

CAREER SERVICES

STRATEGIC PLAN UPDATE

2000-2001

PENNSTATE



Division of Student Affairs

CAREER SERVICES

EXECUTIVE SUMMARY

VISION, MISSION

MOST SIGNIFICANT ACHIEVEMENTS

Goal 1 – EDUCATIONAL PROGRAMMING/ACTIVITIES

- Diversity-focused Activities/Programming
- Community-focused Activities/Programming
- Academic Alliances
- Program Quality Assessment and Improvement

Goal 2 – BASIC SERVICES

- Initiatives/Achievements
- Service Quality Assessment And Improvement

Goal 3 – HUMAN RESOURCES

Goal 4 – FACILITIES, SPACE AND EQUIPMENT IMPROVEMENT ACTIVITIES

Goal 5 – COMPUTER INFORMATION SYSTEMS AND DATA ANALYSIS

Goal 6 – PARTNERSHIP WITH STUDENTS AND OTHER STAKEHOLDERS

Goal 7 – OUTCOMES ASSESSMENT AND PROGRAM EVALUATION

TRENDS AND FUTURE DIRECTIONS

APPENDICES

- A. Five-Year Comparison
- B. Gender Of Participants In The Major Service Areas
- C. Counseling Services
- D. Career Planning Courses
- E. On-Campus Recruiting
- F. Outreach Programming
- G. Post-Graduation Plans of Penn State Graduates
- H. Human Resources
- I. Trends

EXECUTIVE SUMMARY

Career Services experienced another demanding but productive year in 2001-2002, made even more challenging by the construction of the new MBNA Career Services Center. Performance in our three major functional areas of **Recruiting**, **Counseling**, and **Programming** remained strong, and highlights from those functional areas are summarized below.

Recruiting

With a dramatically weakened economy, Career Services experienced corresponding downturns in most on-campus recruiting indicators. The number of employer visits to

campus dropped by 39 percent from 1,088 to 663. Similarly, the number of actual interviews conducted through Career Services was down from 20,942 to 13,183, a decline of 38.9 percent. Despite these downward trends, the number of registered students was up 6 percent to 4,644, and the number of requested interviews was up by 11.8 percent to 74,635. The major challenges in the Recruiting arena involved 1) attracting and maintaining employer recruiting relationships and visits to campus despite the weakened economy, 2) continued performance issues with a fragile and unreliable scheduling software package, and 3) the challenge of transitioning to the new facility in the MBNA Career Services Building.

Counseling

The most significant overall achievement in the Counseling area during the 2001-2002 year was the dramatic increase in the number of total student contacts. Career counseling registered 9,185 contacts, an increase of 11 percent over last year. There was an 88 percent increase in individual career counseling sessions (from 1,610 to 3,033) representing the highest number of sessions in the past 10 years. The number of people served in intake increased slightly (7%; 4,102 to 4,369) and the number of mock interviews conducted increased substantially by 32 percent (from 301 to 398). CounselorTrak, a computerized system for tracking and reporting relevant data and activities associated with career counseling, was implemented making the counseling function more efficient and streamlined.

Programming

Although the number of outreach programs conducted decreased slightly (-13%; from 417 to 357), student participation increased 18 percent from 27,934 to 33,014. This trend was also reflected in the career fairs and events offered during 2001-2002. At Graduate Fair, there was an 11 percent decrease in the number of participating grad and law schools and an increase of 22 percent (1290 from 1000) in student participation. Education Career Day also had a 24 percent increase in attendees. However, the opposite was true at the Multicultural Career Day where employer registration was up 11 percent from 74 to 82) and student participation was down approximately 9 percent with 590 students attending.

VISION, MISSION

Career Services is committed to providing a comprehensive array of career programs and services of the highest quality and to be recognized as one of the nation's preeminent centralized university career centers.

We are devoted to offering a comprehensive array of programs and services that supports and facilitates career development for all students.

MOST SIGNIFICANT ACHIEVEMENTS

Ongoing Service Delivery

As indicated in the Executive Summary, direct service in the functional areas of Recruiting and Employer Relations, Career Counseling and Planning, and Programming continued at a high level for the 2001-2002 academic year.

CounselorTrak

A computerized counselor/client tracking and reporting system (**CounselorTrak**) was developed and implemented during the 2001-2002 academic year. CounselorTrak was piloted in January 2002, enabling counselors to track their clients' activities and issues and maintain case notes electronically.

Experience Scheduling Software

A Career Services CQI Team with consulting assistance from Arthur Andersen Consulting evaluated alternative On-Campus Recruiting Scheduling Software, benchmarked against a cohort of peer institutions and recommended that the CMS System be abandoned in favor of a Scheduling Software System leased from *Experience* and operating on their servers. Implementation and training began in the Spring of 2001 with full implementation expected by the start of Fall semester.

Completion of Fund Raising for the New Career Center

Fund raising initiatives for the New MBNA Career Services Center continued throughout fiscal 2001-2002. By the end of FY 2002, 98% of the 9.5 million dollar construction cost had been raised. More than 800 hours of staff time was devoted to this fund raising initiative – most of it by our director.

Construction of the MBNA Career Services Center

Construction of the 44,000 square foot MBNA Career Services Center began in August of 2001 and continued at a rapid pace throughout the Fall Semester of 2001 and Spring Semester of 2002. The Center is scheduled for completion on July 5, 2002. If that target date is achieved this will be the most rapid construction of a major building in the History of Penn State University.

Goal 1 – EDUCATIONAL PROGRAMMING/ACTIVITIES DIVERSITY-FOCUSED ACTIVITIES/PROGRAMMING

Career Services was involved in a number of diversity-focused programs and activities during 2001-2002. Orientation to Career Services and job search workshops were offered at the Multicultural Resource Center and academic student organizations by Maritza Ledée Rivera.

A number of Career Services' staff served as members of the Lesbian, Gay & Bisexual Network (Houser, Ledée Rivera and Thomas).

Career Services also contributed to University minority recruitment and retention efforts by sponsoring programs and services that address the career needs of special populations. Such services and programs include:

- One graduate assistant was employed to coordinate outreach efforts and special programs for underrepresented groups.
- A variety of programs were presented for ethnic minority; differently-abled; adult learner; or lesbian, gay, and bisexual populations.
- Career Services staff members acted as liaisons to the Multicultural Resource Center, the Center for Adult Learner Services, the Office of Disability Services, and the Paul Robeson Cultural Center.
- Career Planning and Career Services Orientation were provided for people with disabilities.
- A staff member served on the Human Resources Focus Group, HAP (Hispanic for Academic Progress), and was involved in the National Disability Employment Awareness Month.
- Career Services staff members served as members of the Lesbian, Gay, and Bisexual Support Network.
- Career Services staff member served as a liaison to the minority admissions efforts.

Minority Internship Program

Throughout 2001-2002, 300 students (a 222% increase over last year) participated in some aspect of the Minority Internship Program (MIP) and 120 employers (a 204% decrease over last year) registered internship opportunities. These changes are due to

a more streamlined application process for students and more focused mailing list inviting employers to participate.

Steppin' Up

The fourth annual program for minority students, "Steppin'Up" was held again this year with a major enhancement. The 19th Annual Multicultural Career Day was held in conjunction with the conference. Employer registration was up from 74 to 82 (an 11% increase). Student attendance was down this year with approximately 590 students attending (a 9% decrease).

This two-day event involved a career planning conference for minority students involving alumni, employers and university speakers. Students from 8 institutions, for a total of 82 participants, attended the conference.

COMMUNITY-FOCUSED ACTIVITIES/PROGRAMMING

Career Services again sponsored the 12th annual Spring Career Day this year held on Tuesday, April 2, 2002 in the Bryce Jordan Center. Due to the economy, we experienced a slight drop in registrations from 270 to 242 (a 10% decrease). Over 5,000 candidates (an increase of 10% over last year) from across the Commonwealth participated. While the majority of the candidates came from Penn State, University Park, approximately 471 participated from 28 of our other Penn State campus locations.

ACADEMIC ALLIANCES

Career Services staff worked collaboratively with colleges/units to provide joint programming in a variety of ways, including programs presented in credit courses, orientations to incoming first-year students, and participation in career fairs.

Formal instruction by Career Services staff included AG 100, Job Search Skills and Strategies (1 credit); CNED 297A, Effective Career Decision Making (2 credits); CNED 303, Securing a Position in the Field of Education (1 credit); CNED 597A, Administration of Counseling and Career Services in Higher Education (1 graduate credit); and LA 401, Professional Development for the Liberal Arts Student (1 credit)

During spring semester, the Counseling Psychology Practicum (CNPSY 595A) at Career Services was administered for six doctoral students. Career Services staff and faculty in the Counseling Psychology Department during the fall semester coordinated planning and development of the practicum course. In addition, two staff members served as clinical supervisors for students. Career Services provided training on all facets of career services and programs, and practicum students provided intake and career counseling.

Career Services staff members served as liaisons to Penn State's 10 academic colleges and the School of Information Sciences and Technology.

The director Career Services and the associate and assistant directors of career counseling affiliate faculty rank with the Department of Counselor Education, Counseling Psychology and Rehabilitation Services. Activity with this academic unit included serving on admissions committees for Ph.D. and D.Ed. candidates, serving as doctoral committee faculty members, supervising clinical work of practicum students, assisting in administering comprehensive examinations, and interviewing master's level applicants as part of the admissions process.

Other units or departments where Career Services staff served as liaison included Admissions, Minority Admissions, Alumni Association, Commonwealth College, Counseling and Psychological Services, Center for Adult Learner Services, Center for Student Athletes, Center for Women Students, Division of Undergraduate Studies, Graduate School, Human Resources Development, International Student Center, Multicultural Resource Center, Office of Disability Services, Office of Telecommunications, Paul Robeson Cultural Center, Pre-Law/Pre-Professional

Advising, Pre-Medicine/Pre-Professional Advising, Residence Halls, Schreyer Honors College, and Student Affairs Information Technology.

PROGRAM QUALITY ASSESSMENT AND IMPROVEMENT

An On-Campus Recruiting CQI team spent an entire year evaluating alternative office management software and ultimately recommended that we terminate our contract with Exeter (for CMS) and purchase Experience software. Implementation of the Experience System began in mid March with full implementation slated for August 1, 2002.

On-going assessment of Career Fairs and the Educational Credential Service lead to the implementation of a credit card payment system with the ultimate goal of implementing a web-based "E-commerce" payment system for our fee-paying clients.

The on-going evaluation of Career Fairs has indicated the importance of further integrating Career Fair activities with On-campus recruiting activities. To that end our Associate Director for Recruiting and Employer Relations and our Associate Director for Programming now both serve on the Career Fair Committee and significant progress has been made to enhance integration.

The Career Counseling Staff have committed to a systematic counselor evaluation during the 2002-2003 academic year.

Goal 2 – BASIC SERVICES INITIATIVES/ACHIEVEMENTS

CAREER COUNSELING ACTIVITIES

Career Counseling Services

Career Counseling services registered 9,185 total contacts during the 2001-2002 year. The largest number of clients accessing our counseling services utilized the Intake service (4,369 = 48% of the total counseling contacts) and Individual Career Counseling (3,022 = 33% of the total counseling contacts). Individual Career Counseling recorded the highest annual increase at 88%. Appendix A provides a five-year comparison across all types of counseling activities utilized by students.

Demographic Highlights

Appendix C provides a listing of gross numbers and percentages of students utilizing our counseling services across variables including gender, race/ethnicity, class year, and academic college. The proportion of female clients to male clients continues to grow (59% female, 41% male – up from 55%, 45% a year ago). A slight increase from last year to this year in the percentage of underclass students was recorded (49% versus 46%). In particular, 18% of students served were first year students, up from 13% a year ago. These figures are consistent with a goal of reaching out to students earlier in their college career. It is important to note an increase in the number of alumni who utilized our counseling services (315 in 2001-2002 compared to 274 in 2000-2001). For the first time in years, Liberal Arts is the leader regarding the highest percentage of students utilizing our counseling services (22% - up from 19%). The next highest percentage of students comes from the College of Business, the former leader, at 17 percent (a 7% decrease from last year). Regarding race, the most notable change centered around the overall increase of minority students, from 27% last year to 32% during 2001-2002.

Prevalent Career Issues

Appendix C also provides a statistical breakdown of presenting issues or "Career Topics" that students bring up during the Intake service and individual career counseling. The three most popular or common career topics are Career Choice/Planning (19%), Resume Writing (18%), and Job Searching (17%). The Career Services resource that gets utilized the most by counselors is the Career Library (50%) that contains a high

quantity of books and journals related to career planning and employment. During Intake and Individual Career Counseling, counselors will make referrals to other departments or resources. The two most common referrals by far are to Academic Departments/Advisors (36%) and to the World Wide Web (27%).

Computerized Career Guidance and/or Assessments

At University Park, 581 client contact hours were used on the DISCOVER and the SIGI Plus computer guidance systems. A large percentage can be attributed to the assignment of CACGS by faculty as a means for career exploration in classes (CNED 297A, Freshman Seminars, other classes). A concerted effort has been made to work with faculty in preparing students to explore careers, and focused assignments utilizing DISCOVER and SIGI PLUS have been included in these efforts. These assignments have allowed students to learn about career development issues and learn about Career Service's range of resources.

Use of Assessments in Classes and Workshops

During the 2001-02 academic year, 372 assessment instruments were utilized as a means for career exploration and personal development in individual counseling and in a variety of programs and classes. Assessments were used by counselors to assist class and group participants in self-assessment to enhance their career development. In addition, assessments were utilized as a means for career exploration in the CNED 297A career exploration course. Other self-assessments (values exercises, skill checklists, CACGS) were also utilized.

Mock Interview Program

The Mock Interview Program remained a popular method of preparing for employment and graduate school interviews. During the 2001-02 year, 388 students utilized the videotaped simulations, representing a 32% increase from the previous year. The strength of the program remains its in-vivo feedback provided by peer interviewers and staff members. (More details on the Mock Interview Program can be found in the section *Service Quality Assessment and Improvement*.)

CAREER PLANNING COURSES

This year, Career Services offered 8 sections of career planning courses including two sections of Job Search Skills and Strategies, Ag 100, three sections of Effective Career Decision-Making, Cn Ed 297A, two sections of Securing a Position in the Field of Education, Cn Ed 303, and one section of Professional Development for the Liberal Arts Student, LA 401. Overall enrollment (144) in career courses increased this year (136 last year). Students from each college in the university and in all semester standings enrolled in the courses. Student feedback about the courses was very positive. Students cited improvement in job search skills, significant progress in career decision-making, and increased confidence in their ability to secure employment and make good career decisions. (Appendix D contains further characteristic of the students enrolled in the various career-planning courses.)

Ag 100 (enrollment: 25)

Promoting Agriculture 100 as focusing on practical skills that are important for people seeking employment in scientific or technical fields has helped to maintain enrollment. This type of promotion resulted in students from The Colleges of Agricultural Sciences, Arts and Architecture, Communications, and Engineering enrolling in the course. One beneficial outcome of this decreased diversity is cross-disciplinary learning. Students report that the practical, hands-on approach to writing resumes and cover letters, interviewing, researching occupations, and investigating professional associations was helpful in building both skill and confidence in these areas.

Cn Ed 297A (enrollment: 68)

Enrollment in Cn Ed 297A stayed consistent to previous year enrollment. Publicizing the course to DUS advisors and at FTCAP maintained enrollment. Students who completed Cn Ed 297A reported benefiting from the course, with a majority reporting marked improvement in their career decision-making skills. The use of two sections per semester allowed students to benefit from increased interactions in small class settings.

Cn Ed 303 (enrollment: 38)

Cn Ed 303 had an increase in enrollment this year. Students learn contemporary job search strategies in the field of education.

LA 401 (enrollment: 13)

This course increased in enrollment from the previous year. Most students continue to enroll in the course to gain knowledge about job search techniques, for assistance with career planning, and because it fulfilled a course-credit need. Feedback at the conclusion of the course indicated that students experienced increased confidence in their ability to conduct future job search campaigns.

increased confidence in their ability to conduct future job search campaigns.

RECRUITING ACTIVITIES

On-Campus Recruiting

In this year of economic slump and national tragedy, Career Services at Penn State, like colleges and universities around the country, experienced decreases in most on-campus recruiting indicators. Decreases were experienced in the number of employer visits to campus, which dropped from 1,088 to 663 down 39 percent, and the number of interview schedules, which dropped by 30 percent (down to 1,755 from 2,509 in 2000-2001). Another significant decrease was in the number of actual interviews conducted through Career Services (13,183, down 38.9 percent). Not unexpectedly, the only increases were experienced in the number of registered students (4,644, up 6.1 percent), and the number of requests for interviews submitted by students (74,635; up 11.8 percent).

Employers had hoped to gain early access to candidates at the fall career days. But, as the first day of the Fall 2001 Career Days was September 11th, many of these employers' plans changed. Not only were fewer employers able to attend the event, fewer students came, and many interview plans changed dramatically. At the Fall 2001 Career Days, only 80 employers (down 44 percent from last year's 144 employers) conducted 1,627 interviews, a decrease of 44 percent (down from 2,919). While most employers held hope for a stronger economy in the spring to allow for renewed activity, again the number of interviews conducted in the fall semester far outnumbered the activity in the spring. During the fall, 9,377 interviews were conducted through OCR, career days, and employer events, (71 percent of total number of interviews; a 22.4 decline from the previous fall), while interviews conducted in the spring totaled only 3,806 (29 percent of the total and a 59.6 decline from the spring of 2000).

Detailed information on the various components of the on-campus recruiting service can be found in the summary tables contained in the Appendix E of this report.

Career Fair Activity

This year Career Services teamed with the 10 academic colleges and the School of Information Sciences and Technology to present the fall career days. Fall Career Days 2001, held on September 11-14, 2001 in the Bryce Jordan Center, was planned with high hopes of proactive recruiting for employers. But, as the first day, September 11, 2001, became a day of national tragedy, many of the employers who had planned to set up booths to recruit for full-time, cooperative education, and internship positions were unable to attend or found student attendance to be minimal. In total, 550 employers (up 23 percent from last year's total of 424) and over 10,000 students participated during the three-day event. In addition, 144 employers conducted 2,919 interviews throughout this event.

Spring Career Day, was held on Tuesday, April 2, 2002 in the Bryce Jordan Center. Thirty eight companies (down 78 percent from 171) conducted a total of 487 interviews, a loss of 54 percent (down from 1,055 interviews).

Education Career Day, held at the Penn Stater, netted 528 (down 44 percent from 950) interviews conducted by 45 school districts (down 63.4 percent from 123).

For detailed information on the three fairs described above, please refer to the OUTREACH PROGRAMMING in this section.

Specialized Interviewing by Academic Units

In addition to the on-campus recruiting activity coordinated by Career Services, a few academic departments sponsor recruiting at the departmental level.

The School of Hotel Restaurant and Recreational Management reports that 43 organizations visited Penn State to recruit candidates for internship and full-time positions. A total of 544 interviews were conducted (a decrease of 34 percent over last year's 823 interviews).

One hundred and one companies seeking candidates for intern, full-time entry-level, and experienced positions, contacted the Department of Business Logistics in the Smeal College of Business. Of this number, 41 companies conducted 1,164 interviews.

The Smeal College of Business, the Eberly College of Science and the College of Engineering once again utilized the Interview Center for some of their interview arrangements. This year 81 employers conducted 1,263 interviews at the Interview Center. This is lower than last year's activity of 118 employers and 1,658 interviews. Please note that these numbers are not reflective of the total activity of these departments. Please consult their offices directly for detailed statistics and information on their programs.

Vacancy Listing Services

Many employers chose to forward vacancy announcements to Career Services for students to respond to on their own. These requests are incorporated into a series of notebooks in the Placement Library and are readily available to students. A total of 10,104 vacancy notices were received for placement in these notebooks (down 10 percent from 11,230 last year).

JOBTRAK, the national listing service on the World Wide Web with whom Career Services has contracted for web job posting, listed 20,043 (down 5.4 percent) jobs for Penn State students and alumni. A total of 29,786 students and alumni visited the Penn State listings on JOBTRAK this past year (up 4.4 percent).

Resume Referral Service

During the 2001-2002 academic year we were again unable to offer resume referral due to problems accessing resumes for resume referral. It is our hope that we will be able to offer this service to employers during the 2002-2003 academic year.

Placement Library

In order to assist students in their research on employers and employment opportunities, Career Services maintains the Placement Library, which currently houses information on 336 organizations. This library also houses 241 videotapes and 13 CD-ROMs supplied by organizations visiting Penn State to recruiting students. We continue to see a decrease in the number of employers supplying hard-copy literature or CD-ROMs for students. Rather, they are creating more thorough and elaborate Web pages for information purposes.

OUTREACH PROGRAMMING

The number of outreach programs decreased slightly (-13%) during 2001-02 with a total of 357 programs conducted, compared to 417 last year. However, student participation increased over the same period from 27,934 to 33,014 (+18%).

Of the total number of programs presented, Career Services initiated 267, a 20% increase from last year. Another 90 programs (a 52% decrease from last year) were offered in response to requests from student organizations, faculty, the eleven academic college/school and DUS, and residence hall groups. Sixteen programs were delivered to ethnic/minority; returning adult; disabled; or gay, lesbian, and bisexual groups.

Additional statistical data on programming activities are included in Appendix F.

Seminar Series

During the fall and spring semesters, Career Services offers a series of workshops on various topics, including resume and cover letter preparation, interviewing skills, networking and other job search skills, and the graduate school application process. Ninety programs were offered this year (a 7% decrease due to some restructuring around career fair weeks) and 341 students attended the workshops (a decrease of 32%) from 499. Once again, we restructured and added to the Fall Career Days prep programs, which had an impact on our Seminar Series attendance. The attendance at these Fall Career Days programs totaled over 800 students.

EXTERN Program

Career Services continues to offer the EXTERN Program in cooperation with the Colleges of Arts and Architecture, Health and Human Development, the Liberal Arts, and the Penn State Alumni Association. This short-term shadowing program experienced a significant reduction in student participation this year placing only 21 students (down 62%) at sites, including government, social service, health care organizations, law firms, and several organizations in business and industry.

Graduate and Professional School Fair

Back in the HUB this year the event was divided into two days (Grad School Day and Law School Day). With a total of 111 grad schools and 62 law schools registered for the event, registration was down 11 percent from last year. Our student participation increased over last year, approximately 1290 compared to 1000 last year (an increase of 22%).

Education Career Services

The market for education majors continued to be strong during the 2001-2002 recruiting season. Conversely, activity in Education Career Services decreased to 4,733 sets of credentials processed, a decrease of 10 percent.

Education Career Services continues to use monsterTRAK for vacancy listing on the Web. This decision was made due to the low number of alumni using the service, the turn-around time of the regular mail versus the web and the fact the monsterTRAK offered public schools the option of placing their positions into the system at no cost.

Education Career Day

For the fourth year Education Career Day was held at The Penn Stater. To assist in covering costs, employers were charged a registration fee and 115 organizations registered for the event. Approximately 680 students and alumni attended the event, a 24 percent increase over last year. The participating employers reported that they conducted more than 800 interviews the day of the event. Evaluations from employers and students continue to be positive with regard to this event. Once again, employers thought that students were well prepared and professional, and students were pleased with the opportunities to interview.

SERVICE QUALITY ASSESSMENT AND IMPROVEMENT

Computer-assisted Career Guidance Systems (CACGS)

Career Services continued to offer two computer-assisted career guidance systems (CACGS - Discover Windows and SIGI Plus). From June 1, 2001 to June 1, 2002, 135 client sessions were scheduled on SIGI Plus and 422 were scheduled on Discover. This

totaled 557 client sessions for CACGS used at Career Services. CACGS are assigned to students from intake and individual career counseling and are also used by students in several classes (several sections of Freshman Seminar and the Effective Career Exploration Course). Peak times for use of CACGS were during September and October 2001 and February 2002.

Both Discover and SIGI Plus include on-line evaluations. Evaluations of Discover by users provided feedback on the system. Many users found Discover to be “a very interesting way to do career planning” and “understandable and easy to use”. Respondents also found Discover to be helpful due to “Learning about myself by completing tests or inventories”, “a very valuable source of help with choosing an occupation”, and for gathering information. Respondents for evaluations of SIGI Plus were 67% women and 33% men, with the majority being between the ages of 19 and 24. The average time users spent on the system was 40 minutes. Respondents evaluated the following sections as being “somewhat useful”: Self-assessment, Search, Information, Skills, Preparing and Deciding. Overall, users rated SIGI Plus as “somewhat useful” in their career planning.

Placement Activities

To improve the functionality and processes related to the On-Campus Recruiting system, the OCR CQI Team met regularly at the end of Fall 2000. The new computer system brought with it challenges (particularly in working out bugs in the system) as well as opportunities to further streamline the processes and procedures related to on-campus recruiting. Although anecdotal, the feedback we have received from students and employers on this system has been positive.

Mock Interviews

For the 2001-2002 academic year, the Mock Interview service was a popular method for students preparing for interviews for internships, full-time positions, or graduate school. (Demographics about Mock Interview clients are folded into the appendix on counseling information.)

All of the participants who completed evaluations indicated that their mock interview was conducted professionally, that the process was as “real” as possible, and that the critiquing session offered helpful information and feedback in preparation for future interviews. Overwhelmingly, students who had previous interviewing experience reported that the mock interview was similar to their actual interviews, both in questions asked and in atmosphere. Each anonymous evaluation was shared with the intern who conducted the interview. Thus, interns gained both confidence in and insight into their interview skills.

Evaluations were also solicited from the student interns who provided interviews. There were sixteen interns in total, including three students who held internships in both Fall 2001 and Spring 2002. The thirteen undergraduates and three graduate students represented majors in Counselor Education, Engineering, Journalism, Management, Psychology, Speech Communication, and Workforce Education. Three of the interns earned academic credit for their participation in the internship.

Interns’ evaluations showed that they found the training and supervision that they received at Career Services to be very helpful. They also indicated that their participation in the program had assisted them in their own career development. Professional recruiters from MBNA, PricewaterhouseCoopers, and Target spoke at group supervision meetings during the 2001-2002 academic year. Additionally, Penn State professionals from Alumni Career Services, Human Resources, and the Human Resource Development Center addressed the group.

Career Library

The Career Library contains some 600+ publications, including information on careers; occupations; employers, undergraduate, graduate, and professional schools; the job

search; interviewing skills; writing résumés and job letters, and internships and summer positions. A separate assessment room houses four computers used for career guidance assessment instruments, and CD-ROMs. The area includes a video playback unit with videotapes covering such topics as job search techniques, business etiquette, interviewing successfully, preparing résumés and job applications, graduate schools, internships, and career fields.

Post-Graduate Activities

A Web-based survey was developed for tracking graduates. Post-graduation plans of Penn State graduates (2000-2001) and their average starting salaries, by degree level, can be found in Appendix G.

Goal 3 – HUMAN RESOURCES

The staff of Career Services remained quite stable during fiscal year 2001-02. As in the past a high level of productivity was maintained as evidenced by the number of professional articles published, memberships in professional associations held, professional association offices held and honors received, conference and convention presentations given, conferences and conventions attended, and committee assignments held. This remarkable record of accomplishment is chronicled in Appendix H.

Goal 4 – FACILITIES, SPACE AND EQUIPMENT-IMPROVEMENT ACTIVITIES

Again during the 2001-2002 fiscal year, equipment and facilities acquisitions for fourth floor Boucke Building and the Interview Center in the basement of McAllister were restricted, as the Career Services new building project moved to completion. The director of Career Services again this year spent a considerable amount of time participating in fund-raising initiatives to solicit corporate contributions for the new building. Completion of the MBNA Career Services Center is expected in July 2002 and more information will be available in next year's report.

Goal 5 – COMPUTER INFORMATION SYSTEMS AND DATA ANALYSIS

Career Services continued to make controlled upgrades to hardware and software systems throughout the year. Antiquated workstations and printers were replaced.

Career Services utilized the Career Management System for on-campus recruiting, however, given the problems that occurred and lack of upgrades from the company, it was decided that we would not renew our contract with SallieMae Solutions for the next academic year. A number of Web-based on-campus recruitment systems were researched and e-Recruiting through Experience was recommended to replace the current system.

The Post Graduation Activities survey was migrated from a mass mailing to a web-based survey using the Survey System software. Invitations to take this survey were e-mailed the Fall graduates, with a clickable link to take them to the online survey. The same survey will be e-mailed to the Spring and Summer graduates.

Computer-assisted Career Guidance Systems (CACGS)

Career Services continued to offer two computer-assisted career guidance systems (DISCOVER and SIGI PLUS). This was the first full year of use of the Windows version of DISCOVER. In addition, hardware for the systems was upgraded to maximize the use of these systems. (More detail about the effectiveness of CACGS is located in the section *Basic Services—Service Quality Assessment and Improvement.*)

World Wide Web

The World Wide Web continued to be a vital component of our service delivery. The Career Services Web site now contains 739 pages, and received 288,076 content

requests in Fall 2000 and 118,829 content requests in Spring 2001. Career Services is now collecting employer information for career fairs via a Web-based form, and will continue to enhance and expand its Web-enabled service offerings.

Goal 6 – PARTNERSHIP WITH STUDENTS AND OTHER STAKEHOLDERS

Video interviewing was maintained for students attending Penn State Erie, the Behrend College and Penn State Harrisburg. Access to the on-campus recruiting service at University Park continues to be available for students enrolled at Penn State Erie, the Behrend College; Penn State Harrisburg; and Great Valley as well as for those students earning their baccalaureate degrees through the Commonwealth College.

COMMONWEALTH COLLEGE CAREER SERVICES INITIATIVES

In the 2001-2002 academic year the collaborative effort of the Commonwealth College and Student Affairs has continued to keep new Career Services’ staff at campus locations oriented; offered continued consultation and professional development to staff; educated faculty, staff and students about career services; marketed services to students; and offered quality counseling and programming to students.

Goal 7 – OUTCOMES ASSESSMENT AND PROGRAM EVALUATION

This past year the overall number of participants in Career Services programs increased by 18% at the same time our total number of programs decreased by 13% -- this in light of the fact that the first day of Fall Career Days 2001 was September 11th; the resulting impact was a reduction in the number of students attending by 2,000 (-19% below the previous year). Therefore, our efforts to more effectively and efficiently utilize staff by focusing marketing efforts to enhance attendance while targeting our number of programs offered are beginning to pay off.

In addition, we developed a series of programs to assist students in preparing for Fall Career Days 2001. There were 19 programs offered and this two-week series utilized employer representatives as presenters. The series was well received with nearly 1200 students taking advantage of the programs.

TRENDS AND FUTURE DIRECTIONS

The 2001-2002 academic year started out hopeful for an economic recovery. Reservations for on campus recruiting and the fall career fair were similar to those of previous falls. But, as the nation was thrust into a national tragedy and the economy faltered even more, employers cut back and withdrew from recruiting activities. Many employers delayed the starts of their spring 2001 graduates, only later to rescind them completely. Especially hard hit were the consulting, telecommunications, and computer industries. Students continued to react slowly to this change in outlook, partly due to the uncertainty of the country’s future with regards to war, partly out of shock. Students unaccustomed to such economic adversity found themselves in need of job search assistance that they had previously used sparingly.

This economic situation reinforces the need for Career Services to continue to provide the types of comprehensive counseling, outreach, and teaching services that have distinguished our office for the past two decades.

Detailed trend analysis is included as Appendix I.

**APPENDIX A
FIVE-YEAR COMPARISON
COUNSELING ACTIVITY**

Activity	1997-98	1998-99	1999-00	2000-01	2001-02
Intake	5,146	4,585	4,919	4,102	4,369

E-mailbag Service	-	460	971	761	375
Individual Counseling	2,081	1,860	1,834	1,610	3,022
Computerized Guidance	497	319	895	978	581
Computer Assessment	404	324	304	485	372
Mock Interview	402	363	394	301	398
Career Decision Class	41	46	76	76	68
Group Counseling	42	0	0	0	0
TOTALS	8,613	7,957	9,393	8,313	9,185

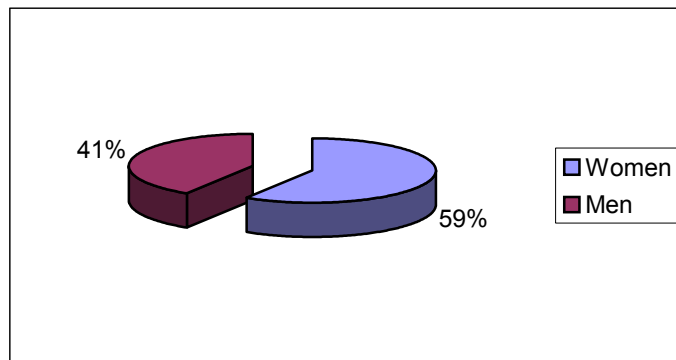
ON-CAMPUS RECRUITING ACTIVITY

Activity	1997-98	1998-99	1999-00	2000-01	2001-02
Organizations Recruiting	1,099	1,133	1,135	1,088	663
Interview Schedules	2,571	2,557	2,837	2,509	1,755
Students Registered for CMS	3,386	3,737	4,850	4,378	4,644
Interview Requests Submitted	54,776	59,148	70,062	66,767	74,635
Interviews Conducted	21,063	23,029	20,578	20,942	13,183

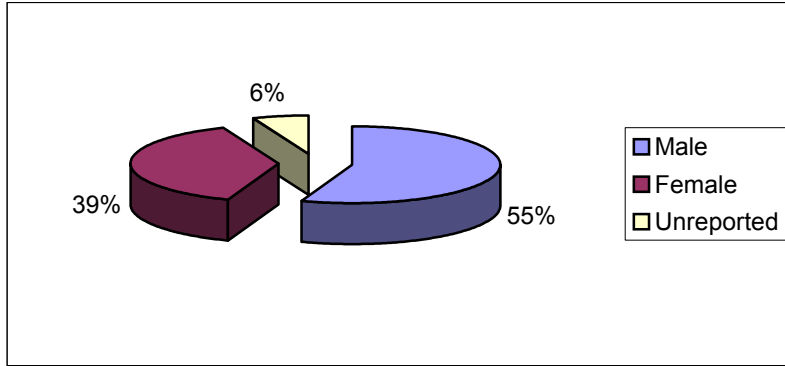
PROGRAMMING ACTIVITY

Activity	1997-98	1998-99	1999-00	2000-01	2001-02
Total Programs Conducted	498	408	404	412	357
Total Number of Participants	19,679	22,337	26,553	27,934	33,014

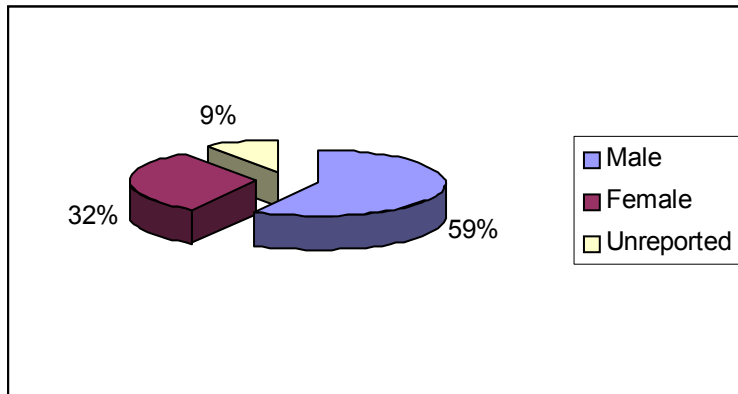
**APPENDIX B
GENDER PARTICIPATION IN THREE MAJOR SERVICE AREAS
COUNSELING**



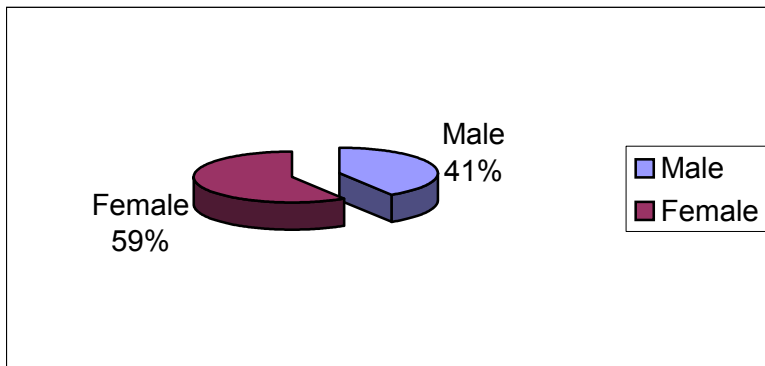
**ON-CAMPUS RECRUITING
Registrants**



Interviews Conducted



PROGRAMMING



APPENDIX C

COUNSELING SERVICES

Counseling Services' Participant Characteristics

Standing	Totals		College	
	Totals	%	Totals	%
First Year	689	18%	Agricultural Sciences	99 3%
Sophomores	602	15%	Arts and Architecture	129 4%
Juniors	604	17%	Business Administration	581 17%
Seniors	1,227	31%	Communications	210 6%
Grad Students	421	11%	Earth and Mineral Sciences	40 1%
Alumni	315	8%	Education	252 7%

Other	17	1%	Engineering	442	13%
			Health & Human Dev	269	8%
			Liberal Arts	760	22%
			Sciences	150	4%
			DUS	254	7%
			IST	33	1%
			Graduate School	246	7%

Race/Ethnicity		
African American	233	6%
American Indian	17	<1%
Asian American	200	5%
European American	2,575	68%
Hispanic American	131	34%
International	139	4%
Other	90	2%
No Response		11%

Gender		%
Female	2,264	59
Male	1,570	41

INTAKE

Career Topics	Number	%
Career Choice/Planning	949	19
Correspondence	63	1
Cover Letter	393	8
Education/Occupational Info	294	6
Internship/Summer Job	367	7
Interviewing	134	3
Job Search	871	18
Major Choice	397	8
Orientation to Career Services	160	3
Other	144	3
Resume	904	18
TOTAL	4,950	

Programs Discussed/Recommended	Number	%
Alumni Career Services	214	12
Career Counseling	661	36
Career Fairs	280	15
Education Career Services	20	1
Externship Program	37	2
LionLink	149	8
Minority Internship Program	21	1
Mock Interview	90	5
On-Campus Recruiting	169	9
Other	48	3

Resume Review	65	4
Seminar Series	74	4
TOTAL	1,828	

Resources Utilized/Discussed	Number	%
Alumni Associate Job Listing	33	2
Alumni Member Directory	28	2
Career Library	797	50
Career Services Website	124	8
Handouts/Literature	159	10
MonsterTrak	165	10
On-Campus Recruiting	87	5
Other	44	3
Placement Library	54	3
Vacancy Binder	104	7
TOTAL	1,595	

External Referrals	Number	%
Academic Department/Advisor	312	36
CAPS	12	1
Center for Adult Learner Svs.	1	<1
Community Resources	73	8
Continuing Education	2	<1
DUS	31	4
Government	52	6
Internet/World Wide Web	237	27
Office of International Students	15	2
Other	91	10
Other PSU Campus	12	1
Pattee Library	34	4
TOTAL	872	

APPENDIX D
CAREER PLANNING COURSES
Characteristics of Enrolled Students

	Ag	Cn Ed	Cn Ed	LA	Total
	100	297A	303	401	
Total	25	68	38	13	144
By Gender					
Males	18	25	3	4	50
Females	7	43	35	9	94
By Race/Ethnicity					

African-American	2	5	0	2	9
Asian-American	0	2	0	0	2
Caucasian	23	59	36	11	129
Hispanic/Latino	0	2	2	0	4
International	0	0	0	0	0
By College					
Agricultural Sciences	15	0	0	0	15
Arts and Architecture	2	0	0	0	2
Business Administration	0	5	0	0	5
Communication	2	2	0	1	5
DUS	1	37	0	0	38
Earth & Mineral Sciences	0	0	0	0	0
Education	0	5	38	0	43
Engineering	1	3	0	0	4
Health & Human Develop.	0	7	0	0	7
IST	1	0	0	0	1
Liberal Arts	1	9	0	12	22
Science	2	0	0	0	2
Non-degree	0	0	0	0	0
By Semester					
First Year	1	26	0	0	27
Sophomore	4	41	3	0	48
Junior	5	1	29	1	36
Senior	14	0	6	11	31
Fifth Year	1	0	0	1	2
Non-degree	0	0	0	0	0

APPENDIX E

ON-CAMPUS RECRUITING

Characteristics of Clients Participating in On-Campus Recruiting

Total Registrants = 4,644		Number	Percentage
By Gender			
Female		1,790	38.5
Male		2,576	55.5
Not Reported		278	6.0
By Degree			
Associate		8	0.2
Bachelor		3,876	83.5
Master		472	10.1
Doctorate		160	3.4
Non Degree		4	0.1
Not Reported		124	2.7
By College			
Agricultural Sciences		67	1.4
Arts & Architecture		13	0.3
Altoona College		25	0.5
Smeal College of Business Admin.		1,545	33.3
Behrend College		182	3.9
Capital College		231	5.0
Communications		119	2.6

Earth & Mineral Sciences	84	1.8
Education	8	0.2
Engineering	1,539	33.1
Health & Human Development	103	2.2
IST	25	0.5
Liberal Arts	211	4.5
Eberly College of Science	278	6.0
Other (Interdisciplinary, Law, etc.)	33	0.7
Not Reported	181	3.9
By Ethnicity		
African American	167	3.6
Native American/Alaskan	4	0.1
Asian American	381	8.2
Hispanic/Latino	97	2.1
White	3,420	73.6
Not Reported	182	3.9
By Special Population		
International	393	8.5

2001-2002

Summary of Interviews Coordinated through Career Services' Scheduling System

College	Student Registrants in OCR	Student Interviews through OCR	Ratio of Interviews to Registrants
Agricultural Sciences	67	86	1.28
Arts & Architecture	13	16	1.23
Altoona College	25	47	1.88
Smeal College of Business Administration	1,545	4,489	2.91
Behrend College	182	323	1.77
Capital College	231	397	1.72
Communications	119	142	1.19
Earth & Mineral Sciences	84	156	1.86
Education	8	10	1.25
Engineering	1,539	3,768	2.45
Health & Human Development	103	168	1.63
IST	25	89	3.56
Liberal Arts	211	372	1.76
Eberly College of Science	278	243	0.84
Other (Interdisciplinary, Law, etc.)	33	58	1.76
Not Reported	181	177	0.98
TOTAL	4,644	10,541	2.27

*An additional 1,263 interviews were conducted for the Business Intern, Engineering Co-op, and Science Co-op programs for a total of 11,804 interviews at the Interview Center. Total on-campus interviewing activity is listed below.

Total Number of Interviews Conducted at University Park Campus

(As reported to Career Services – includes career fairs & college activity)

College	Number of Interviews
Abington	1
Agricultural Sciences	91
Altoona College	29
Arts & Architecture	8

Behrend College	349
Berks-Lehigh Valley	2
Smeal College of Business Administration	5,054
Capital	436
Commonwealth College	6
Communications	161
Division of Undergraduate Studies	8
Earth & Mineral Sciences	161
Education	538
Engineering	4,666
Great Valley	3
Health & Human Development	181
Information Sciences & Technology	130
Liberal Arts	424
Eberly College of Science	263
Other (Interdisciplinary, Law, etc.)	75
Not Reported	597
TOTAL	13,183

Funding/fee-related issues

Students participating in On-Campus Recruiting are required to pay a \$10.00 system fee, payable through the Bursar's office. The income generated through this fee is used to cover the costs of providing this service.

Top Recruiters Conducting Interviews at Penn State During 2000-2001

EMPLOYER	TOTAL # of INTERVIEWS	HIRES	RATIO	RANK BY HIRES
Johnson & Johnson	305	N/A	N/A	N/A
General Electric	236	N/A	N/A	N/A
Lockheed Martin	232	33	14.2	10
ExxonMobil	207	20	9.7	14
Ingersoll Rand	192	14	7.3	20
IBM Corporation	186	27	14.5	9
Aldi Inc	157	N/A	N/A	N/A
Lutron Electronics	136	6	4.4	26
U S Gypsum	135	4	2.7	32
Pepsi Bottling Group/NC3	133	4	3	31
Naval Surface Warfare Center	129	N/A	N/A	N/A
Ferguson Enterprises Inc	121	N/A	N/A	N/A
Walt Disney World (interns)	118	N/A	N/A	N/A
May Department Stores	114	N/A	N/A	N/A
Black & Decker	112	N/A	N/A	N/A
MBNA America	111	12	10.8	13
Owens Corning	107	N/A	N/A	N/A
Target	107	N/A	N/A	N/A
Westinghouse	99	2	2	39
DuPont	98	N/A	N/A	N/A
Naval Air Systems command	97	N/A	N/A	N/A
Northrop Grumman Corporation	96	N/A	N/A	N/A
Towers Perrin	94	6	6.4	23

Liberty Mutual Group	91	N/A	N/A	N/A
General Services Administration (GSA)	89	2	2.2	38
Raytheon Company	87	5	5.7	24

N/A = Not Available

APPENDIX F OUTREACH PROGRAMMING

The following statistics represent the educational programming efforts of Career Services at the Pennsylvania State University for the academic year 2001-2002

Overall Programming Statistics

	Sum 01	Fall 01	Spr 02	Total	% Change
Total Programs	41	191	125	357	-13%
Total Participants	2,542	22,218	8,254	33,014	+18%
Average Participants	62	116	66	92	+35%

Audiences Served

	Summer 01	Fall 01	Spring 02	Total
Offered by CS		-	73	73
Academic Classes	-	11	16	27
Colleges/DUS	20	-	11	31
Student Organizations	-	9	18	27
Residence Halls	-	2	1	3
Faculty Staff	-	-	2	2
Community/Professional Group	-	2	-	2
Other	-	-	4	4

Frequency of Topics

	Summer 01	Fall 01	Spring 02	Total
CS Orientation	34	45	18	56
Career Planning	1	2	17	20
Interviewing	1	12	16	29
Resume Preparation	1	25	16	42
Job Search	-	10	42	52
OCR Orientation	-	42	10	52
Career Fair & Prep Programs	-	20	3	23
Grad School & Prep Programs	-	8	1	3
Special Topic/Other	-	4	4	8

Characteristics of Student Participants

	Sum 01	Fall 01	Spr 02	Total	% of Total
Caucasian	2,238	2,076	7,908	3,089	67%
African American	118	200	129	447	10%
Hispanic/Latino	63	167	71	301	6%
Asian American	76	240	76	392	7%
Native American	-	17	-	17	0.4%
International	17	118	65	200	4%
Disabled	-	-	5	5	0.1%
Returning Students	30	114	5	149	4%
Women	1,158	1,379	4,202	6,739	59%
Men	990	782	3,614	4,676	41%

Number of Programs Provided for Specific Colleges

	Summer 01	Fall 01	Spring 02	Total
Agriculture		4	1	5
Arts & Architecture		1	-	1
Business Administration		1	4	5
Communications		-	-	-
Earth & Mineral Sciences		1	-	1
Education		11	9	20
Engineering		2	3	5
Health & Human Development		1	4	5
Information Science & Technology		-	-	-
Liberal Arts		4	4	8
Science		3	7	10
DUS	20	-	1	21

Number of Programs Offered to Special Populations

	Sum 01	Fall 01	Spring 02	Total
Ethnic/Minority		1	7	8
Returning Adults		4	1	5
Disabled		-	2	2
Gay, Lesbian, Bisexual, & Transgender		-	1	1

Attendance by Program

	Summer 01	Fall 01	Spring 02	Total
Career Day Prep Programs/Empl.	-	1140	50	1,190
FTCAP	1833	-	-	1,833
New Student Orientations	8	748	-	756
On Campus Recruiting	-	2724	10	2,734
Seminar Series	-	112	226	338
Special Topic	-	60	64	124
Spend a Summer Day	585	-	-	585

APPENDIX G

POST-GRADUATION PLANS OF PENN STATE GRADUATES (2000-2001)

Degree	Employment	Further Education	Personal Goals (e.g., travel, family)	Respondents
Associate	47.5%	46.6%	5.9%	118
Bachelor	78.7%	19.2%	2.1%	2,152
Master	82.2%	11.7%	6.0%	281
Doctoral	93.1%	4.6%	2.3%	131

AVERAGE STARTING SALARIES FOR PENN STATE GRADUATES (2000-2001)

Degree	Average Salary	~~~~~ 50 th	Percentiles 25 th	~~~~~ 75 th	Respondents
--------	----------------	---------------------------	---------------------------------	---------------------------	-------------

Associate	\$33,040	35,500	25,000	40,000	30
Bachelor	\$37,777	36,000	29,500	46,000	1,223
Master	\$57,949	55,000	40,000	70,000	177
Doctoral	\$50,207	45,000	35,800	62,125	102

APPENDIX H HUMAN RESOURCES

PROFESSIONAL STAFF

JungEn Choi-Perkins, B.S., M.Ed., Career Counselor
Catherine S. Dufour, B.A., M.A., Associate Director for Recruiting and Employer Relations
Linda L. Gallagher, B.S., Network and Systems Analyst
Lydia Hanhardt, B.A., M.A., Coordinator, FastStart
Ellen F. Houser, A.A., B.A., M.P.A., Assistant Director for Career Information Management
Matthew W. Ishler, B.S., M.Ed., Career Counselor
Maritza Ledée Rivera, B.A., M.Ed., Career Counselor
Erik Larsen, B.S., M.S., Ed.S., Director of Alumni Career Services
Christina E. MacGill, B.A., M.S., Assistant Director for Programming and Education Credential Services
Robert M. Orndorff, B.A., M.A., D.Ed., Associate Director for Career Counseling and Planning, Affiliate Assistant Professor, Counselor Education
Laura Perfetti, B.S., Coordinator, LionLink
Marcia G. Pomeroy, B.A., M.Ed., Career Counselor
Jack R. Rayman, B.S., Ph.D. (APA Fellow), Director, Affiliate Professor, Counseling Psychology, Member of the Graduate Faculty
Joelle P. Sherlock, B.A., M.S., Assistant Director for the Commonwealth College
Beth A. Thomas, B.A., M.A., Career Counselor
Elizabeth Toepfer-Hendey, B.A., M.Ed., D.Ed., Assistant Director for Career Counseling and Planning

SUPPORT STAFF

Susan L. Beals, Staff Assistant, Career Information Center
Kathy R. Bricker, Staff Assistant, Recruitment Coordinator
Kevin A. Cerino, Staff Assistant, Communications
Teresa C. Hilgren, Staff Assistant, Programming
Teresa A. Keeler, Office Manager
Laura C. Kopp, Staff Assistant, Alumni Career Services
Kelly E. McAdoo, Staff Assistant, Recruitment Scheduling
Theresa M. Morrison, Staff Assistant, Interview Center
Veronica K. Roan, Staff Assistant, Counselor Scheduling
Linda S. Shope, Staff Assistant, Education Credential Services
Krista H. White, Staff Assistant, Student Registration and Recruitment Scheduling

GRADUATE ASSISTANTS

Vincent P. Kiefner, B.A., M.Ed., Graduate Assistant, Career Counselor
V. Christine Borynace, B.S., Graduate Assistant, Peace Corps Representative
Lisa (Esther) Montgomery, B.S., M.A., Graduate Assistant, Career Counselor
Norma E. Ortega, B.A., M.A., Graduate Assistant, Career Counselor
Cami L. Ressler, B.S., Graduate Assistant, Programming Coordinator
M. Megan Jones, B.A., Graduate Assistant, Minority Internship Program Coordinator

MOCK INTERVIEW INTERNS

Intern	Major	Fall 2001	Spring 2002
Alana Arbe-Blakey	Psychology	x	
Brad A. Briede	Management	x	x
Nina J. Cordisco	Psychology		x
Tara J. Dentice	Speech Comm. (Grad)	x	
Angelica A. Freeling	Management	x	
Michael D. Helbing	Engineering	x	x
Julie D. Kaplan	Psychology		x
Jennifer L. Kern	Psychology		x
Hong "Elizabeth" Lin	Workforce Ed. (Grad)		x
Autumn L. Marisa	Journalism		x
Shivonne D. McKay	Psychology	x	
Stephanie L. Mulreaney	Psychology	x	
Jacqueline S. Ott	Psychology		x
Karin M. Porada	Counselor Ed. (Grad)		x
Patricia J. Spaulding	Management	x	
Kristin J. Stralo	Psychology	x	x
Karen M. Williams	Psychology		x

WEB PROGRAMMER

Geoffrey MacGill (Summer 2001 through Summer 2002)

CAREER SERVICES STAFF DIVERSITY

African American	7.5%
Asian American	7.5%
Caucasian	81.0%
Latino	2.0%
International	2.0%

PUBLICATIONS

- Marron, D. J. & Rayman, J. R. (2002). Addressing the Career Development Needs of Adult Students in Research University Settings. In Niles, S. G. (Ed.) Adult Career Development: Concepts, Issues and Practices (pp. 321-337) Tulsa, OK: NCDA.
- Orndorff, R. (August 2001). The Job Search Is A Trip. Planning Job Choices 2002: Job Choices 2002 Diversity Edition. The National Association of Colleges and Employers, Bethlehem PA.
- Toepfer-Hendey, E. & Rayman, J.R. (2002). Response to Arin: The Case of the Undecided Quarterback. In Niles, S. G., Goodman, J. & Pope, M. (Eds.) The Career Counseling Case Book: A Resource for Practitioners, Students, and Counselor Educators (pp. 75-79) Tulsa, OK: NCDA.

PROFESSIONAL ASSOCIATIONS

- American College Personnel Association (Rayman)
- American Counseling Association (Houser, Ledée Rivera, Rayman, Toepfer-Hendey, Trumpbour)
- American Educational Research Association (Houser)
- American Educational Research Association Career Development Special Interest Group (Houser)
- American Multicultural Counseling and Development Association (Ledée Rivera)
- American Psychological Association (Rayman, Toepfer-Hendey)
- Association for Assessment in Counseling (Rayman)
- Central Pennsylvania Psychological Association (Thomas, Toepfer-Hendey)

- Eastern Association of Colleges and Employers (Dufour)
- Middle Atlantic Association of Colleges and Employers (MacGill, Pomeroy, Rayman)
- National Association of Colleges and Employers (Rayman, Dufour)
- National Career Development Association (Rayman, Toepfer-Hendey)
- Pennsylvania Psychological Association (Thomas)
- University Network of Career Center Directors (Rayman)

PROFESSIONAL ASSOCIATION OFFICES HELD AND HONORS RECEIVED

- Ad Hoc Reviewer for the Journal of Vocational Behavior (Rayman)
- Honorary Lifetime Membership in the Ohio Career Development Association conferred April 2002 (Rayman)

CONFERENCES AND CONVENTIONS ATTENDED

- ACPA Conference, Long Beach, CA (Ishler)
- Big Ten/11 Career Services Conference, Champaign-Urbana, IL (Bricker, Garris, Ishler, Jones, Orndorff, Rayman, Roan, Shope)
- Penn State Adult Learners Conference, University Park, PA (Pomeroy)
- Penn State Computers & Network Security Conference, University Park, PA (Gallagher)
- Penn State System-wide Career Services Conference, University Park, PA (Choi-Perkins, Dufour, Gallagher, Houser, Ishler, Ledée Rivera, MacGill, Pomeroy, Rayman, Sherlock, Toepfer-Hendey)
- SallieMae Solutions User Conference 2002, Chicago, IL (Gallagher)

PRESENTATIONS AT CONFERENCES

- Houser, E. F. & Pomeroy, M. G. (15 May 2002). Using Paraprofessionals to Enhance Students' Interviewing Skills. Presented at the Penn State System-Wide Career Services Conference, University Park, PA.
- Houser, E. F. & Rayman, J. R. (15 May 2002). The College Experience: Learning Outcomes. Presented at the Penn State System-Wide Career Services Conference, University Park, PA.
- Ishler, M. (November 2001). Effective Focus Group Research. Central Pennsylvania College Consortium on Drug and Alcohol Abuse Prevention, State College, PA.
- Ishler, M. (2002). Two Voices in Collaboration, Academic & Student Affairs Working Together." ACAP Conference, Long Beach, CA.
- MacGill, C. (2002). Steppin' Up: Career Planning Conference for Multicultural Students. Best Practices Showcase, National Association of Colleges and Employers Conference, Las Vegas, NV.
- Orndorff, R. (2002). Real World 101: Seven Career Essentials for College Students. The Smeal College of Business Speakers Forum, University Park, PA.
- Rayman, J. (2001). Career Services Imperatives for the Next Millennium, Pre-conference Workshop for the Middle Atlantic Career Counseling Association Fall Conference, October 24, 2001, Willow Valley Resort & conference Center, Lancaster, PA.
- Rayman, J. (2001). Commercialization in the Career Center: An Educational Oyster in an Ethical Stew, Keynote Address, City University of New York Placement Association Annual Conference, Baruch College Conference Center, NYC, NY.
- Rayman, J. (2002). The Power of the Hexagon: An SDS Keynote Workshop, The Ohio Career Development Association Annual Conference, Columbus, OH.

UNIVERSITY COMMITTEES AND CQI TEAMS

ePortfolio Committee (Orndorff)

Fall Career Days 2002 Committee (Dufour, Hilgren, MacGill)

Hispanic Heritage Month Committee (Ledée Rivera)

University Corporate Relations Committee (Rayman)

OTHER COMMITTEES OR ASSIGNMENTS

Supervised dissertation of Carrozon, Paul, *An exploration of the contribution of the working alliance to improvement on three measures of individual career counseling outcome* (Rayman)

Member of the Ethics Committee for the National Association of Colleges and Employers (Rayman)

Student Affairs Development Committee (Rayman)

APPENDIX I TRENDS

RECRUITING

External Trends

- Most noticeable was the continued weak economy over the course of the 2001-2002 academic year. Employers who had planned for the year in optimistic terms found themselves with few opportunities to offer, and, for some, in the dreaded position of rescinding offers. Schools across the country have indicated a decrease in their on campus recruiting service.
- The few industries that showed some growth during 2001-2002 were in protective services and the federal government. Many technical fields, consulting, and sales of almost all types faced declining opportunities.
- The virtual world of the Internet contributed to the job search malaise experienced by students. For the first time for many students, job seekers were forced off the computer and into the real world of person-to-person networking. Students accustomed to navigating the Internet assumed that they could breeze through the job search and found it to be much less viable an option than before.

Internal Trends

- Also, even in a slower economy when employers cannot participate in the staple activities of on campus recruiting and career days, employers want to maintain a presence on-campus. This past year, many employers chose to present to student organizations or in the classroom to maintain visibility and brand recognition despite few employment opportunities.
- Students faced with the change in the economy and the need for expanded job search skills sought out counseling services in greater numbers than before. Career Services at Penn State responded appropriately with significant client hours available to students as well as programs and workshops geared toward job seeking in a tough economy. We should expect more of the same in 2002-2003.
- The weak recruiting season of 2001-2002, combined with the rescission of many job offers, contributed to the number of students graduating without jobs. An increase in alumni activity in on-campus recruiting and career days can be expected for 2002-2003.

CAREER COUNSELING

External Trends

- ***Technological Influences***

Technology continues to be the strongest force that impacts the delivery of our career counseling services. Increasingly, students come to college more comfortable and competent in using technology as a primary way of gathering and researching information. The incorporation of technology in career services had been a primary factor in the gradual decline of the traditional modes of counseling services in the late 90s (individual career counseling and intake). However, this past year (2001-2002) individual career counseling increased 88% and intake increased 7%. This indicates the strength and resilience of the individual human contact – even in the midst of the Information Age.

Below are four examples of how technology continues to impact counseling activity:

- Career Management System (CMS): The Career Management System (CMS) is an automated system that enables students to schedule on-campus interviews, research companies, and submit their resumes from a remote location. Prior to automated scheduling, thousands of students would visit our Center and sign up. While registering for on-campus recruiting, students would be exposed to many of the counseling services offered. Thus, serendipity would take affect, generating more student contacts in counseling.
 - Computer-Assisted Guidance Systems (CAGS): CAGS enable students to work alone on many counseling-related issues, such as self-assessment, career exploration, and career decision-making.
 - Internet/Web Page: Each year, more information related to career services and career development can be found on the Web. Over the past few years, staff members made an increasing number of referrals to the Web (from 22% in 1999-2000 to 27% in 2001-2002).
 - Ask Career Services: Ask Career Services is a service that allows students to ask questions via email, thus substituting the conventional means of counseling in certain situations.
- ***The Economy***

Prior to last year, the economy has been very favorable towards career services in the 1990s. We have seen large numbers of companies coming on campus to recruit our students. When the economy and unemployment are favorable, students are presented more opportunities, are generally less anxious, and typically need less career assistance. This may have been a factor in the gradual decline of individual career counseling numbers prior to last year. However, during the 2001-2002 year, the economy went on a down spiral that significantly affected our students. A sharp decline in the number of companies participating in on-campus recruiting and career fairs forced students to “take the job search to the employers.” The career counselors met with many students experiencing anxiety, hopelessness, and depression. As we enter a new academic year, the number of companies scheduling visits to recruit on campus continues to be low. Thus, the counseling staff must anticipate the continuation of high numbers of individual appointments and students’ feelings of anxiety, frustration, and hopelessness.
 - ***Increase of Alumni***

It is important to note an increase in the number of alumni who utilized our counseling services. The percentage of clients who were alumni increased from 5% last year to 8% in 2001-2002. This may reflect the projection that people will be changing jobs many more times in their lifetime than their predecessors did. It also may be a reflection of the economy.

Internal Trends

- ***Dramatic Increase in Individual Career Counseling***

As can be seen in Appendix A, the number of Individual Career Counseling sessions drastically increased during the 2001 – 2002 year (from 1,610 to 3,022). Prior to last year, the number of individual career counseling sessions was on a gradual decline since 1995. This large increase can be attributed to two main factors:

- An intentional increase in availability among career counselors. A minimum of 15 hours of counseling availability was instituted for full-time counselors. Full time counselors were required to have at least 15 hours per week allotted for individual career counseling sessions.
- The significant decrease in companies recruiting on campus ignited more students to meet with a career counselor for job-search assistance.

- ***An increase in Career Decision Making Activity***

The most popular “area” of career topics this past year was that of career choice and major choice. Over 27% of the career topics discussed within counseling sessions was centered around a choice of career or choice of major.

- ***Demographic Trends***

Appendix C provides a listing of gross numbers and percentages of students utilizing our counseling services across variables including gender, race/ethnicity, class year, and academic college. The proportion of female clients to male clients continues to grow (59% female, 41% male – up from 55%, 45% a year ago). For years, Business Administration had led the way regarding the highest percentage of students utilizing our counseling services. However, the highest percentage of students came from Liberal Arts at 22 percent. Career services centers constantly struggle with liberal arts students’ perception that “we’re only here to serve business and engineering students.” This figure may reflect our outreach efforts to the liberal arts students. Regarding race, the percentage of clients that represented minority students grew from 27% to 32%. This may be attributed to the emphasis on programming and outreach to minority students (i.e., Steppin’ Up Program, multi-cultural internship program, etc.). Finally, the percentage of our clients that are first-year students increased from 13% to 18%. The increase in this area may be attributed to our involvement in Freshmen Orientation and in stressing to students the importance of starting early in their career development process.

- ***Utilization of Technology within the Career Counseling Function***

As mentioned previously in this report, the tracking and reporting of student activities and issues within career counseling are now accomplished through CounselorTrak – a computerized tracking system. Thus, a prevalent trend in our business is going from a paper-driven system of tracking to an automated system.