CAREER CENTER
2008-2009 ANNUAL REPORT
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**LOOKING BACK** Back Cover
Our local communities, the state of Missouri, and the United States all experienced significant changes in 2008-09. The impact of these changes has resulted in challenges with which Missouri State University and the MSU Career Center have had to deal.

Following are the ways in which the slowing, changing economy has manifested itself at MSU:

**DOWN**
- The number of full-time job opportunities for our graduates was down by 15-20%.
- Employer attendance at the career fairs was down 10-12%.
- The number of employers conducting on-campus interviews was down 25%.

**UP**
- The percentage of employers offering internships was up by 5%.
- The percentage of MSU students using the Career Center was up by 10%. The number of students who used the Career Center more than three times increased by 20% from 2007-2008.
- The number of career counseling appointments increased 6%.
- The number of alumni using the Career Center increased by 100%.

But the “job cupboard” is not bare:
- Missouri State students report greater success in finding full-time positions at graduation—40% for MSU students compared to the national average of 32%.
- Employers continue to ask for Missouri State sophomores, juniors and seniors for internships.
- Missouri State students asked for additional class opportunities to improve their job-search skills. As a result, beginning fall 2009, the Career Center will offer IDS 320 primarily for those students who do not have a department senior seminar.

Three new professional staff members will join the Career Center in summer 2009 and bring with them new ideas and enthusiasm, which will result in exciting changes in the way we operate.

2009-2010 will be an opportunity for the Career Center to continue to support our students as they prepare for life after college. We pledge ourselves to perform that task with patience, professionalism, and compassion.

~ Jack Hunter
INTRODUCTION

The mission of the Career Center is to provide professional assistance and intervention to Missouri State students and alumni through the use of career counseling, internship and full-time job searches, and vocational and educational information, so they may make insightful career decisions.

BACKGROUND

Within the Division of Student Affairs, the Career Center provides programs and services that enable students to learn career-development skills, attitudes, behaviors, and decision-making strategies that will maximize learning in the classroom, campus environment, and community.

The Career Center provides professional assistance to Missouri State University students and alumni, faculty, and staff through career counseling, job-search preparation, internship search assistance, full-time job search assistance, and graduate/professional school preparation. In addition, the Career Center prepares students with vocational and educational information needed to make insightful career decisions. Specifically, the Career Center helps individuals do the following:

• develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics
• obtain educational and occupational information to aid career and educational planning and to develop an understanding of the world of work
• select personally suitable academic programs and experiential opportunities that optimize future educational and employment options
• take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job-search competencies
• prepare for finding suitable employment by developing job-search skills, effective candidate presentation skills, and an understanding of the fit between their competencies and occupational or job requirements
• gain experience through student activities, community service, student employment, research projects, cooperative education, internships, and other opportunities
• link with alumni, employers, professional organizations, and others who will provide opportunities to develop professional interests and competencies, integrate academic learning with work, and explore future career possibilities
• seek a desired employment opportunity or entry into an appropriate educational, graduate, or professional program
• prepare to manage their careers after graduation

The Career Center staff consider the needs of all Missouri State students when designing programs and delivering services. Since career issues are addressed by different units within the institution, the Career Center provides linkages and/or coordination among career-related programs and services where appropriate.
Missouri State and the Career Center have specific goals for providing services to students, employers, alumni, and other client groups that are consistent with the nature of the University. Goals are reviewed and updated annually and communicated, as appropriate, to administrators, faculty, staff, and other relevant institutional constituencies.

The Missouri State University Career Center strives to maximize full-time employment and internship opportunities for students and alumni of Missouri State. Recognizing that career development continues after graduation, the Career Center endeavors to educate students on the career exploration process and provide students with job-search skills necessary for meaningful and successful careers.

PURPOSE

The 2008-09 annual report has three main purposes:

- to communicate the Career Center’s responsibilities, goals, and key activities
- to document statistics on services, events, and customer use
- to analyze challenges and areas of potential improvement or growth.

METHODS

The majority of data was collected by reports from JobTracks, the Career Center’s web-based system for managing employer and student career-related activity, job listings, and on-campus interview schedules. Other methods of data collection include surveys and questionnaires.

ORGANIZATION

The first section after this introduction covers the Career Center’s services. Within this section, the report provides data on the following six topics: student contact, career exploration, the Judicial Program, recruiting, and career events.

Following “Services” is “Research,” which provides background information on research that the Career Center conducted during 2008-09. The annual report concludes with “Looking Back” on the back cover.
STUDENT CONTACT

The Career Center recorded 8,461 student contacts during 2008-09. These consisted of 4,081 in-office appointments and consultations via e-mail or telephone, 1,706 résumé critiques for MGT 286, and 85 credential requests. In addition, Career Center staff made 2,589 student contacts in presentations to classes and organizations: 709 contacts in résumé/cover letter presentations; 238 contacts in classes taught by Career Center staff; and 1,642 contacts in other presentations.

Several professors incorporated the Career Center services such as mock interviews and career assessments into their course requirements. These courses were in biomedical sciences, IDS 110, counseling, recreation, English, psychology, consumer and family development, chemistry, criminology, fashion and interior design, child and family development, and agriculture.

The 2008-09 year was the first year we tracked users of InterviewStream, an Internet application for students to practice their interviewing skills. In fall 2008, 61 students used InterviewStream, and in Spring 2009, 50 students used it. In May 2009, InterviewStream added some new features; one of which was closed captioning, which allows persons with hearing disabilities to have access to the program.

Of the student contacts, slightly more than ¼ were seniors; as 28% of Career Center student contacts, this is slightly less than the previous year's 31%. The percentage of contacts with sophomores and juniors is approximately the same as the previous year’s, which was 18% and 15% respectively. Graduate student contact was approximately the same as the previous year's 9%. The percentage of alumni/post baccalaureate contacts was down slightly: 4% compared to 9% in the previous year. The most significant gain was in the percentage of freshman contacts: 25% compared to 18% in the previous year (Figure 1).

Figure 2 on page 5 shows the various types of in-office appointments. Similar to the previous year's numbers, the two main purposes for appointments with the Career Center were for résumé critiques and career counseling.

The Career Center recorded 1,322 résumé critiques during 2008-09, up significantly from the 829 recorded
Figure 2. Categories of appointments with Career Center staff.
in the previous year. The number of career counseling contacts also was up: 948 in 2008-09 compared to 805 the previous year. The Career Center recorded 137 no-shows for appointments; however, the actual number may be higher, since many instances may go unrecorded. Additionally, five no-shows for on-campus interviews were reported.

CAREER EXPLORATION

To assist students with career exploration, the Career Center provides three main services:

- Career Counseling and Career/Major Advising
- IDS 120
- Job Shadowing

Career Counseling and Career/Major Advising

During the 2008-09 fiscal year, the Career Center had four career counselors and one graduate assistant to administer and interpret career assessments during individual counseling appointments. Additionally, during fall 2008, when the Career Center had the most career counseling appointments, another coordinator with MBTI qualifications assisted by taking some of these appointments.

Career counseling and career advising are separate categories. Career counseling is defined as the process by which a counselor assesses and analyzes an individual’s interests, personality, values, and skills and assists the individual in clarifying goals, exploring occupations, and developing effective decision-making strategies.

Career and/or major advising is professional guidance for individuals who know which careers or academic majors interest them, but want to learn more details concerning the occupations or fields of study. This is not to be confused with academic advising in which faculty and staff advisors assist students with devising a plan of study and a college course schedule.

The 959 career counseling appointments during 2008-09 reflect an almost 16% increase over the previous year. As in the previous year, the majority of these career counseling appointments were with freshmen. The 173 career advising appointments in 2008-09 reveal an increase of approximately 44% over the previous year’s figure. While in 2007-08, the majority of career advising appointments were with freshmen, during 2008-09 a slight majority of these appointments were with juniors. Career advising appointments were evenly divided between freshmen and sophomores (figure 3).

During a student’s first meeting with a career counselor, the counselor completes an intake form and determines the career assessments that best fit the student’s situation. Not all assessments are used for all career counseling appointments. Assessments used in career counseling continue to be the Myers-Briggs Type Indicator (MBTI), the Self-Directed Search (SDS), the Multiple Intelligences Checklist, a Work Values inventory, and a Skills Set inventory.

IDS 120

During 2008-09, Career Center staff taught six sections of IDS 120 (compared to eight sections taught in previous years). At the end of the fall and spring semesters, the Career Center conducted a sur-
Figure 3. Class composition of career counseling and career/major advising appointments.

Survey of each of the IDS 120 courses. Students were asked to use a ranking scale of 1 to 5, with 1 representing strongly agree and 5 representing strongly disagree. Table 1 on page 8 shows sample questions from the survey with the averaged results.

The survey also included some open-ended questions, such as “In what ways could this course be improved?”; “What assessments were most beneficial to you?”; and “How has this course benefitted you?”

Recommendations for improvements included having more guest speakers. Some students felt the class had too much work for one credit hour. This has been a typical complaint for several years. Some students complained of “busy work,” which may reflect their lack of understanding of the relevance of some assignments.

“Coming out of high school I thought I should major in business but I felt doubtful. After taking this class and researching other majors and careers, I’ve realized that business is right for me and I shouldn’t have been doubtful, but without the class who knows how long it would have taken me.”

~ IDS 120 student
Table 1. Sample questions and results from IDS 120 survey. The survey uses the Likert Scale in which 1=Strongly Agree, 2= Agree, 3=Have no strong feelings in either direction, 4=Disagree, and 5=Strongly Disagree.

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall 2008 Response</th>
<th>Spring 2009 Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course has helped me become more aware of myself, including my interests, skills, and work values.</td>
<td>1.89</td>
<td>1.72</td>
</tr>
<tr>
<td>I have learned about career options and how to research careers.</td>
<td>1.73</td>
<td>1.57</td>
</tr>
<tr>
<td>I feel confident that I can make a satisfying career decision.</td>
<td>1.87</td>
<td>1.87</td>
</tr>
<tr>
<td>I understand the steps involved in the “career development process.”</td>
<td>1.76</td>
<td>1.72</td>
</tr>
<tr>
<td>I learned and benefitted from the section on assessments.</td>
<td>1.82</td>
<td>1.72</td>
</tr>
<tr>
<td>I learned and benefitted from the information interview.</td>
<td>1.85</td>
<td>1.95</td>
</tr>
<tr>
<td>I learned and benefitted from the section on decision making and goal setting.</td>
<td>2.07</td>
<td>2.15</td>
</tr>
<tr>
<td>I learned and benefitted from the résumé and job search letters.</td>
<td>1.73</td>
<td>1.94</td>
</tr>
<tr>
<td>I learned and benefitted from the section on interviewing.</td>
<td>1.83</td>
<td>1.93</td>
</tr>
<tr>
<td>I learned and benefitted from the section on job searching.</td>
<td>1.76</td>
<td>1.78</td>
</tr>
</tbody>
</table>

Many students found the Myers-Briggs Type Indicator assessment to be the most beneficial. However, many also noted the Self-Directed Search’s benefits. Several students commented that all the assessments were beneficial.

Comments concerning the benefits of the class include the following: “I took many surveys and assessments that helped me learn a lot about myself and helped me figure out which careers are suited to my interests and skills. It also helped me see careers and become aware of careers I never even knew about. It also pushed me into job shadowing, which helped me get some great hands-on experience and let me see what the career I was looking into was all about.”

Another student stated, “[The course] benefitted [me] because I am now more confident of the major/career path I was considering.” Negative comments focused on two points: 1) the large amount of work for one credit and 2) already having a major/career direction and thus feeling the career assessment portion of the class was not beneficial.

Upon analysis of IDS 120 objectives and student evaluations of the IDS 120 classes, Jack Hunter and the course instructors learned that students enjoyed the self-exploration process through the assessments and follow-up activities and could benefit from having more time to incorporate their newly acquired insights into research on major and career options.

Since this class targets primarily freshmen and sophomores, eliminating one of the major objectives of the original class—that of job-search planning—would enable students to engage more fully in those activities most appropriate for their needs at this point in their career development.

Many of the students in this group want to learn more concerning who they are in relation to major and career options. They also want direction and information on the kinds of careers that match their traits. Changing the course objectives by incorporating the job-search-planning component into a separate course would allow more time for self-discovery and give instructors the opportunity to guide students through a more meaningful and thorough process of major and occupational exploration. Thus, IDS 120 was expand-
ed to two credit hours, and the class description was revised for implementation in Fall 2009.

With the change in IDS 120, a new and beneficial course option was designed for those students who are at a different stage in their career development—most likely the junior and senior student population. At the point in which the revised IDS 120 concludes, the new class, IDS 320, resumes. IDS 320, a two-credit-hour course, provides an extension of the career-development experience that students began in IDS 120; however, IDS 120 is not a prerequisite for IDS 320.

The class objectives of IDS 320 are to assist students in gaining knowledge needed to make informed decisions and a successful transition from school to work. It will empower students with the tools and skills to enter the professional workplace and advance their careers. In this course, students will learn the dynamics of decision making, the importance of gaining experience in their field of interest, and job-search skills.

**Job Shadowing**

Job shadowing and informational interviews enable students to gather information on careers before deciding on a course of study. Students may observe and/or interview individuals who work in occupations that interest the students.

During 2008-09 the Career Center had 120 mentors in its database, with industries ranging from healthcare and education to law, business, and communications. The Career Center recorded 31 contacts with students regarding job shadowing. At this time, the Career Center does not conduct any follow-up surveys or track the results of the requests for job shadow experiences.

**JUDICIAL PROGRAM**

The 2008-09 year was the second for the Career Center's collaboration with the Office of Judicial Programs. The goal of this collaboration is to help students who have been charged with their second alcohol violation of the school’s policy see that their everyday behaviors have long-term consequences, gain a greater understanding of themselves and the career development process, and feel energized about their career options.

In 2008-09, twenty-five students were referred and twenty-four completed the program. Each student was assigned to one of five career counselors (one of whom was a graduate assistant) who would see them through all of the steps involved in the plan.

At the end of their program, the students were given a survey to complete. Of the twenty-three students who completed the survey, five were freshmen, fourteen sophomores, two juniors, one senior, and one returning student. Table 2 on page 10 shows the results of sample questions.

**RECRUITING**

In the 2008-09 academic year, 2,753 jobs (full-time, internships, part-time and temporary positions) and 164 on-campus interview opportunities were posted on JobTracks, equaling a total of 2,655 jobs.

- 1,910 Full-time Jobs posted
- 576 Internships
- 267 Part-time/temporary opportunities

421 students registered for JobTracks in fall 2008, and 292 registered in spring 2009. This is a
56% increase over the previous year. Following is a summary of employer involvement:

- 941 employers posted jobs with the Career Center.
- 73 employers participated in on-campus interviews.
- 523 total interviews occurred on campus.
- 940 students participated in the on-campus interview process.
- 77 employers attended the Fall 2008 Career Fest.
- 106 employers attended the 2009 Career Expo held on February 18, 2009.
- 55 employers attended the 2008 Education Day held on April 1, 2009.

### Recruiting Trends

The 2008-09 academic year started strongly for employers as more than 100 employers attended the COBA Career Fairs and participated in fall on-campus interviews; however, in early 2009 the trend came to a halt, and fewer employers participated in career fairs and on-campus interviews than in previous years. Many of the employers decided not to travel to campus for recruiting events during the spring 2009 semester due to budget cuts and weaker recruiting needs.

Outcomes from fall 2008 recruiting was disappointing as well. Although many employers participated and interviewed candidates, the employers hired fewer than anticipated. Creative and “outside the box” job-search strategies have been the focus in spring 2009. Networking, researching, volunteering and job shadowing are some strategies in which students are

### Table 2. Sample results from Judicial Program survey. Twenty-three students answered the survey.

<table>
<thead>
<tr>
<th>How would you describe your career counseling experience in assisting you to determine a major, find direction, and/or make career plans?</th>
<th>Not Helpful</th>
<th>Slightly Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How helpful did you find the assessments and/or career counseling to make decisions regarding your major or career direction?</th>
<th>Not Helpful</th>
<th>Slightly Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How helpful were the career resources (i.e. handouts, career information, websites) you received concerning your career options?</th>
<th>Not Helpful</th>
<th>Slightly Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>
heavily encouraged to develop or participate to improve their job-search outcomes.

Even though job opportunities have been down, employers nationwide still post jobs on their websites and still have a strong recruiting philosophy in hiring college graduates.

According to the National Association of Colleges & Employers (NACE), the Job Outlook from summer and fall 2008 held some hope that college hiring would be able to weather the storm. In fact, in August 2008, employers reported plans to increase hiring 6 percent; in October, they revised their projections downward to only a 1.3 increase; indicating flat hiring. From recent findings, their projections of flat hiring are correct.

**Internship Overview**

The College of Business Administration (COBA) received the majority of internship postings with 354. The College of Natural and Applied Sciences (CNAS) was next with 276, closely followed by the College of Arts and Letters with 257. The College of Humanities and Public Affairs (CHPA) with 172 was closely followed by the College of Health and Human Services (CHHS) with 162. The College of Education (COE) had 115. Figure 4 shows the percentage breakdown of internships by college.

Determining the college to which a posting applies is complicated, since most postings apply to more than one college. For example, if an employer indicated all majors are able to apply for the job opening, then that position was recorded for all the colleges. Likewise, employers posted some jobs as both full-time and internship; therefore, those positions were counted as both.

Nationally, although employers have reduced their number of internships, most plan to maintain their internship programs. Internship and co-op programs are one of the most valuable recruiting techniques that employers have.

NACE’s 2009 survey on experiential education, which was conducted from December 5, 2008, through January 30, 2009, shows that while the number of employers who planned to hire during 2008-09 was little changed from the previous year (94.9% in...
2008-09; 92.6% in 2008-09), employers planned to hire 20.7 fewer interns and 11.2% fewer co-op students.

As for compensation, the survey reports that “while non-paid internships do exist . . . respondents indicated that an average of 98.6% of their internships are paid . . . and an average of 99.3% of their co-ops are paid.”

Legislative Internship Program

The Missouri State University Legislative Internship program provides participating students the opportunity each spring semester to serve on the staff of a state legislator at the capitol in Jefferson City. During the 2008-09 academic year, Sarah Douglas coordinated the program. At the end of the academic year, Sarah accepted a position with Indiana University. A new coordinator will be hired and trained to launch the fall semester’s recruiting efforts.

The Legislative Internship program will begin the Fall 2009 recruitment season with a prospect list of more than twenty students. The program is budgeted for twelve internships again for 2009-10. Dr. George Connor, Political Science Department Head, will be a tremendous asset to this program as he promotes it within his department and to faculty in other departments and as he assists in the training of the interns.

Table 3 shows the interns who participated in the 2008-09 program, and Figures 5-12 on pages 12-15 show photos of the interns. At the end of the spring semester, the legislative interns were surveyed.

“After being an RA, a SOAR leader, and now a Legislative Intern, I can say without a doubt this has been the most educational and personally enriching experience that I have been a part of at MSU!

~ Legislative Intern

Figure 5. Legislative interns Andy Doerr and Rachel Hassani with State Treasurer Clint Zweifel.
Table 3. 2008-09 legislative interns.

<table>
<thead>
<tr>
<th>INTERN</th>
<th>MAJOR/MINOR/CLASS</th>
<th>LEGISLATOR</th>
<th>GRADUATION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathan Foust</td>
<td>Philosophy/Psychology, History/Sophomore</td>
<td>Sen. Kevin Engler</td>
<td>May 2011</td>
</tr>
<tr>
<td>Rachel Hassani</td>
<td>Public Relations/Political Science/ Junior</td>
<td>Sen. Norma Champion</td>
<td>May 2010</td>
</tr>
</tbody>
</table>

and six of the eight interns responded. When asked to list the top three benefits from serving this internship, answers included:

- experience in the field they want to enter/experience for résumé
- professional contacts/networking
- deeper understanding of the political process
- improved written and oral communication skills
- opportunity to explore different career options and determine if this was a viable career option
- increased self-confidence

Number of hours worked per day ranged from seven or less to eleven or more. Most interns worked the majority of time each week with the Legislative Aide(s) rather than the Legislator. Four of the respondents said they spent 85% of the time each week with the Aide; one said 75%, and one said 100%. Of the
Figure 7. Missouri Senate and House liaisons addressing the legislative interns.

Figure 8. Legislative interns tour the Capitol.

Figure 9. Sarah Douglas and intern Rachel Hassani.

Figure 10. Dr. George Connor and intern Chase Phillips.
amount of time spent with their Legislator, one said 50%, two said 25%, two said 15%, and one said 0%.

All respondents said they felt the intern selection process was handled professionally and appropriately. Half said the training for the internship was “very effective,” and half said it was “effective.”

**Job Opportunities by College**

Employers often seek candidates from many or all colleges. In this situation, the job may be posted for more than one college, thus giving a duplicate count for the number of jobs. For example, a position seeking candidates with marketing and/or communication majors would result in one count for the College of Business Administration and one count for the College of Arts & Letters.

The College of Business Administration (COBA) had the greatest number of full-time and new jobs (Table 4 on page 16). The College of Natural and
Applied Sciences (CNAS) was next in both the number of new and the number of full-time jobs. While the College of Arts and Letters and (COAL) was next in the number of new jobs, it was fifth in the number of full-time jobs. The College of Health and Human Services was next in both the number of new and the number of full-time jobs. While the College of Education was fifth in the number of new jobs, it was third in the number of full-time jobs. The College of Humanities and Public Affairs had the least number of new and full-time jobs. Figure 14 shows the percentage of full-time jobs by college.

On-Campus Interviews

Seventy-three employers with 164 different positions (internship and full-time) participated in on-campus interviews during the 2008-09 academic year. These companies consisted of accounting firms, large corporations, construction companies, insurance companies, financial firms, and smaller, mid-sized companies.

<table>
<thead>
<tr>
<th>College</th>
<th># of New Jobs</th>
<th># of Full-Time Jobs</th>
<th># of Internships</th>
<th># of Part-Time/Temporary Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Letters</td>
<td>789</td>
<td>508</td>
<td>257</td>
<td>103</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>1,659</td>
<td>1,217</td>
<td>354</td>
<td>143</td>
</tr>
<tr>
<td>College of Education</td>
<td>703</td>
<td>552</td>
<td>115</td>
<td>108</td>
</tr>
<tr>
<td>College of Health &amp; Human Services</td>
<td>731</td>
<td>541</td>
<td>162</td>
<td>106</td>
</tr>
<tr>
<td>College of Humanities &amp; Public Affairs</td>
<td>586</td>
<td>409</td>
<td>172</td>
<td>62</td>
</tr>
<tr>
<td>College of Natural &amp; Applied Sciences</td>
<td>919</td>
<td>652</td>
<td>276</td>
<td>48</td>
</tr>
</tbody>
</table>

Table 4. Job Opportunities by college.
More than 1,000 student applications were sent for employer review and 1,040 students were selected and interviewed during the 2008-09 academic year.

- 80 opportunities posted for all majors
- 44 opportunities posted specifically for accounting majors
- 20 opportunities posted specifically for computer information systems and computer science majors
- 75 opportunities posted for business and economics majors
- 40+ opportunities in business environments posted for liberal art majors—includes psychology, sociology, communications, criminology, political science, economics, history, recreation & leisure, English, Spanish
- 4 job opportunities specifically for Spanish majors
- 2 opportunities posted for Agronomy/Agriculture majors
- 15 job opportunities for Natural & Applied Sciences

**CAREER EVENTS**

The career events for 2008-09 included Fall Career Fest, Career Expo 2009, and Education Day. The Career Center hosted an Etiquette Dinner and conducted the its first Mock Interview Day in which eleven employers helped students gain practice with their interview skills. Figures 15-20 on pages 19-21 show images from Career Expo 2009.

**Fall Career Fest**

In previous years, the Career Center’s fall career fair was called Health and Human Services Day and included employers specifically from healthcare and human services agencies. In fall 2008, the Career Center changed the name to Fall Career Fest and opened the event to all employers. As in previous years, this event was held in Plaster Student Union. Seventy-seven employers registered, and 250 students attended.

- Army Medical Recruiting
- Bartlett and Company
- Bass Pro Shops
- BJC HealthCare
- Brewer Science Inc
- Burrell Behavioral Health
- Champion Athletes of the Ozarks
- Clear Channel Radio
- Cleveland Chiropractic College
- Dillons Food Stores
- Drury University Graduate School
- EFCO Corporation
- EnduraCare Therapy Management, Inc
- Enterprise Rent-A-Car
- FCS Financial (Farm Credit Services)
- Fleishman-Hillard, Inc.
- Freeman Health Systems
- Freeman Health Systems
- Illinois Department of Human Services
- INROADS of Kansas City
- Integrity Home Care
- J&L Marketing, Inc.
- Jockey Person to Person
- Juice Plus
Career Expo 2009

Career Expo, which held on February 18, 2009, at the University Plaza Convention Center, had 106 employers participating:

- American Ramp Company
- Americo
- ANPAC - American National Property & Casualty Co
- Arkansas Department of Human Services
- Arvest Bank-Lowell
- Assemblies of God Theological Seminary
- Target Corporation
- TFI Family Services
- The Arc of the Ozarks
- The Leukemia & Lymphoma Society
- The School of Professional Psychology at Forest Institute
- T-Mobile
- Tope Insurance Agency
- Tulsa City-County Health Department
- U.S. Department of Housing & Urban Development
- United States Army and Army Reserve
- University of Arkansas
- University of Arkansas Dept. of Industrial Engineering
- University of Tulsa Graduate School
- US Marine Corps
- Walgreens
- Washburn University School of Law
- Westgate Resorts
- Windermere
- Wyndham Vacation Resorts
- Key Rehab
- KOLR/KSFX
- Liberty Bank
- Liberty Public Schools
- MetLife
- Missouri Career Center
- Missouri Department of Natural Resources
- Missouri Rehabilitation Center
- Missouri State Highway Patrol
- Missouri State University
- Missouri State University Legislative Internship Program
- Missouri State University-Campus Recreation
- Missouri State University-Graduate College
- Missouri Division of Youth Services
- Mohawk Industries, Inc.
- Oklahoma City University
- Overland Park Police Department
- Ozark Generals Semi-Pro Baseball Club
- Ozarks Food Harvest
- Park Hill School District
- Peace Corps
- Pre-Paid Legal
- Primrose Place Health Care Center
- Rockhurst University
- Rockwood R-VI School District
- RR Donnelley
- Social Security Administration
- Southwest Baptist Doctor of Physical Therapy Program
- Springfield Police Department
- Springfield-Greene County Park Board
- SRC
- St. John's Health System
- St. Luke's Hospital
- Steak N Shake
- Target Corporation
- TFI Family Services
- The Arc of the Ozarks
- The Leukemia & Lymphoma Society
- The School of Professional Psychology at Forest Institute
- T-Mobile
- Tope Insurance Agency
- Tulsa City-County Health Department
- U.S. Department of Housing & Urban Development
- United States Army and Army Reserve
- University of Arkansas
- University of Arkansas Dept. of Industrial Engineering
- University of Tulsa Graduate School
- US Marine Corps
- Walgreens
- Washburn University School of Law
- Westgate Resorts
- Windermere
- Wyndham Vacation Resorts
Figure 15. Career Expo 2009.

- Associated Electric Cooperative, Inc. (AECI)
- Auto-Owners Insurance Company
- Boeing
- Buckeye International, Inc
- Camp Stewart for Boys/Heart O’ the Hills for Girls
- Cerner Corporation
- Citizens Memorial Healthcare
- City Utilities
- Commerce Bank
- Consolidated Electrical Distributors
- Edward Jones
- EFCO Corporation
- Enterprise Rent-A-Car
- Faith Technologies, Inc.
- Farmers Insurance Group
- FCS Financial
- Federal Reserve Bank
- Federated Insurance

Figure 16. Employers conversing with a job seeker.

- FedEx Freight
- Freeman Health Systems
- Grimco, Inc.
- Hillview Acres Children’s Home
- Integrity Home Care
- Internal Revenue Service (IRS)
- Isabel’s House, The Crisis Nursery of the Ozarks
- J.B. Hunt Transport, Inc.
- Jack Henry & Associates Inc.
- Journal Broadcast Group
- Key Rehab
- KYTV, KY3 Inc
- L.J. Hart & Company
- Liberty Mutual Insurance Group
- MAC Meetings and Events
- Management Executives, Inc.
- Maries County Bancorp, Inc.
• Mass Financial Group
• Maurices
• Maxim Healthcare Services, Inc
• MedTranDirect, Inc.
• MidWest Family Broadcast Group
• Missouri Department of Natural Resources
• Missouri Division of Youth Services
• Missouri Farm Bureau
• Missouri National Guard
• Missouri State Highway Patrol
• Missouri State University
• Missouri State University
• Missouri State University Communication Sciences and Disorders Department
• Missouri University of Science and Technology
• Murphy Family Ventures LLC
• Mutual of Omaha Insurance Co.
• National Information Solutions Cooperative
• Navy Officer Recruiting
• Northwestern Mutual Financial Network
• O'Reilly Auto Parts
• Original Bread/DBA: Panera Bread
• Ozarks Public Broadcasting
• PaperWise
• Peace Corps
• Penmac Personnel Services
• Phelps County Regional Medical Center
• Prairie Village Police Department
• Prudential Financial
• Qdoba Mexican Grill
• Redneck Trailer Supplies
• Regions Financial Corp
• Renaissance Financial
• ServiceMaster Restoration and Construction
• Shelter Distribution, Inc.
• Sherwin-Williams
• Six Flags- St. Louis
Figure 20. Employer and candidate discuss opportunities.

- Social Security Administration
- Southwest Baptist Doctor of Physical Therapy Program
- Springfield News-Leader
- St. John’s Health System
- State Farm Insurance
- State Street
- Steak N Shake
- Stephen Ministries
- Stephens College
- Stowers Institute for Medical Research
- T-Mobile
- Target Corporation
- The Buckle
- The School of Professional Psychology at Forest Institute
- TLC Properties
- Tyson Foods, Inc.
- U.S. Customs & Border Protection
- University Directories
- University of Arkansas
- University of Central Missouri
- University of Missouri-Columbia Crosby MBA Program
- US Marine Corps
- US Medical Center for Federal Prisoners
- Wal-Mart Stores, Inc.
- Walgreens
- Webster University
- Wells Fargo Financial
- Wilson’s Creek National Battlefield
- Wyndham Vacation Resorts

Education Day

The last major career event for 2008-09 was Education Day at the University Plaza Convention Center on April 1, 2009. Fifty-five employers registered, and 425 students/alumni attended.

- ANW Special Education Cooperative
- Arkansas City USD 470
- Aurora R-VIII School District
- Blue Eye R-V School District
- Boston Mountain Educational Co-op
- Camdenton R-III School District
- Carthage R-IX School District
- Cassville R-IV School District
- Clinton School District #124
- Derby USD 260
- DESE-VETS
- East Newton R-VI School District
- El Dorado Springs R-II School District
- Eminence R-I School District
- Excelsior Springs 40 School District
- Fordland R-III School District
- Galena R-II School District
- Hollister R-V School District
- Ladue Schools
- Laquey R-V School District
- Lebanon R-III School District
• Lee’s Summit R-VII School District
• Liberty School District
• Marionville R-IX School District
• Marshfield R-I School District
• MeySen Academy
• Miller R-II School District
• Monett R-I School District
• Mountain View-Birch Tree R-III School District
• Neosho R-V School District
• Nixa R-II School District
• Park Hill School District
• Pattonville R-III School District
• Pleasant Hope R-VI School District
• Raymore-Peculiar R-II School District
• Reeds Spring R-IV School District
• Rockwood R-VI School District
• Rolla Public Schools
• School of the Osage R-II
• Southwest R-5 School District
• Special Education Cooperative at Goddard
• Springfield Catholic Schools
• Springfield Public Schools
• St. Clair R-XIII School District
• Ste. Genevieve R-II School District
• Stephens College
• Stockton R-I School District
• The Summit Preparatory School
• Topeka Public Schools USD 501
• Tri-County Special Education Cooperative/Interlocal No. 607
• University of Missouri-Adventure Club
• US Marine Corps
• Waynesville R-VI School District
• Wentzville R-IV School District
• Wichita Public Schools

Additional Events
The two additional events held by the Career Center in 2008-09 included Mock Interview Day and Etiquette Dinner.

Mock Interview Day
Mock Interview Day on November 12, 2008, included eleven employers and 88 students. The event proved to be a great success for all based on survey results. Ten out of eleven employers responded with overall good or excellent evaluations of the day. 24 of the 88 students responded to the survey stating the experience was good.

Participating employers included
• Associated Electric
• BKD
• Cerner
• City Utilities
• Jack Henry
• Joplin School District
• Liberty Mutual
• Missouri Parole & Probation
• St. Johns
• Turblex
• Unifirst

Etiquette Dinner
Approximately 140 students attended the Etiquette Dinner. Participating employers included the Assemblies of God Theological Seminary, Cerner Corporation, Renaissance Financial, and Northwestern Mutual Financial Network.
PRACTICUM STUDENTS

During spring 2009, the Career Center had two practicum students from the MS in Student Affairs Administration program: Laura McCullough and Mathilda Tuuli Turamin.

Laura McCullough received a Bachelor of Science degree in Marketing with an emphasis in advertising and a minor in design from Missouri State University in December 2007. Upon graduating, she began a deep soul search and arrived upon her passion for working with college students.

She currently is beginning her second year in the Master of Education in Student Affairs Administration at Missouri State University and plans to obtain her first position at a four-year University within the state of Colorado as a career counselor. Her practicum with the Career Center further enhanced her understanding and passion for career services and the role of student affairs in higher education. She plans to continue her relationship with career center staff at MSU upon graduation in May 2010.

Mathilda Tuuli Turamin completed her undergraduate education with a Bachelor of Arts in integrated development studies at the University of Development Studies in Ghana (West Africa). She came to the United States in August 2008 to pursue a Master of Science in Student Affairs Administration.

She currently is a graduate assistant in the Office of Multicultural Student Services. As a practicum student for the Career Center, her responsibilities included assisting with research initiatives and a career development workshop for international students.

RESEARCH INITIATIVE

The Student Affairs program at Missouri State University has been working with the Career Center to help students within the program gain practical knowledge in career counseling. During the spring 2009 semester, Lauren Wilson (Career Center graduate assistant) and Student Affairs practicum students Mathilda Tuuli and Laura McCullough undertook two research initiatives: 1) to discover international student career development needs and 2) to determine if the Career Center's services are adequately meeting the career development needs of students in general.

The increasing population of international students on Missouri State's campuses calls for additional efforts to meet international students' career development needs. The international student research was initiated to uncover and measure specific career needs of this population of students. International students face unique career development issues and require specific intervention to be successful in the United States.

The Career Center study was meant to solicit the views of international students to determine how services provided at the Career Center may be modified to meet the students’ specific career development needs. Some of these services include résumé creation, mock interview sessions highlighting cultural norms, H1 Base information and careers, and general career exploration techniques used in the United States.

A mixed methodological survey was employed to measure international student perceptions, needs, and desires concerning the current services provided by the Career Center. The group from the Career Center worked closely with the Office of International Student
Table 5. Graduate salary data for students from COAL and COBA, 2008-09.

<table>
<thead>
<tr>
<th>College of Arts &amp; Letters</th>
<th>College of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History: $41,250*</td>
<td>Accountancy, MACC: $47,000</td>
</tr>
<tr>
<td>Broadcast Journalism: $26,000*</td>
<td>Accounting, BS: $38,333</td>
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<tr>
<td>Communications, BS: $30,000</td>
<td>CIS, BS: $50,000</td>
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<tr>
<td>Communications, MA: $41,000</td>
<td>CIS, MS/MBA: $57,500</td>
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<tr>
<td>Creative Writing, BA: $20K</td>
<td>Construction Management: $52,250</td>
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<tr>
<td>English Education, BSED: $32,000</td>
<td>Finance/General Business: $36,000</td>
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<tr>
<td>Electronic Art, BA: $30,000*</td>
<td>Industrial Management: $37,875</td>
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<tr>
<td>English, MA: $32,000</td>
<td>Logistics: $35,500</td>
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<tr>
<td>Fine Arts, BA: $22,500*</td>
<td>Management, BS: $34,000</td>
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<tr>
<td>Foreign Languages: $27,500*</td>
<td>Marketing, BS: $40,000</td>
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<tr>
<td>Graphic Design, BFA: $32,500*</td>
<td>MBA: $47,500</td>
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<tr>
<td>Mass Media Production, BS: $25,000</td>
<td>MHA: $35,000</td>
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<tr>
<td>Music – Choral Conducting, MA: $42,500</td>
<td></td>
</tr>
<tr>
<td>Music Education: $32,000</td>
<td></td>
</tr>
<tr>
<td>Professional/Technical Writing: $25,000*</td>
<td></td>
</tr>
<tr>
<td>Public Relations: $27,500</td>
<td></td>
</tr>
<tr>
<td>Spanish &amp; Global Studies, BA: $23,000</td>
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</tbody>
</table>
### Table 56 Graduate salary data for students from COE, CHHS, CHPA, and CNAS, 2008-09.

<table>
<thead>
<tr>
<th>College of Education</th>
<th>College of Health &amp; Human Services</th>
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</thead>
<tbody>
<tr>
<td>Administration, MSED: $53,750</td>
<td>Anesthesia, MSN: $60,000</td>
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<tr>
<td>Agriculture Education, BSED: $40,000</td>
<td>Audiology, AUD: $60,000</td>
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<tr>
<td>Business Education: $42,500</td>
<td>Communication &amp; Science, MS: $49,375</td>
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<tr>
<td>Counseling, MS: $30,000</td>
<td>Dietetics, BS: $25,000</td>
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<tr>
<td>Criminology, MSED: $35,000</td>
<td>Health Wellness &amp; Promotion, MS: $48,750</td>
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<tr>
<td>Early Childhood &amp; Family Dev, BSED: $30,000</td>
<td>Nursing Practitioner, MSN: $60,000</td>
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<tr>
<td>Elementary Education, BSED: $29,000</td>
<td>Nursing Education, MSN: $39,000</td>
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<tr>
<td>Elementary Education, MSED: $35,000</td>
<td>Nursing, BSN: $48,750</td>
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<tr>
<td>English Education, $32,000</td>
<td>Physical Therapy: $55,833*</td>
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<tr>
<td>Family &amp; Consumer Science, BSED: $27,500</td>
<td>Physician Assistant: $60,000</td>
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<tr>
<td>MAT: $32,500</td>
<td>Psychology, BS: $23,000</td>
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<tr>
<td>Middle School Education: $35,000</td>
<td>Psychology, MS: $29,000</td>
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<tr>
<td>Music Education: $27,000</td>
<td>Radiography, BS: $28,000</td>
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<tr>
<td>Nursing Education: $37,000</td>
<td>Recreation &amp; Leisure, BS: $25,500</td>
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<tr>
<td>Physical Education: $32,000</td>
<td>Social Work, BSW: $32,500</td>
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<tr>
<td>Reading Foundations/Technology, MA: $47,000</td>
<td>Sports Medicine/Athletic Training, BS: $29,500</td>
</tr>
<tr>
<td>Social Science Education, BSED: $42,500</td>
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</tr>
<tr>
<td>Special Education, MSED: $35,833</td>
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</tr>
<tr>
<td>Speech &amp; Theatre Education, BSED: $32,500</td>
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<tr>
<td>Student Affairs in Higher Ed, MS: $29,000</td>
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</tbody>
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<thead>
<tr>
<th>College of Humanities &amp; Public Affairs</th>
<th>College of Natural &amp; Applied Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Studies, MSAS: $26,000</td>
<td>Agriculture Education, BSED: $42,500</td>
</tr>
<tr>
<td>Criminology/Soc/Anthropology, BS: $30,000</td>
<td>Agronomy: $37,500*</td>
</tr>
<tr>
<td>Criminal Justice, MSAS: $35,000*</td>
<td>Animal Science, BS: $35,000</td>
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<tr>
<td>Defense &amp; Strategic Studies, MIAA: $52,500*</td>
<td>Biology, BS: $25,000</td>
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<tr>
<td>Economics, BS: $40,000*</td>
<td>Computer Science: $51,250*</td>
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<tr>
<td>History, BA: $37,500*</td>
<td>Family &amp; Consumer Science, BSED: $27,500</td>
</tr>
<tr>
<td>MPA: $57,500</td>
<td>Fashion Merchandising: $32,500*</td>
</tr>
<tr>
<td>Religious Studies, BA: $25,000</td>
<td>Geology, BS: $33,750</td>
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<tr>
<td></td>
<td>Geography: $37,500*</td>
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<tr>
<td></td>
<td>Hospitality &amp; Restaurant: $30,000</td>
</tr>
<tr>
<td></td>
<td>Housing &amp; Interior Design: $25,000</td>
</tr>
<tr>
<td></td>
<td>MNAS: $51,250*</td>
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</tbody>
</table>
LOOKING BACK

This annual report looks back at Sally Rowe and her retirement celebration. A valuable member of our staff, Sally positively impacted her colleagues and the many students with whom she worked.