Nathan Hatch, the President of Wake Forest University, commented on the approach universities take towards their career-services area: “For years, most liberal-arts schools seemed to put career-services offices somewhere just below parking as a matter of administrative policy.”

“How to Find WORK – In the 21st Century”. The sixth edition, Thames River Press

“Each year, thousands of college students try to figure out what to major in. They experience significant anxiety and confusion about how that choice relates to their career path. After making that choice, many students don’t seriously think about career decisions and the job search until Winter break of their senior year. Many never consider going to the office of “Career Services.” Some don’t even know it exists. Others are embarrassed to not have visited the office sooner. Others think it’s just too late. As much as our colleges have evolved and improved and the world of work has changed, this perennial experience has occurred for decades. For it to change, “Career Services” must die.”

Andy Chan, Wake Forest University

http://www.tedxlawrenceu.com/speakers/andy-chan/
“Each year, thousands of college students try to figure out what to major in. 37% of Emory students (29% of juniors and seniors) experience significant anxiety and confusion about how that choice relates to their career path. After making that choice, 5% of Emory students don’t seriously think about career decisions and the job search until Winter break of their senior year. 8% of Emory students never consider going to the office of “Career Services.” 4% of Emory students don’t even know it exists. 11% of Emory students are embarrassed to not have visited the office sooner. 5% of Emory students think it’s just too late. As much as our colleges have evolved and improved and the world of work has changed, this perennial experience has occurred for decades. For it to change, “Career Services” must die???”

Paul Fowler, Emory University

(Student Survey asking questions utilizing exact phrasing of Andy Chan)
The Big Disconnect Between College and Career

Students and parents want a college education to lead to a better job. Recent surveys from *Inside Higher Ed* and *Gallup* suggest that almost all college presidents and senior academic officers agree with them.....

.....according to a 2012 survey conducted by *The Chronicle of Higher Education* and *American Public Media’s Marketplace*, only 16% of employers considered applicants to be “very prepared” with the knowledge and skills they would need for the job.

"Woefully unprepared" is how David E. Boyes characterized the newly minted B.A.'s who apply to his Northern Virginia technology consulting company.
Key Findings: What are employers looking for?

“When it comes to the skills most needed by employers, job candidates are lacking most in written and oral communication skills, adaptability and managing multiple priorities, and making decisions and problem solving.”
“Why is there a disconnect between college and career?”

- First, many academic leaders—particularly in institutions with a broad focus on the liberal arts—fear that paying more attention to the career needs of students will be the first step on a slippery slope to “vocationalism” and a less academic approach to education.

- Second, most of those who are currently in senior academic leadership positions graduated at a time when the rules governing how to find a job were much clearer—and stresses of loan repayment less onerous. They may not know what it takes to be successful in the modern job search or for what they can hold a Career Services office accountable.
The Value of a Liberal Arts Education

Essential Learning Outcomes

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Source: Association of American Colleges and Universities: Liberal Education and America’s Promise
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

- Knowledge of Human Cultures and the Physical and Natural World
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  - Focused by engagement with big questions, both contemporary and enduring

- Intellectual and Practical Skills, including
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
  - Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- Personal and Social Responsibility, including
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
  - Anchored through active involvement with diverse communities and real-world challenges

- Integrative and Applied Learning, including
  - Synthesis and advanced accomplishment across general and specialized studies
  - Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002), Talking Responsibility for the Quality of the Baccalaureate Degree (2004), and College Learning for the New Global Century (2007). For further information, see www.aacu.org/leap.
**Percentage of Employers Who Want Colleges to “Place More Emphasis” on Essential Learning Outcomes**

**Knowledge of Human Cultures and the Physical and Natural World**
- Science and technology: 70%
- Global issues: 67%*
- The role of the United States in the world: 57%
- Cultural diversity in the United States and other countries: 57%
- Civic knowledge, participation, and engagement: 52%*

**Intellectual and Practical Skills**
- Written and oral communication: 89%
- Critical thinking and analytic reasoning: 81%
- Complex problem solving: 75%
- Teamwork skills in diverse groups: 71%*
- Creativity and innovation: 70%
- Information literacy: 68%
- Quantitative reasoning: 63%

**Personal and Social Responsibility**
- Ethical decision making: 75%
- Intercultural competence (teamwork in diverse groups): 71%*
- Intercultural knowledge (global issues): 67%*
- Civic knowledge, participation, and engagement: 52%*

**Integrative and Applied Learning**
- Applied knowledge in real-world settings: 79%

*Note: These findings are taken from *Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn*, a survey of employers conducted for AAC&U by Hart Research Associates and published in 2010. For a full report on this survey and related employer findings, see www.aacu.org/leap.*

*Starred items are shown in multiple learning outcome categories because they apply to more than one.*
Committed to Return on Investment!!

Emory Education = $1.5 Million Home Purchase

Good news – Emory is only a four-year “mortgage”...
But the learning is for a lifetime!
Career Center Goals

- Positive Impactful Relationship with EVERY student to Affirm Vision and Purpose
- Sell the Value of Liberal Arts Education
- Track EVERY student to Resolution
- Single measure of Success — Resolution
- Success is measured at Commencement!
- All dressed up for the big dance...
  But if we don’t teach them how to dance, where the dance is, and who can take them to the dance — it’s all just a big tease!!
Career Center Goals

Committed to Return on Investment!!

Four simple Questions....

Students answer correctly and will be happy and successful all the days of their life!
Career Center Goals

Career Exploration & Decision Making

Who Am I?

Students who have fully explored the variety of educational and career options and make decisions that are consistent with their interests, skills, and values.
Career Center Goals

Skill Development

What am I made of?

Students who possess professional, leadership, and interpersonal skills shaped by the Emory Experience to ensure future career growth and success.
Experiential Learning

Where am I value-added?

Students who value experiential learning and have participated in internships; campus, summer, part-time employment, and community service/volunteer opportunities.
Career Center Goals

Career or Graduate/Professional School Selection

Where will I find my niche?

Students who are highly skilled in the job/internship search or continuing education strategies, and become engaged participants in the career or graduate school selection process.
Career Center Goals

Student Resolution

*I am resolved.*

Students who are successfully employed within a career that is consistent with their skills, interests, and goals, or matriculating in a graduate/professional degree program consistent with their long-term objectives.
Career Center Goals

**Employer Development**

An energized and expanding employer base (artistic, corporate, scientific, public, service) committed to mutually beneficial long-term relationships with Emory.
Emory’s Rising Stock

Student Participation

Employer OCR Interviews (Full-Time Positions)
- 2009 - 2010: 990
- 2014 - 2015: 1167, 18% Increase

Internship OCR Interviews
- 2009 - 2010: 450
- 2014 – 2015: 806, 79% Increase

Total Job/Internship Postings (not including OCR)
- 2009 - 2010: 2967
- 2014 - 2015: 5144, 73% Increase
New Center and New Attitude!

• Heart of the Campus – Accessible!
• Comfortable/Inviting Library and Lounge
• Bright Welcoming Offices
• High-Tech Classroom
• Innovative Recruiting Suite
Counseling, Programming & Outreach

Career Counseling and Career Assessments

• Individualized 1:1 relationship building!

• Print, On-line, Contracted Resources

• Emory e-Connection and Alumni Database

(Think Emory First Campaign)

• Resume and Cover Letter Critique Service

• Mock Interview Service

• Individualized Workshops/Sessions/Networking

• Industry Focus Nights/Information Sessions
Counseling, Programming & Outreach

Pre-Professional/Graduate School Preparation

- One-on-One Advising Sessions
- On-line Letter of Recommendation Database Service
- Document Critique Service
- Pre-professional workshops on the application process
Counseling, Programming & Outreach

Pre-Professional

- PreHealth Mentoring Office Partnership
  - Academic Advising
  - Career and Professional Counseling
  - Experiential Opportunities
  - Community Building
  - Mentoring

- PreLaw Advising Office
Counseling, Programming & Outreach

Recruiting and Employer/Alumni Relations

- Eagle Opportunities (EagleOps)
- Career Fairs / CIC and Targeted Career Fairs
- On-Campus Recruiting/Job Postings
- Corporate/Alumni Outreach
- UCAN Internships
- Alumni & Parent Organization Promotion
- Networking Events/Network Nights
What Can you Do?

1. Let your student decide his/her future – and be excited about it!

2. Encourage your student to connect with the Career Center.

3. Push campus and community engagement. *All work and no play*....

4. Be patient if your student takes his/her time to figure it all out.

5. Times have changed since you were a college student – don’t advise, reflect, share, mandate, criticize.....until you know/understand the context in which today’s student operates.

6. See for yourself – hire an Emory intern or graduate!
Seven-Year Post-Grad Resolution for Emory College Graduates (2009-2015)

<table>
<thead>
<tr>
<th>Year</th>
<th>Continuing Education</th>
<th>Employed</th>
<th>Post-Grad Internship</th>
<th>Gap Year/Volunteer/Not Actively Seeking</th>
<th>Military</th>
<th>Return to Home Country</th>
<th>Currently Seeking Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>38%</td>
<td>16%</td>
<td>4%</td>
<td>18%</td>
<td>1%</td>
<td>0%</td>
<td>23%</td>
</tr>
<tr>
<td>2010</td>
<td>42%</td>
<td>18%</td>
<td>4%</td>
<td>12%</td>
<td>1%</td>
<td>1%</td>
<td>23%</td>
</tr>
<tr>
<td>2011</td>
<td>42%</td>
<td>28%</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>2012</td>
<td>43%</td>
<td>30%</td>
<td>4%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
</tr>
<tr>
<td>2013</td>
<td>43%</td>
<td>26%</td>
<td>4%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>2014</td>
<td>39%</td>
<td>30%</td>
<td>5%</td>
<td>9%</td>
<td>1%</td>
<td>2%</td>
<td>15%</td>
</tr>
<tr>
<td>2015</td>
<td>35%</td>
<td>35%</td>
<td>5%</td>
<td>12%</td>
<td>0%</td>
<td>3%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Annual Average Survey Knowledge Rate: 95% of Graduating Senior Class
Annual Statistics compiled and published by Aug 1 of each year
## Medical Admissions based on MCAT & GPA for 2009-2015

<table>
<thead>
<tr>
<th>MCAT</th>
<th>Overall GPA</th>
<th>3.9+</th>
<th>3.8 - 3.89</th>
<th>3.7 - 3.79</th>
<th>3.6 - 3.69</th>
<th>3.5 - 3.59</th>
<th>3.4 - 3.49</th>
<th>3.3 - 3.39</th>
<th>3.2 - 3.29</th>
<th>3.1 - 3.19</th>
<th>3 - 3.09</th>
<th>2.8 - 2.99</th>
<th>&lt;2.8</th>
<th>Totals</th>
<th>% Accepted by MCAT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>36+</td>
<td></td>
<td>88 / 95</td>
<td>39 / 41</td>
<td>28 / 31</td>
<td>15 / 15</td>
<td>8 / 15</td>
<td>5 / 8</td>
<td>3 / 5</td>
<td>0 / 1</td>
<td>0 / 1</td>
<td>0 / 0</td>
<td>-</td>
<td></td>
<td>205 / 241</td>
<td>85%</td>
</tr>
<tr>
<td>34, 35</td>
<td></td>
<td>50 / 58</td>
<td>35 / 39</td>
<td>44 / 48</td>
<td>35 / 50</td>
<td>19 / 32</td>
<td>11 / 17</td>
<td>5 / 16</td>
<td>3 / 7</td>
<td>0 / 4</td>
<td>5 / 16</td>
<td>-</td>
<td>211 / 288</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>32, 33</td>
<td></td>
<td>44 / 47</td>
<td>46 / 55</td>
<td>60 / 66</td>
<td>35 / 46</td>
<td>37 / 65</td>
<td>24 / 44</td>
<td>11 / 26</td>
<td>3 / 10</td>
<td>5 / 9</td>
<td>1 / 4</td>
<td>0 / 4</td>
<td>279 / 407</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>30, 31</td>
<td></td>
<td>24 / 29</td>
<td>40 / 48</td>
<td>48 / 60</td>
<td>61 / 85</td>
<td>34 / 77</td>
<td>22 / 52</td>
<td>20 / 43</td>
<td>7 / 21</td>
<td>10 / 9</td>
<td>2 / 12</td>
<td>5 / 13</td>
<td>276 / 469</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>21 - 23</td>
<td></td>
<td>0 / 1</td>
<td>2 / 4</td>
<td>1 / 3</td>
<td>7 / 14</td>
<td>2 / 10</td>
<td>2 / 15</td>
<td>0 / 13</td>
<td>1 / 10</td>
<td>0 / 21</td>
<td>1 / 22</td>
<td>0 / 8</td>
<td>16 / 131</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>&lt;21</td>
<td></td>
<td>0 / 0</td>
<td>0 / 2</td>
<td>0 / 2</td>
<td>0 / 3</td>
<td>0 / 6</td>
<td>0 / 6</td>
<td>0 / 10</td>
<td>0 / 13</td>
<td>1 / 6</td>
<td>0 / 17</td>
<td>0 / 37</td>
<td>1 / 108</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>221 / 251</td>
<td>191 / 236</td>
<td>226 / 281</td>
<td>208 / 327</td>
<td>155 / 339</td>
<td>100 / 275</td>
<td>66 / 194</td>
<td>46 / 137</td>
<td>22 / 114</td>
<td>13 / 90</td>
<td>5 / 79</td>
<td>1303 / 2496</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>% Accepted by GPA</td>
<td>88%</td>
<td>81%</td>
<td>80%</td>
<td>64%</td>
<td>46%</td>
<td>36%</td>
<td>34%</td>
<td>29%</td>
<td>34%</td>
<td>19%</td>
<td>14%</td>
<td>6%</td>
<td>52%</td>
<td></td>
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</tr>
</tbody>
</table>

MCAT and GPA scores were available for 2495 Emory College applicants to Medical School for the entering classes from 2009-2015. Of the 2495 applicants, 1303 were accepted by at least one medical school. MCAT scores reflect the last attempt of the applicant and the GPA listed reflects the applicants' total GPA.
Number of Medical School Admissions based on MCAT & GPA for Class of 2015

<table>
<thead>
<tr>
<th>MCAT</th>
<th>Overall GPA</th>
<th>3.9+</th>
<th>3.8 - 3.79</th>
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</tr>
</thead>
<tbody>
<tr>
<td>36+</td>
<td></td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>34, 35</td>
<td></td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>32, 33</td>
<td></td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
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<tr>
<td>30, 31</td>
<td></td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27 - 29</td>
<td></td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>6</td>
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<td>1</td>
<td>4</td>
<td>0</td>
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<tr>
<td>24 - 26</td>
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<tr>
<td>&lt;21</td>
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<tr>
<td>Totals</td>
<td></td>
<td>29</td>
<td>25</td>
<td>39</td>
<td>24</td>
<td>26</td>
<td>11</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>% Accepted by GPA</td>
<td></td>
<td>17%</td>
<td>15%</td>
<td>23%</td>
<td>14%</td>
<td>15%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

There were 171 Emory students and alumni accepted to at least one Medical School for the 2015 entering class. MCAT scores listed reflect the last attempt of the applicant, and the GPA listed reflects the applicants' total GPA. As of August 19, 2015.