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IN THIS ISSUE

College students and new graduates consider furthering their education at graduate school for a variety of reasons. In this issue, “The Benefits of a Graduate Education” discusses research indicating that job seekers with a graduate degree may have a substantial advantage in the job market over those with a bachelor’s degree.

In addition, many business schools now offer specialized master’s programs that are less expensive and take less time to earn than an M.B.A. “The Changing Landscape of Graduate Business Education: New Opportunities for Recent Graduates” details some of these programs that could give students an advantage in the job market.

All job seekers must have a resume, no matter what the degree—and maybe some resumes could use an update. “Championing the 21st Century Resume” shows how students applying for jobs in certain fields could use new styles and technologies to craft a more creative resume than those used in the past.

Most employers are looking for ways to fill their talent pipelines and for some, the earlier, the better. In “Developing and Managing an Early Talent Strategy” learn how one firm developed programs designed to feed their internship program, giving them a head start on the college hire process.

In “Legislative Issues: Higher Education Act (HEA) Reauthorization,” NACE takes a look at pending legislation in Congress that could have an impact on the work of college career services and HR/recruiting professionals.

Rounding out this issue, “Honoring Excellence: NACE Annual Awards” highlights NACE’s 2013 Kauffman Award recipient, the Academy of Fellows inductees, the NACE/Chevron Award honoree, the NACE/SJG Rising Star Award recipient, and the winners of the NACE Innovation Excellence Awards and the Members’ Choice Awards. ■



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- Interviewing and Hiring International Students
www.nacweb.org/j052013/hiring-international-students-visa.aspx
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Honoring Excellence: NACE Annual Awards

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LEGISLATIVE ISSUES

Higher Education Act (HEA) Reauthorization



Congress passed the Higher Education Opportunity Act of 2008 (HEOA) on July 31, 2008, and it was signed into law on August 14, 2008. (It reauthorized the amended version of the Higher Education Act of 1965.) In October 2009, the Department of Education (DOE) issued final regulations for the implementation of the HEOA, and these regulations became effective July 1, 2010. HEOA requires every institution of higher education in the United States that receives federal funding to disclose information on, among other things, college costs, graduation data and other consumer information, emergency procedures, and fire safety reports.

The act must be reauthorized every five years, and while the formal process probably will not start until early 2014, the U.S. House of Representatives has been considering legislation in key areas, such as the potential doubling of the student loan interest rate, issues surrounding data and transparency to provide improved information to parents and students making college education decisions, and ways to reduce demanding regulations and reporting requirements for colleges and universities. Also, the DOE is starting to address some of the more controversial issues by holding public hearings and setting up a new negotiated rulemaking committee. Following are some of these issues.

Higher Education Transparency

The U.S. House of Representatives passed legislation directing the Secretary of Education to set up a 15-member advisory committee on improving postsecondary education data to conduct a study on improvements to postsecondary education transparency at the federal level. The committee will examine whether collecting and reporting

of post-graduation earnings by the federal government is feasible. If so, these issues should be reviewed:

- The options for collecting and reporting such information related to student outcomes,
- How much information should be collected and if it should be disaggregated by subgroups of students,
- The cost to institutions of reporting to the federal government the information that is being collected and reported through federal transparency issues, and
- How the cost might be minimized.

The bill also required the committee to hold public hearings to consult with parents and students, and to consult with a broad range of interested parties in higher education.

Also, Senators Marco Rubio, Ron Wyden, and Mark Warner, and Representatives Duncan Hunter and Robert Andrews introduced the Student Right to Know Before You Go Act of 2013, a bipartisan, bicameral bill intending to streamline existing institutional reporting requirements while offering readily available and comparative data for prospective students and families. The newest version of the bill forgoes the notion of linking Statewide Longitudinal Data Systems (SLDS) and instead proposes establishing a federal unit record database. Under this proposal, colleges and universities would have to provide much more detailed information than is currently provided through the Integrated Postsecondary Education Data System (IPEDS), including information about part-time and transfer students. This bill would also require that records be matched with Social Security to track the wages of college graduates, and direct the Secretary of Education to make the information available online.

The likelihood of the legislation passing this session is uncertain. Such a system would be complex and expensive, but the interest in knowing wage and employment outcomes of college graduates is growing, and some system of calculating this information may be necessary.

The reauthorization of the Higher Education Act is of particular interest to NACE members because amendments to the act, such as the legislation cited above by Senators Wyden and Rubio, would require the development of outcomes data for the graduates of higher education. NACE has taken the position that the development of these data is necessary and advisable (See *NACE Position Statement: The Critical Importance of Institutional First-Destination/Post-Graduation Surveys*, www.nacweb.org/advocacy/position-statements/first-destination-surveys.aspx). However, it is important that the information is complete, covering all possible destinations after graduation, not simply employment. NACE also has concerns about the intrusiveness of the proposed data collection methods suggested in the amendments. NACE is developing a more voluntary procedure that will achieve reliability and comparability for outcomes data through the adoption of guidelines for data collection and reporting through the work of its First Destination Task Force. These guidelines are expected to be ready for implementation by the end of the 2013-24 academic year.

House Education And the Workforce Committee Request for Comments

The House Committee on Education and the Workforce seeks comments from the community as



Congress prepares for the HEOA's reauthorization. It requested recommendations for policies and amendments that should be included in the upcoming reauthorization. The committee is particularly interested in ways to:

- Empower students as consumers of higher education;
- Simplify and improve the student aid and loan programs;
- Increase college accessibility, affordability, and completion;
- Encourage institutions to reduce costs;
- Promote innovation to improve access to and delivery of higher education; and
- Balance the need for accountability with the burden of federal requirements.

The committee asked for specific recommendations that cite current statutory language or regulations and detail suggested changes with proposed legislative language where possible.

NACE communicated its position to the House Education and Workforce Committee in August. The communication reiterated the position NACE took in the position

paper on first-destination surveys. The main points in the position sent to the House were: (1) colleges and universities have a responsibility to collect and report data on the outcomes of their graduates; (2) the data collection needs to be comprehensive, covering students in all majors and at all degree levels; (3) outcomes to be reported need to include all possible destinations, not simply immediate employment; (4) NACE would prefer that schools be given the opportunity to create a reliable and comparable data collection and reporting system before a government-imposed system is mandated; and (5) NACE is taking steps through its First Destination Task Force to develop guidelines that can assure the reliability and comparability of the outcomes data provided by individual institutions.

The NACE position is consistent with the positions advocated by a host of higher education associations that chose to offer comments to the House Committee. All the associations acknowledged that a greater level of consumer knowledge and institutional accountability is needed, and that government has a role in ensuring this. However, most of

the associations would prefer that nongovernmental efforts to obtain the data and report the results are tried first before a government-controlled program is put into place. For example, the Association of American Universities (AAU) urged Congress to “evaluate the results” of voluntary reporting efforts “to determine whether more useful and appropriate federal metrics can be adopted in the future.”¹ In addition to NACE and AAU, other associations offering perspectives on the issue of outcomes reporting were the American Council on Education (ACE); the National Association of Independent Colleges and Universities (NAICU); and the Association of Private Sector Colleges and Universities (APSCU).

Department of Education Negotiated Rulemaking Sessions

The DOE announced a series of public hearings to garner comments on upcoming proposed regulations for the Title IV federal student aid program. Previously, the DOE said it planned to develop new regulations to address gainful employment, state authorization, clock to credit hour conversion, cash management, campus safety and security reporting, and the definition of adverse credit. Comments at the public hearings should assist a negotiated rulemaking committee that will prepare proposed regulations. As of this writing, the DOE was expected to seek nominees for this committee to begin such negotiations this fall. If the DOE meets the desired deadlines, it would complete the negotiated rulemaking process this winter and issue new final regulations by November 1, 2014, which would take effect July 1, 2015.

Student Loan Interest Rate

The U.S. House and Senate passed legislation to address the doubling to 6.8 percent of federally subsidized Stafford student loan interest rates that took place on July 1. The bill caps the current interest rate at 3.9 percent for undergraduates but then allows the rate to fluctuate based on 10-year Treasury bonds that would vary over the life of the student loan. As a result, the rate for undergraduates could be as low as 2.5 percent, but could also escalate to a peak of 8.5 percent depending on the strength of the economy and the borrowing costs faced by government. The legislation represents a compromise between Democrat and Republican

positions. This compromise position was supported by President Obama, who, at the time of this writing, was expected to sign the legislation into law.

Higher Education And Employment Transparency Act

Representative Andre Carson (D, IN) has introduced legislation to amend the Higher Education Act to include a requirement that “institutions of higher education provide students with information from the Occupational Employment Statistics program and the Occupational Outlook Handbook of the Bureau of Labor Statistics.”

This amendment essentially requires that all schools provide a link to the employment information developed by the Bureau of Labor Statistics on the institutions’ websites in a prominent position and near any institutional data connected with the employment outcomes of graduates. Since nearly 80 percent of NACE career centers already provide the information from the Occupational Outlook Handbook, the proposed amendment is likely to impose a limited burden on schools.² The major issues connected with the amendment would be the interpretation of what constitutes a “prominent” location on the school’s website and the short timeframe for the schools to implement the amendment—the act would have the information available during the 2013-14 academic year.



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COMPETES Reauthorization

During the 2013-14 session, Congress will begin the process of reauthorizing the America COMPETES Act, which was originally enacted in 2007 with the goal of enhancing the science, technology, and innovation enterprise that underpins U.S. economic growth. With the act up for reauthorization, Congress has an opportunity to adopt new and creative approaches to spurring U.S. innovation-based competitiveness.

The House Science Committee planned to begin drafting their bill in June 2013. There are several pieces that are being discussed that will likely be combined to form a COMPETES bill, including legislation to increase women and minorities in the STEM fields. Additionally, Congress will also be considering a separate NASA Authorization Act and a bill to reform the grant process at

the National Science Foundation this year.

The original America COMPETES Act was enacted in response to the National Academies' Report, "Rising above the Gathering Storm," which highlighted the importance of the U.S. science and technology enterprise to a prosperous future and international competitiveness. The legislation focused on the National Science Foundation, the National Institute of Standards and Technology, and the Department of Energy Office of Science.

The principles focus on:

- Funding for basic science and engineering research across all disciplines and major research agencies.
- Maintaining and promoting scientific literacy and strengthening the pipeline of scientists and engineers.
- Preserving research excellence and opportunity by sustaining the research funding system.

A group of academic, business, and scientific society leaders have compiled a set of principles for guiding the upcoming reauthorization of the America COMPETES Act that was sent to key members of Congress. The goal is to help ensure that reauthorizing the law is once again a national priority that can be supported by the research, education, and business communities. Institutions and organizations have been encouraged to endorse the principles. NACE has signed on and endorsed the principles. ■

Endnotes

¹ Inside Higher Education, www.inside-highered.com/news/2013/08/05/higher-ed-groups-offer-suggestions-revamping-higher-education-act#ixzz2b6MYDbnJ.

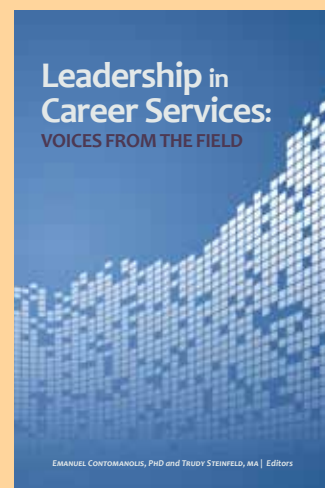
² NACE 2012-13 Career Services Benchmark Survey for Colleges and Universities, National Association of Colleges and Employers. www.nacweb.org/data-metrics/career-services-survey.aspx.

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RESOURCES REVIEWS

Reviews by career services and staffing professionals



Career Development

A Year Up: Helping Young Adults Move From Poverty to Professional Careers in a Single Year. Gerald Chertavian. 2013. Plume. www.penguin.com. 358 pp. \$16.

This inspiring book was written by Founder and CEO of Year Up, Gerald Chertavian. He chronicles the beginnings and ideology of the organization as well as the lives of the students it aims to change. The cover boldly claims that Year Up is “helping young adults move from poverty to professional careers in a single year,” and the rest of the book offers plenty of compelling evidence as to the program’s success.

Readers of all backgrounds will be drawn to the story, which is relevant for employers looking for “new ways to build a vital, sustainable

work force,” for the employed looking to “help ease this nation’s painful job crisis,” and for those looking for employment and in need of “the inspiration to find your own way.” The founding, growth, and impact of Year Up will particularly engage those interested in working with urban youth.

The book begins with Chertavian’s life changing experience as a mentor to David Heredia, a young student of color with a talent for art. Although Chertavian’s personal journey is moving, it is the many narratives of Year Up students that clearly articulate what drives the organization forward. Year Up aims to eliminate the growing opportunity divide that exists for those raised in poverty. *A Year Up* courageously discloses the struggles and successes of both Year Up students and the organization itself—from the first sketches of the “earn while you

learn” model to the concerted efforts to implement a diversity policy once the necessity became clear.

A Year Up offers a compelling approach to preparing underprivileged youth to succeed in the workplace and simultaneously succeeds at being an engaging and thought-provoking read.

LILY ZHANG
Massachusetts Institute of Technology

On the Job

Negotiation at Work: Maximize Your Team’s Skills with 60 High-Impact Activities.

Ira G. Asherman. 2012. AMACOM. www.amacombooks.org. 368 pp. \$34.95.

This book is full of helpful tools, exercises, scripts, and worksheets. It could be used in a variety of

industry and academic settings. It would work as a complete train-the-trainer toolkit, because the text encompasses everything from self-awareness activities to skill-building exercises. I appreciated how the author broke down the topic of negotiation into many smaller skills (self-awareness, listening, and assertiveness), so that clients/trainees could immediately focus on areas of improvement. In each area, there are scripts and case studies, along with questions designed to help readers process the information. Facilitation guides for more sophisticated skills (sales, difficult people, and boundary issues) are also included.

Negotiation at Work could also be used in a career services/counseling capacity, such as in helping students to build assertiveness skills, which would be needed in negotiating for salary and/or other changes in work structures (flextime, telecommuting).

There are a range of activities included, from in-depth pre-work assignments that are about 40+ minutes of work, to quick five-minute on-the-spot activities that advisers/trainers could use to illustrate a particular point. The usable format of the book highlights 60 actual activities.



The final feature I found to be useful was the section on negotiation styles. Asherman has identified four key negotiation styles (competitive, accommodating, avoiding, and collaborative), and has provided quick checklists to help students/trainees reflect on their own individual style.

This seems like a straightforward, usable, easy-to-navigate resource.

KRISTY JACKSON
Career Counselor

Professional Development

Listening Pays: Achieve Significance Through the Power of Listening.

Rick Bommelje. 2013. Leadership and Listening Institute.

www.listeningpays.com. 244 pp. \$18.95.

Bommelje, both an academic and a corporate consultant, details the marks of effective listening and maps out the steps to develop better listening skills. Curiously, his “map” is a true story about the journey of a sales director, Stu, who through a series of work and personal circumstances, learns how to listen effectively. The author then interweaves his key concepts on listening through this true-to-life story.

The author’s six core listening strategies are: Build a Solid Foundation, Develop Healthy Habits, Take 100% Responsibility, Ditch the Distractions, Lead Your Emotions, and Take Meaningful Action. For each step, there are charts and evaluative exercises to gauge your listening improvement progress as you follow the author’s directives. Also central to his approach to listening is the “SIER” concept, referring to four important stages when listening to someone: *Sense* (paying attention to not only

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what people say, but, how they say it), *Interpret* (understanding the message), *Evaluate* (assess validity of the message), and *Respond* (determine how response will add value).

While Bommelje is no novelist, his coaching skills on effective listening come through pristinely and serve as a worthy reminder and tool regarding the significant impact intentional listening can have in our work and personal lives. One useful application for this resource would be for a professional development in-service addressing the significance of listening with your staff. If you forget a key listening concept to apply, you can even download the book’s application to your smartphone. ■

DALE AUSTIN
Hope College

The Benefits of a Graduate Education

By Grace Foster

An analysis of NACE research shows that students who go to graduate school have a considerable advantage in the job market over students with bachelor's degrees.



As the economy has transformed in recent years with the growth of technology and the globalization of the work force, many employers now place a greater emphasis on a more developed and deeper skill set for their new college hires. The result is the perceived growing importance of getting an advanced degree in developing a professional career.

A significant number of graduating seniors from the Class of 2013 responded in NACE's *2013 Student Survey* that they will be pursuing a postgraduate degree. Twenty-three percent of undergraduate seniors plan to continue their education full-time after graduation. The question raised,

then, is whether this higher level of education is worthwhile in terms of job offers, salaries, and job security.

Recent articles discuss the idea of "the master's as the new bachelor's" to suggest the growing desirability of an advanced degree to potential employers.¹ Starting salary offers, for example, while important to compare between degree levels, are not necessarily a clear indicator of future, long-term salary.

According to a report from Anthony Carnevale and Ban Cheah of Georgetown University, median salary earnings notably favor employees with advanced degrees. For example, the median salary for a graduate degree holder in business is \$83,000, while

a recent college graduate in the same field earns \$39,000 per year. Similarly, earning differences from graduate to undergraduate degrees are recorded as \$47,000 for engineers, \$38,000 for those in the healthcare industry, and \$24,000 for teachers. This study confirms that while initially, earnings may be close or in favor of only a bachelor's degree, over the years, the higher degree pays off in the tens of thousands of dollars per year, perhaps revealing the long-term benefits of a more highly trained and specified education.

The Georgetown University report also illustrates that the different stages of college education lead to different rates of unemployment. The report reveals higher job security for an individual who holds an advanced degree in addition to a bachelor's. This educational advantage seems to lead

Grace Foster is a research intern at NACE. She will be a senior this fall at the University of Notre Dame.

to a lower rate of unemployment. The discrepancy between unemployment rates of recent college graduates and those possessing a master's degree is significant. For example, in the field of business administration, unemployment among recent college graduates was 7.3 percent while graduate degree holders faced only 4.3 percent. Similarly, graduate-degree holding engineers' unemployment rate was 3.0 percent, but the undergraduate students' rate was calculated to be 7.4 percent, even though the number of job offers was higher for the bachelor's degree students. On average, across the 16 diverse majors surveyed, the difference between unemployment rates of graduate degree holders and recent college graduates was 3.7 percent points.

Articles cite the increasing value of graduate degrees to employers as a possible reason for the unemployment discrepancies.

The Education Testing Service states that, "Graduate education is the engine of a highly skilled work force. The number of jobs requiring an advanced degree is estimated to grow by 2.5 million by 2018. Of that number, those requiring advanced degrees are projected to increase 18 percent, and those requiring a Ph.D. are projected to increase 17 percent."² Employers view advanced degrees as telling signs of an applicant's work ethic and higher level of skill in a particular area.

Darice Britt of South University says, "Global competition and the shift to a knowledge-based economy are also major factors in the growing demand for graduate degrees. In the past decade, major cultural changes have resulted in increased access to higher education in many countries and more focus on the economic benefits of a highly trained work force."³ As manufacturing jobs are being outsourced overseas where labor

is less expensive, the United States depends more on knowledge-based workers with technological skills. The Education Testing Service asserts that the graduate education system in the U.S. allows the country "to remain competitive and retain an important role in global economic leadership."⁴

In a previous *NACE Journal* article, it was noted that an advanced degree benefits certain majors in terms of job offer rate and starting salary, and concludes that "the relative advantage provided by the advanced degree seems highly tied to the academic major and the prospective employment field connected with the master's degree."⁵

The data from NACE's *2010 Student Survey* revealed that a bachelor's degree may provide more benefits for business and engineering majors entering the job market, while master's

degrees more greatly benefitted the academic majors, such as the social sciences and education. For example, 30.1 percent of business administration majors with master's degrees received at least one job offer last year, while 45.6 percent of undergraduate senior business students earned the same. Similarly, 41.9 percent of engineering majors with a bachelor's degree earned a job offer, and 41.7 percent with a master's in engineering received at least one as well. Healthcare and education majors, however, fared differently in the job search process. Fifty-two and a half percent of advanced degree healthcare majors received at least one job offer, compared to only 39.3 percent of those with a bachelor's. Education also greatly favored higher degrees with a 47.2 percent job offer rate for master's



degree students, and 23.6 percent for undergraduates. Average salary offer values revealed similar results when comparing engineering to healthcare and education. Business administration, though, fetched the master's students higher salary offers, even though the undergraduate business majors had a higher rate of job offers. Computer science and engineering were the only two reported majors that earned higher salary offers for bachelor's degree respondents than a master's. Overall, a student with a master's degree earned an average salary offer of \$45,137, while one with a bachelor's degree received only \$37,852 comparatively. As stated in the report, it is not unexpected that, "the most academically oriented employment category provides the most distinct economic advantage for an advanced degree." Master's degrees garnered higher job offer rates and average salary offers for those in the fields of accounting, education, healthcare, and social sciences.

The report on the NACE 2013 *Student Survey* uses data from that survey and analyzes post-graduation plans, full-time job searches, job offer rates, and starting salary offers, and relative utility from graduating seniors and postgraduate students. When separating the survey data by degree level, the differences in how education translates into the economy can be better analyzed.

First, in terms of employment, when graduate students were asked whether they had applied for a full-time job for after graduation, 39.6 percent said yes, and of those students, 44.8 percent had received at least one job offer at that time. Differently, when asked if they had applied for full-time jobs, 54.2 percent of the graduating senior class respondents replied yes, and of that fraction of students, 46.2 percent had received at least one job offer. This seems to reveal that the number of job offers received by a bachelor's degree compared to a higher lever

degree favors the latter by a couple of percentage points. When asked if they had already accepted a full-time job offer for after graduation, 61.8 percent of graduate students who had applied for a job and had received an offer said yes. The result is that 27.7 percent of advanced degree students graduating and entering the job market this year had a job in hand at graduation at the time of the survey. This compares with 29.3 percent of graduating bachelor degree candidates from the Class of 2013. The data here seem to suggest that perhaps there is no significant employment offer benefit in earning an advanced degree.

According to data from the 2013 *Student Survey*, the most prominent areas of study for undergraduate and graduate level students are business administration (15.9 percent of survey respondents), healthcare (12.6 percent), education (7.8 percent), and engineering (7.6 percent). Separating by degree level, the highest percentages



Figure 1: Percent of applicants receiving job offers, by major

Major	Master's	Bachelor's	Percent Difference
Business Administration	50.60%	53.70%	-5.90%
Education	41.70%	31.40%	28.20%
Healthcare	44.20%	40.70%	8.20%
Engineering	46.20%	56.70%	-20.40%
Social Sciences	42.30%	39.00%	3.30%

of graduate students study business administration (16.7 percent), education (15.1 percent), and engineering (10.7 percent). In contrast, the most popular major for seniors seeking a bachelor's degree is also business administration (16.2 percent), but education, engineering, healthcare, and psychology all were selected within an extremely close range of percentage points, from 7.2 to 7.6 percent. Of the undergraduate students pursuing advanced degrees, the greatest number responded that they plan to earn higher degrees in healthcare (25.6 percent), followed by business administration (14.2 percent). The data below reveals which majors provide better employment opportunities with more advanced education.

As stated previously, 46.2 percent of all undergraduate seniors applying for jobs earned at least one offer, while 44.8 percent of applicants possessing a degree higher than a bachelor's garnered job offers. This seems contradictory to the idea that a more advanced degree should merit more employer attention. When analyzing the particularly popular areas of study in terms of potential offers and starting salaries, graduate level students tended to fare better in the healthcare and education industries, as well as social sciences, but the seniors earning bachelor's degrees received more offers in the fields of business administration and engineering.

Specifically, 50.6 percent of students seeking advanced degrees in business administration received at least one job offer after applying for a full-time position, while 53.7 percent of undergraduate seniors pursuing a bachelor's degree in business administration received offers. Similarly, engineering students pursuing a full-time career after receiving their bachelor's degree had the advantage in terms of job offers. 56.7 percent of undergraduate engineers received offers, while 46.2 percent of graduate students were offered a position after applying. On the contrary, the survey reveals that 41.7 percent of graduate students majoring in education received at least one job offer after applying for full-time positions, but only 31.4 percent of senior undergraduate students received offers after applying. Healthcare majors are also more likely to receive job offers if they pursue a degree past their bachelor's: 44.2 percent of students receiving a master's degree or higher were offered jobs after applying, but only 40.7 percent of bachelor's students were offered at least one position. (See Figure 1.)

These results are consistent with that from the Class of 2010 and reveal that the more career-oriented majors, such as business, benefit graduating seniors, while the academic majors, like education, require a higher degree to receive better job offer rates. However, there is a factor that explains this apparent

anomaly in the economic value of an advanced degree in certain fields: U.S. citizenship. In business administration and engineering, in particular, the percentage of students who are pursuing an advanced degree and are from outside of the United States is significant. In the *2013 Student Survey*, nearly 25 percent of advanced degree students in business administration are international students and a third of engineering respondents pursuing a master's or Ph.D. are from outside of the United States. By contrast, international students make up only 1 percent of those pursuing an advanced degree in education and less than 6 percent of engineering students graduating at the bachelor's level are foreign nationals. These percentages are consistent with the data on completions provided by the National Center for Education Statistics.

International students have limited job opportunities in the United States due to restrictions in U.S. immigration laws. Consequently, their performance rate in the job market should be expected to be considerably worse than for U.S. citizens graduating with a comparable educational level. That is precisely the case with the results from the survey. For business administration students pursuing an advanced degree, the offer rate for U.S. citizens was approximately 58 percent while for international students in similar programs it was only 43

Figure 2: Average starting salaries, by major

Major	Master's	Bachelor's	Percent Difference
Business Administration	\$48,354	\$46,067	4.80%
Education	\$38,856	\$31,796	19.90%
Healthcare	\$48,940	\$40,839	18.00%
Engineering	\$60,834	\$62,850	-3.30%
Social Science	\$56,185	\$61,533	-9.10%
Economics	\$57,469	\$47,138	19.80%
Accounting	\$50,756	\$50,565	0.37%

percent. For engineering students in advanced degree programs the differential was even greater. The offer rate for American students was 59 percent compared with an offer rate of only 32 percent for international advanced degree, engineering students.

Starting salary is another key distinguisher in determining the value of an advanced degree in the work force. Most of the graduate students that were offered a position, received starting salary offers in the range of \$30,000—\$55,000 with the highest percentage receiving a salary between \$35,000 and \$40,000. Similarly, the

senior bachelor's students responded that their average starting salary wage offers also ranged from approximately \$30,000—\$45,000, and the highest percentage in particular was the \$30,000 to \$35,000 range. Though less than the offers for the master's and higher level students, the bachelor's students' offers are not significantly less. Across the most popular major choices—business administration, healthcare, education, and engineering—there are significant differences between starting salaries for undergraduate level applicants.

Overall, the graduate level students earned higher starting salaries than the undergraduate seniors. Graduate students received a median salary of \$46,215,

while bachelor's students earned \$44,636. Compared to the Class of 2010, bachelor's students fared better this year in terms of salary offers. The results are similar when comparing business administration, education, and healthcare. Engineering, however, better profited the undergraduate seniors, perhaps revealing that an advanced degree in that particular major is not necessarily more beneficial to a job applicant. (See Figure 2.)

Utility is another measuring tool that can also be used to compare the benefits of the different degree levels. It is calculated by multiplying the probability of receiving at least one job offer with the average starting salary of that job. Figure 3 compares the utility

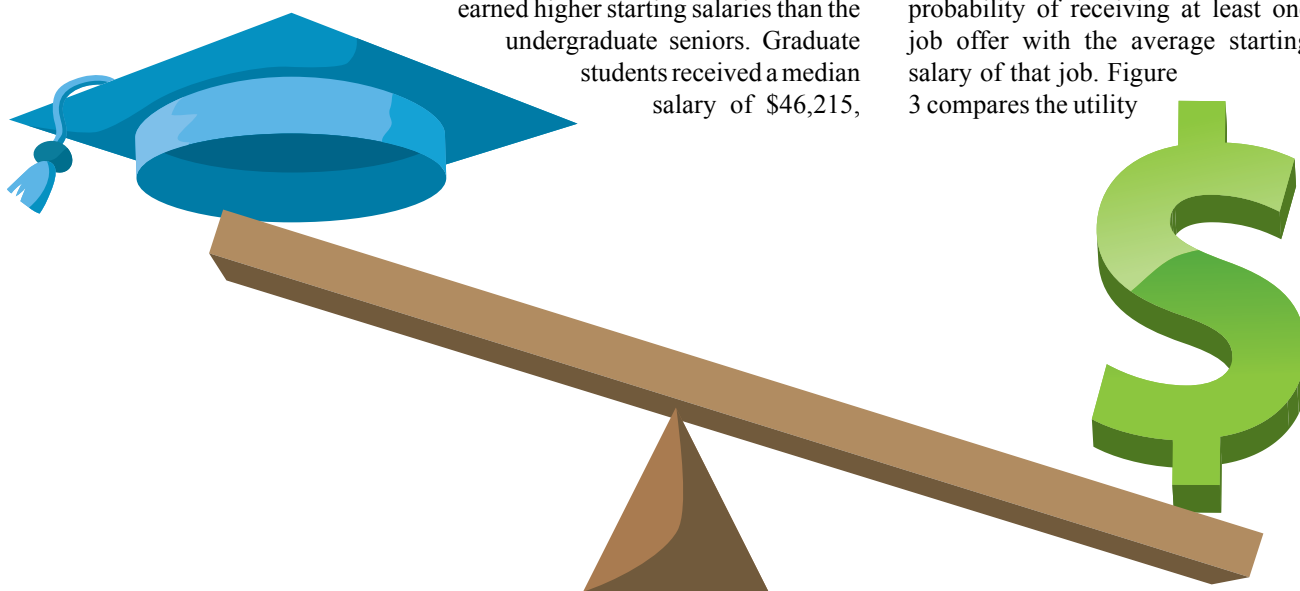


Figure 3: Relative utility, by major

Major	Master's	Bachelor's	Percent Difference
Business Administration	\$25,676	\$24,830	3.40%
Education	\$13,833	\$9,062	41.70%
Healthcare	\$20,310	\$15,805	24.90%
Engineering	\$32,790	\$37,144	-12.40%
Social Science	\$34,666	\$41,966	-19.10%
Economics	\$34,366	\$29,320	15.80%
Accounting	\$32,078	\$30,491	5.10%

of master's and bachelor's degrees across different majors. The values reveal results consistent with the data presented formerly: Master's degrees provide more advantage to students in education and healthcare, along with economics and accounting. Computer science and engineering majors, the most technically-oriented bachelor-degree programs, show no real economic advantage for the advanced degree, at least at the start of the career. Compared to 2010, the direction of the results is consistent. The greatest advantage from pursuing an advanced degree appears to go to students in majors where the offer rate and median salary for the bachelor's are relatively weak. The difference in the 2013 survey is that the initial advantages held by the advanced degree appear to be slightly greater than they were for the Class of 2010.

When the initial differentials between the bachelor's and master's degrees were analyzed previously, it was during a depressed market. The advantages of holding an advanced degree were strong overall but certainly weighted by the individual program in which that advanced degree was pursued. The market faced by the Class of 2013 is considerably improved over that faced by the Class of 2010. Nevertheless the result of comparing

the initial economic advantage of an advanced degree with the bachelor's is strikingly similar. Generally, there is a clear economic advantage posed by having the advanced degree both at the start of a career and certainly in the long run. There is also differential impact associated with individual majors. As was found with the Class of 2010, pursuing an advanced degree in education or the social sciences has the greatest impact on the economic viability of the degree holder. There is considerably less of a differential for business degrees and seemingly no advantage for the technical majors such as engineering and computer science. Overall, the advantages are remarkably stable given the changing market conditions and a totally new set of respondents. For example, the relative utility of getting an advanced degree with a healthcare-related major was 24.5 percent in 2010; it is 24.9 percent for the Class of 2013.

However, there are reasons to be cautious about the conclusions reached here. The responses from advanced degree students are not as robust as they are for those in bachelor's degree programs and, particularly for the engineering and computer science majors, the data are skewed by the existence of a high percentage of responses from international students

who face a much more difficult market in the United States than their American counterparts. Nevertheless, the consistency of the results across the years with different market conditions lends a good deal of confidence that the results ultimately point in the right direction. ■

Endnotes

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Honoring Excellence:



ANNUAL AWARDS

KAUFFMAN AWARD

Katharine Brooks

Executive Director for Personal and Career Development, Wake Forest University

Kate Brooks created the Career Coaching Intensive (CCI) curriculum for NACE to add to its professional development offerings. CCI provides an in-depth foundation for career services practitioners to work one-on-one or in groups with students and alumni who need guidance in their career development and job searches. She also trained the coaches who teach the workshop. She has written numerous articles for the *NACE Journal* and a book, *You Majored in What? Mapping Your Path From Chaos to Career*. She currently writes a blog, Career Transitions, for Psychology Today. She has provided career guidance to college students for more than 20 years, and is a licensed professional counselor, a nationally certified counselor, and a certified distance career counselor.



NACE ACADEMY OF FELLOWS

Cheryl A. Allman

Emeritus Administrator, San Jose State University (SJSU)

Cheryl Allman has more than 20 years' experience in the career services field. She is a fellow of the Salzburg Global Seminar Program and the Fulbright Scholar Program. She served as NACE Conference co-chair in 2001 and in various roles on NACE committees. During her tenure at the SJSU career center, the center won the NACE Chevron award in 2010, 2008, and 1998. She has worked closely with campus partners to ensure that career development education is integrated into programs throughout campus.



Ralph Brigham

Global Director of Campus Relations, Southwestern Advantage



Ralph Brigham has worked on both sides of the profession, currently in his role at Southwestern and previously as Director of Career Services at Montana State University-Bozeman, for more than 20 years. He has served on the NACE Board in various roles, including President, and has led various committees and task forces. He has developed relationships between Southwestern and campus professionals at more than 400 colleges in the United States and globally; he travels to more than 50 campuses annually and to about a dozen conferences for career professionals in North America and Europe.

NACE/CHEVRON AWARD

*Sponsored by NACE and
the Chevron Corporation*

Digital Career Guide for iPad

University of Georgia Career Center

This guide enables the career center to “virtually teach” students with career-related information and resources, such as instructional videos, multimedia features, and interactive learning activities. Topics include interviewing, resume writing, correspondence, networking, and the graduate school application process, all in a format designed to meet tech-savvy students’ needs.

NACE INNOVATION EXCELLENCE AWARDS

Diversity

Small College: Career Assessment for Business Students With Diverse, Multicultural Backgrounds

C. T. Bauer College of Business,
University of Houston

This custom-designed online assessment tool matches the values and interests of current students to those of alumni and recruiters at the college in different business fields. Assessment results link students to relevant informational interviews and video interviews with alumni and recruiters who reflect the diversity of the students.

Large College: Diversity and Inclusion Program

University of Minnesota Career Development
Network Diversity Committee

This program provides professional development activities in diversity for career services practitioners and offices. Individuals commit to four professional development activities to help them improve their work with clients, while offices commit to activities that ensure the unit is effectively serving diverse populations. Participants are recognized at the end of the year.

Employer: Prudential Peak Leadership and Actuarial Success Awareness Program

Prudential

The Actuarial Success Awareness Program introduces diverse mathematic and actuarial science students to an actuarial career and provides financial support through scholarships and funded programs. The Peak Leadership Conference identifies and attracts a diverse pipeline of freshman and sophomore students, and prepares them for leadership roles.

Global Initiatives

College: Global Training: Designing the Iraqi Career Center for The Iraq University Linkages Program

University of Cincinnati, Career Development Center, and Salahaddin University-Hawler, Erbil, Iraq Global Training Partnership

Career center reps from the University of Cincinnati, Ball State, Oklahoma State, and University of Louisville participated in the Iraq Linkages Program, traveling to Iraq to exchange information with Salahaddin University-Hawler. The global training programs they implemented included center design best practices geared toward establishing a Hawler community career center.

Employer: KPMG International Case Competition

KPMG LLP

The KPMG International Case Competition is held annually among university students world-wide, including more than 3,000 students from 250 universities and 23 countries. The competition consists of four stages—a university competition, national semi-finals, national finals, and ultimately the global final—in a different city each year.

Marketing and Branding

College: Career Education in 5 Seconds Santa Clara University

The career center developed a custom collection of infographics that includes data from its own and national surveys on career development topics and recruiting and industry trends. The graphics are shared via social media, campus digital screens, career guides, website, workshops, a faculty/staff newsletter, and monthly executive summaries to administrators.

NACE INNOVATION EXCELLENCE AWARDS

Small Employer: Help Mattress Firm Give Pancreatic Cancer the Axe!

Mattress Firm

This is a dual branding event that gives Mattress Firm the opportunity to discuss career opportunities and bring awareness to its national foundation's focus—finding a cure for pancreatic cancer. By purchasing a \$1 purple bracelet, students get the opportunity to enter a raffle for great prizes and a chance to win a queen-size bed.

Large Employer: Global Recruiting University

Johnson & Johnson

Johnson & Johnson's BE VITAL Challenge engaged student organizations in a competition to create short videos demonstrating the groups' societal impact and to gain funding for their organizations' works. Thousands of students voted online for the top entries, resulting in a viral familiarity with the J&J BE VITAL employer brand and positive exposure for the student organizations.

Research

College: Career Services Research in Practice: Making the Case for Career Services as an Essential Intervention for Retention

University of Kansas

The value of college career services is often overlooked, and in particular regarding the issue of student retention. Since 2010, a multi-study research project conducted at the University of Kansas has produced research findings that back up the argument that career services outcomes positively influence student retention.

Student Engagement

Small College: Enter the Center

Philadelphia University Career Services Center

Career center staff collaborated with the learning and advising department to develop this program. First-year students meet with career services during their first semester, and see a career counselor to assess their confidence in their major and career direction. Services are recommended based on how they answer evaluation questions and the conversation.

Large College: #iamlimitless Global Student Engagement Campaign

New York University Wasserman Center for Career Development

This campaign encourages NYU students everywhere to share their career stories to inspire their peers to use the vast array of career development resources available to them in person and virtually. Partnering with NYU students and colleagues on a variety of social media platforms created a community that integrated a wide spectrum of career experiences.

Employer: ThisWayToCPA.com

AICPA

ThisWayToCPA.com engages college students, educates them about the profession, and helps them along the way to CPA-hood. The website provides guidance, career information, and opportunities to learn from other members.

NACE INNOVATION EXCELLENCE AWARDS

Technology

College: Resume Review Using Screen Capture Technology

University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill uses screen-capture technology to make resume reviewing more efficient and effective. Online, screen-capture resume reviews cut down on the time counselors spend writing notes, allow counselors to provide a more personalized review, and gives counselors a chance to promote upcoming career center programs.

Employer: Intel® Recruit App

Intel Corporation

Intel® Recruit is a tablet app used by company representatives to efficiently capture candidate profiles at recruiting events and conferences. The app has more than 21,000 users to date, saves Intel more than 425 hours and \$50,000 a year in manual data processing, and reduces candidate throughput time.

MEMBERS' CHOICE AWARDS

College: The 100 Internship Challenge

Davidson College

The challenge was to connect Davidson students to 100 new internship opportunities generated by alumni, parents, and friends of the college during an academic year. Participants served as resources for students and/or helped arrange an internship specifically for a student. The goal was surpassed: Davidson posted 120 opportunities that resulted in 75 confirmed internships.

Employer: Rebranding Program And Increasing Diversity

PPL

PPL rebranded a long-standing program, the PPL Cooperative Associated Program, to an “internship” program to increase applicant flow while improving diverse applicant representation. The company achieved a 77 percent increase in applicant flow. The improved program resulted in a more diverse applicant pool in the first quarter of 2013.

NACE/SJG RISING STAR AWARD

Sponsored by NACE and the Spelman & Johnson Group

Christine Cruzvergara

Assistant Director, Career Services, George Mason University



Christine Cruzvergara has worked in George Mason's career services office for less than two years and has already spearheaded the visioning and restructuring of a career center with more than 20 staff members in the absence of a director, provided leadership in employer development that has resulted in a significant increase of job postings and employer site visits, and created a corporate partnership program, which in the pilot year has secured two platinum-level partners. She is moving forward and making significant contributions as a thought leader and change agent, and as a mentor and role model. ■

The Changing Landscape of Graduate Business Education: New Opportunities for Recent Graduates

By Katie Stephens



In an increasingly competitive job market, career services professionals continue to search for tools and resources to give students an edge in their career search. The recent growth in the number and variety of specialized master's programs in business schools across the country may be the answer to providing advisers with a powerful tool that can help students break into many competitive industries after graduation.

Specialized Master's Program in Business

Typically when students and advisers consider graduate business education, the M.B.A. degree comes to mind. However, many students find that their interests lie specifically in only one of the areas covered in the degree, rather than in the full breadth of the M.B.A. curriculum. In addition, many feel that two years out of the work force is a financial burden they are reluctant to bear. Also, recent grads may be reluctant to apply since many business schools are geared toward students with three to five years' work experience.

In response to some of these concerns, business schools across the country are expanding their M.B.A. offerings to include part-time, weekend, evening, online, and executive options. Many schools are also adding one-year programs that focus on a specific area of the M.B.A. curriculum and are designed for those with little or no work experience; these degree programs are generally referred to as specialized master's programs (S.M.P.s).

Students seeking specialized graduate business education can choose from a wide variety of subjects; 11 of *U.S. News and World Report's* 2012 top-20 business schools have specialized master's offerings, including programs in management, accounting, finance, supply chain management, information systems, and business analytics. As awareness and interest rises, so do both the number of programs and the enrollment in each. (See Figure 1 and Figure 2.)

When asked to describe the need that specialized programs meet, Megan Lynam, director of admissions at Duke's Fuqua School of Business, which offers a masters in management science (M.M.S.), said that the typical M.M.S. applicant is young, ambitious, and does not want to wait (on average) five years after college graduation to start his or her M.B.A.

The program is beneficial for non-business majors, Lyman says, "They are able to take the passion that they had for their undergraduate major and couple it with the business fundamentals that will make them more marketable in the career search."

Furthermore, "The M.M.S. program offers many of the benefits of an M.B.A., such as quality instruction, exposure to leadership opportunities, access to a powerful alumni network, and world-class career resources," she explains. "Students can complete the degree in one year and are ready to hit the ground running when they begin the next stage of their career."

These specialized master's programs are distinct from M.B.A. programs in a number of ways. The majority of programs can be completed in one year or less, unlike the traditional two-year M.B.A. model. Some programs have a summer start, which allows recent graduates to begin their grad studies almost immediately. Others have a more traditional fall start and may encompass a summer semester for an internship or a capstone project for program participants. Almost all are completed in a 10- to 15-month timeframe during which students complete 30 to 42 hours of graduate level coursework. As a

result, according to Nikki Lemley, associate director of specialized master's programs admissions at Washington University of St. Louis' Olin School of Business, this translates to less time out of the workplace.

"These degrees help meet the needs of undergraduate students that want a more specialized and practical aspect to their educational background," says Jenna Buonanno, associate director for the University of Southern California (USC) Leventhal Graduate Accounting Programs. Program entrants tend to be younger as well; 75 percent of applicants to programs in accounting, finance, and management are younger than age 25, compared to 40 percent of applicants to full-time M.B.A. programs. (See Figure 4.)

Regarding prior work experience, about 59 percent of applicants to specialized master's programs have been in the workplace less than one year, while that is the case for only 18 percent of applicants to full-time M.B.A. programs. (See Figure 3.) Given the rise of programs eager to accept younger, less-experienced candidates, these figures are particularly insightful to career and academic advising personnel who may have previously steered students away from business school, advocating that it would be a better option in later years.

A large number of S.M.P.s target students from backgrounds other than business. For instance, many students in the master's of science in finance program class of 2013 at UT-Austin had undergraduate majors including economics, natural sciences, and engineering.

"We see a good number of applicants with degrees such as economics or psychology who realize that a specialized master's degree will help them put their analytical skills to good use," Buonanno says. As a result, USC's master's of accounting program pulls 52 percent of its current class from majors other than accounting. For students with majors other than business, a specialized master's provides



Katie Stephens is the senior program coordinator for the McCombs School of Business Master of Science in Finance program at the University of Texas at Austin. She holds a bachelor's degree in mathematics from the State University of New York at Buffalo and a master's degree in mathematics from the University of Texas at Austin.

the expertise needed in the business world as well as access to the recruiting tools and systems available at top business schools.

Program Outcomes

The ultimate goal of a specialized business master's is job placement, and most programs place heavy emphasis on helping graduates get the jobs they want.

"Almost every school will have the career statistics posted on the website. Generally speaking, our students are pursuing entry-level analyst positions at a wide range of corporations, small businesses, start-ups, and nonprofits," Lynam says. "With an increasingly diverse set of incoming students with significantly diverse interests, the outcomes change from year to year. We do our best to help each individual student prepare for the next stage of his or her desired career."

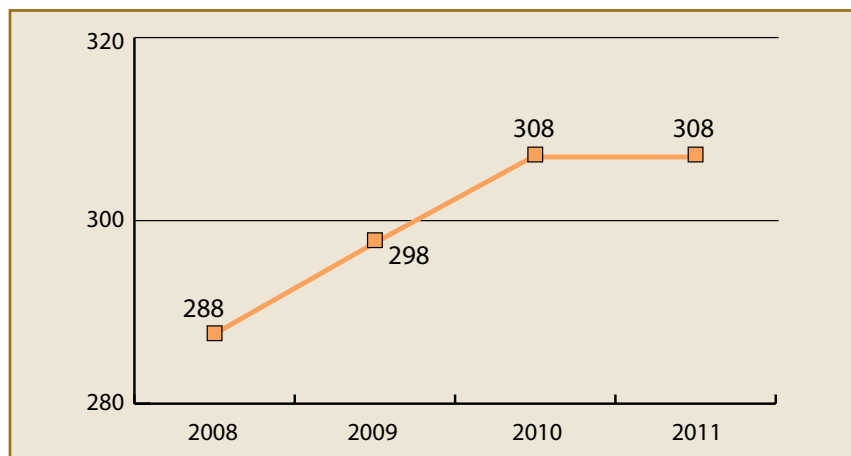
Because these degrees are a relatively new addition to the business placement landscape, programs work with employers to educate them about the expertise graduates have and the value that a master's degree can bring to a company.

Renee de Lota, who directs career placement efforts for the master's of science in finance program at the UT-Austin McCombs School of Business, says, "Employers have been extremely receptive to the addition of the M.S.F. to the McCombs graduate portfolio."

Salary statistics for specialized master's programs are encouraging. On average, a graduate from a specialized master's program earns \$18,241 more than the average college graduate and \$10,959 more than the average business undergraduate. (See Figure 7.)

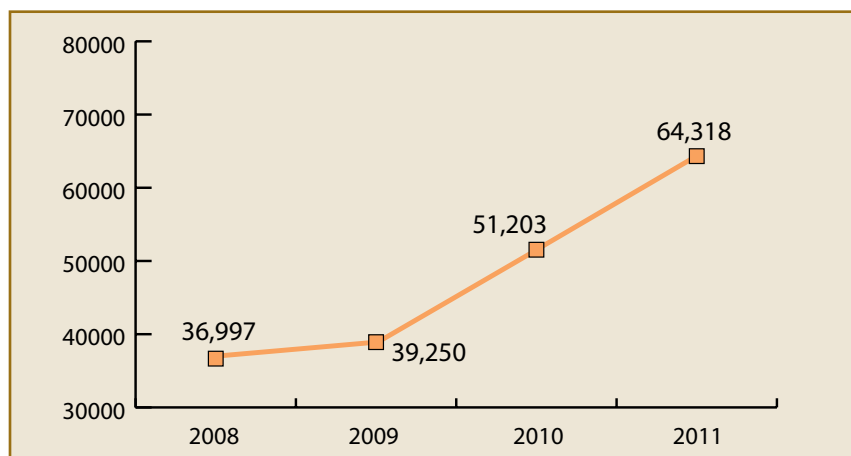
"For those students who are driven to goals that they cannot otherwise acquire, the return on the investment of the additional year of school has been immediate in the form of placement," says Kevin Arnold, director of the Claremont McKenna Master's of Science in Finance Program. "The true

Figure 1: Growth in Number of Programs, 2008-2011



Source: Business School Data Trends, 2009, 2010, 2011, and 2012. The Association to Advance Collegiate Schools of Business, www.aacsb.edu.

Figure 2: Enrollment Growth, 2008-2011



Source: Business School Data Trends, 2009, 2010, 2011, and 2012. The Association to Advance Collegiate Schools of Business, www.aacsb.edu.

impact of the young but growing number of specialized programs is likely to be better understood as graduates work their way into higher levels of management in their particular fields."

In addition to reported salary gains by graduates from these programs, placement rates are very strong. Among the programs offered at *U.S. News and World Report's* top-20 business schools, placement rates average 92 percent three months after graduation. Specialized master's graduates receive an average of 2.2 job offers each, according to the Graduate Management Admission Council, and as the number of companies that recruit from specialized master's

programs grows, these numbers can be expected to increase as well.

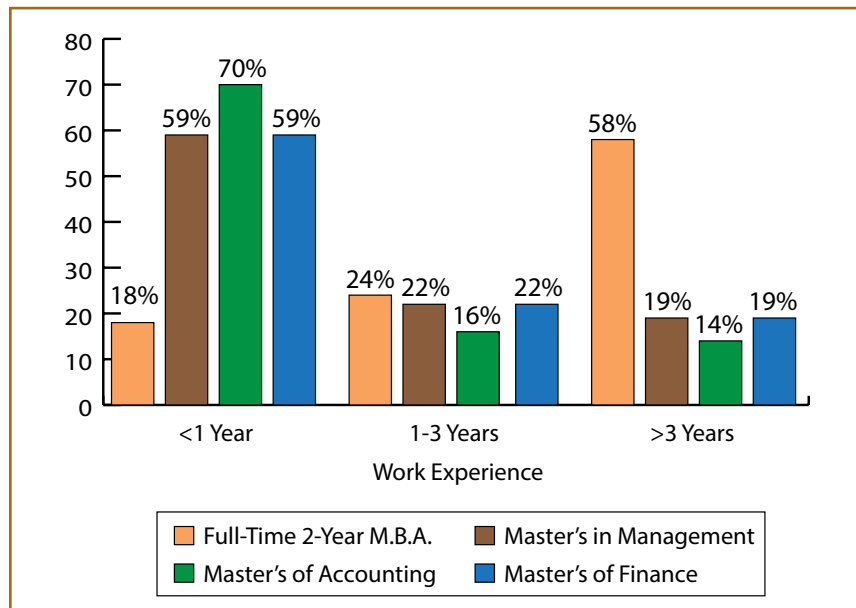
Choosing a Program

First and foremost, prospective applicants need to understand their career goals and choose programs that will fit those goals. Students who wish to focus on a particular area, such as finance, are best served by a degree focusing on that area; students whose goals are not well-defined may do better with a more general master's in management. Within a particular area, students may then be able to narrow their focus. For instance, the Olin School of

Business at Washington University in St. Louis offers M.S.F. degrees with either a quantitative finance or corporate finance focus. The program

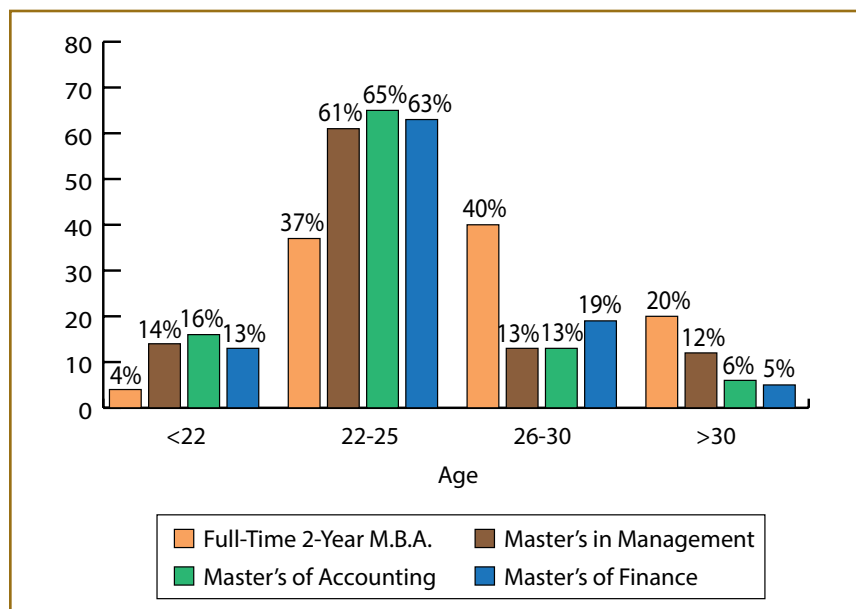
at UT-Austin expects to offer several electives related to energy finance to its students, allowing them a leg up in the energy industry in Texas.

Figure 3: Enrollments by Work Experiences, M.B.A



Source: 2012 Application Trends Survey, Graduate Management Admission Council, www.gmac.com/~media/Files/gmac/Research/admissions-and-application-trends/2012-application-trends-survey-report.pdf.

Figure 4: Enrollments by Age, M.B.A. vs. SMP



Source: 2012 Application Trends Survey, Graduate Management Admission Council, www.gmac.com/~media/Files/gmac/Research/admissions-and-application-trends/2012-application-trends-survey-report.pdf.

A student's undergraduate major and GPA may affect which program is the best fit. Class profiles available online contain averages as well as lists of majors that a particular program might accept. Many graduate schools don't accept students with GPAs lower than 3.0. In addition, amongst S.M.P.s in top-tier business schools, the average GPA for an S.M.P. admit is 3.59. The majors that a program accepts can vary widely; some are willing to look at students from all backgrounds, while others are most interested in students with majors with a quantitative focus. Regardless of the area of study, nearly all programs look for some demonstration of quantitative skill from an applicant.

Most programs require a graduate entrance exam. The GMAT, the test traditionally required for admittance to an M.B.A. program, is widely accepted. In addition, many programs accept scores from the GRE exam. Students need ensure that they have set aside enough time to prepare for these exams so that they can meet program deadlines.

While work experience is not required for most of these programs, internship experience can be a factor in admissions decisions.

"We have a pretty limited amount of time with these students, and recruiting starts almost immediately after we get them, so we like to have some indication of how well a student will do in the workplace," says Greg Hallman, program director for the M.S.F. program at UT-Austin. "We also like to ensure that they understand the kinds of placements they can expect after their time with us. Internship experience is a clear indicator of these things."

Students should review what programs of interest have to offer and whether or not a program is the right one to help them reach their goals. Factors that might weigh into a student's decision include a program's location, timing, placement statistics, and branding.

According to Anthony Deangelis, author of the MSFHQ.com blog and admissions adviser to prospective

students, programs “tend to place students in a geographic area close to where the school is. As a result, students’ preference for where they would like to work can be very critical.” If a student has his or her heart set on working in a particular location after graduation, it might make sense to consider programs with a track record for placing graduates in that location.

While the overall lengths of specialized master’s programs tend to be similar, running a calendar year or less, the timing can vary and may affect a student’s decision to apply. Some programs’ mid- to late-summer starts work well for students who want to get started right after graduation, but may not work for students hoping to squeeze in some additional internship experience before they begin graduate school. To counter that timing issue, some programs work with employers to offer pre-program internships that align with their calendar. This offers students an early look at the job opportunities that may arise at program end, and gives employers early access to the talent coming in to a program. Other programs have a traditional fall start, and may offer summer boot camps for students coming from majors outside their chosen area of specialization, or a capstone project in the summer following fall and spring coursework.

Another key factor for choosing a program is its placement record and the placement resources available to students. Placement statistics and salary data may be available online, and these numbers as well as lists of companies that have recently hired a program’s graduates can be invaluable to students deciding if a program is a good fit. In addition, prospective students should consider the kind and number of resources that a program provides to help grads find placements. One factor to consider is whether or not a program has career services staff dedicated solely to its graduates or if staff is shared with undergraduate, M.B.A., and other graduate programs. Additionally, students should look at

Figure 5: Enrollments by Major, USC

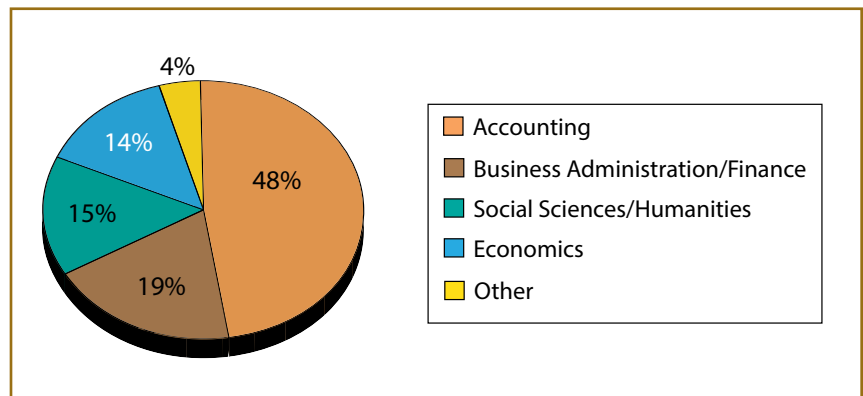
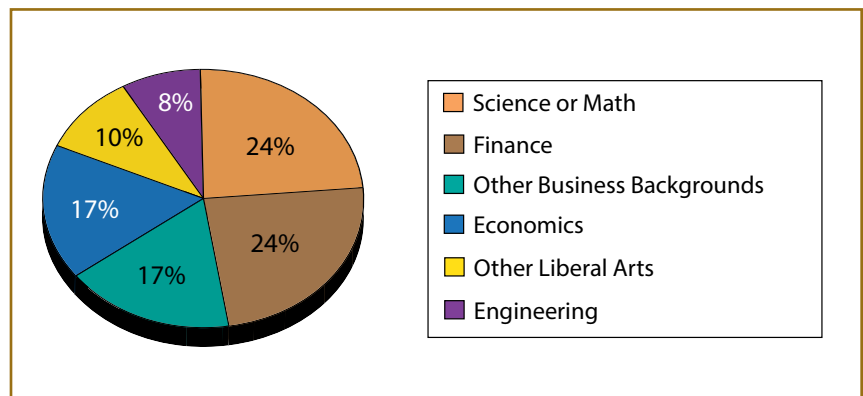


Figure 6: Enrollment by Major, UT-Austin



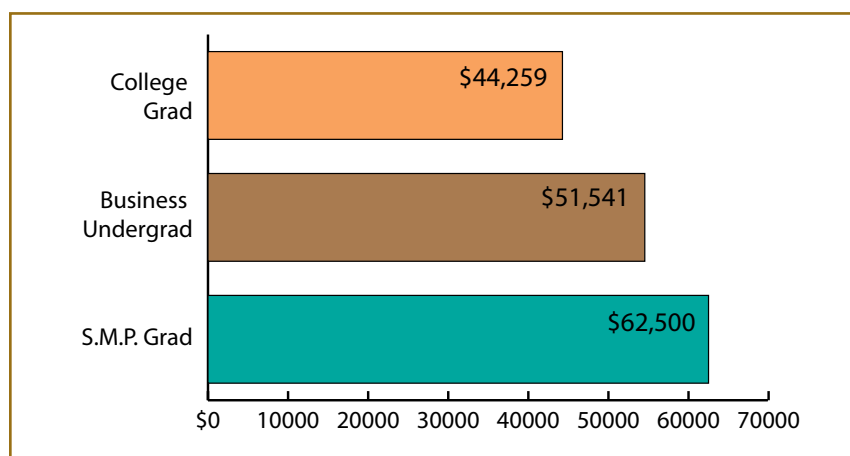
the sort of career services training opportunities and networking events a program offers. Most business schools host networking events, information sessions, etiquette dinners, career panels, conferences, and mock interview sessions for students. Different schools use different models for providing these services and a student should decide which model best suits his or her needs.

A school’s brand and ranking is another consideration for potential applicants. “Going to a specialized master’s program provides some students an opportunity to rebrand from their undergraduate experience,” Deanglis says. A school’s branding and reputation impacts many employers’ on-campus recruiting decisions as well as alumni networking opportunities.

The Application Process

Most applications are online, and the process is generally similar to the undergrad admissions process. Program deadlines vary, as does the time it takes for a program to return a decision, and candidates should consider these timing factors when applying and waiting on decisions. Many programs consider applicants in rounds; students should discuss with admissions staff the advantages to applying in early rounds. For some schools, scholarships may be more readily available to students that apply early. If program personnel are hoping to place students in pre-program internships, those opportunities may be limited to students that apply

Figure 7: Average Salary Comparison



Sources Dan Fastenberg, *Average Starting Salary for 2012 College Grads*. <http://jobs.aol.com/articles/2012/09/06/2012s-college-grads-start-careers-with-higher-salaries/>.

in early rounds. In addition, some programs expect students to commit fairly soon after an admissions decision is made; therefore students may need to consider applying early to their top choices in order to ensure that a decision is reached before they need to commit elsewhere.

Students need to think about the timing of their standardized exams as well, factoring in study time and score reporting time. Most schools do not consider an application complete until the official scores are received by the program administrators.

Supplemental documentation for most programs includes resumes, essays, and letters of recommendation. When submitting a resume, applicants should find out if a business school has a recommended format for resumes. Resume content should highlight any skills an applicant has that relates to the chosen field of study and should demonstrate leadership capabilities.

Because these programs require intellectual capability while focusing on eventual job placement, an applicant's letters of recommendation should address both academic abilities and professional performance.

According to Hillary Patterson from the business analytics program at UT, "We are looking for students who are both academically capable and well rounded. Letters of recommendation offer invaluable insight

into applicants' backgrounds and the likelihood of success in a demanding program like ours."

Therefore, students might want to include letters from both professors and internship or work supervisors in the application. Students should consult with program admission staff and

websites to determine the appropriate number of each type of letter to submit.

More About the Programs

Business school websites are often the easiest way to find out about the programs available. In addition, the Graduate Management Admissions Council website contains information about program profiles and admissions and placement statistics. For advisers working with students interested in finance, the website MSFHQ.com provides a wealth of information about master's of science in finance programs around the world, from class profiles to student reviews. The Specialized Programs in Graduate Business consortium is a group of 11 business schools from around the country that each offer at least one specialized master's degree program. The group hosts events for prospective students; see msbusinessdegrees.com. ■

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Championing the 21st Century Resume

By Kathy Anderson and Michelle Mignot

For students applying for jobs in certain fields, it might be time for career professionals to help students craft a new style of resume that includes creative and technological concepts.



When counseling students on resume writing, imagine the many possibilities of resumes that:

- Use active hyperlinks to direct employers to work samples, websites, blogs, projects, and audio and video clips;
- Stand out with touches of color or unique fonts;
- Present material with images, graphs, and text boxes; and/or
- Go beyond the traditional paper format and use LinkedIn, Pinterest, websites, blogs, and other social media and networking tools.

Why the Need for Change?

Recruiters, HR managers, and employers in general are overwhelmed by record numbers of resumes in response to job postings; in fact, studies show that hiring managers spend less than 6 seconds reviewing a resume.¹

Many of the resumes that employers receive look alike and are full of the current buzzwords. The traditional resume is a flat presentation of the student in a 3-D world, and for some

jobs, the traditional resume just doesn't cut it anymore.

In addition, people are searching for jobs in new ways, using LinkedIn and social networking, and employers are searching for talent on these platforms. As career services professionals, we need to give our students a competitive edge by encouraging them to search in new ways, using contemporary tools.

Drexel's Resume Evolution

Working at Drexel University as cooperative education coordinators helping students find co-op jobs in their industries, we watched students submit their traditional resumes to companies they longed to work for—powerhouses like Pixar, Nickelodeon Studios, and Marvel Entertainment. Lost among so many other applicants, the students frequently got no responses and no interviews. We shared their disappointment and started looking for solutions and a new approach to the traditional resume.

Like many career centers, we had been caught up in teaching the “rules” of resumes and enforcing a uniform style and content. We were

effectively ignoring the revolution created by technological changes and the entire world of social media tools. By sticking with past methods, we had inadvertently created a credibility gap with both students and employers who were already users of the technology and tools.

So, we began to research the new ways people were using technology and social media as job seekers, and we discovered a whole universe full of new approaches and fresh ideas that were appropriate to use with our co-op students.

For example, resumes of students in digital media did not show off their design skills or their expertise with the software that they would use on the job. Once students were encouraged to brand and market themselves using the same tools that they would use on the job—animation, graphics, movement, design—we immediately began to see success stories. The students produced a wide variety of resume styles that reflected their skills as well as their design styles. One student landed his dream job at Nickelodeon Studios by showcasing his personal branding across his resume, website, and demo reel.

Encouraged, we developed a creative resume guide for students in other majors, giving them guidelines, suggestions, and examples.

Creative Resume Success Stories

A screenwriting/playwriting major wrote her resume in screenwriting format, with chapter headings instead of traditional resume headings. She landed a rare paid film industry co-op job in Los Angeles. A software engineering major used a clever timeline combined with a touch of humor to garner interviews with quirky start-ups. (See the sample resume on page 35.) A product design student used a streamlined and highly styled approach to land not one but two competitive placements with New York fashion houses. A film/



Kathy Anderson is an employer relations and cooperative education coordinator at Drexel University, where she works with students in the Antoinette Westphal College of Media Arts and Design. She holds a master's degree in library science from the State University of New York at Geneseo and a bachelor's degree in English from the University of Delaware. She has also worked as a writer/editor and reference librarian. Her feature articles have been published in national journals and magazines, including *American Libraries*, *Journal of Collaborative Librarianship*, and *Library Journal*.



Michelle Mignot is a cooperative education coordinator at Drexel University, where she works with students studying computer science, digital media, and product design. Previously, she was an employment and career adviser at Loyalist College in Ontario, Canada, where she provided a number of services, including a career development certificate program designed to enhance student job-search skills and increase awareness of the career center. She is pursuing a master's degree in higher education.

video major who loved the horror genre added a fun horror graphic to her resume and got a job at a science fiction television channel. An English major landed a highly competitive job at *Seventeen* magazine with a resume designed to look like the magazine's cover style. (See the sample resume on page 34.)

The results from the first groups of students who developed creative resumes were impressive and encouraging. More students started getting jobs at their dream companies and more students were excited to work on their personal branding.

Next, we collected examples from students and shared them with our co-op coordinators, faculty, and career services counselors in a staff development workshop. The concepts were embraced by colleagues as an exciting and necessary change. Once we familiarized ourselves with the concepts of the 21st century resume, we held a series of in-person and webinar-based student workshops. The workshops were well attended and generated a lot of buzz and excitement from students and staff.

Interestingly, the response from engineering, business, and computer and related technical majors was equally enthusiastic, proving that creative resumes are not the sole province of graphic design and digital media majors. There are so many simple and effective techniques that the other majors were able to grasp quickly and run with that we soon concluded that the 21st century resume was useful across a variety of fields and industries. And, the (mostly) simple techniques showed that this resume is achievable for anyone with basic Word skills.

In teaching creative resume techniques, we saw students excited about crafting a resume that expressed their personalities, rather than a flat, boring resume that looked and acted like it "should," rather than what it "could." Career services staff was also excited about joining in the technology and social media revolution and started promoting the idea with their students.



So What Is a 21st Century Resume Anyway?

A 21st century resume is hyper-linked and active, unique and personal, and eye-catching. It may contain these elements:

- **Color** jumps off the page and can be as simple as a header, an underline, or highlighted text.
- **Graphics** can convey tone, humor, and skill, as well as add to personal branding.
- **Unique fonts** can help the information stand out from the crowd.
- **Text boxes** can be a great way to highlight a lot of information in an attractive way, for example, long lists of software.
- **Columns** are a simple trick to break the full-page one-column monotony.
- **Personal traits** can show employers more than the flat one-dimensional picture.
- **Style** related to a specific industry will highlight a deep understanding and ability to tailor a message.
- **Social media** shows creative thinking and demonstrates social media fluency.

Hyperlinks are critical to the 21st century resume. Think about the unlimited potential of links on a student resume:

- **Business or marketing major:** Link to a sample business or marketing plan.
- **Computer sciences major:** Link to his or her open-source coding projects.
- **Engineering major:** Link to a prizewinning robotics team design and video.
- **English major:** Link to his or her blog or website with writing samples.
- **Fashion design major:** Link to a Pinterest content sharing page to showcase designs and influences.
- **Graphic design major:** Link to his or her online portfolio.
- **Film/video major:** Link to a demo reel, YouTube channel, or website.

Since many employers now rely on LinkedIn profiles to get more information about a potential employee, all majors can be encouraged to create and expand their LinkedIn profiles and link to them in their e-mail signatures and on their resumes. The LinkedIn format allows students to show off their skills, honors, awards, connections,

exclusive/the resume

An English major looks for the perfect internship at a national magazine where she can hone her editorial and web skills.

Sample Student

The Triangle

Assistant Entertainment Editor
June 2012-Present

- Edit 4000+ words of staff copy for each weekly issue of Drexel's campus newspaper
- Collaborate with the Entertainment Editor on the layout of the section each week using InDesign
- Write eye-catching headlines weekly for each story published
- Publish each issue's articles on the web using WordPress

Philadelphia Magazine

Editorial/Foobooz.com Web Intern, Freelancer
April 2012-Present

- Pitched, wrote and published 5-10 articles per day on WordPress for Foobooz.com
- Fact checked multiple features per week for Foobooz.com and all sections of Philadelphia Magazine
- Utilized Twitter in successful social media campaign for "Best of Philly" feature winner announcements
- Currently pitch, write and publish 5-10 articles per week on WordPress for Foobooz.com

Permanent Press Magazine

Founder and Editor in Chief

- An independent, Drexel student-run style and fashion magazine
January 2012-Present
- Manage a staff of 12 students and edit all submitted copy for content and style
 - Write and research 5-7 feature-

length stories per issue

- Layout and design over 20 magazine spreads per issue using Adobe InDesign

ApotheCom

Editorial and Communications Technology Intern, Freelancer
June 2011-Present

- Fact checked and proofread research for publication
- Wrote and edited pieces of copy including short doctor biographies for annual conference publications
- Developed and edited presentations and illustrations for print conference publications using Adobe Illustrator

Entertainment U.

Writer and Section Editor
EntertainmentUonline.com
December 2010-Present

- Edit staff copy of 300+ words for publication 2-3 times a week
- Write entertainment and food stories for publication weekly and as needed

Maya

Writer, Book Designer, and Editorial Staff Member

Drexel University Literary Magazine
December 2010-September 2012

- Read, discuss, and choose submitted work for publication in annual issue
- Design annual issue including layout of 40+ pages of text and color photography using Adobe InDesign

Contact Me

3201 Arch Street
Philadelphia PA, 19130
215-895-2185
abc123@drexel.edu
Personal Website
LinkedIn
@samplestudent

Education

Drexel University
Philadelphia, PA
B.A. English
Anticipated
Graduation: 2015
GPA: 3.91

Other Experience

Kiwi Frozen Yogurt

Customer Service Representative

Philadelphia, PA
April 2012-Present

- Assist customers with product choice, sales, and loyalty card redemption
- Train new staff members to prepare product and complete transactions

Skills

Content Management System: advanced experience in WordPress and Joomla!

Adobe CS 5:

advanced experience in InDesign, InCopy, Illustrator; proficient in Photoshop

Social Media:

advanced experience in Twitter, Facebook, Pinterest, and Tumblr

major who uses the content sharing "pins" to highlight their designs, point to their inspirations, and show off their industry knowledge and goals—all using photographs and illustrations. Now think of the employers who are hungry to find that good fit to their design aesthetic and you can see how a targeted Pinterest site can help a student pin down a great job.

Practical Concerns

Nontraditional resumes are not suitable for every application. As practitioners, we need to help students decide when a creative resume is appropriate.

When a student researches a company's website, social media, and Internet presence, he or she should assess the branding of the company to see if a creative resume is a good fit. If the HR department head's title is "Chief People Wrangler," chances are good that the company would welcome a quirky, individualized creative resume. If the job description is written in a casual, fun style that urges applicants to show off their individuality as well as their skills and experience, it's a green light for the 21st century resume.

Advise students to check out company execs' biographies, company Facebook pages, Twitter feeds, and other social media to get a sense of the corporate culture. Students can also ask for advice from faculty and industry contacts on whether to submit a creative resume to a particular company.

If a student chooses a newer approach to a field like medicine or banking, there's a chance that it may be welcomed enthusiastically by the employer. For example, at one of our workshops, an employer from a museum said he'd love to see a creative approach from more job applicants. In a pile of black-and-white sameness, sometimes the use of color, humor, and creativity can stand out and show a candidate as a creative thinker and leader.

As with all resumes, students should write legibly and clearly present work

projects, recommendations, portfolio samples, and more.

New Resume Styles

Although new resume styles include the use of such elements as infographics and video, and can be posted on LinkedIn, Pinterest, and Facebook, these resumes are not for every student and every job application.

A student's LinkedIn profile can actually turn into a resume through its resume builder function. Users can customize the content, and then share resumes through LinkedIn, Facebook, Twitter, and other social networking tools. When needed, the LinkedIn resume can be made into a PDF and e-mailed.

An infographic resume is a visual explanation of skills, experience, and more. As a graphic, it integrates words and pictures in a fluid, dynamic way, is completely self-explanatory, and is universally understandable. The infographic resume can convey a large amount of information about a potential job candidate in a unique and effective way.

A video resume is a way to show off creative skills and also to give job seekers an opportunity to deliver their "30-second commercial" about themselves to an employer. It's as if the flat resume stood up and started talking to the hiring manager.

Pinterest can be used to showcase the unique skills and tastes of a job candidate. Imagine the interior design

history and skills. Here are technical tips to ensure a 21st century resume is uniformly effective:

- Check any links to ensure they are accessible to all. For example, if linking to a YouTube video, make sure the video is set up as “public” rather than “unlisted.”
- Ensure the links work on a variety of computers and web browsers.

We advise students to have multiple resume versions prepared. A clear version in Word with a simple font is essential for uploading to online applications. Keywords are important, and students should know that automated HR screening programs hunt for specific words.

Students may need to try different styles until they find one that has success. If a resume is not resulting in interviews, encourage students to change it rather than continuing to send out one that is clearly not working.

Most importantly, it is vital that a student’s resume reflects the student and her or his personality rather than being a copy of a clever resume that worked for someone else. The beauty of a good creative resume is that it shows fit, but that fit has to be accurate and based on the individual.

Getting Started

Here are some ideas for you and your staff to get started with 21st century resumes:

- **Start small:** You might want to start working with one major or one college within your university.
- **Do your research:** Read about new resume styles and try revamping your own to see if they work for you. Collect samples that you think are great to share with colleagues and students.
- **Ask your employers:** If you work with regular employer partners, start the conversation. Would they welcome a new approach? Would

Sample Student

B.S. Software Engineering
Cumulative GPA: 3.3
Anticipated Graduation - 2015

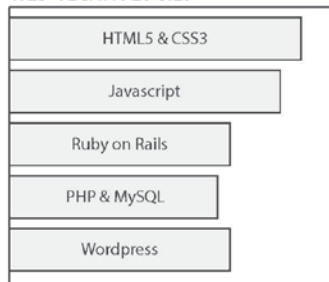
CONTACT

Tel: 215.895.2185
Email: sample.student@drexel.edu

RELEVANT COURSEWORK

Data Structures & Algorithms	Calculus III
Advanced Programming Techniques	Discrete Mathematics
Principles of Microeconomics	Linear Algebra
Math Foundations of Computer Science	

WEB TECHNOLOGIES



OTHER TECHNOLOGIES

jQuery, Backbone.js, Coffeescript, HAML, SASS
Node.js, MongoDB
C++, Python, Perl
Adobe Photoshop & Illustrator

samplestudent.com

Open source: [samplestudent.github.com](https://github.com/samplestudent/samplestudent)

I am an enthusiastic software and full-stack web developer that has experience with many languages, platforms, and technologies.

I have an insatiable thirst for creation and challenges. I love to bring ideas to life and build projects from the ground up. And I love tea.



hyperlinks to work and design samples be useful for them? How important is a student’s LinkedIn profile? What technology and social media do they want to see on a resume?

- **Collaborate with faculty:** As industry experts, your faculty may be able to offer invaluable insight into their fields and help with specifics for resumes in their areas.
- **Keep up-to-date:** Familiarize yourself with trends in resumes and new ways that people are finding jobs.
- **Cultivate an open mind:** You don’t have to bill yourself as an expert in the area, but your open mind can encourage students

to find their own way, using guidelines you provide.

Career services professionals can help students move forward and use these new tools while also adapting and growing our own skills and knowledge.

Go forth and cultivate creativity! 

Endnote

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Developing and Managing Diverse Early Talent

By Pattie Giordani



ging a Strategy



Employers know they can leverage their internship programs to feed college hiring. But they can get an even greater head start by developing early identification programs to feed their internship programs.

Prudential wanted to explore more opportunities to grow and develop talent and future leaders by creating ways to attract college freshmen and sophomores to the firm, thus feeding its intern and college recruiting.

Prior to 2000, Prudential had a robust, centralized campus recruitment program. After going public in 2001, the firm experienced some organizational changes. From 2001 to 2007 staffing was outsourced, meaning campus recruiting was owned by the business lines.

“In 2007, the company started to return to a centralized campus recruitment function,” says Cristina Rodriguez, campus recruiting, Prudential. She adds that the campus recruiting team faced some challenges:

- The business lines didn’t want to give up control,

- There was a lack of knowledge of the campus recruiting process and timeline, and
- The team was unsure of what constituted success in campus recruiting.

The team gained support for the campus program from the business lines by developing consistent and detailed metrics aligned with business objectives, telling the story through data, demonstrating measurable results, and showing the value of campus recruiting programs.

Campus Recruiting Strategy—Early Talent Identification

The campus recruiting □ ts, Rodriguez,



the programs—it's not just staffing's issue. There's ownership at all levels and that will help us reach our goals."

Any organization interested in developing such a strategy should consider the scale and sustainability of the programs, know its position brand perception in the marketplace, and learn from other companies that have launched similar programs.

Eventually, Prudential developed two initiatives, the Peak Leadership Conference and the Actuarial Success Awareness Program (ASAP), to identify and build relationships with undergraduates. In addition to fueling the talent pipeline, the programs also tie in with the organization's overall diversity goals.

Criteria for both programs are similar. Candidates must be a freshman or sophomore in a four-year undergraduate program, have a 3.0 GPA, and have a strong interest in financial services or a business career. The program also has a focus on the diverse student population (i.e., women, persons of color, veterans).

Prudential Actuarial Success Awareness Program

"Started in 2012, the Actuarial Success Awareness Program (ASAP)

is a one-week program that introduces diverse mathematics or actuarial science students to an actuarial career and provides financial support through scholarships and funded programs," Rodriguez says.

"Our actuarial group wanted to be proactive to ensure they have the diversity that corresponds with Prudential's diversity and inclusion policy." So the firm partnered with Spelman College, a strong HBCU with a focus on math and sciences, and built a relationship with one of the math professors. A Prudential representative went into the classroom to speak about actuarial careers. In addition to the one-week conference, there is a paid internship and scholarship.

The program offers students exposure to actuarial exam preparation, job shadowing and professional skills training sessions, team building and social activities, mentoring related to education, and career advice.

Since its inception, Rodriguez says Prudential has made a few changes to the ASAP.

"Participation increased because we decided to use Peak overflow. ASAP had eight attendees in 2012, and four of them received an offer for internship," she explains "Our chief actuary officer advocates for early talent—actuarial also took two of the 'Peakers,' leveraging the candidate pool from Peak."

Peak Leadership Conference

The mission of the Peak Leadership Conference is to provide underrepresented candidates early exposure to Prudential, its business, and potential career paths. During the three-day conference, the firm raises awareness of Prudential as an employer and begins to build relationships with these students.

At Peak, students are introduced to senior leadership, informed about career paths within the firm, helped to understand their own leadership potential, and given direct access to internship opportunities. Activities include lunch with mentors, a welcome dinner, and a breakfast with an upper-level official. There are also workshops on personal branding, networking, business etiquette, interviewing, and resume building. A business case about Prudential is also presented.

In 2013, a day was added to the program (in the first year, it was a two-day conference). "Participants indicated adding another day would allow them more time to network with executives and campus team," Rodriguez explains.

"Participants' interview skills were assessed and they experienced business etiquette during meals—many upper-level executives participated in those



events. We added 10 more students (from 40 to 50) in 2013,” Rodriguez says. Those 50 students were from 33 different colleges from across the country.

“Also, we include the goal of teaching financial literacy. Millennials may not be prepared for retirement, it’s something they don’t think about,” she adds. “We offer a session in layman’s terms in both the ASAP and Peak Conference to ensure they’re saving and thinking about the future.”

Rodriguez adds that Peak is a strong pipeline for the firm’s internship program, which comprises 150 to 175 interns each year.

Program Metrics

Prudential set high, but reachable, goals in the first year of these programs.

“We are tracking the amount of applicants that we receive and, then how many of them actually do get converted to full-time hires,” Rodriguez says. “The goal for Peak in 2014 is 40 percent, and right now [2013] we’re at 24 percent.”

She says the ASAP goal is a little higher; the recruiting team wants to

see at least 50 percent of participants receive an internship at Prudential.

The recruiting team also surveys Peak participants, the results of which contributed to extending the program to three days.

“Feedback is a gift,” Rodriguez says. “They told us they wanted more information along with in-person interviews.”

Over the course of the two years that the programs have been in existence, 12 students out of 88 have received internships. Rodriguez is optimistic that these numbers will increase for each subsequent year.

Further Steps

For ASAP, the team expanded the search to Howard University and included Peak applicants to help increase the number of participants.

“We also focus on spring freshman and sophomore events, attend freshman experience classes, and set up a month-long Facebook ad for the programs,” Rodriguez says. “We also leverage our existing employees—those in various Business Resource Groups,

such as Asian, Black, Hispanic, and/or LGBT—they could refer a child or others in the community.”

Rodriguez says that some of the highlights of ASAP include 100 percent diversity, as well as all female participants the first year (2102).

“In 2013, we opened up the programs to other universities besides Spelman, still 100 percent diverse but now 50/50 gender-wise,” she says. “We had an influx of applicants, applications increased by 100 percent (200 in 2012, 400 in 2013). The actuarial group interviewed, screened and selected the participants.

And just because a participant is no longer in the program, he or she will still be considered for an internship. “Once a ‘Peaker’ always a ‘Peaker,’” Rodriguez says. “The 2012 class will still be considered. We already have that pipeline so we might not have to go to schools. Our feeling is before recruiters go on campus, they have to look at the Peak participants. And the actuarial group is on board with that.”

Prudential’s programs are still relatively new, but with the buy-in from top leaders and the promising initial feedback and conversion to intern numbers, the recruiting team is confident of future success as well. ■

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