunities, it is encouraging to see the alignment and overlap of these recommendations and their potential to create formative change that will increase the professional options available to Seaver College students and alumni.

#### **D. GOALS, ACTION, AND QUALITY IMPROVEMENT PLAN (QIP)**

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Based on the self-study report and external review, the career center has created high-level goals that will shape the strategic planning and implementation of change efforts in the years ahead.

**Goal 1: Explore and implement new employer relations and service delivery model to eliminate silos and efficiently promote talent.**

Actions:

1. *Connect seeking students and alumni with an industry specialist in the career center who supports internship and job search by developing industry expertise and employer relationships in that field or related fields.*

**Evidence:** Self-assessment results, external review, and students/employer demand for internship/job opportunities and talent. Two-thirds of the student body takes advantage of one or more career center services, but questions remain about whether or not student, alumni and employer needs are being met with the highest quality of professional opportunities and talent. Capped number of hours available for career counseling, self-assessment measures with regard to serving students with diverse learning needs, external review recommendation.

**Expected Outcome:** Empower staff members as industry specialists to support both students and employers seeking opportunities and talent for internships and jobs in certain industries. Close the talent gap that currently exists between available jobs and those searching for them. Increase number of unique students that the counselors and/or other staff members meet with, while increasing satisfaction of students and deepening industry connections with employers. Explore how coaching models and online technology could engage students as active participants in their career preparation process and engage staff who are not certified counselors to assist with coaching around professional skills and internship or job search. Ultimately broaden and cross-train more staff members to engage and serve students.

**Timeline for Action:** Phased approach over next two years, completed by 2016

**Type of Action:** Resource Necessary (dependent on re-envisioned staffing model)

**Responsible Party:** Entire career center team

## **Goal 2: Advocate for adoption of *Connecting Waves* platform to support transformative Waves Hiring Waves strategy.**

### Actions:

1. *Advocate for University implementation of Connecting Waves platform to support mentoring, networking, internship and job search through connections with Alumni.*

**Evidence:** Pilot of system functionality, external review support, and University interest in further developing a Waves Hiring Waves strategy (University and Seaver strategic plans).

**Expected Outcome:** University adopts platform and career center serves as implementation leader in strategic development and use of the system to connect students and alumni with mentors as well as internship and job opportunities. Influence strategic use of the system in such a way that it promotes the creation of industry and region specific professional groups and promote use of system for the sharing of talent, career-related opportunities, and networking connections for all constituents.

**Timeline for Action:** 2013-14 – University Adoption & Implementation, 2014-15 – Strategic Scaling and Application of System for Career-Related Uses

**Type of Action:** Resource Necessary (though will likely be shared across departments)

**Responsible Party:** Career Services Leadership group under stewardship of Career Center Director, Amy Adams and Associate Dean of Students for Career Services and Civic Engagement, Brad Dudley.

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.*

**Evidence:** University funding and support of the alumni career services position and the addition of the Waves Hiring Waves initiative in the University and Seaver strategic plans, underscore the growing importance of these networking-building strategies.

**Expected Outcome:** Creation of measurable strategies that support and define the Waves Hiring Waves initiative. If possible, direct evidence of students and alumni securing internship and job leads through the implementation of these strategies. Success of this action does rely on

University adoption of the *Connecting Waves* platform (Goal 3: Action 1) so that the implementation of these strategies will be centralized and scalable.

**Timeline for Action:** 2014-2015 – contingent on adoption of *Connecting Waves* platform

**Type of Action:** Resource Neutral (If Goal 3: Action 1 is funded)

**Responsible Party:** Rachael Bratlien, Alumni Career Services Manager; Amy Adams, Career Center Director; Pepperdine Alumni Association and Seaver Alumni Affairs staff members.

**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.*

**Evidence:** External review recommendation and self-assessment.

**Expected Outcome:** Increased collaboration and communication around career service issues including technology, best practices, employer relations, and Waves Hiring Waves initiative. Ideally this group would meet at least once a quarter if not monthly.

**Timeline for Action:** Already Completed

**Type of Action:** Resource Neutral

**Responsible Party:** Career Center Director, Amy Adams and Associate Dean of Students for Career Services and Civic Engagement, Brad Dudley.

2. *Create and manage a Faculty Advisory Committee (2-3 times a year).*

**Evidence:** Self-assessment, external review faculty session, and positive outcomes associated with current faculty partnerships.

**Expected Outcome:** Increased visibility and advocacy among faculty members for the purpose of developing integrated career strategies that bridge classroom learning and career service offerings. Opening communication lines to leverage faculty industry knowledge and contacts in tandem with career center opportunities.

**Timeline for Action:** 2014-15 School Year

**Type of Action:** Resource Neutral

**Responsible Party:** Entire career center staff

3. *Leverage Connecting Waves platform to further engage alumni, parents, faculty, and University friends as mentors and employment leads.*

**Evidence:** External review, student consulting group, and self-assessment.

**Expected Outcome:** Provide tangible and measureable way for interested parties to get involved with supporting the career needs of students and alumni.

**Timeline for Action:** 2014-15 (contingent on Goal 3: Action 1)

**Type of Action:** Resource Neutral

**Responsible Party:** Entire career center staff

4. *Develop communication strategy to inform and inspire parents in their roles supporting student professional development and preparation.*

**Evidence:** External review and student consulting group recommendations.

**Expected Outcome:** Leverage interest and influence of parents by engaging them more actively in the career development process with their students. Powerful messaging featured in parent

newsletter, completed parent section on career center website, and early engagement of parents starting with NSO presentation “call to action.”

**Timeline for Action:** 2013-14 School Year

**Type of Action:** Resource Neutral

**Responsible Party:** Career Center Director, Amy Adams and Career Counselor, Wendy Berg

**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.*

**Evidence:** Students, faculty, administrators, and parents don’t understand the breadth of programs and services provided by career center, nor the influence they have on student success – external reviewers and student consulting group noted this specifically.

**Expected Outcome:** Increased collaboration and awareness across campus with regard to career preparedness and support. Make reports and statistics available online for prospective students, parents, and employers; share unique data sets with academic divisions to encourage future partnerships in preparing students for life after college. Share increasingly powerful student learning and job or graduate school data with administration in an effort to advocate for additional support for career services.

**Timeline for Action:** 2013-14 School Year

**Type of Action:** Resource Neutral

**Responsible Party:** Amy Adams, Career Center Director and other center staff

2. *Re-tool 4-year career plan offerings and dissemination strategies.*

**Evidence:** External review and student consulting group recommendation, as well as interest from prospective and current students.

**Expected Outcome:** Clarity for students about how early they need to think about career preparation and which programs and services are available to them at which stages of their college experience. Additional long-term outcomes might include this information being made available through a mobile application and the development of career-related courses that could be taken for credit.

**Timeline for Action:** In Progress

**Type of Action:** Resource Neutral (if promoted through online format)

**Responsible Party:** Delvin Glymph, Career Counselor

3. *Create specific program measures that align with student learning outcomes through the gathering of direct evidence.*

**Evidence:** Center lacks direct evidence for some programs or services areas; may be measuring too many things that don’t align with student learning outcomes; recommended by reviewers.

**Expected Outcome:** Clear direction for assessment and clear data sets from which to make future decisions and inform constituents about the unique value-add the center provides.

**Timeline for Action:** In Progress

**Type of Action:** Resource Neutral

**Responsible Party:** Amy Adams, Career Center Director

**Appendix 1: NACE Self-Study (see separate attachment)**

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**Appendix 2: Elite Consulting Written Report (see separate attachment)**

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**Appendix 3: Career Coaching Program Reflection Rubric**

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Student Learning Outcome	Beginning Professional Development Process	Engaged in Professional Development Process	Responding to the Professional Development Process	Can Prepare Professionally	Can Compete Professionally
Value	1	2	3	4	5
<b>Prepare &amp; Compete: Student can demonstrate skills needed to compete professionally in an increasingly diverse world of work.</b>	1. Student has awareness about his/her need to develop professional skills	1. Student has awareness about need for professional skills; 2. Student has actively participated in career center program/event or utilized services; 3. Student has had resume reviewed	1. Student has awareness about need for professional skills; 2. Student has actively participated in career center program, event, or services; 3. Student has had resume reviewed; 4. Student has begun internship or job search; 5. Student has started developing his/her professional network; 6. Student begins learning about intercultural competence; 7. Student engages in student employment, volunteer service, or campus leadership	1. Student has responded to professional preparation; 2. Student has developed professional skills; 3. Student has practiced interviewing; 4. Student understands value of tailoring documents for programs or positions; 5. Student exhibits confidence in internship and job search; 6. Student has actively participated in recruitment program/event	1. Student successfully secures internship, job, or academic opportunities; 2. Student negotiates for best salary and benefit package; 3. Student is a contributing member of a professional team or academic program; 4. Student/alumnus communicates a value for diversity and aspires to be interculturally competent

## Appendix 4: Resume Rubric

Resume Rubric					
Student Info	First & Last Name	Year in School	Major/Division		
Points	1	2	3	4	Score A
<b>Ability to Prepare &amp; Compete</b>	<b>Resume needs significant improvement and would be discarded during screening. (1-4)</b>	<b>Resume is average, needs improvement to rise to the "top of the stack." (5-8)</b>	<b>Resume could land you an interview (borderline case). (9-12)</b>	<b>Resume should effectively land you an interview. (12-16)</b>	
<b>Format</b>	This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling and/or grammar errors.	The font and spacing of this resume are not appealing and cannot be easily scanned. There are spelling errors and grammatical mistakes.	This resume almost fills the page, but has some uneven white space. There may be a single spelling or grammar error.	This resume fills the page but is not overcrowded. There are no grammar or spelling errors. It can be easily scanned.	
<b>Education Section</b>	This section is missing the most crucial information. Institution is listed, but not its location and graduation date is missing. The major is included, but not degree. No GPA is stated.	Information such as institution and its location, graduation date, and major are included, but degree and GPA are not listed. This section is not well organized and there is no order to how information is formatted.	This section is well organized and easy to read. It includes institution and its location, graduation date, major, and degree. GPA and "extra" information, such as study abroad and course work are missing.	This section is organized, clear, and well defined. It highlights the most pertinent information and includes: institution and its location, graduation date, major, degree, GPA, study abroad (as appropriate), and any relevant course work.	
<b>Experience Section</b>	There is no order to the descriptions of each position. Descriptions are not detailed and don't illustrate the experience. No locations and dates of employment are listed.	Descriptions are not presented in bulleted lists that begin with action verbs. Instead, complete sentences in paragraph form are used to describe positions. Places of work are included for each position, but not locations, dates, and titles.	Places of work, location, titles, and dates are included for each position. Descriptions are formatted as bullets beginning with action verbs, but are not detailed enough to help the reader understand the experience. Information does not relate 100 percent to the intended career field.	This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and formatted as bullets beginning with action verbs. (This section could be split into related and other experience.)	
<b>Honors/ Activities</b>	This section is missing—or contains very little information. Organization titles or dates of involvement are not included, and there are no descriptions.	This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed; the organization, not individual involvement in each, are described.	This section includes all necessary information, but is difficult to follow. Leadership roles within organizations are listed, but skills are not defined. Dates of involvement are listed.	This section is well organized and easy to understand. Activities and honors are listed, and descriptions include skills gained and leadership roles held. Dates of involvement are listed.	
				<b>Total Score When First Received</b>	<b>/ 16</b>

**Appendix 5: Mock Interview Critique Form/Rubric**

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<b>Mock Interview Critique Form</b>
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**Interviewee Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

All applicants are expected to bring an appropriate cover letter, resume, and job description to a mock interview. Interviewer: Please place an "X" in the appropriate box and make comments.

Appearance	Excellent	Very Good	Fair	Needs Improvement
Dress				
Grooming				
Body Language				
Eye Contact				

Comments:

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Attitude	Excellent	Very Good	Fair	Needs Improvement
Interested in position				
Self-confident				
Pleasant tone				
Facial expression				

Comments:

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Verbal Communication	Excellent	Very Good	Fair	Needs Improvement
Speaks clearly				
Avoids slang				
Emphasizes assets				
Courteous and polite				
Expresses enthusiasm				

Comments:

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Qualifications	Excellent	Very Good	Fair	Needs Improvement
Education				
Skills				
Suitable Experience				
Seems dependable/punctual				

Comments:

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## Mock Interview Critique Form

Resume	Excellent	Very Good	Fair	Needs Improvement
Clear organization				
Specific description of skills/experience/education				
Strong verbs				
No typos/formatting errors				

Comments:

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Cover Letter	Excellent	Very Good	Fair	Needs Improvement
Relevant to the position				
Communicates interest				
Highlights qualifications				
No typos/formatting errors				

Comments:

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**Interviewer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Interviewer Name:** \_\_\_\_\_

**NACE Self-Assessment  
Seaver College Career Center  
Five-Year Program Review 2012-13**

Rating Scale:  
1 = Does not meet standard or program is deficient;  
2 = Partially meets standard/program performance could be improved;  
3 = Fully Meets Standard

Assessment Categories	1	2	3	N/A	Comments
<b>I. Mission (Amy &amp; Brad)</b>					
1. Career services must support the mission, academic programs, experiential programs, and advancement of the institution to promote student learning and student development.			x		Annual report p. 1, FYS, Internships, Project e(x)ternship etc.
2. Career services must assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.			x		Career counseling, action plans, MBTI, employer relations, recruitment events
3. Career services should help students and other designated clients to:					Career counseling, student employment (skills gained), Career Coaching Program, Project e(x)
a. develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.			x		
b. obtain educational and occupational information to aid their career and educational planning, and to develop their understanding of the world of work.			x		Occupational Outlook Handbook, O*Net, Vault partnership (low usage), Career Mentoring, Informational Interviews, Project e(x)
c. select personally suitable academic programs and experiential opportunities that optimize their future educational and employment options.			x		Choosing a major/industry, internship options, SE options, on-campus recruitment, building experience
d. take responsibility for developing their career decisions, graduate/professional school plans, employment plans, and/or job-search competencies.			x		
e. prepare to find suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and occupational requirements.			x		
f. gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities.			x		

g. link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities.					Stepped up linking with alumni, but still have room to grow with developing professional organization involvement and other industry tie-ins
h. use technology to enhance the career development process.					web 1.0 to 2.0 to mobile, CareerSpace, TripleCreek...desire to move toward APP's and mobile ease of use
i. seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program.					
j. prepare to manage their careers after graduation.					job rates, career coaching program, alumni career services,
4. Career services must consider the needs of all students of the institution in designing and delivering programs and services.					career mentoring program, 2/3 of student body, outreach to FYS, outreach to clubs/orgs, faculty partnerships
5. As career issues are addressed by different units within the institution, career services should provide leadership to the institution on career development concerns and linkages, and/or coordination among career-related programs and services where appropriate.					internships, academic/faculty partnerships, Career Week
6. Career services must incorporate student learning and student development in its mission.					mission statement, goals, curriculum map, SLO's
7. Career services must develop, record, disseminate, implement, and regularly review its mission and goals.					Annual reports
8. Career services should develop positive relationships with employers and other external constituencies.					Employer relations, Malibu Retreat, on-campus recruitment, fairs
9. Career services should support the institutional outcomes assessment and other relevant research endeavors.					
<b>II. Program Components</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
10. The key program components of the career services function must be clearly defined and implemented in alignment with:					
a. the career development perspectives and needs, and the academic and occupational interests of students and other clients.					How do we support academics - FYS, academic internships; internships and experience building

b. current research, theories, and knowledge of career development and learning.				x	NACE, UCAN, CLASIC, peer/aspirational institutions and colleague dialoge
c. contemporary career services practices.				x	
d. the needs of external constituents, economic trends, opportunities, and/or constraints.				x	OCI, employer relationships,
e. institutional priorities.				x	strategic plans and support of administration - aligning with institutional documents to support overall mission
f. resources.				x	We work within our means
11. Career services must work collaboratively with academic divisions, departments, individual faculty members, student services, employers, and other relevant constituencies of the institution to enhance students' career development.				x	FYS, mock interviews, internships, recruitment, professional development, classroom presentaitons
12. Career services should promote career development for students as integral to the mission of the institution.				x	Central to mission...."purpose" and connect to GP quote
13. The institution should integrate career planning into student employment and experiential education programs.				x	Independent but collaborative offices - survey data about experience leading to jobs
14. Career services staff should provide information on programs and services through institutional print and electronic media, campus publications, presentations, outreach, and orientation programs.				x	Website, NSO parent/student presentations, digital signage, admissions recruitment, campus presentations, Graphic newspaper, post cards/posters/signage, email blasts, Social Media
15. Career services should provide information on career and employment topics, and the ethical obligations of students, faculty, employers, and others involved in the employment process.				x	always need to revisit and grow - here's how we're doing this, but there is always a need to keep a pulse on changes and their impact
<b>II-A. Career Advising/Counseling (Wendy &amp; Delvin)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
16. The institution must provide career advising/counseling to assist students and other designated clients at any stage of their career development.				X	

17. Career services should provide career advising/counseling services that encourage students to take advantage of career services as early as possible in their academic programs.		X			We provide this encouragement at first year seminars, but we do not speak with all seminars, so we are missing chunks of our population.
18. Career services should provide career advising/counseling through scheduled appointments and drop-ins with individuals, group programs, career planning courses, outreach opportunities, special events, information technology, and/or any other available resources.		X			We are not currently offering counseling groups (past attempts have failed) and Pepperdine has not adopted a career advising/planning curriculum.
19. Career services should offer career advising/counseling services that refer students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling.		X			We do not refer to outside resources because we have our own internal resources such as the counseling department, academic advising, faculty advisors, and temp agencies (our one identifiable outside resource).
20. Career services should offer career advising/counseling services that help students explore careers through part-time employment and experiential education programs.		X			There may be room for growth here, but we currently offer internship support, Randall Program, Project Externship, and informal pairings with mentors
21. Career services should offer career advising/counseling services that maintain appropriate records for future work with the students.			X		We maintain counseling notes both in CareerSpace and more detailed notes in our personal files.
22. Career services should offer career advising/counseling services that help students to assess their skills, values, and interests, and understand how they relate to academic and co-curricular options and career opportunities.			X		We provide a full battery of career assessments including skills, values, interests, and personality and we help students relate these to career and learning opportunities.
23. Career services should offer career advising/counseling services that help students develop and apply job-search competencies and decision-making skills.		X			We offer job search coaching including job search strategies, interviewing, and networking. We also help students evaluate their options objectively and discuss barriers to decision-making

24. Career services must help students and other designated clients make career choices based on accurate self-knowledge and information about the world of work.				X	We encourage students to know about themselves through the career assessment process and we encourage them to know about the world of work through the O*Net and Occupational Outlook Handbook. We also encourage students to meet with mentors to learn about the world of work.
25. Career services should recognize that career decision making is inextricably linked to additional psycho-social, personal, developmental, and cultural issues and beliefs.				X	Career Counselors are trained in counseling techniques that address psycho-social, personal, developmental and cultural issues/beliefs in our students/clients.
26. Career services should help students obtain, evaluate, and apply occupational, educational, and employment information.				X	
27. Career services should help students establish short-term and long-term goals.				X	Career counselors help students set counseling goals and longer term career goals
28. Career services should help students and other designated clients explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education, and/or other career-related activities.				X	
29. Career services should assist students and other designated clients				X	Career counselors help students as they address their own disabilities or other barriers that may hinder their career development.
with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.					
<b>II-B. Career Information (Wendy, Delvin, Lindsay)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
30. Career services must make current and comprehensive career information accessible to students and other designated clients as they explore and make career decisions.				X	Our office makes current and comprehensive career information accessible to students through the website, presentations, and individual counseling sessions.
31. Career information should include the following categories:					
a. self-assessment and career planning				X	

b. occupational and job market information			X		
c. graduate and professional schools			X		
d. employment/job search			X		
e. job, experiential education, and internship listings			X		
f. employer information		X			We limit access to this information to staff.
32. Career services must provide resources to help students and other designated clients assess and relate their interests, competencies, expectations, education, experience, personal background, and desired lifestyle to the employment market.			X		We provide access to the O*Net and Occupational Outlook handbook, both of which provide specific links to interests, etc... and what's available in the employment market.
33. Career information should provide information on graduate and professional academic programs and other continuing education programs.			X		We provide access to library resources as well as websites specific to the gradschool search (e.g. gradschools.com and the princeton review).
34. Career services should use information technology to give students, staff, and other designated clients access to career information available on the Internet and via other computer resources.			X		Our center offers Internet sites only. There are many good software programs available such as Discover and Sigi that can be helpful to students researching a variety of careers.
35. Career information should be conveniently available in a variety of media appropriate for different learning styles and special needs.	X				We do not currently offer career information in a variety of media. It's just one format--the Internet.
36. Career information resources must be accessible and organized with an appropriate classification system that is user-friendly, flexible, and adaptable to change.	X				The online websites we offer are accessible and classified, but not necessarily user-friendly and not flexible and adaptable.
37. Career information facilities should be staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.			X		The Career Counselors are competent in using career-related information technology and accessing the information to help students.
<b>II-C. Employment Services (Tiffany, Lindsay, Nancy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>

38. Career services must assist students and other designated clients in exploring a full range of career and work possibilities that match their career goals.			X		
39. Career services must assist students and other designated clients in preparing job-search competencies and tools to present themselves effectively as candidates for employment.			X		Resume prep, cover letter prep, mock interviews, etc... Starts in freshman seminar and continues through alumni.
40. Career services must assist students and other designated clients in obtaining information on employment opportunities and prospective employers.			X		When we can't give the information they're seeking, we teach them HOW to search and secure information about employment opportunities and prospective employers.
41. Career services must assist students and other designated clients in connecting with employers through campus interviews, job listings, referrals, direct application, networking, publications, and information technology.			X		
42. Career services must assist students and other designated clients in making informed choices among a variety of options.			X		
43. Career services should develop and maintain relationships with employers, alumni, and other entities that provide career development and employment opportunities for students and other clients.			X		We currently host an employer retreat, send frequent emails, and utilize social media to promote our "core employers," but we could be doing more to reach the broader group of employers who have recruited Pepperdine students and alumni in the past.
<b>II-D. Graduate School Planning (Wendy &amp; Delvin)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
44. Career services must assist students and other designated clients in identifying graduate or professional school programs that match their career goals.			X		We offer a graduate school guide and tailored advising to help students with their graduate/professional school choices/goals.
45. Career services must assist students and other designated clients in effectively presenting themselves as graduate/professional school candidates for further study.			X		We offer interviewing for professional schools and we edit personal statements. There is likely more we can be doing in this area.

46. Career services must assist students and other designated clients in obtaining information on graduate/professional school programs through a variety of sources.		X			
47. Career services must assist students and other designated clients in connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and information technology.		X			We offer these services via the career fairs, information sessions, publications, individual counseling, our website and our graduate school guide.
<b>II-E. Experiential Education (Amy &amp; Nancy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
48. The institution must provide experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.			x		Student employment, internships (CareerSpace & UCAN), Randall Internship Scholarships, volunteer jobs (Boys & Girls Club, Jumpstart), service learning (as handled by PVC and faculty), Project e(x)ternship Job Shadowing
49. Career services should provide, or work closely with other departments that provide, experiential education opportunities.		x			Continue to work with Dean's Office to unify internship policies, procedures and practices across campus; provide syllabi and share best practices for new faculty teaching internships; work to build employer relationships in industries where students most commonly intern. There is room for increased collaboration with specifically the Communication Division and International Programs experiential learning opportunities.
50. Career services should help students develop strategies for finding and pursuing financial resources to support experiential education options.		x			Randall internship program enables students to off set their commuting and other costs associated with their internship when they complete an internship for graded credit.

<p>51. Experiential education programs should help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.</p>		x			<p>We have a long history of cultivating relationships with employers who provide adequate supervision and opportunities for students to reflect upon their learning. One new challenge we face is the number of new employers who want to host students; unfortunately we do not have the time, money, and staff resources to consistently send staff out to conduct site visits to confirm a healthy learning environment for students.</p>
<p><b>III. Program Management (Brad)</b></p>	1	2	3	N/A	<p><b>Comments</b></p>
<p>52. The institution must appoint, position, and empower a leader or leadership team to manage career services and align career services with the mission of the institution and the needs of the constituencies the institution serves.</p>			x		<p>The director was hired following a rigorous interview process that included broad representation across the university. In the first month, she met with the Dean and President. The Director serves on the Student Affairs Cabinet and the Alumni Leadership Council. Further, she has become increasingly engaged with NACE which further strengthens her both at the institutional and national levels.</p>
<p>53. If career-related services are offered by several units, the institution must designate a leader or leadership team that will be responsible for coordinating the institution's programs and services for students.</p>				x	
<p>54. Programs and services must be structured purposefully and managed effectively to achieve stated goals.</p>			x		<p>Programs are tied to the the center's mission and the university mission. Each year strategic initiatives are set and assessed. The are reported on in the Annual Report.</p>

<p>55. Evidence of appropriate structure should include current and accessible policies and procedures; written job descriptions and regular performance reviews for all employees; functional workflow or organizational charts; facilities appropriate for career services functions; and defined service standards</p>				<p>The director completed a review of all the job descriptions and updated them appropriately. Annual reviews are conducted for all staff members in the Summer. The organizational chart identifies clear structure and student staff are assigned appropriately. The Career Center relocated as a university strategic decision following the Five-Year Program Review. The space was designed to accommodate an instructional area and collaborative space.</p>
<p>56. Evidence of effective management should include strategic and operational planning processes; clearly defined areas of responsibility; effective communication practices; decision-making and conflict-resolution procedures; accountability systems; sound fiscal management practices; and proof of continuous improvement.</p>				<p>The director conducts strategic planning is conducted with the staff and with the associate dean responsible for the area. This process take place in the late spring/early summer of each year. Monthly reports reveal progress and areas of improvement. In addition to the staff meeting, the director has a weekly 15 minute stand up meeting with the staff to encourage collaboration and to ensure that communication lines are open. The director has weekly meetings with each staff member to both support the staff and to maintain accountability. The consistently operates on a balanced budget. The annual report details a culture of continuous improvement.</p>
<p>57. Review processes for policies, procedures, and budgetary issues must be defined and occur on a regular basis.</p>				
<p>58. Career services leaders should coordinate efforts with other career services providers in the institution to integrate career services into the broader educational mission. Key constituencies of career services should be identified and their needs reflected in the mission and goals of the unit. Priorities for services should be defined.</p>				<p>Career Week is a good example, and not the only one, of the director's coordinating role and of the leadership of Seaver College among Pepperdine's career centers. This efforts stands a model for the importance of convening the career center directors on a regular basis to set strategic direction and to have a unified voice.</p>

59. Career services leaders must be advocates for the advancement of career services within the institution.			x		The director is well-known at all levels of the institution. She serves on committees, councils, and the cabinet. She is a known advocate for high-quality career services.
<b>IV. Organization (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
60. The external and internal organization of career services, including its place within the institution, must support its mission.			x		We work diligently to uphold the principles and standards of the larger career services community by empowering students to build the professional skills needed to compete and succeed professionally.
61. To help ensure student learning and development, career services must be purposefully structured to achieve stated goals. Such structure must include current policies and procedures, organizational charts, clearly stated expectations for services delivery, and written performance expectation for all employees.			x		Our organizational structure clearly delineates the roles and responsibilities of each team member as it pertains to the specific dissemination of their respective services; each position held in our office includes a thorough job description, percentage of time to task recommendations, and each employee undergoes regular one-on-one sessions and an annual review process.
62. The career services office should be structured to ensure effective functioning of student services.			x		While the office is organized in such a way that it is easy to identify which students should connect with which staff/services, there are challenges to this more siloed model. The greatest challenge is that those conducting employer relations and approving jobs are not the same people meeting with students. It can be challenging to ensure that the flow of information about opportunities moves between these two types of professionals.
63. Staff titles, roles, and reporting lines should support the efficient and effective delivery of career services and programs.			x		With a small team, each of the six staff members reports to the Director of the Career Center. Student staff report to their respective supervisors, while the Career Ambassadors report specifically to one of the Career Counselors with additional oversight from the Director.

<p>64. Career services must be organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.</p>			x	<p>Our team continues to build partnerships internally and externally to support all constituents - everyone on the team works with a variety of student groups (clubs, organizations, individuals) to diversify the kind of students we reach year over year; counselors and the internship coordinator work very closely with faculty; the Director works closely with other departments across campus including admissions, advancement, alumni, integrated marketing, IT, and the Dean's Office; all members are engaged with Student Affairs; the alumni career services coordinator tends to the needs of alumni specifically, with support from the counselors and events coordinator; the internship coordinator, employer relations coordinator and office manager maintain relationships with employers - both alumni and other.</p>
<p>65. The external organization, e.g., reporting lines of career services within the college/university, should provide optimal visibility and institutional support. The unit to which career services reports should allow for efficient and effective delivery of career services within the institution.</p>			x	<p>While we have the support of the Dean of Students, the Dean of Seaver College, and the President of the University (with specific reference to the development of Career Services in the strategic plan), we do function in a decentralized model where each of the five schools of Pepperdine have their own Career Center. This can prove challenging when dealing with employers who want to recruit from various parts of the institution as well as when we seek to engage alumni as recruiters or as job seekers when they have an affiliation with one or more of our schools. Although the decentralized model allows us to uniquely tailor our services and programs to students and alumni of our school, there are likely synergies that are missed and standards that are inconsistent due to the siloed and decentralized model we follow.</p>

<p>66. The internal and external reporting relationship of career services should support related student outcomes, which are reflected in the departmental mission statement.</p>					<p>We seek to cultivate student learning in four specific areas which are reflected across our programs and services: 1. Explore &amp; Discover: Describe sense of self, purpose, and God's call in one's life; respect diversity in others; 2. Prepare &amp; 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.</p>
<p><b>V. Human Resources (Amy)</b></p>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>N/A</b></p>	<p><b>Comments</b></p>
<p>67. Career services must have an adequate number of qualified professional and support staff to fulfill its mission and functions.</p>			<p>x</p>		<p>Staff adequately reflects the needs and constituent groups most highly served.</p>
<p>68. Career services must embrace fair employment practices and must be proactive in attracting and retaining a diverse staff.</p>			<p>x</p>		<p>See #70</p>
<p>69. Career services must institute hiring and promotion practices that are fair, inclusive, and nondiscriminatory.</p>			<p>x</p>		<p>Annual self-assessment and review process creates positive cycle of feedback and fairness among staff; promotional practices are limited and challenge the department to grow and maintain high qualified staff as they desire to grow</p>
<p>70. Programs and services should employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.</p>			<p>x</p>		<p>Some positions are posted to target under-represented backgrounds; others are posted on our general university website; as student population changes we seek to mirror their diverse make up in our staff members. Could market positions more broadly if pool required the need for more diverse applicants.</p>

71. Career services must be staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively.			x		We engage in competitive hiring practices where we value experience, expertise, compency, and Christian mission.
<b>V-A1. Management and Administration (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
Primary program functions and their related core staffing competencies and knowledge domains are defined below and more specific information is contained in Section V of the professional standards. Rate the competencies from a total staffing perspective, not an individual perspective.					
72. Needs assessment and satisfaction measures			x		Easily assess unique needs of each student and instruct them to connect with internal staff accordingly - staff is well informed about each positions expertise; semester-end satisfaction surveys reflect customer demands being met.
73. Program design, implementation, and evaluation			x		
74. Strategic and operational planning			x		
75. Program integration and integrity			x		Closed gap between "Internship Office" and "Career Center" usage to ensure that student recognize when they are utilizing the Career Center; Career Coaching and Project e(x)ternship are examples of where integrative requirements and services prepare students to gain the most they can from those programs.
76. Staffing			x		Have made sound hiring decisions and enjoy the commitment of professional and para-professional staff members in a collaborative enironment. Rehired four out of six positions; conduct regular performance reviews; address ongoing needs and requests for leave as they arise.

77. Staff development and supervision				x	Meet regularly with every member of the team; create collaborative task forces to empower and engage diverse members of the team in problem solving and solution building; engage with regular Student Affairs and HR related professional development programming; in office training on systems, programs, and other related areas are supported at a division-wide level.
78. Budget planning and administration				x	
79. Political sensitivity and negotiation skills				x	
80. Synthesis, interpretation, and reporting of current and longitudinal information				x	Monthly, quarterly, annual reports - five year program reviews
<b>V-A2. Program and Event Administration (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
81. Needs assessment				x	Work collaboratively to link new programs and events to data-driven needs for programming and events.
82. Goal setting				x	Goals typically relate to the learning outcomes for student participants.
83. Program planning				x	
84. Implementation and evaluation				x	Implementation we function at a 3; but we have work to do in finding unique and meaningful ways to capture the student learning that occurs through our programs and events.
85. Budget allocation				x	Utilize all resources to produce high quality and diverse events every year.

86. Time management			x		This can be tricky in the world of events in general, but our team does a great job at getting out in front of the great number of events and programs that we run and ensure execution and success.
87. Problem solving			x		This is a given part of any event/program planning job.
88. Attention to detail			x		
<b>V-A3. Research and Student Learning/Development Outcomes (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
89. Identification of relevant and desirable student learning and development outcomes			x		Have clearly developed student learning outcomes; working to develop new curriculum map to represent these outcomes as they correlate with our programs and services.
90. Outcome-oriented programming		x			
91. Research-based evidence of program impact on student learning and development outcomes			x		
<b>V-A4. Career Advising/Counseling and Consultation (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
92. Needs assessment and diagnosis			x		Professionally trained counselors have well developed analytical skills for identifying student needs
93. Intervention design and implementation			x		When the intervention required supercedes counselor training in career services, students are referred to the Counseling center for additional emotional support. Otherwise, counselors conduct a needs assessment, testing, and engage in exploratory conversation to determine where a student is at and how they can best intervene to empower them in moving forward. This can occur in the beginning of a relationship or repeatedly through the process.

94. Test administration and interpretation			x	MBTI, Strong Interest Inventory, StrengthsQuest, SkillsScan, First-Year Seminar Presentations
95. Counseling			x	Both counselors have sufficient training about how to address the unique needs and challenges of students wherever they may be in their professional journey. Student surveys come back primarily positive about their ability to address these unique needs.
96. Feedback			x	Mock interviews are a good example of how/when the counselors provide feedback to students. Utilizing the interview rubric, counselors assess the student throughout the interview and then offer them feedback and coaching around areas of strength and need for improvement. A similar rubric is used to offer consistent feedback to students and alumni about resumes.
97. Evaluation			x	Counselors often provide student with "homework" or action items that they're meant to complete before returning. These tools are intended to empower the student in their professional preparedness process where they are encouraged to take an active role in their success. Counselors will often evaluate the student's commitment to this process by reviewing assignments when students return.
98. Advising			x	To a certain degree, the career counselors do not provide academic advising to students (they get this in a different office), however they do advise students about how to explore their career options, how certain majors can prepare them for choice industries, and how building their resume through gaining professional experience will help them both explore and discover the skills they'll need for an entry level job or graduate school.

99. Empathy and interpersonal sensitivity			x		Both counselors are especially attentive to the emotional needs and challenges of college students. Again, most student survey responses suggest satisfaction with counselors around the concept of care and concern.
100. Ability to work with individuals and groups			x		One on one sessions and class/club presentations - both counselors are well versed in working in both environments
101. Use of career, occupational, and employment information			x		The counselors consistently refer students to O*Net and the Occupational Handbook among other tools; however this may be an area where our counselors have room to grow to develop and even broader range of resources they can direct students to, and to develop increasing broad knowledge themselves of industries and fields available to students.
<b>V-A5. Teaching/Training/Educating (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
102. Needs assessment			x		Consistently identify opportunities to teach and present throughout campus community - classes, webinars, events, workshops - identify needs based on data collected or on specific requests of students/faculty
103. Program/workshop design and delivery			x		Maintain high standards for program design and delivery - ensure that content is applicable, sessions are interactive, and students engage in learning process
104. Researching, evaluating, and integrating information			x		Presentations and teaching documents are reviewed annually or on a session by session basis to make sure they reflect the most current data and information pertinent to students and other learners.

105. Effective teaching strategies				x	Teaching strategies vary by professional, but we continue to leverage the strengths of each staff member within the most appropriate context. Most members of the team aim to keep content engaging, relevant, challenging, and again, include interactive components in program to keep participants engaged.
106. Career coaching				x	Professional development sessions are hosted in a variety of formats throughout the year. Specifically, Career Coaching in our best context, is supported by alumni professionals out in the work force who serve in tandem as volunteer teachers and mentors to students in one of our competitive career preparation programs. Beyond that, perceived "experts" on the team will take on other opportunities to provide coaching to those in need.
107. Career mentoring				x	Mentoring grows in importance at Pepperdine - students now have three different ways to engage with mentors through the Career Center specifically: Career Coaching Program; Project e(x)ternship; Career Mentoring (year round)
108. Work with individuals and groups				x	Our team excels in being able to work one on one with students and alumni as well as address the needs of mid to large sized groups.
109. Work with diverse populations				x	We continue to seek ways of reaching our underserved and unreached students. Specific areas of focus currently include: first-generation or underrepresented students (Career Mentoring/Internships); International Students (Career Counseling/Workshops TBD); Athletes; non-business majors (TBD).

110. Use of technology for delivery of content		x			Our presentations and teaching almost always rely on PowerPoint or Prezi visuals for participant impact; however there may be other creative ways to include polls, apps, "flipped" class sessions and other types of technology to increase student learning in our sessions.
<b>V-A6. Marketing/Promoting/Outreach (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
111. Needs assessment and goal setting			x		Marketing, promotion, and outreach are paramount to every event/program that we run and to the department as a whole - see sample marketing materials. Utilize various on-campus outlets, print, Graphic, digital signage, rock, postcards, larger posters, classroom presentations, tabling, email blasts to students, faculty, office managers, word of mouth, Career Ambassadors.
112. Written and interpersonal communication		x			Overall, written and verbal communication is strong throughout the office. Some individuals are better writers or speakers than others. I'd like every member of the team to excel in both categories.
113. Public speaking			x		Overall, written and verbal communication is strong throughout the office. Some individuals are better speakers than others, but everyone can speak effectively in front of employers, students, faculty, or other colleagues.
114. Domestic and international job and experiential learning opportunity development			x		We excel in cultivating internship and job opportunities domestically in Los Angeles. We're challenged to develop these opportunities nationally or internationally, but have access to UCAN (national internships) and JobCentral.com (national/international jobs) that broaden this reach.

115. Relationship development and management					Collaboration and relationships are a primary key to success at Pepperdine because our best programs and events are promoted in tandem with other departments, faculty members, and student organizations. Some staff members excel in this arena more than others.
116. Effective use of print, web, and personal presentation methods					See #111; website is being revamped for more clear and easy access
117. Sales and closing techniques					Whether securing employers for an event, or students for a program, the staff is committed to trying every approach to closing as possible.
118. Development/fundraising strategies					There is definite room for growth in this area. We secure funds every year from the Seaver Board of Visitors and the Randall program, however, there are opportunities to develop a sponsorship model for events and/or employer relations while also raising awareness and support to secure a department endowment.
119. Marketing principles/strategies					The team continually assesses the effectiveness of marketing techniques and strategies to further refine messaging, dissemination, and ultimately, return. An example of this is in post-event surveys, the question is always asked - How did you hear about this event?
<b>V-A7. Brokering/Connecting/Linking (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
120. Organizing information, logistics, people, and processes toward desired outcomes					Our programs and services successfully run, so this is obviously accomplished to a certain degree; one challenge area is the dissemination of information between employer relations staff members and the career counselors who meet with students.

121. Consulting		x			We often consult or partner with student orgs, professors, or other campus entities to provide data, evidence, resources, supplementary training, and/or industry and employment trends related to the market.
122. Building and managing advisory boards				N/A	We don't have any boards.
123. Interpersonal skills			x		You have to love people to work in this profession. Our team is exceptional in the way that they tend to the needs of students, alumni, and employers.
<b>V-A8. Information Management (competencies) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
124. Organization and dissemination		x			CareerSpace helps centralize our information on students, alumni, and employers - this year we migrated internships into this system unify our processes and access; however we still struggle with getting the right information into the hands of the right constituent at the right time.
125. Storage and retrieval		x			The share drive is a repository of information accessible to the entire team. Generally, members can reference data as needed from this resource or Xythos (Student Affairs) or other University-wide systems.
126. Computing systems and applications			x		On the whole, the staff is technologically competent, moving between web-hosted platforms, CareerSpace, and online or print resources.

127. Data entry and analysis					With the reporting of student counseling notes, everyone on the team has become more accustomed to completing required data entry that represents their work. However, the analysis of the data can at times be limited to the director of the department; with the increase in assessment measures and dependent analysis, it is increasingly important for other members of the team to apply themselves in this way.
128. Acquisition of appropriate career resources				x	Counseling materials are continually adapted and cultivated every year to serve the needs of students, alumni, and employers.
129. Web design and management				x	Again, we are currently revamping our website and it's interactive elements.
<b>V-B1. Position Qualifications (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
130. Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with career services constituency groups and in highly specialized functions.				x	Each hire was made from a competitive pool with extensive regard to both appropriate skill development mission fit for the department and college.
131. Career services must develop and maintain job descriptions for all staff members and provide regular performance appraisals.				x	Last year each job description was reviewed and updated to reflect the most current position requirements. Each employee is reviewed every summer through a self-assessment and feedback session.
132. Career services must have a regular system of staff evaluation and provide access to professional development opportunities, including in-service training programs and professional conferences/workshops.				x	The evaluation process takes place annually in the summer, but staff meet in one-on-one sessions with director regularly to facilitate ongoing discussion and areas for growth. Professional development opportunities are offered throughout the year through Student Affairs, Human Resources, webinars, CLASIC Consortium, and other professional conferences and meetings (NCDA, NACE, UCAN).

133. Salaries and benefits for staff must be commensurate with similar positions within the institution, in similar institutions, and within the relevant geographic area.						Salaries are on par with similar positions at the institution and with benefits included are relatively competitive in the market. Salaries do fall under higher paid peers at institutions like USC.
134. All staff members must be trained in legal, confidential, and ethical issues related to career services.						We regularly review issues of equal opportunity, the Fair Labor Standards Act, and other applicable issues (related to confidentiality etc). as they relate to the work we do.
135. Career services professionals must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect career services.						See #132
136. Staff training and development are ongoing to promote knowledge and skill development across program components.						Training primarily occurs during on-boarding, as needed, with the implementation of new technology or processes, or through larger University or Student Affairs-wide efforts. There may be room to develop more regular training exercises to further grow staff members in their respective areas.
<b>V-B2. Leadership by Career Services Managers (Director, Associate Director, Assistant Director) (Brad)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>		<b>Comments</b>
Effective and ethical leadership is essential to the success of all organizations. In career services, that leadership comes from members of the management team, including the director, associate directors, and assistant directors.						
137. The institution must appoint, position, and empower career services leaders at various levels within the administrative structure to accomplish the stated mission and goals.						As a small school, the Seaver Career Center has a staff of 6 including the director, the coordinators, counselors, and office manager report to the director.
138. Career services leaders at various levels should be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.						The director was appointed to her role following an extensive interview process that included all staff members, university administrators, faculty, and students.

139. The institution must determine expectations of accountability for leaders and fairly assesses their performance.					The director meets weekly with the associate dean responsible for the area to discuss achievements, struggles, strategy. The director receives ongoing feedback and an annual performance review.
140. Leaders in the career services unit must exercise authority over resources for which they are responsible to achieve their respective missions.				x	The director is the budget manager for the area.
141. Career services leaders must:					
a. articulate a vision for their organization.				x	
b. set goals and objectives based on the needs and capabilities of the population served.					
c. promote student learning and development.				x	
d. prescribe and practice ethical behavior.				x	
e. recruit, select, supervise, and develop others in the organization.				x	
f. manage financial resources.				x	
g. coordinate human resources.				x	
h. plan, budget for, and evaluate personnel and programs.				x	
i. apply effective practices to educational and administrative processes.				x	
j. communicate effectively.				x	
k. initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area.				x	
142. Career services leaders should identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.				x	This is a challenging to every fully claim achievement. Notable examples of the directors effectiveness in this area is the migration of internships into CareerSpace and working with the dean's office to address expectations related to student internships. This complex work took more than a year and improved employer and student access to internships.

143. Career services leaders should promote campus environments that result in multiple opportunities for student learning and development.			x		The director actively supports students gaining multiple experiences beginning with her presentation to first-year students and their parents. She has a working relationship with Student Employment to promote student experience and is well respected among her peers in Student Affairs.
144. Career services leaders must continuously improve programs and services in response to changing needs of students and other constituencies, and evolving institutional priorities.			x		Evidence of continual improvement in detailed in the annual report.
145. If career components are offered through multiple units, the institution should designate a leader or leadership team to provide strategic direction and align career services with the mission of the institution and the needs of the constituencies served.				x	Each school has a autonomous career center. Seaver College has often played a coordinating role, but in an unofficial capacity.
146. Career services leaders should coordinate efforts with other units in the institution providing career components to integrate career services into the broader educational mission. Key constituencies served by each unit are clearly identified and reflected in the mission and goals of the unit.			x		The career center functions as a resource for academic divisions that conduct career related opportunities. An example is the Business Division's Boot Camp.
147. Career services leaders must be advocates for the advancement of career services within the institution.			x		
148. Career services leaders must participate in institutional decisions about career services objectives and policies.			x		
149. Career services leaders must participate in institutional decisions related to the identification and designation of students and others served.			x		The career center conducts programs to appeal to a wide range of students and assesses participation.
150. Decisions about students served should include type and scope of services offered and the fees, if any, that are charged.			x		
<b>V-B3. Professional Positions (Career Counselors and Advisers, Employee Relations Coordinators, Consultants) (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>

151. Career services professional staff members must hold an earned graduate degree in a field relevant to the position they hold or possess an appropriate combination of educational credentials and related work experience.			X		Both have masters in counsleing, once has a certificate in Career Counseling; the internship coordinator has a PhD
152. Professional staff members must have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers, as well as in highly specialized functions, such as career and employment counseling, employment opportunities, cooperative education, internships, work-study, graduate school advising, computer technology, etc.			x		
<b>V-B4. Pre-Professional Positions (Amy &amp; Wendy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
153. Paraprofessionals, interns, and graduate assistants must be carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.			X		
154. Degree- and credential-seeking interns should be qualified by enrollment in an appropriate field of study and by relevant experience.		X			Due to the nature of their work, it is not necessary to be in a particular field of study.
155. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.			X		
<b>V-B5. Student Employee and/or Volunteer Positions (Amy, Wendy, Stephanie)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
156. Student employees and volunteers must be carefully selected, trained, supervised, and evaluated.			X		Career Ambassadors were selected using a matrix that included writing skills, GPA, interview, experience, and suitability for positions of interest.
157. Student employees and volunteers must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.			X		For Student Assistants hired in Fall 2012, "Student Assistant Resource Guide 2012-2013" and "SCCC Operational Guide" were used to train students. Career Ambassadors are trained using the "Career Ambassador Resource Guide".

158. Student employees and volunteers should be provided with clear and precise job descriptions, pre-service training based on assessed needs, and continuing educational development. Training should include customer service, program procedures, and information and resource use.			X		Student Assistants: See "Student Assistant Resource Guide 2012-2013" and "SCCC Operational Guide 2012-2013". Career Ambassadors were trained from the "Career Ambassador Resource Guide" and customer service, program procedures, and information and resource use were covered.
<b>V-B6. Support Staff and Technical Positions (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
159. Each organizational unit must have adequate administrative and technical staff to accomplish its mission.		x			Every person on the team has some level of competence working with information systems and technology - however we do not have someone designated to this role, which can be taxing and challenging at times.
160. Such staff must be technologically proficient and qualified to perform their duties, knowledgeable of ethical and legal uses of technology, and have access to training.		x			The team does the best that they can keeping up with technological changes and expectations. Everyone utilizes CareerSpace the information management system/database for students, alumni, employers, and events to a certain degree. Some users are more advanced than others. Most of the team is also trained in the use of OmniUpdate for the website. Ongoing training is provided by Symplicity (CareerSpace provider) or our staff experts to maintain the integrity, quality, and efficient use of the system. The system is so robust though, that it can be challenging for users to feel "competent" at all times.
161. The level of staffing and workloads should be adequate and appropriate for program and service demands.		x			Although technology in some ways helps us identify data, trends, and evidence that we need to measure and assess our programs, services, and student learning, the time it takes to maintain and report this data consistently through the additional use of technology can become a burden for some staff members.

162. A technical support person or support service should be available to maintain computer and information technology systems for career services.			x		Help Desk at Pepperdine, Symplicity Help Desk for CareerSpace
<b>VI. Financial Resources (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
163. Career services must have dependable sources and adequate funding to ensure achievement of its mission and goals.	x				Funding for our highest impact programs is not guaranteed every year. Additionally, we do not have financial resources to grow beyond what we are currently doing and are forced to focus on innovation that is not fiscally dependent.
164. Career services must demonstrate fiscal responsibility and cost effectiveness consistent with institutional policies and procedures.			x		We consistently balance or come in slightly under budget every year. Some issues arise when donor funded programs undergo logistical changes - we have to carefully navigage these opportunities in particular.
165. Career services should cultivate outside sources of funding for special projects, scholarships, and programs to help fulfill its mission. These sources, or sponsorships, may include, but are not limited to, employers, alumni, members of the community, grant agencies, and professional associations. (Such external funding should not be used as a replacement for institutional funds, but can be used to supplement existing budgetary funds in a limited and reasonable manner.)		x			Each year we apply for (and usually receive) a Target Campus Grant that enables additional program support and funding. Occasionally we receive additional funds through the Seaver College fund raisers who solicit donations from alumni and University friends. There is untapped opportunity to cultivate need statements to share with fundraisers as well as develop sponsorship or employer models that could elicit additional financial support (beyond reveue from events).
166. Career services should have a funding strategy that outlines projects, programs, and related activity that can be further enhanced with additional outside funding sources. (This should be undertaken in collaboration with the institution's development office.)		x			We have done this in the past, but need to revisit and revamp our statements of need to match emerging changes.
<b>VII. Facilities and Equipment (Amy)</b>					

<p>167. Career services must have adequate facilities and equipment to fulfill its mission and to perform its functions effectively.</p>				x	<p>The move to our location in Tyler Campus Center 210 has provided ample and accessible space for offices, teaching, drop in appointments, employer information sessions, and on-campus interviews. Space is still limited with regard to hosting larger events like Career Fairs - especially when the weather does not cooperate.</p>
<p>168. Career services professional staff must have private offices, allowing them to perform career advising/counseling and/or other confidential work.</p>				x	<p>This was an issue for some time, but due to recent changes in the area, all necessary staff now have private offices where they can effeciently address client needs.</p>
<p>169. Career services must have support staff work areas; a reception and student waiting area; a career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student use.</p>				x	<p>All of this has been much better accomodated in our relatively new space.</p>
<p>170. Career services must provide students and employers with private interview facilities and adequate conditions and equipment to function professionally.</p>				x	<p>We do have access to three interview rooms and two conference rooms to fasciliate on-campus interviews. Unfortunatley the spaces are used by numerous Student Affairs groups and disabilities services for testing - it can be challenging at time to secure the space we need for interviews.</p>
<p>171. The number of employer interview rooms must be adequate to meet employer and student needs.</p>				x	<p>Generally, there is enough space to accomodate all our needs. However, during peek interview seasons, staff members have had to give up their offices to provide the necessary space for all activities.</p>
<p>172. An employer lounge or an accessible lunch area should be available.</p>				x	<p>The cafeteria is right down stairs and we cater most employer events to provide ample food and beverages.</p>

<p>173. The career services facility must have Internet connectivity and access to conference rooms and large group meeting rooms that have an appropriate level of technology to support service delivery.</p>			x	<p>We have wired and wireless internet throughout our location; we have access to numerous conference rooms across campus, three in our building; there are larger meeting spaces downstairs (Fireside Room) and in the Plaza Classrooms or PLC 125.</p>
<p>174. Information technology specific to enhancing awareness of employment opportunities and networking must be available for students and staff to support career services functions.</p>			x	<p>CareerSpace and PAN Online meet these needs primarily - however, there is room to improve the access to these resources and students' knowledge and expertise about them.</p>
<p>175. Equipment and facilities must be secured to protect the confidentiality and safety of records.</p>			x	<p>Records maintained on CareerSpace are limited to staff or counselor access only. Paper files are all kept under lock and key as are archived files.</p>
<p>176. Facilities must be accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA).</p>			x	<p>There is an external ramp and internal elevators that allow constituents to access our office.</p>
<p>177. Accommodations for students with special needs must be provided by career services or in conjunction with the department that serves this population.</p>			x	<p>We work closely with the Disability Services office to address accommodations and needs for students.</p>
<p>178. Career services must provide office hours at times appropriate for its constituencies.</p>			x	<p>Our office hours are standard on campus - 8am to 5pm with occasional events, programs, employer sessions, and networking events held in the evening. Students can walk-in without an appointment and meet with a Career Ambassador for a resume review, mock interview, or internship/job search assistance during all office hours except during Chapel one hour a week.</p>

179. The career services office should be located conveniently on campus and project a welcoming, professional atmosphere for students, employers, alumni, parents, and others.			x		Our campus location is much more convenient than previously. Due to parking limitations, it can be challenging for off-campus visitors to locate our office. During Career Fairs we have personal touch points, a drop off location, and shuttle service to assist visitors.
180. Parking for visitors should be adequate and convenient.			x		See #180 - Parking on campus isn't convenient for staff, students or visitors. We make the above accommodations whenever we have the opportunity to do so.
<b>VIII. Technology (Amy, Brad, Stephanie)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
181. Career services staff must be well-informed about the array of career-based technological applications that are in current use.			x		Utilization is up with the system, counseling notes, internships, Project e(x)ternship postings, if there are holes or need, that's when we do trainings - other outstanding programs that have been assessed to meet needs have not made a strong enough case for purchase
182. Based upon program design, mission, budget, and staffing considerations, career services must implement appropriate technological applications for career programs and ensure that appropriate technology is used to deliver services.			x		Exploring use of mentoring platform that has been identified as need under guise of strategic priority. We also migrated internships into CareerSpace platform to represent a need to centralize access for students and employers.
183. Career services must ensure that adequate hardware, software, and staff are available to support existing technological applications.			x		We have current computers and software available as needed and continue to replace outdated machines when needed. Received funding for video package to support events and mock interviews.
184. In light of the rapidity of change associated with technology, career services must develop plans for the replacement/updating of existing hardware and software, as well as plan for the integration of new technically based or supported career programs.			x		Student affairs major equipment funds are available every year to address technology needs in the office. However, with regard to application/software development that could be made more holistically available to students when not in our office, budget restrictions limit any quick move in this direction.

185. Technological applications to career services, including web sites, should be consistent with and integrated within the college or university technology infrastructure.				x	Website is integrated but still needing updating; single sign on capability with CareerSpace; auto import process is being set up to integrate registrar/PeopleSoft data with CareerSpace on daily basis
186. Specific technological applications for career services must include:					
a. career services web sites that provide updated information regarding mission, location, staffing, programs, and services available to students and other designated clients, as well as contact information.				x	
b. computer-based assessment and computer-assisted career guidance systems that support the mission of career services.				x	MBTI and SII are available for students to complete online in tandem with a class or career counselor
c. computer-based and/or online recruiting and employment systems that support the career services mission for part-time employment, cooperative education, internship, and professional employment. These systems include online opportunity listings and student resume data bases.				x	CareerSpace
187. Career services offices must make informed choices regarding the use of available technological applications to career programs, including systems developed internally by the college/university, systems available through professional associations, or private vendor-based systems.				x	Researched for two years before committing to Symplicity; opted to disregard home-grown database for internships to integrate with Symplicity
188. Career services must make informed decisions based upon the office's mission, budget, and staffing regarding the use of additional technologically based applications to career services. Such applications include student registration systems; student contact, record, and tracking systems; career portfolios; graduating student surveys; career fair management systems; resume writing software; office intranet sites; e-mail based career advising/counseling; and video-based technology.				x	
189. Computer access and/or work stations must be available to staff, students, and other designated clients in support of technological applications for career services.				x	Every student and staff member has a computer station (s) to address their needs or required services.

190. Adequate staff support must be available to maintain and update the use of any technological applications for career services.		x			No matter the situation we always have a way to take action to request help when needed. However, ongoing technological needs do demand an unnecessary amount of staff time.
191. Technological applications for career services must ensure student confidentiality and be consistent with legal and ethical standards. Data security and privacy of student records must adhere to the institutional privacy policy.			x		Use of CWID's; counselor secured notes/records; privacy constraints practiced by technology partners like Symplicity
192. Adequate funds should be available to support the hardware and software associated with the use of any technological applications for career services.		x			Only half of Symplicity cost is covered every year by base funding; any additional technology applications or softwares are typically declined due to additional lack of funding.
<b>IX. Campus and External Relations (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
193. As an integral function within the institution, career services must develop and maintain productive relationships with relevant campus offices and key stakeholders at the institution and externally.			x		Each member of the staff plays an important role in representing our office to others. The counselors and internship coordinator work very closely with faculty; events and employer relations works with facilities, catering, division offices, faculty, alumni.....the list goes on. The director primarily represents the department on a University-level to the Dean, President, Boards, alumni groups, parents, advancement, admissions, and other institutional entities.
194. In order to achieve this, career services should:					
a. develop institutional support for career development and employment services for students and other designated clients.			x		University strategic plan, Seaver strategic plan, alumni offices, some faculty support the work that we're doing. This could be broader and deeper across campus.
b. involve the academic administration and faculty in career planning and employment programs.		x			We have numerous faculty advocates who we partner with regularly. However, there is much work to be done in the area of integrating the career center events, programs, and services more thoroughly into the academic curriculum and expectation of students and faculty.

c. raise issues and concerns with the institution's legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.				x	We've consulted legal counsel about specific instances regarding internships - requirements of the fair labor standards act, equal opportunity laws, and even liability issues with regard to approved internship sites have been discussed within the last six months. We also work with legal counsel to review the agreement we enter with Symplicity, host of CareerSpace
195. In addition, career services should:					
a. participate in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and student organization programs.				x	We are heavily involved with classroom and club/organization presentations as well as orientation activities and internships. However, there is no current required curriculum for Seaver students with regard to career preparation, so we lack involvement in that way.
b. exchange information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development.				x	This is something we've talked about doing, but have not instituted thus far.
c. arrange appropriate programs that use alumni experience and expertise.				x	We continue to build the Waves Hiring Waves network and leverage alumni employer contacts. We also involve alumni in events and panels throughout the year and during Career Week. Alumni also serve as coaches/mentors in the Career Coaching Program, Project e(x)ternship, and our new Career Mentoring program.
d. establish cooperative relationships with other offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions.				x	

<p>e. provide information and reports to the academic administration, faculty, and key offices of the institution regarding career services to students, employers, and alumni.</p>		x		<p>We partner heavily with the business division for events, programs, and outreach and we work to tailor other forms of communication and programming to the needs of other disciplines. We work closely with student employment, housing and residential life, student activities, the central and school specific alumni offices, the Dean's Office, and a variety of other teams on campus. However, there are always more opportunities to collaborate and better serve students across campus.</p>
<p>f. provide feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning.</p>		x		<p>We send out a post-graduation report every year that recaps the success of our graduates in the market place. While this document is widely disseminated and reflected in an additional annual report, there is room to develop further research and resources to inform administration and faculty on the readiness, trends, and expectations of employers and graduate schools perhaps at an industry level.</p>
<p>g. encourage dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates (development of employer/alumni advisory groups).</p>		x		<p>The Employer Malibu Retreat often allows for this type of dialogue to take place. However, without advisory boards or other points of meeting through the year, this conversation is limited in scope.</p>
<p>h. create and effectively use advisory groups that may include employers, alumni, and students.</p>			x	<p>We do not have any formal advisory groups. We sometimes receive feedback pertaining to career development from the alumni leadership council or we may conduct focus groups specific to a certain group of students or particular student need.</p>
<p>i. provide parents with information and relevant data on career education programs and services, and key results related to employment and graduate study outcomes for recent graduates.</p>		x		<p>We present to all first-year parents twice a year during orientation where we cover this information. We'd like to develop a blog or other ongoing resources that parents can access so that they can be our partners in supporting their student's career development.</p>

j. serve as an institutional resource for the media and provide key information and data related to career development, labor market trends, and employment outcomes as appropriate.				x	The director is approached a few times a year to comment on these matters.
k. encourage staff participation in professional associations and community activities related to career and employment issues (e.g., chambers of commerce, work force development functions, employer open houses, workshops, federally mandated one-stop centers, school-to-work efforts).				x	Staff members regularly attend Chamber of Commerce meetings along with other employer hosted events. In the last six months we've met with Khol's, NBCUniversal, Zappo's, and Life Technologies at their locations.
l. participate in professional staff development activities.				x	See #132
<b>X. Employer Relations and Services (Tiffany, Lindsay, Nancy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
196. Career services must develop policies and practices to ensure the highest-quality employer relations and services.				x	We have clearly defined policies for reviewing employers, jobs and internships on CareerSpace. These extend to when/why we do not approve or post positions. We could more clearly define policies around third party recruiters, DO NOT HIRE employers, and inactive employers.
197. Career services must develop strategic objectives for employer relations/services and job development that yield maximum opportunities for the institution's students and other designated clients.				X	We've created strategic objectives, but it's a work in progress.
198. Career services must develop, maintain, and enhance relationships with employers that may provide career development and employment opportunities for students and other designated clients.				X	
199. Career services must enhance customer service and foster continuous improvement by using feedback from employers on key performance indicators and measures of services.				X	Surveys are provided for events, but there are opportunities to collect more general feedback from our employers for future improvement.
200. Career services must inform, educate, and consult with employers on the nature of services provided and student candidates' availability.				X	When employers set up a CareerSpace account, they receive an auto-generated email with a list of all services, the Career Center created a new Recruiter's Guide introducing employers to Pepperdine, its students, and the services offered to employers, etc...

201. Career services must actively involve employers in on-campus programs that meet career and employment needs of students and other designated clients.		X			Opportunity to continue to utilize student feedback and interest to plan appropriately.
202. Career services must promote employer adherence to professional and ethical standards that serve as conduct models for students and other designated clients.			X		
203. Career services must provide employer feedback to faculty, administrators, and students on the students' preparation for jobs, the curricula, and the hiring process.	X				Faculty relationships are a vital priority right now... We have a HUGE opportunity to partner with faculty and administration.
204. Career services should develop and implement marketing strategies to cultivate employment opportunities for students and other designated clients.		X			We have marketing strategies for employer events (OCI's, Info Sessions, Career Fairs, etc), but we could work on creating a marketing plan to brand the Career Center and the services offered to students and alumni.
205. Career services should maximize opportunities for employers to consider candidates for employment.			X		
206. Career services should maximize students' exposure to employers while respecting appropriate academic and co-curricular standards.		X			
207. Career services should encourage dialogue among employers, faculty, and administrators concerning career and employment issues.	X				There isn't much of a conversation happening between the Career Center, faculty, and administrators about career and employment issues... Something to work on...
208. Career services should facilitate employer involvement and communication with faculty, students, and administrators.		X			In progress, with room for growth.
209. Career services should uses employer experiences and expertise in support of institutional activities.		X			

<p>210. Career services must not give preferential treatment to specific employers. Employers must be treated uniformly and consistently.</p>		X			<p>We're fairly good in this area, however, documenting Employer policies and practices might help govern the uniform and consistent treatment of all employers when it comes to interacting with alumni, the Alumni Affairs office, and the Advancement office when employers are referred to the SCCC.</p>
<p>211. Career services staff should understand the variety and diversity of needs and employment practices among small businesses, large corporations, government agencies, and nonprofit organizations.</p>			X		
<p>212. Career services should define the various types of employers it will serve and articulate policies that guide its working relationships with these employers.</p>		X			<p>We have a general definition of employers we serve and the policies we adhere to when we post job opportunities, however, there is an opportunity to document those and be proactive in communicating our standards to employers, specifically when they post jobs on CareerSpace.</p>
<p>213. Career services must offer a variety of services to employers that ultimately reflect the match between student interests and employer needs.</p>		X			
<p>214. Career services should provide information to employers on the institution's operations, enrollment, curricula, and interviewing logistics, such as policies, procedures, transportation, lodging, and so forth.</p>		X			
<p>215. Career services should encourage employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships.</p>		X			
<p>216. Career services should provide information and services to assist recruiters to effectively communicate their opportunities to specific and targeted student populations.</p>			X		
<p>217. Career services should encourage employers to list job vacancies on a continuing basis and to provide timely information to career services staff on their job offers, salaries, and hires.</p>		X			<p>We try to be proactive and encourage open communication, but we don't follow-up or ASK for follow-up regarding employer job offers, salary offers, and hires...</p>

218. Career services should encourage employer support of the institution, which may include scholarships and related forms of financial support, in collaboration with campus development office efforts.				X	Opportunity to collaborate with office of Advancement to share "core employer" and determine strategies for seeking and securing institutional support.
219. Career services should develop policies for working with third-party recruiters, which may include requiring recruiters to disclose the identities of the organizations they represent and adhering to the ethical guidelines documented in the NACE Principles for Professional Practice.	X				The guidelines (or policies?) are undocumented and third-party recruiters are handled on a case-by-case basis, so the staff seems to be unclear... Room for growth.
<b>XI. Legal Responsibilities (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
220. Career services professional staff members must be knowledgeable about accepted and current professional practices, and must be responsive to those obligations and limitations imposed on the operation of their program areas by relevant civil and criminal laws, institutional policies, and any contractual commitments.			x		
221. Career services must ensure that records are maintained following prevailing legal guidelines.			x		
222. Career services staff members must use appropriate policies and practices to protect students and limit the liability exposure of the institution, and its officers, employees, and agents. In this regard, the institution must provide access to legal advice for professional staff as needed to carry out assigned responsibilities.			x		One example of this is in reviewing internship postings and sites for experiential learning. Employers must review our terms of agreement (including the FLSA); we review their postings to ensure compliance; if the employer is a new employer, we suggest a site visit to their location to verify the safety and legitimacy of the working environment; once committed to hosting an intern, we send out our sexual harassment policies and the Department of Labor guidelines. In this way we do our best to limit liability to students. If a site visit isn't feasible, we currently do not approve internship postings for that location.
223. Career services staff must be aware of and seek advice from legal counsel about particular areas of the law including but not limited to:					When applicable we seek advisement from legal council on all issues stated below.



227. Career services' operating policies and procedures must not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status. (Exceptions are appropriate only where provided by relevant law and institutional policy.)				X	
228. Career services' programs and facilities must be accessible to all students.				X	
229. Career services hours of operation, customer service systems, and online operations should respond to the needs of all students.			X		Call center and online operations can be improved by allowing students to have personable access to our services
230. Career services must seek to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.			X		Unsure about how to seek and prevent discriminatory practices
231. Career services must provide advocacy in bringing the career-related needs of all students to the attention of the institution's administration.				X	
232. Career services should ensure that employers using services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.				X	
233. Career services should educate faculty members about legal and ethical issues relating to student referrals and recommendations.	X				There is little to no education of faculty members regarding student referrals due to our current development of staff to faculty relationships
234. Career services must nurture environments where commonalities and differences among people are recognized.			X		We discussed areas where the differences and commonalities were recognized but we found areas where those differences and commonalities were not necessarily nurtured.
235. Career services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.				X	
236. Career services should work in conjunction with the institution's special services and related organizations to enhance student and employer awareness and appreciation of cultural and ethnic differences.			X		Our center could do more collaboration with other campus offices and student organizations

237. Career services must provide educational programs that help students from diverse backgrounds, and individual with special needs, to identify and address their unique needs related to career development and employment.		X			We do not provide educational programs
238. Career services should initiate partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.)			X		
239. Consistent with its goals and mission, career services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.			X		
240. The institution must recognize the needs of students who participate in distance learning for access to programs and services on campus.		X			They are recognized however the execution of communication is not always present (i.e. Commuter students, Students overseas, Working Students)
241. The institution must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to appropriate services in their geographic region.		X			We provide access through skype interviews, and access to career space. However we are not assisting these students in identifying and gaining access to services
<b>XIII. Ethics (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>
242. All persons involved in providing career services to students must adhere to the highest standards of ethical behavior as set forth in the "Career Services Professions" section of the NACE Principles for Professional Practice, as well as any additional professional standards and/or codes that may apply.			X		
243. Career services leaders/managers should proactively provide guidance and education on these standards to all persons involved in providing career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.		X			While we highly value an ethical approach to doing business, we haven't shared out the NACE standards or other documents to this end.
244. Guidance on ethical rights and responsibilities should also be provided to students and other designated clients.		X			

245. All career services staff members must be aware of and comply with the provisions contained in the institution's human subject research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.				x	
246. Whenever handling institutional funds and funds generated through career center activities, all career services staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.			x		This is verified every month through a reallocation process that the Director and Associate Dean must approve.
247. Career services staff must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.			x		Every staff member goes through training about sexual harassment and the director has an open door policy about hearing feedback about various members of the team.
248. Career services staff members must be knowledgeable about and practice ethical behavior in the use of technology.			x		This could be re-visited in training with staff and Career Ambassadors as an annual reminder. IT conducts annual sessions on University-wide information vulnerabilities and security measures.
249. Career services staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.			x		Some members of the team are better at this than others.
250. Career services staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice.			x		
251. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies.			x		
<b>XIV. Program Evaluation, Assessment, and Research (Amy)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>	<b>Comments</b>

252. Systematic and regular qualitative and quantitative evaluations must be conducted in support of career services' mission, goals, and student learning and development outcomes.				x	Rubrics, surveys, reflections, focus groups are conducted throughout the year to assess goals and student learning. See results in annual reports.
253. Although methods of assessment vary, a sufficient range of measures must be employed to maintain objectivity and comprehensiveness in program evaluation.				x	We are currently seeking to refine our assessment practices to increase the legitimacy of data gathered and more succinctly answer research questions.
254. Data collected must include responses from students, employers, and other constituencies.				x	We involve all our constituents in providing some kind of feedback.
255. Career services must evaluate periodically how well it complements and enhances the institution's stated mission and educational effectiveness.				x	All of our student learning outcomes support the Seaver College Learning Outcomes and the Institutional Learning Outcomes so there is clear alignment between them all.
256. Core program evaluation should include:					
a. annual review of goal completion.				x	Annual report, strategic initiatives, reports on student learning outcomes
b. quantitative evaluation via user data for programs and services.				x	
c. career services-wide qualitative student satisfaction and feedback surveys.				x	
d. program-specific qualitative assessment via student satisfaction and feedback surveys.				x	
e. students needs-based surveys.				x	
257. Additional assessment and research should include:					
a. graduating student (first destination) and alumni surveys.				x	We generate a 90% response rate from graduating seniors on our first destination survey.
b. benchmarking-comparative surveys.				x	Compare to NACE survey for employment and practices/procedures and Recruiting Trend (MSU) survey for internships
c. empirically based outcome research.				x	

258. Career services must conduct regular evaluations to improve programs and services, to adjust to changing client needs, and to respond to environmental threats and opportunities.					We conduct a SWOT and strategic planning session every summer as a team. Each service/program is reviewed on a semester or annual basis to review learning from assessment and to make adjustments for improvement or deeper student learning.
				x	
259. Evaluations should include:					
a. review of the strategic plan, mission, human resources needs, diversity efforts, and other areas covered in this document.				x	
b. regular feedback from participants on events, programs, and services.				x	
c. systematic needs assessment to guide program development.				x	
d. first destination surveys at or following graduation.				x	
e. employer and student feedback regarding experiential learning programs.				x	
f. alumni follow-up surveys administered at specific times following graduation.				x	6 month out job survey; other surveys are conducted by central alumni affairs
g. reports and satisfaction surveys from students and other constituencies interacting with career services, including employers and faculty.				x	Monthly and annual reports among others include feedback from constituents - students, alumni, employers especially - faculty are harder to engage.
260. Evaluation results must be used in revising and improving programs and services, and in recognizing staff performance.				x	
261. In order for the institution to use comparable methods for evaluations, professional association resources, such as NACE benchmarking surveys, and peer institutional resources should be consulted.				x	We regularly participate in the NACE annual career services survey and graduating senior survey to ensure that we have access to accurate data sets throughout the year.
262. Career services should collaborate with institutional research, state agencies, accrediting bodies, academic graduate programs, and other evaluative groups that generate and assess evaluation information.				x	We work most closely with institutional research, but rarely connect with the other entities mentioned.

263. Career services should promote institutional efforts to conduct relevant research on career development; institutional issues, such as academic success and retention; student learning outcomes; employment trends; and career interests of students.			x		
264. Career services should prepare and disseminate annual reports, as well as special program evaluation reports addressing career services philosophy, mission, goals and objectives, programs and services, activities/outcomes, and graduate follow-up information.			x		
265. Career services should gather, participate in, and/or conduct relevant research on career development academic success, institutional issues, such as admissions and retention; student learning outcomes; employment trends; and career interests.			x		

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## Pepperdine Career Center

Service Leadership, Fall 2012

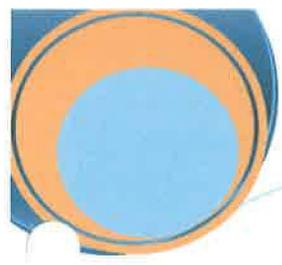
Submitted to Amy Adams & Professor Arnold

Chelsea Beagles

Sinjin Knapp

Reid Stewart

Jenny Wang



## Elite Consulting

To: Amy Adams: Pepperdine Career Center

From: Elite Consulting

Date: Thursday November 29, 2012

Enclosed is a set of recommendations and research formed by Elite Consulting for the Pepperdine Career Center that meet the terms of the memorandum of understanding. With these recommendations, we hope to help maximize awareness and effectiveness of the Career Center, helping it better serve the students of Pepperdine University. The assessment provides recommendations, but does not consist of all the material required for implementation, as Elite Consulting was hired as a consultant. In our minds, the most pertinent issue contained in this report is raising student awareness of the services provided by the Career Center. The Career Center already provides a wealth of resources to students, and raising student awareness will immediately and drastically increase its utility amongst students.

This report is broken into three sections, including research of the Pepperdine student body and other collegiate institutions, recommendations for long-term success, and an immediately applicable Senior engagement strategy. If you have any questions, please email Chelsea Beagles at [clbeagles@gmail.com](mailto:clbeagles@gmail.com).

Best regards,

Elite Consulting

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# Executive Summary

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## Elite Consulting

Elite Consulting is a new company that will provide high quality consulting services to non-profit clients. Four Pepperdine Seniors founded Elite Consulting on August 27, 2012. These students share equal ownership of the consulting firm and share a goal of enhancing the operations of non-profit organizations.

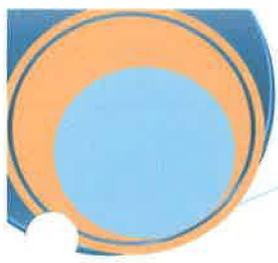
Our mission is to provide our clients with *"Nothing Less Than Excellence."* We will combine our unique talents and skills to serve our clients and to meet their specific needs in order to take their businesses and operations to the next level.

## Pepperdine Career Center

Elite Consulting has had the opportunity to take the Pepperdine Career Center as a client. The main issues facing the Career Center are a lack of awareness of current programs, and a severe lack of student involvement, particularly the Senior class. The main challenge will be communicating the opportunities available via the Career Center and creating an engagement strategy for the Senior class that can be implemented immediately.

## Methodology

In order to address our client's issues, we developed a four-stage approach to meet the goals set forth in our Memorandum of Understanding. Stage I was focused on identifying and understanding the needs of our client. In order to do this, we met with our client on multiple occasions and maintained open communication in order to develop a list of deliverables. Stage II was focused on conducting initial research on the background of the Pepperdine Career Center and on benchmarking both peer and aspirational institutions with successful career centers. Stage III involved gathering primary data from the student body in order to gauge the current perceptions of the career center and job market. This was done through a survey, the results of which were analyzed in order to make recommendations. Stage IV was the crux of our work, and involved the creation of a Senior Engagement Strategy. This strategy was created by synthesizing our research and knowledge in order to create a plan that can be implemented in the spring of 2013 as well as a long term engagement strategy.



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## Results of Analysis

Elite Consulting developed an eighteen-question survey and polled 75 Pepperdine seniors across 20 different majors in order to better understand student perceptions of the job market and the Seaver Career Center. When asked about the availability of jobs most seniors believe that there are some jobs available but they will be difficult to obtain. Despite this, only 31.5% of senior respondents have already started searching for a job. In regards to the Seaver Career Center, awareness seems to be the major issue. A majority of students rated student awareness of career center opportunities at a 5 or below on a 1 to 10 scale. Additionally, when asked, "What is the most important service the career center should provide to students?" the most common responses were; resume assistance, career counseling and interview preparation, which are all services already offered by the career center.

## Implementation and Recommendations

Elite Consulting has developed a two-part implementation plan to address the issues currently faced by the Seaver Career Center. The first part is a short-term senior engagement strategy to be implemented this spring. Aspects of this plan include a Senior Week at the Career Center, a senior club convocation series focused on career development, the creation of senior job clubs and also general strategies for improving awareness around campus. The second part of the implementation plan is a long-term engagement strategy to improve awareness and career center participation across all classes on campus. This plan includes improvements to the Pepperdine Career Center and Career Services website and the development of a message board style career website for students, professors and alumni. Additional recommendations include mandating career center visits for all freshman seminars and the development of a curriculum for a professional development elective course. The long-term plan and recommendations are designed to be implemented in Fall 2013 and Spring 2014.

# Elite Consulting

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## Introduction





# Introduction

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## Service Leadership (BA 598)

The course is designed to blend academic study with community service through service learning. In this course the students will form consulting teams to serve non-profit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation will be essential elements of the course.

### *Goals of the course:*

1. Provide an opportunity to apply business concepts and skills to a non-profit community agency.
2. Broaden students' learning about communities through guided discussion and reflection, with special emphasis on the concept of service leadership.
3. Encourage collaborative, engaged teamwork with faculty, fellow students, and community personnel.
4. Provide an opportunity for students to catch the spirit of "freely ye have received, freely give" by participating in a service-learning project.
5. Prepare students to begin the transition process to the "real world."



# Elite Consulting

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Elite Consulting was founded on August 27<sup>th</sup>, 2012. It combined the diverse intellect of four business majors, whom each had the desire to aid nonprofit companies through advising and detailed research. The group was formed in order to benefit and assist business entities through the help of the Service Leadership course.

## ***Our Mission:***

The mission of Elite Consulting is to provide our client with “*Nothing Less Than Excellence.*” We will combine our unique talents and skills to serve our client and meet the specific needs of their company.

## ***Our Ethic:***

Elite Consulting strives to uphold the highest standards of ethical integrity in all of our practices.

## ***Our Values:***

- Respect—Show respect to team members.
- Trust—Place trust in members’ work.
- Professionalism—Interact with clients in a professional manner.
- Communication—Maintain open communication.
- Timeliness—Complete tasks and respond to each other on a timely basis.



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## Meet the Team

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### Chelsea Beagles

*Primary Contact*

clbeagles@gmail.com

(817) 781-5883

From: Ft. Worth, TX

Chelsea is an International Business major with a minor in French Language. She is actively involved in Delta Delta Delta Sorority, and plans of pursuing a career in Real Estate after graduation.



### Reid Stewart

*Secondary Contact*

Reidstewart421@gmail.com

(616) 403-8588

From: Holland, MI

Reid is a Business Administration major. He is actively involved in the Pepperdine Ambassadors Council, and is the President of Sigma Phi Epsilon Fraternity. In the future, he plans to be involved in sports and business.

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# Meet the Team

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## **Sinjin Knapp**

### *Team Member*

Sinjin.knapp@pepperdine.edu

(925) 519-6641

From: San Ramon, CA

Sinjin is an International Business major with a minor in Nonprofit Management. He has extensive experience working with nonprofit organizations, and intends to pursue his MBA at Pepperdine.



## **Jenny Wang**

### *Team Member*

Jielin.wang@pepperdine.edu

(310) 721-2151

From: China

Jenny is an Accounting major, and has experience in auditing. She is a member of Delta Sigma Pi Business Fraternity, and is able to speak four languages.

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# Pepperdine Career Center

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## *Overview:*

The Seaver College Career Center is an integral part of making Pepperdine University one to the top private universities in the country. A variety of services and programs are offered by the career center in the areas of professional development and career planning. Professional development opportunities include Project e(X), Career Coaching, resume assistance and mock interviews. Career planning opportunities include Career Counseling programs, internship search and preparation assistance and utilizing Career Space to search for positions. Through these and other programs Pepperdine University has consistently outperformed the national average with regard to securing jobs before graduation. In the Class of 2012 42% of Seaver College job seekers had jobs upon graduation, compared to only 26% nationally. Now in an effort to better serve the Pepperdine community and further pursue the goal of ensuring that every Pepperdine student is fully prepared to pursue their vocation, the Seaver College Career Center is seeking ways to improve awareness and program participation on campus.

## *Mission Statement:*

The Seaver College Career Center exists to assist students and alumni to compete professionally.

## *Expectations and Focus:*

Currently, the Pepperdine Career Center is interested in reaching students through multiple channels of communication because many of the initiatives and events put on by the Center go unnoticed by students. The Center understands that to approach career development head on with campus wide support, it needs students to get involved. The Center also wants to have more interaction and input from students on what programs and initiatives they would like to see on campus. Elite Consulting has been asked to research and prepare guidance on the issues above to help assist in the next logical step towards improving professional development and career center involvement here on campus.

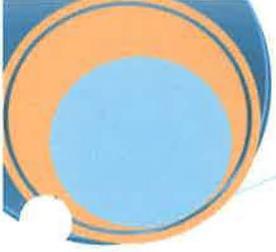


# Meet the Client

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## Amy Adams

Amy Adams is a graduate of both Seaver College and Graziadio School of Business. She graduated from Seaver College with a B.A. in Public Relations in 2002. Soon after graduation Amy was hired as the Special Events Manager at Pepperdine University. While serving as Special Events Manager, Amy also pursued her MBA in Organizational Leadership and Managing Change at The George L. Graziadio School of Business and Management. Upon graduation from Graziadio, Amy took a new position as Director of Library Advancement and Public Relations at Pepperdine University. Amy held this position for two years before taking her current position as the Director of Seaver College Career Center in 2010.



# Methodology

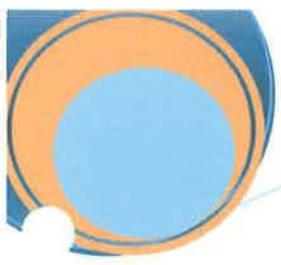
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## *Stage 1: Mutual Understanding & Deliverables*

The first step in our work was identifying and defining the Career Center's needs. To do so, we met with the client and discussed the current state of the Career Center, including services offered and resources available, as well as future goals. Once we felt we had an understanding of the Career Center operations, we began working with the client in determining which deliverables we could provide that would be most beneficial to the Career Center. Two primary objectives became clear: to gain an understanding of student perceptions and needs, and to create a Senior engagement strategy ready to be implemented Spring 2013.

## *Stage 2: Initial Research*

In order to thoroughly gauge student perception and create a comprehensive Senior engagement strategy, we felt that we needed to gather background information from both the Pepperdine Career Center and those of other schools, including peer, aspirational, and locally competitive universities. We conducted research concerning career center practices and services offered at each of these schools, and compared them to those currently in practice at Pepperdine. Having gathered this initial data and forming preliminary ideas regarding possible career center initiatives, we were prepared to move on to our primary research.



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### *Stage 3: Primary Research*

We felt that the most effective way to gauge student perception and analyze the results would be through a carefully crafted survey. The most notable concern we faced with the survey was student response; it can often be difficult to encourage students to respond to a survey. We minimized this issue by creating a survey that covered all of the information we needed in a short and succinct manner, taking roughly two minutes to complete. Our goal was to obtain a minimum of one hundred total responses, with a minimum of 50 Senior respondents. We advertised through social media, specifically targeting Senior sites. We then analyzed the data, which confirmed and added to our understanding of student perception and needs. We were able to accurately summarize the current student perceptions and desires of the Career Center, which provided the basis for our Senior engagement strategy.

### *Stage 4: Development of Senior Engagement Strategy*

After completing all of our research, we felt that we had gathered the best possible information to make informed recommendations. We met as a team for a final idea session in which we critiqued all of the ideas we had formed, and narrowed our focus onto those that we felt would have the greatest impact on the Career Center and Pepperdine students. Based on these ideas we created a long term strategy including alumni engagement, freshman outreach, IT improvements, and the creation of a professional development course, all of which we feel will help expand the influence of the Career Center and sustain future growth.

# Elite Consulting

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Stage I: Project Orientation





# Memorandum of Understanding

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The following document is in effect from today, September 13, 2012, until the week of December 6<sup>th</sup>, 2012:

This Memorandum of Understanding (MOU) establishes an agreement between the Pepperdine Career Center and Elite Consulting that will define roles, expectations, and deliverables of each party in order to ensure that mutual goals are achieved. By signing this contract, both parties agree to fulfill their respective responsibilities to the fullest of their abilities.

## **Objective A:**

Elite Consulting will research the climate among seniors regarding their confidence, preparation, and readiness for employment, job and graduate school application, and career center opinions in order to gain a better understanding of how the Career Center can best serve the undergraduate population.

## **Objective B:**

Based upon research of the undergraduate community, Elite Consulting will create a senior engagement strategy to be implemented during the spring semester of 2013. This objective of this plan will be to immediately serve the needs of the soon to graduate seniors.

## **Objective C:**

Based upon research of the undergraduate community, Elite Consulting will create a long term engagement strategy targeting the entire undergraduate population. The objective of this plan will be to foster increased knowledge and use of the career center to enrich the four year undergraduate experience and prepare students to be competitive in the job market upon their graduation.

## **Expectations and Provisions**

Both parties will consent to modifications and alterations that may be made to this Memorandum of Understanding over the course of the contract. The final presentation of our completed objectives will take place on Thursday, December 6, 2012, at 8 AM. Elite consulting will strive to complete the objectives stated above, but the implementation of the solutions provided will be solely the responsibility of the Career Center.



**Signatures of Agreement**

Signatures below hereby indicate that all parties agree to the stated Memorandum of Understanding. If for any reason this memorandum is not satisfactory or indicative of the intended project objective, it may be altered with party consent by contacting Elite Consulting.

**Pepperdine University Career Center:**

Amy Adams                      9/20/12  
Amy Adams                                      Date

**Elite Consulting:**

Chelsea Beagles                      9/27/12  
Chelsea Beagles                                      Date

Sinjin Knapp                              9/27/12  
Sinjin Knapp                                      Date

Reid Stewart                              9/27/12  
Reid Stewart                                      Date

Jenny Wang                              9/27/12  
Jenny Wang                                      Date

# Elite Consulting

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Stage II: Preliminary Research





# Stage II: Preliminary Research

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## *Overview*

Through preliminary research, our goal was to better our knowledge of career services, while focusing on what would be beneficial to our student body and some of the ways in which we could engage them. This focus assisted us in our research of various institutions.

## *Methodology*

First, we gained a basic knowledge of the current career services being offered at the Pepperdine Career Center. This was done through inquiries during client meetings and team members' previous interactions with the Career Center. With an idea of the current programs being implemented on campus and our first hand experience as students, we conducted research on various colleges from the list of peer and aspirational institutions that was provided to us by our client. The list is as follows:

### **Peer Institutions**

Occidental College

University of San Diego

### **Aspirational Institutions**

Baylor University

Wake Forest

University of Notre Dame

### **Local Competition**

University of Southern California

Loyola Marymount University

We then divided our research among team members to seek out information from each of these institutions. This information included senior employment statistics and highlights of the career center services offered. We gathered this information by email, phone and through each institution's career center website.



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In addition to the research, we passed out surveys to the Pepperdine student body, with seniors and non-business majors as main targets. The survey is centered on questions concerning future employment and self-awareness in terms of career development. To collect a representative result, we approached various campus organizations and postings to social media websites with a goal of 250 surveys, which included 100 seniors. These results were later tailored to reflect the top 100 survey responders, 75 of which were seniors.

At this point, we have data from the current Pepperdine student body, as well as data from the Career Centers of various institutions. This data was used in the formulation of our Engagement Strategies.

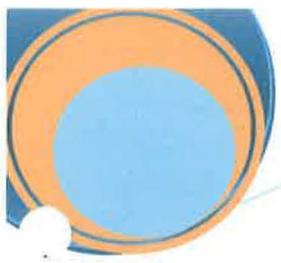
# Elite Consulting

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Stage III: Survey and Data Analysis





# Stage III: Survey and Data Analysis

## *Overview*

In order to gain perspective on where the Pepperdine student population stands in terms of Career Center awareness and participation, a target survey was conducted to collect raw data regarding the perceptions of the current job market and of the Pepperdine Career Center.

## *Methodology*

At this point, we brainstormed questions and formulated a survey that was fairly simple, yet focused in order receive useful responses that would help us to determine where the Pepperdine student body stood in terms of awareness of the Career Center and its programs, as well as their feelings regarding the current job market and their preparedness to enter it. Our initial goal was to survey 250 students: 100 Seniors, 50 Juniors, 50 Sophomores, and 50 Freshman. However, after we received our responses we noticed that some of the survey participants submitted surveys that were incomplete and that did not provide us with useful data. In order to circumvent any issues this may have had in our analysis, we narrowed the results to include only the top 100 participants (75 of which were Seniors) who had fully completed the survey and provided insightful data. We analyzed this data with respect to the objectives set forth in our Memorandum of Understanding. Once this was complete, we identified the key weaknesses of the Pepperdine Career Center, and used student responses and suggestions to formulate our Senior Engagement Strategy and Long Term Engagement Strategy.

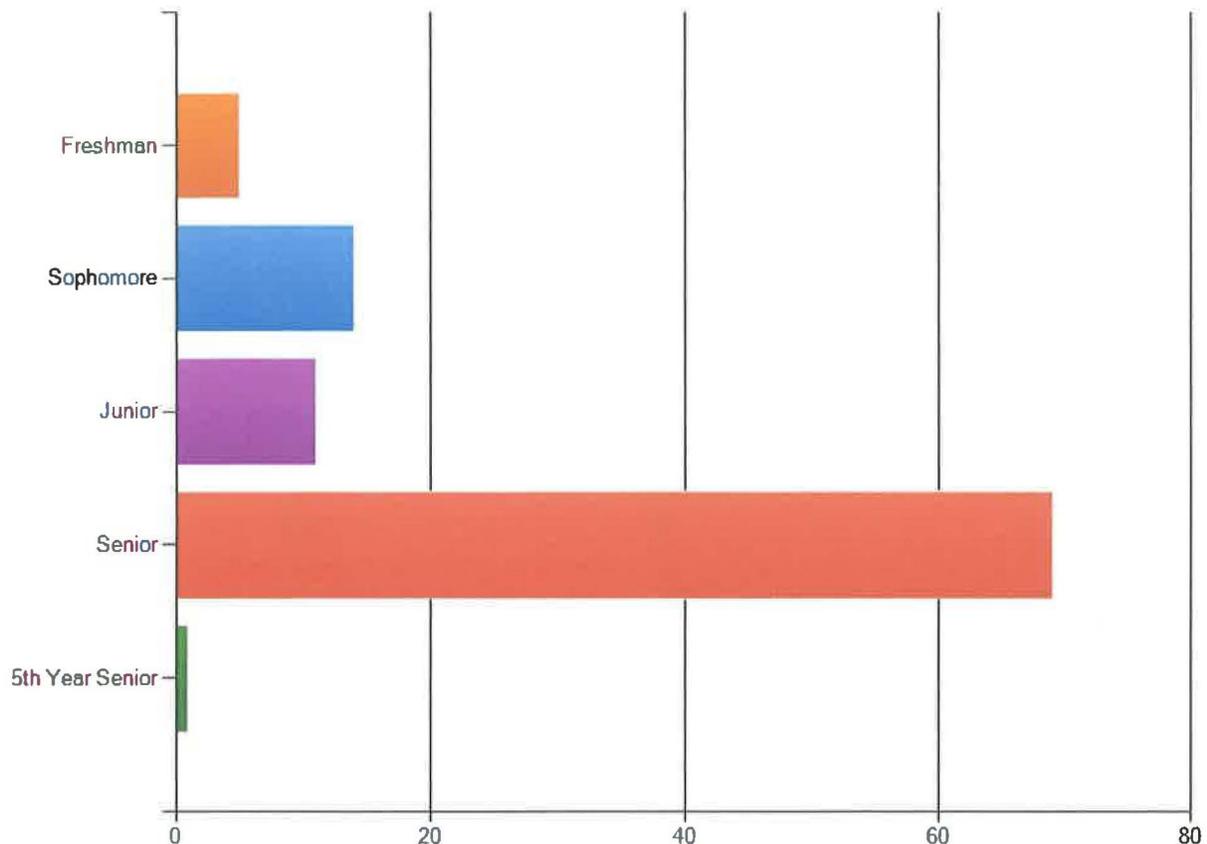


# Survey Analysis

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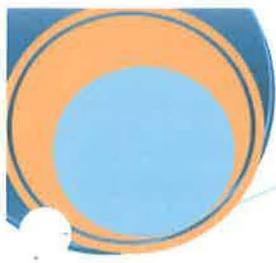
The results of 100 respondents were used, who had the following backgrounds:

## What year are you in school?



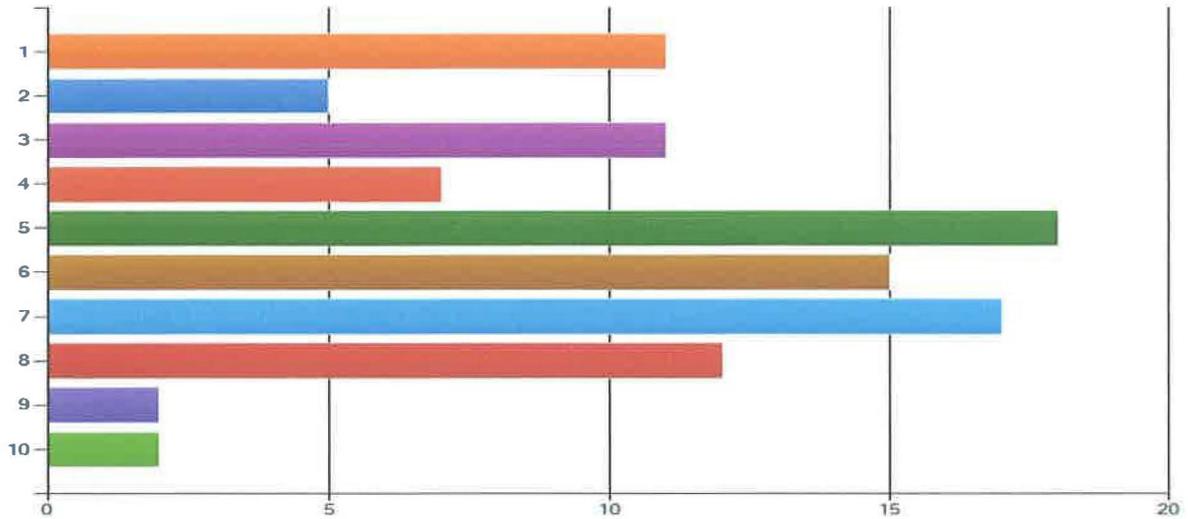
Because there is a common misconception that the Career Center services are aimed at Business and Communication majors, we ensured that our survey was distributed to students with a variety of majors including:

- Economics
- French
- Political Science
- Psychology
- Biology
- Sports Medicine
- Public Relations
- Art History
- International Studies
- Advertising
- Sociology
- English

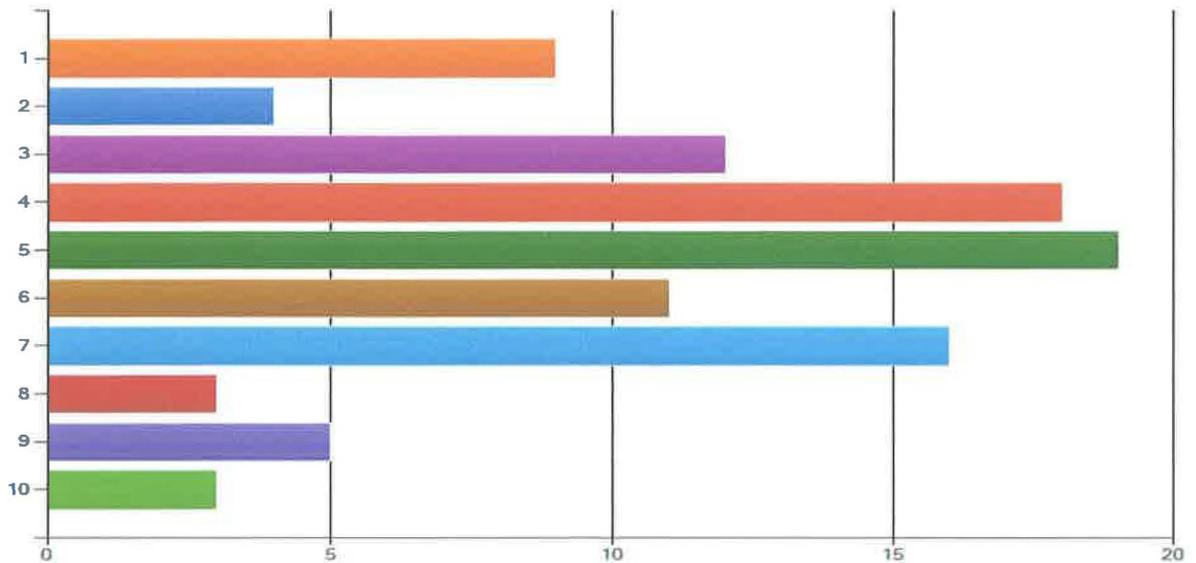


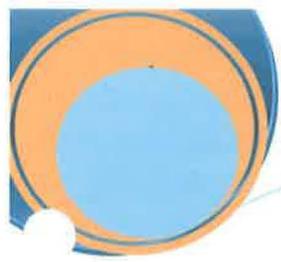
The following questions were posed in order to gauge student perceptions of the current job market:

**What is your perception of the current job market? (rating scales) (1 I'm concerned that there won't be jobs available, 10 I believe there will be numerous jobs available, provided I prepare for them)**



**What are common perceptions on campus about the job market? (1 There are no jobs, 10 those who want jobs will get them)**



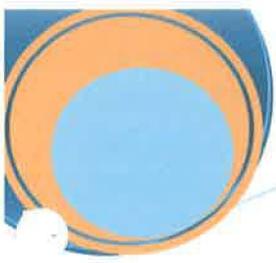


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The first question asked, “What is your perception of the current job market?” This question used the rating scale of 1-10, with 1 being “I’m concerned there won’t be jobs available,” and 10 being “I believe there will be numerous jobs available, provided I prepare for them.” Fifty percent of those surveyed responded with 5,6, and 7. Indicating that they do believe there are jobs available to them, however these median scores reflect a lack of confidence in the stability of the job market. Only 4% of respondents showed extreme confidence in job availability by indicating a score of 9 or 10.

The second question asked, “What are common perceptions on campus about the job market?” This question used the rating scale of 1-10, with 1 being “there are no jobs,” and 10 being “those who want jobs will get them.” This question revealed the same trend: the majority of students (64%) responded with middle scores (4-7). This question asked students to evaluate the perceptions of their Pepperdine peers, and strongly indicated a lack of confidence in the stability of the job market and the availability of jobs.

These two questions highlighted that an important role of the Pepperdine Career Center is to enable students to feel prepared enough to compete professionally upon graduation. An increase in student confidence and preparedness is an issue focused on in the formulation of our engagement strategies.

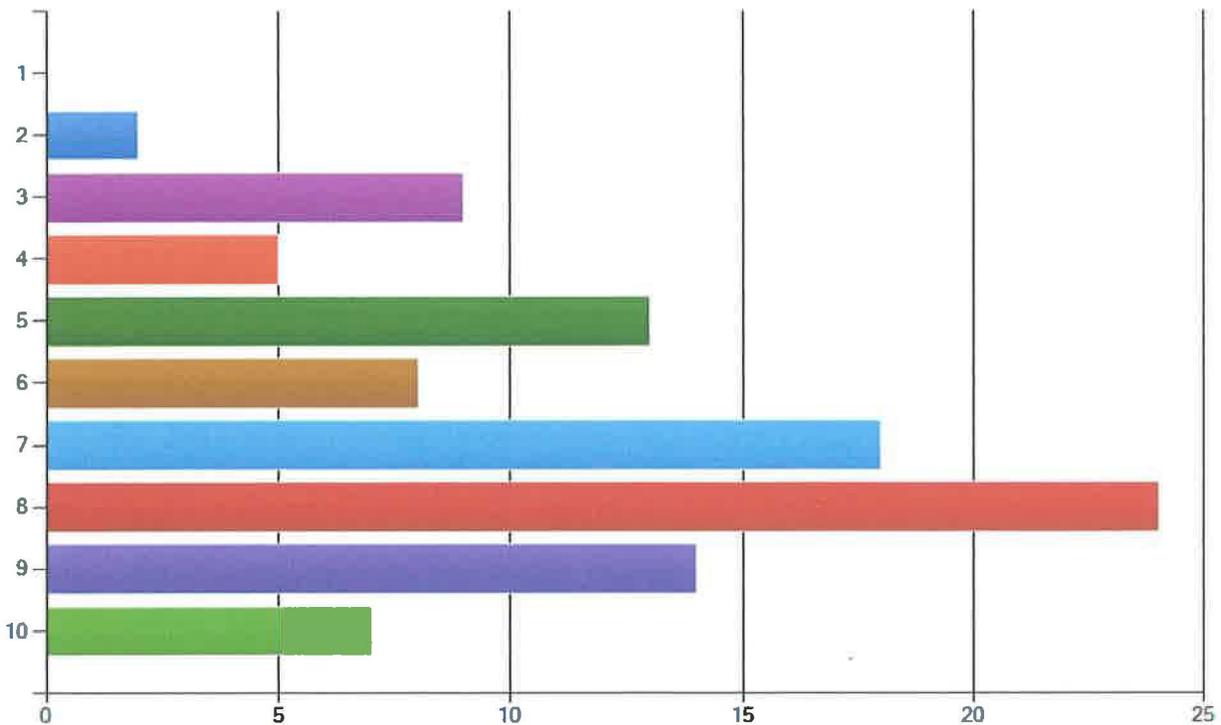


Survey respondents indicated the following as the Top 3 post graduation plans:

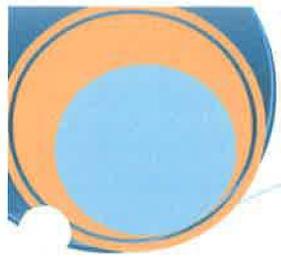
- Search for a job
- Work a professional job
- Go to grad school

All of these post graduation plans require ample résumé and interview preparation, services that are currently available yet underutilized at the Pepperdine Career Center.

**How do you feel about your own professional skills? (1 I don't feel prepared to take on a profession at all, 10 I feel confident that my education and experience has prepared me well to secure and perform a job)**

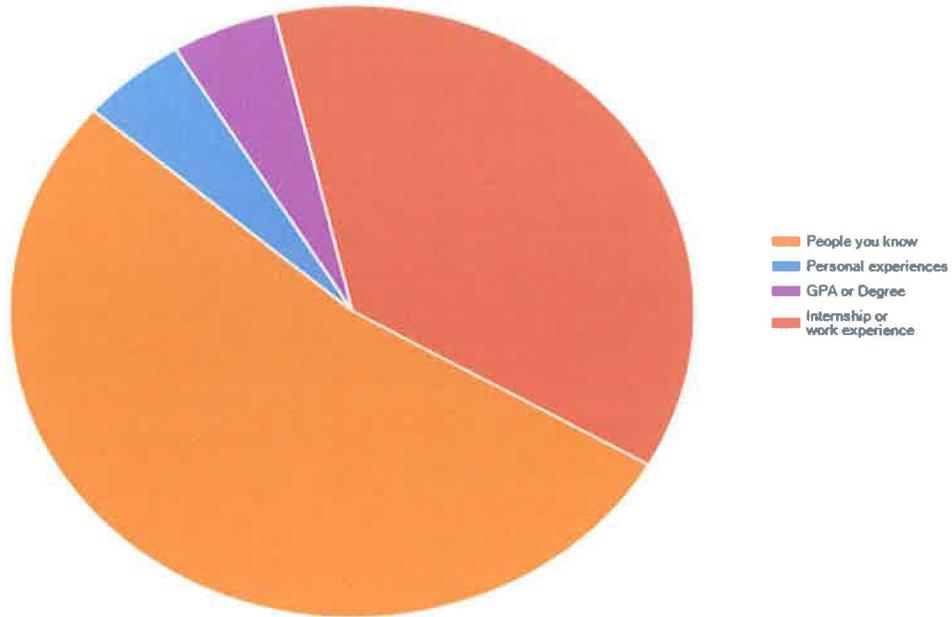


While the vast majority of those surveyed responded with a score of 7 or above, it is the ultimate goal for all Pepperdine undergrads to be confident that their education and experiences have prepared them to secure a job. Instilling students with confidence and professional preparedness was also used in the formulation of our Engagement Strategies.

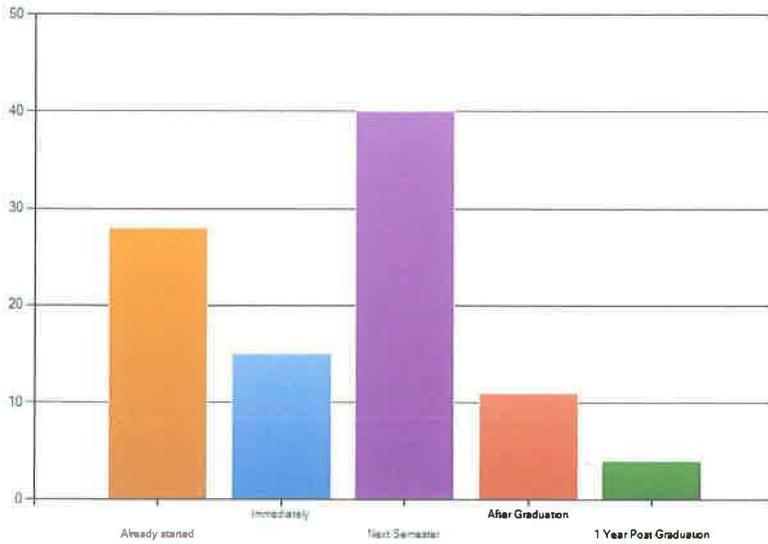


The following questions addressed student job hunting:

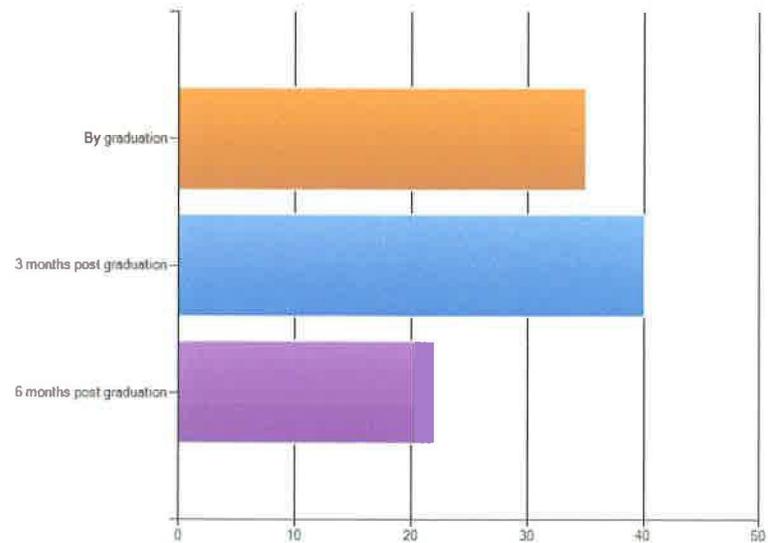
**What do you think is the most important resource for finding a job?**

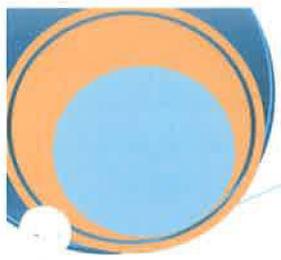


**When do you plan to begin searching for a job?**



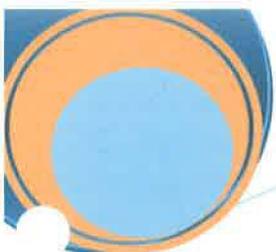
**When do you believe you will have secured a job?**





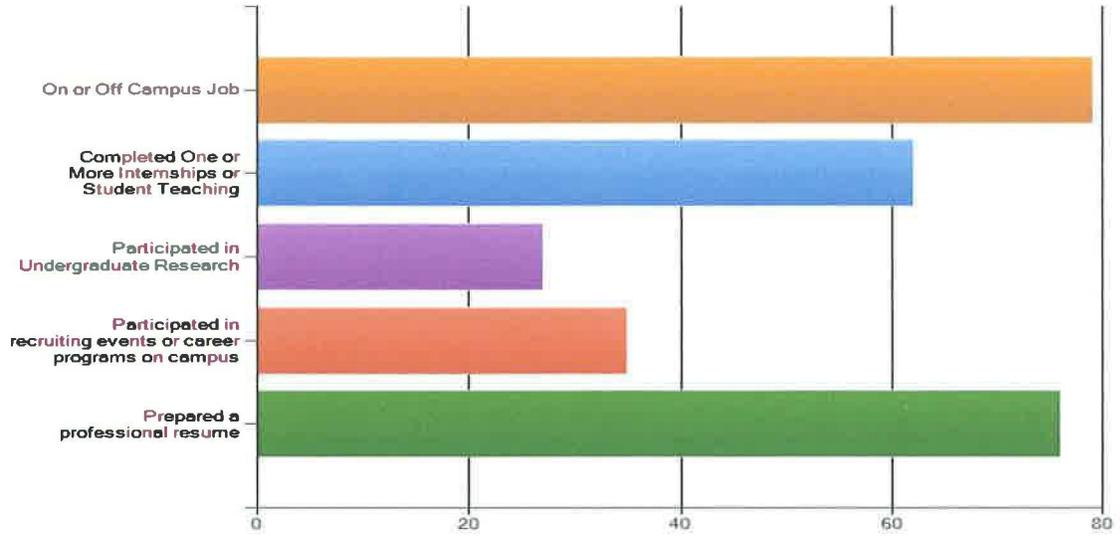
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This group of questions indicated that Pepperdine undergrads see networking and internships as the most important resources in their job hunt. Further, the majority of Senior respondents indicated that they would be starting their job hunt “next semester,” indicating the immediate necessity of a Senior Engagement Strategy to be implemented in the Spring of 2013. With 77% of respondents indicating that they believe they will have secured a job by or within 3 months of graduation, it is of the utmost importance that graduating Seniors take advantage of the Career Center resources made available to them while still an undergrad at Pepperdine.

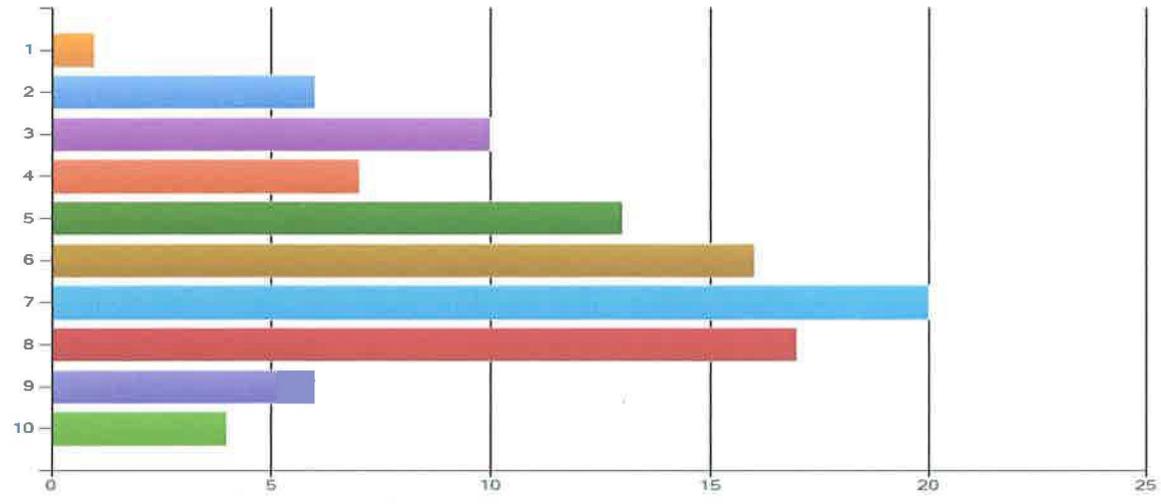


The following questions address student preparedness to enter into the job market:

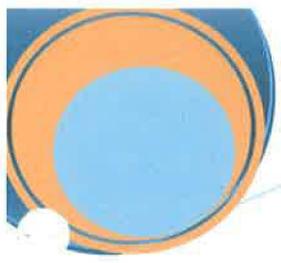
**What have you done to prepare for your professional career while at Pepperdine? Check all that apply:**



**On a scale of 1-10, how prepared do you feel to compete in the professional job market? (1 being completely unprepared, 10 being extremely prepared)**

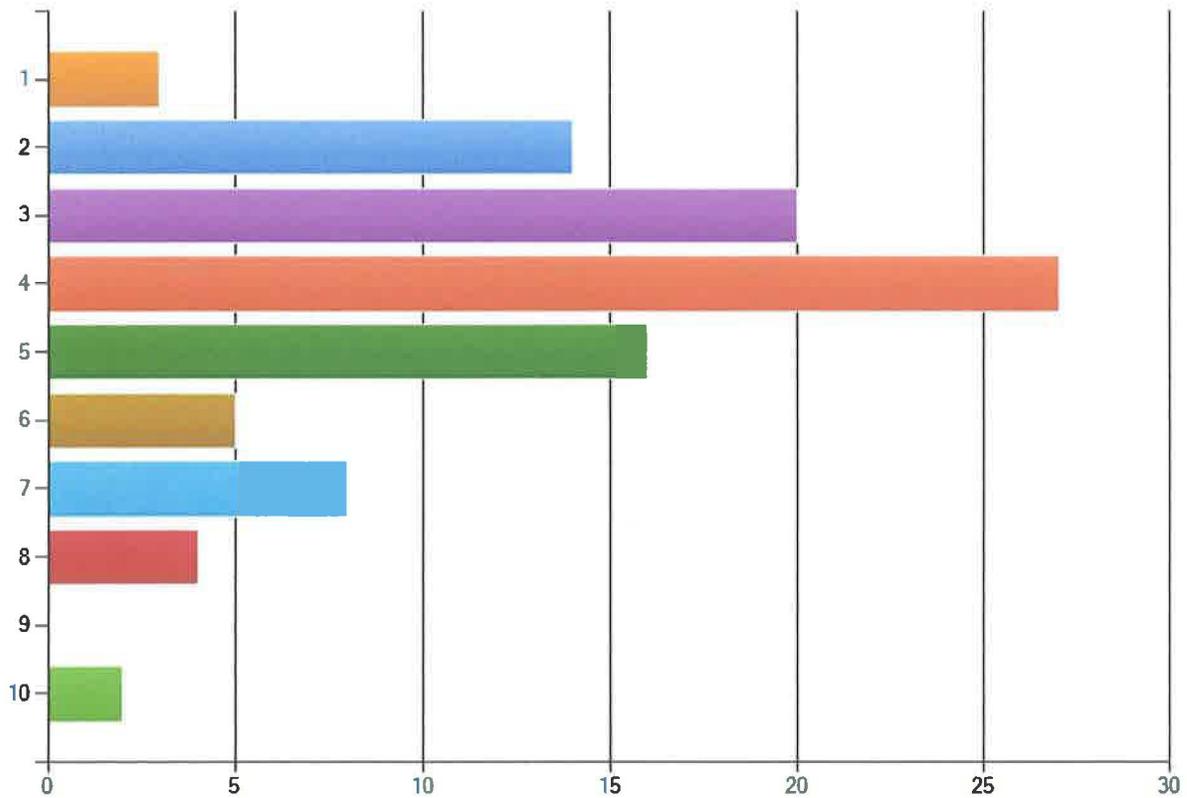


The results of these questions indicate that Pepperdine students have been proactive in preparing to enter in to the job market. But they further highlight that there is room for improvement, as ideally all respondents should be confident enough in their preparedness to select a "10," indicating that they feel extremely prepared to compete in the professional job market.

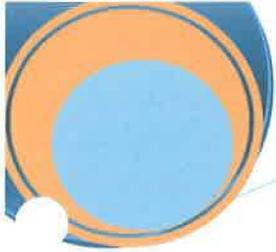


Perhaps the most telling question that the survey posed was in regards to student awareness of opportunities currently available through the career center:

**On a scale of 1-10 how would you rate student awareness of the opportunities available through the career center? (1 being not aware at all, 10 being very familiar)**

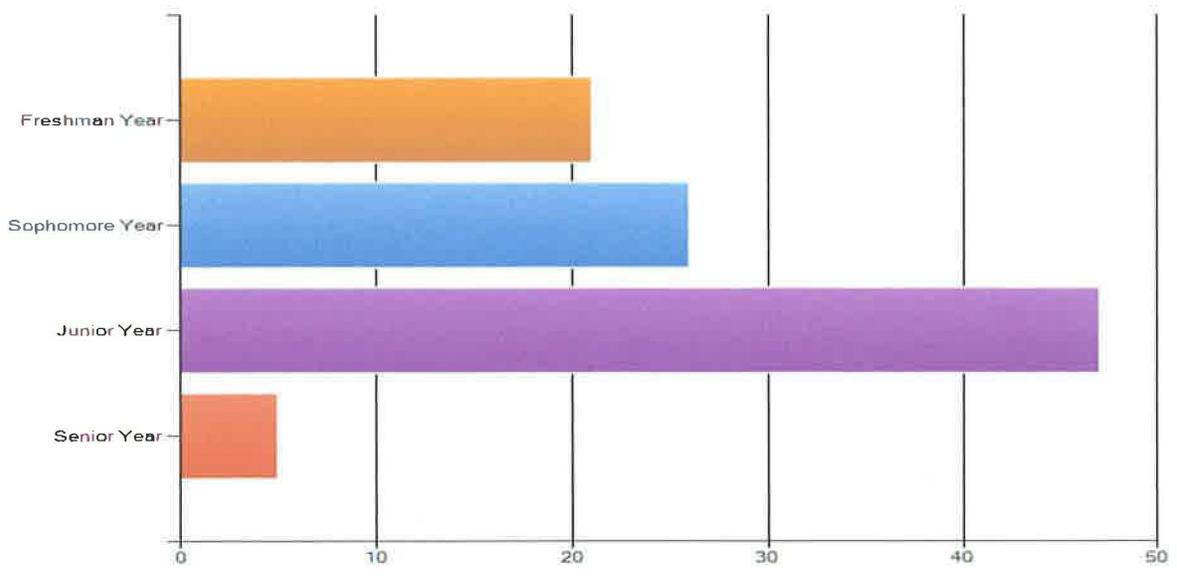


In the formulation of our student engagement strategies, the need for increased awareness was highlighted. The Pepperdine Career Center already provides many of the services desired by students, but due to this lack of awareness the available resources are severely underutilized.

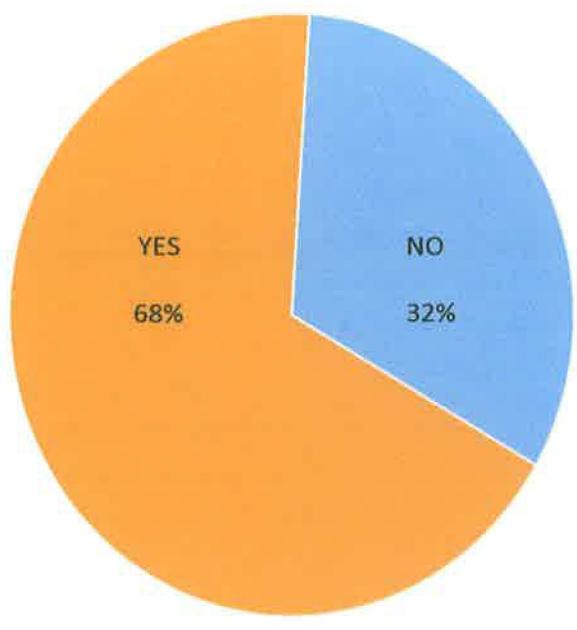


The following questions address the desire for the guidance provided by the Career Center:

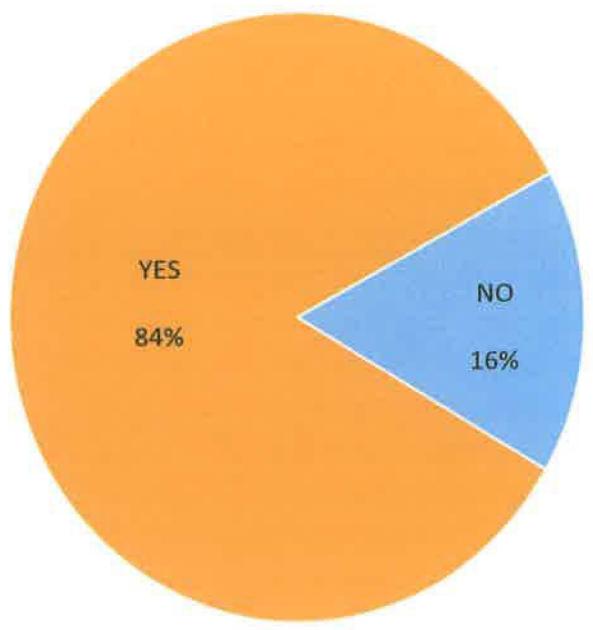
**When do you think students should begin focusing on career planning?**

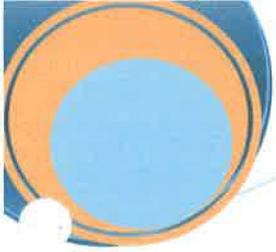


**Do you know what you want to do with your major?**

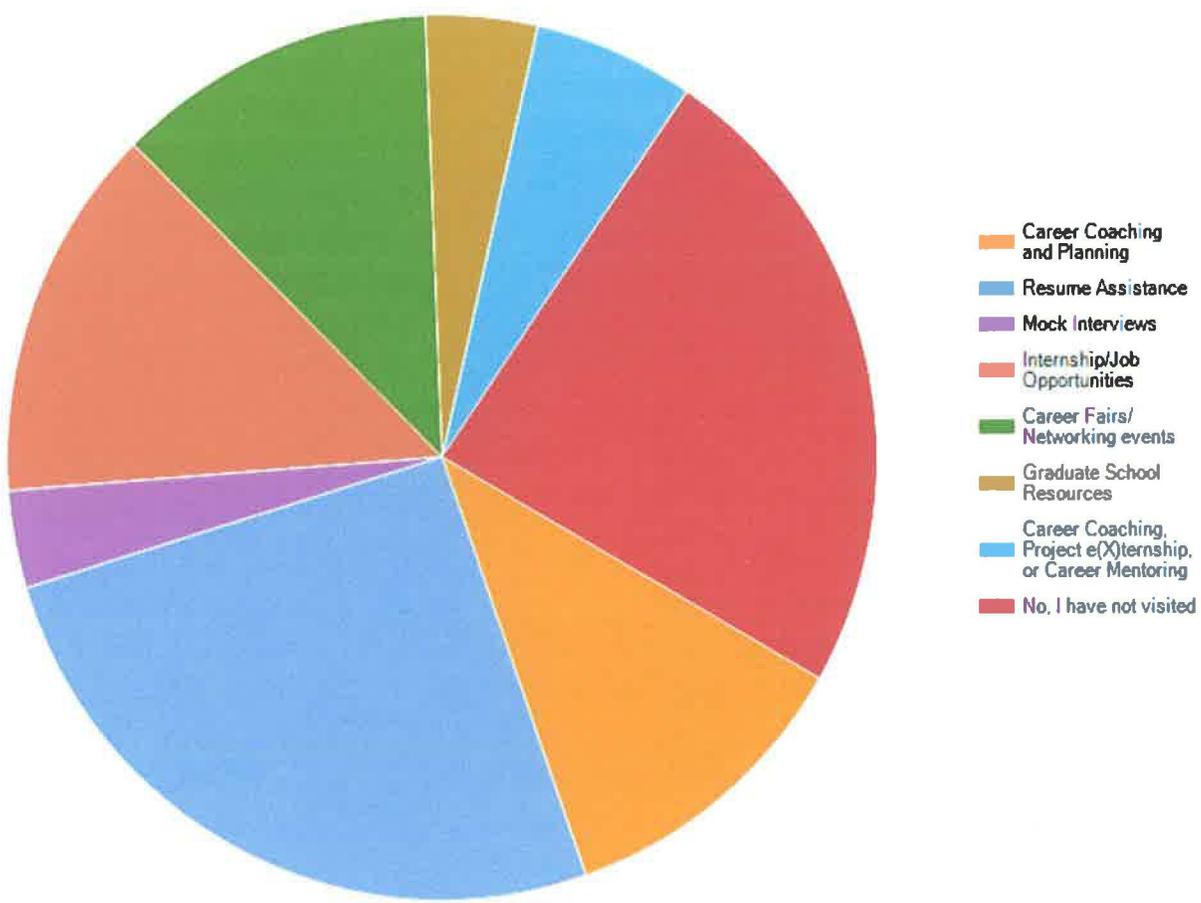


**Do you feel you could benefit from a one-on-one career counseling session?**



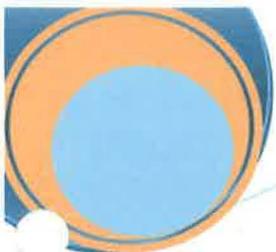


**Have you ever visited the career center before?YES For:**

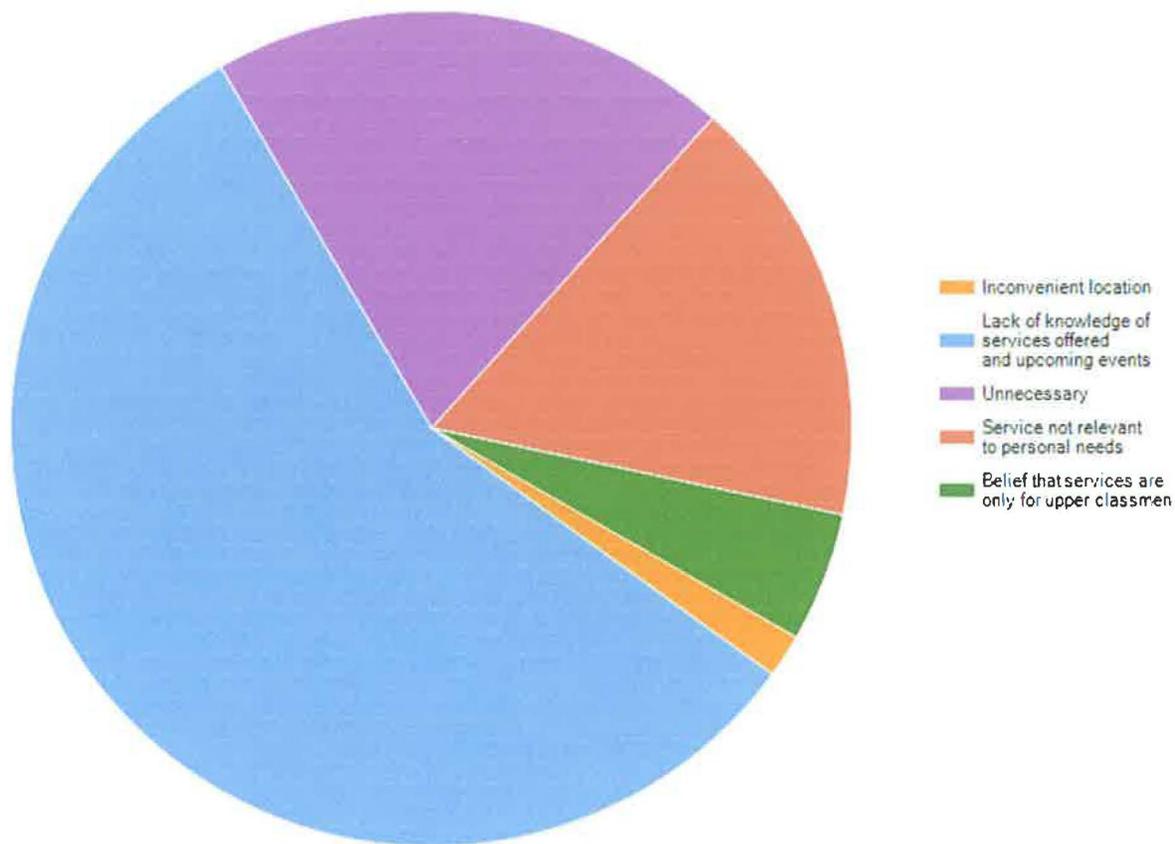


The results of this question indicate that the most successful program currently being implemented by the Pepperdine Career Center is resume assistance. These results also indicate the programs which are currently in place, but could be improved and expanded upon, such as the Mock Interviews and Career Fairs.

Forty- Three percent of respondents indicated that they had not yet visited the Career Center. They indicated the following as reasons why they had yet to visit:



**If you have not visited, why?**



Sixty-four percent of those students who have not visited the Career Center indicated that they had not done so because of a lack of knowledge of services offered or upcoming events. This survey question provided the evidence to support our belief that the main problem facing the Pepperdine Career Center is awareness.



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The final question in our survey was open ended, and asked, “What is the most important service the career center should provide to students?”

The top responses are as follows:

- Post graduation job securement
- Guidance as to what jobs your major can prepare you for and what options are available to you
- Career coaching and planning
- Resume assistance
- To bring as many recruiters as possible to campus
- Internship help
- Networking
- Alumni involvement
- Direct connection with alumni
- Easier access to career space
- Career fairs that offer actual jobs, not just internships
- A location for Skype interviews
- How to use a timeframe to effectively search for and secure a job before graduation

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## Stage IV: Two Phase Implementation Plan





# Stage IV: Two Phase Implementation

## **Phase I: Senior Engagement Strategy**

### ***Goal:***

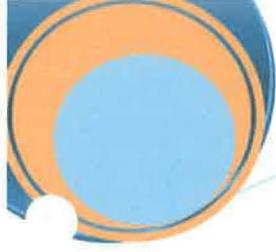
Conduct program and methodology research and develop strategic plan to increase the engagement of seniors in career planning and job search during their last year at Pepperdine. Implementation should drive students to utilize Career Center resources and specifically engage seniors in Career Fairs, On-Campus Interviews, and active job search.

### ***Rationale:***

As the market continues to struggle, recruiters come to campus earlier and make decisions sooner about which students they want to hire into entry-level positions. Additionally, the University invests resources into developing employer relationships in such a way, that students, while still in school, can be exposed to meaningful professional opportunities. Numerous strategies have been employed in an attempt to engage the senior class earlier and more meaningfully in the job search process including a Senior Advantage program, the Life After College Summit, and through senior phone calls. Although there were benefits to each of these strategies, there must be a better way to engage, motivate, and connect students with the people and professional opportunities that they want most.

### ***Historical Challenges:***

- Accounting and some business organizations hire soon to be graduates in the fall.
- Career Fairs are limited in the number and types of organizations who are able to come to campus.
- Seniors are busy with coursework and extra curricular activities and often put off career preparation and planning until it's too late.
- Seaver's small class size makes it challenging to get certain big name employers to campus (though they are often still interested in hiring Pepperdine).



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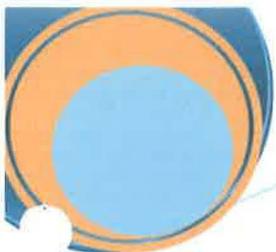
### *Historical Strengths:*

- Seniors, who participate in the Career Coaching Program, tend to do very well with securing jobs and other professional opportunities.
- The job rate at graduation for Pepperdine is still much higher than the national average (42% vs. 26%).
- 75% of graduating seniors have done one or more internships while at Pepperdine. Since employers expect graduates to have 2-3 professional work experiences *before* they get that first job, Pepperdine students are fortunate to have lots of opportunities to gain skills and build professional networks in their industry of interest.
- 72% of graduates who worked and interned during college had jobs at graduation
- 60% of new hires at companies this year came directly from their pool of interns.
- Career center services include individualized goal setting and counseling, job search strategies, networking preparation, alumni and employer connections and referrals, Career Fairs, On-Campus Interviews, CareerSpace (with jobs specific for Pepperdine graduates), and a variety of other events and programs.

### *Current Perceptions of Job Market and Career Center*

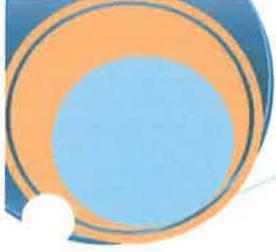
In order to understand the current perceptions surrounding the career center and the job market among seniors, Elite Consulting developed an eighteen-question survey and polled 75 Pepperdine seniors. There were over twenty different majors amongst these 75 respondents, with the most popular majors being Business Administration, International Studies, Psychology and Advertising. Other majors included French, Art History, Biology, Mathematics and numerous others. Important results from the survey:

- When asked about the availability and difficulty of getting a job in the current job market, responses landed right in the middle, most seniors believe that there are some jobs available but they will be difficult to obtain.
- A majority of senior respondents believe that they will still be searching for a job when they graduate but 48.6% believe they will have secured a job within 3 months of graduation.
- On a scale from 1 to 10 with, 1 being “I don’t feel prepared to take on a profession at all” and 10 being “I feel confident that my education and experience has prepared me well to secure and perform a job”, 67% of senior respondents answered 7 or above.
- A majority of senior respondents (50.7%) believe that “People you know” are the most important resource for finding a job.
- Only 31.5% of senior respondents have already started searching for a job.
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- A majority of respondents have held an on or off campus job, completed one or more internships or student teaching experiences, and prepared a professional resume in preparation for a professional career but 5.3% of respondents felt extremely prepared to compete in the professional job market.
  - A majority of respondents rated student awareness of opportunities available through the career center at a 5 or below on a 1 to 10 scale.
  - An overwhelming 81.3% of respondents feel they could benefit from a one-on-one career counseling session but only 26% have actually taken advantage of that service at the career center.
  - The reason that most respondents have visited the career center before is for resume assistance, but 25 of the 75 respondents have never visited the career center before.
  - Lack of knowledge of services offered and upcoming events is main reason that respondents have not visited the career center.
  - When asked, “What is the most important service the career center should provide to students?” the most common responses included; resume assistance, career counseling and interview preparation.

### ***The Current Problem:***

The survey results indicate that the biggest problem the career center is facing when trying to engage seniors on campus is awareness. When a majority of seniors believe that career planning should begin in junior year, yet over 30% of seniors have never been to the career center. Another indicator that awareness is low is the disproportionate amount of students who feel they could benefit from career counseling compared to the amount that actually have taken advantage of this service from the career center.



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### ***Best Practices:***

In order to determine the best practices for senior career center engagement Elite Consulting contacted multiple peer and aspirational institutions career centers to see what programs they had found successful at their universities. Notable suggestions included:

- Occidental College, a peer institution of 2,123 students, employs a single day job-shadowing program called Walk in My Shoes.
- Baylor University, an aspirational university of 12, 918 undergraduates, has a Hire-A-Bear program, where alumni can post career opportunities exclusively for undergraduates.
- University of Southern California, one of our local competitors, hosts senior workshops and also has student run senior job clubs on campus.
- Wake Forest, another aspirational institution, holds a senior week every year in which the career center is reserved exclusively for seniors.
- The University of Notre Dame actually offers Career Development courses for course credit.

### ***External Threats and Opportunities:***

The career center faces the ever-present problem of Pepperdine Students of being over-extended and over-whelmed. A significant number of senior students at Pepperdine are involved in numerous extracurricular activities, many in leadership roles, and are carrying a heavy workload with senior capstone classes. Additionally, many seniors are working or interning and so their schedules are already very packed. Even though a majority of respondents believe that the job search should begin junior year, the huge amounts of responsibility that many seniors face prevent many from making the time to utilize career services. Raising awareness also faces the problem of being drowned out in the huge amounts of things that are already advertised on Pepperdine's campus on a daily basis. Beyond these on campus issues, the current economic fears surrounding the latest election and the upcoming fiscal year are causing greater concern about the job market. This concern also presents an opportunity to develop interest in career development as students become more concerned about finding a job. The survey and research into peer institutions also provided a few opportunities that are addressed in the Senior Engagement Plan.



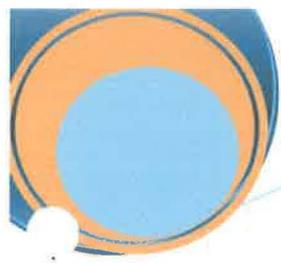
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### *Senior Engagement Strategy:*

Utilizing the survey results and the research into peer institutions Elite Consulting has developed a two-part senior engagement strategy. The goal of this plan is to immediately improve awareness of career center services across campus, identify opportunities for improved senior engagement that can be implemented in the Spring of 2013.

### *Spring 2013:*

- Implement a Senior Week at the Career Center similar to that of Wake Forest. This week will take place in the beginning of the semester in order to draw the most attention before seniors get too busy. Aspects of Senior Week include:
  - The career center will be open for seniors only throughout the week. Seniors will be able to drop in to the career center at any time and be able to meet with a career counselor or career center advisor. There will also be satellite locations set up throughout campus at which career center services will be available.
  - A job fair will be held during this week, specifically targeted at seniors seeking post graduation jobs and careers.
  - A Linked-In workshop will be hosted by the career center providing seniors with tips on how to prepare and utilize their Linked-In profiles to the fullest potential.
  - Senior Week Professional Development convocation events will be held throughout the week on topics such as resume development, interview tips, dressing for success, and finding the ideal career.
- Begin Senior Club Convocation events hosted by the career center focused on career development and other topics such as maintaining Christian ethics in a business environment.
  - Potential faculty advisors include Dr. Arnold
- Encourage the creation of a student run senior job club focused on utilizing Pepperdine professors and alumni connections to help seniors develop the skills necessary to succeed in the real world and also to assist seniors in finding jobs.
  - Weekly or monthly meetings could include a professional or alumni speaker addressing topics such as servant leadership and leadership development.
- Develop new strategies for raising awareness of Career Center events and services to be implemented in both the short and long term.
  - Emails to the parents of seniors going into their last semester.
  - Flyers in on-campus mailboxes
  - Tabling in the Waves Café
  - Advertisements on the television screens in Wednesday convocation and around campus



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## Phase II: Long Term Student Engagement Strategy

While the short term Senior Engagement Strategy provides an immediate opportunity for improvement, especially among Seniors, we feel that a few strategic changes are necessary in order to engage all students and maintain their involvement with the Career Center throughout their four years at Pepperdine. These recommendations concern overall vision, IT improvements, and reaching out to students who currently have little to no involvement with the Career Center. We feel that these recommendations will increase the influence and utility of the Career Center, and help foster long term engagement and further growth.

### *Improve the Career Center's Mission Statement*

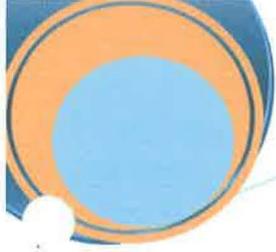
Currently, the Career Center's Mission Statement is *"The Seaver College Career Center exists to assist students and alumni to prepare and to compete professionally."* It is our suggestion that the Mission Statement expanded to more thoroughly represent the objectives of the Career Center. Further, we believe that a reference to "vocation" would appropriately represent the mission of Pepperdine University.

### *Alumni Engagement*

Pepperdine Alumni are some of the most influential people in their respective fields, and we believe that most would jump at the opportunity to support current students in any way possible. The following are a few specific measures we recommend in fostering greater alumni engagement.

#### *Personal emails*

- Mass emails from Pepperdine with generic subject headings are almost always disregarded and do little to make someone feel any personal desire to contribute. We suggest that future communication with alumni is personal. While sending a custom email to every alumnus is unrealistic, formatting a mass email to appear personalized is simple and effective. For example, we feel that when recruiting alumni to participate in the mentoring program, an email from an individual Pepperdine email address formatted as a letter speaking directly to each alumnus would be much more effective than a generic email promoting the program. This may seem like a minor detail, but we feel that alumni cooperation has significant potential to be improved, and that the best way to do so is by reaching out to them personally.



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### Continued expansion of Project e(X)ternship

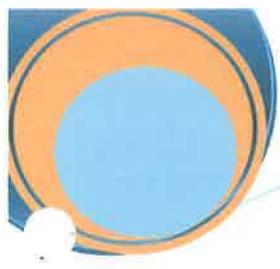
- We are very excited about the implementation of this program in the spring of 2013. This is exactly the type of alumni integration we think will help sustain the Career Center in the future. However, we recommend that recruiting be expanded to non-business professions. From our survey data, we discovered that many non-business major students feel that the Career Center provides little support to them, and by expanding the opportunities available to appeal to other majors we believe that we will increase awareness of the Career Center and increase involvement not only in this program, but also in the other services provided.

### Expanded Mentoring

- Similarly to Project Externship, there is a perception that the mentoring program currently in place is only for business majors. By recruiting alumni from a variety of fields we feel that we can increase awareness of the program and incorporate many more non-business majors into the Career Center programs.

### Direct Job Posting Access

- Pepperdine Alumni consistently have jobs available to recent graduates, and currently they have the ability to post these jobs on Career Space for students to apply. However, the Career Space portal is cluttered with on campus student jobs and part time jobs in the local community such as tutoring and nannying. Similarly to Baylor's "Hire-a-Bear" program, we suggest that the Career Center create a separate portal specifically for careers. This will be a space where alumni know they can target soon to be graduates looking for a career, avoiding the current clutter of Career Space. Advertising this portal will critical. Currently, most students either haven't used or are unaware of the Career Space. Based on our survey data, we feel that job opportunities are the best way to raise awareness for the Career Center, and creating this portal would draw students into the Career Center and encourage use of its other services. This will be further elaborated upon in the IT section.



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## *IT Improvements*

### **Career Space Access**

- Currently, for students to access the Career Space they have to log into Wavenet, click a tab on the left side of the display which opens a new window and directs to an external website, and then have to click another link to finally open a portal. Access is incredibly indirect, and we believe this process should be streamlined. The Career Space tab is well placed on the site, but should lead to direct access to the portal.

### **Creating Separate Job Posting Area**

- As mentioned in the Alumni Involvement section, we suggest the creation of a separate career posting portal separate from Career Space. Students would have one click access similarly to our suggestion for Career Space access, while alumni would have one click access from both the Alumni tab on the Pepperdine website and the Career Center page.

### **Pepperdine Site Navigation (Tab)**

- We recommend that the Career Center website is too buried within the Pepperdine website. Given the importance of the Career Center to both alumni and students, we feel that the Career Center website warrants its own tab on the main Pepperdine website. This will not only streamline access to the site, but also raise awareness for the Career Center. Currently, from the home display of the Pepperdine site, a browser would have no idea that the Career Center portion of the website even exists. This tab will attract both students and alumni to this portion of the website, acting as a direct advertisement for the Career Center.

### **Information/Video Organization**

- There is a great deal of useful career information within the website, including tutorials and videos. Unfortunately, this information is buried within the website, and, even if users knew it existed, it would be very difficult to locate this section within the website. We suggest that the site is reorganized, with tabs clearly denoting each section directing users to their desired information.



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### *Career Blogs*

Career blogs can be added to the Career Services website as an alternative for student inquiries. The idea is based on an open forum on the Career Service website for students to ask questions and review questions that are asked previously by others. Questions can be answered by student workers and staff from the Career Center regularly. Questions can also be answered by other students who are interested in joining the discussion. This will be a helpful and convenient tool to use in addition to office visits and direct contact.

### *Freshman Seminar Outreach*

A key aspect of our long term engagement strategy is reaching out to freshmen students. If students are made aware of the Career Center programs and are given the opportunity to engage early in their Pepperdine careers, we feel that they will be more likely to sustain their engagement throughout their time at Pepperdine and will begin career preparation long before their senior year. We feel that a great way to reach out to freshmen students is to create a career preparation freshman seminar. In this seminar students would explore career options, work on interviewing and networking skills, learn about LinkedIn, and prepare resumes and other such career preparation activities. Additionally, we suggest that for all seminars classes, other than the career preparation course, the Career Center prepare a presentation informing students about the services they offer. If freshmen are informed about the services offered by the Career Center, they will be more likely to be engaged during their junior and senior, crunch time for career searching and professional development.

### *Professional Development Elective Course*

Once senior students reach their final semester, many have to take an elective class to fill their schedule as a full time student. Many end up taking a class of general interest that has nothing to do with their major. Specifically targeting these students, we suggest the creation of a spring 2-unit elective professional development course. This course would be specifically designed to help seniors do what they are most concerned with during their spring semester: prepare for their job search. This course would teach skills such as interviewing and networking that would directly aid seniors in their job search, preparing them to rise to the top of a competitive job market.

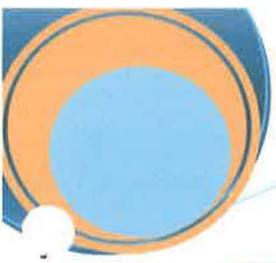
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Recommendations





# Recommendations

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## *Phase 1: Senior Engagement Strategy:*

- Senior Week
- Career Development Club Convo
- Senior Job Clubs
- Strategic Advertisement

## *Phase 2: Long Term Student Body Engagement Strategy:*

- Improve and Alter Career Center's Mission Statement
- Career Blogs
- IT Changes to Career Center Website
- Alumni Engagement
- Freshman Seminar Outreach
- Professional Development Elective Course

# Elite Consulting

“Nothing Less Than Excellence”

Conclusion



# Conclusion

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Elite Consulting has been committed to its mission to provide the Pepperdine Career Center with “Nothing less than excellence.” In accordance with our Memorandum of Understanding, we have worked effectively in coordination with the Career Center, striving to promote its mission and goals.

As confirmed by our student survey, the Career Center already offers the services and support that students desire. Professional preparation, including career counseling, resume review, and mock interviews, are all services already offered that students have indicated a strong desire to utilize. However, through our research and interaction with the Career Center, we feel that there is a widespread lack of student awareness with regard to functions, services offered, and even the location of the Career Center. With this in mind, we assembled both a short term senior engagement strategy and a long term engagement strategy, which in combination we feel will drastically increase student awareness and utilization of the Career Center, helping prepare all students for their post graduate endeavors.

The senior engagement strategy is designed to make an immediate impact on this year’s graduating class. The current job market presents the most difficult environment for graduates in recent history. Based on our survey, we fear that many seniors simply are not prepared for the challenge ahead, and that the resources they need are within reach at the Career Center. To increase awareness and provide seniors with the best resources possible, we have suggested the creation of a “Senior Week” for the coming semester. All Career Center activity would be directed toward the seniors, and would include satellite locations across campus, a senior job fair, a LinkedIn workshop, and professional development convocation. Additionally, we have suggested a senior club convocation group focusing on Christian business ethics and leadership, and the creation of a student job club focused on utilizing the Pepperdine network and resources toward finding jobs. By catering to the needs of the graduating seniors, we feel that the Career Center can make an immediate impact on the Pepperdine community, and prepare students to stand out in the competitive job market.

While these short term initiatives will provide immediate improvement, we feel that the key to increasing the influence of the Career Center is promoting sustained engagement to students as they begin their freshman year and providing opportunities and awareness throughout the entire Pepperdine experience. To do this, we have suggested the creation of a professionally focused freshman seminar, increased alumni involvement, expansion of current programs, IT improvements, a career blogging forum, and a professional development elective course.



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After considerable research and consideration, Elite Consulting has a comprehensive understanding of the potential value that the Career Center offers Pepperdine students. We feel that it is simply unacceptable for such services to be offered and go unused and unnoticed because of a simple lack of awareness. By implementing these engagement strategies, we hope to bridge this awareness gap, preparing students to better compete in a competitive job market and position themselves to practice lives of purpose, service, and leadership in their post graduate lives.

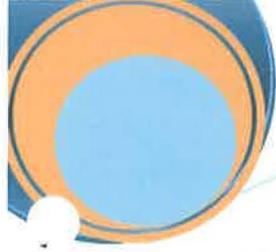
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Appendices





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# Appendices

## Institutional Research

### *Occidental College*

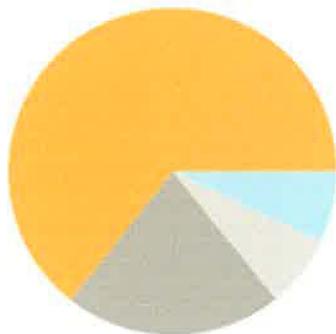


Founded in 1887 by clergy and members of the Presbyterian Church, Occidental College, or "Oxy," as it is affectionately called by students and alumni, is one of the oldest liberal arts colleges on the West Coast. Although it is no longer formally affiliated with the Presbyterian Church, Occidental College still retains the progressive and egalitarian values of its founders. This institution is located near the heart of Los Angeles in Eagle Rock, one of the city's most eclectic and interesting neighborhoods.

Total undergraduate: 2,123

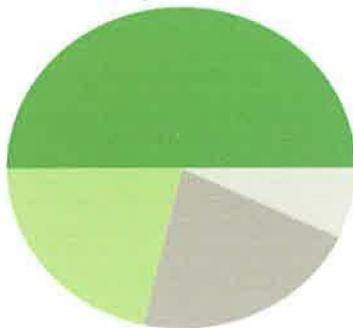


### How helpful is the career center in helping students find jobs or internships?



- 64.3% Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 21.4% Somewhat helpful. The career center offers resources but not much individual attention.
- 7.1% Totally ineffective. They make little or no effort to help you find a job/internship.
- 7.1% Somewhat ineffective. There are some resources, but you're pretty much on your own.

### How strong is the alumni network at your school?

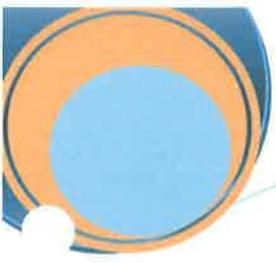


- 50% Very strong. Alumni are involved in lots of events and do a lot of campus recruiting.
- 21.4% Somewhat weak. There are a few alumni events but no real connection with alumni.
- 21.4% Somewhat strong. There are some events and you can connect with alumni if you want.
- 7.1% Almost non-existent. After graduation, alumni have little or no affiliation with the school.

(College Prowler)

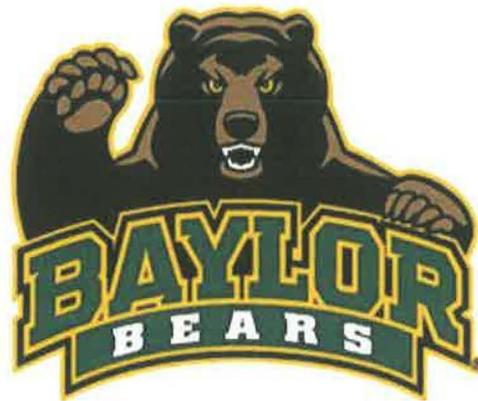
### Highlights of Occidental College's Career Center

- Pre-Law/Grad School Advising
- Walk in My Shoes (job shadowing)



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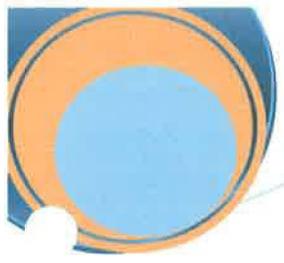
*Baylor University*



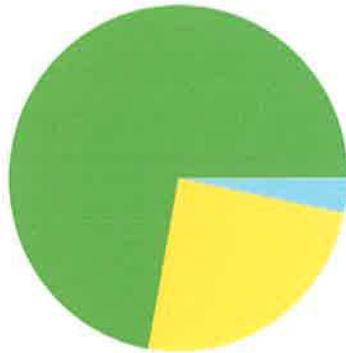
Baylor University, chartered in 1845 by the Republic of Texas, is a private Christian university and a nationally ranked research institution, provides a vibrant campus community by blending interdisciplinary research with an international reputation for educational excellence and a faculty commitment to teaching and scholarship. The campus is located in Waco, the central part of the state of Texas.

Total undergraduate: 12,918

Total graduate: 2,465

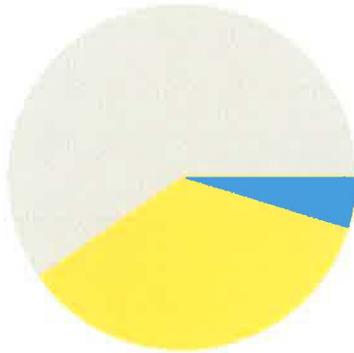


**How helpful is the career center in helping students find jobs or internships?**



- 72.1% Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 24.6% Somewhat helpful. The career center offers resources but not much individual attention.
- 3.3% Somewhat ineffective. There are some resources, but you're pretty much on your own.
- 0% Totally ineffective. They make little or no effort to help you find a job/internship.

**How strong is the alumni network at your school?**

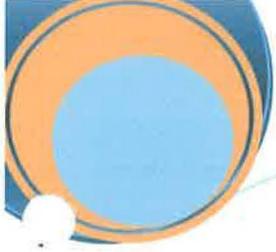


- 59.7% Very strong. Alumni are involved in lots of events and do a lot of campus recruiting.
- 35.5% Somewhat strong. There are some events and you can connect with alumni if you want.
- 4.8% Somewhat weak. There are a few alumni events but no real connection with alumni.
- 0% Almost non-existent. After graduation, alumni have little or no affiliation with the school.

(College Prowler)

**Highlights of Baylor's Career Center**

- Hire-a-bear
- 30 minute career coaching meetings



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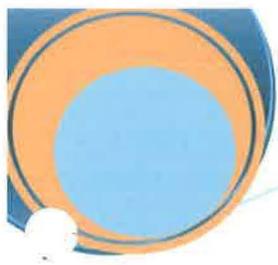
*University of Southern California*



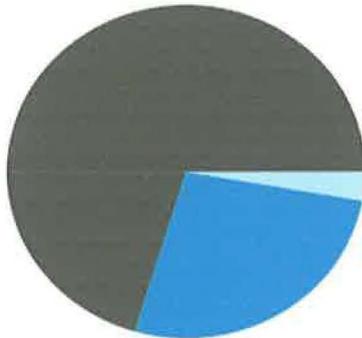
The University of Southern California, founded in 1880, is one of the world's leading private research universities. An anchor institution in Los Angeles, a global center for arts, technology and international trade, USC enrolls more international students than any other U.S. university and offers extensive opportunities for internships and study abroad. With a strong tradition of integrating liberal and professional education, USC fosters a vibrant culture of public service and encourages students to cross academic as well as geographic boundaries in their pursuit of knowledge.

Total undergraduate: 17,414

Total graduate: 20,596

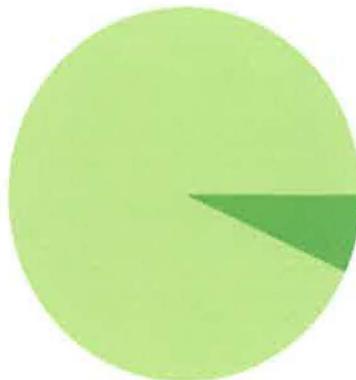


### How helpful is the career center in helping students find jobs or internships?



- 70.4% Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 26.8% Somewhat helpful. The career center offers resources but not much individual attention.
- 2.8% Somewhat ineffective. There are some resources, but you're pretty much on your own.
- 0% Totally ineffective. They make little or no effort to help you find a job/internship.

### How strong is the alumni network at your school?

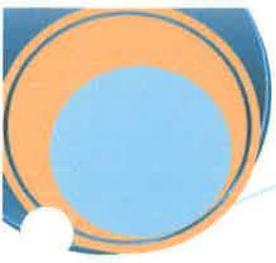


- 93.2% Very strong. Alumni are involved in lots of events and do a lot of campus recruiting.
- 6.8% Somewhat strong. There are some events and you can connect with alumni if you want.
- 0% Somewhat weak. There are a few alumni events but no real connection with alumni.
- 0% Almost non-existent. After graduation, alumni have little or no affiliation with the school.

(College Prowler)

### Highlights of USC's Career Center

- Senior workshops
- Industry exploration series
- Senior job club
- Jump start your job search



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## *University of San Diego*

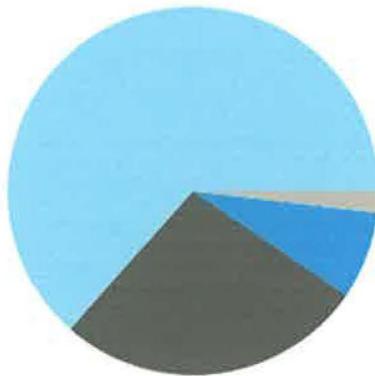


The University of San Diego, chartered in 1949, is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. The university consists of six schools: the School of Business Administration, the School of Leadership and Education Sciences, the School of Law, the School of Nursing and Health Science, the College of Arts and Sciences, and the Joan B. Kroc School of Peace Studies.

Total undergraduate: 5,493

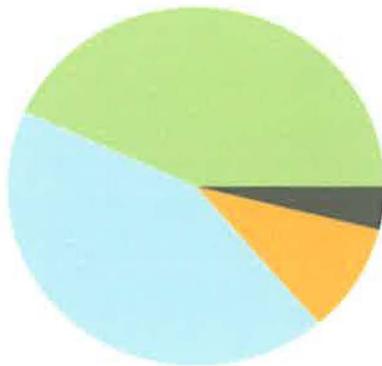
Total graduate: 2,824

### How helpful is the career center in helping students find jobs or internships?



- 63.5% Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 26.9% Somewhat helpful. The career center offers resources but not much individual attention.
- 7.7% Somewhat ineffective. There are some resources, but you're pretty much on your own.
- 1.9% Totally ineffective. They make little or no effort to help you find a job/internship.

### How strong is the alumni network at your school?

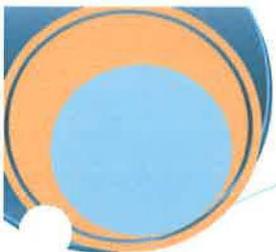


- 43.1% Very strong. Alumni are involved in lots of events and do a lot of campus recruiting.
- 43.1% Somewhat strong. There are some events and you can connect with alumni if you want.
- 9.8% Somewhat weak. There are a few alumni events but no real connection with alumni.
- 3.9% Almost non-existent. After graduation, alumni have little or no affiliation with the school.

(College Prowler)

### Highlights of USD's Career Center

- Career Blogs
- Graduate School Fair



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*Loyola Marymount University*



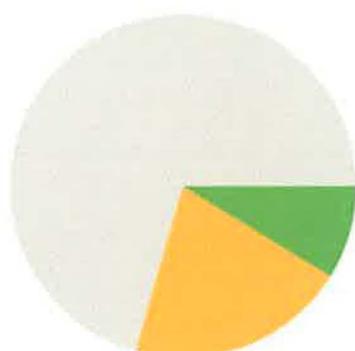
Loyola Marymount University was formed from the combination of Loyola University and Marymount College in 1973. Through this union, the expanded university maintained the century-old mission of Catholic higher education in Los Angeles. Loyola Marymount University offers rigorous undergraduate, graduate, and professional programs to academically ambitious students committed to lives of meaning and purpose. We benefit from our location in Los Angeles, a dynamic city that brings into sharp focus the issues of our time and provides an ideal context for study, research, creative work, and active engagement.

Total undergraduate: 6,069

Total graduate: 3,283



### How helpful is the career center in helping students find jobs or internships?



- 70.6% Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 20.6% Somewhat helpful. The career center offers resources but not much individual attention.
- 8.8% Somewhat ineffective. There are some resources, but you're pretty much on your own.
- 0% Totally ineffective. They make little or no effort to help you find a job/internship.

### How strong is the alumni network at your school?

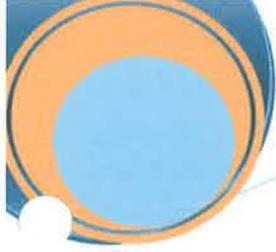


- 51.5% Somewhat strong. There are some events and you can connect with alumni if you want.
- 42.4% Very strong. Alumni are involved in lots of events and do a lot of campus recruiting.
- 6.1% Somewhat weak. There are a few alumni events but no real connection with alumni.
- 0% Almost non-existent. After graduation, alumni have little or no affiliation with the school.

(College Prowler)

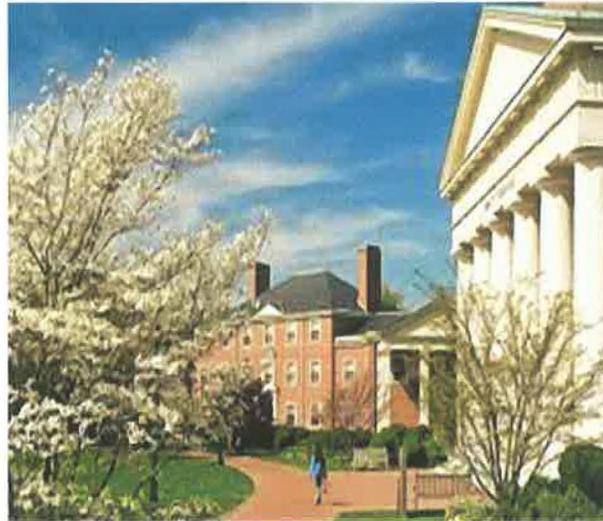
### Highlights of LMU's Career Center

- Library Resources
- Partners in Excellence



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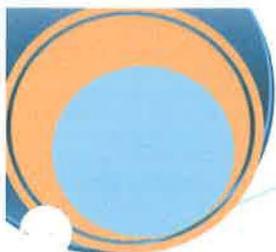
## *Wake Forest University*



Wake Forest University was **founded in 1834** outside the state capital of Raleigh, North Carolina. Wake Forest University offers the personal attention of a small liberal arts college, coupled with the breadth and global relevancy of a leading research institution, Wake Forest claims the distinction of being the nation's premier collegiate university. Wake Forest is consistently ranked among the top 25 universities in the nation. Our mission is to educate the whole person, graduating students who seek purpose-filled lives while building a community dedicated to serving humanity in the spirit of our motto, *Pro Humanitate*. (Wake Forest)

Total undergraduate: 4,511

Total graduate: 2,409



**FIRST DESTINATION DATA FOR CLASS OF 2011**

**6 MONTHS AFTER GRADUATION**

Employed	60%	Seeking Employment	7%
Graduate & Professional Schools	32%	Not Seeking Employment	1%

**AREAS OF EMPLOYMENT**

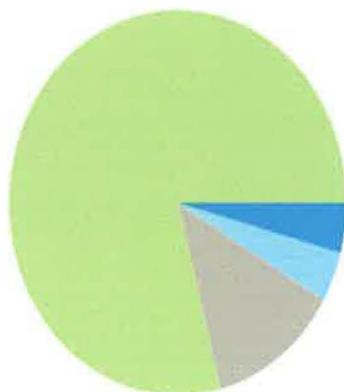
Advertising/Marketing/PR/Sales	18%	Legal	2%
Finance/Banking/Accounting	17%	Non-Profit	2%
Education/Teaching	13%	Media/Journalism	2%
Consulting	6%	Creative and Performing Arts	1%
Research	6%	Entrepreneurship	1%
Health Services	5%	Information Technology	1%
Government/Politics	3%	Other*	23%

**ATTENDING GRADUATE AND PROFESSIONAL SCHOOLS**

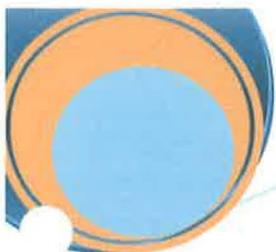
Arts & Sciences Program	30.1%	Master of Arts in Management	7.8%
Masters in Accounting	23.0%	Masters in Education	4.3%
Law School	15.6%	Masters in Business Administration	1.1%
Medical or Health Program	12.8%	Divinity	0.4%
Defer or deciding on school	5.0%		

(Wake Forest)

**How helpful is the career center in helping students find jobs or internships?**

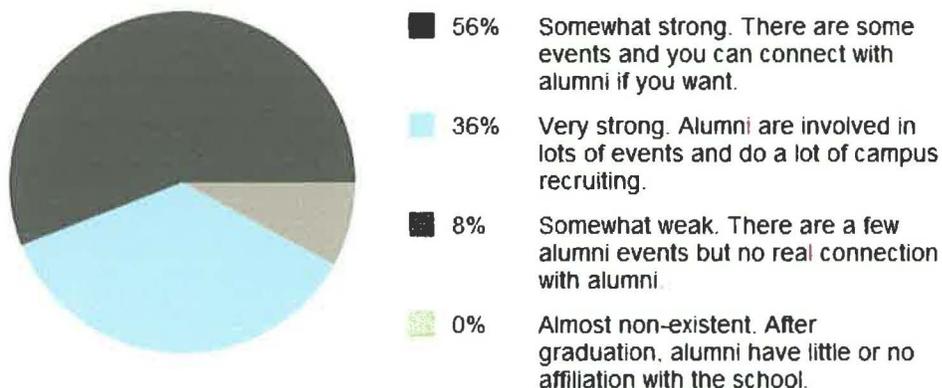


- 79.2%** Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 12.5%** Somewhat helpful. The career center offers resources but not much individual attention.
- 4.2%** Totally ineffective. They make little or no effort to help you find a job/internship.
- 4.2%** Somewhat ineffective. There are some resources, but you're pretty much on your own.



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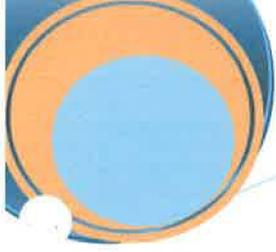
### How strong is the alumni network at your school?



(College Prowler)

### Highlights of Wake Forest's Career Center

- Senior Job Search Bootcamp
- Senior Week
- Nonprofit Career Action Group
- LinkedIn Workshops



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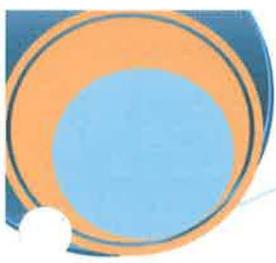
## *University of Notre Dame*



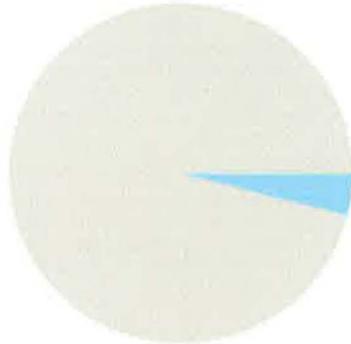
The University of Notre Dame began late on the bitterly cold afternoon of November 26, 1842, when a 28-year-old French priest, Rev. Edward Sorin, C.S.C., and seven companions, all of them members of the recently established Congregation of Holy Cross, took possession of 524 snow-covered acres that the Bishop of Vincennes had given them in the Indiana mission fields. The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where, through free inquiry and open discussion, the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity. (University of Notre Dame)

Total undergraduate: 8,356

Total graduate: 3,334

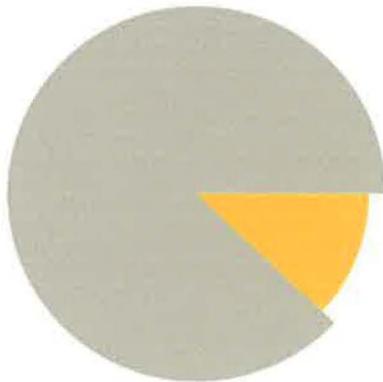


### How helpful is the career center in helping students find jobs or internships?



- 96% Very helpful. They help you find jobs/internships and provide lots of tools and workshops.
- 4% Somewhat helpful. The career center offers resources but not much individual attention.
- 0% Totally ineffective. They make little or no effort to help you find a job/internship.
- 0% Somewhat ineffective. There are some resources, but you're pretty much on your own.

### How strong is the alumni network at your school?



- 88% Very strong. Alumni are involved in lots of events and do a lot of campus recruiting.
- 12% Somewhat strong. There are some events and you can connect with alumni if you want.
- 0% Somewhat weak. There are a few alumni events but no real connection with alumni.
- 0% Almost non-existent. After graduation, alumni have little or no affiliation with the school.

(College Prowler)

### Highlights of Notre Dame's Career Center

- Alumni clubs
- Career services online library
- Career development courses