

Specializing Career Services | 03.23.2017

Elizabeth Zavala-Acevez

Please find a list below of additional resources from the “*Specializing Career Services*” webcast. These resources can be used as templates to get you started on specializing your career services department. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Pre-Webcast Resources

1. [College Career Specialist Job Description](#) – Pages 2-6 – This document gives a detailed job description for the College Career Specialist.
2. [Career Development Training Specialist Job Description](#) – Pages 7-11 – This document gives a detailed job description for the Career Development Training Specialist.
3. [Career Center Fall 2016 Report: College of Natural Sciences & Mathematics](#) – Pages 12-24 – This document gives a detailed outline of how the career center specialists served the College of Natural Sciences and Mathematics at Cal State Fullerton. Other colleges provided similar reports.
4. [Annual Report 2015-16](#) – Pages 25-26 – The annual report gives statistics of the work accomplished by Cal State Fullerton’s career center.
5. [Student Comprehensive Outcome Survey 2016](#) – Pages 27-28 – These infographics are based on a survey disseminated to students who utilized the Career Center services from July 2, 2015 – March 30, 2016.



POSITION DESCRIPTION
BARGAINING UNIT, CONFIDENTIAL,
EXCLUDED EMPLOYEES

For HR Use Only:

Req. No.

Initials _____ Date _____

Empl ID, if applicable 000000000	Incumbent Last Name open	Incumbent First Name open	Empl RCD #, if applicable	SCO Position #	CMS Position #
Classification: SSP III (College Career Specialist)		Range:	Department Career Center		Dept ID 10044
Appointment Type On-going	Timebase <input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time		CBID	Date Initiated 01/26/2015	
Management Supervisor (Name - Title) Elizabeth Zavala Acevez			Appropriate Administrator (Name - Title) Jim Case, Director, Career Center		

JOB SUMMARY

Instructions: Briefly summarize the overall purpose of the position in a few specific statements or a brief paragraph.

*Examples: "Provide clerical support for approximately 25 full-time and 10 part-time faculty in the School of Professional Studies."
"Provide instructional support for courses in ceramics, photography, and printing and the Art Department with 10 faculty and 150 majors."*

Assist CSUF students prepare and compete for internships, professional employment, and graduate & professional school opportunities, especially within assigned College. Develop, improve, and maintain relationships with assigned College via Associate and Assistant Deans, Department Chairs, Faculty, and Student Organizations. Actively participate in the College based Student Success Team in the assigned college, with the goal of developing an integrated career and academic advising system. Develop, improve, and maintain relationships with employers related to assigned college, ultimately leading to expansion of the quantity and quality of full-time, part-time, and internship opportunities available for CSUF students. Develop, implement, and assess programs for assigned College.

SIGNIFICANT CHANGES FROM PREVIOUS JOB DUTIES (IF APPLICABLE)

Instructions: Briefly summarize or list the changes that have been made to the position since it was last reviewed by Human Resources.

Example: "Provide leadership and direction to two full-time clerical assistant positions that were transferred to this office from the Records Office as a result of internal organization changes."

Refocuses role on one specific college and includes support of the integration of career and academic advising, participation in the College Student Success Team in the assigned College, and aggressive employer outreach focused on internship development.

DESCRIBE THE POSITION(S) THAT REPORT TO THE INCUMBENT

Example: Administrative Support Assistant II, Position number 242- 555-1032-123

N/A

MAJOR JOB RESPONSIBILITIES: INDICATE % OF TIME FOR EACH (TOTAL % MUST ADD UP TO 100%)

Instructions: Group the major functions of the position by major job responsibility and indicate the percent of time for each. The total must add up to 100%.

*Examples: 60% - Office Reception
30% - Document and Records Maintenance
10% - General Correspondence*

30% - Direct Student Services: Career Counseling, Walk-in Advising, and Workshop Delivery

20% - College Liaison Relationships: Development, Improvement, and Maintenance; Program Planning, Implementation and Assessment

40% - Assigned Employer Outreach: Development, Improvement, and Maintenance

10% - Administration and Coordination of Special Projects

LIST PRIMARY DUTIES ASSOCIATED WITH EACH MAJOR JOB RESPONSIBILITY

Instructions: Using each major job responsibility listed above as a heading, list examples of the individual duties and/or responsibilities that are associated with each major job responsibility. Each list does not have to be all inclusive, but should provide clear examples of the typical work performed.

Examples: Office Reception

- Greets visitors and responds to routine questions
- Answers phones and takes messages
- Directs office traffic

General Correspondence

- Drafts routine memoranda
- Completes forms
- Drafts meeting minutes

Document and Records Maintenance

- Maintains hard copy alphabetic files
- Tracks the numbers of visitors and the types of assistance requested
- Updates spreadsheets and electronic files in accordance with established procedures

30% - Direct Student Services: Career Counseling, Walk-in Advising, and Workshop Delivery:

- Conduct individual career counseling sessions, especially with students in assigned College.
- Present effective career-related workshops and seminars to student groups or classes, especially in assigned college.
- Responsible for weekly walk-in advising, both in the Career Center and in the assigned College.

20% - College Liaison Relationships: Development, Improvement, and Maintenance; Program Planning, Implementation, and Assessment:

- Actively develop and strengthen assigned College relationships and partnerships, working closely with the Associate and Assistant Deans, Department Chairs, staff and faculty.
- Actively participate in the College Student Success Team with goal of fully integrating career and academic advising.
- Exercise discretionary power to establish processes and procedures for collaboration with academic departments and/or targeted student populations.
- Develop, implement, and assess programs and events appropriate to assigned college.
- Develop best strategy and tactics to be used for assigned College.
- Work as lead person in developing, implementing, and assessing career development programs involving collaborative arrangements with professional colleagues.
- Develop and implement marketing strategies for all career development activities to maximize outreach and impact.

40% - Assigned Employer Outreach: Development, Improvement, and Maintenance:

Developing and executing a comprehensive, quantifiable outreach strategy to bring in key new employers and support current employers related to the assigned College, which results in the hiring of CSUF graduates for internships and full-time opportunities.

10% - Administration and Coordination of Special Projects:

- Collaborate with Coordinator of Events and Promotions for large projects.
- Other duties as assigned.

ESSENTIAL QUALIFICATIONS

Instructions: Briefly describe the minimum job related experience and/ or education and equivalents that would provide the knowledge, skills, and abilities that an incumbent must possess to satisfactorily perform the duties and responsibilities of the position consistent with the minimum qualifications described in the CSU System Classification and Qualification Standards.

Example: The minimum qualifications for this position would normally be obtained from completion of a high school program or its equivalent and some experience in an office setting.

- At least three years of related experience in marketing, sales, student services, and/or recruiting in industry, government, education, or the private sector.
- Superior communication, presentation, and negotiation/sales skills.
- Ability to use standard office software, including spreadsheet and database applications to generate analytical reports.
- Creativity in generating business solutions in a fast paced global college recruiting environment.
- Demonstrated ability to work with diverse employers and students.
- Ability to function effectively as part of a high performance team.
- A relevant Master's degree may be substituted for one year of experience.

PREFERRED QUALIFICATIONS

Instructions: List additional knowledge, skills, and abilities that would enhance an incumbent's ability to perform the work of the position. Provide examples of level of education and types of certification and their equivalents where appropriate.

- A Master's degree in counseling, management, education, human resources, content area related to assignment, or related area preferred.
- Individual and group counseling skills applicable to college students.
- General familiarity with job search techniques, such as creative job search strategies, interviewing skills, and resume preparation.
- General familiarity with the graduate and professional school preparation process.
- Ability to relate to a broad variety of individual's ethnicities and backgrounds.
- Knowledge of methods and techniques to facilitate student outreach activities.
- Able to work independently under minimal supervision.

LICENSE / CERTIFICATION

Instructions: List any job related certificate(s) and/or license(s) that the incumbent must possess to be appointed into the position. Provide a brief explanation for each requirement listed.

Example: Valid California Driver's License. Position requires the use of a state vehicle to transport to events and visit schools and other outside constituents at variable hours.

SPECIAL WORKING CONDITIONS

Instructions: List any special or unusual working conditions to which the incumbent will be exposed.

Example: Works on uneven surfaces such as gravel covered and pitched roofs.

PHYSICAL REQUIREMENTS

Bending	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent	Walking	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent
Squatting	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent	Walking on uneven ground	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent
Crawling	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Carrying/Lifting	<input type="radio"/> N/A <input checked="" type="radio"/> Up to 25 lbs <input type="radio"/> Up to 50 lbs <input type="radio"/> Up to 100 lbs <input type="radio"/> Over 100 lbs
Kneeling	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent	Gripping/Grasping	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent
Climbing	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Repetitive movements	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent
Pushing/Pulling	<input type="radio"/> N/A <input checked="" type="radio"/> Up to 25 lbs <input type="radio"/> Up to 50 lbs <input type="radio"/> Up to 100 lbs <input type="radio"/> Over 100 lbs	Discriminate Colors	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent
Reaching Overhead	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent	Auditory requirements	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent
Balancing	<input type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Wearing a Respirator	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent
Sitting	<input type="radio"/> N/A <input checked="" type="radio"/> Continuous <input type="radio"/> Intermittent	Drives cars, trucks, forklifts and other equipment	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent
Standing	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent		

WORK ENVIRONMENT (EXPOSURE TO THE FOLLOWING)

Chemical Agents	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Heights	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent
Tuberculosis	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Dirt & dust	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent
Blood, body fluids or tissue	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Odors	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent
Temperature variations	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent	Noise	<input type="radio"/> N/A <input type="radio"/> Continuous <input checked="" type="radio"/> Intermittent
Radiological materials	<input checked="" type="radio"/> N/A <input type="radio"/> Continuous <input type="radio"/> Intermittent		

SIGNATURES

<i>My signature denotes that this position description is an accurate and correct statement of the duties, responsibilities, and functions assigned to this position.</i>		3. Department Head	Date
1. Incumbent	Date	4. Appropriate Administrator (if different)	Date
2. Dept. Hiring Manager / Management Supervisor	Date	5. Vice President / President/Designee	Date

SUBMIT A CURRENT & ACCURATE ORGANIZATION CHART ALONG WITH THIS POSITION DESCRIPTION.



POSITION DESCRIPTION
BARGAINING UNIT, CONFIDENTIAL,
EXCLUDED EMPLOYEES

For HR Use Only:

Req. No. _____ Initials _____ Date _____

Approved Classification _____

Empl ID, if applicable 00000000	Incumbent Last Name Vacant	Incumbent First Name Vacant	Empl RCD #, if applicable	SCO Position #	CMS Position # 00000000
Classification: SSP III (Career Development Training Specialist)		Range: 1	Department Career Center		Dept ID 10044
Appointment Type On-going	Timebase <input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Part Time		CBID R04	Date Initiated 01/06/2016	
Management Supervisor (Name - Title) Elizabeth Zavala-Acevez					
Appropriate Administrator (Name - Title) Jim Case					

JOB SUMMARY

Instructions: Briefly summarize the overall purpose of the position in a few specific statements or a brief paragraph.

*Examples: "Provide clerical support for approximately 25 full-time and 10 part-time faculty in the School of Professional Studies."
"Provide instructional support for courses in ceramics, photography, and printing and the Art Department with 10 faculty and 150 majors."*

New position that directly supports campus-wide effort to assist students in integrating a career, academic, and personal development plans. This position is responsible to develop a Career Success Institute to share critical information about the employment market, job search techniques, the career development process, and best practices in supporting student career success with faculty, staff and student leaders. This will include developing and delivering a series of workshops, presentations, programs and individual consultations and initiatives to support creative partners across campus; the development and maintenance of a Career Success Tool Kit website, for sharing of best practices to support student career success by faculty and staff. Provide training and development to new and current staff in various career development and career services areas. Serve as a lead in the development of new programming and curriculum that helps support campus wide effort to assist students in integrating a career, academic, and personal development plan via partnerships and collaborations across campus and with various constituents. Provide training, support and lead the Career Center Graduate Intern Program. Provide leadership in conjunction with the Associate Director for the office wide Innovation Team. Position will also provide direct career and job search counseling and advisement to students, alumni and groups on a walk-in and scheduled basis; advises and counsels students and alumni with graduate and professional school research and application packets; administers and interprets career assessment instruments; organizes and delivers Career, Major, and Graduate and Professional school workshops; develops publications, and leads and plans a series of large scale career events, job fairs, and programs, and performs other duties and office projects as necessary.
Other duties as assigned.

SIGNIFICANT CHANGES FROM PREVIOUS JOB DUTIES (IF APPLICABLE)

Instructions: List the changes that have been made to the position since it was last reviewed by Human Resources.

Example: "Provide leadership and direction to two full-time clerical assistant positions that were transferred to this office from the Records Office as a result of internal organization changes."

DESCRIBE THE POSITION(S) THAT REPORT TO THE INCUMBENT

Example: Administrative Support Assistant II, Position number 242- 555-1032-123

Up to 7 Graduate Interns

For the purpose of identifying accurately if this position is or should be designated as a Conflict of Interest position, does or will the incumbent be making, participating in, or influencing decisions regarding:

- A) The physical master plan of the University;
- B) The total enrollment of the University;
- C) The license, lease, purchase, or sale of real property of the University or for the University;
- D) Purchase of supplies, materials, commodities, machinery, equipment, services, or work for the University, school, department or area; and/or
- E) Entering into amending construction contracts or service contracts in connection with construction contracts for the University.

Yes

No

Please ensure the job responsibilities reflect the aforementioned.

MAJOR JOB RESPONSIBILITIES: INDICATE % OF TIME FOR EACH (TOTAL % MUST ADD UP TO 100%)

Instructions: Group the major functions of the position by major job responsibility and indicate the percent of time for each. The total must add up to 100%.

*Examples: 60% - Office Reception
30% - Document and Records Maintenance
10% - General Correspondence*

40% Responsible to develop a Career Success Institute to share critical information about the employment market, job search techniques, the career development process, and best practices in supporting student career success with faculty, staff and student leaders. Serve as a lead in the development of new programs and initiatives that support campus wide efforts to help students integrate career, personal and academic plans.

20% Provide training and development to new and current staff in the areas of career development and career services. Serve as a lead in the training , development and supervision of the Graduate Intern Program.

30% Provides career, job search and graduate school counseling and advisement to students and alumni

10% Other duties as assigned

LIST PRIMARY DUTIES ASSOCIATED WITH EACH MAJOR JOB RESPONSIBILITY

Instructions: Using each major job responsibility listed above as a heading, list examples of the individual duties and/or responsibilities that are associated with each major job responsibility. Each list does not have to be all inclusive, but should provide clear examples of the typical work performed.

Examples: Office Reception

- Greets visitors and responds to routine questions
- Answers phones and takes messages
- Directs office traffic

General Correspondence

- Drafts routine memoranda
- Completes forms
- Drafts meeting minutes

Document and Records Maintenance

- Maintains hard copy alphabetic files
- Tracks the numbers of visitors and the types of assistance requested
- Updates spreadsheets and electronic files in accordance with established procedures

Responsible to develop a Career Success Institute to share critical information about the employment market, job search techniques, the career development process, and best practices in supporting student career success with faculty, staff and student leaders.

* Developing and delivering a series of workshops, presentations, programs and individual consultations and initiatives to support creative faculty and staff partners across campus that help support the integration of career, personal, and academic plans.

* Development and maintenance of a Career Success Tool Kit website, for sharing of best practices to support student career success by faculty and staff

* Leading the office wide Innovation Team in conjunction with the Associate Director

*Serve as a lead in the development of new programs, initiatives and curriculum that helps support the integration of career, personal and academic student plans via partnerships and collaborations across campus and among various constituents.

*Developing other electronic and printed tools geared toward faculty, staff, students, and various constituents to help support student success

Provide training and development to new and current staff in the areas of career development and career services.

*Provide lead training, development, and oversight of the Graduate Intern program

* Develop and deliver training in key areas included but not limited to career development, employer engagement, technology, and other best practices

* Develop an assessment process to track progress on the impact of various efforts to support the integration of academic and career advising

* Lead the Graduate Intern Program, including recruitment, training and supervision

*Creating new career management programs in response to student needs assessment and program priorities.

*Reviews programs for inclusion in online Virtual Career Center and evaluates their utilization and effectiveness.

*Evaluates program and service effectiveness to assure high quality and efficiency.

Provide career, job search, and graduate school counseling and advisement to students and alumni

*Counsels and advises various questions and concerns related to career management, career choice options, major choice questions, career research, employer research

*Advises and counsels on various concerns and questions regarding plans for graduate and professional school

*Advises on preparation of applications.

*Administers and interprets career assessments such as the Strong Interest Inventory and the Myers Briggs Type Indicator.

*Counsels on resume development and provides critique and review

*Advises on the development of job search and internship search plans and suggests alternatives and solutions

*Advises on and teaches methods and means of conducting employer research

*Provides information about the employment interview process

*Counsels on the use of successful interview techniques and conducts mock interviews

*Uses professional judgment to determine the appropriate referral to career industry specialists

*Develops materials and plans to market the career resources center to the campus community

*Works closely with Events and Promotions coordinator to leverage University and office wide promotional efforts

*Works with graphic and marketing specialist to develop and implement plan and materials

Other duties as assigned

ESSENTIAL QUALIFICATIONS

Instructions: Briefly describe the minimum job related experience and/ or education and equivalents that would provide the knowledge, skills, and abilities that an incumbent must possess to satisfactorily perform the duties and responsibilities of the position consistent with the minimum qualifications described in the CSU System Classification and Qualification Standards.

Example: The minimum qualifications for this position would normally be obtained from completion of a high school program or its equivalent and some experience in an office setting.

At least three years of related student services professional work experience or its equivalent that involved career development and job search issues in a service role; providing excellent customer service in a fast-paced open environment; and providing career development and advisement services, including direct one-on-one advising to individuals and groups. Demonstrated ability to develop workshops, group programs and training sessions for both students and faculty/academic advisors concerning the career decision making process. Demonstrated ability to collaborate with colleagues across the University, including the ability to engage faculty and staff proactively. Superior communication, presentation, and negotiation skills. Ability to use standard office software, including spreadsheet and database applications to generate analytical reports. Demonstrated ability to work with diverse students. Ability to function effectively as part of a high performance team. A Master's degree in Student Affairs, Career Counseling, Human Resources, Business, or a directly related field may be substituted for one year of experience. Equivalent to graduation from a four-year college or university in a related field; including or supplemented by upper division or graduate course work in counseling and interviewing and conflict resolution.

PREFERRED QUALIFICATIONS

Instructions: List additional knowledge, skills, and abilities that would enhance an incumbent's ability to perform the work of the position. Provide examples of level of education and types of certification and their equivalents where appropriate.

Successful experience in a career counseling or advising role, particularly with college students in a higher education environment. Prior experience in a career center in a college or university environment. Experience in providing training and development in Career Services and the Career Decision making process. Strong Interest Inventory and MBTI certification and extensive knowledge of administering and interpreting career exploration assessments preferred. Extensive knowledge of career related tools, databases, and other job search platforms such as Symplicity, Fergusons Career Guidance Database, EUREKA, InterviewStream, Portfolio, LinkedIn, Adobe Connect, Skype etc.

LICENSE / CERTIFICATION

Instructions: List any job related certificate(s) and/or license(s) that the incumbent must possess to be appointed into the position. Provide a brief explanation for each requirement listed.

Example: Valid California Driver's License. Position requires the use of a state vehicle to transport to events and visit schools and other outside constituents at variable hours.

SPECIAL WORKING CONDITIONS

- The California Child Abuse and Neglect Reporting Act (CANRA) requires all CSU employees to report suspected or known incidents of child abuse or neglect as set forth in CSU Executive Order 1083. For complete details and instructions, please refer to: <http://www.calstate.edu/eo/EO-1083.html>.
- If applicable to the position, "Employee must maintain working knowledge of and compliance with relevant NCAA (National Collegiate Athletic Association) and conference rules and report any concerns or violations."

Instructions: List any special or unusual working conditions to which the incumbent will be exposed.

Example: Works on uneven surfaces such as gravel covered and pitched roofs.

PHYSICAL REQUIREMENTS

- | | | | |
|-------------------|---|---|---|
| Bending | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Walking | <input type="radio"/> N/A
<input checked="" type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Squatting | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Walking on uneven ground | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent |
| Crawling | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Carrying/Lifting | <input type="radio"/> N/A
<input checked="" type="radio"/> Up to 25 lbs
<input type="radio"/> Up to 50 lbs
<input type="radio"/> Up to 100 lbs
<input type="radio"/> Over 100 lbs |
| Kneeling | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Gripping/Grasping | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Climbing | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Repetitive movements | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent |
| Pushing/Pulling | <input type="radio"/> N/A
<input checked="" type="radio"/> Up to 25 lbs
<input type="radio"/> Up to 50 lbs
<input type="radio"/> Up to 100 lbs
<input type="radio"/> Over 100 lbs | Discriminate Colors | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Reaching Overhead | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent | Auditory requirements | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Balancing | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Wearing a Respirator | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Sitting | <input type="radio"/> N/A
<input checked="" type="radio"/> Continuous
<input type="radio"/> Intermittent | Drives cars, trucks, forklifts
and other equipment | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Standing | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent | | |

WORK ENVIRONMENT (EXPOSURE TO THE FOLLOWING)

- | | | | |
|------------------------------|--|-------------|--|
| Chemical Agents | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Heights | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Tuberculosis | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Dirt & dust | <input type="radio"/> N/A
<input checked="" type="radio"/> Continuous
<input type="radio"/> Intermittent |
| Blood, body fluids or tissue | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | Odors | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent |
| Temperature variations | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent | Noise | <input type="radio"/> N/A
<input type="radio"/> Continuous
<input checked="" type="radio"/> Intermittent |
| Radiological materials | <input checked="" type="radio"/> N/A
<input type="radio"/> Continuous
<input type="radio"/> Intermittent | | |

SIGNATURES

My signature denotes that this position description is an accurate and correct statement of the duties, responsibilities, functions assigned to this position, and any special working conditions of employment.

1. Incumbent Date

2. Dept. Hiring Manager / Management Supervisor Date

3. Department Head Date

4. Appropriate Administrator (if different) Date

5. Vice President / President/Designee Date

SUBMIT A CURRENT & ACCURATE ORGANIZATION CHART ALONG WITH THIS POSITION DESCRIPTION.



**CAREER CENTER SPRING REPORT – JULY 1st – DECEMBER 31ST
COLLEGE OF NATURAL SCIENCES & MATHEMATICS**

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Data Collection: July 1, 2016 – December 31, 2016

Data Collection Method: Titan Connection student records of attendance. Data is collected from events and workshops where students signed in via Titan Connection to register. Not all events/workshops utilize the Titan Connection sign in system.

- Total Students Served: 1349 (appointments, drive thru, drop in, events, workshops, information sessions, classroom presentations, student success team collaborations)
- Total Counts of Services Provided (Only Those Recorded): 1456

SECTION I: OVERVIEW OF SERVICES PROVIDED

Career Center Appointments:

Scheduled Appointments

173 Overall Appointments

- 29 Biochemistry
- 1 Biochemistry, Teaching Credential
- 82 Biological Sciences
- 1 Biological Sciences, Criminal Justice
- 10 Biological Sciences, Teaching Credential
- 15 Chemistry
- 1 Chemistry, English
- 2 Chemistry, Teaching Credential
- 1 Earth Science
- 6 Geology
- 17 Mathematics
- 8 Mathematics, Teaching Credential

106 Unique Appointments

- 22 Biochemistry
- 1 Biochemistry, Teaching Credential
- 51 Biological Sciences
- 1 Biological Sciences, Criminal Justice
- 3 Biological Sciences, Teaching Credential
- 7 Chemistry
- 1 Chemistry, English
- 2 Chemistry, Teaching Credential
- 1 Earth Science
- 3 Geology
- 10 Mathematics
- 4 Mathematics, Teaching Credential

Drive Thru Services (no appointment needed – LH208)

43 Overall Drive Thru Appointments

- 4 Biochemistry
- 22 Biological Sciences
- 1 Biological Sciences, Criminal Justice
- 1 Biological Sciences, CHAD
- 2 Chemistry
- 2 Chemistry, English, Ethnic Studies
- 2 Earth Science
- 1 Geology
- 7 Mathematics,
- 1 Mathematics, Communications

37 Unique Drive Thru Appointments

- 4 Biochemistry
- 19 Biological Sciences
- 1 Biological Sciences, Criminal Justice
- 1 Biological Sciences, CHAD
- 2 Chemistry
- 1 Chemistry, English, Ethnic Studies
- 2 Earth Science
- 1 Geology
- 6 Mathematics,
- 1 Mathematics, Communications

NSM Drop In Hours (no appointment need – MH488)

17 Overall Drop In Appointments

- 2 Biochemistry
- 10 Biological Sciences
- 1 Biological Sciences, Teaching Credential
- 1 Chemistry
- 1 Chemistry, Teaching Credential
- 2 Mathematics

17 Unique Drop In Appointments

- 2 Biochemistry
- 10 Biological Sciences
- 1 Biological Sciences, Teaching Credential
- 1 Chemistry
- 1 Chemistry, Teaching Credential
- 2 Mathematics

Events:

Fall 2016 Graduate School Expo

students were not required to sign in to attend

16 students

- 2 Biochemistry
- 9 Biological Sciences
- 1 Biological Sciences, Teaching Credential
- 1 Chemistry
- 1 Chemistry, English, Ethnic Studies
- 1 Mathematics
- 1 Mathematics, Teaching Credential

Fall 2016 STEM Internship & Career Expo

46 students

- 11 Biochemistry
- 13 Biological Sciences
- 4 Chemistry
- 1 Chemistry, Computer Science
- 1 Earth Science
- 1 Geology
- 1 Geology, Criminal Justice
- 11 Mathematics
- 2 Physics
- 1 Physics, Mechanical Engineering

Fall 2016 Internship & Career Expo

12 students

- 5 Biochemistry
- 3 Biological Sciences
- 1 Earth Science
- 3 Mathematics

Fall 2016 Part Time Job Fair

9 students

- 4 Biological Sciences
- 1 Chemistry, English, Ethnic Studies
- 3 Mathematics
- 1 Mathematics, Teaching Credential

Workshops/Panels:

212 overall occurrences

- 49 Biochemistry
- 98 Biological Sciences
- 1 Biological Sciences, Kinesiology
- 1 Biological Sciences, Teaching Credential
- 1 Biological Sciences, Spanish
- 1 Biological Sciences, Health Science
- 19 Chemistry
- 1 Chemistry, Computer Science
- 1 Chemistry, English, Ethnic Studies
- 2 Chemistry, Teaching Credential
- 1 Earth Science
- 2 Geology
- 1 Geology, Criminal Justice
- 27 Mathematics
- 4 Physics
- 3 Teaching Math

178 unique student occurrences

- 38 Biochemistry
- 83 Biological Sciences
- 1 Biological Sciences, Kinesiology
- 1 Biological Sciences, Teaching Credential
- 1 Biological Sciences, Spanish
- 1 Biological Sciences, Health Science
- 19 Chemistry
- 1 Chemistry, Computer Science
- 1 Chemistry, English, Ethnic Studies
- 1 Chemistry, Teaching Credential
- 1 Earth Science
- 2 Geology
- 1 Geology, Criminal Justice
- 21 Mathematics
- 4 Physics
- 2 Teaching Math
 - Workshops attended include:
 - A Day in the Life of a Clinical Lab Scientist
 - A Day in the Life of a Forensic Scientists
 - A Day in the Life of Forensic Specialist

- A Day in the Life of a Senior Actuarial Analyst
- Avid Bioservices Tour
- CIA Careers Exposed: Information Session
- CIA Careers Exposed: Individual Office Hours
- Competitive Programs: What Do Admission Committees Really Look For? Graduate School Panel
- Department of Energy Information Session
- Dress for Success & Career Fair Tips
- Exploring & Applying to Careers in the FBI
- Exploring Majors Workshops
- FBI Drop-In Hours
- Finding and Applying for Federal Government Jobs
- Funding Graduate School Beyond CSUF
- Getting Into Competitive Programs: What Do Admissions Committees Really Look For? Health Professions Panel
- Getting Into Graduate School
- Google: Engineering Culture & How We Hire
- Got Statement? Writing a Statement of Purpose
- Graduate School 101 Learn the Basics
- Graduate School Prep Test Day – MCAT
- HPE: Another Route: Post Baccalaureate Program Overview
- HPE: Interviewing Strategies for Health Professions Schools with UCR School of Medicine
- HPE: How to be a Competitive Candidate
- HPE: Writing a Health Professions Statement of Program
- How to Start Your Network
- Interview Skills Workshop
- Law School Fair
- Life After College – Love Your Money and Make It Last
- Life After College – Rent Smart and Love Your New Place
- LinkedIn: How to Set Up Your Profile
- Maximizing Your Internship Experience
- Prep for Success: Mock Expo
- Real Talk: Keys to NSM Student Success Panel
- Resume Critiques
- Resume Tips 101
- Scientific Resume Reviews
- Slice of Advice – Going Green: Sustainable Careers
- Slice of Advice: Same Major. Different Careers
- Slice of Advice: Careers in City and County Government
- Succeed at the Career Fair
- Summer Research and Graduate School Opportunities at City of Hope

- Tips on Exploring Careers in State Government
- What's It Like to Teach High School Biology panel
- Writing a Federal Resume
- Writing a Statement of Purpose

Employer Information Sessions:

9 overall occurrences

- 1 Biochemistry
- 4 Biological Sciences
- 1 Chemistry
- 1 Geology, Criminal Justice
- 1 Mathematics
- 1 Mathematics, Communications

9 unique student occurrences

- 1 Biochemistry
- 4 Biological Sciences
- 1 Chemistry
- 1 Geology, Criminal Justice
- 1 Mathematics
- 1 Mathematics, Communications
 - Information Sessions attended include:
 - CAA Creative Artist Agency
 - Cartoon Network Studios
 - Dallas Police Department
 - Federal Bureau of Investigation
 - Hispanic Association of Colleges and Universities National Internship Program
 - Peace Corps
 - Turner Entertainment Networks

Classroom Presentations:

- Dr. Johnson Biology Career Center Overview
 - 96 students
- Dr. Johnson Biology Resume and Cover Letter
 - 27 students
- Biology 495: Resume and Cover Letter
 - 15 students
 - 25 students
- Biology 495: Statement of Purpose
 - 25 students

- Biology 495: Networking and LinkedIn
 - 12 students
- Chemistry 190: Career Exploration
 - 120 students
- CNSM 100: Career Exploration
 - 33 students
 - 36 students
- CNSM100: MBTI with Mentors
 - 8 students

Please note attendance is estimated

Department & Student Organization Collaborations:

- NSM Family Day: Find, Plan, Apply to STEM Opportunities
 - 60 students and family members
- Biology Faculty Meeting: Career Specialist Introduction
 - 25 faculty members
- NSM ICC Career Center Introduction
 - 35 students
- Beta Psi Omega: CV Development
 - 20 students
- Beta Psi Omega: STEM Summer Research and Internship Opportunities
 - 15 students

Please note attendance is estimated

Student Success Team Collaborations:

- NSO: NSM College Introduction
 - 92 students
 - 9 students
- NSM Student Success Team Drive Thru Advising
 - 75 students
 - 75 students
 - 55 students
 - 25 students
- NSM Student Success Team: Math Department Introduction
 - 40 faculty
- MACAW: NSM
 - 12 students
 - 4 students

- 16 students
- 12 students
- 17 students

Please note attendance is estimated

SECTION III: EMPLOYER ENGAGEMENT

Top Organization List:

	Organization	Existing or New Employer	Existing level(s) of engagement (if applicable)	Level of Engagement for academic year 2016-17
1	Aerotek	Existing	<ul style="list-style-type: none"> • Career Fair • Workshop Presenter 	<ul style="list-style-type: none"> • Level 1: Workshop Presenter (LinkedIn: How to Set Up Your Profile) • Level 2: Resume Critiques (Scientific Resume Reviews)
2	Avinar Pharmaceutical	New Employer		
3	Baxter	New Employer		
4	CIA	Existing	<ul style="list-style-type: none"> • Information Session • Workshop Presenter • Office Hours 	<ul style="list-style-type: none"> • Level 1: Info Session (CIA Information Session) • Level 2: Resume Critique (CIA Office Hours)
5	City of Hope	Existing	<ul style="list-style-type: none"> • Career Fair • Workshop Presenter 	<ul style="list-style-type: none"> • Level 1: Info Session (Research and Graduate School Opportunities at City of Hope) • Level 2: Career Fair (Graduate School Expo)
6	COPE Health Scholars	Existing	<ul style="list-style-type: none"> • Job/Internship Posting • Workshop Presenter 	
7	County of Orange Crime Lab	Existing	<ul style="list-style-type: none"> • Job/Internship Posting • Workshop Presenter • Student Tour 	<ul style="list-style-type: none"> • Level 1: Workshop Presenter (A Day in the Life of a Forensic Scientist) • Level 2: Workshop Presenter (A Day in the Life of a Forensic Specialist) • Level 3: Email Blast (OC Sherriff Career Day)

8	County of Orange Public Health	New		<ul style="list-style-type: none"> Level 1: Workshop Presenter (Slice of Advice: City and County Government)
9	Department of Energy	Existing	<ul style="list-style-type: none"> Workshop Presenter 	<ul style="list-style-type: none"> Level 1: Information Session (Department of Energy Info Session Webinar) Level 2: Workshop Presenter (Finding and Applying to STEM Summer Research Opportunities)
10	Eli Lilly	Existing	<ul style="list-style-type: none"> Information Session 	
11	Ensign Services	Existing	<ul style="list-style-type: none"> Career Fair 	<ul style="list-style-type: none"> Level 1: Job Shadow Program
12	Farmers Insurance	New Employer		<ul style="list-style-type: none"> Level 1: Workshop Presenter (A Day in the Life of an Actuarial Analyst)
13	FBI	New Employer		<ul style="list-style-type: none"> Level 1: Information Session (STEM Info Session) Level 2: Workshop Presenter (Exploring and Applying to the FBI) Level 3: Resume Critiques (FBI Office Hours) Level 4: Career Fair (STEM Internship & Career Expo)
14	Gilead	New Employer		
15	Irvine Ranch Water District	Existing	<ul style="list-style-type: none"> Job Posting 	<ul style="list-style-type: none"> Level 1: Workshop Presenter (Slice of Advice: City and County Government)
16	Johnson & Johnson	New Employer		
17	JPL/NASA	Existing	<ul style="list-style-type: none"> Career Fair 	<ul style="list-style-type: none"> Level 1: Student Site Tour Level 2: Information Session
18	Los Angeles County Department of Public Health	New Employer		
19	KavoKerr Group	New Employer		
20	Martin Luther King, Jr. Outpatient Center	New Employer		<ul style="list-style-type: none"> Level 1: Workshop Presenter (A Day in the Life of a Clinical Lab Scientist)

21	Metropolitan Water District	Existing	<ul style="list-style-type: none"> • Internship/Job Posting • Career Fair 	<ul style="list-style-type: none"> • Level 1: Workshop Presenter (Slice of Advice: Going Green – Sustainable Careers) • Level 2: Career Fair (STEM Internship & Career Expo)
22	MobilityWare	Existing	<ul style="list-style-type: none"> • Workshop Presenter 	
23	Northrop Grumman	Existing	<ul style="list-style-type: none"> • Workshop Presenter • 	
24	OC Mosquito Vector Control	Existing	<ul style="list-style-type: none"> • Job/Internship Posting 	
25	Partner Engineering & Science, Inc.	Existing	<ul style="list-style-type: none"> • Job/Internship Posting 	
26	Peregrine Pharmaceutical-Avid Bioservices	Existing	<ul style="list-style-type: none"> • Career Fair • Job/Internship Posting 	<ul style="list-style-type: none"> • Level 1: Career Fair (STEM Internship & Career Expo) • Level 2: Student Site Tour
27	San Gabriel Valley Mosquito & Vector Control District	New Employer		<ul style="list-style-type: none"> • Level 1: Workshop Presenter (Slice of Advice: City and County Government)
28	ScribeAmerica	Existing	<ul style="list-style-type: none"> • Job/internship posting 	
29	South Coast Air Quality Management District	Existing	<ul style="list-style-type: none"> • Job/Internship posting • Workshop Presenter 	<ul style="list-style-type: none"> • Level 1: Workshop Presenter (Tips on Exploring State Government Positions)

	Organization	Existing or New Employer	Existing level(s) of engagement (if applicable)	Level of Engagement for academic year 2016-17
1	KGI	Existing	<ul style="list-style-type: none"> • Career Fair • Workshop Presenter 	<ul style="list-style-type: none"> • Level 1: Workshop Presenter (Post Bacc Program Overview) • Level 2: Career Fair (Graduate School Expo)
2	Midwestern University	New Employer		<ul style="list-style-type: none"> • Level 1: Workshop Presenter (Health Professions Panel) • Level 2: Career Fair (Graduate School Expo)

3	Samuel Merritt	New Employer		<ul style="list-style-type: none"> Level 1: Workshop Presenter (Health Professions Panel) Level 2: Career Fair (Graduate School Expo)
4	UCR School of Medicine	New Employer		<ul style="list-style-type: none"> Level 1: Workshop Presenter (Interviewing Strategies for Health Professions Schools)
5	USC: School of Public Health	New Employer		<ul style="list-style-type: none"> Level 1: Workshop Presenter (Health Professions Panel) Level 2: Career Fair (Graduate School Expo)
6	Western University of Health Sciences	Existing	<ul style="list-style-type: none"> Career Fair Workshop Presenter 	<ul style="list-style-type: none"> Level 1: Workshop Presenter (Health Professions Panel) Level 2: Workshop Presenter (How to be a Competitive Applicant) Level 3: Workshop Presenter (Post Bacc Program Overview) Level 4: Career Fair (Graduate School Expo)

Highlights for fall 2016 Semester

Employer Highlights for fall 2016 Semester

- Aerotek co-hosted the “LinkedIn: How to Set Up Your Profile Workshop and Lab” and reviewed students’ scientific resumes.
- Partnered with Avid Bioservices for a tour of their facility and Avid Bioservices attended the STEM Internship & Career Expo
- Partnered with NASA/JPL for a tour of their facility and an information session on campus
- Hosted the “A Day in the Life Series”
 - “A Day in the Life of a Forensic Scientist” with County of Orange Crime Lab
 - “A Day in the Life of a Forensic Specialist” with County of Orange Crime Lab
 - “A Day in the Life of a Clinical Lab Scientist” with Martin Luther King, Jr. Outpatient Center
 - “A Day in the Life of a Senior Actuarial Analyst” with Farmers Insurance
- Hosted “Breaking into Government Week”
 - “Slice of Advice: Careers in City & County Government” with County of Orange Public Health and San Gabriel Vector Control District
 - “Tips on Exploring Careers in State Government” with South Coast Air Quality Management District
 - “CIA Careers Exposed: Information Session & Application Process”
 - “Peace Corps Information Session”
 - “Department of Energy Information Session”
 - “Exploring & Applying to Careers in the FBI”
- Hosted “Slice of Advice: Going Green – Sustainable Careers” with Metropolitan Water District and Irvine Ranch Water District

- Hosted “Finding & Applying to STEM Summer Research Opportunities” webinar with the Department of Energy
- Hosted “Research and Graduate Opportunities” with the City of Hope and City of Hope attended the Graduate School Expo

Graduate/Professional School Highlights for fall 2016 Semester

- Hosted “Graduate School Prep Weeks – Health Professions Exposed”
 - “Getting into Competitive Programs: What Do Admissions Committees Really Look For? Health Professions Panel” with Midwestern, Samuel Merritt, Western University of Health Sciences, and USC School of Public Health
 - “How to be a Competitive Applicant for Health Professions Schools” with Western University of Health Sciences
 - “Interviewing Strategies for Health Professions Schools” with UCR School of Medicine
 - Another Route: Post Baccalaureate Program Overview Panel” with KGI and Western University of Health Sciences

In 2015-2016, the Career Center implemented the second year of the three year re-engineering plan powered by the new resources made available from the **Student Success Initiative** to prepare students for professional success through the integration of career and academic planning, and expanding internships and post-graduate employment opportunities for students. As we continued to deliver a high volume of services to students, employers and departments, we also developed an exciting plan to launch an aggressive employer engagement campaign including all of the eight College Career Specialists. In addition, the Career Center was successful in hiring all of the staff needed to participate in the college-based Student Success Teams in addition to additional staff to further expand Career Center services in employer relations. As a result of staff expansion the center saw an increase in five major areas 1) Job and Internship Listings, 2) Employer Engagement, 3) Career Counseling Sessions, 4) Employer and Student Recruiting Event participation, and 5) Career Workshop and Program offerings and participation. The following themes tell the story of the Career Center's success in 2015-16:

Job & Internship Listings on Titan Connection Jobs Database



Internship employers continued to report that CSUF interns developed significant verbal and written communication skills, time management, computer/technical proficiencies, and leadership skills as a result of their internships.

11%
Increase
In opportunities compared to previous year

1,300 Students
\$10,000,000 Earned



Paid internships, summer and part-time positions listed in the Titan Connection system in 2014-15, based on the Summer 2015 employer survey

Employer Engagement Initiative Campaign Launch

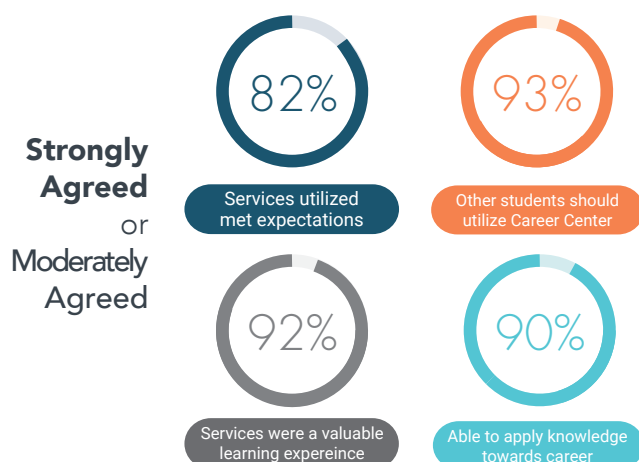


The Career center launched the Employer Engagement Initiative that resulted in engagement efforts for 171 targeted employers across each of the eight colleges. Success was measured through eight pre-determined engagement levels for the 171 targeted employers during the 2015-2016 academic year. The first year of this initiative resulted in a total of 202 unique levels of engagement achieved by the efforts of the eight College Career Specialists.

Of the 171 targeted employers, 131 of them visited campus to connect with CSUF students through career fairs, on-campus interviews, workshops, panels, and other various networking opportunities. The Employer Engagement Initiative resulted in a 220% increase in employer engagement among the selected targeted employers when compared to their engagement level from the previous academic year.

Student Comprehensive Survey

The Career Center administered the yearly Student Comprehensive Learning Outcome Survey. Below are some highlights gathered from 808 student responses.



Career Advising and Counseling

19,381
LOGINS

Current and recent graduates logged into the Titan Connection jobs database in the 2015-16 academic year

7,174
SESSIONS

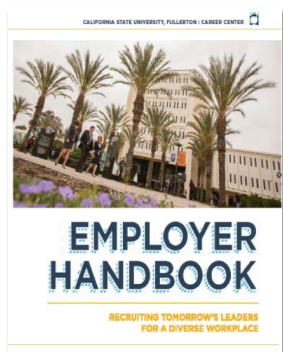
Career counseling sessions composed of both drop-in sessions (4,146) and scheduled appointments (3,028)

4,570
STUDENTS

10%
INCREASE

This represents a 10% increase in counseling sessions compared to the previous year.

Engaging & Serving Employers



400 students participated in
659 interviews with
28 employers through the On-Campus Recruiting program

Recruiting Events



474 employers registered for six University-wide and/or targeted career fairs and 3,739 students participated in these events.

Expanding Services and Engagement through Student Success Initiative Support

The Career Center was successful in expanding staff to create a dedicated College Career Specialist for each of the 8 colleges where the Career Center has primary responsibility, including support for the college-based Student Success Teams.

8,140 STUDENTS ENGAGED by **College Career Specialists** via Career Center Events, Workshops, Employer Information Sessions, Classroom and Department Student Club Presentations and Student Success Collaborations

Preparing Students for the Graduate & Professional School Admissions Process



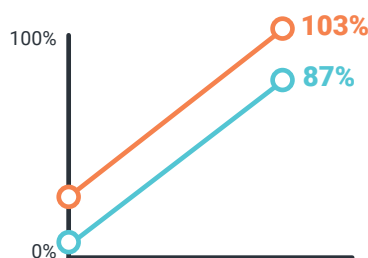
140 Organizations
Participated in the fall 2015 Graduate School EXPO

45 Programs
Offered during the Grad School Preparation Weeks initiative in fall 2015

548 Students
Participated and engaged in the Grad School Preparation Weeks programs

14% Increase
Student participation from previous year

Career Workshops & Programs



87% increase in career education programs, workshops, panel discussions and class presentations.

103% increase in engagement interactions and opportunities with students and our campus.

856 career education and job search preparation programs, workshops, panel discussions, and class presentations

22,309 engagement interactions at events

Building Off-Campus Partnerships

Continued partnership with **Spectrum Knowledge**, the **Career Center at UC Riverside**, and **Southern California Edison** to engage STEM students in an Elevate Forum, Student Addition that provides career advice and networking opportunities with several fortune 500 technology based employers. The 2015-2016 academic year marked the new addition of an Elevate Forum specifically targeted to CSUF and UCR business student majors that provided networking opportunities with employers and recruiters from various business and government related companies.

2016-17 Career Center Plan

- Supporting further integration of students' career and academic plans through the newly formed Student Success Teams
- Expanding the availability of internships and full-time professional postgraduate positions
- Increasing services to students, colleges, and employers
- Enhancing a campus culture of **Student Career Success**
- Supporting the goals and objectives of the University and Student Affairs Strategic Plans

Outcome

Students will receive quality Career Counseling and advising services that foster learning experiences useful for a student's professional and academic development.

Methods of Measurement

Baseline survey of student who utilized career counseling and advising services in the Career Center from July 1, 2015 through March 30, 2016 administered in April 2016.

Data Collection & Analysis

Online survey was sent to 5,862 students of which 786 students responded and provided snapshot of the above responses.

5,862 Surveys
786 Responses

Overall Highlights

Students' responses represent **strongly agreed** or **moderately agreed**



Top 5 Most Utilized Services

- 45% **Workshops**
- 42% **Counseling Appointments**
- 40% **Career Center Events**
- 33% **Career Center Electronic Resources**
- 32% **Counseling-Drive Thru (drop-in)**

Top 5 Most Utilized Online Services (i.e., Virtual Career Center)

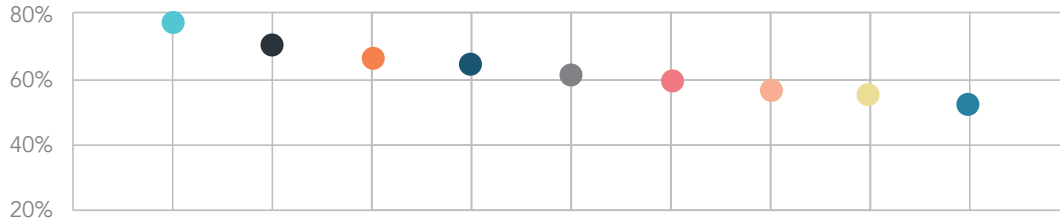
- 88% **Titan Connection Jobs Database**
- 50% **Titan Resume Builder**
- 28% **Online Career Guide**
- 21% **What Can I do With this Major?**
- 14% **Career Center LinkedIn Group & Online Webinar**

Top 5 Reasons for Career Services Resources, Workshops or Counseling

- 54% **Help with Job Search**
- 43% **Career Exploration**
- 42% **Help with Internships**
- 20% **Help with Major Exploration**
- 15% **Help with Grad or Professional School**

Snapshot of Student Learning Outcomes

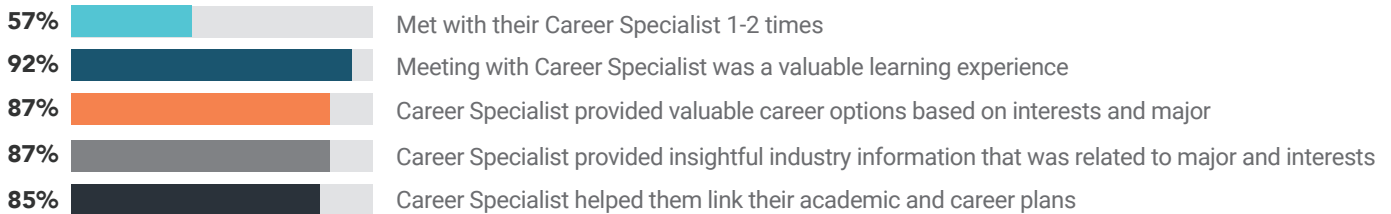
Students reported they "Considerably Agreed" and "Agreed a great deal" that Career Center Services impacted their ability to:



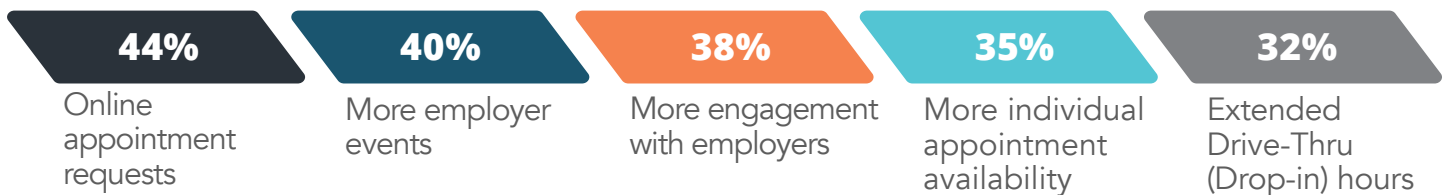
- 77%** • Ability to write an effective resume
- 63%** • Develop a more effective personal statement
- 58%** • Identify skills that will be of interest to employers
- Write an effective cover letter
- Select a career that fits goals
- 68%** • Understand graduate or professional school application process
- 61%** • Understand educational training for career of choice
- 57%** • Evaluate programs to determine how each would fit to graduate or professional school goals
- Explain how their major is related to career opportunities
- 60%** • Understand transferable/soft skills that relate to career of choice
- Interview for graduate or professional school programs
- 64%** • Select a major that best fits their goals
- Develop plan to help reach educational goals
- 56%** • Identify interests that will be useful to employers
- Understand graduate or professional school application process
- Conduct an internship search
- Develop plan to help reach career goals

Career Specialists and Counseling Appointments

Students' responses represent **strongly agreed** or **moderately agreed**



Areas of Improvement: How Might These Services be Improved?



Student Quotes

"The Career Center helped me greatly in finding a full-time position. The Career and Internship Expos provided me with a great deal of experience in meeting with industry professionals."

"The confidence they give students to go out and be successful whether it's for an interview or to prepare themselves for whatever academic challenge they face."

"Attending workshops with professionals that are in the field I am interested in. Hearing great advice for my career goals."

"I met with three different specialist to help me review my statement of purpose and each time I was offered valuable feedback. It ultimately helped me get accepted into a program and I am extremely pleased with their help and my decision to utilize the center. I will advise other students to do the same."

"The counselors that were willing to sit down with me and give me advice. They just really helped give me perspective and more insight to my educational, career, and personal goals."