

Monday, December 8

1:00 PM – 2:00 PM

- [Tapping into the local talent: lessons learned from eight years of partnering with graduate school programs to enhance career counseling staffing](#)
- [What's Love Got to Do with It?](#)
- [Unmasking the Career Decision Making Process for Incoming Freshmen and their Parents](#)
- [Aggie Career Team \(ACT\): Unmasking the Potential of Career Peer-Educators](#)
- [International Students in the Workplace: What Employers Need to Know](#)
- [EACE Road Trips to the Real World Program – Paving the Way for Student and Employer Connections](#)
- [Student Development and Supervisory Influences During the First Work Term](#)
- [Every Person Matters: Unmasking Our Potential Through Inclusive Best Practice](#)

Monday, December 8

2:15 PM – 3:15 PM

- [Investing in Emotional Intelligence](#)
- [Energizing Science Students to Take Action: Developing Career Plan A and B The 4-year Evolution of a “Careers in Life Sciences” Class](#)
- [Passion and Purpose: Unmasking the Heart of Career Planning](#)
- [On-Campus Events That Strengthen Your Brand](#)
- [LGBTQ Career Services Panel](#)
- [Employers Want More Than A Degree, They Want A Professional](#)
- [Beyond Our Four Walls - Online Career Education & Recruitment](#)
- [Career Coaching and the Multi-Generational Workforce](#)

Monday, December 8

3:30 PM – 4:30 PM

- [Operation Intake: A Model for Structured Intake Implementation](#)
- [The More the Merrier: Unmasking the Potential of Crowds](#)
- [IGNITE Your Career: A Targeted Career Series with Intentional Career Focus](#)
- [Impactful Employer Development in 3 Easy Steps](#)
- [Supporting Students in Unpaid Internships](#)
- [Get that Junk out of Your Job Description!](#)
- [What's Behind the Mask: Maximizing Your Small Staff](#)
- [What I know Now And Wish I Knew Then](#)

Tuesday, December 9

8:30 AM – 9:30 AM

- [LSU's Graduation Survey: A Second Look at the Four A's to Successful Delivery. \[Academic Partnerships, Administering, Assessing, and Analyzing the Data\]](#)
- [Keep it Real: Discussing Sensitive Issues Regarding International Student Employment](#)
- [Getting LinkedIn: Building a Modern Student, Alumni, and Employer Network with Minimal Money and Time Investment](#)
- [Career Services in the Classroom: Designing Targeted Job Search Courses](#)
- [Make Recruiting Your Big Easy! Tips for Employers about Recruiting Students as Viewed Through the Lens of Career Services](#)
- [Employer Relations Pet Peeves: Everything You Wanted To Know & Now You Can Ask](#)
- [Mission Impossible: Serving as Translators between employers and academics](#)
- [How to Build a Student Program that Truly Works](#)

Tuesday, December 9

1:45 PM – 2:45 PM

- [Creating a Collaborative Strategic Plan](#)
- [Career Development as a retention tool for first year students](#)
- [Career Counseling College Student Veterans](#)
- [CareerLeader - a foundation for career and professional development](#)
- [Profile Envy: Comparisons Across Social Media](#)
- [Creating Unicorns: Developing Students You'd Like To Hire](#)
- [Externship 101:](#)
- [Hire Me! Providing Resources to Assist Alumni with Getting Hired](#)

Wednesday, December 10

8:15 AM – 9:15 AM

- [Career Services and New Student Orientation: Creating a High Impact Presentation](#)
- [Redefining Multiculturalism: Empowering Latino/a Success](#)
- [Geauxing the distance with event management](#)

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: Aggie Career Team (ACT): Unmasking the Potential of Career Peer-Educators

Proposal:

There is a common misconception that career services are solely intended for students seeking employment. However, the Council for the Advancement of Standards in Higher Education (CAS) states, “the primary mission of Career Services (CS) is to assist students ... through all phases of their career development” (Dean, 2006, p. 86). This supports Super’s (1957) life space, life-span theory, which states career development is a lifelong process where students are best served by exploring and engaging in career learning. For this reason, the Texas A&M University Career Center developed Aggie Career Team (ACT). ACT is a career peer-educator student organization bridging the gap between students and career services. It is an example of grounded theory used to enhance career development among students. ACT members serve as ambassadors, connecting the student body with career services through presentations and dissemination of career knowledge. Ultimately, ACT has a two-pronged approach: 1) Cultivate student-leaders and intentionally invest in their development, resulting in a self-sustaining organization. 2) Utilize these leaders as peer-educators to enhance career learning for all Texas A&M students. This breakout session will detail a case study of how theory can be applied to develop career peer-educators and energize them to take action.

Learning Objectives:

- At the end of this session, the participants will be able to: 1) Identify the need for career peer-educator programs;
- At the end of this session, the participants will be able to: 2) Determine how to use theory and practical tools to better develop student-leaders and utilize them to enhance career learning;
- At the end of this session, the participants will be able to: 3) Develop effective and successful strategies for implementing career peer-educator programs at their own institutions.

Presenter(s):

- Michael Shehane, Texas A&M University - Career Center
- Samantha Wilson Texas A&M University - Career Center

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Diversity and Inclusion, best practices

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Emerging Leaders

Title: Every Person Matters: Unmasking Our Potential Through Inclusive Best Practice

Proposal:

This presentation will offer an overview of best practices for diversity and inclusion, as developed by the National Coalition Building Institute (NCBI). The session will be highly interactive, and participants will be given the opportunity to engage in several activities that highlight these best practices. The session will also begin to explore application of these principles and best practices into the work place, as well as in career advising. Participants will be prompted to reflect on their own experiences and where they have observed challenges to inclusion - why aren't we able to always be fully ourselves? Where might we be keeping others from being able to be fully themselves? What does that do to our leadership, our work satisfaction, our creativity, and our ability to navigate conflict in healthy ways? At the end of the session, I will also share one example of best practice that applies the principles discussed. Through collaboration between the Career Center and the Chief Diversity Office, The University of Iowa recently created a course on culturally intelligent leadership for students and local business leaders. Participants will be provided with syllabus and source information.

Learning Objectives:

- Participants will learn about how our intersectional identities shape our experiences at work (and in all areas of our life).
- Participants will gain insight into principles and best practice that encourage people to be fully themselves and that foster inclusion in our work environments.
- Participants will gain resources developed by the National Coalition Building Institute, as well as course material from a new initiative at the University of Iowa.

Presenter(s):

- Lindsay Jarratt, University of Iowa & National Coalition Building Institute

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Employer Relations This topic is relevant to employers, career counselors, and employer relations professionals.

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Title: *EACE Road Trips to the Real World Program – Paving the Way for Student and Employer Connections*

Proposal:

The Eastern Association of Colleges and Employers (EACE) Road Trips to the Real World is a flagship program that consists of employer site visits during the January winter break from Maine to Virginia, and points in between. The program builds mutually beneficial relationships between students, Career Centers, and employers and benefits of EACE. It provides an opportunity for students to learn first-hand about a career field, network with employees and explore internship and job opportunities. Career Centers may make new connections, via their campus promotion of the program, with students who may not otherwise be aware of the office and its services on their campus. Employers can engage in a best practice for networking with students and colleges to enhance their talent pipeline. EACE cultivates potential new employer members as well as taps into existing ones. Each site provides outside participants an in-depth look at how a business operates.

Learning Objectives:

- Identify best practices on how to plan, implement, and evaluate a Road Trips to the Real World Program within your organizations

Presenter(s):

- Angelique Kim, Salem State University
- Elisa Seeherman University of the Arts
- Debra Klokis The College of New Jersey

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Employer

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Emerging Leaders

Title: International Students in the Workplace: What Employers Need to Know

Proposal:

This breakout session will provide participants with important information to gain a better understanding of the current student immigration processes and cultural issues when working with international students. As technology further globalizes the world's economy, international students can provide unmatched energy and enthusiasm to the workplace. Investing in an international work force will be vital to the future of any company or organization in the public, private, or non-profit sectors. This presentation will consist of three sections. First, participants will learn about immigration basics in hiring an F1 or J1 student for either Optional Practical Training (OPT) or Curricular Practical Training (CPT). Second, participants will learn about cultural issues in working with international student employees from emerging markets, such as China and India. Third, there will be a question and answer period, where participants can engage and receive additional information and resources.

Learning Objectives:

- Participants will learn about immigration basics for F1 and J1 students.

Presenter(s):

- Mason Murphy, Texas State University

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Experiential Education

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Title: *Student Development and Supervisory Influences During the First Work Term*

Proposal:

This presentation is a summary of research taking place during the summer of 2014. Twelve cooperative education students were surveyed at intervals 4 times across the summer during their first work term. Survey content pertained to supervisory relationships, daily work activities, expectations of work, and attitudes toward the supervision process. Results were qualitative, seeking to gather information about trends in the co-op workplace for these students. Example questions include: • Please describe your relationship with your supervisor. • What have you learned so far about what it means to be a full-time employee with your company? • How do your previous expectations compare with your experiences to this point? Results of this study can be useful for both employers and colleges in providing guidance for cooperative education candidates and improving the overall effectiveness of experiential education programs. For example, employers may use results of this study to provide a stronger co-op experience for students through more effective supervisor practices. Additionally, co-op and internship administrators may rely on insights from this study to gauge student development throughout each work term and engage in communications with employers that target student growth and achievement.

Learning Objectives:

- Identify salient themes emerging from research about supervision practices during experiential education.
- Analyze compiled research results for points of application in practice.
- Explain experiential education outcomes as a result of supervisory practices.

Presenter(s):

- Charlie Wilder, Mississippi State University

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Unmasking the Career Decision Making Process for Incoming Freshmen and their Parents*

Proposal:

The Auburn University Career Center has hosted Choosing Your Major Career Exploration Workshops for the past two summers to help incoming freshmen better understand themselves and the major/career decision making process. Through this workshop, students are taught to navigate the career/major exploration process, enhance self-awareness through assessments, explore career options and specific majors at AU, and evaluate career options based on personal interests, personality, and values. Students are also given the opportunity to meet in small groups with representatives from all colleges on campus to further discuss majors and answer any questions. With dates for the workshops surrounding orientation sessions, this workshop has grown and the addition of a parent workshop has been established to help parents better understand how to appropriately help their student in this process. The Choosing Your Major workshop and Parent Session will be explained along with a discussion of what we have learned and adjusted over the two years including marketing, agenda, logistics, fee charged, and workbook created.

Learning Objectives:

- Attendees will learn to: Implement a successful program on their own campuses that will educate incoming freshmen and their parents about the career/major decision making process
- Utilize the parent influence on students in a positive way
- Track the attendees and gauge effectiveness for reporting purposes

Presenter(s):

- Addye Buckley-Burnell, Auburn University Career Center
- Nancy Bernard Auburn University Career Center

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling This also has a graduate student focus

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *What's Love Got to Do with It?*

Proposal:

After four years of working with graduate students, a trend of career compromise has emerged as my clients negotiate their career and romantic aspirations. This session will explore how attachment and romantic relationships affect the career development process. Research from the fields of romantic relationships and career development will be presented. Many career advisors like to focus on the individual and this is understandable as free agents are the easiest students/alumni to work with. However, we know that each individual is influenced by different systems including education, family, and culture. To be effective career counselors we need to address the important influences on our clients. Career development is a holistic process and this session will review strategies for engaging your students in the gray space between personal and career counseling so you can help them identify and achieve their true goals. Case scenarios will be utilized to stimulate conversation and highlight learning objectives. The studied demographic has an average age of 26 and is predominantly female graduate students so the session will inherently have a special focus on the career development of high-achieving women.

Learning Objectives:

- Attendees will learn strategies for engaging students in the gray space between personal and career counseling to help them identify and achieve their true goals.
- In addition to helping us become better career counselors, this session has a secondary goal of helping attendees think about how their own notions of love affect their careers.

Presenter(s):

- Tara Iagulli, University of Texas, School of Information

Monday, 12/8/2014

1:00 PM - 2:00 PM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Emerging Leaders

Title: *Tapping into the local talent: lessons learned from eight years of partnering with graduate school programs to enhance career counseling staffing*

Proposal:

This presentation will highlight a year long comprehensive leadership and training program for emerging career counselors at The University of Kansas. What began as an effort to augment staffing because of budgetary constraints eight years ago has turned into a model training program for graduate students on campus. Since the program began, we have trained sixty students and have learned a few things about partnering with graduate school programs (Counseling Psychology and Higher Education Administration) in order to recruit, hire, train and mentor graduate students. There are definite benefits and challenges to working closely with graduate students and their academic programs and this presentation will outline elements of each. Once considered an augmentation to our staff, our graduate students are now considered an essential part of our operation and services. As a result of this program, participants will be able to identify elements of successful collaboration, supervision and training. Knowledge gained from this program would be beneficial to either college or employer working closely with an academic department.

Learning Objectives:

- As a result of this presentation, participants will be able to: - Define elements of successful partnerships and collaboration
- Identify successful supervision and mentoring techniques unique to graduate student trainees, including the unique differences between counseling psychology and higher education administration programs
- Discover how to initiate a training program for graduate students - Relate with content by being invited to share successes and challenges of working with graduate students.

Presenter(s):

- Wendy Shoemaker, University of Kansas, University Career Center

Monday, 12/8/2014

2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Title: *Investing in Emotional Intelligence*

Proposal:

Emotional intelligence (EI) refers to a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. Recent research has highlighted the importance of EI for students in post-secondary education. EI is related to academic success, grades, graduation rates, and student well-being. This session will focus on the role of Emotional Intelligence (EI) and its use in Higher Education from an employer and educational perspective. Case studies and statistics will be provided to illustrate the importance of employers and colleges investing in developing EI skills for the future workforce.

Learning Objectives:

- How to utilize Emotional Intelligence to develop students and future leaders in organizations.
- How to get the most out of recent college graduates.
- How to bridge the gap between employers and colleges through Emotional Intelligence.

Presenter(s):

- Jonathan Stermac, Multi-Health Systems

Monday, 12/8/2014
2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Emerging Leaders

Title: Energizing Science Students to Take Action: Developing Career Plan A and B The 4-year Evolution of a "Careers in Life Sciences" Class

Proposal:

How do you encourage Science Students to engage in the career development process and create a Plan B, in case they are not admitted to graduate or professional school? Learn about the creation and evolution of a "Careers in Life Sciences" class, which energizes and guides Science students through a career development process and provides resources and opportunities for them to take action! This science elective curriculum class was created through a partnership between the College of Science, the College of Science External Advisory Development Council and the Career Center. We will discuss the structure of this experiential class and the assignments students can tailor to their own career interests. We will show how we qualitatively and quantitatively measure student learning outcomes, and the assignments students indicated were of the most value to them. The evolution of this class over the past four years will be discussed, including how we have adjusted the class to better address the students' career development needs. As we prepare to double the class size next spring, we will discuss the advantages/disadvantages of small versus large class sizes, and our ideas on adapting our teaching methods for a larger class size.

Learning Objectives:

- Define the process to partner with academic departments to create a college-based curriculum elective class which addresses the career development process, provides career resources and furthers the Academic Colleges Quality Enhancement goals.
- Develop a class format and the experiential class assignments students can tailor to their own career interests.
- Describe the quantitative and qualitative assessment methods used to measure student learning outcomes.
- Summarize the evolution of this class over four years; tailoring the class to better address the students' career development needs. 5) Identify the experiential class assignments of most value to the student participants. 6) Discuss the advantages/dis

Presenter(s):

- Marilyn Yeager, Texas A&M University Career Center

Monday, 12/8/2014

2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling Interactive presentation with activities

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Title: *Passion and Purpose: Unmasking the Heart of Career Planning*

Proposal:

There are time-honored traditions of vocational discernment based in spiritual practices, resulting in the authentic identification of an individual's career path, filled with meaning, purpose, and direction. We have all met such individuals and have marveled at their satisfaction and effectiveness in their personal, social, and professional lives. Attributing this outcome to discernment, could vocational discernment be secularized and practiced in a career center, improving career planning outcomes? As career practitioners, how often do we assess and explore passion and purpose, which are at the heart of a student's career quest (and therefore questions) and career identity? Passion drives or compels us toward fulfilling our career identity; purpose provides us the reason and determination to do so. If we can assist students in discovering and articulating their purpose and help them strategically tap into their passion, imagine the progress students might have in developing viable career plans. Their excitement and focus will support their career development, as well as the institutional goals of retention, persistence, graduation, and next steps in life. Participants will explore the constructs of passion and purpose and learn how to assess a student's passion and purpose using practical tools developed for meaningful career exploration and planning.

Learning Objectives:

- After this session, learners will be able to clearly define passion and purpose from a career development perspective.
- After this session, learners will be able to assess passion and purpose in a meaningful way for students and for the career development/planning process.

Presenter(s):

- Kevin Gaw, University Career Services - Georgia State University

Monday, 12/8/2014

2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Other (please explain in "comments" box below) Follow up on a professional program first presented at SOACE in 2012.

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Title: Employers Want More Than A Degree, They Want A Professional

Proposal:

Students selected to be in specialized leadership or honors programs are typically afforded professional development programming as part of the experience. At TCU's Neeley School of Business 15% of students are involved in specialized programs which provide focused professional development. What happens to the other 85% of students? Neeley Premium Credentials™ (NPC) is a three tier program designed to reach that 85%. The experience begins with CORE, required of all incoming business students. Students define personal interests, abilities, and skills that guide them through career exploration and self-discovery. Students then have the option of continuing to DISCOVERY where a Personal Development Plan is created by the student and focuses on three to five critical competencies related to the student's career goals. The last tier is FOCUS where students find an external mentor and go through a 360° feedback process. NPC has been in place for three years and has faced some obstacles which have been overcome through effective partnering, consistent messaging, and finding the right way to engage students. This session will provide a brief overview of the challenges in implementing the program and how obstacles were overcome to ensure long-term success.

Learning Objectives:

- Participants will learn the importance of having a consistent message of value when working through resistance.
- Participants will be shown how to create student awareness and commitment for a professional program to ensure a high percentage of participation and completion.

Presenter(s):

- Kelly O'Brien, TCU
- Jessica Cates TCU

Monday, 12/8/2014

2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Other (please explain in "comments" box below) Innovation and Trends

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Emerging Leaders

Title: LGBTQ Career Services Panel

Proposal:

Join us in learning from panelists from different universities that are involved and lead collaborations between LGBTQ and Career Services. Due to ongoing initiatives of diversity and inclusion, Career Services are expected to cater and support special populations such as LGBTQ. This panel will explore different programs, events and strategies that universities provide or strive to accomplish for LGBTQ students on their campus. Panelists include: - Florida International University (FIU)- Carolyn Meeker, Assistant Director - Kennesaw University- Ana Baida, Associate Director - Elon University- Rene' Jackson, Career Advisor - University of Central Florida (UCF), Shauna Strickler, Assistant Director - TBA - Out for Work- Riley Folds, Founder Panel Facilitator: - University of Central Florida (UCF), Igor Volkov, Assistant Director The purpose of this breakout session is to hear from the panelists, engage in the discussion of opportunities for future LGBTQ and Career Services collaborations. Active participation will be encouraged in order to share ideas, experiences, frustrations and challenges, in order to move forward to lead and innovative the field of Career Services.

Learning Objectives:

- Participants will gain the knowledge and resources to assist them LGBTQ programs or collaborations
- Participants will be able to discuss current trends and innovations from the respected universities
- Participants will be familiar with Out for Work resources from panelists and be able to apply ideas to their Career Services Offices

Presenter(s):

- Shauna Strickler, University of Central Florida
- Igor Volkov University of Central Florida

Monday, 12/8/2014
2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Technology

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: Beyond Our Four Walls - Online Career Education & Recruitment

Proposal:

With more students attending college online and employers looking for new innovative ways to engage students – virtual career education and recruitment options have become an expectation for career services. With the University of Florida's recent preeminent recognition within the state of Florida, UF was awarded the state's first online institution making virtual service options imperative for its students. The Career Resource Center is charged with providing services to all students enrolled within University of Florida traditional and online (UFO) enrollment systems. The University's goal for UF Online is to secure 22,000 students in the first 10 years which would make the University of Florida's student population jump from 50,000 to 72,000 students impacting career services significantly. Come learn how the University of Florida's Career Resource Center has embraced the virtual world by expanding beyond its four walls to support students and employers online. Join us as we share how the Center has transformed its current services by using technology and external partnerships to create an online community for career education and engagement. This virtual community has helped the career center to leverage resources, innovation and ultimately reaching more students, employers and partners alike.

Learning Objectives:

- Assess your current career services options to discover opportunities for integration of online engagement
- Identify innovative resources, networks and technologies available to support an online community for students and employers alike
- Develop a strategic plan to support online career education and recruitment services for remote access, communications and resource sharing to increase engagement.

Presenter(s):

- Ja'Net Glover, University of Florida Career Resource Center
- Monica Moreno University of Florida Career Resource Center

Monday, 12/8/2014

2:15 PM - 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Employer

Professional or Graduate Student Submission:

Session Geared Toward: Employers

Title: On-Campus Events That Strengthen Your Brand

Proposal:

According to the NACE Recruiting Benchmarks Survey, the number one item of importance for a university recruiting program is branding an organization on campus. Organizations that excel at university recruiting have a strategic campus events strategy. To compete for the top talent early in their college career, specifically diverse and STEM talent, a campus events strategy is imperative. The session will begin by providing an overall strategy to establish target schools. Giving real-life examples of best practices from industry leaders, the session will then introduce both traditional and creative strategies to maximize the organization's brand presence. A strategic on-campus events plan ensures an organization's competitiveness and reduces the chances of losing out to top students who are already "taken" by competitors. This session will review all types of events: interviewing on campus, department affiliate programs, hackathons, information sessions, classroom presentations, and even more unique and creative event ideas. Intensive interviews with those considered experts in the field are the basis for the data presented.

Learning Objectives:

- After this session, learners will be able to understand the components of creating a tiered target school approach to university recruiting.
- After this session, learners will be able to decide how to use university recruiting resources to execute an on-campus events strategy to strengthen their campus brand and measure the return on investment (ROI) of those resources.
- After this session, learners will be able to effectively use their on-campus events strategy to enhance brand recognition and popularity among diverse students and highly sought-after majors.

Presenter(s):

- Roberto Angulo, AfterCollege

Monday, 12/8/2014

2:15 PM – 3:15 PM

Traditional Breakout Session (1 Hour)

Topic: Other (please explain in "comments" box below) This session will focus on our most current generation (Generation Z) and how Career Centers and Recruiters can implement Career Coaching to bring forth the skill set needed to be successful in the workforce.

Professional or Graduate Student Submission: Grad Student

Session Geared Toward: Both

Specialty Session: Emerging Leaders

Title: Career Coaching and the Multi-Generational Workforce

Proposal:

For the first time in history, we are living in an era where the workplace is comprised of five generations inclusive of: (1) Veterans/Traditionalist; (2) Baby Boomers; (3) Generation X; (4) Nexters/Millennials and (5) Generation Z. The multigenerational workforce will see differences as a lens through which to view skill sets, diversity, personality types, and many other areas. Effective leadership must understand the generational characteristics of these employees and they must assure that employees understand and respect one another's differences. In addition, they must foster open discussions of how generational difference influence attitudes toward work and organizations. Moreover, they must provide opportunities for multigenerational employees to contribute their best skill set and meet organizational goals. Generation Z represents the greatest generational shift the workplace has ever seen. They are graduating from college amidst a stumbling jobless recovery in which unemployment remains stubbornly high, especially among those under 25, forced to compete for job opportunities with people their parent's age. Career Centers and Recruiters are going to have to resort to finding new and innovative strategies to prepare this cohort with the skill set needed to transition into the multigenerational workforce.

Learning Objectives:

- Develop an understanding of who Generation Z is and the skill set needed to be successful in the workplace.
- What is Career Coaching and strategies to prepare this generation for the workforce.
- What the multigenerational workforce needs from Generation Z in order to excel in the workplace.

Presenter(s):

- Theresa Green-Ervin, Doctoral Student - Nova Southeastern University

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic:

Professional or Graduate Student Submission: Professional

Session Geared Toward:

Specialty Session: Emerging Leaders

Title: What I know Now And Wish I Knew Then

Proposal:

Are you thinking about what's next in your career journey, and how to successfully plan a path to leadership? If so, this session is for you! Jay Killough, current SoACE President, will facilitate a conversation between a panel of current and previous SoACE leaders and you – future career service and recruiting leaders. Panel members will share their stories, experiences along their career paths to leadership and how they have developed as SoACE members. We welcome you to come with questions that might help you on your career path, and to soak up the sharing of experiences by the board and other participants. This session would be especially good for Rising Leaders members.

Learning Objectives:

Presenter(s):

- Jay Killough, Texas Tech University
- Roger Young, Southwestern University
- Tim Harding, University of Tampa
- Donnie Brown, Tindall Corporation
- Norma Guerra Gaier, Texas State University – San Marcos

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Employer Relations

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: Impactful Employer Development in 3 Easy Steps

Proposal:

The Toppel Career Center at the University of Miami created a strategic employer relations plan to cultivate relationships leading to increased internship and full time opportunities for students. The Toppel Career Center created an office-wide employer development plan, an intentional marketing campaign, and customized recruiting options for employers. A focus on connecting employer relations with career development programming provided students with greater access to top employers and increased student engagement. In one year, new organizations that recruited at the University increased by 37% with a 40% increase in student attendance at employer events. Additionally, the University saw a 19% increase in employer participation in on-campus recruiting initiatives a 20% rise in student participation. This presentation will focus on successfully building an office-wide employer development plan with emphasis on establishing effective connections with new employers and creating customized “à la carte” campus branding strategies for existing employers. In just three simple steps participants will gain clear examples of engaging organizations outside of standard recruitment methods. Attendees will leave with an energized perspective of employer relations within their offices, a strategic and applicable development plan, and feel empowered to take action on their own campuses.

Learning Objectives:

- Attendees will learn how to gain total office buy-in as it relates to employer relations and create a strategic employer development plan.
- Attendees will learn specific initiatives for fostering new employer relationships and capitalize on existing ones.
- Attendees will demonstrate how to implement nontraditional employer engagement opportunities at their own institutions.

Presenter(s):

- Megan Morini, University of Miami, Toppel Career Center
- Samantha Haimes University of Miami, Toppel Career Center

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *The More the Merrier: Unmasking the Potential of Crowds*

Proposal:

Just as Mardi Gras unites diverse people to produce more fun than any one individual can have by him or herself, this session, at the Festival of SoACE, blends career services professionals with diverse experiences, student populations, and resources to foster a creative community that can produce more innovative insights and solutions than can be developed alone. Career services professionals are confronted with similar problems and a variety of resource limitations, student populations and expectations, and solutions. This session will explore and utilize distributed problem solving or crowdsourcing, as coined by Jeff Howe (2006). According to Howe, crowdsourcing is “a structured mechanism by which talent and knowledge is matched to those in need of it.” In this session, the basics of crowdsourcing will be discussed along with its relevance to career services. Through in-session activities, participants will contribute and evaluate strategies for professional development programs to evolve and produce new, valuable content all participants can implement on their campuses. *This session would be most beneficial if it were the first breakout session. Participants would learn how crowdsourcing techniques could be applied throughout the conference, giving them an instant opportunity to put the practices into action and enhancing their SoACE experience.

Learning Objectives:

- Educate participants on crowdsourcing and the practical application for career services.
- Use small group activities to allow participants to practice crowdsourcing and to produce professional development programming content that all session participants can implement.
- Provide ideas to enable participants to immediately use crowdsourcing throughout the conference and beyond.

Presenter(s):

- Kelly Atwood, Mississippi State University

Monday, 12/8/2014

3:30 PM – 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Employer

Professional or Graduate Student Submission: Professional

Session Geared Toward: Employers

Title: Get that Junk out of Your Job Description!

Proposal:

This presentation is for all of those employers out there who need a better job description - whether it struggles from too many words or doesn't have enough, this workshop will help in all of those areas - whether it's for internships, full time, part time, experienced, entry level, etc.

Learning Objectives:

- How to streamline your job description to make it more appealing to your applicant pool, no matter the audience
- Figuring out what's wrong with your job description
- Different ways of speaking with management to change a description that is outdated and needs a tune up, whether it's changing the description or changing the actual title to be more appealing to applicants

Presenter(s):

- Alicia Jackson, OSU Career Services
- Bianca Townsend Oklahoma State University

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Grad Student

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: Operation Intake: A Model for Structured Intake Implementation

Proposal:

Do you increasingly hear that it takes too long to get an appointment with your office? The University of West Florida Career Services undertook a new initiative to implement an intake model in order to afford students and alumni better access to services and to improve pairings of advisees with appropriate advisors. Through this structure, staff members now meet with individuals seeking appointments during intake in order to determine needs and relevant background information. A questionnaire was created, piloted, and edited to help facilitate this interaction so as to elicit the most pertinent information. Creating the questionnaire, piloting intakes, revising former services, marketing hours, managing staffing concerns, and training employees were just some of the unique challenges and opportunities that resulted from intake implementation. Over the course of the fall semester, the Career Services Office Satisfaction Survey will be reviewed to determine how the intake model has affected timeliness and accessibility in meeting needs. Also, more qualitative check-ins will be conducted with staff during Career Planning Team Meetings and one-on-ones to determine how the intake structure has been received by students and alumni. The proposed presentation will explore the entire process from conception to a review of assessment/performance indicators.

Learning Objectives:

- The audience will be able to understand the steps necessary for intake implementation.
- The audience will be able to identify options for assessing the effectiveness of an intake model.

Presenter(s):

- Kathleen Hudon, University of West Florida
- Sarah Fox University of West Florida

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *IGNITE Your Career: A Targeted Career Series with Intentional Career Focus*

Proposal:

What is the best way to spark the interest in your graduating students: workshops, employer presentations, networking, informational interviews, one-on-one coaching sessions, peer mentors, and/or other mediums? What if there was a jump start to all of these activities to truly engage your graduating students? As we all know, there are many ways a student can begin the employment search process. Our experience tells us that students are ready to listen and learn when graduation draws near. Good preparation is important; yet, setting attainable goals with accountability are critical to active success. The results from a 2-part series called IGNITE (Igniting Goals & Navigating Information Toward your Employment), has garnered a 90% participation rate overall with increased coaching follow-up leading to excellent career outcomes. This session will explore the 2-part series that was designed specifically for students in their final year of the educational experience. Students are energized to develop goals for their employment search. Students take action by being accountable to their peers and career services. Participants in this session will walk away with tools to implement this series: timelines, templates, and action plans.

Learning Objectives:

- Examine the student mindset immediately before graduation as it relates to employment.
- Analyze the IGNITE series as it pertains to your career office.
- Organize a viable workshop series for implementation.

Presenter(s):

- Dayle Savage, Vanderbilt Peabody College
- Kathleen Rall Vanderbilt University, Peabody College

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Experiential Education

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: Supporting Students in Unpaid Internships

Proposal:

Although Texas Christian University works with employers regarding issues surrounding unpaid internships, it is a fact that students are accepting offers because of the inherent value. In 2013, TCU piloted a program awarding \$300,000 in scholarships to 153 students engaged in unpaid internships assisting with expenses incurred and making it possible for them to accept a position. The program was extended into a second season further increasing its ability to impact students, the global community, and donors. In addition to the scholarship program, TCU has implemented a simple certification program to assist students with the requests from employers for academic credit. Susan Sledge, Internship Development Manager, will share the program's design, objectives, and outcomes after two award seasons and their vision for the future.

Learning Objectives:

- Review the scholarship program sharing marketing materials, the administration process, student responsibilities, and development activities.
- Review the certification program and share templates and process.

Presenter(s):

- Susan Sledge, Texas Christian University

Monday, 12/8/2014

3:30 PM - 4:30 PM

Traditional Breakout Session (1 Hour)

Topic: Other (please explain in "comments" box below) Applicable to administration, career advising/counseling, employer relations, alumni services, and technology.

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Masters Series

Title: What's Behind the Mask: Maximizing Your Small Staff

Proposal:

Many Career Services Offices face the challenge of a small staff, especially with increasing staff-to-student ratios and limited resources. Additionally, we are charged with identifying innovative techniques in the field of career services. At Flagler College, our staff successfully met with 60% of the student population through a variety of avenues. Within the past three years, we launched three-five new events and programs each year. You will learn how the staff at Flagler College has addressed the pressing issues of our industry, specifically what we do, delegation, and accomplishments.

Learning Objectives:

- Identify strategies to increase your student and alumni traffic
- Brainstorm pressing issues of our industry as career services professionals
- Develop attainable solutions to address industry trends

Presenter(s):

- Tara Stevenson, Flagler College
- Jess Furlong Flagler College

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Employer Relations

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Emerging Leaders

Title: *Employer Relations Pet Peeves: Everything You Wanted To Know & Now You Can Ask*

Proposal:

ATTENTION: Employers and university relations teams face constant struggles to identify successful partnership strategies to meet the needs and expectations of each other as they work towards the common goal of assisting students with their success. After attending and presenting workshops around this topic, it was clear that there remains a need to understand each other, the roles and responsibilities of colleagues and most importantly explore "why we do what we do". As a follow up to last year's insightful discussion, this workshop will further explore opportunities to create successful partnerships through an understanding of job duties, frameworks and openness regarding pet peeves. Following the conversation last year, multiple employer reps and University relations members continued the conversation and felt this could be a perfect forum to improve each other's efforts each year. It is one of the few opportunities to mix together these two constituents, shake it up and discuss openly and honestly opportunities to move forward this topic in a positive and upward direction. It is the goal of this workshop to provide additional resources, topic discussions and opportunities for the Employer Relations Knowledge Group to pursue professional development opportunities throughout the year.

Learning Objectives:

- Attendees will be able to identify best practices to market events/opportunities to employer relations partners. (Partner defined as either Employer or University Employer Relations Member).
- Attendees will be able to identify one pet peeve of colleague and create one solution to this opportunity.
- Attendees will be able to identify one area of improvement for office in working with Employer Relations Partner.

Presenter(s):

- Mark Colvenbach, The University of Tampa

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Other (please explain in "comments" box below) Internship ROI

Professional or Graduate Student Submission: Professional

Session Geared Toward: Employers

Title: *How to Build a Student Program that Truly Works*

Proposal:

Southwest Research Institute has a Student Program in place that could be used as an example for other companies and illustrate the importance of an internship to both the student and the company. A student intern is an investment, and in order to have the largest return on the student a certain formula must be accomplished. The Student Program at Southwest Research Institute offers many different opportunities both technical and interpersonal. The student is able to work for a nonprofit applied R&D organization while being compensated with competitive pay and work life balance. Those involved with the students are mentors and also renown industry leaders enabling the student to achieve high levels of success. Employers should be made aware of how important the social aspect of an internship is even when the job itself is technical in nature.

Learning Objectives:

- The attendees should learn what is important for an internship program to succeed.

Presenter(s):

- Rachel Chappell, Southwest Research Institute

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Getting LinkedIn: Building a Modern Student, Alumni, and Employer Network with Minimal Money and Time Investment*

Proposal:

Connecting students, alumni, and employers can be time consuming and costly for career development centers and alumni offices. By using LinkedIn, Samford University has implemented a multi-phase approach to facilitate the connection of all university stakeholders: students, alumni, parents, faculty, and employers. Starting in September 2013, Phase I included the launch of Samford University Networking group on LinkedIn with a focused campus marketing campaign to students and alumni. Phase II focused on increasing visibility of the group to external stakeholders including employers and friends of the University through targeted social media and traditional communications. Phase III, which is currently underway, includes mining the group for first destination data, encouraging career-focused communications, and promoting hiring opportunities and job related content. Future plans include instituting an Internship Challenge to increase opportunities for current students. As a result, the group has grown to over 1,200 members in 10 months, has an average 1,000 job postings visible daily, and has connected students and alumni to an expanded network. Samford achieved this without expensive software or extensive staff time and with minimal financial investment for promotional materials. It is also critical that this resource is available 24/7 fitting the schedule of today's students and professionals.

Learning Objectives:

- Attendees will be able to create a multiphase action plan to connect students to employer networks and alumni through LinkedIn
- Attendees will be able to utilize LinkedIn to supplement first destination outcomes data

Presenter(s):

- Heather Averett, Samford University
- Nancy Biggio Samford University
- Ashley Cacioppo Samford University

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Grad Student

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: Career Services in the Classroom: Designing Targeted Job Search Courses

Proposal:

This program will begin by discussing the different types of academic courses offered by Career Services departments around the country. It will then transition to information specific to the course offerings at The University of Tennessee, Knoxville. Specifically we will discuss the structure of a course geared towards preparing junior and senior level students for the job search. The program will offer opportunities to learn about curriculum design, engagement activities, and forming employer partnerships. Other programs offered by UT Career Services to continually engage students in the job search process throughout the year will also be briefly discussed. The program will wrap up with small group discussions focusing on participants' experiences designing or teaching career related courses.

Learning Objectives:

- As a result of participating in this program, individuals will identify strategies that will engage students in their job search process and complement the academic experience.
- As a result of participating in this program, individuals will take back innovative engagement activities to their universities and provide students with opportunities for professional development.
- As a result of participating in this program, individuals will articulate the importance of creating career related courses geared towards specific student populations.

Presenter(s):

- Mark McKenzie, The University of Tennessee, Knoxville

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Experiential Education

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Masters Series

Title: *Mission Impossible: Serving as Translators between employers and academics*

Proposal:

The purpose of this session is to critically discuss the disconnect that exists between the academy and industry professionals in terms of communication about skills and knowledge students need to enter the workforce. The Florida State University Career Center has proactively created Career Liaison (CL) positions to address this phenomenon and ensure the marketability of FSU graduates through experiential education. Career Liaisons (CL) help students, faculty, staff, and academic advisors lay the foundation for long-term career success by supporting all forms of high-impact experiential learning, aiding in the preparation of students to enter graduate school or to move directly into the occupational marketplace. Employers do not hire for specific majors they hire people with skills, experience and that are right fit. As career development professionals we understand that students garner skills from experiential education coupled with academic course work. Through embedded roles in academic units, the CLs have the opportunity to serve as translators or “agents of code switching” to bridge the needs of employers (i.e. preferred skills and knowledge) with academic course development rigor. At the completion of this session, participants will be able to identify ways that can adapt an experiential education and liaison model on their campus.

Learning Objectives:

- Learn how to navigate the Academic department through subject matter experts (Career Liaisons) and list approaches on building rapport with faculty and employers at the same time.
- Understanding the importance of Career Liaisons in bridging the gap between employer needs and academic course work
- Identity an action plan to begin a framework for implementation of Experiential Learning on their campus.

Presenter(s):

- Victor Martinez, Florida State University
- Robert Morris Florida State University
- Katie Dean Williams Florida State University

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Employer We would like to offer Career Services advice to employers through this session.

Professional or Graduate Student Submission: Professional

Session Geared Toward: Employers

Title: Make Recruiting Your Big Easy! Tips for Employers about Recruiting Students as Viewed Through the Lens of Career Services

Proposal:

Every employer is trying to figure out effective measures for attracting and recruiting student talent. Over the past six years, through targeted outreach, the University of South Carolina Career Center has significantly increased the number of employer relationships and the level of employer activity on our campus. We continue to see increases in activity such as a 296% increase in employer presentations on campus, a 35% increase in employers attending job fairs and a 65% increase in full-time job postings. As a result of our increased interactions with employers, we have been able to observe tactics that make employers either more successful or less successful at their recruitment. In this session, we will take what we have learned from our employer tales and translate that into a set of best practices for companies that are hoping to generate better success and activity in their college recruiting. Presenters will: 1. Discuss our model of employer relations, which includes targeted outreach and commitment to providing personalized, professional consultations to employers to develop effective recruitment strategies. 2. Explain the symbiotic relationship between recruitment and branding. 3. Provide best practices and guidelines for developing an employer recruitment strategy, suggesting possible tactics for campus engagement.

Learning Objectives:

- As a result of this session, attendees will learn about the employer relations model used at the USC Career Center, which has allowed us to observe and evaluate various employer recruiting methods.
- As a result of this session, attendees will understand the symbiotic relationship that exists between recruitment and branding at a university.
- As a result of this session, attendees will be knowledgeable about best practices and guidelines for developing an effective employer recruitment strategy at a university.

Presenter(s):

- Helen Powers, University of South Carolina

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: *LSU's Graduation Survey: A Second Look at the Four A's to Successful Delivery. [Academic Partnerships, Administering, Assessing, and Analyzing the Data]*

Proposal:

As legislative and board oversight become more prevalent in holding Universities (particularly career centers) accountable for learning and career success outcomes, pressure is mounting to gather stronger and more accurate data on the destination and job acceptance rates of an institution's graduates. LSU Olinde Career Center is responsible for administering the LSU's tri-annual graduation survey and delivering the data results to the administration/academic units. LSU's Graduation Survey has evolved over the years that consistently had a low rate of response - to a robust survey that has a 90+ percent rate of return. We will present a second look at how the LSU Olinde Career Center administers LSU's Graduation Survey, and how we have adapted our survey questions to meet the new NACE guidelines and principles for First-Destination/Post-Graduation Surveys. We will present other career center best practices in data collecting, data reporting, and usage of data and how it is used to highlight student success outcomes to University decision makers and employers. We will highlight our graduation survey process through usage of strategic planning and developing academic partnerships that allowed us to successfully expand our survey while dramatically increasing our response rate. Quantitative data and sample assessments will be provided.

Learning Objectives:

- Participants will gain knowledge on how a career center can successfully administer their University's graduation destination survey, - through exposure to best practices, strategic planning and academic partnerships.

Presenter(s):

- Trey Truitt, LSU Olinde Career Center

Tuesday, 12/9/2014

8:30 AM - 9:30 AM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling This session is a solid mix of Career Advising and Employer Relations resources.

Professional or Graduate Student Submission:

Session Geared Toward: Both

Title: *Keep it Real: Discussing Sensitive Issues Regarding International Student Employment*

Proposal:

There are currently 40% more international students studying in the U.S. than a decade ago. According to Fact Tank - Pew Research Center, there were over 819,000 international students enrolled at U.S. colleges and universities in the 2012-2013 academic year, and over 283,000 U.S. students participated in study abroad programs. These figures are record breaking, and in need of our attention as higher education professionals. What types of resources are you currently providing both employers and students in regards to international employment? In an era of global integration in the work force, many career services offices are challenged to prepare international students and individuals exploring opportunities abroad. This session will explore a recent Texas State case study regarding an international student's obstacles with obtaining employment and lessons learned. Participants will be invited to discuss their approach in an open interactive forum, allowing institutions to share current effective practices or obstacles regarding international employment. Following the discussion will be an overview of cultural communication tips to be implemented in advising sessions. Participants of this session will not only gain knowledge for advising students, but also collaboration techniques with key institutional offices and employers.

Learning Objectives:

- Best practices at Texas State in regards to collaborating with Study Abroad and International Offices, as well as Career Services Employer Relations' Team.
- Navigating a real employer relations scenario faced by employers and career services professionals.
- Practical knowledge regarding how to assist international students with communicating effectively with employers and preparing students for communication abroad.

Presenter(s):

- Allison Birk, Texas State University
- Eden Bunch Texas State University

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Emerging Leaders

Title: *CareerLeader - a foundation for career and professional development*

Proposal:

CareerLeader – a foundation for career and professional development This session will demonstrate the effectiveness of the Neeley School of Business' career and professional development model. Specifically, we will focus on how we use CareerLeader (a business interest assessment tool) to reach 100% of first-year students, which leads to greater career exposure, more in depth advising conversations, and a unique personalized development plan. We will simulate our group debriefing session and activities so that participants can experience how we engage students as a cohort in individual peer-to-peer interest identification. We found that students have a deeper understanding of their assessment results when they actively participate in group activities. We will also walk through how we have been able to successfully integrate student assessment results across Student Services departments in order to increase student accountability with career decision making. This integration allows for: 1) continual student use of CareerLeader as a development tool, 2) continual conversations with individual students in relation to their results, and 3) CareerLeader to be used in career and professional development workshops and coaching sessions. Neeley School of Business is ranked #27 and is recognized for having a nation-wide best practice for Business School Admissions.

Learning Objectives:

- 1. Create a strategy for reaching maximum student population through the use of an assessment tool
- 2. Prepare students to make intentional decisions about major selections and career paths based on interest alignment
- 3. Assess their current use of assessment and evaluate effectiveness of their group/individual sessions

Presenter(s):

- Jessica Cates, Texas Christian University
- Kelly O'Brien Texas Christian University

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Employer Additional topic areas are administration and employer relations

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Title: *Creating Unicorns: Developing Students You'd Like To Hire*

Proposal:

Northrop Grumman has been actively involved in the development of academic programs that both meet the company's current hiring needs and are emerging career fields. Recent successes include a newly-implemented human computer interaction and user research (HCI/UX) minor at the University of North Alabama and a forthcoming emergency management master's program at Alabama A&M University. Both programs take a cross-departmental approach that takes advantage of currently offered courses, adds a few new ones and provides a unique new experience for college students. New graduates and interns that have solid educations in HCI/UX and emergency management are rare, hence the nickname "unicorns." Northrop Grumman's presenters will share the company's approach, discuss it's successes and strategies for developing students into highly recruited unicorns.

Learning Objectives:

- Learn Northrop Grumman's approach for developing academic programs.
- Learn how to identify emerging career fields.
- Learn how to leverage cross-campus partnerships.

Presenter(s):

- Jon Hansen, Northrop Grumman Corporation

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Career Counseling College Student Veterans*

Proposal:

This session covers career counseling strategies used to assist college students who are military veterans making career choices. A focus will be on student perceptions of readiness to make a career choice. Current research will be reviewed and issues with each strategy will be discussed. Implications regarding issues the counselor should be cognizant of are identified and recommendations for implementing the strategies with the veteran college student population will be provided.

Learning Objectives:

- Attendees will learn strategies to assist the veteran college student population with career decision making

Presenter(s):

- Terri Howe, Texas A&M University- Corpus Christi
- Jacinto Medina Texas A&M University- Corpus Christi

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Profile Envy: Comparisons Across Social Media*

Proposal:

The concept of social comparison has been rooted in psychological literature for decades (Fesinger, 1954), yet it has transformed since the advent of social media. This session discusses social comparison as it relates to vocational development and social media platforms such as Facebook, LinkedIn, and Twitter. Participants will learn the ways in which students and employers are influenced by these social appraisals and develop strategies for remaining true to their personal career identities. Presenters will guide participants through the basics of social comparison theory and the ways in which social media content has evolved the mental process. Research will be presented regarding the positive and negative aspects of social comparison, and the links between the existing theory and the new wave of technology.

Learning Objectives:

- Participants will become aware of the influence of social comparison on career development
- Participants will explore instances of social comparison within their own careers
- Participants will be able to differentiate between healthy and unhealthy upward and downward comparisons on social media

Presenter(s):

- Amy Bramlett, The University of Alabama Career Center
- Chris Chirino The University of Alabama Career Center

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Career Development as a retention tool for first year students*

Proposal:

"Now more than ever in challenging economic times, your campus needs a strategic action plan for the critical beginning college experience". (Gardner, J. 2014 <http://www.jngi.org/foe-program/first-year-focus/>) Nova Southeastern University has developed an action plan to impact retention of first time freshman students from year one to year two. This is a campus wide collaboration effort that is supported by faculty, dean's, and graduate students. Join us as we discuss our journey to initiate change. Our discussion will include the art of gaining university-wide buy in, and development and assessment of the program. Through this meaningful experience students learn about graduate/ professional school programs, experience a "day in the life of" a current graduate student, and have the opportunity to conduct personal career exploration. The outcomes of this program will allow students to make decisions regarding their undergraduate experience, shape their future career path, all while building an affinity to the university.

Learning Objectives:

- Assist student in developing a support system of friends, classmates, faculty, and advisors
- Create a greater understanding of the university and its resources.
- Expose students to experiential opportunities early in their academic career to continue validation of future career paths.

Presenter(s):

- Megan Burns, Nova Southeastern University
- Shari Saperstein Nova Southeastern University

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Experiential Education

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Externship 101:*

Proposal:

Why is an externship program beneficial? In most cases, a student's major does not translate into the obvious career choice. Rather than exploring potential career fields through hands-on experiences, students' perceptions are often shaped by the media and the level of prestige that society attaches to particular occupations. Career Services at the University of Central Florida developed a comprehensive externship program in 2006. This NASPA-recognized program provides students with the opportunity to explore careers, gain experience, network with employers, and practice professional behaviors through structured job shadowing experiences over winter, spring, and summer breaks. This session will provide attendees with an in-depth look at how the program connects 600 students and 300 employers annually. Specific topics to be discussed include student and employer recruitment, the development of online training modules for students, student/employer matching process, and program assessment. Brainstorming exercises will provide attendees with the opportunity to explore additional program models and begin conceptualizing how the program can be implemented on their campus.

Learning Objectives:

- Attendees will be able to identify a framework for developing, implementing, and assessing a comprehensive externship program.
- Attendees will be able to identify at least two additional program structures that facilitate job shadowing and networking experiences for students.

Presenter(s):

- Neal Robinson, University of Central Florida, Career Services
- Veena Garib University of Central Florida, Career Services

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Graduate Student/Alumni Services This session topic covers services for current students, alumni and employers.

Professional or Graduate Student Submission: Professional

Session Geared Toward: Both

Specialty Session: Masters Series

Title: *Hire Me! Providing Resources to Assist Alumni with Getting Hired*

Proposal:

As the focus of University rankings shifts to the employment of graduating students, Career Services practitioners must find new ways to stay ahead of the curve. Texas State is creating customized programs geared towards graduating seniors and alumni to assist with the transition from academic to non-academic career prospects. Participants will leave this session with best practices regarding experiential education initiatives, including how to help students leverage their co-curricular experiences to help them achieve their post-graduation goals. We will also discuss ways to engage employers to strengthen their relationship with your institution outside of traditional information sessions and fairs. Though graduation is an exciting time, it's also a time where there is a greater sense of urgency for students to find jobs. Students often report that they wish they would have utilized Career Services earlier in their academic careers. However, in order to reach students where they are, two new events were created at Texas State with a "TED Talk" spin and feel to keep students engaged. These events connect seniors and alumni with employers and share insider tips to assist them with their job search.

Learning Objectives:

- 1. Provide Career Services practitioners with student outcomes taken from pre- and post- event evaluations. This feedback provides insight to better understand the challenges and questions seniors and alumni have when approaching their job search.
- 2. Provide tools and resources to implement this event model on your campus even if you are on a tight budget.
- 3. Advice on how to incorporate employers to connect them with students, build their brand, and strengthen their relationship with Career Services.

Presenter(s):

- Eden Bunch, Texas State University
- Summer Salazar Texas State University

Tuesday, 12/9/2014

1:45:00 PM - 2:45:00 PM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Masters Series

Title: *Creating a Collaborative Strategic Plan*

Proposal:

Following a thematic reorganization the student affairs division at the University of Tampa embarked upon a strategic planning process with the goal of creating a culture of seamless collaboration that enhances and promotes student learning while renewing the energy and enthusiasm of the staff. The presenters will share the process used to develop a new mission, vision, core values, strategic priorities, and common learning domains through the leadership of the student affairs strategic planning committee. Additionally, the presenters will discuss the implementation of outcomes assessment and standardized reporting elements for the division. Participants will leave with practical tips for facilitating strategic planning, creating a strategic planning committee, and developing a culture of assessment. Attention will be paid to both the process and the outcomes.

Learning Objectives:

- Attendees will learn about the strategic planning process at The University of Tampa, including creating a new mission, vision, core values, strategic priorities, and common learning domains.
- Attendees will learn strategies for developing a culture of outcomes assessment.
- This session will provide participants time to share best practices they have seen on their individual campuses in regards to strategic planning.

Presenter(s):

- Katie Meyer-Griffith, The University of Tampa
- Stephanie Russell Krebs The University of Tampa

Wednesday, 12/10/2014

8:15 AM - 9:15 AM

Traditional Breakout Session (1 Hour)

Topic: Other (please explain in "comments" box below) Focuses on Employer Relations, Administration and Technology.

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Specialty Session: Emerging Leaders

Title: *Geauxing the distance with event management*

Proposal:

This session is an overview of event management from the perspectives of the LSU Olinde Career Center events coordinator and communication manager. Together, they will walk you through a year in event management at the LSU Olinde Career Center. With up to 20 campus-wide events per academic year, communication and organization (both internally and externally) are the main components to producing a successful event season. Some of this session's topics will include: student and employer outreach, creating a strategic marketing and social media plan, finding innovative ways to enhance recruiting events and establishing a volunteer initiative that involves student groups, staff and faculty.

Learning Objectives:

- Discover innovative ways to enhance your recruiting events.
- Learn marketing techniques to promote and improve visibility of on campus events.
- Gain insight on organizing internal event processes.

Presenter(s):

- Jennifer Gomez, LSU Olinde Career Center
- Kenissa McKay LSU Olinde Career Center

Wednesday, 12/10/2014

8:15 AM - 9:15 AM

Traditional Breakout Session (1 Hour)

Topic: Career Advising/Counseling

Professional or Graduate Student Submission:

Session Geared Toward: Both

Title: *Redefining Multiculturalism: Empowering Latino/a Success*

Proposal:

As the Texas State University population becomes more diverse, Career Services practitioners must understand some of the unique needs of our students. In particular, addressing the growing Latino/a college population is critical. Often, for the first time, these students are faced with navigating university resources, internships, and professional opportunities. These experiences are competitive, and for many Latino/as, especially first-generation college students, the subtle cues and nuances of professional interactions, such as interview dynamics, dressing professionally, and behavior in the work environment, are often unfamiliar or unknown to them. Latino/a college enrollment rates increased 240% from 1996-2012. Yet, only 11% of U.S. Executives and 9% of Fortune 500 board seats are multicultural. We must be prepared to assist Latino/a students in navigating the new cultures they will encounter beyond their campus, including the corporate/professional world. This program focuses on a new model of redefining "multiculturalism," and providing tools that can be used to guide Latino/as in their journey from student to professional.

Learning Objectives:

- Create awareness of the disparities between Latino/a college enrollment and leadership in the corporate/professional world.
- Provide Career Services practitioners insight into the challenges facing Latino/a students as they choose their majors and careers.
- Provide tools and resources that can be used to: 1) redefine "multiculturalism" to assist Latina/o students with the transitions they will experience; 2) define professionalism, and discuss the skills necessary for Latino/a success beyond graduation; and

Presenter(s):

- Summer Salazar, Texas State University
- Kate Robbins Texas State University

Wednesday, 12/10/2014

8:15 AM - 9:15 AM

Traditional Breakout Session (1 Hour)

Topic: Administration

Professional or Graduate Student Submission: Professional

Session Geared Toward: Colleges

Title: *Career Services and New Student Orientation: Creating a High Impact Presentation*

Proposal:

This program is designed to show career services professionals how to conceptualize, plan and create an effective and meaningful high impact presentation for new student orientation. The 2014 UNC Chapel Hill new student orientation presentation capitalized on student-to-student teaching and state-of-the-art presentation techniques to create an engaging program.

Learning Objectives:

- Learn how to conceptualize an effective new student orientation programs for student and parents.
- Learn how to produce a multimedia presentation that engages both students and parents.

Presenter(s):

- O. Ray Angle, The University of North Carolina at Chapel Hill
- Katherine Nobles UNC Chapel Hill