Carleton’s Career Center is a hub of activities, programs, and resources designed to facilitate students’ preparation for a successful life after Carleton.

Our programs and services are carefully planned to engage students throughout their four years at Carleton, and beyond. We facilitate student learning through a process of experience and reflection, while providing access to networks of employers, alumni, and professional and graduate school programs.

In partnership with myriad on-campus partners—faculty, staff mentors, student leaders—and off-campus partners—alumni, parents, and employers—the Career Center is the central point in facilitating an ecosystem of career development that permeates campus and engages students throughout their Carleton experience.

The Mission of the Carleton College Career Center
To empower students and recent graduates to integrate and apply their liberal arts education toward succeeding in their career paths and living a meaningful life after Carleton.

The Career Center Staff

- Kimberly Betz ’91
  Director
- Keri Asp
  Program Director of Career Counseling
- Gabriel Barela
  Program Director for Student Engagement
- Ashley Belisle
  Career Programs Specialist
- Laura Clemens
  Associate Director
- Andrea Kubinski
  Recruiting Program Coordinator
- Rachel Leatham
  Program Director for Internships and Experiential Learning
- Brian Murphy
  Program Director for Internships and Experiential Learning
- Sarah Rechtzigel
  Assistant to the Director
- Sarah Wolfe
  Program Director for Alumni and Parent Engagement
Our Approach

Provide opportunities for career focus throughout students’ four-year developmental process

The Career Center engages students in career development beginning with New Student Week programming, and continuing through commencement and beyond.

As students work with the Career Center throughout their time at Carleton, they achieve a number of critical learning outcomes.

Students will:
- Learn a process of self-assessment, and begin to assess their interests, skills, and values;
- Learn about a wide variety of career fields and opportunities;
- Understand and be able to articulate transferable and work-related skills;
- Be able to market themselves to prospective employers;
- Gain meaningful career-related experience;
- Be proficient in job search resources;
- Know about graduate and professional degrees and programs;
- Gain access to a network of alumni, parents, and employment recruiters;
- Understand how to network effectively.

As students engage in this four-year developmental process, they also progress along a trajectory of sharpened focus and skills.

97% of the Class of 2017 interacted with the Career Center sometime during their four years at Carleton.
The Career Center offers a number of cohort-based programs in which students can participate. We have designed these programs to meet the needs of students at many different developmental stages, and to give students opportunities to form cohesive groups and learn from each other, as well as from alumni, parent, and staff presenters. Signature cohort programs include: Scholars, Gettysburg Leadership Experience, Externships, Funded & Carleton Edge Internships, and Career Kickstarter, among others.

Cohort-based Programs

The Career Center also works with already established cohorts. One example is our work with student staff in the department of Presentation, Events, and Production Support (PEPS). Each PEPS student staff member participated in a two-term-long project of creating an e-portfolio to catalogue their skills and creations from PEPS work and coursework, and to receive developmental one-on-one feedback from a career counselor.

Gettysburg Leadership Development

The Career Center facilitates leadership development for sophomores by sponsoring a three-day trip to Gettysburg Civil War battlefields with Jeff Appelquist ’80. Appelquist teaches students to use the lessons of history to develop their own leadership styles.

Career Kickstarter

The Career Center provides a five-week course for seniors to focus on their career planning. The course is offered multiple times throughout the year. This course does not bear credit, but students are held accountable for weekly attendance, and the completion of several career development and job search assignments. Course topics include: self-assessment, resumes/cover letters, interviewing, networking, online presence, and the application process. Alumni-student networking events are also an integral part of the program, giving students the opportunity to hone their networking skills, as well as expand their own professional networks.

Scholars

Scholars programs during spring break provide cohorts of students the opportunity to gain an inside perspective on selected industries. Students visit alumni and parent hosts at their places of work to participate in industry tours, workshops, and seminars. Pre-visit preparation and post-visit reflection are critical components of the Scholars program, and provide students a framework for contextualizing their experience.

During Spring Break 2017, the Career Center sponsored two Scholars programs, one for students interested in exploring careers in communications, and one for students interested in tech careers. The programs started with several pre-trip meetings to prepare students to be successful in networking and presenting themselves to prospective employers. Students received feedback on resumes, cover letters, and online profiles, and practiced elevator pitches. They also attended a dining etiquette seminar, which provided tips for transitioning successfully from student to “star” employee (led by Lee Caraher ’86).

Communications Scholars

A full-day symposium immediately preceding industry visits was kicked off by a keynote presentation on the advertising industry (led by Alex Leikikh ’95). During site visits, students engaged in case studies and problem solving. Site visits in the Twin Cities included: Weber Shandwick, Fusion Hill, Coffee House Press, Minnesota Philanthropy Partners, and Cargill.

Tech Scholars

A full-day symposium immediately preceding industry visits was kicked off by a keynote presentation on career paths in tech (led by Sebastian Celis ’03). During site visits, students got to see first-hand what a day in the life of a “techie” is like, and hear from alums about how they’re leveraging their liberal arts education in the diverse world of tech. Site visits in the Bay Area included: Evernote, Facebook, Google, Vevo, and Cloudera.
Developmental Resources and Programs

Student and Alumni Profiles
Both students and alumni create profiles, available online to the Carleton community, which foster connection and exchange between students and alumni. Student Profiles are a space for students to identify and articulate their transferable skills and areas of career interest, begin to build a professional online presence, and serve as a record of each student’s skill development and internship, externship, and research participation.

Alumni Profiles allow alumni to share with students their career paths, identify skills they use in their work, and give students advice on how to get started in various career fields.

Students are invited to connect personally to alumni with profiles to ask more specific and personalized career-related questions.

New Student Week
The Career Center provides a session on career development to the entire incoming class, as part of required New Student Week activities. The aim of this session is to introduce students to the concept of career development in a liberal arts context, and to invite students to become engaged with the Career Center early and stay engaged throughout their Carleton careers.

Pathways
The Career Center partners with the Dean of the College’s office to support further development of Carleton’s innovative Pathways tool. This tool is useful for students throughout their four years at Carleton, as they explore career areas of interest. go.carleton.edu/pathways

HBX CORe, Pillars of Wall Street, and Grantwriting Basics
Again this year, the Career Center partnered with Harvard Business School’s HBX CORe (Credential of Readiness) program. This partnership allows Carleton students to receive financial aid from Harvard to participate in this 11-week online program. Students take courses in Business Analytics, Economics for Managers, and Financial Accounting. In addition, we added a partnership with Pillars of Wall Street to provide sixteen hours of in-person training on campus covering financial statement analysis, valuation, and forecasting. The Career Center also sponsored a two-part workshop to teach students the fundamentals of grant writing for nonprofits.

Sophomorphosis
The Career Center partners with several offices on campus to provide a week-long series of programs on topics critical to sophomores. These include selecting a major, applying for internships and externships, and the basics of resume writing and self-presentation.

Externships are “mini internships” students undertake, most frequently with alumni and parent hosts, during the December break. Most externships are 1-3 weeks in duration, and all of them are created specifically for Carleton students.

Carleton’s Parents Advisory Council (PAC) and Careers Alumni Board have partnered with the Career Center to significantly expand this program. Thanks to their leadership, we were able to increase the number of students conducting externships to 215. That’s up from just 42 students three years ago. PAC also hosted networking receptions for externs, alumni, and parents in New York, the Twin Cities, Washington D.C., and the Bay Area.

“I did a lot of research, filing, and work with client spreadsheets that helped me get an understanding of how much work one of the team members usually does by herself. I also sat in on plenty of team meetings and other meetings, and while most of the information went over my head, I tried to learn as much as I could in order to have a full understanding of the financial market in the future. I am on the right path, and I am very lucky to have discovered this even before my second term at Carleton.”

Joey Caradimitropoulo ’20 (first-year student)
Blish Financial Group – Financial Planning and Wealth Management Extern

“My time at Mother New York is one that I would not trade for the world. This externship has given me insight into a field that I had not envisioned as a possibility for me previously. Now, however, I can see that this is a possibility. Previously, I was doing work with a non-profit, which while rewarding did not engage me creatively, something that I envisioned as a possibility for me previously. Now, however, I can see this is necessary for me in a future career path.”

Taylor Gaines ’18 (junior)
Mother New York – Advertising Extern

Number of Students Completing Externships
Internships are a critical way for students to expand their education and explore opportunities outside the classroom. Carleton encourages all students to think about completing at least one internship during their collegiate career as a way to explore career options, and as a way to gain a competitive edge in applying for jobs, graduate school, and fellowships and scholarships.

Learning Outcomes

To make sure students who have summer internships do much more than “build a resume,” the Career Center runs the Summer Internship Reflection and Career Readiness program. In 2016, we assessed the program to ensure that students are honing skills like timeliness, work ethic, quality of work, and confidence. We found that through setting skill-related goals and participating in a reflection blog, interns are able to bring these skills back to Carleton to help them to be better students. By introducing students to these ideas in internships and encouraging them to talk about what they are learning, we are helping them to prepare for a successful transition to post-Carleton employment.

In order to ensure that all students have the opportunity to complete an internship, it is critical to provide financial support for unpaid internships. Approximately half of all internships are unpaid. Carleton’s financial support allows students to apply for funding to cover the expenses they incur as part of the internship (food, transportation, housing), as well as to make up for a portion of the amount they could have earned had they opted to take a summer job instead of an internship.

$449,729 in total internship funding was awarded for summer 2017. 125 students were funded for 88 domestic & 37 international internships.

"Throughout my internship, I improved existing skills and developed new skills as well. By presenting programs daily in front of audiences ranging from four to over 200 people and learning from my co-workers, I gained confidence in my public speaking. I know this improvement to my public speaking will transfer well into my Carleton career, my comps presentation, and any career I pursue."

—Lauren Pfughoeft ’17, Biology, Sleeping Bear Dunes National Lakeshore

"Before this summer I had thought computational linguistics sounded interesting, but never seriously considered working in that sphere after Carleton. I am grateful to PanLex for hosting speakers and organizing field trips that allowed me to learn about cutting-edge research in the field and various projects that are being undertaken. My experience at PanLex made me seriously consider going to graduate school in computational linguistics."

—Sasha Mayn ’18, Linguistics and Classics, PanLex
Weitz Fellows
The Weitz Fellows Program is a unique opportunity exclusively available to new Carleton grads. Weitz Fellows positions are paid year-long professional positions at select nonprofit organizations in Omaha and Lincoln, NE. In 2016-17, five Carleton class of ’16 alums held Weitz Fellows positions at: Joslyn Art Museum, Nebraska Appleseed, OpenSky Policy Institute, University of Nebraska Service Learning, and Women’s Fund of Omaha.

78% Seniors
60% First-Years
70% Juniors
72% Students of color
78% 1st generation college
70% International students
69% Total student population

Engendering Broad Student Participation
The Career Center offers a variety of ways for students to engage in career development, including individual career counseling, walk-in advising with career counselors and student career advisors, an informational website, alumni-led programming, field-trips, and workshops.

In 2016-17, the Career Center engaged* with 1,415, or 69% of current students. The total number of student “touchpoints” with the Career Center was 7,307. This means that the average number of touchpoints per student was approximately 3.6.

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The Weitz Fellows Program is a unique opportunity exclusively available to new Carleton grads. Weitz Fellows positions are paid year-long professional positions at select nonprofit organizations in Omaha and Lincoln, NE. In 2016-17, five Carleton class of ’16 alums held Weitz Fellows positions at: Joslyn Art Museum, Nebraska Appleseed, OpenSky Policy Institute, University of Nebraska Service Learning, and Women’s Fund of Omaha.

162 students were hired for jobs or internships through campus recruiting.
In 2016-17, 223 Carleton alumni and parents supported Carleton students through campus recruiting by conducting interviews on campus, collecting resumes from Carleton students for open positions, or actively encouraging their employers to hire a Carl.

Carleton students also participate in a Washington, D.C. Interview Day, a New York interview day, a Minnesota Private College Career Fair, a Minnesota Government & Nonprofit Fair, and six different virtual interview days, representing approximately 450 additional employers to which students had direct access.

Campus Recruiting and Job Fairs
The Career Center builds pipelines between Carleton students and employers through a variety of methods, including externships, internships, and job postings, and culminating in on-campus interviews and job fair participation. As students participate in more Career Center programs, they become increasingly adept in finding jobs and internships.

Students in select demographics who have interacted with the Career Center this year

Students in each class who interacted with the Career Center this year

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<td>Unique number of students who interviewed</td>
<td>94</td>
<td>207</td>
<td>304</td>
<td>323</td>
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Student Career Assistants

Student Career Assistants (SCAs) are crucial members of the Career Center staff. These peer leaders are trained to critique resumes and cover letters, assist in navigating Career Center resources, and provide outreach and programming across campus. SCAs hold office hours daily in the Career Center, evenings in Sayles-Hill, and weekly in the offices of TRIO and Intercultural & International Life. In addition, SCAs facilitated workshops on “Finding and Funding the Internship of Your Dreams,” “How to Improve Your Resume,” and many more, as well as hosting social events in the Career Center, with the goal of welcoming students into the office.

2016-17 SCAs
Back: Owen Solis ’17, Pete Bakker-Arkema ’17, Nick Caputo ’19, Wisdom Akpan ’18, Brittany Brookner ’18, Simon Orlovsky ’17; Middle: Damali Britton ’18, Walker Johnston ’18, Sebastian Tovar Montanez ’18, Wanchen Yao ’17, Avery Coombe ’19, Lindsey Chavez ’18, Tiia King ’18, Jessica Lartigue ’18, Gabe Barela (staff advisor); Front: Yuchao Shang ’18, Lydia Chu ’17, Kifaya Taha ’17, Su Kim ’17, Aislinn Mayfield ’19

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