



Presented by DeVry University

EFFECTIVELY COUNSELING GRADUATING STUDENTS

Introduction

Are graduating students prepared to enter the job market and succeed in their first jobs? How are students using college career centers in their job search? To answer these questions, the Career Advisory Board, established by DeVry University, partnered with the National Association of Colleges and Employers (NACE) to conduct a survey of college career services directors concerning issues and possible responses to the problem of effectively counseling graduating students for entrance into the job market. The survey was a follow-up to a series of interviews done with a group of career service directors on the same issues. The results of the interviews were used to structure this broader, quantitative survey. This quantitative survey provides statistical support for identifying which issues and responses the universe of career service directors find as the most significant in their providing employment counseling direction to their students.

Methodology

The survey was conducted from June 21, 2012, to July 18, 2012. The online questionnaire was distributed to 1,365 career center directors who are members of NACE. Responses were received from 593 directors for a response rate of 43 percent, with a margin of error of 3 percent. Figures 64 through 67 detail the distribution of respondents by school size based on enrollment; by regional location; by sector (public, private-nonprofit, private-for-profit); and by degree level (predominantly two-year and four-year institutions). (See Appendix.) There were adequate responses for all these divisions with the exception of the private, for-profit sector. In the body of this report are detailed tables for the responses to the questions that highlight significant differences that were found.



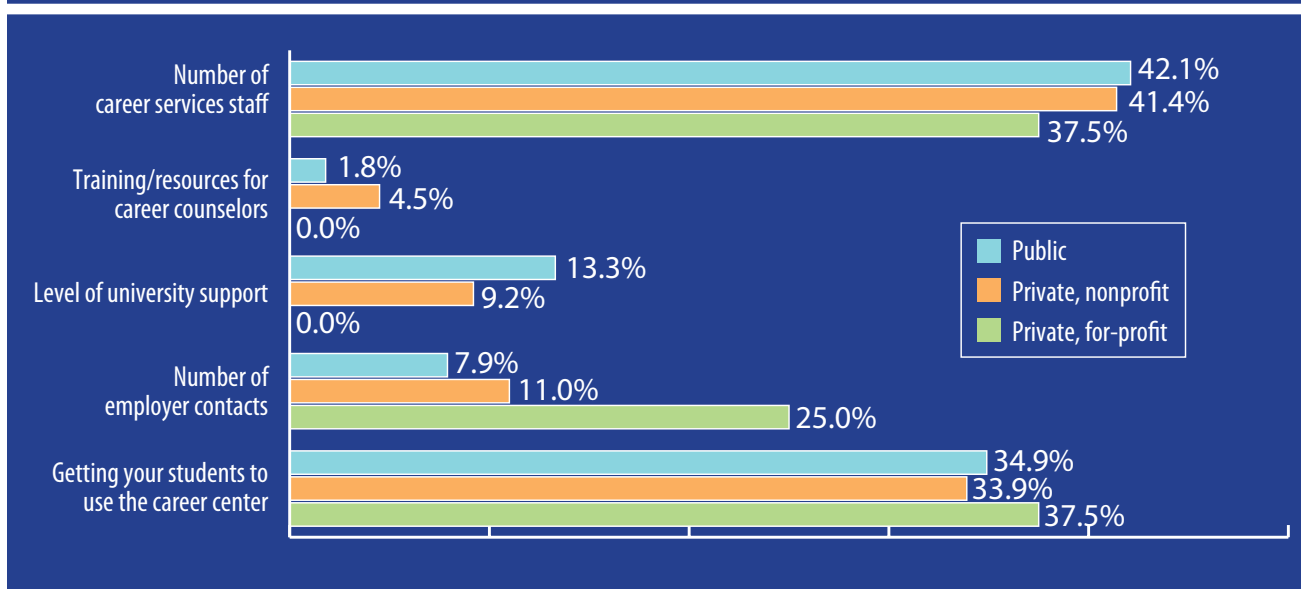
Most significant factor limiting the effectiveness of the career center

Respondents were asked to rank order a list of factors that can limit the effectiveness of the career center in its ability to counsel graduating students effectively in the students' entrance into the job market. The list of factors was developed from the in-depth interviews conducted with a focus group of career center directors. Figure 1 displays the results for the factors based on the number of respondents who ranked the factor as their most significant limiting condition.

Figure 1. Factors limiting the success of career centers, all respondents



The rankings point to two factors that stand out as perceived limitations on the effectiveness of career center operations. The number one factor (chosen as number one by nearly 42 percent of the respondents) is the number of career center staff. Career center directors at all types of institutions feel that they can be most effective when they or a member of their staff are in one-on-one counseling relationships with students. Virtually no career services office is in a situation where staff can serve a broad range of the student population in such a manner. The *2011-2012 NACE Career Services Benchmarking Survey* found that career services offices face a median ratio of 859 students per professional staff member. Consequently, it comes as little surprise that staffing limitations are identified as the biggest burden faced in developing an effective career services operation.

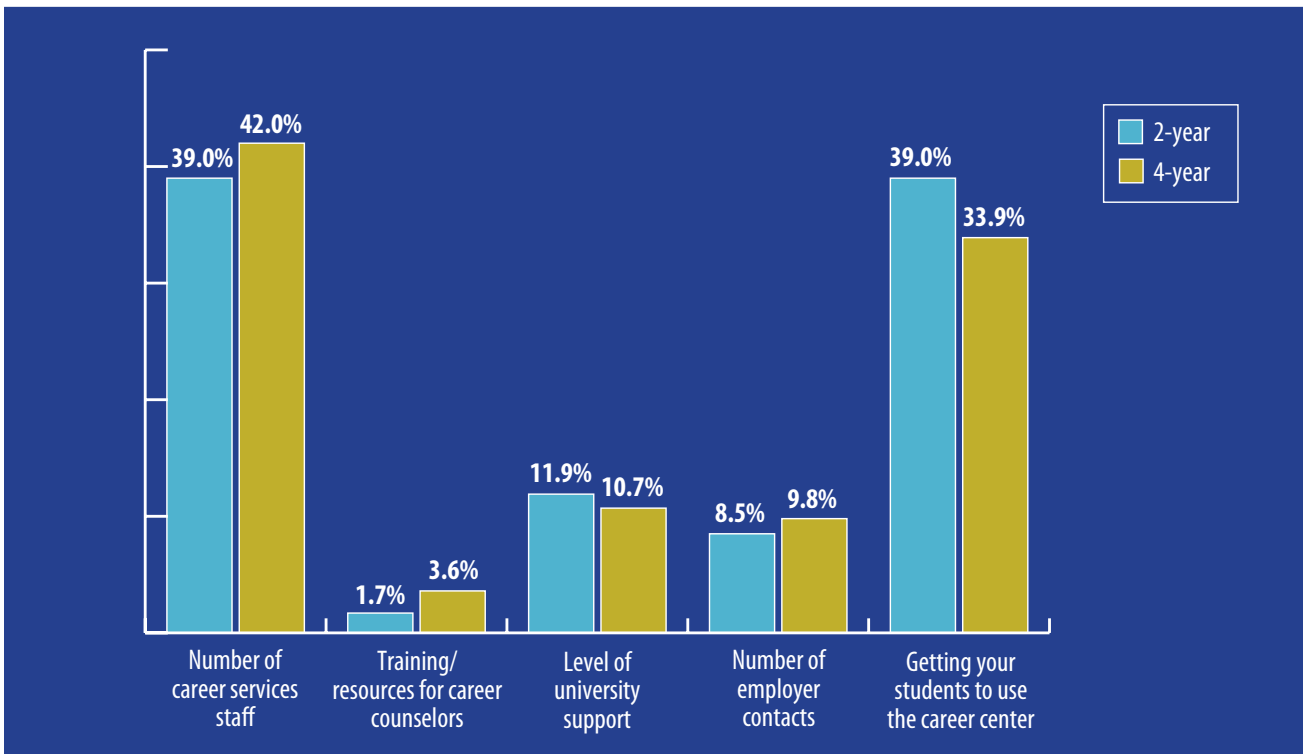
Figure 2. Factors limiting the success of career centers (% ranking as 1), by sector**Figure 3. Factors limiting the success of career centers (% ranking as 1), by region**

	New England	Mid-Atlantic	South-east	Great Lakes	Plains	South-west	Rockies	Far West
Number of career services staff	26.1%	48.2%	40.5%	41.0%	36.4%	42.9%	42.9%	50.9%
Training/resources for career counselors	2.2%	5.3%	6.1%	1.0%	0.0%	0.0%	7.1%	1.8%
Level of university support	17.4%	7.9%	12.2%	13.0%	10.6%	12.2%	7.1%	7.0%
Number of employer contacts	10.9%	8.8%	9.9%	11.0%	15.2%	6.1%	7.1%	5.3%
Getting your students to use the career center	43.5%	29.8%	31.3%	34.0%	37.9%	38.8%	35.7%	35.1%

Staffing was identified as the number one overall limitation by virtually all categories of career services offices. As Figures 64 through 67 point out, the only deviations from staff as the primary issue came from reporting offices in the New England and Plains regions, schools with between 15,000 and 20,000 students, and schools that offered primarily associate degrees. In these groups of respondents, the overall number two issue—motivating students to come to the career center—was ranked as the primary problem; staffing was a close second.

Figure 4. Factors limiting the success of career centers (% ranking as 1), by size

	=<1,000	1,001 - 2,500	2,501 - 5,000	5,001 - 10,000	10,001 - 15,000	15,001 - 20,000	>20,000
Number of career services staff	41.7%	42.8%	43.6%	42.6%	41.3%	34.0%	41.0%
Training/resources for career counselors	0.0%	5.1%	2.6%	2.8%	2.2%	4.0%	2.4%
Level of university support	8.3%	9.4%	11.1%	9.3%	10.9%	14.0%	15.7%
Number of employer contacts	13.9%	11.6%	9.4%	7.4%	13.0%	8.0%	7.2%
Getting your students to use the career center	36.1%	31.2%	33.3%	38.0%	32.6%	40.0%	33.7%

Figure 5. Factors limiting the success of career centers (% ranking as 1), by degree level

Getting students to come to the career center is seen as the major problem by a significant proportion of career center directors. Just under 35 percent of respondents to the survey ranked student “motivation” as the number one issue hampering the overall effectiveness of their office in counseling students about the job market.

The combination of the two most perceived factors affecting the operations of career services presents something of a logistical conundrum when considering fixes for the problems. If more students could be motivated to make use of the one-on-one counseling services provided by their career center, this would exacerbate the issues surrounding the staffing limits that face directors at this moment.

Following well behind staffing and getting students to the career center were the lack of university support; the number of employer contacts available to the career center; and training resources for career center staff, which garnered first place votes from only 3 percent of the survey’s respondents. Career services directors generally feel that their offices are well schooled and effective in counseling students about being successful in entering the job market as long as they are given an adequate opportunity to execute their expertise.

Job-search resources

How positively career center directors view one-on-one counseling was clearly displayed when they were asked to rate how their students would view various resources that could be used in searching for and landing a job. As Figure 6 shows, the directors felt students would view one-on-one counseling sessions with their college career centers as the most effective resource available when preparing to enter the job market.

Figure 6. Effectiveness ratings of student job-search resources

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	1.2%	19.0%	55.0%	24.8%
Career center workshops	1.1%	8.3%	47.1%	36.1%	7.4%
Parents	1.7%	20.8%	52.3%	21.0%	4.3%
Faculty	0.5%	12.0%	50.4%	31.5%	5.6%
Friends	1.4%	23.5%	51.3%	20.1%	3.7%
Social networking media	0.2%	16.6%	51.3%	27.3%	4.7%
Alumni	1.9%	20.1%	48.9%	20.1%	9.1%

Nearly 80 percent of respondents rated individual career center counseling as very or extremely effective. By comparison, only 43.5 percent of respondents rated career center workshops, the second highest rated resource, as very or extremely effective. With the exception of faculty, no other resource was perceived by more than one-third of respondents as particularly effective.

There was no variation among the types of schools when it came to ranking one-on-one consultation as the most effective resource for students in searching for and locating a job. There were some differences regarding other resources. For example, career center directors in the New England and the Far West regions rated social networking as considerably more effective than did the directors in other regions, and those in the Plains states and Far West had a more positive view of the role alumni could play in assisting students with locating a job (Figures 7 through 14).

Figure 7. Effectiveness ratings of student job-search resources—New England region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	0.0%	22.2%	53.3%	24.4%
Career center workshops	0.0%	11.6%	53.5%	25.6%	9.3%
Parents	0.0%	18.6%	55.8%	18.6%	7.0%
Faculty	0.0%	11.1%	53.3%	28.9%	6.7%
Friends	0.0%	25.0%	45.5%	27.3%	2.3%
Social networking media	0.0%	11.1%	44.4%	44.4%	0.0%
Alumni	0.0%	8.9%	55.6%	22.2%	13.3%

Figure 8. Effectiveness ratings of student job-search resources—Mid-Atlantic region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	1.8%	14.0%	62.3%	21.9%
Career center workshops	0.0%	6.5%	46.3%	39.8%	7.4%
Parents	3.1%	27.8%	51.5%	14.4%	3.1%
Faculty	0.9%	11.7%	59.5%	21.6%	6.3%
Friends	4.6%	27.8%	50.0%	14.8%	2.8%
Social networking media	0.0%	19.6%	51.8%	26.8%	1.8%
Alumni	1.8%	24.5%	41.8%	24.5%	7.3%

Figure 9. Effectiveness ratings of student job-search resources—Southeast region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	1.5%	20.8%	53.1%	24.6%
Career center workshops	0.8%	5.6%	48.4%	37.1%	8.1%
Parents	1.6%	20.2%	47.6%	23.4%	7.3%
Faculty	0.0%	6.1%	53.4%	35.9%	4.6%
Friends	0.8%	23.2%	48.8%	24.8%	2.4%
Social networking media	0.8%	17.7%	49.2%	26.2%	6.2%
Alumni	2.3%	22.7%	52.3%	14.1%	8.6%

Figure 10. Effectiveness ratings of student job-search resources—Great Lakes region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	0.0%	22.7%	51.5%	25.8%
Career center workshops	2.2%	11.0%	49.5%	33.0%	4.4%
Parents	1.1%	19.5%	54.0%	21.8%	3.4%
Faculty	0.0%	13.3%	49.0%	32.7%	5.1%
Friends	0.0%	27.7%	50.0%	17.0%	5.3%
Social networking media	0.0%	20.6%	52.6%	22.7%	4.1%
Alumni	1.0%	21.6%	48.5%	19.6%	9.3%

Figure 11. Effectiveness ratings of student job-search resources—Plains region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	0.0%	21.9%	48.4%	29.7%
Career center workshops	4.9%	11.5%	37.7%	36.1%	9.8%
Parents	0.0%	19.0%	57.1%	22.2%	1.6%
Faculty	0.0%	13.6%	47.0%	33.3%	6.1%
Friends	0.8%	16.7%	59.1%	18.2%	6.1%
Social networking media	0.8%	13.8%	58.5%	26.2%	1.5%
Alumni	3.1%	21.9%	45.3%	17.2%	12.5%

Figure 12. Effectiveness ratings of student job-search resources—Southwest region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	2.0%	24.5%	49.0%	24.5%
Career center workshops	0.0%	6.8%	47.7%	40.9%	4.5%
Parents	2.1%	18.8%	52.1%	22.9%	4.2%
Faculty	2.0%	18.4%	34.7%	34.7%	10.2%
Friends	0.0%	20.8%	54.2%	18.8%	6.3%
Social networking media	0.0%	10.4%	56.3%	27.1%	6.3%
Alumni	0.0%	16.7%	56.3%	20.8%	6.3%

Figure 13. Effectiveness ratings of student job-search resources—Rocky Mountain region

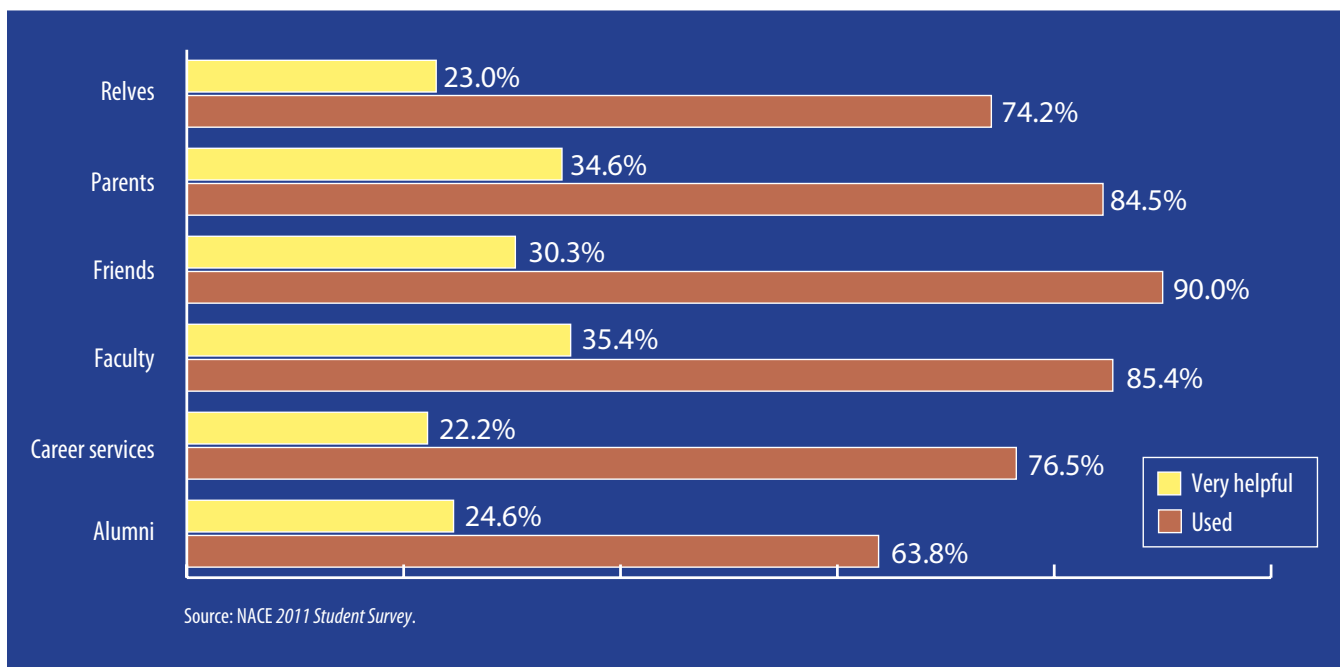
	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	0.0%	7.1%	71.4%	21.4%
Career center workshops	0.0%	15.4%	61.5%	15.4%	7.7%
Parents	0.0%	15.4%	46.2%	38.5%	0.0%
Faculty	0.0%	14.3%	50.0%	28.6%	7.1%
Friends	0.0%	21.4%	42.9%	35.7%	0.0%
Social networking media	0.0%	23.1%	38.5%	30.8%	7.7%
Alumni	0.0%	30.8%	46.2%	23.1%	0.0%

Figure 14. Effectiveness ratings of student job-search resources—Far West region

	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
	% of Responses				
Individual counseling at the career center	0.0%	3.4%	13.8%	60.3%	22.4%
Career center workshops	0.0%	8.8%	45.6%	38.6%	7.0%
Parents	0.0%	17.3%	57.7%	23.1%	1.9%
Faculty	1.7%	15.5%	43.1%	36.2%	3.4%
Friends	1.8%	21.1%	57.9%	17.5%	1.8%
Social networking media	0.0%	10.5%	52.6%	26.3%	10.5%
Alumni	5.5%	10.9%	41.8%	29.1%	12.7%

It is interesting to note how differently students themselves see the contributions provided by some of these resources. In the 2011 NACE *Student Survey* graduating seniors entering the job market rated many of the same resources as to their helpfulness in the job search. Figure 15 illustrates the results of the student responses.

Figure 15. Helpfulness of various resources in searching for and locating a job (student perspective)



As Figure 15 indicates, students rated faculty, parents, and friends as most helpful. By contrast, the students rated career services as least helpful among these resources. However, differences between the student and career services director perspective should be viewed with some caution. As previous NACE student surveys have pointed out, students that use career services heavily generally have a much more positive view of the college career center as a resource. However, it is disconcerting to note how far from the mark the directors were in assessing how students felt about the career center as a job-search resource.

Impediments to students using the career center

Participating directors were asked to identify the major impediment that prevented their students from taking advantage of the services their offices offered.

The directors saw a combination of factors at play—motivation, time demands, and lack of awareness of career center services. (See Figure 16.) Topping the list was the limited motivation of students in pursuing career counseling. More than 47 percent of respondents saw this as a major problem. Following closely was the demands on the student’s time, which limited the opportunities for coming to the career center and getting involved in any form of intensive counseling or an intensive job search; 36 percent viewed this as a major problem. Lack of awareness of the career center and its services was not considered a major problem by most respondents.

Figure 16. Impediments in getting students to use the career center

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students’ time	1.0%	13.3%	49.3%	36.3%
Lack of awareness of career center	3.2%	26.8%	52.0%	18.0%
Lack of student motivation	0.7%	9.6%	42.5%	47.2%
Lack of support from faculty	8.0%	47.7%	35.2%	9.1%

Figure 17. Impediments in getting students to use the career center (size 1,000 - 2,500)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students’ time	2.9%	7.9%	48.2%	41.0%
Lack of awareness of career center	7.9%	33.1%	50.4%	8.6%
Lack of student motivation	2.9%	7.9%	43.9%	45.3%
Lack of support from faculty	12.9%	50.4%	32.4%	4.3%

By type of institution, the most significant difference among respondents centered on the relationship with faculty. First, there appears to be a correlation between the size of the school and the perception of directors regarding faculty support. As the size of the school increases, the greater the percentage of directors that see the lack of faculty support as a significant problem in getting students to the career center. (See Figures 17 through 22.) In addition, directors from both public institutions and those from institutions that offered predominantly associate degrees tended to view the lack of support from faculty as key to why students don't use the career center. (See Figures 23 and 24.)

Figure 18. Impediments in getting students to use the career center (size 2,501 - 5,000)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.9%	14.5%	55.6%	29.1%
Lack of awareness of career center	0.0%	29.9%	54.7%	15.4%
Lack of student motivation	0.0%	5.1%	44.4%	50.4%
Lack of support from faculty	9.5%	54.3%	25.9%	10.3%

Figure 19. Impediments in getting students to use the career center (size 5,001 - 10,000)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.0%	19.4%	52.8%	27.8%
Lack of awareness of career center	0.9%	25.2%	50.5%	23.4%
Lack of student motivation	0.0%	10.3%	38.3%	51.4%
Lack of support from faculty	2.8%	47.2%	38.9%	11.1%

Figure 20. Impediments in getting students to use the career center (size 10,001 - 15,000)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.0%	10.9%	58.7%	30.4%
Lack of awareness of career center	0.0%	15.2%	71.7%	13.0%
Lack of student motivation	0.0%	10.9%	41.3%	47.8%
Lack of support from faculty	10.9%	39.1%	41.8%	8.7%

Figure 21. Impediments in getting students to use the career center (size 15,001 - 20,000)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.0%	13.7%	39.2%	47.1%
Lack of awareness of career center	0.0%	18.0%	46.0%	36.0%
Lack of student motivation	0.0%	5.9%	41.2%	52.9%
Lack of support from faculty	3.9%	41.2%	45.1%	9.8%

Figure 22. Impediments in getting students to use the career center (size > 20,000)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.0%	12.0%	45.8%	42.2%
Lack of awareness of career center	3.6%	18.1%	54.2%	24.1%
Lack of student motivation	0.0%	19.3%	42.2%	38.6%
Lack of support from faculty	3.6%	43.4%	39.8%	13.3%

Figure 23. Impediments in getting students to use the career center (public sector)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.0%	14.3%	50.2%	35.5%
Lack of awareness of career center	1.1%	19.1%	55.0%	24.8%
Lack of student motivation	0.0%	11.2%	40.6%	48.2%
Lack of support from faculty	6.1%	41.6%	40.5%	11.8%

Figure 24. Impediments in getting students to use the career center (two-year degree level)

	Not at all a problem	Not much of a problem	A problem	A major problem
Demand on students' time	0.0%	18.6%	40.7%	40.7%
Lack of awareness of career center	3.4%	11.9%	52.5%	32.2%
Lack of student motivation	0.0%	8.5%	44.1%	47.5%
Lack of support from faculty	11.9%	35.6%	40.7%	11.9%

How to improve student interaction with the career center

What change would career center directors make to increase and improve student interaction with the career center? There was one dominant response to this question—offer career preparation classes and require students to attend them. Nearly 45 percent of respondents chose this as the best alternative, and there was little deviation among different types of schools as to the best overall choice. Every demographic category of institution saw this as the best option with the percentage of respondents identifying required career classes as key ranging from approximately 40 percent to 60 percent.

Figure 25. Best alternative to improve student/career center interaction

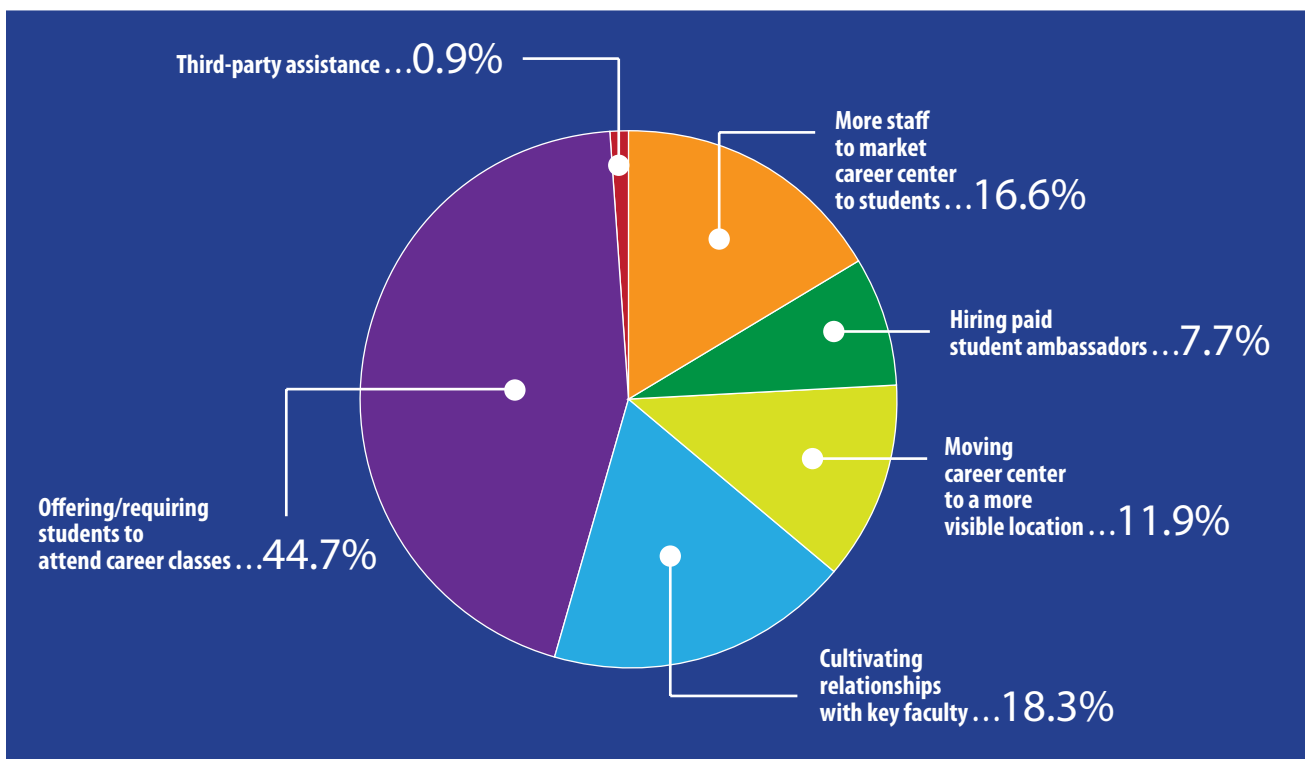


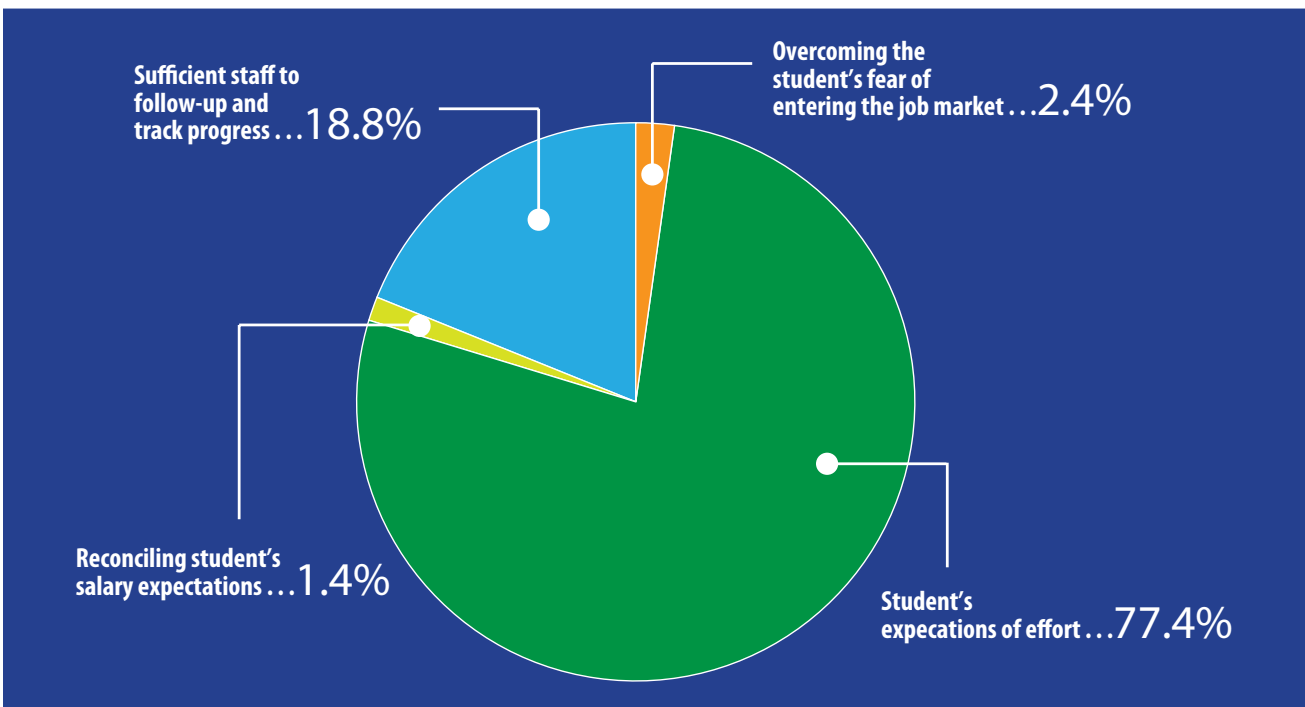
Figure 25 shows that there is no close second to required career classes, but a relatively close three-way split among cultivating key faculty, finding staff to market the career center to students, and finding a more visible physical location for the career center office. One item of special note is that there is virtually no sentiment for going outside of traditional institutional channels for assistance in counseling students about the job market. Career center directors do not see partnering with a third-party as an effective alternative to enhance interaction with their students.

Major problem in counseling students about entering the job market

If students could be drawn to the career center for one-on-one counseling about preparing for and getting a job, what is the major obstacle that a counselor must overcome in order for the student to be successful in obtaining employment?

In response to this question, career center directors clearly placed the onus on the students themselves, particularly their understanding of the effort needed to be successful in pursuit of a job. More than 77 percent of respondents felt that student expectations of the effort they would need to expend to get a job was the single greatest obstacle to a counselor's effective interaction with the student. (See Figure 26.)

Figure 26. Biggest problem once student gets to the career center



A number of respondents amplified their choice by offering comments to this response. A sample of these comments include:

- "An inability to articulate realistic and attainable goals."
- "Motivation to follow-up on leads/contacts."
- "Expectation of the time required to prepare resume and to practice interviewing and to research employers."

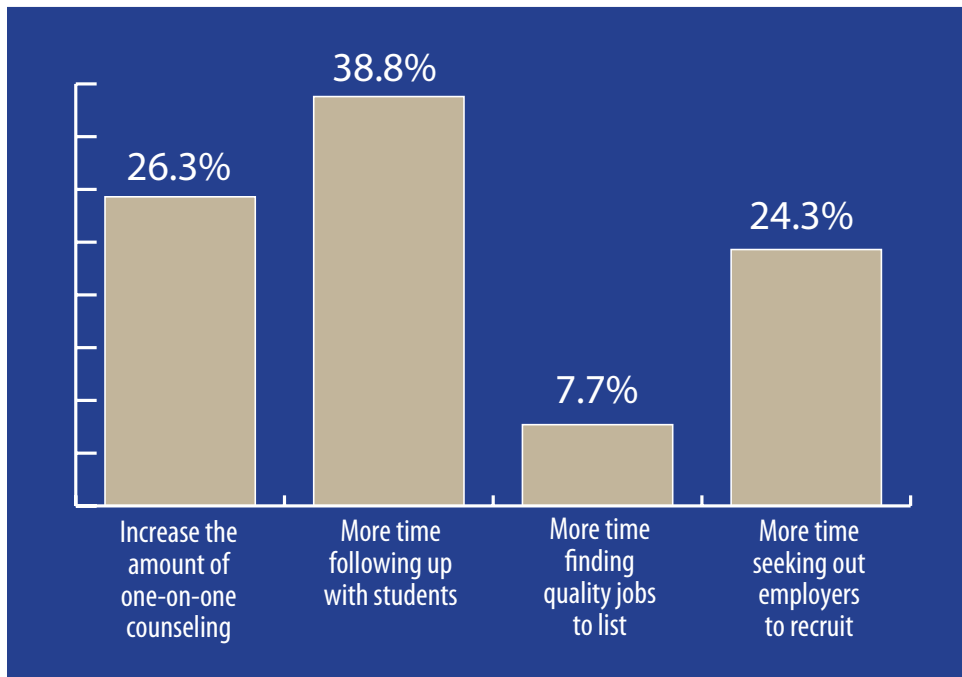
In addition, one respondent put into perspective the issue many have with the resources students frequently rate as most helpful in the job search: "Rather than the student's expectations, it seems more like their learning about the amount of effort needed to participate in a job search frequently seems like an unpleasant surprise to them and can be an obstacle. We are also noticing an influx of outdated or not great parent advice that needs to be talked through and weighed."

While no other item came close to the problem of student effort expectations, a number of directors did point to staffing needs, particularly in the fact that limited staff prevented adequate follow-up on counseling sessions, as a problem in effective job counseling.

Given optimal resources, what would a director do?

The importance directors give to following up with students who engage the career center is observable from the response to the question “What would you do to ensure optimal interaction given unlimited resources?” The number one response to this question was “spend more time following up with students who visit the career center.” (See Figure 27.)

Figure 27. Preferred action to ensure optimal interaction



There were two other choices that received sizable responses. Twenty-nine percent of respondents selected increasing the amount of one-on-one counseling as their preferred choice; 24 percent felt that allocating more time to finding employers to recruit on campus would be the best way to achieve optimal results.

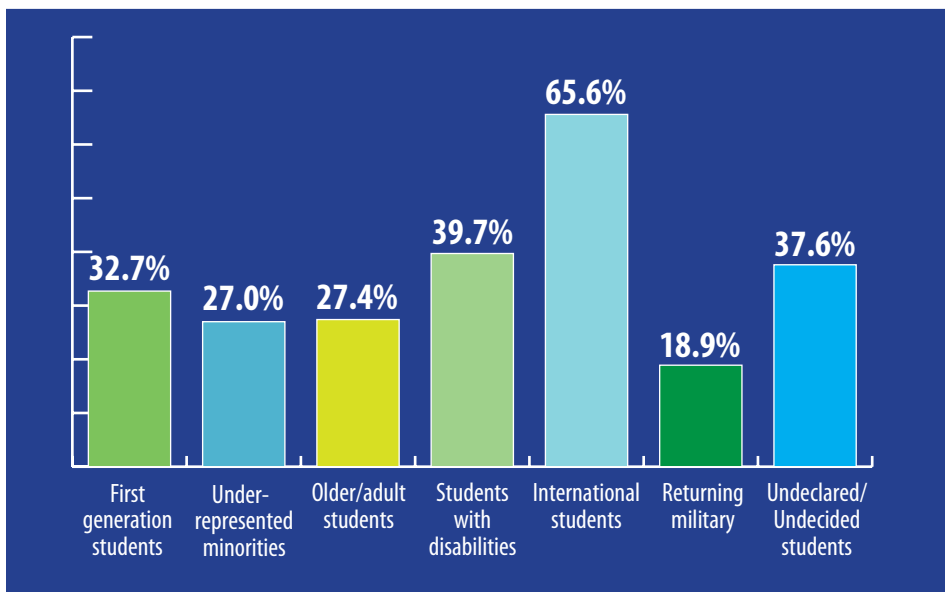
One might expect that, given the relatively close polling among these three options, there would be some distinction among the positioning of these choices among the various categories of institutions covered in this survey. However, there is nearly total consistency across categories of schools in terms of responses. The consistency in the response indicates that it is not the nature of the environment in which the director toils that provides the perspective on this issue but rather a more personal experience at an individual level. Unfortunately, the demographic attributes available do not allow for probing for the influence of individual level characteristics, such as the number of years in career counseling.

Special populations

Are there particular student populations that career center directors find especially difficult to counsel effectively to enter the job market?

The overwhelming answer is yes. More than 85 percent of respondents said that they had populations that posed special difficulties.

Figure 28. Student populations difficult to counsel



Which groups of students stand out? Respondents were given a choice of seven categories of students and the opportunity to choose any or all of them as posing special job counseling problems. Most chose more than one group, but there was one population that was identified more often than any other group: international students.

As Figure 28 shows, international students were chosen by a much higher percentage of career center directors than any other subset of students as posing particular difficulties for counselors. Nearly 66 percent of all respondents found difficulty in adequately counseling their international students into the job market. This comes as little surprise given the limitations posed on employers in the United States in hiring foreign workers. Visa restrictions severely limit the number of job opportunities for international students seeking work in the United States, and significantly increase the recruiting costs to any employer that may seek to hire such a student.

After international students, most of the other subgroups are relatively consistent in terms of posing special counseling challenges. Students with disabilities and undeclared students were tagged by 40 percent of respondents; one-third of respondents felt that first-generation students had special difficulties; and just over one-quarter of respondents identified underrepresented minorities and nontraditional, older students as special counseling concerns.

Finally, it should be noted that respondents could “write-in” other populations that posed special problems. Two populations stood out for receiving write-in votes as difficult groups for employment counseling: liberal arts students and athletes.

The major division among school types in terms of the question of special populations was between schools that are predominantly associate degree institutions and the four-year schools. Among two-year colleges, international students fell behind students with disabilities, and undecided/undeclared students as populations that posed special problems for counselors. (See Figures 29 and 30.) This is to somewhat expected given that most two-year schools do not encounter as many international students as are currently found at many four-year schools.

Figure 29. Student populations difficult to counsel—two-year degree level

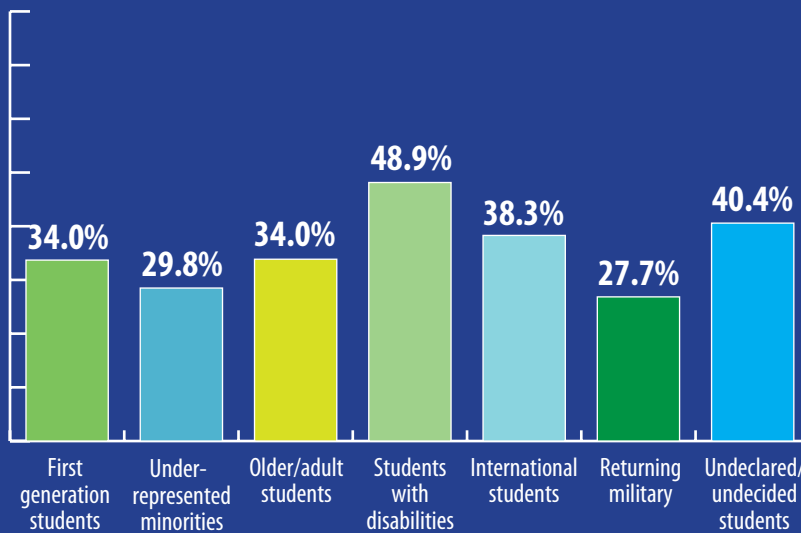
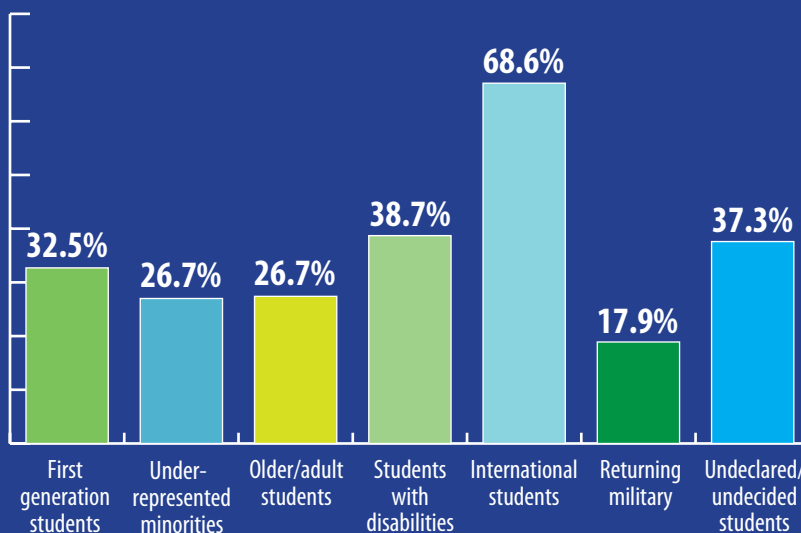


Figure 30. Student populations difficult to counsel—four-year degree level



Support received from administration and faculty

Given the issues career center directors raised concerning their staffing levels and getting students to the career center, how do they view the overall level of support they received from their university or college administration? And how do they view support from their colleagues on the faculty—particularly given their expressed feeling that developing relationships with key faculty could be one source of getting students to use the career center?

Figure 31 indicates that directors view administration support as quite positive, but are somewhat less sanguine about the amount of support their offices receive from faculty. More than 50 percent (53.9 percent) of directors rated their administrations as either supportive or very supportive. By comparison, the percent rating faculty as supportive or very supportive was only 41.3 percent, with less than 9 percent indicating that faculty were very supportive.

Figure 31. Ratings of support received from the university

	Not at all adequate	Not adequate	Adequate	Supportive	Very supportive
	% of Responses				
Administration support	4.6%	18.8%	22.7%	31.5%	22.4%
Faculty support	3.8%	23.1%	31.8%	32.4%	8.9%

There were differences among directors based on the demographics of their institution associated with these ratings. Directors from private institutions were slightly more likely to rate both the administration and faculty as supportive or very supportive than were directors at public universities. (See Figures 32 and 33.) Directors from the New England, Southeast, and Rocky Mountain regions saw the largest differences in support between administration and faculty. Approximately 60 percent of these directors tended to rate administration support as strong whereas less than 40 percent felt justified in giving the same rating to faculty. (See Figures 34 through 41.) In addition, the very smallest schools (those with 1,000 or fewer students) tended to rate administration support lower than schools in the other size categories. Just over 40 percent of the directors from these small institutions felt they were being well-supported by their administrations. (See Figure 42.)

Figure 32. Ratings of support received from the university—Public sector

	Supportive	Very supportive
	% of Responses	
Administration support	29.5%	20.7%
Faculty support	31.3%	7.6%

Figure 33. Ratings of support received from the university—Private sector, not-for-profit

	Supportive	Very supportive
	% of Responses	
Administration support	34.1%	23.4%
Faculty support	34.6%	10.0%

Figure 34. Ratings of support received from the university—New England region

	Supportive	Very supportive
	% of Responses	
Administration support	45.7%	19.6%
Faculty support	34.8%	6.5%

Figure 35. Ratings of support received from the university—Mid-Atlantic region

	Supportive	Very supportive
	% of Responses	
Administration support	25.5%	20.9%
Faculty support	33.0%	9.8%

**Figure 36. Ratings of support received from the university—
Southeast region**

	Supportive	Very supportive
	% of Responses	
Administration support	35.2%	25.0%
Faculty support	32.0%	11.7%

**Figure 37. Ratings of support received from the university—
Great Lakes region**

	Supportive	Very supportive
	% of Responses	
Administration support	30.6%	20.4%
Faculty support	30.0%	8.0%

**Figure 38. Ratings of support received from the university—
Plains region**

	Supportive	Very supportive
	% of Responses	
Administration support	29.2%	23.1%
Faculty support	47.0%	0.0%

**Figure 39. Ratings of support received from the university—
Southwest region**

	Supportive	Very supportive
	% of Responses	
Administration support	36.7%	22.4%
Faculty support	26.5%	10.2%

**Figure 40. Ratings of support received from the university—
Rocky Mountain region**

	Supportive	Very supportive
	% of Responses	
Administration support	50.0%	14.3%
Faculty support	14.3%	14.3%

**Figure 41. Ratings of support received from the university—
Far West region**

	Supportive	Very supportive
	% of Responses	
Administration support	21.1%	29.8%
Faculty support	32.1%	14.3%

Figure 42. Ratings of support received from the university (size = < 1,000)

	Supportive	Very supportive
	% of Responses	
Administration support	22.9%	20.0%
Faculty support	44.1%	8.8%

Given that a plurality of respondents felt that staffing was the number one impediment to successful outcomes at the career center, the relatively positive outlook on administration support came as a bit of a surprise. To refine the directors' assessment of administration support, respondents were asked to rate the administration's helpfulness across a number of areas including staffing, funding, physical space needs, and computing support.

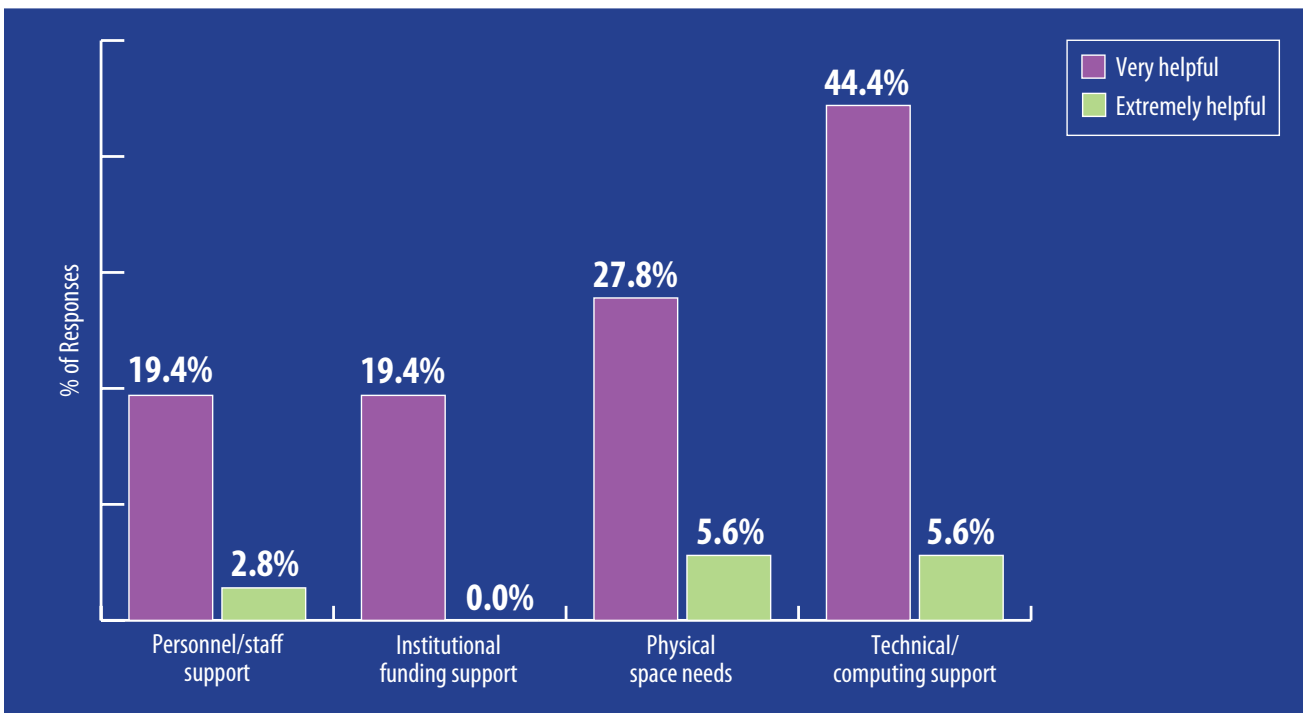
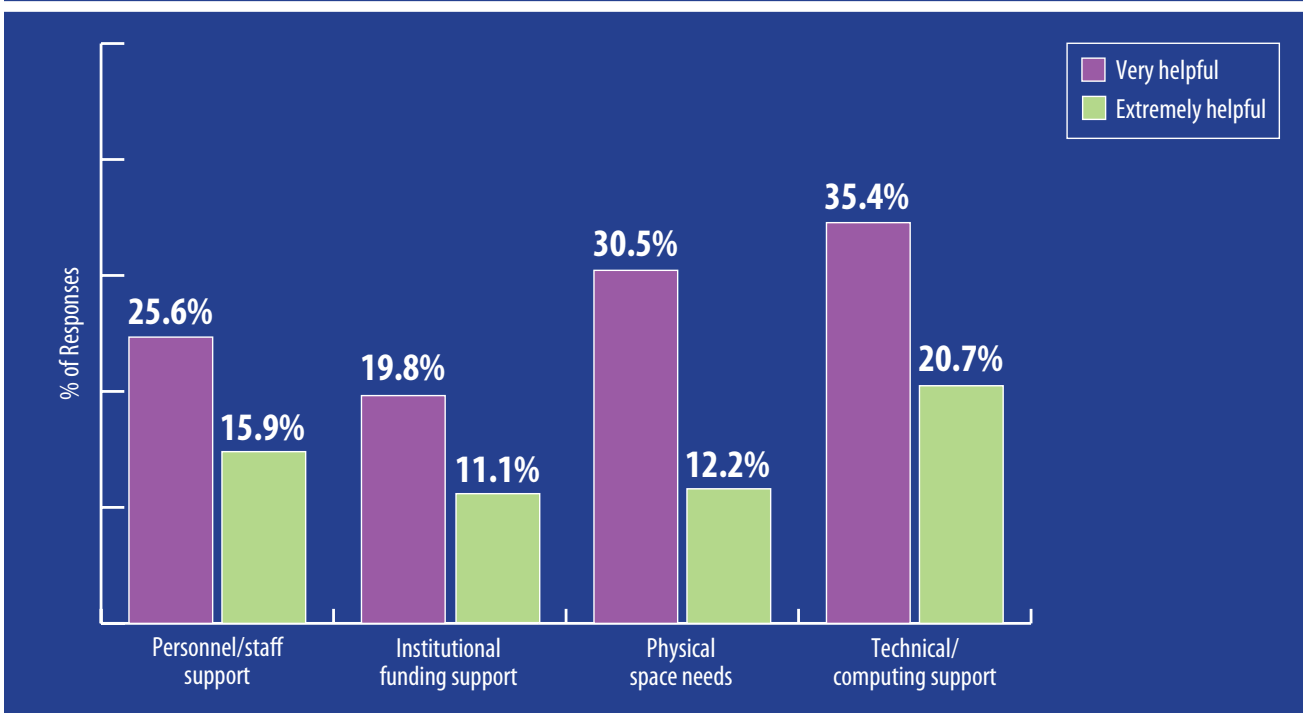
Figure 43 shows that the perception of how supportive or helpful the college or university administration is changes when the question involves a specific need. When it comes to funding support for the career services office, a greater proportion of respondents (31.6 percent) saw the administration as not particularly helpful as those that felt the administration was very supportive (26.4 percent). By contrast, administrations were seen as very supportive when providing technical or computing support; 50.6 percent rated their administration as highly supportive compared with only 13.2 percent who felt the administration was not helpful in this area.

Figure 43. Ratings of support levels in functional areas

	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful	Extremely helpful
	% of Responses				
Personnel/staff support	7.4%	19.5%	42.5%	23.7%	6.9%
Institutional funding support	6.9%	24.7%	42.0%	21.3%	5.1%
Physical space needs	7.6%	20.4%	32.3%	28.0%	11.7%
Technical/computing support	2.2%	11.0%	36.2%	37.7%	12.9%

Interestingly, in the area of staffing, respondents tended to see their administrations as somewhat more helpful than not helpful. Just over 30 percent rated the administration as very or extremely helpful while just under 27 percent rated the administration as not helpful. This is a middling score for support but nevertheless a bit higher than would have been expected given the cry for more staffing apparent in other responses.

Not as surprising was the difference among schools by size in terms of how they viewed administration support. As with the overall rating for administration support, the lowest overall ratings by functional area came from the very smallest institutions, those with 1,000 or fewer students. Among this group, less than 20 percent viewed their funding as helpful and only 22 percent felt staff support justified a helpful rating. By contrast, career directors in schools with more than 20,000 students were considerably more willing to apply a helpful rating to their administrations in both funding (nearly 31 percent) and staffing assistance (41.5 percent). (See Figures 44 and 45.)

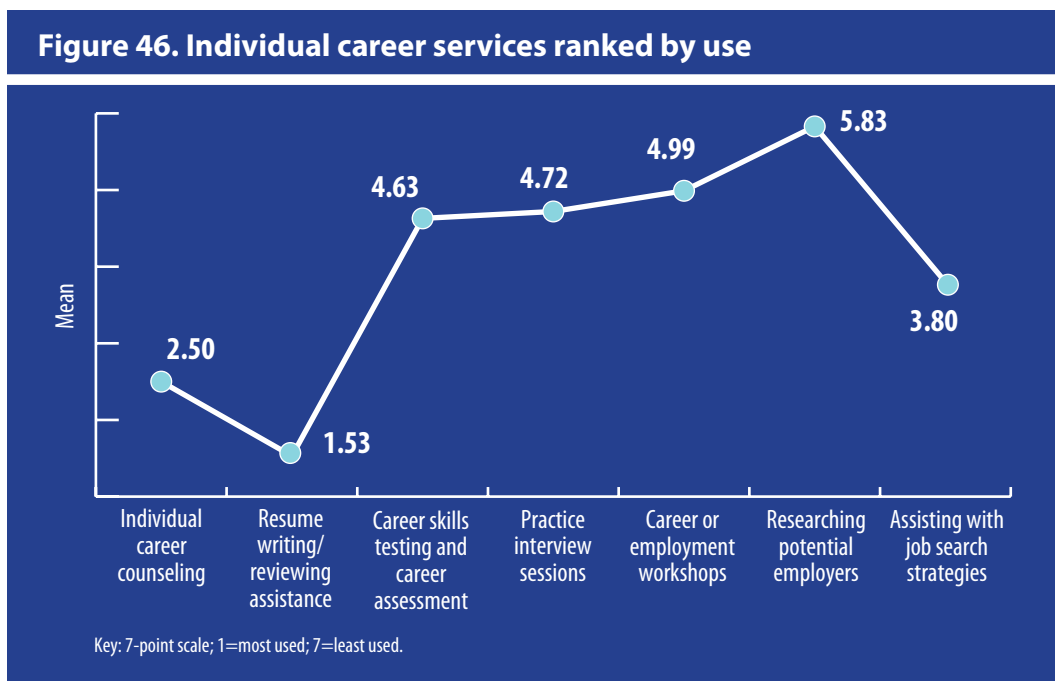
Figure 44. Ratings of support levels in functional areas—(size =<1,000)**Figure 45. Ratings of support levels in functional areas (size >20,000)**

Use and effectiveness of various services provided by the career center

Career centers provide students with a variety of services beyond the individual one-on-one counseling detailed in this report to this point. To get a sense of what students use and how they evaluate the various services provided by the career center, respondents were asked to 1) rank their services by student use, and 2) to rate the individual services in terms of their individual effectiveness in aiding a student's job search/acquisition.

Figure 46 shows the average use ranking provided by respondents. The ranking number is based on a 7-point scale with 1 being the most-used service and 7 the least used. The lower the average number associated with a service, the more it is used, according to the perceptions of the respondents.

The figure indicates that the most-used service at the career center is resume writing and assistance, followed by individual career counseling and job-search assistance. The least-used service by students is help with researching potential employers, according to respondents.



When these results are examined across the demographic spectrum of institutional types, there is no discernible difference found in how career services directors at different types of schools rated the use of their services. However, there is a slight difference in how students themselves rate their use of these services. In NACE's *2011 Student Survey*, the student respondents ranked assisting with job-search strategies as second in terms of use behind resume writing assistance; individual career counseling ranked a relatively distant third.

The difference, although interesting, may not be significant. The students queried in the student survey were seniors about to enter the job market. They are likely to have been more focused on the immediate demands of finding a job and used the career center directly to that end during their senior year. The director respondents to this survey are likely to be viewing usage across the entire spectrum of students, where the greater emphasis is choosing a career direction before encountering the immediate demands of the job search.

There is also general agreement on how effective these individual services are for students in the job search. Figure 47 displays the effectiveness ratings that career center directors gave to these individual services. Topping the list as the most effective was resume writing assistance followed by individual career counseling and practice interview sessions.

As with the usage rankings, there is general agreement across school types as to the effectiveness level of the individual services. The differences that exist involve the perceived effectiveness of practice interview sessions and the impact of skills and career assessment tests. Respondents from the western states and from the smallest schools tended to rate the effectiveness of practice interview sessions lower than the directors from other regions and other size categories. (See Figures 48 – 50.) Directors from predominantly two-year institutions saw skills and assessment tests as considerably more effective in a student's job search than did directors from four-year schools. (See Figures 51 and 52.)

Figure 47. Individual career services: perceived effectiveness ratings

	Not at all effective	Not very effective	Effective	Very effective
	% of Responses			
Individual career counseling	0.3%	1.2%	39.7%	58.8%
Resume writing/reviewing assistance	0.0%	0.8%	33.3%	65.8%
Career skills testing and career assessments	1.9%	13.7%	63.8%	20.7%
Practice interview sessions	0.0%	3.2%	45.2%	51.5%
Career or employment workshops	3.4%	0.0%	56.2%	15.0%
Researching potential employers	1.0%	0.0%	64.3%	14.3%
Assisting with job-search strategies	0.5%	0.0%	52.8%	41.1%

Figure 48. Individual career services: perceived effectiveness ratings—Rocky Mountain region

	Not at all effective	Not very effective	Effective	Very effective
	% of Responses			
Individual career counseling	0.0%	0.0%	14.3%	85.7%
Resume writing/reviewing assistance	0.0%	7.1%	35.7%	57.1%
Career skills testing and career assessments	0.0%	0.0%	71.4%	28.6%
Practice interview sessions	0.0%	7.1%	50.0%	42.9%
Career or employment workshops	0.0%	35.7%	50.0%	14.3%
Researching potential employers	0.0%	35.7%	57.1%	7.1%
Assisting with job-search strategies	0.0%	7.1%	42.9%	50.0%

Figure 49. Individual career services: perceived effectiveness ratings—Far West region

	Not at all effective	Not very effective	Effective	Very effective
	% of Responses			
Individual career counseling	0.0%	1.7%	44.8%	53.4%
Resume writing/reviewing assistance	0.0%	0.0%	39.7%	60.3%
Career skills testing and career assessments	1.8%	10.5%	68.4%	19.3%
Practice interview sessions	0.0%	3.5%	59.6%	36.8%
Career or employment workshops	1.7%	27.6%	53.4%	17.2%
Researching potential employers	0.0%	15.5%	70.7%	13.8%
Assisting with job-search strategies	0.0%	1.7%	48.3%	50.0%

Figure 50. Individual career services: perceived effectiveness ratings (size =<1,000)

	Not at all effective	Not very effective	Effective	Very effective
	% of Responses			
Individual career counseling	0.0%	0.0%	51.4%	48.6%
Resume writing/reviewing assistance	0.0%	0.0%	31.4%	68.6%
Career skills testing and career assessments	5.7%	22.9%	60.0%	11.4%
Practice interview sessions	0.0%	5.7%	54.3%	40.0%
Career or employment workshops	8.6%	31.4%	45.7%	14.3%
Researching potential employers	0.0%	17.1%	68.6%	14.3%
Assisting with job-search strategies	0.0%	2.9%	48.6%	48.6%

Figure 51. Individual career services: perceived effectiveness ratings—two-year degree level

	Not at all effective	Not very effective	Effective	Very effective
	% of Responses			
Individual career counseling	0.0%	1.7%	44.1%	54.2%
Resume writing/reviewing assistance	0.0%	0.0%	45.8%	54.2%
Career skills testing and career assessments	5.2%	8.6%	53.4%	32.8%
Practice interview sessions	0.0%	5.1%	59.3%	35.6%
Career or employment workshops	10.5%	17.5%	63.2%	8.8%
Researching potential employers	3.4%	22.4%	69.0%	5.2%
Assisting with job-search strategies	1.7%	6.9%	51.7%	39.7%

Figure 52. Individual career services: perceived effectiveness ratings—four-year degree level

	Not at all effective	Not very effective	Effective	Very effective
	% of Responses			
Individual career counseling	0.4%	1.1%	39.2%	59.3%
Resume writing/reviewing assistance	0.0%	0.9%	32.0%	67.1%
Career skills testing and career assessments	1.5%	14.2%	64.9%	19.4%
Practice interview sessions	0.0%	3.0%	43.7%	53.3%
Career or employment workshops	2.7%	26.1%	55.5%	15.7%
Researching potential employers	0.8%	20.1%	63.8%	15.3%
Assisting with job-search strategies	0.4%	5.5%	52.9%	41.2%

There was also significant agreement with how students viewed the effectiveness of individual career services in the job search. Students rated the resume writing help they received from the career center as the most effective service provided by their center; practice interview sessions was ranked the second, and individual career counseling came third. One area where there was noticeable disagreement between the perspectives of directors and the assessments of students was on the effectiveness of the career center in direct job-search assistance. Directors tended to rate this service as one of the more effective contributions of the career center whereas students felt it was the least effective service provided by the career center. (See Figure 53.)

Figure 53. Ratings for career center activities (seniors in the job search)

	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful
	% of Responses			
Resume writing/reviewing assistance	1.4%	5.0%	34.4%	59.3%
Practice interview sessions	1.3%	7.8%	34.3%	56.6%
Career counseling	3.4%	12.0%	41.2%	43.3%
Internship/co-op search assistance	4.7%	15.4%	39.3%	40.6%
Researching potential employers	2.7%	11.5%	46.9%	38.7%
Using career center job listings	4.6%	14.6%	43.5%	37.3%
Testing and assessments	6.0%	14.5%	43.3%	36.2%
Career or employment workshops	3.2%	11.8%	50.6%	34.4%
Job-search assistance	4.6%	16.2%	46.8%	32.4%

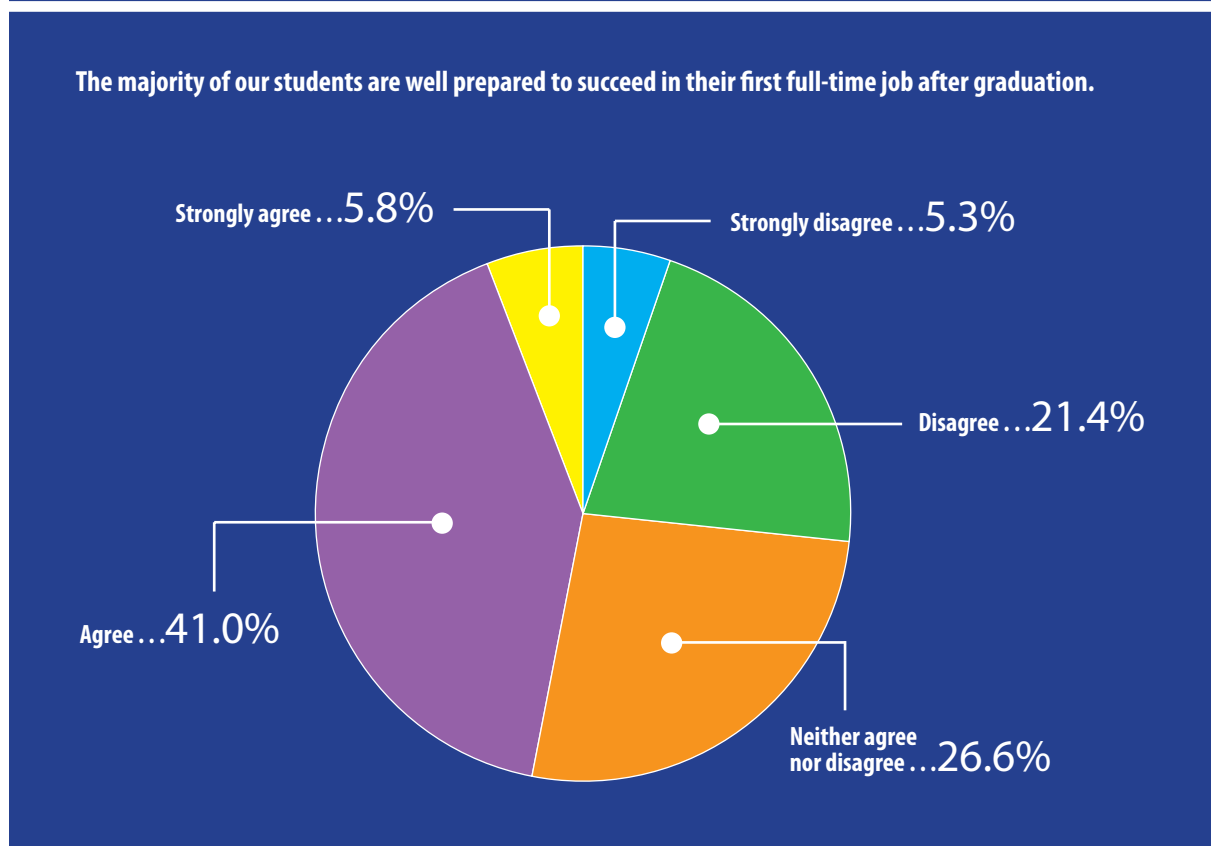
Source: NACE 2011 Student Survey

Are students ready for the job market?

The final set of questions directors were asked dealt with student preparation for the job market. These questions were designed to probe 1) whether college had prepared graduating students to be successful in a job once a job was attained, and 2) whether graduating students possessed the basic tools necessary to compete successfully in a competitive job market.

As to whether students are adequately prepared to be successful in their first job, respondents completed two sets of questions. First, respondents were asked directly whether they agreed or disagreed with the following statement: "The majority of our students are well prepared to succeed in their first full-time job after graduation." Figure 54 shows that the percentage of directors who agreed with the statement fell just short of a majority (46.8 percent.) More significantly, the number who agreed or strongly agreed with this sentiment far outweighed those who disagreed. This indicates that, in general terms, directors feel that the majority of their students are adequately positioned to succeed if and when they obtain a full-time position.

Figure 54. Agree/disagree: students prepared to succeed



There were differences across types of schools on this perspective. Directors from public institutions and those with predominantly associate degree programs were less inclined to agree with the statement than were directors from four-year, private, nonprofit schools. (See Figures 55 and 56.)

Figure 55. Agree/disagree: students prepared to succeed

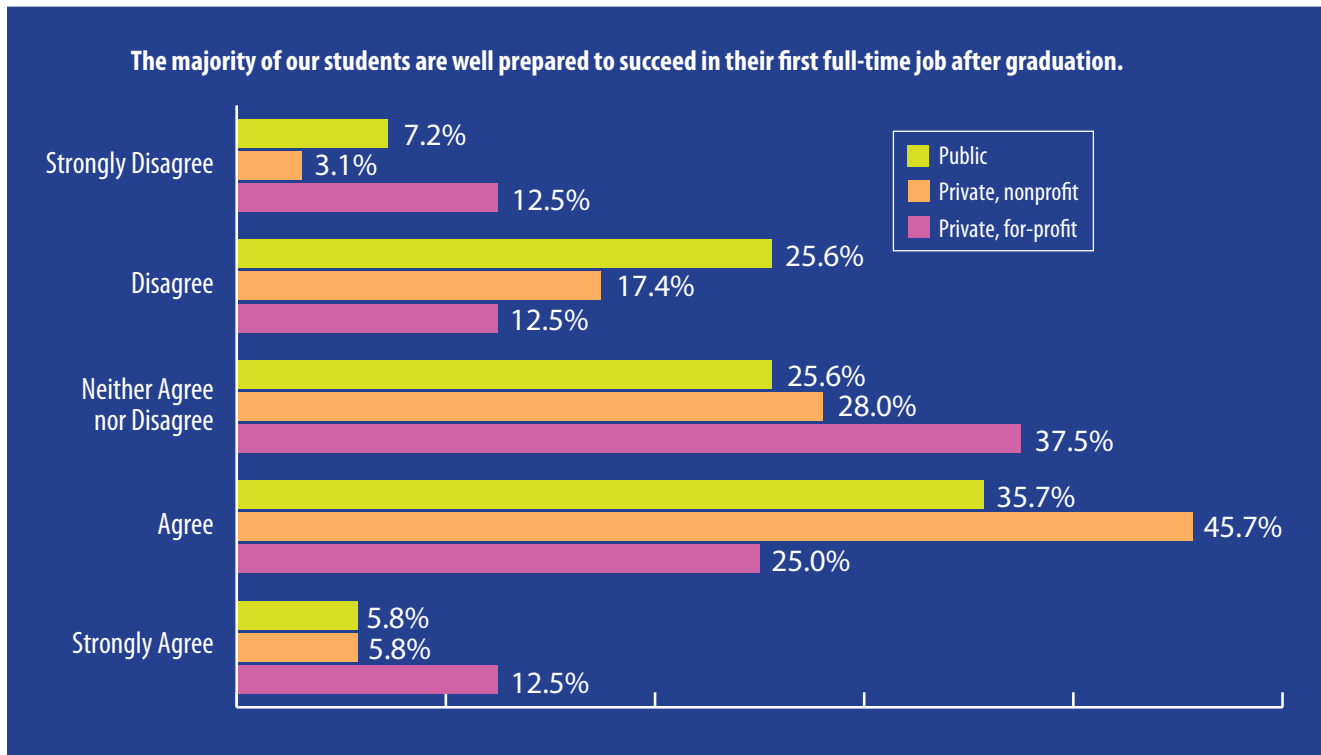
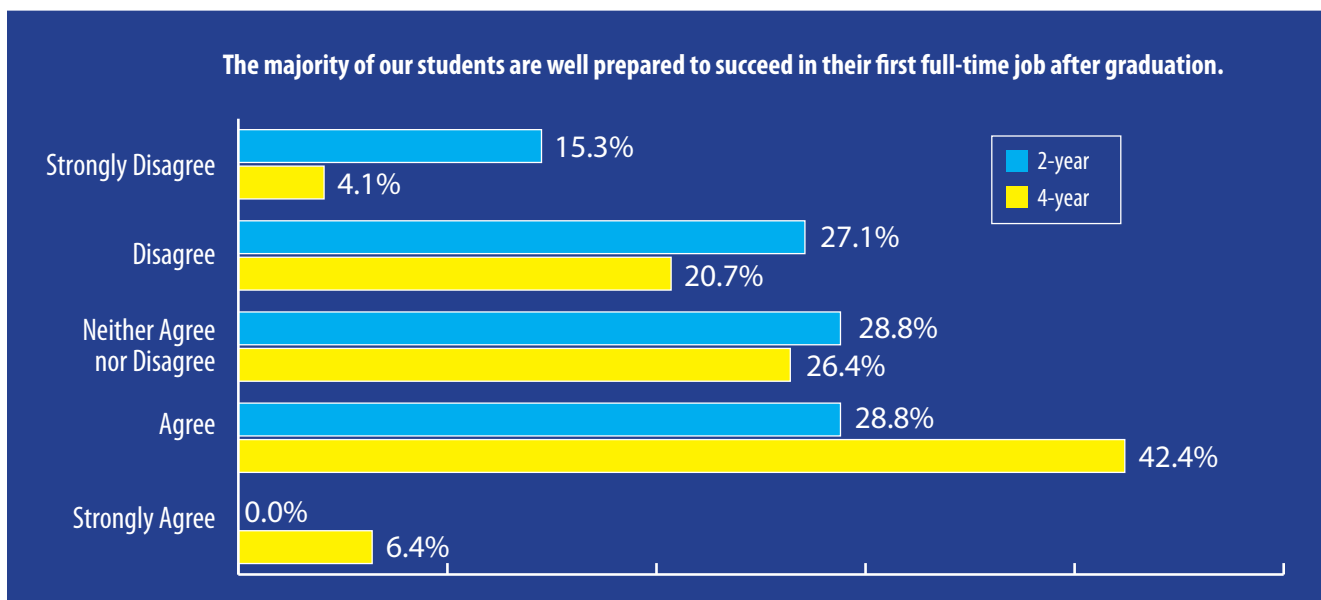
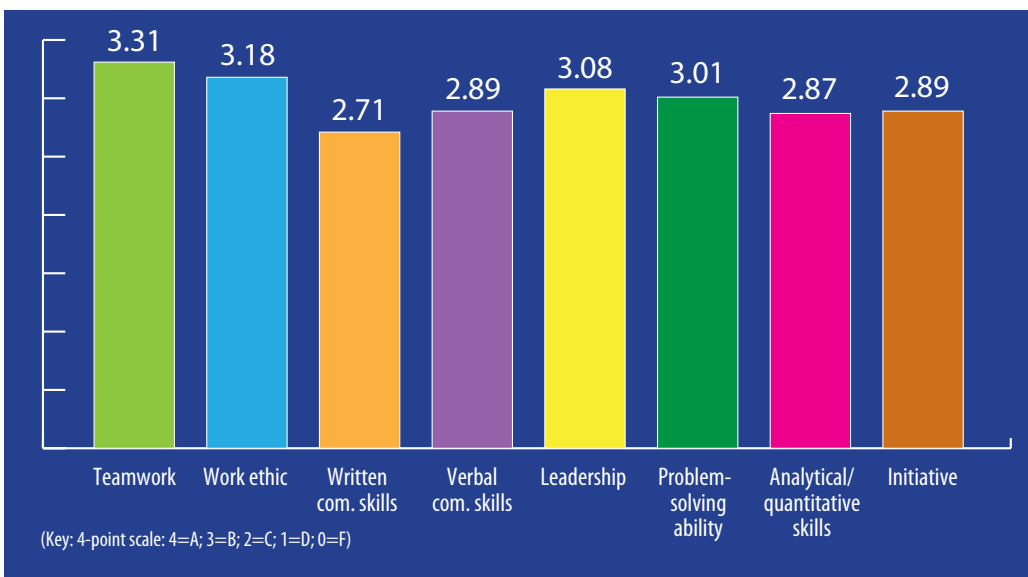


Figure 56. Agree/disagree: students prepared to succeed



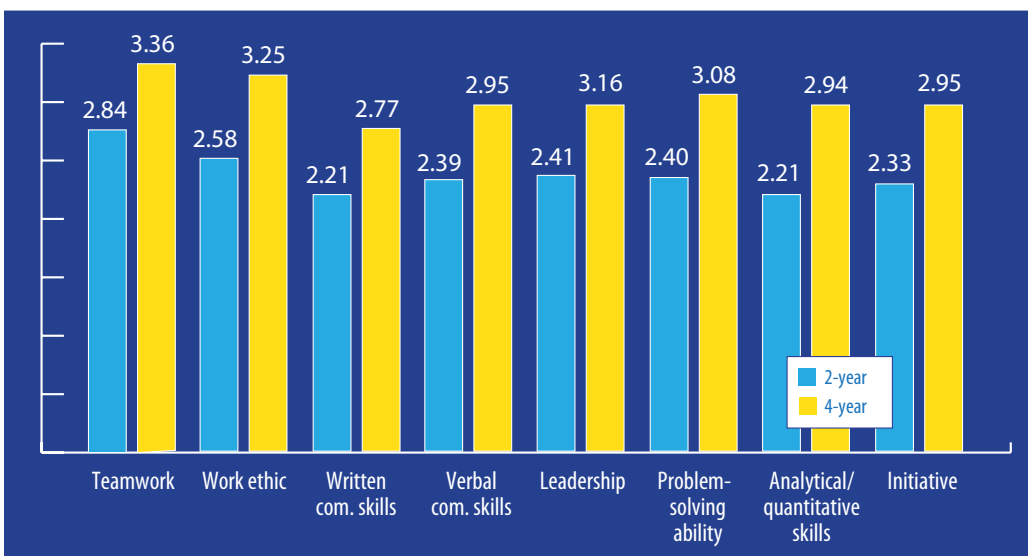
To assess student preparedness in a different, more granular sense, respondents were asked to “grade” their students on the job skills that employers have identified as the most important for a new graduate employee to be successful. Figure 57 shows the average grade provided by respondents for each of the individual job skills. The grade is based on a 4-point scale where an A would equal 4.0; a B is worth 3.0 points; C equals 2.0; D is 1.0; and F brings 0 points. Overall, the directors provided their students with passing grades for each of the job skills listed. The highest grade went to teamwork (3.31), which employers listed as the most important job skill they look for in a new hire in NACE’s 2012 *Job Outlook Survey*. The lowest grade (2.71) was allotted to written communication skills—a job skill that employers have frequently listed among the most important and one they have often identified as lacking in their new hires.

Figure 57. Grades for student job skills



As might be expected given the lower scores for overall job readiness provided by respondents from public and two-year institutions, the same differences existed when grades for students were allotted for the individual job-related skills and knowledges. For example, while directors from four-year institutions gave a grade of near B or better for every individual skill except written communication ability, those from two-year institutions provided grades that generally fell near of below C+. (See Figure 58.)

Figure 58. Grades for student job skills by degree level



In addition to the expected difference in grading between public and private and two and four-year institutions, there was a discernible difference by size of school. Respondents from institutions within the range of 5,000 to 20,000 students tended to grade their students somewhat lower in terms of communication skills, problem-solving ability, and quantitative skill. (See Figure 59.) (Note: There was not a linear relationship between size and the director's grading of student skill levels: Directors from the largest schools tended to grade their students much like the directors from the smaller institutions; however, it needs to be noted that there is some effect from the size of the school on the perceptions of directors regarding the workplace readiness of their students.)

Figure 59. Grades for student job skills by size

	=<1,000	1,000 - 2,500	2,501 - 5,000	5,001 - 10,000	10,001 - 15,000	15,001 - 20,000	>20,000
Teamwork	3.34	3.44	3.32	3.21	3.05	3.22	3.35
Work ethic	3.16	3.36	3.10	3.05	3.10	3.10	3.24
Written communication skills	2.72	3.05	2.71	2.57	2.38	2.40	2.67
Verbal communication skills	2.89	3.19	2.88	2.79	2.61	2.66	2.80
Leadership	2.99	3.33	3.10	2.96	2.76	2.94	3.10
Problem-solving ability	3.06	3.26	3.00	2.77	2.84	2.82	3.07
Analytical/quantitative skills	2.94	3.09	2.80	2.68	2.55	2.71	2.99
Initiative	2.71	3.06	2.82	2.77	2.81	2.78	3.02

(Key: 4=point scale: 4=A; 3=B; 2=C; 1=D; 0=F)

Even given the lower grades that students receive on certain skill levels from some institutions, the overall assessment would have to be that the directors see their students as generally workplace ready. However, are they *marketplace* ready? Are they well-prepared to compete for the positions in the workplace?

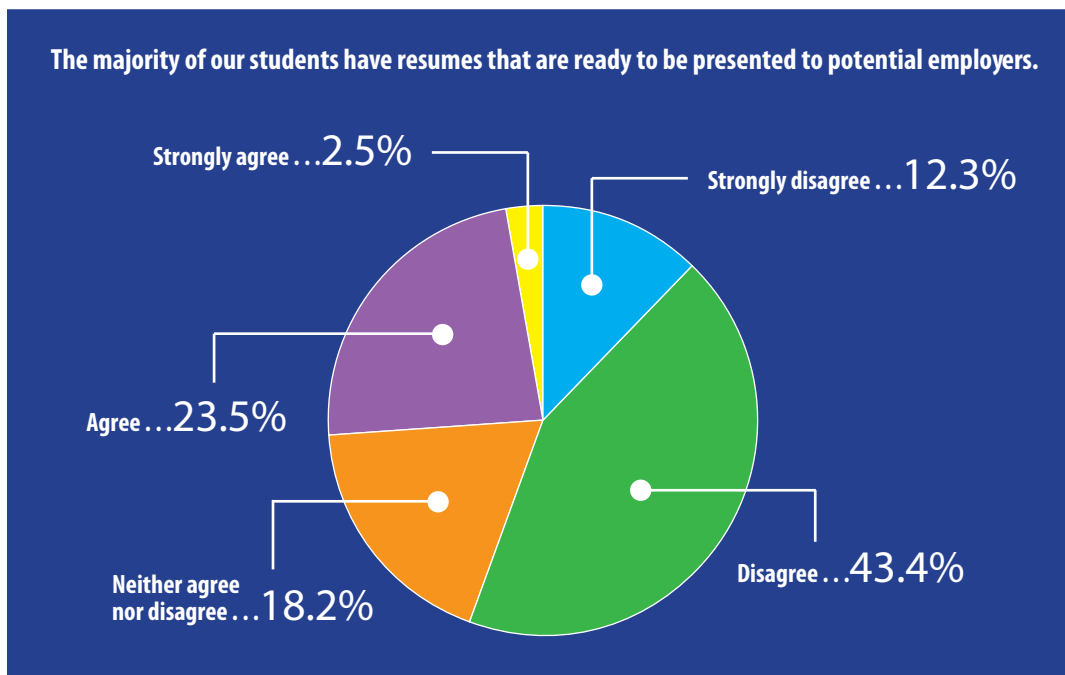
To determine how career center directors perceive the general positioning of their students in the competitive labor market, respondents were asked to agree or disagree with the following two statements:

- “The majority of our students have resumes that are ready to be presented to potential employers.”
- “The majority of our students have the tools and skills necessary to find a job.”

Agreement indicated that students were generally well-prepared to compete in the market; disagreement was taken as an indication that a director felt that most of the students at his/her school were not as ready as they should be for securing a full-time job after graduation.

The results displayed in Figures 60 and 62 suggest that career center directors have a far different assessment of their student's marketplace readiness than they have of their workplace readiness. Figure 60 shows that more than half of respondents believe their students did not have resumes ready to be presented to employers; in fact, only about one-quarter of the respondents agreed or strongly agreed with the statement "The majority of our students have resumes that are ready to be presented to potential employers." This was true regardless of the size or sector of the school. The major difference was only in the level of disagreement with the statement. Directors from schools with predominantly associate's degree programs were

Figure 60. Agree/disagree: students resumes ready



overwhelmingly negative regarding the adequacy of their students' resumes. Just over 83 percent of the respondents from these schools disagreed with the sentiment that their students had resumes ready to be presented to employers. (See Figure 61.)

Figure 61. Agree/disagree: Student resumes ready by degree level

The majority of our students have resumes that are ready to be presented to potential employers.

	Two-year	Four-year
	% of Responses	
Strongly disagree	39.0%	9.4%
Disagree	44.1%	43.3%
Neither agree nor disagree	8.5%	19.3%
Agree	8.5%	25.1%
Strongly agree	0.0%	2.8%

Figure 62 shows a virtually similar distribution of responses when respondents were asked whether students possessed the tools and skills necessary to locate a job. Just less than 50 percent of respondents disagreed with the proposition that their students enter the labor marketplace with the skills necessary to succeed, and only 23 percent could generate a positive reaction to the statement. Again, directors from two-year institutions were less

positive about their students' preparedness than were the directors from four-year schools. In addition, there was a noticeable difference between directors from public institutions and those from the private, nonprofit group. Nearly 56 percent of the directors from public universities disagreed with the statement: "The majority of our students have the tools and skills necessary to find a job;" whereas only 41 percent of the directors from private, nonprofit schools disagreed. (See Figure 63.)

Figure 62. Agree/disagree: Students job search ready

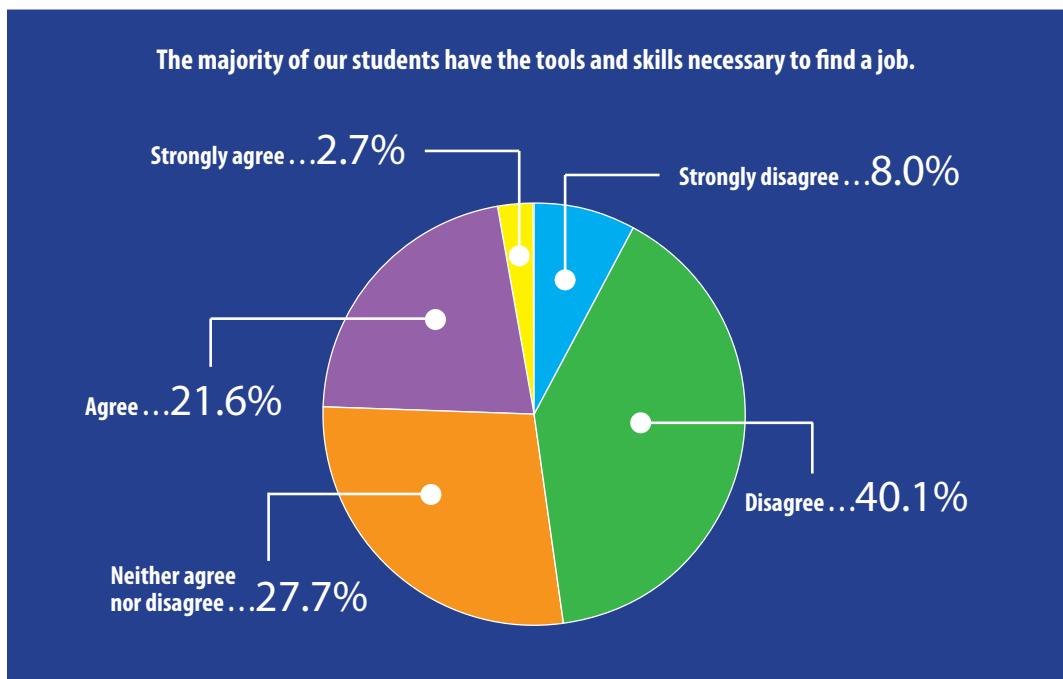


Figure 63. Agree/disagree: Student resumes ready by degree level

The majority of our students have the tools and skills necessary to find a job.

	Public	Private, not-for-profit	Private, for-profit
	% of Responses		
Strongly disagree	10.9%	4.8%	12.5%
Disagree	44.9%	36.5%	12.5%
Neither agree nor disagree	22.5%	32.8%	25.0%
Agree	18.8%	23.5%	37.5%
Strongly agree	2.9%	2.4%	12.5%


Conclusions

College career centers face an increasingly difficult challenge. They must prepare their students to think seriously about their career options and make sure these students possess the requisite skills necessary to market themselves to employers. They take on this challenge at a time when the opportunities for graduating students are constrained because of a generally weak labor market and when the pressure from outside sources (parents, elected officials, and so forth) has never been greater.

What the results of this survey show is that the directors of these career centers are confident that they and their staffs can provide effective career guidance and job-search skills to their students when given the opportunity. However, they are limited by two primary conditions: 1) the understanding and motivation of the students themselves to undertake the effort necessary to compete successfully in a competitive labor market, and 2) the limited number of career center staff available to promote career center operations, to conduct the counseling sessions with the students, and to follow through to see that the students implement the suggestions provided to them in the counseling sessions. Consequently, while the majority of students are prepared to be good professional employees as a result of their college education, most leave college without the necessary job-search skills to get that first professional job.

How can these limitations be overcome? The respondents focused on the problem of changing the student's approach to thinking about his/her career options. To do this, the directors suggested that the career center become a more integral aspect of a student's education. The student should be required to take career classes; this would get them thinking about career options at an earlier point in their college career and introduce them to the counseling options of the career center. In addition, the support of the career center from key faculty could be enhanced so that, as part of their academic advising, students would be encouraged to think through career preparation and directed to the career center.

If this were to occur, the career center would be in a position to ensure that a greater percentage of graduates were adequately prepared with the tools necessary to confidently search for and apply for a job. However, students seeking counseling requires more staff, and administration would need to solve the staffing problem. Currently, staffing levels are inadequate to meet the demand. From the directors' perspective, increased staffing is essential because proper career and job counseling is accomplished in an extremely labor-intensive fashion. The most effective resource a student has in preparing for the job market is the one-on-one counseling that takes place at the career center. (See Figure 6.)

While this survey showed some differences across school types, sizes, and locations on specific questions on fundamental issues (major impediments to success, ways to improve outcomes, and the best way to provide students with the knowledge and skills necessary for career success), there was a great deal of consistency in the distribution of the responses. The survey results show that career center directors are clear about the problems they face and how they would approach solving those problems. 

Appendix

Figure 64. Respondents by size of enrollment

		Responses	% of Responses
Size	1,000 or less	36	6.2%
	1,001 - 2,500	139	23.9%
	2,501 - 5,000	117	20.1%
	5,001 - 10,000	109	18.8%
	10,001 - 15,000	46	7.9%
	15,001 - 20,000	51	8.8%
	More than 20,000	83	14.3%

Figure 65. Respondents by region

		Responses	% of Responses
Region	New England	46	7.9%
	Mid-Atlantic	115	19.8%
	Southeast	131	22.6%
	Great Lakes	101	17.4%
	Plains	66	11.4%
	Southwest	49	8.4%
	Rocky Mountain	14	2.4%
	Far West	58	10.0%

Figure 66. Respondents by sector

		Responses	% of Responses
Sector	Public	279	48.0%
	Private, not-for-profit	294	50.6%
	Private, for-profit	8	1.4%

Figure 67. Respondents by degree level

		Responses	% of Responses
Degree Level	2-year	59	9.9%
	4-year	534	90.1%

Participating Institutions

Adelphi University	Bowling Green State University	Clemson University
Agnes Scott College	Bradley University	Cloud County Community College
AIB College of Business	Bridgewater College	Coastal Carolina University
Alabama A&M University	Bridgewater State University	Coe College
Albion College	Brigham Young University - Hawaii	Coker College
Alfred University	Brock University	College of Charleston
Allegheny College	Brookdale Community College	College of Mount St. Joseph
Alma College	Broome Community College - SUNY	College of Saint Elizabeth
Alverno College	Brown Mackie College - Miami	College of Southern Nevada - Charleston Campus
American University - Kogod School of Business	Bryant & Stratton College - Buffalo Campus	College of St. Joseph
American University of Sharjah - School of Business & Management	Bucknell University	College of the Holy Cross
Anderson University (South Carolina)	Buena Vista University	Columbia University - School of Continuing Education
Anderson University (Indiana)	Buffalo State College - SUNY	Concordia University - California
Angelo State University	Burlington County College - Pemberton Campus	Concordia University - Texas
Appalachian State University	Butler Community College - El Dorado Campus	Connecticut College
Arizona State University	Caldwell College	Coppin State University
Arizona State University - Ira A. Fulton Schools of Engineering	California Baptist University	Cornell College
Arizona State University - Polytechnic Campus	California Polytechnic State University	Cornerstone University
Armstrong Atlantic State University	California State University - Dominguez Hills	County College of Morris
Art Center College of Design	California State University - East Bay	Creighton University
Ashesi University College	California State University - Fullerton	Crown College
Ashland University	California State University - Long Beach	Danville Area Community College
Asnuntuck Community College	California State University - Northridge	Davenport University - Lansing
Assumption College	California State University - San Marcos	Davidson College
Athens State University	California University of Pennsylvania	Defiance College
Auburn University - Career Center	Cameron University	Delaware Valley College
Augusta State University	Cape Fear Community College	Denison University
Augustana College	Capital University	DeSales University
Austin College	Cardinal Stritch University	Doane College - Crete Campus
Austin Peay State University	Carroll College	Drew University
Babson College	Carroll University	Drury University
Baker College Online	Carthage College	Duke University - Career Center
Baldwin Wallace University	Casper College	East Carolina University - College of Business
Bard College	Cazenovia College	East Carolina University
Barry University	Cedar Crest College	Eastern Illinois University
Bates College	Cedarville University	Eastern Kentucky University
Belmont Abbey College	Centenary College of Louisiana	Eastern Mennonite University
Belmont College	Central College	Eastern Nazarene College
Belmont University	Central Georgia Technical College	Eastern New Mexico University - Roswell
Bemidji State University	Central Pennsylvania College	Eastern Oregon University
Benedictine University	Cerritos College	Edinboro University of Pennsylvania
Berea College	Chaminade University of Honolulu	Elmira College
Bethany College	Champlain College	Emerson College
Bloomfield College	Chandler-Gilbert Community College - Pecos Campus	Emmanuel College
Bluffton University	Chapman University - George L. Agyros School of Business and Economics	Emory University - Goizueta Business School
Boise State University	Clark College	Endicott College
Boston University	Clark University	Eureka College
Boston University - School of Management	Clayton State University	Evangel University
Bowdoin College	Cleary University - Howell Campus	Fairfield University
		Fairleigh Dickinson University - College at Florham

Farmingdale State College - SUNY	Indiana University - Bloomington - Kelley School of Business	Massachusetts Institute of Technology
Faulkner University	Indiana University - Bloomington - School of Public & Environmental Affairs	Massachusetts Maritime Academy
Felician College	Indiana University-Purdue University Fort Wayne	Mayville State University
Ferris State University	Indiana University-Purdue University Indianapolis - Kelley School of Business CPO	McDaniel College
Ferrum College	Iowa State University - College of Engineering	McKendree University
Florida Atlantic University - Boca Raton Campus	Ithaca College	McMurry University
Florida International University	Ivy Tech Community College - Fort Wayne	McPherson College
Florida Southern College	Ivy Tech Community College - Indianapolis	Menlo College
Florida State University	Ivy Tech Community College - Lafayette	Mercy College - Dobbs Ferry
Fort Hays State University	Jacksonville State University	Mercyhurst University
Framingham State University	Jefferson Community College	Merrimack College
Franciscan University of Steubenville	John Jay College of Criminal Justice	Miami University
Fresno Pacific University	Johnson C. Smith University	Miami University - Hamilton
Gannon University	Johnson County Community College	Middle Tennessee State University
Geneva College	Kansas State University	Middlebury College
George Fox University	Kennesaw State University	Midland University
Georgetown University	Kilgore College	Midlands Technical College
Georgia College & State University	Knox College	Millikin University
Georgia Perimeter College - Dunwoody Campus	Koc University	Millsaps College
Georgia Southern University	Kutztown University of Pennsylvania	Milwaukee Institute of Art & Design
Georgia State University - Andrew Young School	Lafayette College	Minneapolis College of Art & Design
Georgia State University - J. Mack Robinson College of Business	Laguna College of Art & Design	Minnesota State University - Mankato
Georgia State University	Lake Forest College	MiraCosta College
Gettysburg College	Lake Superior State University	Mississippi College
Golden Gate University	Lakeland College	Mississippi State University
Golf Academy of America	Lakeland Community College	Mississippi University for Women
Gonzaga University	Lake-Sumter Community College-Leesburg	Mississippi Valley State University
Goucher College	Lawrence Technological University	Missouri State University - Springfield Campus
Governors State University	Lebanon Valley College	Missouri University of Science & Technology
Green Mountain College	Lehigh Carbon Community College	Monroe College - Bronx Campus
Grinnell College	Lenoir-Rhyne University	Montana State University - Great Falls
Grove City College	Lindsey Wilson College	Montana Tech of The University of Montana
Guilford College	Lock Haven University of Pennsylvania	Moore College of Art & Design
Gustavus Adolphus College	Long Island University - C.W. Post Campus	Morehead State University
Gwinnett Technical College	Louisiana State University	Morgan State University
Hamilton College	Louisiana State University in Shreveport	Mount Aloysius College
Hanover College	Loyola University New Orleans	Mount Olive College
Harding University	Luzerne County Community College	Mount St. Mary's University
Hardin-Simmons University	Lynn University	Multnomah University
Harris-Stowe State University	Macomb Community College - South Campus	Murray State University
Harvey Mudd College	Manhattan College	National Park Community College
Hastings College	Manhattanville College	Nazareth College of Rochester
Hendrix College	Marietta College	New College of Florida
High Point University	Marist College	New Mexico Highlands University
Hood College	Marquette University	New Mexico State University
Hudson Valley Community College	Mary Baldwin College	Niagara University
Huntington University	Marylhurst University	Norfolk State University
Husson University	Marymount College	North Central College
Huston-Tillotson University	Marymount University	North Dakota State University
Illinois College	Maryville College	North Georgia College & State University
Illinois State University	Marywood University	Northampton Community College
Indiana Institute of Technology		Northern Caribbean University
		Northern Illinois University - Career Services
		Northern Kentucky University

Northwest Arkansas Community College - Bentonville	Salisbury University	Texas State Technical College - West Texas Sweetwater
Northwest Missouri State University	Sam Houston State University	Texas Tech University
Northwestern College - Minnesota	San Diego State University	Texas Tech University - Rawls College of Business
Northwood University - Michigan Campus	Sarah Lawrence College	Texas Wesleyan University
Norwich University	Scripps College	The Citadel
Notre Dame College	Seattle University	The College of New Jersey
Ohio Northern University	Seminole State College of Florida - Sanford/Lake Mary Campus	The Cooper Union for the Advancement of Science & Art
Ohio University - College of Business	Seton Hall University	The Johns Hopkins University
Ohio Wesleyan University	Seton Hill University	The Master's College
Oklahoma Baptist University	Shelton State Community College	The Metropolitan State College of Denver
Oklahoma State University	Sheridan College	The Ohio State University - College of Engineering
Oklahoma State University - Oklahoma City	Shippensburg University	The Ohio State University - Max M. Fisher College of Business
Olivet College	Simmons College - Career Education Center	The Ohio State University at Newark & Central Ohio Technical College
Olivet Nazarene University	Simpson College	The Richard Stockton College of New Jersey
Oral Roberts University	Slippery Rock University of Pennsylvania	The Sage Colleges
Orange County Community College	South Dakota School of Mines & Technology	The University of Akron
Ottawa University	Southeastern Oklahoma State University	The University of Arizona - Eller College of Management
Ozarks Technical Community College	Southern Illinois University - Carbondale	The University of Hong Kong
Palm Beach Atlantic University	Southern Methodist University - Cox School of Business	The University of Louisiana at Lafayette
Park University	Southern New Hampshire University	The University of Montana - Missoula
Peace College	Southwest Baptist University	The University of Nottingham
Pellissippi State Technical Community College	Southwestern University	The University of Oklahoma
Pennsylvania College of Technology	Spring Arbor University	The University of South Dakota
Pepperdine University	Springfield College	The University of Southern Mississippi
Point Loma Nazarene University	St. Catherine University	The University of Tennessee
Principia College	St. Edward's University	The University of Tennessee at Chattanooga
Purdue University - Calumet	St. John Fisher College	The University of Texas at Austin - College of Communication
Purdue University	St. John's College - Annapolis Campus	The University of Texas at Austin - College of Liberal Arts
Purdue University - North Central	St. John's University - Queens Campus	The University of Texas at Austin - College of Natural Sciences
Queensborough Community College	St. Mary's College of Maryland	The University of Texas at Dallas - Career Center
Ramapo College of New Jersey	St. Mary's University	The University of Texas at El Paso
Randolph College	St. Norbert College	The University of Texas at San Antonio
Raritan Valley Community College	St. Olaf College	The University of Texas of the Permian Basin
Reed College	State College of Florida	The University of the Arts
Regent University	Stetson University	The University of Tulsa
Regis University	Stonehill College - Career Services	The University of Vermont
Reinhardt University - Waleska Campus	Stony Brook University	Thiel College
Rhode Island College	Suffolk County Community College - Ammerman Campus	Thomas College
Rhodes College	Sul Ross State University	Thomas Jefferson University
Rhodes State College	SUNY Cobleskill	Thomas Nelson Community College
Richland Community College	SUNY College of Technology at Canton	Towson University
Rivier College	SUNY Cortland	Trinity University
Roane State Community College	SUNY Fredonia	Trinity Western University
Roanoke College	SUNY Purchase College	Triton College
Roberts Wesleyan College	Syracuse University	Truman State University
Roger Williams University	Tennessee Technological University	Tuskegee University
Rutgers University - Camden	Texas A&M International University	Universidad Popular Autonoma del Estado de Puebla
Rutgers University - New Brunswick	Texas A&M University - Kingsville	
Sacred Heart University	Texas Lutheran University	
Saint Joseph's College of Maine	Texas Southern University - Jesse H. Jones School of Business	
Saint Louis University		
Saint Mary's College		
Salem State University		

University at Albany - SUNY	University of Minnesota - Twin Cities - College of Liberal Arts	Vaughn College of Aeronautics & Technology
University at Buffalo, The State University of New York	University of Missouri - Columbia - College of Business	Villanova University
University of Alaska Fairbanks	University of Missouri - Kansas City	Virginia Commonwealth University
University of Alberta	University of Missouri - St. Louis	Virginia Commonwealth University - School of Business
University of Arkansas - Fort Smith	University of Mount Union	Virginia State University
University of Arkansas - Little Rock	University of Nebraska - Lincoln	Virginia Wesleyan College
University of California - Irvine	University of Nebraska at Kearney	Volunteer State Community College
University of California - Irvine - The Paul Merage School of Business	University of Nevada - Reno - College of Business Administration	Waldorf College
University of California - Merced	University of New Haven	Walsh College - Troy Campus
University of California - Riverside	University of North Alabama	Walsh University
University of California - Santa Barbara	University of North Dakota	Warren Wilson College
University of California - Santa Cruz	University of North Florida	Wartburg College
University of Central Oklahoma	University of Puerto Rico - Bayamon	Washburn University
University of Cincinnati	University of Rhode Island	Washington & Jefferson College
University of Colorado at Denver	University of Rochester	Washington and Lee University
University of Colorado - Colorado Springs	University of San Diego	Washington College
University of Dayton	University of San Francisco	Washington University in St. Louis - Olin Business School
University of Delaware	University of Sioux Falls	Wayne State College
University of Denver	University of South Alabama	Waynesburg University
University of Evansville	University of South Carolina - Aiken	Webster University - Career Services
University of Florida	University of South Carolina - Columbia	West Chester University of Pennsylvania
University of Hartford	University of South Florida - St. Petersburg	West Tennessee Business College
University of Hawaii at Hilo	University of South Florida - Tampa	West Texas A&M University
University of Houston	University of Southern California	West Virginia University
University of Idaho	University of St. Thomas - St. Paul Campus	West Virginia University - Institute of Technology
University of Illinois at Urbana-Champaign - College of Business	University of the Incarnate Word	Western Washington University
University of Illinois at Urbana-Champaign - College of Engineering	University of the Ozarks	Westfield State College
University of Indianapolis	University of the Pacific - Eberhardt School of Business	Westminster College - Pennsylvania
University of La Verne	University of the South	Westminster College - Utah
University of Louisville	University of Toronto at Mississauga	Westmont College
University of Louisville - College of Business & Public Administration	University of Virginia	Whitman College
University of Louisville - J.B. Speed School of Engineering	University of Washington - Bothell	Wichita State University
University of Mary	University of Washington	Willamette University
University of Maryland - Baltimore County	University of West Georgia	William Jessup University
University of Maryland - College Park - Robert H. Smith School of Business	University of Wisconsin - Green Bay	Williams College
University of Massachusetts - Dartmouth	University of Wisconsin - Madison - School of Business	Wilmington College - Career Services
University of Miami	University of Wisconsin - Stout	Wilmington University
University of Michigan - College of Engineering	University of Wyoming	Wingate University
University of Michigan - Dearborn	Urbana University	Winthrop University
University of Michigan - East-Lantern	Ursinus College	Wisconsin Lutheran College
University of Minnesota - Crookston	Valdosta State University	Woodbury University
University of Minnesota - Morris	Valparaiso University	Worcester Polytechnic Institute
University of Minnesota - Twin Cities - Science & Engineering	Vance-Granville Community College - Main Campus	Worcester State College
	Vassar College	Xavier University
		Yeshiva University - Career Development Center

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Through its research, NACE forecasts trends in the job market and tracks recruiting and hiring practices; salaries for new college graduates; college student attitudes, behaviors, and outcomes related to employment; and benchmarks for college and employer professionals.

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