UNIVERSITY OF THE PACIFIC

Career Resource Center
Program Review

2009-2010
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INTRODUCTION

This self study of the Career Resource Center (CRC) represents a 5-year overview of programs, services, staffing and funding of the career services offered through the Division of Student Life (academic years 2004-2005 to 2009-2010). While limited career services are offered through various academic units at Pacific, the CRC represents the main vehicle through which all Stockton campus students receive assistance with career development and preparation, including major selection and graduate school planning. This program review will consider and make reference to the CRC only, although, as will be noted in the review, the Center works collaboratively throughout the University.

The framework used to guide this self study is the Professional Standards for College and University Career Services created by the National Association of Colleges and Employers (NACE), copyright 2006. These standards were based on those developed by the Council for Advancement of Standards in Higher Education (CAS), 2006.
MISSION

NACE STANDARD

Career Services supports the mission, academic programs, and advancement of the institution. Within this context, the primary purpose of career services is to assist students and other designated clients in developing, evaluating, and/or implementing career, education, and employment decisions and plans.

Specifically, Career Services helps individuals to do the following:

- Develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics;
- Obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work;
- Select personally suitable academic programs and experiential opportunities that optimize future educational and employment options;
- Take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job search competencies;
- Prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and both occupational and job requirements;
- Gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities;
- Link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities;
- Seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program; and
- Prepare to manage their careers after graduation.

Career Services considers the needs of all students of the institution when designing the program and delivering services. Since career issues are addressed by different units within the institution, Career Services provide linkages and/or coordination among career-related programs and services where appropriate.

Developed in 2006, the mission of the Career Resource Center (CRC) is as follows:

“Our mission is to prepare students and alumni to achieve a purposeful career and life in a diverse and dynamic world.” CRC’s mission is closely aligned with the University's mission to “provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.”

The CRC prepares individuals for personally meaningful life and work choices as well as successful career management throughout their lives. This work involves intentional impact on student development, including emotional, social, cognitive and ethical dimensions. The CRC carries out its mission by providing
individual career counseling sessions, assessment tools, library and Internet resources, career courses, presentations, on-campus interviews and career-related programming to support the educational and professional aspirations of Pacific students as well as alumni. The CRC mission is posted on our website (http://web.pacific.edu/x496.xml) and appears in relevant publications such as our Career Central Newsletter (See Appendix I).

Student-centered learning is supported at the CRC by engaging students as active participants. Career counselors adjust counseling session content to meet the individual needs of the client and develop interactive course content adapted to the needs, interests and learning styles of the students in those courses. The CRC provides multiple methods for assisting individuals with their career development. Counseling sessions may be in-person or over the phone; second-round resume reviews may be facilitated electronically. Career counselors and employer relations consultants develop presentations on topics requested by faculty members, student organizations, and the alumni association to meet the needs of the varied audiences. Experiential learning is encouraged, facilitated and tracked by the CRC. In addition, the career courses offered include interactive assignments to deepen understanding of the material.

The CRC helps prepare students for leadership in their careers and communities by offering specific programs and events including but not limited to on-campus student employment opportunities, employer information sessions as well as the On-Campus Interview (OCI) program.

The Career Resource Center’s vision and values convey its intention to:

- Provide opportunities and support for students to improve their self-awareness and decidedness in relation to their career development
- Facilitate access to experiential learning
- Ensure programs and services are inclusive of all students and that they remain client-centered
- Provide opportunities for clients to explore career options and access occupational information
- Provide opportunities for students to interact directly with employers
- Provide career education regarding job search preparation, professionalism and related competencies
- Facilitate and support students’ planning and preparation for graduate or professional education

The services of the Career Resource Center continue to be available to Pacific students even after graduation (see alumni services in Career Advising/Counseling, p. 8). Unlike many postsecondary institutions, most CRC services are free to alumni and include career counseling, participation in on-campus interviews, invitation to the Career and Internship Faire, access to materials contained in the CRC Library as well as access to Tiger Jobs.
Challenges

The CRC’s mission is to serve students from all undergraduate areas as well as graduate students and alumni. Career services at Pacific, however, are somewhat decentralized with specific academic units (School of Business, School of Pharmacy, School of Engineering and Computer Science and School of Education) providing career related services within their specific disciplines. At times, this structure creates confusion for students and employers who may be uncertain about which service to use and when.

The CRC strives for a central-point-of-contact model for employers. For example, while Company X may be interested in hiring accountants, they also may have opportunities in other areas of the company suitable for Communication, English or Psychology majors. In addition, Company Y may want to hire a market researcher and seek marketing majors, but the company also may wish to consider the skills and experiences of students who study public relations or communication. Company Y may benefit from the research skills that students in the humanities and sciences can bring. Thus, the CRC is positioned well to assist employers in understanding the benefits of considering students from diverse majors and academic backgrounds while outreach efforts on the part of individual academic units are intended to serve only their own students. Unfortunately, when opportunities are advertised exclusively to one set of students, it limits Pacific’s ability to assist all students seeking to obtain internships and jobs, particularly those looking for opportunities outside their majors. Finally, this distributed career services practice potentially restricts the number of students to which employers have access. To address this concern and provide a forum for communication and information sharing, the CRC has established regular meetings between representatives from the School of Business, COP, Engineering and Computer Science and the School of International Studies. While these meetings have improved the situation, CRC continues to observe the uncertainty and confusion expressed by both students and employers.

Additional confusion arises when, during the Cooperative Institutional Research Program (CIRP) survey, students evaluate Pacific’s effectiveness at providing career services. Business students may be answering questions with regard to ESB’s Career Management Center and engineering students may be answering questions with the School of Engineering co-op coordinator in mind. It is not clear on the survey which service they are assessing. The CRC, therefore, relies on counseling session evaluations, program evaluations and the First Destination Survey to assess the effectiveness of the services that the CRC offers.

Because the mission of the CRC is to serve all students in all majors, the CRC hires career counselors with broad backgrounds and specific education in counseling and career development, with an emphasis on with the use of assessment tools and techniques. Staff has knowledge of career opportunities in a wide variety of fields and centralizes access to jobs and internships through Tiger Jobs. CRC hiring and staffing practices are guided by the intent articulated in the mission of the CRC is to provide students with life-long skills rather than merely a lead to their first job after graduation.
Recommendations

The CRC will continue to promote positive relationships with other career services staff housed within academic units to ensure coordinated, non-duplicative and fair delivery of career services to all students.
CAREER ADVISING/COUNSELING

NACE STANDARD
The institution provides career advising/ counseling to assist students at any stage of their college experience while enrolled in the institution.

Career Services assists students with career issues relevant to the individual, e.g., dual careers, sexual orientation, disabilities, and so forth.

Career Services helps students obtain and research occupational, educational, and employment information.

Career Services helps students establish short-term and long-term career goals.

Career Services helps students explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education and/or other career-related activities.

Career Services helps students make career choices based on accurate self-knowledge and information about the world of work.

Career Services offers career advising/counseling in order to link students’ career decision making with access to employers and employment information by:

- Encouraging students to take advantage of career services as early as possible in their academic programs;
- Providing career advising/counseling through scheduled appointments with individuals, group programs, career planning courses, outreach opportunities, special events, information technology, and/or any other available resources;
- Referring students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling;
- Helping students explore careers through part-time employment and experiential education programs; and
- Maintaining appropriate records for future work with the students.

Undergraduate and graduate students receive free, unlimited career counseling sessions with master’s level career counselors. The CRC also offers free career counseling to alumni, up to 5 sessions per year. Sessions are tailored to meet individual career development needs including, but not limited to, self assessment, major choice, career exploration and research, life role choices, educational and career decisions, goal setting, experiential learning, informational interviewing and networking, job search techniques/resources, resume writing, interview skills, graduate school planning and preparation, workplace adjustment issues, professionalism, ethics, diversity issues, and all career-related concerns. Counseling sessions are appropriate to the developmental level of the individual client. Through various outreach efforts, counselors encourage students to begin utilizing career services as early as possible during their experience at Pacific.
Philosophy and Practice of Career Counseling

Career counselors provide client-centered counseling for students and alumni from all academic disciplines. The philosophy that guides career counseling sessions is one of helping students develop useful, lifelong career decision-making and management skills. While counselors provide specific professional contacts when appropriate, the mission of the CRC is to encourage self efficacy, self understanding, skill development and personal responsibility.

In alignment with Pacific’s social and emotional competence (SEC) initiative, career counselors support the development of social and emotional competencies needed for management of the career search process and professional success. For example, counselors facilitate greater self awareness in students through the use of self assessment tools (See Appendix 2A) and through careful questioning and reflective exercises. Counselors also help students improve their self management, a core SEC competency. For example, in the Career Search Essentials course and through individual sessions, students are taught stress management techniques and engage in mock interviews to improve handling interview-related anxiety.

In addition, career counselors assist students in improving their social awareness, another core SEC competency. Through counseling sessions, in the classroom and through special events, students are encouraged to consider employer perspectives and communicate using professional language. Further, staff members help students to improve their social skills by teaching informational interviewing and networking techniques during class, in individual sessions and during events such as the Etiquette Dinner. The CRC produces other events such as Meet Your Future, the Career Faire and employer information sessions that bring students and employers together for additional opportunities to practice social skills.

Through work with individuals and couples, career counselors at the CRC assist clients with a range of diverse issues related to dual careers, as well as career issues related to disabilities, sexual orientation, multiculturalism, and other special topics. Counselors also address life role and life balance issues through individual counseling sessions and in the career courses offered. (See course syllabus in Appendix 2B).

As of fall 2006, the CRC instituted a practice of mandatory resume review by appointment with a career counselor before a resume can be submitted for positions posted on Tiger Jobs. Phone appointments are available for remote alumni or students away during the summer, on co-op or study abroad. This practice was developed to ensure clients represent themselves optimally to prospective employers.

Student and alumni appointments are 30-45 minutes in duration, sometimes longer, depending upon the needs of the individual. Usually, clients are able to receive an appointment within 24 hours of requesting one; however, during busy times, students may need to wait a few days to find a counselor available at time that fits their schedules. For 2009-2010 and beyond, one career counselor role was absorbed into the Director’s responsibilities. This is expected to reduce the number of career counseling sessions available to students and alumni, potentially leading to longer wait times before students can see a counselor.
Career counselors keep record of student appointments using the secure Counseling Notes section provided through NACELink (Tiger Jobs). Only 4 qualified members of the CRC staff have access to this portion of the database to preserve confidentiality. Career counselors maintain accurate, up-to-date notes regarding students, alumni and others who have been assisted. In addition, students who arrive at the Career Center to use services sign in at the reception desk and complete a form which captures relevant student information and reason for visit.

Though not advertised, CRC counselors also provide career services to Pacific faculty and staff and offers occasional reciprocal agreements to students or alumni of institutions requesting such arrangements.

**Self Assessment Assistance**

To assist clients in improving their self awareness, counselors are equipped to provide tailored assessment activities. Students have free access to standardized assessment instruments such as the Strong Interest Inventory and the Myers Briggs Type Indicator. Following American Counseling Association ethical standards, students are required to meet with a counselor to interpret and review results. In addition, counselors use other assessment tools, such as SkillsCan, the Values Card Sort and counselor-designed assessment exercises to help students identify their interests, values, skills, personal strengths and other aspects of self necessary to guide decision making.

In 2008 as a result of combining resources with Counseling Services, the CRC was able to purchase a software license from Consulting Psychologists Press allowing students to take the MBTI and Strong Interest Inventory online. Assessment results continue to be reviewed during an individual appointment with a career counselor. The annual licensing fee is split between Counseling Services and the CRC with individual assessments purchased by the respective departments.

Please see the Technology section, p. 50 regarding online assessments.

**Career Exploration and Occupational Research Assistance**

For students who need assistance exploring career options and conducting research, counselors provide, explain and/or demonstrate a multitude of research resources during individual sessions. During the Career Exploration and Planning course, the instructors invite a library faculty member to explain and demonstrate Pacific library books, databases and other resources appropriate for occupational research. In the course of their career exploration and preparation, students need to identify occupational titles and responsibilities; learn about industries, trends and salaries; consider employment outlook, and understand the required education/skills/experience for particular jobs. Students also need to gather organizational information and other labor market data. Counselors teach students to use varied research strategies, including online resources, informational interviews, business journals and professional association sources, among others. When appropriate, counselors are able to refer students to individual professional contacts, including alumni, employers, community partners, and campus personnel.
Experiential Learning Assistance

Students seeking information about internships, on-campus jobs, summer jobs, cooperative education and other experiential learning opportunities receive individual assistance from career counselors. Career counselors help students consider which internships will provide the type of career-relevant experiences they seek. Also, counselors teach students search techniques and discuss methods for creating internship opportunities. The CRC maintains other experiential learning resources for student use that are explained both in the Career Information and the Experiential Education sections of this review.

Every year the CRC hosts a Virtual Student Expo for students seeking on-campus opportunities. The career counseling team provides student employee orientation sessions for new student hires, as well as supervisor orientation sessions for those hiring student employees. The career counselors collaborate with on-campus partners to provide the needed information for student employees and supervisors. For example, career counselors invite staff from Human Resources, Payroll and Financial Aid to present during these sessions.

Other experiential learning assistance provided includes the Career & Internship Faire for students in the spring and on-campus interviews are held for some internship positions. Counselors regularly refer students to Tiger Jobs for internship opportunities as well.

In 2005-06, career counselors offered internship orientation sessions for students who would be working at internships the following semester. The intent was to offer content encouraging professionalism and maximizing the learning opportunity; however, without a mechanism in place to mandate attendance, participation was very low, despite advertising. Workshops were discontinued; however, the Political Science Department began requiring a preparation course for students prior to beginning internships. Staff members from the Career Resource Center give presentations in this class several times during each semester.

Counselor Connections to Campus and Community Resources

Counselors have built strong relationships with staff and faculty in order to promote cost effectiveness, cross-promote services, reduce redundancies, and ensure students’ needs are met appropriately with an eye to coordinated care. Referrals are made to campus resources when issues arise beyond the scope of a career counselor’s practice. For example, counselors have worked with and referred students to Cowell Wellness, the Educational Resource Center, Services for Students with Disabilities, the Chaplain, individual faculty members and other campus and community resources as appropriate.

The Career Counseling Team maintains established relationships with Residence Life, ASUOP, International Programs and Services and other campus entities. These relationships have led to presentations to students in various settings outside the CRC and significant collaborative programming. One career counselor is involved with the Resident Assistant selection process resulting in prospective applicants seeing career counselors for resume review and interview practice.
For a list of collaborative programs that have taken place over the past several years, please see Appendix 2C. For more specific information about CRC connections to the campus and community, please see the section on Campus and External Relations.

**Career Counseling Effectiveness**

Beginning in 2006 and with the assistance of the Director of Assessment, career counselors developed an evaluation instrument for use in assessing counselor effectiveness and student satisfaction with individual career counseling sessions (Appendix 16B). Administered once in October and once in February or March, results have indicated counselors demonstrate interest in the students’ situations; counselors are meeting student expectations, and students rate counselors as helpful.

Further, career counseling sessions have increased almost 50% over the past 4 years, as indicated by the graph below.

<table>
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<tr>
<th>Table 1: Number of Counseling Sessions per Year</th>
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<td><img src="image" alt="Number of Counseling Sessions per Academic Year" /></td>
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The 2009-10 academic year is on track to see a significant increase as well. Sessions held during the fall 2009 were up 82% over the prior fall semester. Session numbers are tallied and comparisons made by using the number of counseling notes entered into Tiger Jobs.

**Challenges**

For 2009-2010, one dedicated career counselor position was lost and absorbed into the Director’s role. Due to other responsibilities, the Director is not able to assume the full load of counseling appointments, presentations and programming that the prior career counselor handled. Most other current CRC staff members do not have the background to meet the standards for providing individual career counseling to students; therefore, it was anticipated that students and alumni would wait longer to see a counselor. While this proved to be the case, it was handled without incident or complaint during the fall semester.

During the spring 2009 and fall 2009 semesters, the Associate Director supervised a graduate assistant. Graduate programs from which the CRC can draw candidates for career counseling work are limited and fairly distant, so graduate assistants have not been consistently available. Further, for the past 2 years, the CRC was unable to offer a salary to graduate assistants. Lack of funding and Pacific’s distance from
other institutions offering graduate level career counseling degree programs make securing an intern very difficult.

Another challenge for the CRC is the growing number of alumni coming back to Pacific for career services, which has increased significantly over the past 3 years. The following chart illustrates the increase in the number of career counseling sessions compared with first year students from 2006 to 2009. The issue is directly related to capacity as the increase in no-cost support to alumni impacts the CRC’s ability to serve current students and places added demand on our operational budget.

The Career Resource Center will continue to monitor trends regarding demand for services and report them at the end of spring 2010.

An additional serious challenge is funding for career assessments. Because of increased demand not only for career counseling sessions, but also demand from professors for in-class use of assessment tools, CRC funds for purchasing assessments have not been sufficient to fulfill demand. In 2008, by invitation of the Director of General Education, the CRC had the unique opportunity to provide online assessments to nearly all freshmen students, but the cost was prohibitive and the offer had to be declined. In addition, due to increased student and alumni demand for the tools, the CRC ran out of assessment instruments before the end of the fiscal year and budgetary limitations prohibited additional purchase of instruments. Despite doubling the supply of assessments over the prior year, demand exceeded supply. Students were told to return after July 1 and a new policy for alumni that charges them the cost of assessment instruments was implemented. For the first year following graduation, alumni may use the instruments at no cost. During this current fiscal year, the CRC has expended 66% of its budget for assessment instruments in the first half of the year. It is anticipated that demand will exceed the budget again this year; therefore, in order to meet expected demand, the CRC will need to consider redirecting funds from other areas to cover anticipated requests.
Recommendations

To address the challenge regarding purchase of assessment tools and ensure inventory is available to meet demand, the CRC submitted an IPC request for additional funding related to updating assessment tools and in order to include the Life Values Inventory that is currently being used in a career class and is necessary to current research. The CRC has requested funds to cover the anticipated need for assessments based on past experience and still have the capacity to respond to invitations to collaborate using these instruments (See Appendix 2D, 2009-2010 IPC Funding Proposal).

To address the challenge of reduced staffing for career counseling, the current Assistant Director for Employer Relations, who recently received her master of education degree, is currently being trained and supervised to provide career counseling. It should be noted; however, her main function at the CRC has been employer relations and those tasks will continue, so increased availability of career counseling services will be limited. It is recommended that another regular career counselor be hired.
CAREER INFORMATION

NACE STANDARD

Career services makes current and comprehensive career information accessible to students as they explore and make career decisions.

Career services provides resources to help students assess and relate their interests, competencies, needs, expectations, education, experience, personal background, and desired lifestyle to the employment market.

Career Services provides information on current and projected employment opportunities and on employers to ensure that candidates have the widest possible choices of employment.

Career Services provides information on graduate and professional academic programs and other continuing education programs.

Career Services uses information technology to give students and staff access to the Internet and other computer resources.

Career information resources are accessible and organized with an appropriate system that is user-friendly, flexible, and adaptable to change.

Career information facilities are staffed with persons who have the appropriate counseling, advising, and information technology competencies to assist students in accessing and using career information.

Career information includes the following categories:

- Self-assessment and career planning;
- Occupational and job market information;
- Graduate/professional schools;
- Employment/job search;
- Job, experiential education, and internship listings; and
- Employer information

Through various means and in a number of venues, the CRC strives to provide comprehensive career information to students as they explore and make their career decisions. Students and alumni are able to access information through the CRC website, in the CRC library, through printed and electronic publications and materials developed by CRC staff members, including the CRC newsletter as well as through Tiger Jobs. Please refer to Appendix 1 for a sample of the CRC newsletter, Career Central. See Appendix 3 for information about Tiger Jobs.

The CRC provides numerous resources that help students assess and connect their interests, skills, needs, background, and education to the labor market and employers, including the Strong Interest Inventory, the Myers Briggs Type Indicator, Skillscan, values card sorts, checklists and other assessment tools.
Career counselors meet individually with students and alumni to discuss results and provide other career assessment exercises. The CRC also offers Career Exploration and Planning, a course designed to help students gain greater self understanding and the ability to articulate their skills, interests and background in terms relevant to employers (Appendix 2B).

Through Tiger Jobs, the CRC’s electronic job board, students and alumni have access to current information on employment and internship opportunities. Employer information sessions and panel presentations, as well as the annual Career Faire also enhance student learning about current industry trends and practices. Both career classes cover labor market and employer information about industries, trends, job titles, and salary information. The CRC maintains employer and graduate school materials in files accessible to students in the CRC library. Additionally, students have computer access in our library to conduct research online. A bulletin board with current career information and job postings is maintained and updated monthly.

Graduate and professional school preparation needs are addressed through specialized programming, one-on-one counseling and in-class presentations. Graduate School Planning Week is held in the fall to raise awareness of deadlines, application processes, personal statement and resume preparation, financing and related topics. Graduate school planning information is available on the CRC website and the Meet Your Future program was expanded to include mock interviews for students preparing for graduate or professional school.

The CRC accommodates different learning styles both in career classes and by using various service delivery mechanisms, making career information expediently available to students and alumni. Information is dispersed through the website, video available on Youtube, Facebook, email, courses, in-class presentations, individual sessions, and mixers and information sessions. Courses are taught using Sakai. CRC professionals partner with Services for Students with Disabilities, the Counseling Center, and the Educational Equity Programs to meet the specific needs of students on an individual basis.

To make employment opportunity information more accessible and user-friendly, in the fall of 2007, the CRC transitioned from a product provided by eRecruiting to NACElink’s information system and job board, known as Tiger Jobs. With the eRecruiting system, students had to self register in order to have access to opportunities and employer information. The NACElink system allows the CRC to create accounts for students by downloading information from Banner. All students have access to Tiger Jobs through InsidePacific from the first day of classes. In contrast, the University’s website is less flexible and CRC webpages are constrained by the current content management system.

The Career Resource Center is staffed with two masters-level career counselors who are qualified to provide appropriate counseling, advising and assessment interpretations. The CRC also has three staff members who are specialists in employer relations with the experience and training necessary to conduct effective outreach to employers and the community. Staff members are trained to use Tiger Jobs and assist students in accessing and using the career information available there. The CRC also employs pre-professional students who are trained on relevant technology. One staff member serves on the
technology committee and stays current on the Content Management System software used to edit the CRC website.

Please see Organization (p. 35) and Technology (p.50) for further information.

The Career Resource Center collects, maintains and makes available all types of career information, including that needed for self assessment and planning; occupational and job market information; graduate and professional school information; job search information; job, experiential and internship listings; and employer information. The demand for self assessment information, however, has grown and currently exceeds our ability to fund the resources to meet student and alumni needs. As noted in the previous section, this year we began a policy of charging alumni for the cost of assessments to ameliorate the problem and allow us to continue offering these assessments to them.

**Challenges**

Currently, the career publications in the CRC library are minimal and should be augmented. Also, books designed to be references for student and staff sometimes disappear and need to be replaced. Currently, there has been only a small allocation in the budget for books and any replacements.

Another challenge is that handouts are created by career counselors. With the increased counseling load and loss of a career counselor, there is limited time available for the creation of new materials or revision of older items.

**Recommendations**

We recommend that funds be redirected from another area within the CRC budget to cover the purchase of new or replacement materials. Further, consultation with Public Safety regarding loss prevention of materials should be explored.

Employer Relations Team members should be included in the development of CRC handouts relevant to the job search, labor market data and other employer information.
EMPLOYMENT SERVICES

NACE STANDARD

Career Services assists students in:

- Exploring a full range of career and work possibilities that match their career goals;
- Preparing job-search competencies and tools to present themselves effectively as candidates for employment;
- Obtaining information on employment opportunities and prospective employers;
- Connecting with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and/or information technology; and
- Developing and maintaining relationships with employers that provide career development and employment opportunities for students.

In the Career Resource Center, the Assistant Director of Employer and Alumni Relations as well as two Employer Development Consultants are dedicated to Employer Relations and Development. Building mutually beneficial relationships with employers is one goal of the Employer Relations Team. The Employer Relations Team’s commitment to employer partners is to provide the best service by assigning individual points of contact deemed Account Managers, who work with employers to achieve their recruiting goals. The Employer Relations Team assists with job postings, internship development, on-campus interview schedules, annual events, and marketing.

The Career Resource Center assists students in exploring a full range of career and work options. Once students have identified their career aspirations, a number of events are designed to allow students to interact with employers. Some of these include:

- Employer Information Sessions – Held on campus, these sessions are presented by employer representatives, typically the day before an on-campus interview. Representatives provide an overview of their organization to students. This also allows the students to receive clarification from the employer regarding the position or the organization.
- On Campus Interviews – Some employers provide interviews on campus. This allows students an opportunity to interview for full-time, part-time or internships while on the Pacific campus. Employers typically use these interviews as the first round screening. The number of on-campus interviews per semester varies and usually there are more interviews in the spring semester. The chart below indicates the number of interviews in each semester for the past two years.
If an employer is conducting interviews for an entire day, the account manager invites a faculty representative to lunch. The CRC attempts to match the employer with a faculty member from a discipline that matches the employer needs for the position.

- **Employer Site Tours** – Over this past year, the employer relations team collaborated with career counselors to provide site tours for the Career Exploration and Planning class each semester. The purpose of the tours is to provide students the opportunity to experience different types of work environments.

- **Etiquette Dinner** – This event provides an opportunity for students to learn about professional behavior while dining with prospective employers and under varying circumstances (during interviews, professional organization meetings, and networking events). Employers serve as table hosts to share insights on professional behavior with the students joining them for dinner. Prior to dinner, students receive training on networking and then put into practice what they have learned during the pre-dinner reception. Employers, alumni, and faculty have been guest speakers during the event. Topics covered in the past include: etiquette, cultural etiquette, professionalism, and networking. *Employer sponsorship of the tables is required for the CRC to host this event. Please see Appendix 4 for examples of event flyers.*

- **Non-profit Information Day** – This event allows representatives from non-profit agencies to connect with Pacific’s students, faculty, and staff and present information about the organization as well as any opportunities that are available.

- **Industry Specific Information Days** – During the fall semester, an industry information day is offered to students in a specific discipline. The goal of this event is to provide students with information on a diverse range of industries and allow them to consider various career paths for their discipline. During fall 2008, the CRC held its first industry specific information day for biology, chemistry, bio-chemistry, and bio-engineering.

- **“Meet Your Future” Mock Interview Program** – This is a two-week program which provides students the opportunity to practice their interview skills during simulated experiences with actual employers. Students receive feedback and guidance from employers on how to effectively present themselves in a real interviewing situation. After a brief interview, employers critique
the students’ interviewing skills and provide advice on how to strengthen specific areas. The graph below provides a four-year comparison of employer and student participation.

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<td>27</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td># of Graduate School Representatives</td>
<td>4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># of Graduate School Schedules</td>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># of Graduate School Mock Interviews</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># of Panel Presentations</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td># of Students Attending Panel Presentations</td>
<td>52 (20 grad; 32 job)</td>
<td>27</td>
<td>17</td>
<td>41</td>
</tr>
</tbody>
</table>

Additionally, one employer panel presentation is offered each week. Past presentations have covered topics such as: “Positioning Yourself in a Challenging Job Market” and “Everything You Always Wanted to Know about Graduate School but Were Afraid to Ask.” This past year “Meet Your Future” was designated as a program of distinction within the Division of Student Life, indicating profession and University best practice.

- Career & Internship Fair and the Education Career Fair are held annually in the spring semester. This event allows students to connect with employers and gain information about full-time, part-time, and internship opportunities.

Prior to the economic downturn, employer participation had been on the increase as demonstrated in the graph below. In 2008, 101 employers participated in the Career & Internship Faire. In 2009 there were a total of sixty-six employers in attendance. This number represents a 35% decrease in employer participation from 2008. From verbal accounts of employers in attendance at the 2009 Career and
Internship Faire, Pacific still maintained a higher percentage of employer participation than other universities in our recruiting corridor.

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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attendance</td>
<td>66</td>
<td>101</td>
<td>105</td>
<td>93</td>
<td>86</td>
</tr>
<tr>
<td>General Career &amp; Internship Faire</td>
<td>52</td>
<td>80</td>
<td>89</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>School of Education</td>
<td>14</td>
<td>21</td>
<td>16</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Informational interviews are coordinated on a case-by-case basis at the request of students. A member of the Employer Relations Team contacts appropriate employers or alumni to coordinate connections between students and employers or alumni. The informational interview provides the student an opportunity to learn more about the career path of the interviewee. Through this experience the student gains an understanding of the field he or she is interested in pursuing.

**Tiger Jobs Electronic Job Board**

Two years ago a decision was made to change vendors for the CRC’s online job board. The CRC moved from eRecruiting to NaceLink (known as Tiger Jobs) in order to provide students and employers with a comprehensive tool for recruiters and job seekers. The eRecruiting system required that students self-register for an account. One of the main advantages of NACElink is the CRC’s ability to download student information from Banner into Tiger Jobs. Once students have attended new student orientation, their information is downloaded into Tiger Jobs, which provides new students immediate access to the system. Students sign-on to Tiger Jobs through the InsidePacific portal. Currently there are 6019 students and alumni with accounts on Tiger Jobs. As with most other CRC services Tiger Jobs remains available to alumni at no cost to them.

The downturn in the economy has negatively impacted opportunities for undergraduate and graduate students as they search for post-graduation positions. The following chart highlights the decrease in the number of posted positions at the CRC. By virtue of strong relationships with alumni employers, however, the CRC has been able to keep constant the number of alumni-offered positions.
Students receive assistance from career counselors in preparing and developing job search competencies in order to present themselves effectively as candidates for employment (see section on Career Advising/Counseling, p. 7). “Career Search Essentials” is a one-unit course taught by CRC staff designed to help students prepare for the job or internship search. Through the course, students learn to create professional materials, develop interviewing and networking skills, learn job search strategies and professionalism.

The following are methods by which the CRC effectively connects students with opportunities and employer information:

- **Tiger Jobs**, NaceLink’s on line job board
  - Provides full-time, part-time, internship, co-op opportunities from national and international employers and allows students to submit their resumes directly to the opportunity,
  - The electronic resume books allow employers to review resumes of students who have elected to publish their resumes
  - Students may secure interview times on Interview Schedules that have been created by the employer
  - “Meet Your Future” Mock Interview schedules are created once employers have registered to participate in the program and students self-select their mock interview time
- The bulletin board in the Career Resource Center Library is regularly updated to provide information on current job postings, upcoming events, on campus interviews that are scheduled, and specific industry job fairs
- Many of the hard copy handouts available in the Career Resource Center Library are also accessible electronically through the Career Resource Center website
- Career Central Newsletter provides current articles on industry trends, experiential learning, employer profiles, upcoming events, appropriate professional behavior and skills, economic trends, graduate school preparation, and diversity issues

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### Table 6: Two-Year Comparison of Opportunities Posted on Tiger Jobs

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Alumni Positions</td>
<td>72</td>
<td>73</td>
<td>&gt;1% decrease</td>
</tr>
<tr>
<td>Internships</td>
<td>130</td>
<td>254</td>
<td>48% decrease</td>
</tr>
<tr>
<td>Full-time Positions</td>
<td>265</td>
<td>634</td>
<td>58% decrease</td>
</tr>
<tr>
<td>All Positions</td>
<td>400</td>
<td>763</td>
<td>47% decrease</td>
</tr>
</tbody>
</table>
The Career Resource Center recognizes the value and importance of maintaining partnerships between the university and employers. The Employer Relations Team builds and fosters relationships with employers who provide both career development and employment opportunities for Pacific students.

**Challenges**

The economic downturn has impacted the number of employers actively recruiting at Pacific. While this has been a challenge, it also allows us to consider other options for employers.

Our geographic location and campus size also impacts employer decisions regarding expenditure of recruitment dollars. Pacific is in the recruiting corridor that incorporates UC Davis, Sacramento State University, Chico State University, University of Nevada, Reno and UC Berkeley.

**Recommendations**

Because of these challenges, the Employer Relations Team has maintained a concerted effort to meet with employer partners during the summer months. This practice allows the CRC staff member an opportunity to work with the employer to develop a strategic recruiting plan at Pacific.

The Employer Relations Team should also consider the feasibility of, and employer interest in, virtual first-round interviews for students. The idea has the potential to increase the number of screening interviews that could be conducted at Pacific, eliminating geographic hurdles and opening opportunities across the country to Pacific students.
EXPERIENTIAL EDUCATION

NACE STANDARD

The institution provides experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, services learning, and shadowing experiences.

Career Services provides or works closely with other departments that provides experiential education opportunities.

Experiential education programs help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.

The University of the Pacific has an explicit commitment to experiential learning for students. It is addressed in Pacific Rising, relevant to University’s commitment to prepare “the whole student, especially for responsible professional and civic leadership in a global context.” (Pacific Rising 2008-2015) Expressly, Pacific strives for 100% participation in experiential learning; however, as with other career services at Pacific, the identification, support and administration of experiential education is dispersed across various departments. Ultimately, all unit-bearing experiential learning activities fall under the auspices of the university-wide Experiential Learning Oversight Committee (ELOC). Internships and other experiential learning that do not bear units are not included in the official count of student experiences; however, the CRC helps students with these non-credit internships as well.

The complexity of administering experiential education at Pacific is evidenced by the many entities involved. The School of Engineering and Computer Science has its own dedicated co-op coordinator who identifies and administers the required cooperative education experiences for engineering students. The Benerd School of Education has a dedicated administrator for the student teaching program. The Eberhardt School of Business handles the creation and administration of internship opportunities for accounting, finance and MBA students. The School of International Studies together with the Study Abroad Advisor in International Programs and Services prepares and coordinates study abroad experiences for students. Many academic programs, including those just mentioned, have mandatory experiential education requirements, but not all. For example, in the Conservatory of Music, some programs, such as Music Management, have internship requirements while other music majors do not.

The CRC’s role in experiential education is multi-faceted and complicated by the many types of experiential learning opportunities that exist at the University. Experiential education can be conceived of as an umbrella term encompassing many different types of learning through experience, some of which bear academic units, some of which do not. The Career Resource Center (CRC) is designed to serve broadly the needs of Pacific students in the areas of student employment, cooperative education, internships, volunteer opportunities, service learning, and shadowing experiences. Specifically, the CRC:
• Designs and coordinates the on-campus student employment program, including offering orientation sessions for federal work-study student employees and their supervisors

• Establishes connections with employers/community partners to develop internships and post them on Tiger Jobs and scheduling on-campus interviews

• Counsels students regarding experiential education opportunities, preparing professional materials, interviewing and managing internships

• Runs the Career & Internship Faire and the “Make a Difference” Non-Profit Information Day held annually where students have opportunity to identify internships or service learning experiences

• Provides classroom presentations related to securing and preparing for experiential education

• Coordinates site visits/field trips for career classes and provides alumni or employer contacts for students interested in arranging informational interviews or job shadowing experiences

• Reviews registration materials for academic internships

• Assists faculty interested in integrating a service learning component into their course syllabus

• A member of the CRC serves as a voting member of the Experiential Learning Oversight Committee and attends monthly meetings; the Director of the CRC attends meetings and serves as a non-voting member

In addition, the CRC works closely with other departments that provide experiential education opportunities. For example:

• Employer development meetings were initiated by the CRC and allow staff to work more closely with representatives from the School of Business, the School of International Studies, the College of the Pacific and the School of Engineering and Computer Science

• CRC staff members meet with members of the administration, deans and faculty to discuss career development topics including experiential education. These conversations have resulted in:
  - Visits to St. Mary’s College and University of San Francisco to learn about their models of experiential education
  - Providing support to Professors Marcia Hernandez (sociology) and Dari Sylvester (political science) in fulfilling the terms of a Carnegie Foundation grant which provided funding for faculty seeking to embed experiential learning into their curriculum
  - Multiple presentations in the Political Science Internship Orientation class offered each semester, mandatory for Political Science majors who seek internships
Academic Credit for Experiential Education

The ELOC has developed criteria for courses that meet Pacific standards for quality experiential learning. Each academic department may appeal to the ELOC for approval of their course(s) to be designated as “ELOC-approved.” The effect of such approval is that faculty is compensated for any overload in supervising students in these courses, and also that students enrolled in those courses “count” in the final tally of those who have participated in experiential learning at Pacific.

The role of the CRC relevant to unit-bearing internships is to review the final registration documents after all signatures have been obtained, but before the student proceeds to register for the course. The CRC also maintains a record of all forms that have been signed. During the summer, the CRC uses this information to notify the Office of Financial Aid of those students who are participating in ELOC-approved internships so they may receive the 50% tuition discount offered during the summer.

Not-for-credit Experiential Education

Although Pacific does not include internships and other non-credit experiences in the University’s official data collection related to experiential learning, students regularly complete internships for purposes other than receiving academic credits. Students with full course loads often intentionally choose not to receive credit for their internships because they do not want to pay additional tuition for the units. Instead, their motives include exploring career options, gaining experience relevant to their aspirations and building their resumes. While CRC staff members encourage students to include these co-curricular experiences in ePortfolio, the internships will not appear on their official academic transcripts nor will they be included in the university’s count of students participating in experiential learning.

Service Learning

A part-time director position for community-based and service learning supported by an Irvine Foundation grant was eliminated in 2005 at the conclusion of the grant. Since then, the CRC Community Outreach Consultant has absorbed this position and continues to develop internship, full-time, part-time and volunteer opportunities for service learning and community-based learning as a part of the work of the Employer Relations Team. The Community Outreach Consultant works with faculty members at their request to help identify service learning experiences that can be incorporated into the instructors’ courses. The Guide to Service Learning at Pacific is contained in Appendix 5.

CRC staff members also work with the Center for Community Involvement (CCI), referring students to the CCI which provides a significant source of volunteer opportunities for students interested in community service not associated with coursework.

Student Employment

The Career Resource Center encourages all campus departments to post their opportunities on Tiger Jobs and refers students to the website to search for work study and other part-time campus employment. Career counselors work with students to review resumes, discuss interviewing skills and encourage proper follow-up techniques to assist students in securing on-campus positions. The CRC also offers
several orientation sessions for students and supervisors who are new to their roles on campus. The CRC collaborates with Human Resources, Financial Aid and Payroll to provide comprehensive information for student employees and supervisors.

Further, the Employer Relations Consultants conduct outreach to local area employers, encouraging them to use Tiger Jobs when seeking part-time employees or interns for their organizations. This effort expands the range of options for students.

**Tracking Participation in Experiential Education**

Reliable systems are now in place to measure student participation in ELOC-approved experiential learning, and the University will be able to track its progress from 2007-08 forward toward the goal of universal participation; however, this responsibility currently lies outside the CRC.

The CRC has purchased an experiential learning module for the online database that allows recording of experiential learning placement, reflections by students, and supervisor evaluations. This module has the potential to provide a unified method and central point for recording and evaluating experiential learning of all types, including ELOC-approved experiences and others; however, the module license must be purchased annually and university staff, faculty and students would need training on the use of the system.

**Challenges**

Pacific Rising 4.9 states that experiential learning will be a hallmark by achieving 100% student participation by 2015. Many of the experiences in which students engage, however, are not counted because they do not bear academic credit. This excludes many types of experiential learning in which students participate which may otherwise qualify as learning through experience: resident assistant positions, student government, student advisors, student ambassadors and other on-campus jobs, for example.

**Recommendations**

One solution may be to find academic course designations for students who would like credit for their on-campus work experiences and are able to identify a faculty supervisor. Co-op 92/192 is an ELOC-approved course that may be used for such purposes.

A second recommendation is that the University adopts the experiential learning module on Tiger Jobs for ease of counting and recording experiences. Faculty and student training on Tiger Jobs should be offered, perhaps in collaboration with the Center for Teaching and Learning or the IT department.

While it is hoped that experiential education will be housed within the CRC, it should be noted that, to date, no additional funding to support this initiative has been provided. This will directly impact staff’s ability to effectively market the program and provide the kinds of support necessary to students, faculty and community partners. This expanded program will also require additional funding to allow staff to represent Pacific at regional and national conferences. When the University determines the structure to support experiential education, it is hoped that operational funding will be provided as well.
GRADUATE SCHOOL PLANNING SERVICES

NACE STANDARD

Career Services assists students in:

- Identifying graduate or professional school programs that match their career goals;
- Effectively presenting themselves as graduate/professional candidates for further study;
- Obtaining information on graduate/professional school programs through a variety of sources; and
- Connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and/or information technology.

To assist students with graduate school planning, the CRC offers an array of events, services and resources. In fall 2008, the CRC initiated a new program, Graduate School Awareness and Preparation Week. In consultation with staff members from the Educational Equities Programs, this program was timed to precede the Graduate School Diversity event held annually in California. The focus of that event is on graduate programs outside of Pacific, thus the CRC event deliberately focused on graduate programs at Pacific. In collaboration with the Eberhardt School of Business, the McGeorge School of Law, the Benerd School of Education and various departments within the College of the Pacific, the CRC offered a week-long series of workshops on topics such as planning for graduate school, getting into the MBA program for students who are not business majors, getting into McGeorge School of Law for students who are not pre-law majors, how to write an effective personal statement and how to finance graduate education. The program had over 40 attendees for the week and received positive evaluations. A summary of evaluation results can be found in Appendix 6. The program ran again in 2009, adding the Graduate School and the School of Pharmacy and Health Sciences as additional collaborative partners.

In spring 2009, “Meet Your Future,” was expanded to include mock graduate school interviews to help students prepare for potential interviews as part of their graduate or professional school application process.

In addition to programming, career counselors work individually with students on various graduate school-related issues, including helping students determine the relevance of graduate school to personal career goals, researching graduate/professional school options and programs, decision making, and identifying resources. Career counselors also support students in the application process, including answering questions about graduate school entrance exams; reviewing personal statements, resumes and application materials; and preparing students for interviews. Counselors regularly provide mock interviews for prospective graduate/professional school applicants, particularly to Pacific pre-pharmacy students.

Students have access to graduate school resources in the CRC library including informational materials about graduate programs. Graduate and professional school planning information is also maintained on the CRC website. http://web.pacific.edu/x4910.xml
Challenges

The Graduate School Planning Week event would benefit from some allocation from the budget to provide refreshments and thank-you gifts to presenters. Currently, it runs with no dedicated funds. Attendance is not as robust as it could be and could be enhanced by providing food, particularly during workshops held at the lunch hour. A small budget is needed to provide snacks or pizza during workshops and gifts or lunch for presenters.

Recommendations

Allocate funds within the CRC budget specifically for Graduate School Planning Week.
PROGRAM MANAGEMENT

NACE STANDARD
An institution assigns a leader or leadership team to manage career services and align career services with the mission of the institution and the needs of the constituencies served. If career services are offered by several units, the institution designates a leader or leadership team that will be responsible for coordinating the institution’s programs and services for students. That leadership is necessary to ensure adherence to institutional and unit missions and to enhance program effectiveness and efficiency.

Career services leaders develop a mission statement, program goals and objectives, and strategic and operational plans for fulfilling the mission and goals of the programs. Goals are reviewed and updated annually and communicated, as appropriate to institutional constituencies. Career services staff conduct regular program evaluations to improve operations and to adjust to changing client needs and environmental threats and opportunities.

Programs and services are structured purposefully and managed effectively to achieve stated goals.

The key program components of the career services function are designed, clearly defined, and implemented in alignment with:

- The career development needs and the academic and occupational interests of students and other constituents
- Current research, theories, and knowledge of career development and learning
- Contemporary career services practices
- Economic trends, opportunities and/or constraints
- Institutional priorities
- Resources

Career services works collaboratively with academic divisions, departments, individual faculty members, student service, employers and other relevant constituencies of the institution to enhance students’ career development. Career Services promotes career development for students as integral to the mission of the institution.

Career Services staff provides information on programs and services through institutional print and electronic publications, campus media, presentations, outreach and orientation programs.

Career services provides information on career and employment topics and the ethical obligations of students, employers, and others involved in the employment process.
University of the Pacific offers over 80 majors; therefore, the programs and services of the Career Resource Center are designed to be broad and meet the needs of diverse students and alumni. The work of the CRC is intended to be in alignment with institutional priorities, in particular, whole student development. As explained in the following section on Organization, the Director of the Career Resource Center provides leadership to the CRC together with the Associate and Assistant Directors. CRC services and programs provided are based on the most current research, theories and knowledge related to career development and education as evidenced by staff members’ participation in professional associations, attendance at conferences, and staff members continuing education via professional journal reading and workshop attendance (see section on Human Resources, p. 40).

The CRC has established a mission statement and the leadership team has developed program goals and objectives in alignment with the university’s core commitments and priorities. Please see Appendix 7 for a description of the CRC’s program goals, objectives and anticipated learning outcomes. These objectives and learning outcomes are reviewed and updated annually based on the results of surveys and evaluations conducted as well as on any new University or Student Life initiatives.

CRC staff members regularly collaborate with faculty members, other departments within Student Life, employers and community partners to augment the career development of students. See the section on Campus and External Relations, p. 55, for specific details regarding these collaborative efforts.

The CRC promotes career development as integral to Pacific’s mission; however, despite the inclusion of relevant phrases within Pacific Rising 2008-2015, career development is not seen as always necessary or important by everyone at Pacific. Some faculty members and others, for example, have expressed the point of view that catering to career needs may lead the institution down the unsavory path of education as merely a means to a vocational end. This perspective is not unique to Pacific’s faculty and the CRC has made significant strides in addressing these perspectives and working collaboratively with the academic community on the Stockton campus. The CRC has worked with many professors to introduce students in their classes to the skills and knowledge necessary for career selection, success and satisfaction. Also, in 2006, the CRC began to offer one-unit career courses that can be taken as early as the freshman year.

The CRC provides information to its constituents regarding rights, responsibilities and ethical obligations through various methods, including on the CRC website. This information is also communicated through direct email; for example, the CRC has sent NACE guidelines to faculty regarding the provision of references for students. Staff members also communicate this type of information to employers via direct communication and on the website.
MARKETING/PROMOTION/OUTREACH

NACE STANDARD
Career services markets and promotes its services and conducts outreach by engaging in:

- Client needs assessment and goal setting
- Written and interpersonal communication; public speaking
- Domestic and international jobs and experiential learning opportunity development
- Relationship development and management
- Effective use of print, web, and personal presentation methods
- Sales and closing techniques
- Development/fundraising strategies
- Marketing principles and strategies

The Career Resource Center (CRC) has developed effective methods and strategies for marketing its services and events to constituents including students, employers, faculty, staff, alumni, parents and prospective students. The CRC promotes its programs and services using electronic media, campus publications, presentations, and other means.

Determining clients’ goals and needs each year is an ongoing process based on the results of assessments and surveys completed throughout the year and after major events. Surveys are sent to students and employers to assess need and impact. Surveys also have been developed to assess faculty perceptions and needs. After each major event the CRC offers, students and employers are provided with evaluation forms to indicate what they liked or disliked about the event and how it can be improved. The CRC then meets to discuss results and plan improvements. Although goals are set by the Director and staff at the beginning of each event, these goals can be adjusted to suit student and employer needs and concerns. Please see the section on Program Evaluation, Assessment and Research for additional information.

Interpersonal Communication
The CRC staff employs a number of methods of written and interpersonal communication with students and employers for marketing purposes. Students are sent emails regularly regarding new job postings, upcoming events and on-campus interview schedules. When a student has registered for an on-campus interview, an automated reminder is sent regarding his/her appointment date and time and includes information about “no show” policies and a link to the CRC’s interviewing handbook.

Emails are sent to employers to make them aware of upcoming events and branding opportunities with Pacific. For special events, such as Industry Information Days, Tiger Jobs facilitates the search for employers from a specific industry so that targeted emails can be sent. For other special events, such as the Employer-Faculty Reception held after the Career & Internship Faire, the CRC prints and sends
hardcopy invitations to faculty for a more formal appearance. Handwritten thank you notes and holiday cards also are sent for a personal touch.

Electronic Media

It is through the following sources that CRC clients can access information:

- **Tiger Jobs**, NaceLink’s on line job board (See Appendix 3) allows students to:
  - Search and submit their resumes for full-time, part-time, internship, co-op opportunities from national and international employers
  - Access information and sign up for CRC events, workshops, employer information sessions, on campus interviews, career fairs
  - Research companies and set up search agents that match their career goals
  - Post and stores resumes in electronic resume books
  - Store other documents including cover letters, writing samples, and unofficial transcripts
  - Track and reflect on their experiential learning opportunities
  - Electronic resume books allow employers to review resumes of students who have elected to publish their resume

- Career Resource Center website [www.pacific.edu/careers](http://www.pacific.edu/careers)
  - Sections for Students, Employers, Faculty and Alumni
  - Link to Tiger Jobs and Career & Internship Faire
  - CRC policies are published
  - Links to handouts for information on cover letters, resumes, preparing for interviews, and planning for graduate school
  - Employer Partnership Report that identifies the multiple ways employers are engaged at Pacific

- **YouTube** has been used by the CRC to post instructional or informational videos
- **Prowl TV** has been used to advertise major events such as the Career & Internship Faire
- **Facebook**: The CRC maintains a Facebook page

All Career Resource Center professionals are trained and proficient in programs used by the department including Microsoft Office 2007 products, Microsoft Outlook, and Tiger Jobs. Some specific individuals also have access to Banner and receive necessary training when modules are updated. There is one dedicated staff member on the University Technology Committee and for the purpose of: providing training on applications, delivering information regarding updates on university technology policies, and
initiating discussion on the technological advancement for the Division of Student Life. University staff has access to training provided by the Office of Information Technology.

Print Materials
The Career Resource Center produces and distributes the Career Central newsletter (Appendix I). This publication is generated four to five times each year. Typically the articles in the newsletter reflect current hiring and economic trends and provide information to students about career related topics. There are also articles written by alumni and employers that are incorporated into Career Central. A link (http://web.pacific.edu/x496.xml) to the most recent issue is located on the landing page of the Career Resource Center website. Each member of the CRC staff contributes to this publication. Students also receive an electronic copy of the document that is sent to them through Tiger Jobs. Because of budget constraints it is not possible for the CRC to print and distribute Career Central directly to students’ mailboxes.

Other resources for students include the Career Resource Center handouts. The handouts are available as hard copies in the CRC library waiting room. Under the “Student” page of the CRC website (http://web.pacific.edu/x5343.xml) there are links to each of the handouts for easy access. Electronic copies are also sent to students when they request a particular handout. Also, students receive an automated email reminding them of any on-campus interviews for which they have registered and the handout “Acing the Job Interview” is attached to the email.

Public Speaking/Outreach
To further promote CRC services, all staff members participate in some form of public speaking throughout the year. These include:

- Classroom Presentations
- New Student Orientations
- Preview Days
- Presentations to community partners, parents and alumni
- Presentations at regional and national conferences for professional development
- Presentations to Deans, Department Chairs and during faculty meetings

Marketing to Employers/Employer Branding on Campus
The Employer Relations team provides information about the University and the Career Resource Center through employer outreach. This is accomplished in a number of ways including personal visits to employers, phone calls, as well as email and U.S. mail. For new employers, the CRC has developed “employer packets” that include information about CRC services, an instruction sheet for accessing Tiger Jobs, upcoming CRC events, a copy of the most recent Career Central newsletter, a brochure about the university that lists all of the majors, and information about branding on campus. Examples of these documents are available in Appendix 8A.
The Career Resource Center uses proper sales and closing techniques with employers who are considering recruiting at Pacific. A relationship with an employer usually begins with an employer relations consultant making a personal phone call to the employer to introduce themselves. The consultant will then offer to drive out to meet with the employer. During this initial meeting the consultant will:

- Discuss Pacific and its different majors and programs
- Provide the employer with a promotional folder and go over each piece of information
- Inquire about the employer’s recruiting needs
- Discuss a plan of action for recruiting at Pacific
- Take notes and answer questions

After the meeting, the employer relations consultant will compose a follow up letter/email which recaps the meeting and discusses any action that needs to be taken that was agreed upon by both parties.

Throughout the academic year the ERT member will touch base with the employer contact and remind them about any upcoming events. During the summer months ERT members will schedule appointments to meet with their employer contacts to plan for the upcoming academic year and to strengthen their relationship.

Each of the major events that the CRC offers has a program brochure designed and printed for the event. For “Meet Your Future” and the Career and Internship Faire, a special program booklet is designed and printed for distribution to students and employers (See Appendix 8B). These program booklets list the names and contact information of the employers who are participating in the events. They also include employer advertisements which can be purchased for a sponsorship fee.

**Challenges**

The challenges related to Marketing/Promoting/Outreach at the Career Resource Center mostly stem from lack of funding for certain services and events already developed as well as for new initiatives. The newsletter should be printed on better quality paper in color. Brochures and other materials that market the Career Resource Center lack the professional look afforded by quality paper and printing services. The “Meet Your Future” event should be able to order from the campus catering service instead of offering a staff-prepared potluck. Efforts to win grants such as the Innovation Grant and the Target Campus Grant have been unsuccessful so far.

**Recommendations**

It is recommended that requests for additional funding from IPC be submitted. Also, continue to develop creative sponsorship opportunities for employer partners.
ORGANIZATION

NACE STANDARD

The external and internal organization of career services, including its place within the institution, supports its mission. Career Services is structured to ensure effective functioning of student services. The career services function is organized to develop positive relationships with students; academic, administrative, and student affairs colleagues; employers; and alumni.

The external organization, e.g., reporting lines of career services within the college/university, provide optimal visibility and institutional support. The unit to which career services reports allows for efficient and effective delivery of career services within the institution.

The internal organization of career services is clearly defined through an organizational chart. Staff titles, roles, and reporting lines support the efficient and effective delivery of career services and programs.

The Career Resource Center is part of the Division of Student Life and consists of three (3) vital components: Budget & Operations Management, Career Counseling and Employer Relations. These areas work cooperatively to deliver quality programs and services to ensure the mission of the CRC is accomplished.

The chart contained in Appendix 9 illustrates the internal organization of the CRC including reporting lines and areas of primary responsibility. All reporting lines are tied to the Assistant Vice President for Diversity & Community Engagement who is a member of the Division of Student Life’s Leadership Team and who reports directly to the Vice President for Student Life.

The Career Resource Center currently consists of seven (7) full-time and one (1) part-time staff. From 2007 to 2009, the Assistant Vice President for Diversity & Community Engagement also served as the department’s director. Beginning fall 2009, the roles of Assistant Vice President and Director were separated and a career counselor position was lost to accommodate this change. Career counseling responsibilities were added to the Director’s role and the Assistant Director for Employer Relations also has begun seeing students.

The Associate Director of the CRC provides supervision to counseling staff (currently one professional position and one graduate intern), and directs programs and services related to career counseling of students, alumni, faculty and staff. The Associate Director also serves as a career counselor. The Assistant Director supervises staff, programs and services related to employer outreach, including alumni. The Operations and Budget Specialist oversees the selection, hiring and training of pre-professional student staff as well as oversight of all department budgets and operational issues.
The current staff of career counselors is trained and available to help students prepare to, “achieve a purposeful career and life in a diverse and dynamic world” through the offering of a broad range of career services discussed in the first section on Career Counseling/Advising. Additionally, the Employer Relations Team ensures the CRC is connected to employers who can hire Pacific students and/or provide them with internships and other experiences that serve to enhance student preparedness.

Other career services offered at Pacific are not housed within the Division of Student Life. For example, the School of Engineering and Computer Science, the Eberhardt School of Business, the School of International Studies, Benerd School of Education and the School of Pharmacy and Health Sciences each provides some range of career-related services and placement support for students. These services are solely intended for their specific students. CRC services, on the other hand, are available to all undergraduates, graduates and alumni and assists with developing effective career-related skills.

**Challenges**

An emerging concern is in regard to the CRC’s role in experiential learning and the ability to provide support to students and faculty.

An additional concern is the lack of information sharing and coordination of services between the disparate entities delivering career services within the various academic units which can create confusion for students, alumni and employers.

Further, the current structure separating employer relations and career counseling in a small department has created challenges to effective use of human resources.

**Recommendations**

It is recommended experiential education be housed within the CRC in partnership with the Office of the Provost. The primary role of the CRC would be to support students seeking internships and connecting faculty with community partners.

Also, it is recommended that coordination of career services between staff members from different departments continue and be increased if possible to ensure comprehensive coverage of service delivery and minimize redundancy of efforts and resources.

Examining the organizational structures of similar-sized career centers at other private institutions would be useful to identify other possible configurations, followed by discussion of potential changes.
FINANCIAL RESOURCES

NACE STANDARD

Career Services (CS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students, and the availability of internal or external resources.

CS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

The current non-salary operational budget for the Career Resource Center (CRC) is $38,620 and has remained at this level for the past three years. While the operational budget has remained unchanged, the CRC has witnessed an increase in the demand for our programs and services from students, alumni and faculty. We are currently at capacity in terms of the range and scope of programs, events and services we can provide while sustaining quality. For example, as we witness an increase in the number of students registering for Co-Op 193 courses, and an increase in faculty requests for presentations, this requires additional purchase of assessment and classroom materials. This is currently being done by cutting back on professional development expenditures and eliminating certain programs, such as the Student Employment Awards and major-specific Employer Information Days.

The CRC strives to expend funds judiciously and resourcefully by prioritizing the needs and requests of various constituents.

From 2005 to the present, the CRC staff has responded to escalating expenses through concerted efforts to solicit funds from employer partners (Appendix 10) as well as collaborating with other departments at Pacific (See Appendix 2C). Staff has also been engaged in ongoing discussions with representatives from the Office of Advancement and Sponsored Programs to assist with identifying potential sources. While staff has had some success in these efforts, this source is variable and not guaranteed. During difficult economic times, employers are less likely to provide funding.

From 2005 to 2009, CRC staff raised approximately $14,000 annually. Funds have been generated primarily from employer registrations for the Career and Internship Faire as well as the Etiquette Dinner and these funds are specifically used to provide and support these programs without which these distinctive programs could not be offered. While this practice has fostered sustainability of these programs and overage has provided some relief to the operational budget, it does not permit adequate capacity to respond to demands for new and improved programs and services (counseling assessments, Career Central newsletter). Additionally, the need to solicit funds at the level required places added demand on staff roles and takes time away from providing direct service.
Currently, the CRC is partnering with the Alumni Association in the development of a new Alumni Mentor Program which will match Pacific alumni as mentors with current students. It is anticipated that costs associated with developing and sustaining this initiative will impact the CRC’s operational budget.

**Challenges**

While Pacific’s strategic commitment to preparing the whole student for responsible professional and civic leadership points toward a prominent role for community-based learning, the CRC’s capacity to support the full range of experiential education is limited. A part-time director position for community-based learning supported by an Irvine Foundation grant was eliminated in 2005 at the conclusion of the grant. That position was merged into the duties and responsibilities of the current Community Outreach Coordinator.

The Assistant Vice President for Diversity and Community Engagement is part of the Leadership Team for the Division of Student Life and this position is housed in the Career Resource Center. At present, this position is not provided any operational funds; therefore, the Career Resource Center has had to provide financing to support the activities related to the position. The Assistant Vice President for Diversity and Community Engagement is also required to attend professional development conferences (NASPA, CIWEA, NSEE) and this funding has historically come directly out of the CRC operational funds, which further constrains the budget.

Professional development is necessary for all CRC staff in order to maintain high levels of competency and in order to participate in sharing best practices with colleagues while promoting Pacific among peer institutions. In addition, some staff members must meet continuing education requirements to maintain professional certification. However, this area has witnessed an increase in the costs associated with travel, registration and membership. This expense has grown to absorb approximately one-third of the CRC budget. Expenses related to professional development were at 19% in FY08 and have risen to 29% in FY09 to 37% in FY10. In addition, members of the Employer Relations Team must travel to conferences to connect with employers and keep them engaged with Pacific students. With the exception of the Director, each staff member has been limited to one conference and professional organization membership per year.

In order to ensure event quality, staff often times must negotiate with campus food services for reduced rates. Further, with regard to student staff, minimum wage has increased, however, the student salary line has not, impacting the CRC’s ability to hire enough students to work at the front desk and assist with essential services.

Another challenge to the budget is the new mentor program which will require funds for marketing and promotional materials (Prowl TV, flyers, recognition awards, t-shirts); a Public Relations intern, and student/mentor orientation sessions. While these costs should be shared with the Office of Alumni Relations, the operational budget of the CRC will be impacted by these anticipated expenses.
While every effort has been made to be resourceful with funds, at the end of each fiscal year, the CRC has increasingly relied upon funds from other indices to cover those areas with insufficient funds. With the increased demand in costs associated with assessment tools, for example, the CRC is limited in its ability to meet student and alumni demands for this service. As a result, the CRC has had to rely more heavily upon soliciting funds from external sources in order to offer and deliver many programs for students. In the current economy, we can expect the ability to generate funds from strapped employers to be increasingly difficult.

Two years ago, the CRC was forced to relinquish its color copier and lease a black and white copier to save money. Consequently, the CRC is limited in the kinds of marketing and promotional materials that can be produced for needs such as the First Destination Report, promotional materials, course materials and other requirements.

**Recommendations**

During the current academic year, the CRC submitted a request to the Institutional Priorities Committee (IPC) for an increase in the non-salary operational budget to cover the costs associated with existing initiatives, programs and services. This includes costs associated with the First Destination Report, “Meet Your Future”, “Make a Difference: Non-Profit Information Day”, the “Etiquette Dinner”, the “CRC Open House”, “Graduate School Prep Week”, “Career Quick Bites”, staff professional development and Pre-Professional Student Staff monthly meetings. Additionally, a request was submitted to IPC for funds to cover career counseling assessment resources and to fund Tiger Jobs (See Appendix 2D.).

It is also recommended that a separate account be established within the Division of Student Life for the Assistant Vice President for Diversity and Community Engagement position. Funding to cover costs associated with travel, conference registrations and those initiatives related to diversity, community engagement and experiential learning.

In addition, it is recommended that the CRC’s budget be adjusted annually according to inflation and the increase in the size of the incoming freshman class in order to minimize the need to trim services and programs.

Further, an increase to the budget is warranted to cover university-desired CRC commitments such as the Alumni Mentor Program and experiential education among others.
HUMAN RESOURCES

NACE STANDARD

Career Services has an adequate number of quality professional and support staff to fulfill its mission and functions. Career Services embraces fair employment practices and is proactive in attracting and retaining a diverse staff. Career Services has instituted hiring and promotion practices that are fair, inclusive, and nondiscriminatory. Programs and services employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

Career Services is staffed by persons who, in combination, provide the core competencies to perform primary program functions effectively. Primary program functions include:

- Management and administration
- Program and event administration
- Career advising/counseling and consultation
- Teaching/training/educating
- Marketing/promoting/outreach
- Brokering/linking
- Information management
- Career services leadership
- Pre-professional positions
- Volunteer positions
- Support and technical positions

CRC staff members possess the core competencies and the knowledge necessary to cover all the primary functions at the CRC, with the exception of a technical function. The CRC does not currently have a technical support person on staff; however, individual staff members have baseline technical skills in order to perform their core functions, including creating documents and presentations, updating websites, using spreadsheets and databases, and using social networking media. The CRC also has access to technical support at the University with somewhat specialized attention from the technical support representative for Student Life.
In addition to the varied qualifications of those at the CRC, staff members also have access to campus personnel who are expert in particular areas; for example, the Office of Institutional Research provides assistance with some program evaluation projects.

The CRC does not have information about the range of core competencies and knowledge held by other career service providers at Pacific existing outside the CRC.

With regard to staffing procedures, the CRC complies with the hiring, selection and performance review procedures as set by the Office of Human Resources.

Staff development primarily involves providing funds for staff to attend at least one professional development conference or event each year. Staff members are urged to become active participants within professional organizations, serving as committee members, seeking leadership positions, and/or presenting at conferences; however, this mandate is challenged by the funding for only one professional development activity per person per year. (Please see APPENDIX 11A for a listing of staff involvement.)

In addition, all staff members have participated in Visions multicultural training provided through Pacific. Many staff members have received Safe Zone training and also attend Diversity Retreats put on by Pacific each year.

Program and Event Management

The CRC staff is well qualified to perform all the essential functions of program and event management including needs assessment, goal setting, program planning, implementation, evaluation, budgeting, time management, problem solving, and attention to detail. Prior to their current roles, all CRC full-time staff members had experience with event and program management in one or all of the key areas stated.

CRC staff members participate in the managing of logistics, people and processes toward desired outcomes. While many events and programs are managed by the entire group or a subset of the team, each staff member performs a lead role for at least one event or program.

Assessment, Goal Setting and Evaluation

Full-time CRC staff members have been trained in assessment, goal setting, and evaluation through instruction offered by the Division of Student Life. This instruction covered creating student learning outcomes and methods for measuring those outcomes. In addition, several staff members have completed graduate level coursework on assessment and evaluation.

The CRC has used surveys and evaluations as well as other assessment instruments to determine the career development needs of Pacific students. The CRC staff has the necessary knowledge and skills to interpret the collected data and make recommendations for future programs and events.

Career Advising/Counseling and Consultation

The CRC is staffed by the full-time equivalent of 2.4 career counselors who possess the core competencies and knowledge necessary to effectively perform their roles. Those performing career
counseling hold masters degrees in counseling and/or career development. Between the counselors, their graduate level courses have included research, statistics, assessment tools, counseling theories, group counseling, counseling skills and interventions, multi-cultural counseling and career development theory. Currently, one career counselor is a National Certified Counselor and one is a Certified Global Career Development Facilitator.

Career counselors are trained and have extensive experience in administering and interpreting standardized assessments including the Strong Interest Inventory and the Myers-Briggs Type Indicator. Career counselors are skilled and experienced in working with individuals one-on-one, in pairs or in groups; teaching career classes and presenting career-related workshops and lectures. Career counselors also engage in professional development and continuing education in order to continuously enhance their knowledge and refine their competencies. Each counselor also is active in national professional associations pertaining to the counseling and career development fields.

Somewhat uniquely, current career counselors also have worked in human resources or recruiting. This professional experience complements their counseling and career development knowledge, providing an employer’s perspective on the job search process, including specialized experience and significant knowledge of resume writing, interviewing, and the use of career search tools. Career counselors collaborate with the Employer Relations Team and attend professional development conferences in order to stay informed on current market trends, employment information and technology. See Appendix 11B for career counselor job description and resume.

Budget Management

The CRC has a dedicated Budget Manager who is well trained on Pacific’s financial policies and procedures through attendance of monthly Business Managers meetings. Other CRC staff members collaborate with the Budget Manager when working on CRC events and programs to ensure that programs are fiscally responsible. The Budget Manager tracks all expenses and program donations and is able to use this information to help the CRC plan for subsequent years. (See Appendix 11C for job description and resume.)

Research and Outcomes

The CRC staff is committed and qualified to develop desirable learning outcomes for students that are relevant to university and division initiatives and grounded in student and career development theory. All staff members have participated in training offered through the Division of Student Life regarding learning outcome development and assessment. In addition, consultation is encouraged and regularly sought from Pacific experts in other departments. Several CRC staff members have had graduate level coursework in research methods and statistics as well as in student/adult development theory, counseling theory and career development theory.
Learning outcomes were developed in conjunction with the Division of Student Life and are included in Appendix 7.

**Teaching/Training**

The CRC employs individuals who are qualified to provide teaching, training and other forms of career education. CRC staff members who teach unit-bearing courses possess master’s degrees in counseling, education or career development and have other training experience in their backgrounds.

Several CRC staff members have knowledge of experiential learning, curriculum design and development of learning resources within their fields. Several staff members have received specific training on pedagogy and learning styles. Through education and on-the-job training, many staff members are competent to educate students regarding the job search process, including through use of technological tools.

**Marketing/Promoting/Outreach**

The CRC currently has several individuals with experience in marketing within higher education environments. One individual has a broader marketing background and marketing education as well. Please see Appendix 11D for job description and resume. Staff members strive to keep marketing skills current by participating on listservs where best practices are shared frequently and through attendance at conference workshops covering these topics.

Pre-professional student staff members are tapped for ideas about how to best reach students. Student staff members help produce marketing materials, maintain Facebook pages and spread word of CRC events to their residence halls and student organizations.

**Brokering/Linking**

Brokering relationships and linking students to employers, faculty members to employers and CRC staff to faculty is carried out by several individuals on the CRC staff. The Community Outreach Consultant is dedicated to linking the CRC to community through cultivating relationships with local government agencies, educational institutions, non-profit agencies and handling community service requests. Please see Appendix 11E for position description and resume.

**Information Management**

CRC staff members are qualified to use various methods for retaining and organizing information. They have been trained to use the various Tiger Jobs sections to record, manage and communicate counseling, event, employer and other types of information. Tiger Jobs, a system contracted for use through NACELink, is a secure Internet database used to record, manage and deliver information related to career counseling sessions, employer relationships, jobs and internships, student communications, student written materials and other pieces of information. For information management, all CRC staff members also use MS Excel.
Further, CRC employees are trained to use various technological tools for service delivery, including Blackboard, Sakai, various software programs (MS PowerPoint, Publisher, others), Internet tools, social networking media, video camera equipment, digital cameras and digital voice recording equipment. In addition, one staff member is trained to use the content management system for website editing and is a member of the Student Life technology committee.

Leadership

Members of the CRC Leadership Team are qualified in terms of their formal education, training and work experience. The reader is referred to Appendix 11F, 11G and 11H to review position descriptions. Currently, the Associate Director position is vacant. The Director and the Assistant Director each hold a master's degree and have extensive years in postsecondary education. In addition to working in a college environment, the Director has worked in industry. The Assistant Director has over twenty-five years experience at Pacific and has a distinguished career within the Division of Student Life. Our Budget Manager has been at Pacific for seven years and has extensive budget experience as well as significant experience supervising students.

Pre-professional Positions

The Career Resource Center sometimes has been able to secure the assistance of a graduate student for one or more semesters; however, not consistently. During spring and fall 2009, the CRC had one unpaid graduate intern who performed career counseling and was supervised by the Associate Director. See Appendix 11J for career counseling graduate intern description.

All career counseling interns over the past 5 years have been from the CSU Sacramento program because it is the closest program that provides graduate education in counseling with specialization in the career field.

The Associate Director trains and orients the student to the CRC, meets bi-weekly for formal supervision sessions and is available on an as-needed basis for additional questions or concerns. The Associate Director evaluates the intern’s performance, verifies intern hours and is in contact with the graduate student’s faculty supervisor regarding performance and completion of responsibilities.

Administrative Support Staff

The Career Resource Center has a part-time receptionist who works 20 hours per week during the fall and spring semesters. The main function of this role is to answer the phone, schedule counseling appointments with students and alumni, and greet students, employers, and other guests who visit the CRC. (See Appendix 11K.) During the academic year, the CRC relies on Federal Work Study students to fulfill the receptionist role when the part-time receptionist is not working. In the summer, this role falls to the rest of the CRC staff, impacting planning and project time for regular staff.

Career counseling sessions at the CRC have increased 47% over the last four years and this has affected the workload of the front desk.
**Student and Support Positions**

The Career Resource Center (CRC) Operations & Budget Manager is responsible for hiring, training, supervising and completing performance evaluations for all Pre-Professional Student Staff (PPSS). Job position descriptions (see Appendix 11L) are posted in Tiger Jobs and students apply online by forwarding their resumes to the hiring manager. All students are required to apply for Pre-Professional Student Staff positions through Tiger Jobs. As resumes are received, the hiring manager reviews resumes and invites selected candidates to interview.

**Technical Support**

The Career Resource Center is supported by the Division of Student Life’s Director of Information Technology. His experience and education in a wide variety of computer systems and hardware allow the CRC to receive the technical support that is needed; however assistance can be delayed and the office is located in a distant campus building.

The Career Resource Center also has access to the Office of Information Technology that employs a variety of technology personnel that can be relied on for implementation of new technologies. OIT supported the Career Resource Center in integrating Tiger Jobs into InsidePacific and assisted with the Banner interface to connect students’ Tiger Jobs accounts with their Pacific Net ID’s.

Pacific’s Marketing and University Communications department supports and develops the Pacific website and employs technical staff to aid with implementation of website technology. They also are available to assist the CRC with placing educational and marketing videos on Youtube and iTunes U.

The Center for Teaching and Learning has staff that supports the CRC in creating video and other instructional media. Three CRC staff members have been trained on interactive syllabi and other tools through the Center for Teaching and Learning.

The CRC has one staff person who participates in the monthly Student Life Technology Committee meetings. Training about new technologies and new technical policies and procedures are discussed and information is brought back and shared with the rest of the CRC staff.

The CRC is in the process of implementing new uses of technology, such as videos and “webshops” to be used in delivering career development information to students. Since the CRC staff’s primary training is not in technology, they will need to rely on many other departments to help with the implementation of these projects. Many staff hours will be needed for training before the projects can begin.

**Challenges**

The CRC requires interns to be from graduate level programs in the counseling field due to the nature of the work and to meet professional standards. Because of the increase of other CRC expenses (for example, with Tiger Jobs), the CRC is no longer able to pay the graduate student intern a stipend. This
has affected the CRC’s ability to secure graduate counseling assistants, in part, because of the distance the CSU Sacramento student must travel to Pacific’s campus.

Further, since the CRC staff covers the front desk during the summer, it has taken time away from planning for the new academic year. The increase in counseling sessions has also impacted the front desk staff allowing less time for the receptionist and federal work study students to assist with special projects and events.

There is also a challenge with consistency of front desk operations and distribution of information since several people work in the receptionist role. Having a full-time receptionist who can take on many of the special projects and assist the Operations and Budget Manager would alleviate some of the workload and allow time for other full-time staff to complete other projects.

With the 2009-2010 academic year, the CRC lost one full-time career counselor position. This step was taken to provide for a full-time director and retain the Assistant Vice President position. While the Director will assume some counseling duties, it is not expected to constitute more than 40% of the duties of that position. Some career counseling responsibilities also have been assigned to the Assistant Director to ensure every effort is made to meet the mounting demands of students and alumni. However, as noted earlier, the CRC experienced an 82% increase in counseling sessions during the fall 2009 semester over the prior year’s fall semester. With spring typically the busier of the two semesters, the diminished capacity to provide career counseling is cause for concern. Despite advertising at area and regional universities, at present, no graduate career counseling intern candidates have come forward for consideration for a spring 2010 placement in the CRC.

**Recommendations**

It is recommended a stipend be offered for career counseling interns to improve the prospect of identifying and hiring suitable candidates each semester. In addition, it is recommended that recruitment for the career counselor position commence in order to replace the position lost in August 2009.
FACILITIES AND EQUIPMENT

NACE STANDARD

Career Services has adequate facilities and equipment to fulfill its mission and to perform its functions effectively. Career services has private offices for professional staff to permit them to perform career advising/counseling or other confidential work; support staff work areas; reception and student waiting area; career resource center; storage space sufficient to accommodate supplies and equipment; and necessary office equipment, including computers for staff and student usage.

Career Services provides students and employers with private interview facilities and adequate conditions and equipment to function professionally. The number of employment interview rooms is adequate to meet employer and student needs. An employer lounge or an accessible lunch area is available.

The facility has Internet connectivity and access to conference rooms and large group meeting rooms that have an appropriate level of technology to support service delivery. Sufficient information technology is available for students and staff to support career services functions. Equipment and facilities are secured to protect the confidentially and safety of records.

Facilities are accessible to persons with disabilities and comply with the Americans With Disabilities Act (ADA). Accommodations for students with special needs are provided by career services or in conjunction with the department that serves this population.

Career Services is located conveniently on campus. Career Services projects a welcoming, professional atmosphere for students, employers, alumni, parents, and others. Career Services provides office hours at time appropriate for its constituencies. Parking for visitors is adequate and convenient.

Each professional staff member within the Career Resource Center has his or her own office. This allows for confidential one-on-one counseling sessions for students and alumni as well as private conversations with employers. Each staff member has a computer that allows access to Tiger Jobs, the Internet, and other software applications.

The CRC library currently serves as a waiting area for students who are involved in on-campus interviews. Within the library there are various handouts available to students related to their career development as indicated in the section on Career Information. A resource filing cabinet includes information on various employer-partners as well as graduate school materials. There is a bank of three thin stations in the library that allows students to access Tiger Jobs, other online job boards, and their own personal University drive.

Within the Career Resource Center, there are two small interview rooms. These rooms provide a space for students and alumni to engage in private interviews with recruiters. Each interview room has a table,
chairs and wireless internet access. Each room also has a phone, which students and alumni may use if they have a phone interview with a recruiter. Additionally, the use of these rooms is made available to the Eberhardt School of Business and the School of Engineering and Computer Science. If more than two recruiters are on campus conducting interviews on a given day, or for major programs such as “Meet Your Future” Mock Interview Program, staff offices are used as interview rooms to accommodate the employers.

The CRC hosts employers for lunch in the DeRosa University Center when they are conducting on-campus interviews. When possible, a faculty member is also invited to join a CRC staff member and employer for lunch. This allows for the recruiter to have some time to connect with a faculty member in the discipline that has been identified in the job description. For major events, such as the Career and Internship Faire, a specific room in close proximity is identified as the employer hospitality area.

The Career Resource Center has access to University conference rooms and large meeting rooms that have varying levels of technology appropriate for service delivery. The building is equipped with wireless internet connectivity. Additionally, the CRC has audio/visual equipment for employer and student use including:

- Television with DVD player
- Projector
- Video Camera
- Laptop Computer

CRC staff also has access to the Audio/Visual Technician within the Division of Student Life.

Accommodations for students with disabilities are provided by career services through our partnership with the Office of Services for Students with Disabilities. There is ramp accessibility to the building but there is not an automated door opener for those clients who may have a need for this. Additionally, while we do not have TTY phone access or resources in formats alternative to print such as Braille, we can work with the Office of Services for Students with Disabilities to explore providing access to these types of assistive technologies.

The Career Resource Center maintains regular business hours Monday through Friday from 8:30 am to 5 pm. The staff offers special events at times that are convenient for students including workshops, panel presentations, and information sessions. The Employer Relations Team will accommodate employer’s special requests to meet their needs. This may include starting on-campus interviews earlier than normal business hours and hosting information sessions at times beneficial for both the employer and students.

Parking on campus is adequate but may not always be convenient for employers. The staff makes arrangements to accommodate visitor parking for:

- On-campus Interviews
- Special events including “Meet Your Future” mock interviews and the Etiquette Dinner
- Employer Information Sessions and meetings
• Panel or classroom presentations

For special events such as the Career and Internship Faire, the Career Resource Center provides a shuttle service or makes alternate parking arrangements for employers.

**Challenges**

Upgrades to the thin stations and wireless models are available that would allow students to use their USB drives and print their documents. Because funds are limited, the Career Resource Center has not been able to take advantage of purchasing newer equipment. This is an area that should be considered as plans are developed for the CRC to move to the McCaffrey Center. The cost for the upgrade is approximately $500.00 per unit.

Currently, the CRC does not have sufficient storage space to accommodate its equipment and supplies. The copy room also serves as a storage space for many items other than office supplies. The one small storage space that was made available to the Career Resource Center has a door that opens into the closet. This limits the amount of material that can be placed in there. Also many offices serve as storage areas. Items such as the T.V. cart with the television and DVD player is often moved from office to office as a means of storing it. The move to the McCaffrey Center may impact the storage space situation.

The Career Resource Center does not have an employer lounge or lunch area.

**Recommendations**

It is recommended that the CRC library thin stations be upgraded at a cost of $1500.

If possible, additional storage space and an employer lounge should be built into the McCaffrey Center plans for the CRC space.
TECHNOLOGY

NACE STANDARD

Career services offices are informed about the array of career-based technological applications. Based upon program design, mission, budget, and staffing considerations, career services offices implement appropriate technological applications to career programs and ensure that appropriate technology is used to deliver services. Career services offices ensure that adequate hardware, software, and staff are available to support existing technological applications to career services. In light of the rapidity of change associated with technology, career services offices develop plans for the replacement/updating of existing hardware and software and plan for the integration of new technically-based or supported career programs. Technological applications to career services, including web sites, are consistent with and integrated within the college or university technology infrastructure.

Specific technological applications to career services that are considered include:

- Career services web sites that provide updated information regarding mission, location, staffing, programs, and services available to students as well as contact information. The web site should be integrated within the college/university technological infrastructure and include links to appropriate sites both within and external to the institution.
- Computer-based assessment and computer-assisted career guidance systems that support the mission of the career services office.
- Computer-based and/or online recruiting and employment systems that support any career services office mission for part-time employment, cooperative education, internship, and professional employment. These employment systems include online opportunity listings and students and student resume data bases.

In addition:

- Career services offices make informed choices regarding the use of available technological applications to career programs, including systems developed internally by the college/university, systems available through professional associations, or private vendor-based systems.
- Career services offices make informed decisions based upon the office’s mission, budget, and staffing regarding the use of an array of additional technologically based applications to career services, including student registration systems; career portfolios; graduation student surveys; career fair management systems; resume writing software; office intranet sites; e-mail based career advising/counseling; and video-based technology.
- Adequate funds are available to support the hardware and software associated with the use of any technological applications to career services.
• Computer access and/or work stations are available to staff and students in support of technological applications to career services.
• Adequate staff support is available to maintain and update the use of any technological applications to career services.
• Technological applications to career services ensure student confidentiality and are consistent with legal and ethical standards. Data security and privacy of student records adhere to the institutional privacy policy.

Career Resource Center Website
The Career Resource Center website (www.pacific.edu/careers) follows the University’s guidelines and structure and includes the CRC’s mission statement, contact information, office hours, and location. It also outlines the programs and services for students, alumni, employers, and faculty.

Students and alumni are able to obtain information about resumes, cover letters, interviews, job search techniques, career and major selection, and graduate school planning and preparation from the CRC website. Electronic copies of the most commonly used CRC handouts as well as links to external career resources are available on the website.

Through the CRC website, employers are able to learn about upcoming CRC recruiting programs and events and find out about additional ways they can become involved with the CRC. Contact information for the Employer Relations Team is easily accessible, and employers can email their Account Manager directly via email links.

Also through the website, faculty members are able to access information about the different CRC program components that can contribute to their students’ career development. There is information about the CRC’s “Don’t Cancel Class” program as well as other ways that the CRC can augment their coursework. The CRC also hosts the Experiential Learning Oversight Committee (ELOC) website where faculty ELOC forms are made readily available.

The CRC website includes a link to the National Association of Colleges and Employers ethical and professional guidelines for students and employers. The CRC’s policies for recruiting on Pacific’s campus and the student “no-show” policy for on-campus interviews are available for both students and employers to view. An electronic copy of the Student Employee Policy and Procedure Manual also resides on the CRC website.

NACELink (Tiger Jobs)
The Career Resource Center uses NACELink (Tiger Jobs) as an online job board to provide students with access to all postings for full-time, part-time, internship, co-op, and on-campus employment opportunities. The Career Resource Center transitioned from Experience’s eRecruiting job board in the summer of 2007 in order to meet the job search needs of Pacific students and employer partners. After
in depth research, including taking part in multiple demonstrations of job boards and contacting other higher education institutions and employers, the CRC ultimately decided to use NACELink as their provider. NACELink is also recommended by the National Association of Colleges and Employers.

Employers are given access to Tiger Jobs by completing an online registration form. In order to ensure quality, a member of the Employer Relations Team must approve the registration form before the employer has access to Tiger Jobs. Once approved, employers are able to log into Tiger Jobs to post their opportunities for students and alumni to view. Since Tiger Jobs is part of the NACELink system, employers can easily and efficiently post their positions at the same time with all schools that are using the NACELink system. As a result, more employers have found out about the University of the Pacific and the number of employer postings increased by 153% after the first year of using Tiger Jobs.

Students now have easier access to their accounts than they did with eRecruiting because their login information is linked to their University Pacific Net ID. Also, since students’ Tiger Jobs accounts are automatically created when the CRC downloads student information from the University Banner system, they do not have to create their own accounts as they did with eRecruiting.

Tiger Jobs also provides a database to record notes from counseling sessions with students and alumni. Reports can be generated from the database to provide the CRC with pertinent data about the number of students utilizing individualized counseling services as well as the general reason for their visit. Tiger Jobs also is able to provide key demographic information about students including major and year in school. This demographic information is downloaded from the University’s Banner system every semester to ensure the data is current. This data is more accurate than the information received from eRecruiting which relied solely on students to update their information.

Tiger Jobs also has an on-campus interview scheduling system that allows employers to request their interview dates and times online. Students can sign up for an interview time through Tiger Jobs. Having this service online makes the logistics of the on-campus interviewing much more efficient.

Employers can register for Career Fairs via Tiger Jobs as well. An invoice can be automatically generated and sent to the employer through email or the employer has the option to pay via credit card through Tiger Jobs.

While the cost for Tiger Jobs is significantly more than the cost for eRecruiting, (Tiger Jobs is $9000 and eRecruiting was $5000) it has received more positive evaluations about its ease of use from students, employers, and staff. Tiger Jobs also includes the Career Faire module which automates many of the logistical and administrative processes which saves the CRC a significant amount of time when planning the annual Internship and Career Faire. The Counseling notes module also allows the CRC to protect confidentiality of clients because access is only given to those who see students instead of all users which includes some non-counseling staff and users outside the CRC. The Career Faire and Counseling modules were not available through eRecruiting. The CRC staff is satisfied with the result of migrating to Tiger Jobs, but the CRC budget has not been increased to cover the additional cost of Tiger Jobs, so other programs or professional development have been removed from the CRC’s overall budget.
Online Assessments

The Career Resource Center offers the Strong Interest Inventory, The Myers Briggs Type Indicator, and SkillsScan through online web applications. For more detail on these assessments, refer to the Career Advising and Counseling section. Students can take the assessments by using their personal computers, the CRC’s Thin Client workstations, or other computers located throughout campus. These assessments are also offered in traditional paper and pencil form so that assessments are available to students who are unable to use a computer. Sufficient funding is not available to provide all Pacific students with assessments, so access to the assessment websites is given on a case-by-case basis until supply is depleted for the academic year.

The CRC migrated to the online Strong Interest Inventory and Myers Briggs Type Indicator during the 2008-2009 academic year in order to make assessments more convenient for students and alumni and to be aligned with standards in the career counseling field. There is an annual fee of $195 to have access to these online assessments. To help cover this annual fee, the CRC has partnered with Pacific’s Counseling Services who also uses the MBTI online.

Career Professional Preparedness Program (CP³)

In the 2009-2010 academic year, the CRC plans to develop an online career preparation program that will allow students to have access to career development content via Sakai. The content will give students general knowledge of all aspects of the career development process while giving them the flexibility of learning from home and gaining information using different learning styles than traditional individual counseling or classroom learning.

Computer Access for Students

The CRC has three thin client terminal workstations that are available for students. While these workstations give students access to the Internet and Microsoft Word, they can be cumbersome to use because they often do not read students USB flash drives or allow students to be connected to the CRC’s network printer.

Challenges

Thin clients also require users to have a Pacific Net ID, so alumni who are utilizing the CRC’s services have to request a Pacific Net ID before being able to use the workstations. This process can take over a week.

The CRC’s Pre-Professional student staff also uses the thin client terminals and has issues similar to those listed above.

As technology continues to evolve at a rapid pace, additional challenges involve receiving support and training to more fully explore providing online support or e-services to clients and customers, including virtual on-campus interviews, “web-shop” creation, use of online social networking and communication tools.
**Recommendations**

It is recommended that the CRC obtain budget to purchase 4 new computers for the CRC library and 2 additional computers for the CRC Pre-Professional student staff. With the CRC’s new CP3 program and commitment to utilize technology to deliver services, students are going to need adequate workstations to participate in these programs.

In addition, it is recommended a part-time technical support position be created to support technology-based CRC services to students, alumni and employers.
CAMPUS AND EXTERNAL RELATIONS

NACE STANDARD
As an integral function within the institution, career services develops and/or maintains productive relationships with relevant campus offices and key stakeholders. In order to achieve this, career services:

- Develop institutional support for career development and employment services for students and other designated clients;
- Involves the academic administration and faculty in career planning and employment programs; and
- Raises issues and concerns with the institution’s legal counsel regarding compliance with employment laws as they pertain to recruitment and hiring of students and alumni.

In addition, career services:

- Participates in campus activities such as faculty organizations, committees, student orientation programs, classroom presentations, academic courses in career planning, and students organization program;
- Exchanges information with the academic administration and faculty concerning employment requirements, labor market trends, specific jobs, and employment that may be related to academic planning and curriculum development;
- Arranges appropriate programs that use alumni experience and expertise;
- Establishes cooperative relationships with others offices and services in order to support mutual referrals, exchange of information, sharing of resources, and other program functions;
- Provides information and reports to the academic administration, faculty, and key offices of the institution regarding career services for students, employers, and alumni;
- Provides feedback to faculty, administrators, and students on the preparation of graduates for employment and graduate school to aid curriculum development and individual career planning;
- Encourages dialogue among employers, faculty members, and administrators concerning career issues and trends for students and graduates;
- Provides parents with information and relevant data on career education programs and services and key results related to employment and graduate study outcomes for recent graduates;
- Serves as an institutional resource for the medial and provides key information and data related to career development, labor market trends, and employment outcomes as appropriate;
- Encourages staff participation in professional associations and community activities related to career and employment issues; and
• Participates in professional staff development activities.

Over the past five years, the Career Resource Center has improved campus and external relationships significantly. Particular emphasis has been placed on collaboration with faculty members within the College of the Pacific and various administrative departments within and outside of Student Life as well as attention to constituents external to the campus. A partial list of those with whom collaborative programs, workshops, presentations or research have been developed is in Appendix 2C.

Evidence of the improving level of collaboration is seen in the growing number of presentations the CRC has given in classrooms, in Residence Halls and various other locations at the request of students groups, faculty members, staff and others. Each CRC staff member providing presentations reports the information to the Associate Director who, using an Excel spreadsheet, tracks presentations details regarding attendance, topics, and individuals requesting presentations. The graph below illustrates the increase in presentations over the past 3 academic years:

Table 7: Number of Presentations per Year, Three-Year Comparison

![Graph showing increase in presentations over 3 academic years](image)

For faculty, the CRC provides a “Don’t Cancel Class” Service whereby professors may secure a CRC staff member or arrange for an employer to present in the classroom when the professor needs to be away for a conference or vacation. Each year, faculty members are alerted to various topics CRC staff members are able to present in or out of the classroom, as well as additional topics that can be customized to their specific audiences. For example, for bioengineering, CRC staff created a presentation on “Careers and Job Search for Bioengineering Students.” Frequently, faculty members stay and participate in the presentations.

During the 2008-2009 academic year, the CRC collaborated with the Associate Dean of the College of the Pacific to offer assessment instruments to Pacific Seminar 1 faculty and to alert them to the availability of the CRC to incorporate career assessment information into the content of the course. This led to several presentations in Pacific Seminar 1 classes, a subsequent increase in CRC contact with freshmen and a professional presentation of these results at the National Career Development Association conference in July 2009.
The CRC is currently working with the Associate Dean of the College of the Pacific and the Department of Philosophy to collaborate on implementing recommendations for Philosophy majors to meet with a career counselor and use one or more career assessment instruments within their first years at Pacific.

In addition, the CRC has invited faculty from all Stockton campus academic units to Career Resource Center events such as the Etiquette Dinner, the Career & Internship Faire and the Faculty-Employer Reception. Further, staff of the CRC regularly attend or participate in university-wide events and programs sponsored by other departments, including New Student Programs, Admissions, ASUOP, and others. CRC staff members give presentations to students and families during orientations and Welcome Week, Preview Days and for Students of Distinction.

CRC staff members also are represented on a number of University committees, including the Diversity Committee, the Technology Committee, the First Year Experience Committee and the Social Emotional Competence Task Force.

The CRC seeks input from all its stakeholders through its advisory board. Developed in 2008, the CRC Advisory Board is comprised of faculty, students, alumni, employers, parents, and Pacific staff members external to the CRC. Advisory Board meetings are held twice annually and serve to inform the CRC about constituent concerns and needs. Meetings also provide an opportunity for the CRC to communicate its current direction, programs, services and accomplishments while receiving input from stakeholders.

The Career Resource Center provides two (2) one-unit career courses for students: Career Exploration and Planning and Career Search Essentials. First offered in 2006 as one course held once per year, the offering has grown to 2 separate courses each semester with approximately 15 students per class. See Appendix 12 for a sample course syllabus.

The CRC has established good working relationships with a number of offices and departments across campus for the benefit of students. For example, the Career Resource Center is closely aligned with Counseling Services with reciprocal referrals, consultations and meetings as needed. The CRC also maintains relationships with Services for Students with Disabilities, the Chaplain’s Office, the Educational Resource Center and other involved in services to students.

The CRC regularly communicates with its campus constituents. Career Central is a newsletter currently produced 4-5 times per year and is sent electronically to faculty, students and others as well as provided as a link on the CRC website. The CRC also maintains web pages, a Facebook account and contributes items to the Student Life web pages. Once per month, upcoming CRC events are communicated to the Assistant Dean of the College of the Pacific, who disseminates the information to COP faculty. In addition, the CRC maintains a broader list of faculty contacts for communication and invitation to specific CRC events. Please see the previous section on Marketing/Promotion/Outreach for additional information. The CRC Director, Associate Director and Assistant Director also attend the Student Life Directors meetings twice monthly for information sharing.
The Director of the CRC regularly communicates the accomplishments and activities of the CRC to higher level administration through quarterly board reports and direct communication. Results from the annual First Destination Survey are shared with the Vice President for Student Life and others.

CRC staff members join and participate actively in professional associations related to their respective fields. One or more staff members belong to the following organizations:

- American Counseling Association
- Mountain Pacific Association of Colleges and Employers
- National Association of Colleges and Employers
- National Career Development Association
- San Joaquin Human Resources Association
- National Association of Student Personnel Administration
- National Society of Experiential Education
- California Internship & Work Experience Association

Staff members of the CRC attend professional development workshops offered by the University as their schedules permit. For example, staff members have participated in diversity training, safe zone training, advanced training in Word, budget workshops, several offerings through the Center for Teaching and Learning as well as those offered by the Office of Human Resources.

Beginning fall 2009, the Career Resource Center and the Alumni Association began collaborating to develop an Alumni Mentor Network which is scheduled to be launched during the spring 2010 semester.

**Challenges**

The primary challenges to campus and external relations have been related to funding. As indicated earlier, an opportunity for extensive collaboration with General Education (Pacific Seminar 1) within the College of the Pacific could not be implemented due to lack of funds for requisite assessment instruments. The Alumni Mentor Program will involve new expenses yet funding sources have not been determined.

**Recommendations**

A functioning mentor program is a desired goal to serve both alumni and student interests. The CRC operating budget should be augmented to cover projected costs for this program while exploring possible cost-sharing with the Office of Alumni Relations.
EMPLOYER RELATIONS AND RECRUITMENT SERVICES

NACE STANDARD

Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services office develops policies and practices for employer relations and services. Within the context of these principles, career services:

- Develops strategic objectives for employer services and job development that yield maximum opportunities for the institution’s students and alumni;
- Enhances customer service and fosters continuous improvement by using feedback from employers on key performance indicators and measures of services;
- Informs, educates, and consults with employers on the nature of services provided and student candidates available;
- Involves employers in programs that meet students’ career and employment needs;
- Promotes employer adherence to professional and ethical standards that model professional and ethical conduct for students; and
- Provides employer feedback to faculty, administrators and students on the preparation of students for jobs, the curricula, and the hiring process.

In addition, career services:

- Develops and implements marketing strategies to cultivate employment opportunities for students;
- Maximizes opportunities for employers to consider candidates for employment;
- Maximizes students’ exposure to employers, while respecting appropriate academic and co-curricular standards;
- Encourage dialogue among employers, faculty, and the institution’s administrators concerning career and employment issues, and
- Facilitates employer involvement and communication with faculty, students, and administrators; and uses employers’ experiences and expertise in support of institutional activities.

Career Services does not give preferential treatment to specific employers. Career Services treats employers uniformly and consistently.

Career Services understands the variety of needs and employment practices among small businesses, large corporations, government, and nonprofit organizations. Career Services defines the types of employers it will serve and articulates policies that guide its working relationships with various types of employers.

Career Services offers a variety of services to employers that reflect student interests and employer needs. These include, but are not limited to, site visits; campus recruiting; resume referrals;
information sessions; meetings with faculty members; prerercruiting activities; student access to employer information; posting and publishing of job openings; career and job fairs; providing information on academic departments and students within legal and policy guidelines; assistance in recruiting student populations; experiential learning options, which may include shadowing experiences, internships, or cooperative education; videoconference interviewing; salary information; advertising and promotional vehicles; career center advisory board memberships; and individual employer recruiting and college relations consultations.

Career services:

- Provides information to employers on the institution’s operations, enrollment, curricula, interviewing logistics, etc. (e.g., policies, procedures, transportation, lodging);
- Encourages employer participation in career planning courses, career conferences, career and alumni fairs, cooperative education, and internships;
- Provides information and services to assist recruiters and graduate school representatives to effectively communicate their opportunities to specific and targeted student populations;
- Encourages employers to list job vacancies on a continuing basis and to provide information to career services on their job offers, salaries, and hires;
- Encourages employer support of the institution, which may include scholarships and other forms of financial support, in coordination with development office efforts; and
- Develops policies for working with third-party recruiters, which may include recruiter disclosure of the identities of organizations they are representing and agreement to adhere to the ethical guidelines documented in the NACE Principles for Professional Conduct.

The University of the Pacific Career Resource Center values the partnerships that have been developed with many employers. As a small, liberal arts university it is imperative that Pacific continue to manage existing relationships and cultivate new ones that will benefit its students and alumni. Pacific is in the employer recruiting corridor that includes CSU Chico, CSU Sacramento, UC Davis, UC Berkeley, Stanford University, University of Santa Clara, and University of Nevada, Reno.

The CRC has developed programs and practices for employer relations and services that are in line with NACE’s “Principles for Professional Conduct for Career Services and Employment Professionals” (Appendix 13A). As the need arises, the CRC develops other policies such as the informal job postings statement (Appendix 13B), which was developed with assistance from the University’s Risk Management Office.

The Employer Relations team values feedback from employers regarding their satisfaction with key performance indicators and measures of service. Account managers provide employers with program evaluations (Appendix 13C), which allow employers the opportunity to provide constructive feedback on
events or services. Follow-up with employers is also conducted by the Employer Relations Team via email as well as individual meetings during non-recruitment periods.

Through regular meetings with employers, the Employer Relations Team informs, educates, and consults with employers on the nature of services provided and student candidate availability. Employers receive comprehensive information packets at the initial meeting that includes information on CRC programs and services, marketing and branding opportunities on campus, “Tiger Jobs quick start” information, and the upcoming events schedule for the entire year (Appendix 13D). The Employer Relations Consultant works with the employer to strategically develop a plan of action for their recruiting and branding needs throughout the year. Based on employers’ needs, budget, or strategic plan the Employer Relations Team works individually with employers to involve them in various events and programs hosted by the Career Resource Center as detailed in the Program Components section.

Additionally, the Employer Relations Team promotes adherence to professional and ethical standards. Career Resource Center policies are posted on the website and can be made available to employers upon request (http://web.pacific.edu/x4929.xml). Policies are reviewed annually for modification or updates.

Feedback from employers regarding preparation of students for jobs, the curricula, and the hiring process is delivered to faculty, administrators and students through various methods. Employer Developers meet individually with faculty to discuss ways students can improve based on employer feedback. After a mock interview or campus interview, students can receive employer feedback from career counselors during individual appointments. Employer Development meetings are held on a monthly basis and includes employer developers from the Eberhardt School of Business, School of Engineering and Computer Science, College of the Pacific, and School of International Studies. These meetings allow an exchange of information as well as delivery of employer feedback to appropriate areas. Occasionally, a guest employer is invited to the meeting to share information about their organization.

The Employer Relations Team develops and implements marketing strategies to cultivate employment opportunities for students. Account managers follow up on leads from employers, alumni, and faculty through phone calls, emails and individual visits, when possible. The employer brochure that is included in employer packets provides an overview of all CRC programs and services (Appendix 8A). By hosting events that allow for employer participation, the CRC provides a venue for employers to promote employment opportunities and internships to students. Additionally, employers can post full-time, part-time, internship and co-op opportunities on Tiger Jobs. Once a student has completed New Student Orientation, a Tiger Jobs account is created for them so that students have immediate access to these opportunities.

During fall 2009, knowing that on-campus opportunities would be limited due to the economy and with a larger incoming freshmen class, the Employer Relations Team worked to develop part-time and internship opportunities that were close to campus and convenient for students. During the past summer members of the Employer Relations Team met with local businesses and marketed the benefits
of hiring a Pacific student. This resulted in new relationships with local employers and additional opportunities posted on Tiger Jobs. See Appendix 13E for a list of employers visited.

It is through various programs and services that the Career Resource Center maximizes students’ exposure to employers while respecting their academic and co-curricular commitments. These programs and services also reflect student interest and employer needs. Additionally, when faculty request guest employer speakers, the Employer Relations team makes every effort to accommodate the professor.

The CRC also encourages dialogue between employers, faculty, and other Pacific administrators regarding career and employment issues. This is facilitated through CRC annual events such as the Employer-Faculty reception, held immediately after the Career and Internship Fair. March 2009 was the first time the Employer-Faculty Reception was held. Feedback from both faculty and employers was very positive and the event will be held again in March 2010. The Career Resource Center hosts employers and faculty for lunch during on-campus interviews and “Meet Your Future” mock interviews.

The CRC does not give preferential treatment to specific employers and treats all employers uniformly and consistently. As members of NACE, the Career Resource Center adheres to the “Principles of Professional Conduct for Career Services and Employment Professionals (www.naceweb.org). Except in cases where liability is an issue (babysitting, elder care, in-home employment) all employers are treated equally. The Informal Job policy was developed in conjunction with Pacific’s Risk Management Office due to a concern about workers’ compensation issues and the employer’s ability to provide a business license. An overview of all the Career Resource Center policies is provided in the Ethics section of the Program Review.

The Career Resource Center understands the variety of needs and employment practices among small business, large corporations, government, and non-profit agencies. To this end, the Employer Relations Team has identified a single point of contact for employers based on industry. This is posted on the CRC website and allows employers to identify their contact person (http://web.pacific.edu/x4974.xml). This listing of contacts includes other employer developers at Pacific. One member of the Employer Relations Team is specifically dedicated to non-profit and government agencies.

The CRC also relies on financial sponsorship of specific programs including the Etiquette Dinner. Employers have the option to sponsor one or two tables at the Etiquette Dinner at three different levels. It is through employer sponsorship that the CRC is able to offer this event to students on an annual basis.

As of fall 2008, employers have also sponsored the New Student and Orientation t-shirt that is distributed to every new student during orientations each summer. A complete report of employer patronage which includes the name of the company, number of gifts, as well as the total amount sponsored is attached to this report (Appendix 10).

During the 2007-08 academic year, the Champion Program was created in conjunction with Pacific’s Development Office. The Champion Program allows employers to financially support the Career Resource Center and sponsorship ranges from $2,000 - $10,000 annually. There are additional sponsorship levels between $250.00 and $2,000. An overview of the Program is also attached to this
The Champion Program has been incorporated into development proposals when gift officers meet with prospective university donors. As the Career Resource Center prepares to move to another location on campus there is the potential for naming and other funding opportunities in our new space.

**Challenges**

While the CRC has been successful in continuing to receive sponsorship from employers, this past year has been challenging due to the current economy.

**Recommendations**

In order to provide additional revenue for programs, the Career Resource Center can work with the Development Office to include the Champion Program again in proposals to potential University donors. With the impending move to the McCaffrey Center, there also may be naming opportunities in the Career Resource Center for various rooms including the training room and individual interview rooms.
LEGAL RESPONSIBILITIES

NACE STANDARD

Career services professionals are knowledgeable about accepted and current professional practices and are responsive to those obligations and limitations imposed on the operation of their program area by relevant civil and criminal laws, institutional policies, and any contractual commitments. Career Services ensures that records are maintained following prevailing ethical and legal guidelines. The particular areas of the law that Career Services is aware of and seeks advice about from legal counsel are:

- Family Education Rights and Privacy Act, regarding disclosure of student information contained in education records;
- The privacy of data maintained in electronic form by the career center or by another entity acting at its request;
- Defamation law, regarding references and recommendations on the behalf of students;
- Equal employment opportunity laws, regarding employment referral practices of the career services office and others employed by the institution that refer students for employments;
- Affirmative action regulations and law, regarding special programs for minority students;
- Liability issues pertaining to experiential learning programs;
- Work authorization practices in countries other than where the student holds citizen;
- Institutional policy regarding safety standards and practices for students traveling to work or participating in university-sponsored experiential activities;
- Laws regarding contracts governing services provided by outside vendors;
- Laws regarding grant applications;
- Laws regarding eligibility to work in the United States; and
- Any other state or federal employment or student-related statute.

Career services staff members use appropriate policies and practices to protect students and limit the liability exposure of the institution, its officers, employees, and agents. In this regard, the institution provides access to legal advice for professional staff as needed to carry out assigned responsibilities. The institution must inform career services staff in a systematic and timely fashion about extraordinary or changing legal obligations and potential liabilities.
The Career Resource Center staff is well versed in the professional standards and current practices of career services and counseling as set forth by NACE (Appendix 13A) and NCDA (Appendix 14A). These policies and procedures are posted on the CRC website.

All staff members adhere to University policies and procedures including all Human Resources regulations, affirmative action and equal employment opportunity laws, all risk management and safety standards and guidelines, as well as FERPA regulations. Career services staff are also in compliance with laws governing services provided by outside vendors. Our current vendors are Simplicity, CPP, and Skill Scan. All parties have written policies and CRC is in compliance.

Furthermore, last year CRC staff distributed the NACE Guidelines to faculty and staff in order to comply with defamation laws regarding references and recommendations on the behalf of students (see Appendix 14B).

The CRC ensures that all records, including electronic files and data, are maintained in a manner that adheres to the ethical and legal guidelines of the University’s Records & Retention policy (Appendix 14C). To ensure the privacy and confidentiality of career counseling notes, the CRC purchased the counseling module for Tiger Jobs which allows restricted, secure user access to Counseling Notes. Tiger Jobs is in compliance with the strict privacy regulations of the University, which is overseen by the Office of Technology Security Officer who makes certain that all electronic University documentation is secure.

For work authorization issues, the CRC has one staff member who is familiar with CPT, OPT, and F-1 student visa issues based on experiential background. CRC staff members also consult with experts in the International Programs and Services area when necessary.

Finally, all University employees have access to the University’s legal counsel for guidance on any of the above concerns as well as all other legal matters including civil and criminal laws, institutional policies, contractual commitments, state and federal employment laws, or any other relevant student-related statute. The CRC also consults with the office of Budget and Risk Management regarding concerns regarding minimization of risk in work and classroom related activities.

**Challenges**

With the pace of changes in the law and issues that may arise suddenly, the lag time before response from the University’s legal counsel could pose a problem in some instances.

**Recommendations**

CRC staff members should continue their professional development and reading of journals related to their fields in order to remain abreast of changes in laws affecting their fields.
EQUAL OPPORTUNITY, ACCESS, AFFIRMATIVE ACTION, AND DIVERSITY

NACE STANDARD

Career Services adheres to the spirit and intent of equal opportunity laws in all activities.

Career Services’ operating policies and procedures do not discriminate on the basis of race, color, religion, age, national origin, gender, sexual orientation, disability, marital status, or veteran status.

Career Services’ programs, services, events, and facilities are accessible to all students.

Career Services seeks to identify, prevent, and/or remedy any discriminatory practices associated with the delivery of its services.

Career Services staff serve as advocates by bringing the needs of all students to the attention of the institution’s administration.

Career Services ensures that employers using services and programs adhere to the word and spirit of equal employment opportunity and affirmative action.

Career Services staff make every effort to educate faculty members about legal and ethical issues relating to student referrals and recommendations.

Career Services works in conjunction with the institution’s special services and related organizations to enhance student and employer awareness and appreciation of cultural and ethnic differences.

Career Services provides educational programs that help students from diverse backgrounds and individuals with special needs to identify and address their unique needs related to career development and employment.

Career Services initiates partnerships and cooperative programming with other offices representing special populations to ensure appropriate service delivery.

The CRC obtains demographic data about students who use their services through Tiger Jobs. At the beginning of each semester, student information is downloaded from Banner which allows capturing of current demographics. Information related to student’s race and ethnicity, however, has not been downloaded from Banner due to restrictions imposed by the Office of Information Technology (OIT) and the Registrar’s office. Students are able to enter this information into their own Tiger Jobs account, but frequently leave these fields blank, resulting in a larger number of “unknown” than is true for the Pacific student population as indicated by the comparison chart below:
Because a large number of students choose not to complete the ethnic background information, it has become difficult to accurately discern the backgrounds of those students seeking CRC services and whether the CRC is connecting with a broad range of students. An important caveat is that these figures reflect data related to only those students engaged in career counseling and are not indicative of the demographics for students participating in classroom presentations, Co-Op 193 courses, employer events and other areas of service.

The following chart compares the ethnic makeup of those undergraduate students who participated in “Meet Your Future” during SP09, against Pacific’s undergraduate student enrollment during a similar time period:
CRC staff educates faculty on hiring and related issues by disseminating “A Faculty Guide to Ethical and Legal Standards in Student Hiring” (Appendix 14B). This guide was developed by the National Association of Colleges and Employers (NACE). Additionally, expectations of employers regarding adherence to equal opportunity practices are clearly specified on the CRC website (http://web.pacific.edu/Documents/student-life/crc/CRC_Employer_Policy_Statements.pdf) which states, “Employers are expected to avoid discrimination in their recruitment activities and to follow equal employment opportunity and affirmative action principles.” Further expectations of employers in regard to hiring practices are contained on the website.

As indicated in the section on Campus and External Relations, the CRC works together with other departments to serve special populations and collaborates with various student groups. For example, the CRC has regularly offered career workshops for SUCCESS and CIP students, international students and other special populations. CRC staff members consult with Services for Students with Disabilities, the Chaplain and Cowell Wellness Center professionals as needed. The CRC also responds to invitations from specific student organizations to design special programs or services; for instance, providing resume reviews for the Black Student Engineers and providing an employer speaker for the PRIDE Center.

**Challenges**

Maintaining diversity of the professional staff with regard to race, ethnicity and gender has been a challenge, although greater diversity exists among the CRC’s pre-professional student staff. With the anticipated ability to hire a new career counselor, the opportunity to recruit from a diverse pool of talent is impending. However, it should be noted that a much smaller percentage of men tend to enter the career counseling profession making it difficult to attract applicants and, in the past, one male opted to withdraw from consideration when the salary range was disclosed.

Another challenge has been accessibility to CRC materials for those with various types of physical disabilities. For instance, career materials in the CRC library are not available in Braille, though with advance notification, Services for Students with Disabilities is able to provide assistance and resources.

**Recommendations**

With the anticipated ability to hire a new career counselor, the CRC should work with HR to ensure a diverse pool of candidates. A salary increase for the position is strongly recommended.
ETHICS

NACE STANDARD

All persons involved in the delivery of career services to students adhere to the highest standards of ethical behavior as set forth in the “Career Services Professionals” sections of the NACE Principles for Professional Conduct, as well any additional professional standards and/or codes that may apply. In addition to adherence to these standards, leaders/managers provide guidance and education on these standards to all persons involved in career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.

As members of the National Association of Colleges and Employers (NACE), the staff of the Career Resource Center adheres to the NACE Principles of Professional Conduct (http://www.naceweb.org/principles/principles.html). The Career Counselors adhere to the American Counseling Association Ethical Standards for Counseling (Appendix 15A) and receive training on ethics in counseling through the California Career Development Association (CCDA). Additionally, all professional staff follows federal confidentiality guidelines as outlined in the Family Educational Rights and Privacy Act (FERPA) (Appendix 15B).

Career services leaders and managers also provide guidance and education on ethical standards to all persons involved in providing career services. Each member of the CRC staff is expected to adhere to the NACE Principles for Professional Conduct manual. When the Career Resource Center develops policies, this document is referenced and used as a guideline. Additionally, Pacific’s Institutional Research has identified peer institutions and the CRC consults policies established at other institutions for best practice and benchmarking purposes (Appendix 15C). Policies that have been developed to assist the CRC in carrying out its work in both an ethical and professional manner have included:

- **Third Party Recruiters – Guidelines for Posting**: Third party recruiters are able to post positions on Tiger Jobs, but they must specify that they are recruiting for another company, as well as disclose the company's name to Career Resource Center. The company's information does not have to be shown on the job posting, but the Career Resource Center must be informed of the employer's name.

- **Multi-level Marketing**: Pacific will not post opportunities on Tiger Jobs that require students to make an initial financial obligation or commitment to the company in order to be affiliated with that company.

- **Professional and Ethical Expectations of Students and Employers**: As a member of the National Association of Colleges and Employers, University of the Pacific’s Career Resource Center adheres to NACE’s Principles for Professional Conduct. These guidelines ensure:
  - That students can openly, freely and objectively select employment opportunities, making these choices based on their assessment of the best use of their abilities, their personal goals, and other pertinent facts;
A recruitment process is fair and equitable to students and employers alike;
Support for informed and responsible decision making by students is provided in an ethical and professional fashion.

Further, to support both students and employers in these objectives, University of the Pacific has outlined the following professional and ethical expectations of students and employers in the job search, offer, and acceptance process.

**Student Expectations**

Once a student accepts an internship, permanent job offer, or decides to pursue full-time graduate or professional studies, the student is expected to notify the Career Resource Center, withdraw from the on campus recruiting process immediately, and promptly notify all employers who are actively considering them for jobs that he/she are no longer available for consideration.

When a student accepts an offer, he/she should have every intention of honoring that commitment. Accepting an offer only as a precautionary measure is misleading to the employer and may restrict opportunities for others who are genuinely interested in that employer.

The University of the Pacific does not condone the reneging of job offers by candidates or employers. Students are obligated to immediately discuss the circumstances with a Career Resource Center representative. Depending upon the circumstances, students and alumni can be subject to forfeiture of all Career Resource Center services.

**Employer Expectations**

Employers engaged in any on-campus recruiting efforts are expected to inform the Career Resource Center of the hiring process status of Pacific students and communicate hiring decisions within an agreed upon time frame.

Employers are discouraged from pursuing any Pacific student who has already accepted a job offer from another organization, as this behavior can damage relationships with students, other recruiters, and relationships with the Pacific community. Withdrawing job offers, whether verbal or written, violates professional standards and Pacific recruiting policy. If an employer is considering retracting an offer for whatever reason, we request that they contact our office immediately.

Employers are expected to avoid discrimination in their recruitment activities and to follow equal employment opportunity and affirmative action principles.

**Informal Jobs:** The Informal Job policy was developed in conjunction with the University of Pacific’s Office of Budget and Risk Management.

The Career Resource Center prohibits posting of jobs that are located in private residences where employers do not offer workers’ compensation insurance and cannot provide a current business license. Additionally, any organization and/or company that cannot provide workers’ compensation insurance or
cannot provide a current business license will be prohibited from posting/advertising opportunities through Tiger Jobs.

The CRC staff remains informed and up to date on policies by attending professional conferences such as those offered by the Mountain Pacific Association of Colleges and Employers (MPACE), American Counseling Association (ACA), National Association of Colleges and Employers (NACE), and National Association of Student Personnel Administrators (NASPA). Information about new policies is delivered in one-on-one supervision meetings and the Career Counselors receive information through their continuing education units.
PROGRAM EVALUATION, ASSESSMENT, AND RESEARCH

NACE STANDARD
All persons involved in the delivery of career services to students adhere to the highest standards of ethical behavior as set forth in the “Career Services Professionals” sections of the NACE Principles for Professional Conduct, as well any additional professional standards and/or codes that may apply. In addition to adherence to these standards, leaders/managers provide guidance and education on these standards to all persons involved in career services, including, but not limited to, entry-level professionals, support staff, student staff, interns, graduate assistants, faculty, and other administrators.

Staff members of the CRC conduct numerous evaluations of their programs and services. Specifically, the CRC gathers data from and related to students, alumni, employers and faculty members. A variety of measures are used, including needs surveys, tracking student and alumni usage, satisfaction surveys, and learning outcome evaluations that have included custom-created assessments and standardized instruments for pre- and post-testing.

Learning outcomes and evaluations are developed for the following events:

- Career & Internship Faire
- FWS Supervisor Orientation Sessions
- Non-profit Information Day
- Biology Careers Information Day
- Etiquette Dinner
- Meet Your Future
- Graduate School Awareness & Preparation Week

Results from these evaluations are used to determine the efficacy of CRC efforts, how events can be improved as well as what impact they have had on the students, alumni and employers who have participated. The CRC makes changes to event content based on feedback received. We also track the numbers of attendees at these and other events. Tracking the number of attendees is used to make decisions about which events to retain, reduce or expand. For example, Internship Orientation sessions were offered, but attendance was too low to warrant continuation. See appendix for examples of evaluations for indicated events.

In addition, a formal research project assessed recruiters’ perceptions of students’ emotional and social competencies demonstrated during an interview. Employers’ perceptions were recorded on an evaluation that employers completed at the end of each interview during the fall 2007 on campus
interview process at University of the Pacific. The competencies evaluated include: 1) demonstrate ability to meet/exceed goals, 2) ability to articulate strengths/weaknesses, 3) demonstrate composure, 4) demonstrate active listening skills, and 5) build rapport. The three qualities that were identified by recruiters to be the most important included the ability to articulate strengths/weaknesses, demonstrate ability to meet/exceed goals, and demonstrate active listening skills.

For the career courses taught by CRC staff members, learning outcomes are developed and evaluations conducted. Pre- and post-testing has been conducted as well. (See Appendix 16A). Feedback has been used to revise the course and in one case, to retain a learning activity that was considered for removal.

Assessment of career counseling sessions is also carried out for a minimum of 30 days once or twice per year. The survey was designed in consultation with a Student Life assessment expert. A recent example of the survey can be found in Appendix 16B and most recent results can be found in the appendix as well. Results have consistently indicated students have their expectations met and find career counselors to be interested and helpful.

Over the past 5 years, the CRC also has undertaken general surveys of students, of employers and of faculty, seeking information about needs, preferences, impressions, behavior and satisfaction. Again, results were used to modify, postpone, delete or add services. See Appendix 16D-16N for examples of those surveys.

The “First Destination Report” is a survey of recent graduates. The CRC collects information about the employment, graduate school or other activities in which Pacific graduates engage 6-12 months after graduation. In 2008, the survey was revised in consultation with the Office of Institutional Research, the Director of Assessment and the Office of Alumni Relations. It now captures information about specific CRC services or programs in which alumni may have participated during their college years. It gathers information about the job satisfaction of graduates who are employed. See Appendix 16O for the most recent survey questions and results.

In 2008, the CRC also initiated collaboration with the Office of Institutional Research to include career-related questions on the annual CIRP survey that is completed by graduating seniors during PacSem 3 courses. Results from this survey are included in the Final Destination Report.

The CRC distributes the First Destination Report to Deans, to the VP of Enrollment Management and to the Vice President of Student Life.

The CRC will be collaboratively engaged in two institutional research projects, which have received IRB approval. The first is a 5-year project that began in fall 2009; a CRC staff member has partnered with the Director of Social and Emotional Competence. The subject is the impact of values on career decision making and career satisfaction.

A second study is being conducted by another CRC staff member, continuing her research on the social and emotional competencies employers use to make decisions when recommending candidates for second-round interviews.
**Challenges**

As practitioners, CRC staff members spend considerable time delivering services and programs. Little time remains for formal research on career development, academic success, employment trends or other areas related to the process and outcomes of the services we deliver. While some staff members teach, none have faculty positions nor do they have the ability to allocate portions of the academic year that can be devoted to research or sabbaticals to conduct formal research, write and/or publish. Any research must be accomplished within the time frame already designated for the delivery of services to students and alumni.

Another challenge has been in achieving adequate response to the First Destination Survey. The issue is largely one of obtaining and maintaining viable email addresses for recent graduates. Those obtained through the Registrar’s Office frequently are outdated.

**Recommendations**

To address the issue of email addresses for recent graduates, the CRC plans to partner again with the Office of Institutional Research to “piggyback” on the CIRP survey which is distributed to seniors during Pacific Seminar 3. An insert may be created to capture students’ most recent email addresses.

Another recommendation is to create a CRC LinkedIn page and encourage graduating seniors to link to the CRC as a method for staying connected to alumni.

Telecommuting days during the summer should be considered for staff conducting research, where feasible.
SUMMARY REMARKS AND RECOMMENDATIONS

The staff of the Career Resource Center would like to thank the members of the Program Review Committee for examining and evaluating the programs, services and operations of the CRC. The time and thoughtful consideration is appreciated. Insights, suggestions and recommendations are highly valued and will be used to improve the delivery of career services to Pacific students and alumni.

Summary of Recommendations

1) Increase operating budget funds for CRC.  
   Total: $9,700

   For many years, the CRC has operated with a very low-level subsistence budget for programming, materials, and professional development for staff. As the center moves into the new CRC space in the McCaffrey Center, we request consideration of augmenting the operating budget to permit the CRC to upgrade its professional offerings and services provided to students.

   Meet Your Future $1,500

   Meet Your Future is a popular program for students with documented learning outcomes. It is recommended a minimum of $1,500 be designated to provide refreshments for panel presentations during this program and gifts for employer participants.

   Student Employment Awards $2,500

   Funding is needed to resurrect the popular Student Employment Awards program which recognizes student employees and supervisors at Pacific for outstanding contributions to their departments. This program allows for the possibility of a Pacific student to be entered into the national competition administered by the National Student Employment Association. The funds requested would be used to supply the plaques for award winners, certificates of recognition for nominees and for the luncheon to honor winners and nominees.

   Assessments $1,200

   In order to keep pace with demand for assessment instruments and be able to respond to requests for in-class presentations using these tools, approximately $1,200 will be needed.

   Library materials, CRC newsletter, flyers and promotional materials $1,500

   Funds are needed to augment library materials and allow the printing of color copies of the CRC newsletter, flyers and promotional materials.
Professional development $3,000

The increase in the cost of travel and conference fees necessitates increased funds to prevent further cutbacks in professional development. Professional development is essential to keeping current with changing laws, fulfilling continuing education requirements, and capably providing superior services to students and alumni.

2) **Increase funds for hardware and software technology needs.**  
**Total: $5,500**

**Computer replacement** $4,000

Currently, the CRC has no provision for computer replacement. The Career Resource Center library needs 3 new thin client stations that allow access to the printer. A new library printer is also recommended based on the age of the current printer. Additionally, two new computers are needed for the front reception desk area to replace the marginally functional thin clients currently shared by the receptionist and student staff. A new computer may be needed for the new staff member who fills the current vacancy within the CRC.

**Laptop computer for virtual on-campus interviews** $1,000

On-campus interviews that can be offered without expense to recruiters likely will increase the number of first-round interview schedules for students, particularly critical during difficult economic circumstances. This arrangement also would allow employers across the nation to recruit on campus broadening the opportunities for Pacific students.

**Tiger Jobs experiential learning module** $500

The Experiential Learning module in Tiger Jobs costs $500 annually and is able to provide a centralized method for recording learning objectives, evaluations of students and supervisors, and tracking of placements in experiential education.

3) **Provide funding for Graduate Student Assistant.**  
**Total: $2,000**

Providing a $1,000 per semester stipend would help the CRC more consistently attract candidates for the career counseling graduate assistant position. The graduate assistant is a critical supplement to career counseling services and provides the only means by which drop-in career counseling hours can be offered.

4) **Provide separate operational funding for the Assistant Vice President.**

The Assistant Vice President oversees the functioning of, not only the Career Resource Center, but the Multicultural Center, Educational Equities Programs and the Center for Community Involvement; however funds to support the AVP are drawn exclusively from the CRC budget. In order to support the activities and professional development of the AVP, a separate budget with designated funds should be created.