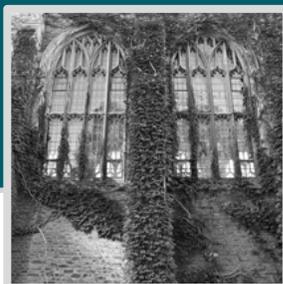# 21<sup>st</sup> Century Recruiting and Placement Strategies

May 2014

In the following report, Hanover Research explores current best practices for employer engagement amid an increasing focus on the importance of career preparation and post-graduate employment. The report includes practices drawn from secondary literature as well as innovative career preparation practices identified through interviews with nine postsecondary institutions.

HR HANOVER RESEARCH

# TABLE OF CONTENTS

# EXECUTIVE SUMMARY AND KEY FINDINGS

## INTRODUCTION

Increasing student debt has changed how society views the value of higher education: career placement is being increasingly prioritized compared to intangible goals like critical thinking skills, citizenship, and lifelong learning traditionally associated with university degrees.[1] Like many institutions, Stanford is restructuring its career services and its vice provost for student affairs. Stanford explains: "There is no question that the field of career services is going through a major paradigm shift."[2] The following report explores current best practices for employer engagement amid an increasing focus on the importance of career preparation and post-graduate employment.

This report draws on both primary and secondary research to inform its analysis and conclusions. Section I examines new trends in career services and provides examples of recommended frameworks. It also gives an overview of the most common career services programs and corresponding benchmarks. Section II delves into on-the-ground implementation of career services, and provides institutional profiles of nine universities. These profiles draw heavily from primary research gathered through a series of conversations with high ranking officials at career centers in institutions across the country. These practitioners were asked about innovative programs and best practices at their institutions, and their answers provide unique insights into how universities are exploring new options and reinvigorating old methods of fostering relationships between employers and students.

## KEY FINDINGS

- **Universities that effectively manage the transition from college to career must develop specific strategies for students' personal and career development and employer engagement.** Some institutions, such as Bentley University, create model four-year plans for students to guide them through the career preparation process in a structured way. Others, such as Villanova University, more generally emphasize the importance of professional development prior to a student reaching out to employers so that they have the capability to interact with employers in a mature, professional, and ultimately productive manner.

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[1] Bugeja, Michael. "Make Placement a Priority." Inside Higher Ed, November 19, 2013. http://www.insidehighered.com/views/2013/11/19/essay-urges-colleges-invest-more-placement
[2] Spotlight for Career Services Professionals. "Stanford Moving to Career Connections Model of Career Services." National Association for Colleges and Employers, January 22, 2014. http://www.naceweb.org/s01222014/career-services-office-model.aspx

- **Employer engagement and professional development strategies should draw on strong networks of stakeholders that can support and inform students throughout the career preparation process.**
  - Alumni are critical to the success of employer engagement initiatives with students. Every institution Hanover profiled relies on alumni to develop relationships with employers because they are uniquely invested in the university community. Alumni can share information on open positions; help create internship programs; act as mentors; or participate in career development programs.
  - Employers do not only have to be seen as a placement resource, but as a professional development resource. Most of the institutions Hanover profiled draw on employers to provide industry-specific information sessions or professional development workshop. Engaging employers in this way improves their brand on campus, and makes it easier for students to interact with them on a regular basis.
  - Faculty are an in-house resource for career services. Often, they have unique insights into curriculum areas employers might be interested in, student strengths, and industry-specific contacts that career services can develop.

- **Experiential education via job shadowing and internship programs is becoming a critical part of professional development and engagement with employers.** Many institutions are making internships a requirement for graduation, or are directing a significant portion of employer relations resources toward identification and development of internship opportunities. Several institutions profiled in this report take experiential education so seriously that they have developed intensive programs to ensure students make the most of it, including Hamilton College's Career Related Experiences, Clark University's LEEP Projects, and the Davidson Internship Challenge.

- **The most common on-campus employer engagement programs career services offer include on-campus interviews, networking events, career fairs, and employer-led workshops or educational sessions.** Different institutions put varying degrees of focus on different options, although generally agree that access to multiple types of engagement methods is important to offer employers. Innovative new approaches to these programs include reverse career fairs such as those offered at Ithaca College.

- **Institutions are beginning to incorporate online technology into traditional career services programs to facilitate remote networking.** For example, Elon University provides a Skype suite so that employers can conduct interviews remotely as well as multi-screen facilities so that employers can present information via video chat while also using a PowerPoint. Pennsylvania State University builds on the standard practice of job databases to create a database of volunteer alumni career coaches that students communicate with via email or phone.

# SECTION I: LITERATURE REVIEW

## A NEW APPROACH TO CAREER SERVICES: STRATEGY AND NETWORKS

In response to the changing climate surrounding career services, in April 2012 Wake Forest University hosted the Rethinking Success conference for over 250 higher education leaders to discuss the significance of liberal arts education for careers in the 21st century.[3] One of the key documents to emerge from the conference was the "Roadmap for Transforming the College-to-Career Experience," which was crowdsourced from conference attendees and informed by feedback from the career services representatives from over a dozen institutions.[4] The Roadmap outlines a seven-step process for enabling transformational change in personal and career development (PCD), summarized here:[5]

- Develop a bold vision and mission for personal and career development

- Secure backing from institutional leadership

- Strategically position the PCD leadership role

- Strategically transform, build, and align PCD organization and staff

- Gather and report personal and career development outcome data to all constituents

- Engage and equip a college-to-career community of influencers with a focus on faculty and parents

- Implement programs so PCD is a mission critical component of a student's college experience

Only the final step of the Roadmap deals with the implementation of career services programs: the bulk of the approach focuses on developing data-informed strategies and stakeholder networks to make those programs more successful. This "front end" focus mirrors recent recommendations made by the National Association of Colleges and Employers (NACE) regarding effective employer partnerships.

NACE recommends that career services should have a clearly defined employer relations strategy. This strategy should be responsive to stakeholder needs and goals, with information collected via surveys, focus groups, employer advisory boards, or targeted

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[3] "Rethinking Success: Conference Content." Wake Forest University. http://rethinkingsuccess.wfu.edu/conference-content/

[4] Chan, Andy and Tommy Derry. "A Roadmap for Transforming the College to Career Experience." Wake Forest University, May 2013, p. 2. http://rethinkingsuccess.wfu.edu/files/2013/05/A-Roadmap-for-Transforming-The-College-to-Career-Experience.pdf

[5] Ibid., pp. 20-27.

conversations.[6] Career services Alumni in particular should be engaged as potential employer partner because they can serve as "recruiting champions" within their organizations.[7] NACE also recommends maintaining open communication lines between university departments like alumni affairs, institutional advancement and fundraising, academic departments, and university research centers, and conducting audits of current employer partners and determine whether there are potential partnerships located elsewhere in the university that you can take advantage of.[8]

One way to incorporate stakeholder feedback is via advisory boards. Advisory boards can be made up of employers, faculty, students, parents, or any combination thereof. Boards can help develop programming, manage special projects and events, or evaluate services. Whatever the composition, board members should have experience working with career services and be able to offer a range of perspectives on its activities.[9] The first step to creating such a committee is deciding what its mission on behalf of career services are going to be. Often, it is useful for a career center to identify a specific "gap" in their operations that a board may be able to help them fill.[10] Regardless of the goals of the advisory board, career centers should assist board members by providing a high level of insight into their services and create value for them by demonstrating how their involvement impacts career services.[11]

To aid development employer engagement and other career services strategies, NACE has created a comprehensive list of professional standards that career services should adhere to in order provide effective and ethical support to students but also provides. Figure 1.1 provides an illustration of those professional standards that fall under subcategories most directly relate to employer recruitment and engagement: Employment Services, Experiential Education and Career Exploration, Campus and External Relations, and Employer Relations and Recruitment Services.

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[6] Spotlight for Career Services Professionals. "Key Elements of Effective Employer Partnerships." National Association of Colleges and Employers, June 26, 2013. http://www.naceweb.org/s06262013/effective-employer-partnership.aspx

[7] Ibid.

[8] Ibid.

[9] Spotlight for Career Services Professionals. "Tips for Creating and Leading Advisory Boards." National Association of Colleges and Employers, October 10, 2012. http://www.naceweb.org/s10102012/career-center-advisory-board.aspx

[10] Lenz, Janet G. "Career Center Advisory Committees: Connecting with your Stakeholders." National Career Development Association, September 1, 2007. fhttp://www.ncda.org/aws/NCDA/pt/sd/news_article/5364/_PARENT/layout_details_cc/false

[11] Ibid.
"Tips for Creating and Leading Advisory Boards," Op. Cit.

**Figure 1.1: NACE Employer Relationship Professional Standards**

| EMPLOYMENT SERVICES |
|---|
| Career services must assist students in:<br><br>▪ Exploring a full range of career and work possibilities that match their career goals.<br><br>▪ Preparing job-search competencies and tools to present themselves effectively as candidates for employment.<br><br>▪ Obtaining information on employment opportunities and prospective employers.<br><br>▪ Connecting with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.<br><br>▪ Making informed choices among a variety of options. |
| EXPERIENTIAL EDUCATION AND CAREER EXPLORATION |
| The institution must provide experiential education programs that include student employment and/or cooperative education, work-based learning, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences. |
| CAMPUS AND EXTERNAL RELATIONS |
| As an integral function within the institution, career services must develop and maintain productive relationships with relevant campus offices and key stakeholders at the institution and externally. |
| EMPLOYER RELATIONS AND RECRUITMENT SERVICES |
| ▪ Employers are both vital partners in the educational process and primary customers for college/university career services. Each career services office must develop policies and practices to ensure the highest quality employer relations and services. Within the context of these principles, career services must:<br>   ○ Develop strategic objectives for employer relations/services and job development that yield maximum opportunities for the institution's students and other designated clients.<br>   ○ Develop, maintain, and enhance relationships with employers who may provide career development and employment opportunities for students and other designated clients.<br>   ○ Enhance customer service and foster continuous improvement by using feedback from employers on key performance indicators and measures of services.<br>   ○ Inform, educate, and consult with employers on the nature of services provided and student candidates' availability.<br>   ○ Actively involve employers in on-campus programs that meet career and employment needs of students and other designated clients.<br>   ○ Promote employer adherence to professional and ethical standards that serve as conduct models for students and other designated clients.<br>   ○ Provide employer feedback to faculty, administrators, and students on the students' preparation for jobs, the curricula, and the hiring process.<br><br>▪ Career services must not give preferential treatment to specific employers. Employers must be treated uniformly and consistently.<br><br>▪ Career services must offer a variety of services to employers that ultimately reflect the match between student interests and employer needs. |

National Association of Colleges and Employers[12]

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[12] Taken verbatim from "Professional Standards for College & University Career Services." National Association of Colleges and Employers. https://www.naceweb.org/knowledge/professional-standards-for-college-and-university-career-services.aspx#ix

## BENCHMARKS AND BEST PRACTICES

Once strategy and networks have been established, the Roadmap recommends providing as many opportunities as possible for students to connect with and directly learn from a wide variety of employers.[13] This parallels NACE's recommendation to create multiple opportunities for employers to interact directly with students as well as career service staff.[14] NACE also emphasizes that regardless of the program, career development is more effective if introductions to career services and counseling are built into the first semester of college rather than accessed on a needs basis in a student's last year when they begin the job search in earnest.[15] Of career services programs, 85 percent have centralized operations at a facility like a career center, and 57 percent are based out of the student affairs office.[16]

The NACE 2012-2013 Career Services Benchmark Survey found that the most common services which directly connect students to employers include internship assistance, on-campus interviews, career fairs, and workshops.[17] More than 90 percent of career centers hold career fairs, an average of three per year.[18] Recruiters ranked career fairs as the most common method of creating a brand on campus, along with corporate websites.[19] Career fairs can foster employment engagement to a particularly high degree if they include panel discussions where students can ask questions.[20] The 2013 NACE Internship & Co-op survey found that career fairs and on-campus recruiting were rated highest in effectiveness for recruiting interns, while job listings on career services' websites were ranked third. This is in keeping with another finding, that recruiters prefer high-touch methods for intern recruiting.[21] Of employers that engage in recruiting at higher education institutions, 75 percent use on-campus interviews.[22] Of career services programs, 62 percent have formal on-campus interview programs.[23] Employers chose to target schools for recruitment based on academic programs available, perceived institution quality, and past recruiting experience.[24]

Several polls of career services professionals conducted by the National Career Development Association (NCDA) found that career services staff members feel that they need to be able to use social media and a variety of other online applications to effectively

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[13] Chan and Derry, Op. Cit., p. 27
[14] "Key Elements of Effective Employer Partnerships," Op. Cit.
[15] Reed, Matt. "Career Services as Educational Appetizers." Inside Higher Ed, May 16, 2013.
     http://www.insidehighered.com/news/2013/05/15/career-services-it-now-exists-must-die-new-report-argues
[16] "Current Benchmarks." National Association of Colleges and Employers. http://www.naceweb.org/surveys/current-benchmarks.aspx
[17] "NACE 2012-2013 Career Services Benchmark Survey for Colleges and Universities." National Association of Colleges and Employers, p. 5. http://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2012-13-career-services-benchmarks-survey-executive-summary.pdf
[18] "Current Benchmarks," Op. Cit.
[19] Ibid.
[20] Bugeja, Op. Cit.
[21] "Internships: Current Benchmarks." National Association of Colleges and Employers.
     http://www.naceweb.org/internships/benchmarks.aspx
[22] "Current Benchmarks," Op. Cit.
[23] "Five Career Services Program Benchmarks," Op. Cit.
[24] "Internships: Current Benchmarks," Op. Cit.

help students. In particular, practitioners believe that communications technology makes it easier to remotely engage with students and employers, for example through virtual interviews and social networking.[25] The Roadmap also recommends teaching students to leverage LinkedIn and alumni directories to reach out to employers and alumni.[26] For those who use online interview scheduling and online job postings, 70 percent feel they are the most effective use of technological resources.[27] An extremely high rate of 98 percent of career services providers advertises job postings online.[28]

As institutions recognize that on the job experience is critical for students' placement, it is becoming an increasingly common practice to encourage or even require internships before graduation.[29] Drexel University president John Fry reflects a popular opinion when he notes that increasingly college graduates can encounter difficulty in finding jobs because of a gap between their skillset and what employers want. To counteract this problem, he urges colleges to facilitate their students' application of classroom knowledge in real world settings, and employers to realize that if they want fully prepared graduates they must invest in in-house training and apprenticeship programs or similar partnerships with universities.[30] The 2013 NACE Internship & Co-op survey found that respondent organizations who hired students from their own intern/co-op programs retained 88.9 percent after one year and 72.9 percent after five years, in contrast to students with NO internship or co-op experience at all, who were retained at 80 percent after one year and 66.4 percent after five years.[31] Ninety-three percent of institutions help students to secure internships with public and private sector employers.[32]

Career services that assist employers to not only connect with students but do so in a targeted manner will have more productive recruitment partnerships.[33] Narrowing down the recruitment pool can be accomplished by collecting regular information on employer hiring needs; introducing faculty to employers to help establish connections with specific academic departments; performing initial quality checks of student applicants; connecting employers to specific student clubs, activities, events; and seeking out professional associations to act as intermediaries.[34] The sometimes overwhelming mainstays of career fairs can be targeted by physically arranging booths by discipline; assigning specific attendance times for specific majors or preferred locations; and having have several smaller career fairs focused on a particular group of employers.[35]

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[25] Harbour, Sue and Laura Lane. "The Career Center of the Future." National Career Development Association, February 1, 2014. http://www.ncda.org/aws/NCDA/pt/sd/news_article/84858/_PARENT/layout_details_cc/false

[26] Chan and Derry, Op. Cit., p. 26

[27] "NACE 2012-2013 Career Services Benchmark Survey for Colleges and Universities," Op. Cit. p.6

[28] "Current Benchmarks." Op. Cit.

[29] Bugeja, Op. Cit.

[30] Fry, John A. "Put Undergraduates to Work, for Their Own Good." The Chronicle of Higher Education, January 20, 2014. http://chronicle.com/article/Put-Undergraduates-to-Work/144103/?cid=at&utm_source=at&utm_medium=en

[31] "Internships: Current Benchmarks," Op. Cit.

[32] "Five Career Services program Benchmarks," Op. Cit.

[33] "What Employers Want From Career Center Partnerships," Op. Cit.

[34] Ibid.

[35] Ibid.

# SECTION II: INSTITUTIONAL PROFILES

This section of the report profiles the career services strategies of nine institutions with innovative programming and strategies. Each profile contains information about employer relations strategies, career services programs, and strategies for tracking graduate outcomes. Information for these profiles relies on a combination of secondary research and interviews with career services staff at each institution. The following nine institutions are included in this section:

- Hamilton College
- Davidson University
- Ithaca College
- Bucknell University
- Villanova University

- Elon University
- Pennsylvania State University
- Clark University
- Bentley University

## HAMILTON COLLEGE MAURICE HOROWITCH CAREER CENTER

### PROGRAMS

Hamilton College (Hamilton) operates its career services through the Maurice Horowitch Career Center. The Career Center's most prominent approach to fostering relationships between students and employers is the Career-Related Experience (CRE). All students are encouraged to complete two CREs, one each during sophomore and junior year.[36] The Career Center is intentionally broad in its definition of a CRE: In addition to traditional internships, CREs may include volunteer work, leadership roles (e.g., captain of a varsity athletics team), or campus jobs. The Career Center emphasizes the development of career-related knowledge and skills rather than a rigid structure for the CREs. Students who gain knowledge and skills that may lead to future jobs and internships will receive credit, even if the CRE is not directly related to what they want to do after graduation. Because CREs can be so flexible, the Career Center works directly with students to ensure that participants can identify what they are taking away from CREs.[37]

Under certain circumstances, it is possible for a student to gain course credit through CREs. To gain course credit for a particular internship, students must meet the following criteria:[38]

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[36] "Career-Related Experience (CRE)." Hamilton College. http://www.hamilton.edu/careercenter/career-related-experience

[37] Taylor, Abby. Director of Employer Relations, and Mary McLean Evans, Executive Director, Maurice Horowitch Career Center of Hamilton College. Phone Interview. February 18, 2014.

[38] Bulleted text adapted from: "Credit for Internships." Hamilton College. https://www.hamilton.edu/careercenter/career-related-experience/credit-for-internships

- Complete an application which must be approved by the Associate Dean of Students or Career Center staff before the start of the experience

- Complete a minimum of 50 hours of supervised work

- Submit a written agreement between the student and the employer of the responsibilities and duties of the internship

- Complete all requirements of the internship

- Employer must provide written or oral evaluation of performance

Representatives of Hamilton College's Career Center noted that many students are eager to jump into internships, but they do not necessarily have the skillset or sense of direction to do so. [39] Thus, Hamilton College helps to prepare students for this experience through a Foundation Building series leading up to the initial CRE, which students generally complete during the summer between sophomore and junior year. [40] Specifically, Hamilton College recommends a three-pronged approach to Foundation Building:

**Figure 2.1: Foundation Building at Hamilton College**

| CAREER PLANNING TASKS | CAREER-RELATED EXPERIENCE | ACADEMIC PREPARATION |
|---|---|---|
| •Develop a plan<br>•Draft a resume<br>•Research career options<br>•Identify and apply to internships | •Paricipate in campus activities and organizations that develop career-related skills<br>•Volunteer or intern during the summer | •Explore different course options<br>•Select a major and electives |

Source: Hamilton College [41]

In addition to Academic Preparation and Career Planning Tasks, the Career Center provides training on how to network with employers, parents, and alumni to gain an idea of how to apply to, and what to expect from, an internship. [42]

After the initial CRE and Foundation Building activities, Hamilton College encourages junior and senior students to obtain an Advanced CRE opportunity, which tends to be an internship more closely related to a specific career focus and may require prior experience. [43] The Career Center expects students to obtain CREs independently; however, the Career Center continues to provide support from career counselors and peer advisors

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[39] Taylor and Evans, Op. Cit.

[40] "Initial CRE: Strategies and Resources." Hamilton College. https://www.hamilton.edu/careercenter/career-related-experience/initial-cre

[41] "Career-Related Experience: Building a Foundation." Hamilton College.
https://www.hamilton.edu/careercenter/career-related-experience/building-blocks"

[42] Taylor and Evans, Op. Cit.

[43] "Advanced CRE: Strategies & Resources." Hamilton College. https://www.hamilton.edu/careercenter/career-related-experience/advanced-cre

during the search and application process.[44] The Career Center also encourages students to develop relationships with colleagues and supervisors during the CRE, and to create an action plan for how they want to stay in touch with those individuals after the CRE ends.[45]

The Career Center also operates HamiltonExplore, a career shadowing program that introduces students to employers in various fields. Generally targeted toward sophomores, this program allows students to observe alumni or parents in the workplace. The program takes place once per year during winter break.[46] Students apply to four shadowing opportunities through the College's online system, HamNET. The Career Center then "matches" students with an appropriate sponsor.[47] The Career Center engages in surveys before and after the shadow experience to gauge what students learn.[48] In the third year of the program, 143 sophomores participated in HamiltonExplore during January 2013.[49]

## EMPLOYER RELATIONS

Representatives of Hamilton College's Career Center emphasized the importance of basic one-on-one counseling for career preparation, but also highlighted the need to connect students to actual employer contacts as quickly as possible. To this end, the Career Center maintains My Hamilton, an online career networking community that has the information and contacts of both parents and alumni who are willing to host students for shadowing or internships or advise students about career paths. Students can directly contact individuals in the My Hamilton database. The Career Center also draws from the directory to invite alumni and parents to engage in information sessions or informal networking.[50] Furthermore, the Career Center tracks student interest areas on an annual basis to ensure that it targets popular employers. It places particular emphasis on maintaining relationships with employers who are alumni or parents. For example, the Career Center is intensively trying to develop an alumni and parent community to augment on-campus services related to career exploration and information gathering.[51]

Hamilton encourages virtual and in-person recruiting. Employers can post internships and jobs to the online recruiting system HamNET. Employers can also use on-campus video conferencing facilities for interviews or information sessions. Prospective employers may engage in more traditional on-campus recruiting through information sessions or on-site interviews. The Career Center also facilitates employer recruiting through a resume forwarding system, in which it gathers application materials from students on campus to

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[44] "Career-Related Experience Guide." Hamilton College. http://www.hamilton.edu/careercenter/guides/career-related-experience

[45] Taylor and Evans, Op. Cit.

[46] "Hamilton Explore." Hamilton College. http://my.hamilton.edu/careercenter/shadowing/shadowing-home

[47] Taylor and Evans. Op. Cit.

[48] Ibid.

[49] Foster, H. "HamiltonExplore Sheds Light on Future Career Opportunities: Successful Career Center Program Continues to Grow in Third Year." Hamilton College, January 24, 2013. http://www.hamilton.edu/news/story/career-centers-hamiltonexplore-sheds-light-on-future-career-opportunities

[50] "Hamilton Career Network." Hamilton College. http://my.hamilton.edu/careercenter/hamilton-career-network

[51] Taylor and Evans. Op. Cit.

send to employers (saving employers time on processing).[52] Career Center representatives emphasized several best practices: taking initiative, timeliness, responsiveness, and gratitude in all communications with employers.[53]

## TRACKING OUTCOMES

The Career Center has published annual career outcome reports since 2008.[54] While the Career Center does not track the correlation between CRE participation and employment, representatives stated that they intuitively know that students who participate will be more prepared for employment. The importance of career preparation is engrained in Hamilton's culture. As a result 80 percent of graduating students have had at least one internship and 65 percent have had two or more internships.[55]

# ELON UNIVERSITY OFFICE OF CAREER SERVICES

## EMPLOYER RELATIONS

Elon University's (Elon) Office of Career Services characterizes its approach to career services programming as flipping the traditional career center on its head: it focuses less on student counseling and more on making external connections to employers. Two years ago Elon created a Corporate and Employer Relations (CER) office and folded both CER and Career Services into the Student Professional Development Center (SPDC). The director of the SPDC also personally leads CER and reports directly to the provost, a hierarchy that he says gives him the same overall clout as a dean and allows the SPDC to have more influence. Elon restructured its career services in this way to promote student engagement with employers. In the university's experience, students frequently fail to engage directly with employers once locating a job opportunity (in other words, locating an employment opportunity is not the primary challenge that students face).[56]

The SPDC draws on intra-institutional connections to identify students' employment preferences as well as student body strengths to entice niche-area companies to consider Elon. For example, the SPDC works closely with the advancement office to identify alumni or other university constituents for outreach efforts. It also encourages Elon faculty and staff with strong external contacts to submit referrals directly to the SPDC. Specialty Career Offices at the School of Business, School of Education, School of Communications, and College of Arts and Sciences also employ professional development practitioners that work in conjunction with the SPDC.[57]

Once a relationship has been initiated, the SPDC builds it while intentionally refraining from asking employers to engage in campus recruitment: the rationale for this is that it is easier

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[52] "For Employers." Hamilton College. http://www.hamilton.edu/careercenter/employers/home
[53] Taylor and Evans, Op. Cit.
[54] "Career Outcomes." Hamilton College. http://www.hamilton.edu/careercenter/outcomes/career-outcomes
[55] Taylor and Evans. Op. Cit.
[56] Brinkley, Tom. Executive Director of Corporate and Employer Relations, Elon University. Phone Interview.
[57] Ibid.

for employers to say no to direct requests about employment. Instead, the SPDC leads by asking potential employers if they have internships available and uses that as a bridge to finding full-time employment opportunities for students. The director of the SPDC emphasized the success of this approach by noting that Elon has a 12-15 year history of high focus on internships. Students in the business and communications schools are required to complete internships.[58] As a result of this focus on internships for students, *U.S. News and World Report* ranked Elon University as one of the top universities in the nation for internships/co-ops.[59]

In addition to inquiries about internships, the SPDC asks employer representatives (particularly parents and alumni) to conduct information sessions or offer assistance to students seeking career advice.[60] The Elon Mentor Network allows students to directly connect with alumni, employers, and parents who are willing to share career-related information.[61] The SPDC also involves faculty members in the employer relationship building process by pairing up employer contacts with faculty who have a specific interest in their area or industry. The SPDC also facilitates visits to classes by these employers or supports off-campus field trips.[62] Elon publishes a weekly Hot Sheet for students that lists upcoming events, new internships and jobs of note, and features particular mentors from the Mentor Network. In addition to the institution wide Hot Sheet, Hot Sheets for Arts & Sciences Majors and Business Majors are also published.[63]

For those employers who do want to engage in direct recruitment, the SPDC approach focuses on flexibility and collaboration to create a student outreach strategy that is tailored to company specifications. Elon heavily utilizes virtual and synchronous technology for these activities. Employers can participate in the following on-campus and virtual recruiting options:[64]

- Posting job and internship opportunities to the Elon Job Network

- Participating in the Employer in Residence program by conducting mock interviews, conducting resume critiques, or meeting with faculty and students

- Conducting in-person and virtual information sessions. Elon provides spaces with multiple screens for the latter so that employers can display a PowerPoint presentation while they speak.

- Setting up outreach tables in a high-traffic student area for a day

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[58] Ibid.

[59] "Internships/Co-ops." *U.S. News and World Report*. http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/internship-programs

[60] [1] Brinkley, Op. Cit.
[2] "Connecting with SPDC." Elon University. http://www.elon.edu/e-web/career_services/facstaff/connecting.xhtml

[61] "Elon Job Network." Elon University. http://www.elon.edu/e-web/career_services/ejn.xhtml

[62] [1] Brinkley, Op. Cit.
[2] "Connecting with SPDC," Op. Cit.

[63] "Weekly Hot Sheet." Elon University. http://www.elon.edu/e-web/career_services/aweeklyhsdraft.xhtml

[64] "Recruit Elon Talent." Elon University. http://www.elon.edu/e-web/career_services/employers/recruiting.xhtml

- Engaging in on-campus interviews in-person or via Skype. Elon provides a state of the art Skype Suite for the latter.

- Virtual job and internship expo- similar to a traditional career fair, but comes with a screen and microphone so employers do not have to be physically present

- Virtual visits to classes and student organization meetings

The SPDC also provides several variants of career fairs to students and employers. These include teacher fairs for private and public schools, and industry-specific meet-and-greets with the school of business. The SPDC is strategic in those businesses it brings to career fairs. Only 15 percent of students at Elon are from the local area, so it dissuades the attendance of organizations such as local summer camps. At the same time, the SPDC attempts to facilitate the involvement of potential businesses by allowing certain organizations, such as nonprofits, to attend free of charge. It relies on live video chat technology at career fairs for employers who cannot attend in person.[65]

## PROGRAMS

In addition to intensifying relationships with employers, the SPDC has increased its efforts to get students involved in Career Services through the College 2 Career (C2C) program. C2C is an incentive program that recognizes and rewards student who register for the program and engage in professional development activities.[66] There are a prescribed set of activities a student can engage in each year that become progressively more intensive based on class level. For freshmen, activities may include resume building, creating LinkedIn profiles, and attending career fairs and employer sessions. For seniors, activities may include internships or creating a portfolio or reflection paper. Each activity confers a certain number of points that can lead to rewards such as laptop decals, water bottles, cash added to campus accounts, iPads, or other items.[67] At the end of the year, participants are invited to attend an etiquette dinner in which company sponsors will also be present, and those who complete all objectives obtain a certificate of completion.[68] Figure 2.2 on the following page details the requirements for a certificate of completion from the C2C program.

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[65] Brinkley, Op. Cit.

[66] "The College 2 Career (C2C) Student Rewards Program." Elon University. http://www.elon.edu/e-web/career_services/c2c.xhtml

[67] "Objectives." Elon University. http://www.elon.edu/docs/e-web/career_services/C2C%20Objectives%20for%20web(13).pdf

[68] "C2C Outcomes." Elon University. http://www.elon.edu/e-web/career_services/c2coutcomes.xhtml

**Figure 2.2: C2C Certificate of Completion Requirements**

| FIRST YEAR | SECOND YEAR | THIRD YEAR | FOURTH YEAR |
|---|---|---|---|
| •Resume<br>•Informational interview<br>•EJN profile<br>•LinkedIn profile<br>•Two asssessments | •Experential experience/Co-op<br>•Professional discovery week<br>•Job and Internship Expo<br>•Graduate and Professional School Fair or Teacher Fair | •Mock interview<br>•Update resume<br>•Employer information session<br>•Etiquette dinner | •Case study interview (business majors)<br>•Reel or portfolio (communications majors)<br>•Transitions Strategies course<br>•Reflection paper |

Source: Elon University[69]

*TRACKING OUTCOMES*

The impetus for C2C came about two years ago, when a review of in-depth Career Services data revealed that a lower than desirable percentage of students was engaging with Career Services on a regular basis.[70] The program is resource and time intensive, but is extremely popular: in the first year, the SPDC planned for 200-300 registrants, but instead had 500. This year, 1,500 students are participating in total. Recently, Elon presented an overview of the C2C program at a NACE conference as an example of innovative student engagement strategies.[71]

Elon intensively tracks all student engagement with SPDC programs by requiring students to use their ID cards to swipe into campus events.[72] For the past five years , the SPDC has engaged in outcome reporting at institution-wide and departmental levels at graduation, three months after graduation, and nine months after graduation. After this time, alumni relations tracks these graduate outcomes.[73] The SPDC has published annual outcome reports since 2011 as well as interactive maps of jobs and internships.[74]

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[69] "Objectives." Op. Cit.

[70] Brinkley, Op. Cit.

[71] Ibid.

[72] "Cap & Gown Outcome Reports." Elon University. http://www.elon.edu/e-web/career_services/maps.xhtml

[73] Brinkley, Op. Cit.

[74] "Cap & Gown Outcome Reports," Op. Cit.

## DAVIDSON UNIVERSITY CENTER FOR CAREER DEVELOPMENT

### EMPLOYER RELATIONS

Davidson University (Davidson) focuses on cultivating a few methods of meaningful relationship building between students and potential employers. It prioritizes building relationships with employers associated with alumni and parents, and heavily relies on a dedicated group of alumni in its networking activities. Davidson's Associate Director of Employer Relations emphasized the importance of spending personal time with contacts to develop these relationships.[75]

### PROGRAMS

The Internship Challenge is the most prominent program to emerge from the Center's relationship building strategy. During the course of the school year through April, the Center engages in an intensive awareness campaign among family and alumni members to send in information about existing internships at their employers or to create new opportunities. During this time, the Center also engages in fundraising for internship stipends.[76] In 2013-2014 the internship is in its third year, and the goal is to obtain 150 suggested internships resulting in at least 100 confirmed positions.[77] Davidson prioritizes connecting students who need support entering the internship world with participating alumni and parents.[78] Davidson received a NACE Members' choice award recognizing innovating programs in 2013 for the Internship Challenge.[79]

On-campus recruitment activities for students are geared more toward developing industry knowledge or insights into specific employers. For example, some organizations hold information sessions while others offer educational workshops to younger students. Recently, a finance company held an educational session for financial service students to learn about corporate finance.[80] The Center does not conduct career fairs because it has found them to be time intensive without the payoff of creating productive connections for students. Large, all-industry career fairs have not been held in at least five years. Instead, the Center primarily facilitates initial contact between students and employers through online postings.[81] WildcatLink is Davidson's online posting and recruiting database, providing information on employment opportunities, internships, and job shadowing opportunities with alumni, parents, and employers. To maintain quality control, the Center requires students to submit resumes for approval before posting them to the system.[82]

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[75] Kniple, Jeff. Associate Director for Employer Relations, Davidson University Center for Career Development. Phone Interview. February 20, 2014.

[76] Ibid.

[77] "Davidson Internship Challenge Participants." Davidson University.
http://sites.davidson.edu/careerdevelopment/?page_id=4083

[78] Kniple, Op. Cit.

[79] "Honoring Excellence: Annual Awards." National Association of Colleges and Employers.
https://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/nace-2013-award-winners.pdf

[80] Kniple, Op. Cit.

[81] Ibid.

[82] "Job and Internship Databases." Davidson University. http://www.davidson.edu/offices/career-development/students/internships/internship-databases

In addition to relationship building at the employer end, the Center emphasizes the importance of student counseling through one-on-one appointments. Davidson has found that a 20-minute, individual counseling session is more effective in providing career guidance than an hour-long session with 10 students. Although this approach is more time-intensive for career staff, counseling participation rates continue to grow year after year. [83]

## TRACKING OUTCOMES

The Center gauges its success by tracking the number of "opportunities" that it provides for students. Opportunities are measured through job postings, the number of employers who come to campus, and the number of internships offered through the Internship Challenge. The Center has recently started using CRM software and has found this to be far more effective in tracking employer relationships than ad hoc internal systems or online job posting databases. The Center also monitors placement data six months after graduation. [84] The Center publishes annual reports starting from 2012-2013 and yearly class outcomes starting from 2008. [85] Anecdotal evidence about the increased focus on relationship building is also strong: Davidson's Associate Director for Employer Relations noted that seniors have indicated that they feel Career Center offerings have improved recently. [86]

## PENNSYLVANIA STATE UNIVERSITY CAREER SERVICES

### EMPLOYER RELATIONS

Pennsylvania State University (Penn State) Career Services has a quantity-focused approach to linking students to employers. Career Services leverages Penn State's strong academic reputation and well-known brand to attract as many employers interested in recruitment as possible. The director of Penn State Career Services describes this strategy as "success breeds success."[87] He believes that this brand-based strategy combined with open and periodic communication has led to Penn State having one of the highest national rates of job postings and career fairs. In fact, Penn State was ranked #1 on the Princeton Review's list of "Best Career Center Services" in 2013. [88]

Career Services' effort to engage employers on a massive scale is aided by its Hybrid Recruiting Model, which it has fine-tuned over the past three years. Each college at Penn State has its own career office. These college career offices do not report directly to central Career Services, but instead engage in a high degree of collaboration with it. When central Career Services cultivates new connections, it will introduce promising employers to the representatives in colleges most relevant to their industries or interests. The benefit of this collaborative system is that these college offices have keener insight into their academic

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[83] Ibid.

[84] Kniple, Op. Cit.

[85] "Annual Report & Outcomes." Davidson University. http://www.davidson.edu/offices/career-development/students/annual-report-and-outcomes

[86] Kniple, Op. Cit.

[87] Garis, Jeff W. Senior Director, Career Services & Affiliate Professor, Counselor Education, Pennsylvania State University. Phone Interview. February 14, 2014.

[88] "Best Career Services." The Princeton Review. http://www.princetonreview.com/schoollist.aspx?type=r&id=685

programs and what their student have to offer employers. Each college has a website for employers that explains how to engage in recruitment for that particular college. The Hybrid Recruiting Model has delivered such positive results that Career Services is in the process of developing a new position for an Assistant Director of College Relations.[89]

## PROGRAMS

Career Services programs focused on employer engagement tend to be common career center offerings that operate on a scaled-up basis. Career Services offers general, regional, and industry specific career fairs both on campus and virtually. Multiple career fairs are held in both spring and fall semesters, and Penn State also provides "Making the Most of Career Days" workshops to prepare students for these career fairs.[90] Career planning workshops focus on different job search skill sets and interested employers are welcome to serve as guest presenters.[91] Career Services also facilitates employer information sessions.[92] The largest of the career fairs is Fall Career Days, which is three days long and is held in Penn State's basketball arena. In 2013 roughly 530 employers had booths and 9,000 students attended (the Director attributed its success to the Hybrid Recruiting Model).[93] Penn State also offers on-campus recruiting through a dedicated Interview Center where employers can engage with candidates. Finally, the "Day in the Life" program allows students to shadow professionals in their field of interest. These individuals volunteer their time, and are directly contacted by students to coordinate the details.[94]

Penn State uses online technology to a high degree to connect students to employers. The Nittany Lion Career Network provides job postings, information session and career fair registration, and access to an on-campus interviewing program.[95] Employers interested in recruitment do not even have to have a position open: they can post a prospective position, and students can submit their application materials in advance so employers have an immediate pool of candidates when the job does open.[96] The LionLink Career Coach program allows students to gain information and advice on entering a specific field by connecting with alumni volunteer career coaches listed in an online database.[97] Penn State Career Connection is a LinkedIn group that creates direct linkages between employer and student members. Students are encouraged to join to improve networking skills and learn about fields of interest.[98]

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[89] Garis, Op. Cit.

[90] "Career Fairs at University Park." Pennsylvania State University. http://careerfairs.psu.edu/

[91] "Employers." Pennsylvania State University. http://studentaffairs.psu.edu/career/employers/

[92] Ibid.

[93] Garis, Op. Cit.

[94] "Day in the Life – A Job Shadowing Experience for Students." Pennsylvania State University.
http://studentaffairs.psu.edu/career/employers/day.shtml

[95] "Nittany Lion Career Network." Pennsylvania State University.
http://studentaffairs.psu.edu/career/students/NLCN.shtml#leads

[96] "Employers," Op. Cit.

[97] "LionLink Networking Database." Pennsylvania State University.
http://studentaffairs.psu.edu/career/alumni/LionLink.shtml

[98] "Penn State Career Connection-LinkedIn." Pennsylvania State University.
http://studentaffairs.psu.edu/career/pdf/Penn_State_Career_Connection_Student.pdf

## TRACKING OUTCOMES

Career Services primarily gauges its success based on the volume of its program offerings. In addition, both employers and students are asked to submit follow-up evaluations of career days.[99] The central Career Services office does not appear to offer information on student placement and outcomes, although this information is available through some of the individual colleges, such as the Smeal School of Business.[100]

## ITHACA COLLEGE OFFICE OF CAREER SERVICES

### EMPLOYER RELATIONS

The key to Ithaca's employer recruiting program is alumni, and leveraging their connections is at the heart of Career Service's work. As a result, career services works closely with advancement to identify alumni prospects and cultivate relationships.[101] The Office of Alumni Relations maintains an Alumni Directory that allows students to connect with 50,000 Ithaca College alumni for information on professional and regional interests.[102] Ithaca also makes a practice of reaching out to employers who have posted job descriptions several times to see if it can deepen the relationship in some way.[103]

Ithaca fosters student engagement with employers by organizing reverse career fairs. At these events, students who are members of clubs and departmental organizations display their group's work at booths similar to those employers use. This gives employers the opportunity to walk around and have extended conversations with students. Students are more likely to feel in control, and therefore talk and share about themselves, providing "interview fodder." Overall, it creates a different way for students and employers to connect. Ithaca hosts an all-major job and internship fair twice a year[104] as well as more specific job fairs focused on certain industries (e.g., technology) throughout the year.[105]

Ithaca uses two online software platforms to support student interaction with employers. The first, an online job posting site targeted toward Ithaca students called eRecruiting, receives approximately 3,000 postings on average per year.[106] Both alumni and students can access job postings, while employers can advertise for positions. Students can also use eRecruiting to register for career service activities such as information sessions with employers.[107] Second, the CareerShift online career management software helps students

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[99] Garis, Op. Cit.

[100] "Undergraduate Recruiting." Pennsylvania State University. http://www.smeal.psu.edu/corp/undergraduate

[101] Bradac, John. Director, Ithaca College Office of Career Services. Phone Interview. February 19, 2014.

[102] "iCareers-Find Jobs, Internships & Online Resources." Ithaca College.
http://www.ithaca.edu/sacl/careers/resources/

[103] Bradac, Op. Cit.

[104] Ibid.

[105] "Upcoming Events." Ithaca College. http://www.ithaca.edu/sacl/careers/recruit/recevents/

[106] "Employment Resources." Ithaca College. http://www.ithaca.edu/sacl/careers/resources/employmentresources/

[107] [1] "Recruiters Visiting Campus." Ithaca College. http://www.ithaca.edu/sacl/careers/events1/Visits/
[2] "Welcome to eRecruiting at Ithaca College." Ithaca College.
https://ithaca.experience.com/er/security/login.jsp

to track correspondence history, create "personal marketing campaigns" with resumes and cover letters, and allows student to access job postings and company information.[108]

## PROGRAMS

In addition to reverse career fairs and traditional career fairs, Ithaca also offers a range of other programs that reflect more traditional career center offerings. For example, Take an Ithacan to Work Week is a job shadowing program that allows students to learn more about a chosen career from practitioners.[109] Recruiters often conduct on-campus information sessions and interview days in conjunction with career fairs and panels. Some recruiters post positions in advance on eRecruiting so students can pre-apply for positions.[110] Career Services also facilitates classroom and student organization visits.[111] Employers also have the option to network via local Speed Networking events or Network Nights.[112]

## TRACKING OUTCOMES

Jeffrey Bradac, the Director of Career services, has approached career development with an explicit focus on student learning outcomes rather than placement rates. He acknowledges that this approach runs against what seems to be a popular opinion focused on the return on investment of a college degree, but feels that this viewpoint fails to recognize that students need to be engaged and invested in their own career development.[113] Instead, Bradac tracks overall numbers, such as how many juniors he sees, the number of workshop and career fair attendees, and the number of employers who come to campus. Ithaca publishes a Career Services fact sheet that presents figures for various programs and services, including number of individual appointments, number of presentations and workshops, career fairs and recruiting events, networking events, and number of employment opportunities offered through job fairs or online through eRecruiting.[114]

## CLARK UNIVERSITY OFFICE OF CAREER SERVICES

Clark University's Office of Career Services has been intrinsically changed by Clark's development of the Liberal Education and Effective Practice (LEEP) philosophy of education. Since 2009, Clark has been developing LEEP to combine a solid liberal arts foundation along with practical experiences, which it refers to as effective practice opportunities. LEEP is a campus-wide approach to education that incorporates effective practice opportunities into class instruction, extracurricular activities, and career development. As part of the development of LEEP, Clark combined the offices for Career Services, Community Engagement and Volunteering, Innovation and Entrepreneurship, Academic Advising and

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[108] "Ithaca College CareerShift." Ithaca College. http://www.careershift.com/Default.aspx?sc=Ithaca

[109] "Job and Internship Search." Ithaca College. http://www.ithaca.edu/sacl/careers/ourservices/search/

[110] "Recruiters Visiting Campus." Op. Cit.

[111] "Setting up a Visit." Ithaca College. http://www.ithaca.edu/sacl/careers/recruit/recvisit/

[112] "Job and Internship Search." Op. Cit.

[113] Bradac, Op. Cit.

[114] "Career Services Fact Sheet 2012-2013." Ithaca College.
    http://www.ithaca.edu/sacl/careers/docs/Reports/201213factsheet.pdf

Study Abroad as well as the Writing Center into one location called the LEEP Center.[115] Beginning with the class of 2017, every student will be assigned a LEEP advisor who has been cross trained on the opportunities offered by each office. The purpose of this restructuring has been to create a one-stop-shop for students seeking information and advice on career and academic opportunities.[116]

### EMPLOYER RELATIONS

Career Services recruits alumni to participate on Career Panels, provide informational interviews, or act as mentors for students.[117] When reaching out to employers to establish relationships, Career Services is careful to emphasize that it has a range of options for getting involved with Clark, from posting a job online to hosting a LEEP Fellow.[118] Career Services has found particular success in asking other offices in the LEEP Center to help them recruit employers based on existing relationships. For example, the Office of Community Engagement helps to build connections with nonprofits. Career Services also collaborates with Advancement to identify alumni who want to be involved with employer recruitment or career development.[119]

### PROGRAMS

Now in its third year, LEEP Projects is one of the most innovative programs to emerge from the combination of Career Services and the LEEP Center. Clark Career Services has always been focused on creating employer relationships and on developing skills via part-time jobs or internships. LEEP Projects build on those existing relationships to offer real-world problem-solving opportunities and to allow students to engage with practitioners to provide them with career-oriented mentoring.[120] Students conducting LEEP Projects are known as LEEP Fellows and receive pre- and post-project support and training as part of the LEEP Fellows Program.[121]

LEEP Fellows complete a summer project under the guidance of a faculty mentor and in collaboration with a partnering organization, such as a research institute, corporation, or nonprofit. Participants are primarily juniors, although seniors and sophomores are also eligible. Projects can be self-designed in conjunction with the organization or faculty member, or students can apply to projects already identified by Career services staff.[122] LEEP Projects are far more intensive than a typical internship: students must engage with the LEEP center prior to applying for a Project by having cover letter and resume reviews, and attending an interview workshop and mock interviews. After the project, students are expected to create a tangible deliverable, and present their results at a research and project

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[115] "LEEP Center for Students." Clark University. http://www.clarku.edu/leep-center/students/

[116] Cox-Lanyon, Vickie. Director of Career Services, Clark University LEEP Center. Phone Interview. February 24, 2014.

[117] "Get Involved." Clark University. http://www.clarku.edu/offices/career/alumni/getinvolved.cfm

[118] Cox-Lanyon, Op. Cit.

[119] Ibid.

[120] Ibid.

[121] "LEEP Center." Clark University, p. 2. http://www.clarku.edu/offices/career/documents/LEEPProjectFAQs.pdf

[122] Ibid., p. 1.

fair called Fall Fest.[123] Students who are participating in non-LEEP internships and research fellowships can also apply to be LEEP Fellows to take advantage of additional training and advising support.[124] LEEP Projects are funded in order to ensure that they are feasible for all LEEP Fellows. In 2014, the LEEP center will have funding for 105 Fellows. Where possible, it attempts to augment that funding by asking alumni to host students or for-profit corporations to fund LEEP Fellows.[125]

Career Services also provides more traditional programs for students to engage with employers, including an online job database, career fairs, and campus information sessions. Career Services encourages all students to participate in internships, for which students can request academic credit through an established process.[126]

## BUCKNELL UNIVERSITY CAREER DEVELOPMENT CENTER

### *EMPLOYER RELATIONS*

Bucknell relies heavily on its alumni base, and families and parents to a slightly lesser extent, to connect students to employers. The Career Center encourages students to engage deeply with alumni, and models this approach by conducting a high level of alumni outreach. By the time students graduate from Bucknell, a culture of alumni engagement has been engrained to the point where it is very common for alumni to want to engage with undergraduates in the same way they received assistance.[127] Alumni commonly forward job or internship announcements to the Career Center, and attend on-campus recruiting events or information sessions.[128]

Alumni are particularly involved in annual career fairs and networking events.[129] Bucknell holds an Employer Expo career fair with an average of 100 employers in the fall, and an Internship and Job Fair in the spring. It also holds several industry specific networking events on and off campus. Bucknellians in Government and the Washington DC Career Fair are held in Washington DC, and the NYC Finance Summit and Communication & Arts Career fair are held in New York.[130] Bucknell Professional Networks also frequently host events around the country. These are industry-specific networks designed to connect interested alumni, students, faculty and families.[131] Industries include Consumer Products & Fashion, Engineering, Entrepreneurship, Finance, Health, Law, Communications and Entertainment, STEM, and Public Service. Students can obtain early access for field trips and events as well

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[123] Cox-Lanyon, Op. Cit.
[124] "LEEP Center." Op. Cit., p. 2.
[125] Ibid.
[126] Cox-Lanyon, Op. Cit.
[127] Ordonez, Alison. Associate Director, Career Development Center & Program Director, Internships, Bucknell University. Phone Conversation. February 24, 2014.
[128] Ibid.
[129] Ibid.
[130] "Annual Events." Bucknell University. http://www.bucknell.edu/x2916.xml
[131] "Discover Bucknell University." Bucknell University. https://www.bucknell.edu/about-bucknell/administrative-offices/career-development-center/discover.html

as participate in special networking opportunities. They also have access to online networking through LinkedIn groups associated with each Professional Network.[132]

In addition to organizations with alumni, Bucknell periodically works with faculty and students to find out what organizations and industries they are most interested in, and tailor employer outreach to match. Bucknell also makes a practice of following up with employers who have posted jobs to see if they would also like to offer internships or get involved with an externship program. [133] Bucknell recognizes that long-term relationships often need to be maintained via channels beyond alumni, so it is careful to try and obtain contacts with Human Resources office in case the primary alumni contact leaves.[134]

## PROGRAMS

Since 2006 Bucknell has had an Externship program which provides job shadowing opportunities for sophomores. Externship hosts can be alumni, parents, or other interested employers who are willing to host students for two full days so that they can gain a sense of both job tasks and culture at an organization. The shadowing takes place over winter break, and students are eligible to receive credit.[135] Annually, Bucknell has approximately 500 hosts participate.[136] Bucknell also attempts to provide financial assistance as a means of fostering connections in some instances. Bucknell's Capitol Hill Internship Program provides funding for students who secure legislative internships, and the Bucknell Public Interest Program (BPIP) works in conjunction with the Bucknell Public Service Network to provide a BPIP Internship Fund for students working in nonprofit and public organizations.[137]

## TRACKING OUTCOMES

Bucknell provides annual class reports indicating placement rates and locations.[138]

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[132] "Bucknell Professional Network (BPN) Student Information." Bucknell University.
    https://www.bucknell.edu/about-bucknell/administrative-offices/career-development-center/students/discover/bpn-student-info.html
[133] Ordonez, Op. Cit.
[134] Ibid.
[135] "Bucknell University Externship Program." Bucknell University. https://www.bucknell.edu/about-bucknell/administrative-offices/career-development-center/students/explore/externships.html
[136] Ordonez, Op. Cit.
[137] "Bucknell Public Interest Program." Bucknell University. https://www.bucknell.edu/about-
[138] "Bucknell Class of 2012." Bucknell University. https://www.bucknell.edu/about-bucknell/administrative-offices/career-development-center/find/post-graduation-report.html

## BENTLEY UNIVERSITY CAREER SERVICES

### PROGRAMS

Bentley's HIRE Education customizable career development plan helps guide how and when students engage with employers. HIRE was developed in collaboration with corporate partners, including an advisory board established to help conceptualize the program and ensure that program delivery would meet employer needs.[139] HIRE has four stages which each correspond to a student's class year. During the Explore stage in freshman year, students take the Career Development Introduction Seminar. In sophomore year, or the Experiment stage, students attend informational interviews, network, and take on "starter" internships. Junior year, or the Experience stage, is when students begin to engage more closely with on-campus recruiting, career fairs, and relevant internships. In senior year, or the Excel stage, students work closely with Career Services on a full-scale job search.[140]

The impetus for the Career Development Introduction Seminar arose in part from student feedback asking for a more structured approach to professional development, and is considered one of the most important HIRE components. Like the entire HIRE program, its curriculum was developed in close collaboration with corporate partners, and they continue to participate in its delivery. Each section of the class has a member of the advisory board act as a corporate partner in the class. By the time students have completed the class, both career services and potential employers have been very involved in making sure students are "workplace ready."[141]

### EMPLOYER RELATIONS

Bentley uses both alumni networks and cold calling to cultivate relationships with employers. It conducts regular employer surveys to get a sense of their employer needs and talent management goals, and describes itself as having a "concierge approach" to employer recruiting. Bentley is unique in that Career Services and Corporate Relations are both led by the same Director, and are in the department of Advancement rather than Student Affairs. Bentley prioritizes engagement with alumni and their companies, and working through Advancement is a major way to cultivate those relationships. Bentley has developed a good sense of what its top 100 recruiting companies are based on whether they have recruited on campus, are in geographic proximity, have fields of business that align with Bentley curriculum, and have alumni employees. Overall, Bentley strives to be strategic about how it invests in partners.[142]

Bentley offers a variety of student engagement options to companies, and helps them develop a customized plan to meet their recruiting needs and objectives.[143] Career fairs are

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[139] Brennan, Susan. Executive Director, Corporate Relations and Career Services, Bentley University. Phone Interview. February 25, 2014.
[140] "HIRE Education." Bentley University. http://careeredge.bentley.edu/hire-education/
[141] Brennan, Op. Cit.
[142] Brennan, Op. Cit.
[143] Ibid.

held annually in the spring and fall, and tend to attract over 100 employers and more than 1,000 students.[144] Employers can also post jobs and internships to the online recruiting platform BentleyLink.[145] Bentley has found that companies are exploring other ways to build a brand on campus beyond career fairs or on-campus interviews, so it also facilitates information sessions, networking events, job shadowing, and classroom visits.[146] Wherever possible in its professional development offerings, Career Services aims to incorporate an employer as a participant or presenter to provide students with a real-world perspective.[147] The career center has multiple events each month that draw on alumni and employers to give career advice and industry knowledge via workshops, panels, and information sessions.[148]

## TRACKING OUTCOMES

Bentley tracks two categories of success indicators. In regards to career development programs, Bentley focuses on learning outcomes and comparing what students knew coming into programs to what the know when exiting the program. As a business school, Bentley also focuses on employment rates, with the caveat that it strives to measure degree of fit as well as overall placement.[149] Bentley publicizes placement data on an annual basis.[150] The Director of Corporate Relations and Career Services emphasized the importance of a supportive, student-oriented program and noted that the 95 percent placement survey response rate from the 2013 graduating class came from efforts to build trust and relationships with students.[151] Bentley was ranked #3 on the Princeton Review's list of "Best Career Center Services" in 2013.[152]

## VILLANOVA UNIVERSITY CAREER CENTER

Villanova leverages its alumni to cultivate relationships with employers. The Director of the Career Center, Nancy Dudak, noted that more and more employers are restricting campus recruitment to a few, pre-selected schools so that cold-calling potential recruiters is not productive. In contrast, alumni can use their positions to make Villanova a de facto select school, often by running informal recruitment. In those instances, the company's Human Resources department may not necessarily be able to officially engage in recruitment, but if alumni come to campus and cultivate a few candidates independently they will often try to move them along in the process. The Career Center also relies on collaboration with

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[144] "Career Fairs." Bentley University. http://www.bentley.edu/career-services/hire-bentley-students/career-fairs
[145] [1] "Our Services." Bentley University. http://careeredge.bentley.edu/about/our-services/
[2] "CareerEdge." Bentley University. http://careeredge.bentley.edu/
[146] Brennan, Op. Cit.
"Employer Benefits." Bentley University. http://www.bentley.edu/career-services/hire-bentley-students/employer-benefits
[147] Brennan, Op. Cit.
[148] [1] "Our Services," Op. Cit.
[2] "CareerEdge," Op. Cit.
[149] Brennan, Op. Cit.
[150] "2012 Undergraduate Career Profile." Bentley University. http://careeredge.bentley.edu/about/employment-statistics/
[151] Brennan, Op. Cit.
[152] "Best Career Services," Op. Cit.

advancement officers. Villanova is in the middle of a fundraising campaign, and many advancement officers will independently pass on tips they've picked up when talking to contacts who mention they might be interested in recruitment in the course of a conversation. Ms. Dudak said in summary, "Any career center that doesn't align themselves with fundraising and alumni relations is short sighted."[153]

The Villanova Career Center emphasizes that the most successful recruiters are fairly active on campus and utilize several different methods of engagement.[154] Villanova offers traditional recruiting programs like on-campus interviews or online job postings,[155] but also multiple options for employers that focus on events that are "nonthreatening" to students because they are not directly linked to application for jobs.[156] This creates a safe space for employers and students to exchange information. For this approach to work, it is important that students have received adequate development programming to be professionally ready to engage with employers, for example being prepared to hold a conversation at networking events.[157]

Villanova underscores flexibility and amenability as important values when interacting with employers in order to determine the combination of recruiting events and programs that best work for them.[158] Employers can hold Campus Presentations to provide additional information on their open positions or organization; reserve tabling space at a high-traffic campus location during the day; host or attend on-campus or off-campus networking events; present to student organizations; or be part of employer and alumni panels on specific industries.[159] Employers can also attend one of several industry-based career fairs in the course of the year.[160] Before Career Fairs, groups of eight to ten employers hold drop-in resume review sessions. Some employers opt to become a recruiter in residence in order to hold multiple individual or small group sessions that students must sign up for in advance.[161]

## TRACKING OUTCOMES

In addition to tracking post-graduate placement data, Villanova seeks to obtain information whenever a student obtains employment or an internship to determine the programs a student drew on during their search.[162]

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[153] Dudak, Nancy. Director, Villanova University Career Center. Phone Interview, February 25, 2014.
[154] "For Employers." Villanova University. http://www1.villanova.edu/villanova/vpaa/careers/ForEmployer.html
[155] "Build your Brand." Villanova University.
    http://www1.villanova.edu/villanova/vpaa/careers/ForEmployer/BuildYourBrand.html
[156] Dudak, Op. Cit.
[157] Ibid.
[158] Ibid.
[159] "Build your Brand," Op. Cit.
[160] "Career Fairs." Villanova University.
    http://www1.villanova.edu/villanova/vpaa/careers/ForEmployer/careerfairs.html
[161] Dudak, Op. Cit.
[162] "Full Time/Internship Acceptance Form." Villanova University.
    http://www1.villanova.edu/villanova/vpaa/careers/plan/joblistings/reportsuccess.html

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