NOTE FROM
THE DIRECTOR

Greetings from the Calling and Career Office (CCO). It is an honor to introduce you to our 2013-2014 Calling and Career Office Annual Report. Enclosed is a wealth of information, highlighting the excellent and caring work of the Calling and Career Office staff. In this report, you will find information about CCO programs and services, as well as assessment data evaluating the satisfaction and success of our students. As you can see, we have been hard at work! I trust you will find the information helpful and inspiring.

This year’s report is heavily revised from previous reports presented from our office. Formerly, the CCO published the “Graduate Report,” a first destination study of the recent graduating class. While important, this snapshot failed to tell the complete story of the work of our office and the success of our students. The annual report you now read includes first destination data, but also provides a host of other important metrics that contribute to Taylor students thriving post-graduation. Hence, the name change.

While we are responsible for the various programs and services outlined in these pages, our work depends upon effective collaboration with a number of constituents. In addition to our work with students, our office works closely with faculty, employers, alumni, and parents to ensure that Taylor students are as prepared as possible for life after graduation. The good news found in this report is a testament to the work of many. If you have any questions about this report, please don’t hesitate to contact our office.

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Associate Dean of Students/Director of Calling and Career
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This year’s first destination data represents an 84% knowledge rate of the 2014 graduating class and indicates where students landed within the first six months of graduation. Student reports include full-time employment, graduate school admission, post-graduate internships, part-time employment and still seeking employment. You can see from the charts that 96% of the graduating class of 2014 were either employed or in graduate school within six months.

*The national average of 64% employed counts any graduate who is working full or part-time, attending graduate school or involved in post-graduate internship work. You can see from the charts that Taylor is well above the national average at 97% and 96% over the past two years respectively.
MEET THE STAFF

DREW MOSER
Director of the Calling and Career Office

JESS FANKHAUSER
Assistant Director of the Calling and Career Office

JEFF AUPPERLE
Director of Indiana Employer Relations and The Promising Ventures Program

KIM MCGARY
Office Manager

EMILY BRYAN
Internship Coordinator

JORDAN BOLTE
Graduate Assistant
2013-14
CCO INTERNS

Each year, student leaders apply and are hired into the CCO for specific project based work that will further their field of study while providing valuable and high quality contributions to the overall effectiveness of the CCO. Our interns are paid and participate in a professional development curriculum as well as receiving access to the first and best of all the resources our office offers.
CCO OVERVIEW

These two pages highlight the services and trends of the CCO during the 2013-2014 academic year. It was a great year during which our office saw more than a 50% increase in individual student appointments. Below you can see the range of services that our office provides.

CCO SERVICES

- Student Intern Program
- Vocation advising
- Resume and cover letter review
- Job search assistance
- Graduate school advising
- Graduate school essay review
- Mock interviews (Phone, Skype, In-Person)
- Networking and alumni connections
- LinkedIn and web presence advising
- Personal assessments (Strengths and Strong Interest Inventory)
- Job and internship fairs
- Internship search assistance
- Major selection
- Prospective student visits
- Host employers/recruiters
- Collect/report first destination data
- Promising Ventures Program

During the academic year our office saw over 900 individual student appointments.

As you can see, the volume of appointments is the highest in the fall. This is due in part to an emphasis on our campus for students to engage early and often with our office beginning in the fall as they prepare for internships, jobs or graduate school.

All Freshman-Senior individual student appointment numbers increased at least 50% from 2012-13 with the sophomore numbers seeing the largest increase at 200%.
Over 95% of students were satisfied or very satisfied with their visit to the CCO.

Top 5 reasons (in order) for appointments in 2013-14...

- Resume Review
- Job Search
- Internship Search
- Prospective Student Campus Visit
- Major Selection

What students are saying...

“I don’t know why I didn’t use the Calling and Career Office earlier in my Taylor experience! It is incredible and I feel so much more confident in my resume and my ability to selectively search for internships and jobs. I landed an amazing internship and I am more aware of how to secure a great job!”

“I think the CCO is an extremely valuable asset to the Taylor community.”
Below are brief descriptions of major events during the 2013-14 academic year that were either hosted by the CCO or that the CCO partnered with other departments to implement.

Vocation Conference (Fall): Students were able to engage in an entire day of programming hosted by the Honors Program and the CCO. The day included keynotes with Steve Garber, Rachel Held Evans and Tom Nelson along with a variety of workshops throughout the day.

Personal Finance Summit (Spring): A one day seminar with keynote speakers and workshops that allow students to engage in practical conversations surrounding a robust theology of money.

Business of Fashion Show (Spring): A fashion show where faculty and staff model the do’s and don’ts of interview and professional etiquette for students.

Etiquette Dinner (Fall and Spring): A formal dining experience where students learn formal dining etiquette for those business dinners and interviews that occur over meals.

Professional Palooza (Spring): An opportunity for students to interact with all of the resources of the CCO in one setting. Grab-and-go stations are available for students to get the help they need. Examples of stations include: resume reviews, networking contacts, internship and job search strategies, LinkedIn profile assistance and graduate school guides.

In conjunction with Indiana based consortiums the CCO is able to provide a host of internship and job fairs for students throughout the year. Events during the 2013-14 academic year included: Accounting Interview Day, Collegiate Career Expo, Teacher Candidate Interview Day, Graduate School/Seminary Day, Camp Day and Teacher Recruitment Day.
This year the CCO began to develop a system for tracking all the employers that engage our office in some way.

During the 2013-14 academic year the CCO partnered with over 280 employers and hosted over 75 organizations/institutions on campus for direct engagement with our students.

Engagement with our office ranges from employers emailing or calling with jobs and internships for us to post/distribute to students, to hosting employers on campus for display booths, information sessions and interviewing of our students.

Additionally, during the spring of 2014 the CCO became host to a $1million Lilly Endowment grant aimed at engaging entrepreneurship and employers across the state of Indiana.

Each year the CCO collaborates significantly with academic departments and individual courses to engage students within their academic disciplines. The 2013-14 academic year saw the following collaboration:

StrengthsQuest administered to all students enrolled in IAS110: Foundations of the Christian Liberal Arts

CCO professional staff presented in more than 25 classes. This includes presentations to every first year student and every senior student through First Year Experience courses and Senior Seminar. Additionally, presentations were given within every academic school.

The CCO also strengthened its partnership with the Master of Arts in Higher Education (MAHE) program, conducting interview training as well as individual resume and cover letter review sessions.
INTERNSHIP PROGRAM

MISSION

The CCO's Internship Program exists to provide support and resources to Taylor students and academic departments serving as a bridge among campus and employers. While it does not serve as a placement office nor as a replacement for departmental internship expectations and requirements, it does operate as a centralized, comprehensive, campus-wide hub for internships/practicums.

2013-14 PROGRAM HIGHLIGHTS

Prior to Fall 2013, there was no centralized internship program at Taylor University. Though academic departments continue to act independently with regards to internship requirements and expectations within their respective disciplines, the CCO began to structure a centralized Internship Program, beginning with the hiring of a part-time Internship Coordinator.

In January of 2014, an institutional internship audit was conducted, resulting in 80 pages of findings surrounding the current landscape of internships/practicums at Taylor University. This data was communicated to the provost and his council in the spring of 2014, and conversations surrounding the implementation of more consistent institutional standards and structures began.

Newly offered internship resources, including individual consultations with the Internship Coordinator, LinkedIn, resume, and networking support were communicated to students through first-year courses, classroom presentations, and Professional Palooza.

GOALS FOR NEXT YEAR

- Edit and implement an improved institutional internship/practicum form for more complete assessment and better tracking of the quality of students’ credit-bearing internships
- Conduct a faculty training session to communicate nationwide best practices and emerging legal issues surrounding internships for continuous quality improvement
- Continue to enhance the reputation of the CCO's internship program among students, faculty, administration, and potential employers through increased individual meetings, intentional programming, employer relations, and strategic presentations
88% of the 2014 graduating class participated in at least one internship/practicum

With the addition of a formalized Internship Coordinator position, individual appointments with sophomore and junior students increased by 100%

94% of students indicated “satisfied/very satisfied” when it came to their internship experience relating to career readiness

84% of students indicated that their internship experience resulted in gaining recommendations from their internship site supervisors or the ability to ask for recommendations

NOTABLE COMPANIES WITH WHOM STUDENTS HAVE INTERNEd:

TOP 5 PLACEMENT LOCATIONS INCLUDE:
Indianapolis, Chicago, Cincinnati, Michigan, Colorado
2014
INSTITUTIONAL FIRST DESTINATION DATA

EXCELLENCE RATING
Level of Excellence is defined as the number of graduates employed full-time, admitted to graduate/professional school or engaged in a full-time, post-graduate internship.

SUCCESS RATING
Success rates are defined as the excellence rate along with part-time employment.
The institutional five year excellence average is 82%.

This number has increased six percentage points in the two years since the change from Career Development to the Calling and Career Office.

The institutional five year success average is 95%.

This number has increased six percentage points in the two years since the change from Career Development to the Calling and Career Office.
2013-14 TRENDS BY SCHOOL

HUMANITIES, ARTS AND BIBLICAL STUDIES

- Full-Time Employment (60%)
- Graduate School (15%)
- Post-Graduate Internship (11%)
- Part-Time Employment (12%)
- Still Seeking Employment (2%)

Excellence Rate: 85%
Success Rate: 98%

NATURAL APPLIED SCIENCES

- Full-Time Employment (64%)
- Graduate School (24%)
- Post-Graduate Internship (1%)
- Part-Time Employment (5%)
- Still Seeking Employment (5%)

Excellence Rate: 90%
Success Rate: 95%

SOCIAL SCIENCES, EDUCATION AND BUSINESS

- Full-Time Employment (81%)
- Graduate School (9%)
- Post-Graduate Internship (2%)
- Part-Time Employment (4%)
- Still Seeking Employment (4%)

Excellence Rate: 92%
Success Rate: 96%
FIVE YEAR AVERAGES BY SCHOOL (2010-14)

HUMANITIES, ARTS AND BIBLICAL STUDIES

- 77% EXCELLENCE RATING
- 93% SUCCESS RATING

NATURAL AND APPLIED SCIENCES

- 88% EXCELLENCE RATING
- 97% SUCCESS RATING

SOCIAL SCIENCES, EDUCATION AND BUSINESS

- 87% EXCELLENCE RATING
- 96% SUCCESS RATING
95% of graduates were “somewhat satisfied” or “very satisfied” with both placement type (ie Full-time, part-time, graduate school, etc) and industry

65% of the 2014 graduating class began their search for post-graduate placements before their last semester of college

15% of our graduates pursue additional schooling within six months of graduation

SOME OF THE COMPANIES THEY WORK FOR...

Azusa Pacific University
Ball State University
Baylor College of Medicine
Baylor University
Carnegie Mellon
Catalyst Training School
Denver Seminary
DePaul University
Denver Seminary
Georgia State University
Goshen College
Grand Valley State University
Illinois State University
Indiana University
Indiana Wesleyan University
IU School of Medicine
IUPUI
Memorial University of Newfoundland
Michigan Technological University
Rosalind Franklin University of Medicine and Science
Southern College of Optometry
Starting Saba School of Medicine
Taylor University Master of Arts in Higher Education and Student Development
The Seattle School of Theology and Psychology

SOME OF THE SCHOOLS THEY ATTEND...

Trinity Evangelical Divinity School
Universidad del Azuay
University of Cincinnati College of Medicine
University of Illinois
University of Indianapolis
University of Maine
University of New Hampshire
School of Law
WHERE THEY LIVE

- Indiana (36%)
- Illinois (16%)
- Ohio (5%)
- Michigan (4%)
- Colorado (4%)

The remaining 30% of 2014 graduates are spread across the country living in an additional 23 states.

5% from the class of 2014 are living abroad in the following countries: Bahamas, Bolivia, China, Costa Rica, Dominican Republic, Ecuador, Honduras, Mexico, Mongolia, Qatar, Rwanda, South Korea, South Africa and Thailand.
OTHER INITIATIVES

VOCATION IN COLLEGE PROJECT

Co-directed by CCO Director Drew Moser and Assistant Director Jess Fankhauser—the Vocation in College Project is a multi-phased research exploration of vocation in the college student experience. Relying upon social science methodologies, this project seeks to convey the collective experience of college students with regards to vocation. In so doing, this project will address what the authors believe to be a compelling problem among college students: perplexity, anxiety and confusion when they consider calling. Likewise, colleges that educate these students are often just as confused as to how to help.

This is troubling, as colleges presently face a significant temptation: to confer college degrees as quickly and cheaply as possible. This tendency only further stunts college students’ vocation formation. If college students are struggling to find their vocation footing, and colleges are feeling increasing pressure to rush them out the door, there is significant risk of emerging adults wandering listlessly in their post-college years. This stunted vocational development in college is intertwined with the reality of emerging adulthood. Marked by transience, and the delaying of the common markers of mature adulthood, emerging adults face significant challenges when confronting deep questions of vocation.

Initial research phases launch in the 2014-2015 academic year. Aspects of the study include both qualitative and quantitative measures and span all class years including alumni feedback. Essays, focus groups and surveys will all be used in data collection with plans to present, publish and expand the study in subsequent years.

NETWORK FOR VOCATION IN UNDERGRADUATE EDUCATION (NETVUE)

Through engagement with NetVUE as an institutional member, the CCO has embarked on a process to explore vocation and its role in our institution’s mission and culture. In conjunction with Residence Life and the Honors Guild, the CCO is utilizing a two-year, $50,000 program development grant to help students, faculty, staff and administration in developing a framework for an understanding of vocation.

This collaborative effort seeks to (1) equip University leadership, (2) offer new and/or enhanced curricular and co-curricular initiatives, and (3) provide space and opportunity for directed student exploration of vocation. The central initiatives of the proposal are designed to be catalytic—providing the training, research and development, or impetus needed to develop a sustainable framework for vocation. This collective effort includes three tiers of initiatives, each designed to engage our campus at a targeted level.

Specifically, the CCO initiatives are designed to impact approximately half of the student body during the grant period through the implementation of strengths-based education to enhance vocational self-awareness, new curricular developments focused on vocation, and revamped senior capstone courses that place vocation at the core of the capstone experience.
The Lilly Endowment has encouraged efforts to help Indiana college graduates find meaningful employment in Indiana. Recent studies show that Indiana significantly lags the nation in the concentration of high-skill jobs and that Indiana does not have enough jobs requiring a bachelor’s or higher degrees. The Endowment believes that through creative collaborations and increased commitment Indiana’s colleges and universities can help address these challenges more effectively.

Taylor University’s proposal—Promising Ventures: Creating Homegrown Opportunities—was submitted and approved by the Endowment for a one million dollar grant to be implemented over five years, beginning with the 2014-15 academic year. The thesis of Taylor’s proposal was built on the idea of not only helping students find meaningful employment in Indiana, but developing a program that will help students create meaningful employment by encouraging their entrepreneurial aspirations.

Approximately one in four Taylor students, of their own volition, seeks to start a venture of their own. Their entrepreneurial aspirations and dreams are diverse, rise from a wide range of academic disciplines, and encompass profit and nonprofit ventures. This rich array of ambitions and outlooks can be seen in the diversity of companies and organizations our alumni have started or joined in Indiana in the years following their studies at Taylor. The Promising Ventures program was designed to facilitate the interaction between innovative students and alumni and thereby accelerate the rate of entrepreneurial growth in Indiana.
OTHER INITIATIVES

PRESENTATIONS AND PUBLICATIONS BY CCO STAFF DURING THE 2013-2014 ACADEMIC YEAR


AUPPERLE, J. (SPRING, 2014). In pursuit of purpose: The effects of involvement on the development of calling in college students. Presentation at the Dalton Institute on College Student Values, Florida State University, Tallahassee, FL.

FANKHAUSER, J. & MOSER, D. (SPRING, 2014). Employing an ethic of care through an interdisciplinary, vocation-focused approach to career services. Presentation at Florida State University Dalton Institute on College Student Values, Tallahassee, FL.


