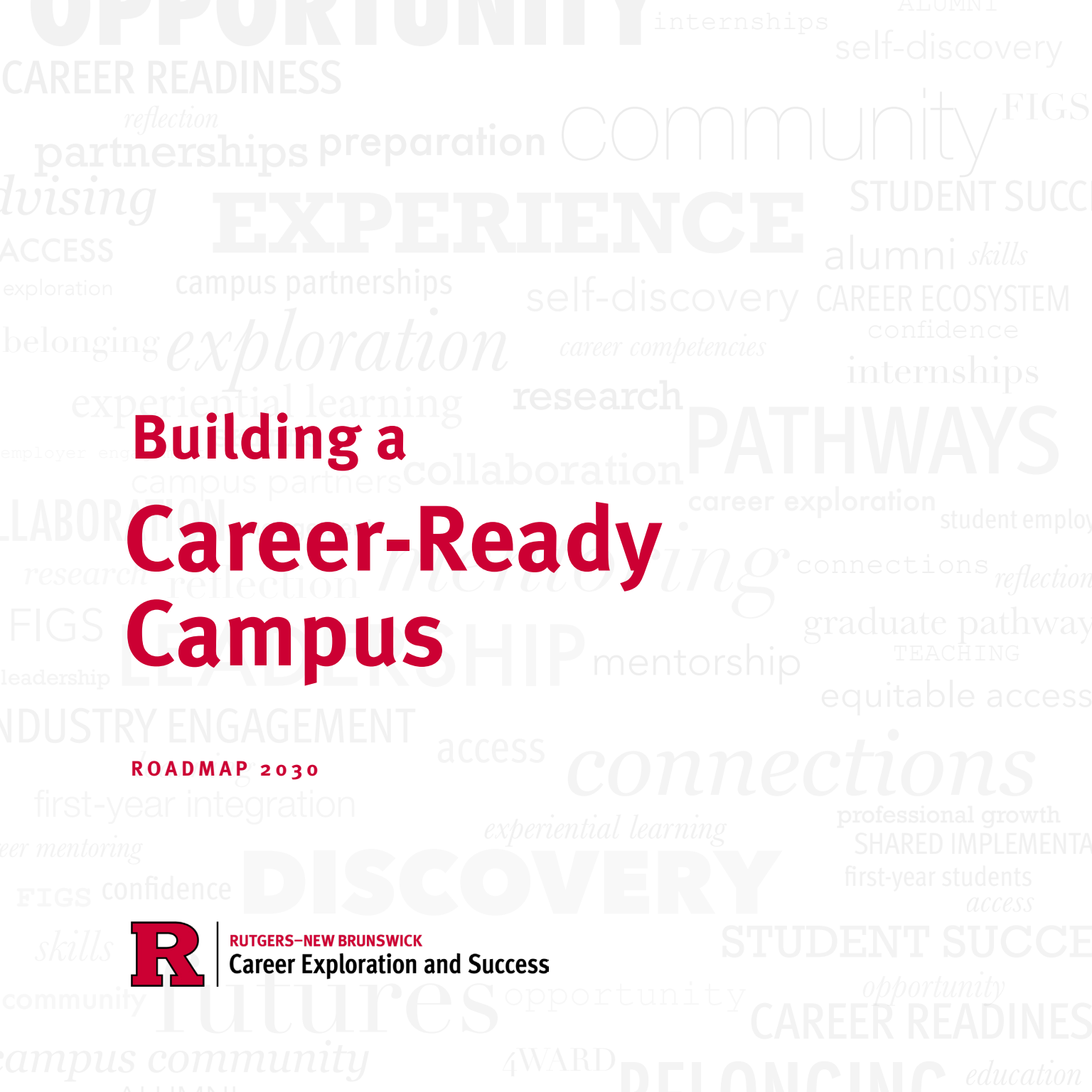




Building a Career-Ready Campus

ROADMAP 2030



RUTGERS-NEW BRUNSWICK

Career Exploration and Success

Letter from the Chief Career Officer

Dear Campus and Community Partners,

I am pleased to share Building a Career-Ready Campus: Roadmap 2030 — Embedding career readiness into every Rutgers student's experience, the strategic roadmap for the Office of Career Exploration and Success (CES) and the Rutgers University—New Brunswick campus. Developed collaboratively with CES staff, campus partners, and external stakeholders, this plan advances a simple but urgent premise: career readiness must be woven into the full Rutgers experience—inside and outside the classroom—so every student benefits.

Optional activities and unpaid experiences may be out of reach for some students, yet no student can afford to miss out on career readiness—which must be within reach for all. CES cannot—and should not—do this work alone. By embedding opportunities through classroom instruction, student employment, research, and co-curricular activities, and by building intentional partnerships across campus, we can ensure that all students

are steadily exposed to the practices that prepare them for life and career.

The development of this roadmap was inclusive and collaborative, drawing insights from the 2020 Campus Partner Breakfast, Career Community Advisory Boards, working groups, and strategic retreats. Recognizing institutional shifts and the impact of the pandemic, we paused development to ensure the roadmap remained relevant, resilient, and responsive.

This work directly supports a new campus-wide goal established by university leadership: Improve student success outcomes to achieve Top 10 public benchmarks in retention, graduation rates, and career placement. To achieve this, **Rutgers has set an ambitious objective to improve the career outcomes rate to 90% within six months of graduation by the end of 2030.** While aspirational, this goal reflects the excellence our students deserve—and achieving it will require all of us, across every school, division, and partner unit, to work together as one Rutgers community.



This roadmap calls us to:

- **Embed career readiness everywhere**—curricula, student employment, experiential education, and more—so preparation is part of the student experience, not apart from it.
- **Partner across the campus ecosystem**—faculty, advisors, student leaders, alumni, and employers—because readiness is a shared responsibility.
- **Scale equity**, ensuring readiness opportunities are accessible and expected for every Rutgers student, regardless of means or circumstance.

I am deeply grateful to the CES team and to our campus and community partners for their dedication and collaboration. Together, we can make Rutgers a Career-Ready Campus—one where every student encounters meaningful preparation at multiple touchpoints and where our shared efforts advance Rutgers' goal of achieving Top 10 public benchmarks in student success.

A handwritten signature in black ink, appearing to read "William Jones".

William (Wil) Jones
Chief Career Officer
Assistant Vice Provost & Executive Director
Career Exploration and Success
Rutgers University—New Brunswick

The roadmap

Embedding career readiness into every Rutgers student’s experience

The six priorities overlap across the student journey. Each chapter explains a distinct contribution; recurring goals connect that work across campus. Chapter 7 brings together the training, resources, partnerships, and assessment needed to deliver all six.

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A SHARED CAMPUS VISION

A career-ready campus

All Rutgers University—New Brunswick students will make successful transitions from their academic pursuits to their first-choice post-graduation destinations based upon a clear understanding of the career development process, competitive credentials, access to a robust employer base, and mastery of contemporary strategies for identifying and securing career options that reflect their unique interests, skills, and aspirations.

SHAPED BY THE CAMPUS COMMUNITY

Campus partners helped shape the roadmap through conversations about career readiness as a shared Rutgers responsibility. Their priorities included earlier exploration, clearer access to resources, stronger connections across academic learning and student employment, and communication that reflects students’ interests and circumstances. Employer relationships and real-world experiences help students see possibilities beyond narrow assumptions about majors and careers.

177

faculty, staff, and administrators

2020 Campus Partner Breakfast ideation sessions

38

Rutgers units represented



Opportunity, in practice.

Participation and outcomes provide a starting point for the roadmap.

1,664

FIGS students served

First-Year Interest Group Seminars. CES 2025–26 Annual Report.

92%

Completed a field experience

133 of 144 4WARD participants; first four completed cohorts, by program end.

84%

Positive career outcomes

Class of 2025, all graduates with known outcomes, within six months. PGS Full Report.

THE CAREER JOURNEY MODEL

A journey that grows with students.

Students revisit discovery, exploration, skill development, and next steps as their interests and circumstances change. The model provides a shared framework for career decisions at Rutgers and beyond.



01

Self-Discovery

Students identify interests, strengths, values, and aspirations through reflection, career assessments, advising, and purposeful engagement.

02

Career and Academic Exploration

Students connect with mentors, explore industries, and consider academic pathways related to their interests and future goals.

03

Skill Development

Students build career readiness through internships, experiential learning, and other activities. They recognize their growth and communicate their skills.

04

Post-Graduation Goals

Students prepare applications, connect with employers and other opportunities, and take steps toward work, further education, or other pursuits.

Six priorities. Shared outcomes.

Career development connects learning with opportunity. These six priorities support the conditions for persistence, completion, and career success.

		PERSISTENCE & COMPLETION			EQUITY IN COMPLETION		EARNINGS & OPPORTUNITY	
STRATEGIC PRIORITY		First-year retention	Six-year graduation	Graduation vs. U.S. News prediction*	Pell graduation	Pell vs. non-Pell graduation	Earnings above high-school benchmark	Earnings by major
01	First-Year Career Integration	●	●	●				
02	Career Mentoring at Scale	●	●	●	●	●		
03	Connected Career Readiness	●	●	●	●	●		
04	Industry Engagement & Applied Learning						●	●
05	Tailored Career Engagement						●	●
06	Post-Graduation Career Pathways						●	●

● Research-informed connection

Dots mark connections supported by related theory and research. The matrix guides campus planning and local evaluation, including Pell-related outcomes.

*Actual six-year completion relative to the publisher’s modeled expectation.

Research: Tinto (2017); Permzadian & Credé (2016); Bettinger & Baker (2014); Scott-Clayton & Minaya (2016); Saniter, Schumann & Siedler (2019); Liu, Huang & Wang (2014).

The path to

90%

positive career outcomes

Employment, continuing education, military service, or volunteer/service programs within six months of graduation, among graduates with known outcomes.

WHY THESE CONNECTIONS MATTER / UNDERGRADUATES

35%

reported that network contacts—alumni, faculty/staff, friends, or relatives—contributed to employment outcomes.

56%

reported that experiential education, such as internships/co-ops or field placements, directly contributed to employment outcomes.

23%

reported that Rutgers recruiting services—career fairs, employer sessions, interviews, or job boards—contributed to employment outcomes.

Source: Class of 2025 Post-Graduation Survey, undergraduate report, p. 5.
EMP1: 1,785 undergraduate responses about contributions to employment.
Respondents could identify multiple contributions.

SELECTED LEADING INDICATORS

Measuring progress

From CES participation to campus-wide engagement

The participation measures shown focus on CES programs and services. The goal is shared data collection with campus partners to capture their advising, mentoring, applied learning, and other career-readiness engagements across Rutgers–New Brunswick.

INDICATOR	FY22	FY23	FY24	FY25	FY26
CES student engagement (%) ¹	76%	75%	76%	72%	67%
Students with 2+ CES engagements (%)	N/A	N/A	37%	51%	49%
Eligible first-year students in FIGS (%)	25.3%	26.2%	27.3%	28.5%	25.5%
Students in CES mentoring programs ²	346	626	573	1,001	734
Students employed on campus ³	8,545	9,607	9,592	9,900	7,804
New FWS students participating in SEE (%) ⁴	—	—	—	—	16.6%

¹ FY26 engagement as of May 25, 2026. Planned integration of Suitable and Handshake will support campus-wide engagement tracking.

³ Campus employment is already a university-wide count, including graduate students; future reporting will focus on undergraduates.

² A staff vacancy reduced late-spring participation. Current mentoring counts cover CES programs.

⁴ Student Employee Enrichment (SEE): FY26 pilot, 324 students. FWS = Federal Work-Study.

Source: CES leading-indicator reporting, FY22–FY26.



DISCOVERY

advising

curiosity

PRIORITY 1 / SIX

orientation

FIRST YEAR

FIGS

interest

01

exploration
CONNECTION

possibilities

career journey

belonging

SKILLS

First-Year Career Integration

This priority establishes early entry points through orientation, first-year courses, and guided self-discovery. Faculty, advisors, and new-student programs can connect career exploration with learning already taking place as students enter Rutgers.



GOAL 1.1

Enhance Student Engagement in Self-Discovery

Career exploration should begin before students feel pressure to choose a major or secure a job. CES will make its self-discovery resources easier to understand and find, with consistent messages across admissions, campus tours, Rutgers Global pre-departure sessions, and new student and family orientation. Training for admissions staff and orientation leaders will help students encounter the same invitation to begin early wherever they enter Rutgers.

A “How Do I Even Get Started” workshop series will introduce the Career Journey Model, career assessments, and practical first steps. Sessions tailored to first-year students and those further along in college will complement individual advising. Coordination with New Student Orientation and timely outreach through Handshake, Rutgers’ career platform will connect that initial introduction to continued engagement.

1,664

FIGS students served

CES 2025–26 Annual Report

GOAL 1.2

Increase Self-Discovery through First-Year Interest Group Seminars (FIGS)

First-Year Interest Group Seminars (FIGS) provide an early setting for students to connect their interests, academic choices, and possible careers. CES will introduce the Career Journey Model at the beginning of the course and strengthen the final career project so students can reflect on what they have learned and explain their next steps. Developmentally timed communication will sustain the relationship after the seminar ends.

Expanding FIGS requires a sustainable teaching and support model. CES will evaluate peer-instructor preparation, broaden course topics, and explore spring offerings that support students entering Rutgers at different times. Partnerships with Mason Gross, Engineering, and Pharmacy will examine access across schools. Senior Peer Instructors will help build philanthropic support, while clearer recruitment, course materials, and online communication will connect FIGS visibly to CES. Alumni contributions, including industry perspectives and career stories, will enrich learning and help students see how exploration can lead to a range of futures.

Confidence in academic and career planning

40%

BEFORE FIGS



93%

AFTER FIGS

Student-reported confidence, Fall 2025 FIGS evaluation.

GOAL 1.3

Strengthen Partnerships to Support Self-Discovery

Self-discovery should reach students across first-year academic programs. CES will adapt the career-development content used in FIGS for transition courses and work with course coordinators to embed assignments that help students interpret their interests, strengths, and values. A coordinated network of course contacts and CES liaisons will support delivery across schools and programs.

Students outside a first-year transition course will receive invitations to co-curricular exploration workshops. To extend capacity, CES will prepare graduate counseling interns, graduate students, and adjunct instructors to facilitate these experiences. Online certification for campus partners will support consistent self-discovery instruction while allowing faculty and staff to connect the material to their own learning environments.

GOAL 1.4

Develop and Enhance Virtual Asynchronous Opportunities

Students need ways to see how academic choices connect with future possibilities. CES will introduce curriculum-mapping tools and resources during orientation and advising, helping students connect their interests with courses,

learning experiences, and career pathways. These resources will complement personal guidance and give students an accessible starting point for continued exploration.

GOAL 1.5

Equip Students for Successful Post-Graduation Outcomes Through Collective Campus Action

A four-year Career Journey Guide will translate career development into an understandable sequence of milestones. Students will be able to identify useful experiences and decisions for

each year, from early discovery to preparation for post-graduation opportunities. The guide will help students and campus partners connect individual activities to a sustained developmental process.

61% to 92%

Confidence in selecting a major

Students reporting confidence: 61% before FIGS; 92% after. Fall 2025 FIGS evaluations.





MENTORING
guidance connection
PRIORITY 2 / SIX
alumni CAREER CHATS
exploration 4WARD netwo
RELATIONSHIPS possibilities
career journey belonging GROW

02

Career Mentoring at Scale

Alumni, employers, and campus partners connect students with career conversations, workplace exposure, and sustained guidance. The Scarlet Career Mentoring Network brings these relationships together to support exploration and preparation.

Enhance In-Person Career Exploration Opportunities

Alumni can make career possibilities more tangible by sharing their experience, professional knowledge, and networks. CES will work with the Rutgers University Alumni Association and its chapters to identify where alumni participation can most strengthen student learning and to build dependable pathways into mentoring and career programs.

A stronger presence in alumni events and communications will make it easier for graduates to discover meaningful ways to contribute. Coordinated outreach will connect alumni interests with student needs and help sustain engagement across career communities.

HOW THE CAMPUS ADVANCES THIS PRIORITY

Alumni connections strengthen student learning

Alumni chapters, campus partners, and CES will connect professional experience with student questions, strengthening the relationships that make career possibilities tangible.

35%

Connections support career transitions

Class of 2025 undergraduate respondents reporting that alumni, faculty/staff, friends, or relatives contributed to employment. Undergraduate PGS report, p. 5; EMP1, n = 1,785.



Expand Access to Career Mentorship

The Scarlet Career Mentoring Network will offer relationships at different levels of commitment so students can find support that fits their stage of exploration. Student-Alumni Career Connect will serve as an accessible entry point for informational interviews and short-term career conversations. Better guidance, targeted outreach, peer-learning opportunities, and ongoing alumni stewardship will help students begin conversations with confidence and help mentors remain engaged. Participation data will inform efforts to broaden representation across career communities.

Intern for a Day will connect students with short workplace experiences during academic breaks and the summer. CES will expand employer partnerships, coordinate student matching, evaluate the effect on career decision-making, and examine travel support to reduce barriers to participation.

The Scarlet Career Mentoring Course will connect academic credit with career clarification, professional preparation, virtual job simulations,

and an on-site externship. Students will receive repeated mentor feedback, practice informational interviewing, complete a meaningful project, and present their learning through a capstone experience. Academic departments will be able to adapt one-credit mentoring sections to discipline-specific pathways while maintaining common learning outcomes. Departmental instructors and trained peers can help expand access as demand grows.

The multi-year 4WARD Career Pathways Program will continue to build internship readiness through structured advising and sustained mentoring. Stronger connections with student-support programs, employer partners, alumni, and Friends of Rutgers will broaden recruitment and improve matching. Mentor orientation, clear expectations, relationship tracking, participant feedback, and recognition will support quality. Across all formats, CES will develop staffing and mentor pipelines that allow more students to participate while sustaining the personal connection that makes mentoring valuable.



Career exploration through employer visits

SIGNATURE INITIATIVE / PRIORITY 02

Scarlet Career Mentoring Network

The network will connect campus mentoring through relationships, shared practice, and accessible entry points.

- 01 Career conversations**
Student-Alumni Career Connect
- 03 Scarlet Career Mentoring Course**
Learning, practice, and feedback

- 02 Workplace exposure**
Intern for a Day
- 04 Sustained relationships**
4WARD Career Pathways

GOAL 2.3

Develop a Culture of Career Readiness Across Campus

Mentoring should help students recognize how their experiences build career readiness. Within the two-year 4WARD model, advisors will introduce the National Association of Colleges and Employers (NACE) Career Readiness Competencies in the first year and assess progress in the second. Reflection and practice will help participants connect what they have learned to specific competencies and communicate that growth to employers and other audiences.

GOAL 2.4

Strengthen Training and Shared Capacity for Career Readiness

Campus partners can extend the reach of mentoring by introducing students to Student-Alumni Career Connect in the settings where they already learn and seek advice. CES will establish a clear process for engaging these partners as co-educators, helping them connect students with alumni conversations and incorporate the platform into broader career exploration.

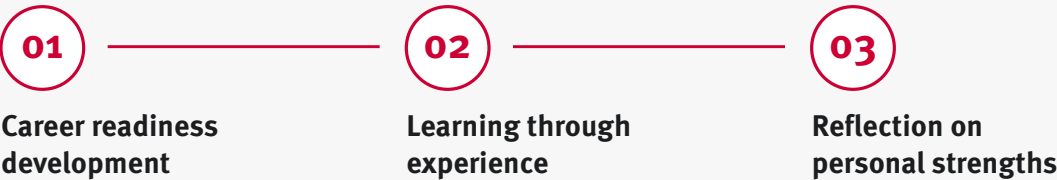
92%

Learning through field experience

133 of 144 4WARD participants across the first four completed cohorts completed a field experience by program end.

MENTORING IN PRACTICE / GOAL 2.3

4WARD: readiness through experience



Two-year mentoring connects readiness competencies with purposeful practice.





READINESS

reflection

competencies

PRIORITY 3 / SIX

learning

CAMPUS LIFE

SKILLS purpose

03

articulation

career journey

belonging

GROW

Connected Career Readiness

This priority helps students recognize and explain learning across courses, employment, and campus life. Faculty, student-employment supervisors, and student-organization advisors can connect those experiences with shared career readiness competencies.

Develop and Enhance Virtual Asynchronous Opportunities

Digital experiences will help students connect learning across programs and settings. CES will incorporate social-media assignments into high-impact experiences such as internships, mentoring, and job shadowing so students can share insights and learn about opportunities through one another’s experiences.

Partnership with the Career Discovery Advantage curriculum-mapping initiative will strengthen connections between academic choices and career exploration. Integrating those resources into the CES website and career-management courses will give students additional ways to understand how coursework and experience contribute to their development.

HOW THE CAMPUS ADVANCES THIS PRIORITY

Career learning available when students need it

Shared online resources will help students build career knowledge beyond a single appointment and connect learning with their own next steps.

45%

Cited academic workload as a barrier

Among Class of 2025 undergraduate survey respondents who reported no experiential-activity participation.
Source: Undergraduate PGS, EXP2 (452 responses).
Reported survey response rate: 86.4% (Appendix A).



CONNECTED CAREER READINESS / GOAL 3.2

Develop a Culture of Career Readiness Across Campus

A career-ready campus makes learning visible. CES will work with faculty and co-curricular educators to help students reflect on their experiences, connect that learning to the NACE Career Readiness Competencies, and communicate evidence of their growth. This work will extend across courses, student employment, experiential education, and CES programs.

A Faculty Career Fellows program will support curriculum design and teaching that explicitly connect coursework with career competencies. In partnership with teaching and learning leaders, the program will develop faculty champions, examine sustainable incentives, and combine synchronous and asynchronous preparation. Shared Canvas resources, learning pathways, student videos, and examples of aligned courses will help educators put the approach into practice.

Reflection workshops and a Career Readiness in Experiential Learning Guidebook will give faculty and program leaders practical activities, examples, and assessment tools. Training

for guidebook users will support consistent implementation. A recurring competency campaign will reinforce the shared language across campus, while a badging program will recognize different levels of development and help students communicate accomplishments through their professional profiles.

CES will embed these practices in its own high-impact programs. FIGS course projects and peer-instructor preparation, Student Employee Enrichment, and student-supervisor conversations will offer repeated opportunities to reflect, connect, and articulate. Competency-based recognition will celebrate student learning, and validated assessment tools will help evaluate progress. Staff development and engagement with alumni and employers will strengthen the quality and relevance of these experiences. Together, these efforts will make career readiness an intentional part of learning throughout Rutgers.

SHARED RESPONSIBILITY

How the campus advances this priority

Faculty and co-curricular educators can make career learning visible by connecting assignments, student employment, and campus involvement to career readiness competencies. Shared resources and reflection practices will help students explain what they have learned—and why it matters.



Campus Career Ecosystem Breakfast



Expand High-Impact Student Employment Opportunities

On-campus work can be a significant learning experience when students and supervisors share clear developmental expectations. The Student Employee Enrichment (SEE) program will bring professional development and the NACE Career Readiness Competencies into Federal Work Study employment. Campus employment partners will help shape the program, while pre- and post-experience assessment will make growth more visible.

Supervisor preparation will connect job descriptions, feedback, and performance conversations with student learning. Skills labs, project-based experiences, and campus expertise will help students strengthen transferable skills.

More accessible job postings, interviews, and an on-campus job fair will connect students with opportunities, while recognition during National Student Employment Week will celebrate their contributions.

Within CES, the World-of-Work program will provide student colleagues with a shared foundation in professional conduct, career resources, and competency development. A compensated kickoff, role-specific training, regular feedback, and exit reflection will support belonging and help students explain the value of their work. Employer education will reinforce the same competency language beyond campus.

8.7%

Faculty and staff connections matter

Class of 2025 undergraduate respondents reporting Rutgers faculty/staff contacts contributed to employment. Undergraduate PGS report, p. 5; EMP1, n = 1,785.

Prepare Students for the Transition from College Student to New Professional

Student organizations offer a powerful setting for leadership, collaboration, and career preparation. Through the Scarlet Careers Leadership Collective, CES will strengthen their connections with employers through the Student Organization Reception & Employer Networking Dinner, combining an opportunity for organizations to showcase their work with time to develop relationships and shared programs. Recognition will highlight effective student leadership and professional development.

A Career Community Student Organization Sponsorship Fund will support substantial student-led career education aligned with career communities. An annual Career Readiness Summit, developed with Student Centers and Activities, will prepare organization leaders to plan programs, engage employers, and build partnerships across groups. Customized workshops and panels, supported by trained CES student colleagues, will extend access to relevant career learning while preserving a strong student voice.



GOAL 3.5

Strengthen Training and Shared Capacity for Career Readiness

Faculty and campus partners need resources they can readily adapt to their own teaching. CES will provide sample assignments that connect online career tools with course learning and make those materials available through its website. Strategy sessions, implementation support, and recognition will help departments incorporate career-development resources into syllabi and learning activities with purpose and consistency.

GOAL 3.6

Expand and Strengthen the Career Ecosystem Across Campus Partners

Recognition will reinforce the educational value of student employment. A Student Employee Awards Lunch during National Student Employment Week will celebrate students who demonstrate career readiness competencies, along with supervisors and departments that support their development. Connecting recognition with SEE will highlight concrete examples of learning through work and encourage partners across campus to adopt effective practices.

GOAL 3.7

Equip Students for Successful Post-Graduation Outcomes Through Collective Campus Action

CES will extend career-engagement recognition into academic and experiential learning. Working with faculty and program leaders, the #RUTGERSWORKS approach will recognize qualifying career courses and experiences through

clear participation criteria. Coordinated course communication and participation records will help students connect their academic work with a broader career-development journey and sustain engagement over time.



SIGNATURE INITIATIVE / PRIORITY 03

Scarlet Careers Leadership Collective

The collective will help student leaders recognize the career readiness competencies they develop through organizations, leadership, and campus involvement.

STUDENT LEADERSHIP / GOAL 3.4, P. 34



EXPERIENCE

practice

discovery

PRIORITY 4 / SIX

internships

INDUSTRY

CO-OPS learning

exploration
OPPORTUNITIES

possibilities

career journey

application

SKILLS

04

Industry Engagement & Applied Learning

This priority connects employer expertise with applied learning. Faculty, internship coordinators, and program leaders can develop workplace experiences and academic projects that help students apply knowledge, reflect on learning, and explain their skills.

Enhance In-Person Career Exploration Opportunities

Career treks allow students to encounter workplaces and professional roles directly. CES will collaborate with campus partners to integrate these visits into the curriculum where possible, connecting exposure to employers with academic

learning and purposeful reflection. Embedding treks in courses can help students explore options through experiences that form part of their education.



Develop a Culture of Career Readiness Across Campus

Internships should help students understand and communicate what they learn. In the Rutgers Internship & Co-op Course (RICC), employer descriptions and approval processes will identify opportunities to develop NACE Career Readiness Competencies. Structured assignments will guide students in reflecting on their work and explaining their skills to future employers.

The Rutgers Scarlet Service Internship Program will maintain a similar emphasis within its companion course. Reflection on public-service experiences will help students connect meaningful work with competency development and articulate how that learning prepares them for future opportunities.

SIGNATURE INITIATIVE / PRIORITY 04

Scarlet Career Incubator

The incubator will connect campus learning needs with employers through class projects, capstones, simulations, case competitions, and guest presentations.

CAMPUS APPLIED LEARNING
RELATED GOALS 4.1 + 4.4 / PP. 39, 43

Expand and Advance Internship Opportunities and Best Practices

CES will strengthen internship quality and expand access to credit-bearing and other meaningful experiences. Updated employer coaching, an internship manual, flexible RICC credit options, and stronger connections with departments that do not offer internship courses will help students find appropriate pathways. Bright Futures fundraising will support access to unpaid opportunities, while sharing curricula with partners will encourage reciprocal learning across Rutgers.

The Internship Advisory Council and a broader community of practice will connect internship and co-op coordinators around curriculum, assessment, program design, and equitable participation. A current online directory of

internship courses will make options easier to find. Partners will be supported in incorporating structured reflection and career competencies into their own programs.

Within the Rutgers Scarlet Service Internship Program, clearer recruitment, summer orientation, cohort connections, and continued curriculum review will strengthen students' understanding of public service. CES will also explore shared technology for applications, reviews, employer evaluations, and outcomes tracking. Coordinated use of Handshake Experiences could reduce administrative barriers, connect participation with engagement recognition, and help departments learn from their students' experiences.

56%

Learning connected to employment

Class of 2025 undergraduate respondents reporting experiential education directly contributed to employment. Undergraduate PGS report, p. 5; EMP1, n = 1,785.



ACCESS TO APPLIED LEARNING

75%

of Rutgers Scarlet Service Internship applicants had not previously completed an internship.

Applicant cohort reported in the Year One briefing.

Develop Opportunities for Employers to Connect with Candidates

A broader employer network will expand the kinds of experiences and opportunities available to Rutgers students. CES will identify gaps within career communities, cultivate alumni champions, and work with organizations such as the New Jersey Small Business Development Centers and the New Jersey Chamber of Commerce to strengthen engagement with local businesses and industries. A searchable picture of campus opportunities will help employers contribute through mentoring, internships, projects, panels, and academic partnerships.

Dedicated relationships with Knights of the Round Table partners and portfolio employers will support sustained collaboration. Coordinated recruiting plans, clear benefits, and engagement data will help employers connect with students while also supporting faculty and program leaders

seeking industry expertise. Partnerships across the university will connect employer engagement with broader institutional relationships.

RecruitED, the Rutgers–New Brunswick Employer Summit, will convene employers and campus partners to share recruiting practices and develop educational connections. Clear inquiry routes and shared relationship information will improve responsiveness. The proposed Career Catalyst Case Study Competition will give interdisciplinary student teams the opportunity to address authentic talent-acquisition challenges with employer mentors, develop evidence-based solutions, and present their work at RecruitED. These efforts will connect recruiting with applied learning and create more sustained ways for employers to contribute to student success.

HOW THE CAMPUS ADVANCES THIS PRIORITY

Workplace expertise enriches learning.

Employer partners can contribute projects, professional insight, and opportunities to practice.

Expand and Strengthen the Career Ecosystem Across Campus Partners

CES will recognize employers that contribute through hiring, volunteering, and educational partnership. An Employer Recognition Event will make those contributions visible and reinforce sustained engagement. A Faculty

Industry Symposium will bring faculty together with recruiters and industry leaders to discuss emerging trends, develop partnerships, and connect professional insight with teaching and student preparation.

MANY WAYS TO CONTRIBUTE

Hiring. Mentoring. Shared expertise.





Tailored Career Engagement

This priority adapts career support to students' interests and circumstances. Academic and student-support partners connect students with relevant career communities, advising, and resources throughout college.

GOAL 5.1

Enhance Student Engagement in Self-Discovery

Students need clear, welcoming ways to begin exploring who they are and what they want from their Rutgers experience. CES will simplify advising choices and coordinate workshops and first-year welcome appointments so students can find an appropriate starting point. Discover You, a signature event developed with advisory boards and campus partners, will use interactive activities and reflection to help students clarify their strengths, interests, and values and connect with resources for continued exploration.

GOAL 5.2

Strengthen Partnerships to Support Self-Discovery

Changes in a major or academic pathway should come with coordinated support. CES will build referral relationships with school advising offices, pre-health advising, retention programs, and other student-facing teams that work with students reconsidering their direction. Career advisors will help students reassess interests and explore alternatives before making their next decision.

Participation in major and minor exploration events and related academic programs will bring career perspectives into those conversations. Stronger connections between offices will help students navigate transitions with clearer information and continuity of guidance.

GOAL 5.3

Develop and Utilize Effective Self-Discovery Tools

Self-discovery tools are most useful when students receive help interpreting what they learn. CES will maintain staff preparation in career assessment and design-thinking approaches and identify appropriate resources for graduate students and academic programs. Advisors will use assessment results as a starting point for reflection and practical exploration of students' possible futures.

The discovery and exploration community's advisory board will use student feedback and participation data to guide its purpose, programming, and priorities. Resources will help students consider interests, strengths, values, and aspirations together, including how personal values influence the opportunities they choose to pursue.

GOAL 5.4

Enhance In-Person Career Exploration Opportunities

Students benefit from opportunities to explore careers before they are ready to seek a position. CES will strengthen Career Exploration Nights as welcoming, informal learning experiences, drawing on alumni and employer relationships while evaluating how well events broaden students' understanding of possible careers. Faculty, student organizations, and other campus partners will help shape and communicate these opportunities.

Career treks will provide direct exposure to workplaces as funding and partnerships allow, with feedback informing future visits. For transfer students, CES will work with Transfer Student Deans to strengthen career content in the Students in Transition Seminar and review advising approaches. Group formats, course assignments, and expanded instructional support will help meet demand while connecting transfer students with relevant next steps.



Self-discovery creates a starting point

01

Interests

02

Strengths

03

Values

Develop and Enhance Virtual Asynchronous Opportunities

Career exploration should be available when and where students need it. Employer-led social-media content, webinars, and live conversations will introduce different professional pathways. Alumni stories and short videos will complement major-related resources and show how academic interests can lead to varied careers.

CES will update major handouts and online exploration tools, connect them with graduate outcomes and Handshake information, and support curriculum-mapping efforts. A clearer online career and internship guide, practical tool demonstrations, and answers to common questions will help students move from browsing a resource to taking an informed next step. These materials will also support career-management courses and advising.

Career learning, on students' schedules

01

Career pathways

02

Alumni stories

03

Next steps

Develop a Culture of Career Readiness Across Campus

Graduate students need opportunities to recognize the career value of advanced study and experience. The Graduate Student Career Pathways Program will integrate the NACE Career Readiness Competencies into advising and online resources, with advisory-board partners helping connect campus expertise. Reflection and articulation practice will help students explain their skills across career settings. Partnerships with campus experts will support future workshops and skills labs that deepen this preparation.

Increase Career Advising Capacity

Expanding advising capacity requires multiple sources of expertise working to consistent standards. The Industry Consultant program will connect students with professionals who can offer current perspectives on resumes, interviewing, networking, and job and internship searches. Training in CES practices and tools, clear professional profiles, and student feedback will support effective integration of industry-specific guidance.

Peer Career Educators will extend that capacity through recruitment across academic and career backgrounds, preparation in document reviews

and broader career topics, and support for workshops. Connections with professional staff will provide consultation and quality assurance. Aligning peers with career communities will help students find support relevant to their interests.

CES will also refine appointment types and schedules to respond to peak demand and reduce confusion. Clear transitions between general exploration, specialized career advising, and alumni referrals will help students reach the right expertise at the right time. Ongoing review will connect staffing and service design with actual student needs.



Enhance and Optimize the Career Interest Community Model

Scarlet Career Communities connect students with opportunities through interests and occupational pathways that can cross the boundaries of a major or school. CES will clarify the communities’ purpose, names, and online presence so students understand both the support available and the flexibility of their career options.

Each community will bring together career-success expertise, industry and campus connections, peer support, and Industry Consultants. Teams will coordinate programming, recruiting, outreach, and progress toward community priorities. Clear introductions to the full team will help students connect with the range of experts available across their career community.

Professional development will keep advisors informed about occupational trends and emerging practices. Tailored recruiting events, small-group meetups, office hours in familiar campus locations, and stronger relationships with academic departments and student organizations will build participation. Program reviews and employer contributions will keep offerings responsive.

Advisory boards will bring campus partners, employers, student leaders, and CES teams together to share information and develop plans for each community. Regular meetings and reporting will connect these plans with the broader roadmap and make accomplishments visible. The result will be coordinated support that reflects students’ interests while drawing on expertise across Rutgers.

67%

CES engagement across campus

Share of Rutgers–New Brunswick students who engaged with CES programs and services in FY26, as of May 25, 2026.

Prepare Students for the Transition from College Student to New Professional

Career Life Design offers a way to help students navigate uncertainty, test possibilities, and make purposeful choices. CES will prepare advising team leads as content experts and provide accessible training for other staff. Shared workshop standards will bring these principles into student-facing programs, helping students approach transitions with reflection, curiosity, and practical strategies for moving forward.

Develop Opportunities for Employers to Connect with Candidates

Employer engagement will reflect the interests and needs of different student communities. CES industry and campus connection staff will develop targeted outreach and strategy sessions, connecting employers with career communities and student populations. Industry Connect events will combine insight into a field with opportunities for professional conversation.

Recruiting-focused programs and employer-site visits will provide additional points of access. Coordination between employer-relations and career-success staff will help students prepare and participate, while sustained employer partnerships will support experiences aligned with the communities they serve.

CONNECTIONS THAT FIT

Interests connect people and possibilities



Expand and Strengthen the Career Ecosystem Across Campus Partners

Career support should be accessible in places students already know. CES will offer advising office hours with campus partners and strengthen collaboration around preparation and outreach. Community webpages and resources will be reviewed with advisory boards to better reflect the needs of the populations they serve.

Partners will help identify relevant employers and opportunities and communicate how the career community model works. This shared approach will connect specialized knowledge of student experiences with career expertise and make support easier to navigate across campus.



Advance Equitable Access to Career Resources and Experiences

Equitable access requires attention to practical barriers as well as the relevance of programs and services. CES will review student-facing content, strengthen advisors’ preparation in inclusive practice, and work with university partners to help students experience belonging. Group advising and other flexible approaches will support students whose needs exceed the capacity of traditional appointments, including transfer students.

The Career Closet will reduce the cost of professional preparation through donated and purchased attire, corporate support, and student-led operations. Trained Peer Career Educators will help students use the resource, especially before interviews and recruiting events, and connect visits with additional guidance. Free Career Portrait Lounges will offer another practical

resource, with accessible scheduling and exploration of additional campus locations.

Graduate-student support will be strengthened through dedicated leadership, advisory-board collaboration, partnerships with graduate education, and programming informed by peer institutions and campus expertise. Communities focused on shared student experiences, such as international or doctoral study, will combine tailored programs, group advising, signature events, and local office hours with access to occupation-specific career specialists. Advisory boards and campus partners will help establish priorities for each population and align staffing and referrals. Together, these efforts will support a more consistent experience for students whose circumstances, identities, and career pathways differ.

Lower barriers to career preparation

- 01 The Career Closet
- 02 Career portraits
- 03 Flexible advising

Equip Students for Successful Post-Graduation Outcomes Through Collective Campus Action

Career guidance should reflect the time students have and the progress they have already made. Accelerated Career Journey Guides will support transfer and graduate students, while current outcomes information in major resources and community webpages will help students explore possibilities with relevant evidence.

CES will develop more personalized outreach based on prior engagement and the phases of

the Career Journey Model. Messages from an aligned advisor, timely follow-up after programs and appointments, and clear next steps will help students continue moving forward. Students who are exploring will receive invitations to discovery that reflect their current interests and readiness to consider possible fields.

SIGNATURE INITIATIVE / PRIORITY 05

Scarlet Career Communities

Career communities will connect students with tailored advising, industry expertise, employer and alumni relationships, and opportunities aligned with their interests and career aspirations.

CAREER COMMUNITY MODEL / GOAL 5.8, P. 51

HOW THE CAMPUS ADVANCES THIS PRIORITY

Students connect with the right support

Shared referral pathways, tailored communications, and campus partnerships will help students find career resources suited to their interests, circumstances, and aspirations.





FUTURES

preparation

PRIORITY 6 / SIX

opportunity

networking

NEXT STEPS

GOALS *purpo*

06

possibilities

career journey

transition

GROW

Post-Graduation Career Pathways

This priority connects preparation with employment, further education, service, and other post-graduation pathways. Campus partners can help graduating students find opportunities, prepare for transitions, and connect with continuing support.

GOAL 6.1

Increase Career Advising Capacity

Clear referral pathways help alumni find continued support while preserving advising capacity for students and recent graduates. CES will develop a referral network of qualified private career counselors for alumni who graduated more than a year earlier and seek individual appointments. Connections with professional organizations and former CES counselors in licensed practice will help alumni identify appropriate ongoing support while CES maintains its focus on students and recent graduates.

GOAL 6.2

Increase Students’ Awareness of Resources for Furthering Education

Students considering further education need clear information and coordinated preparation. CES will use student interests and graduate outcomes to inform resources and work with Rutgers Graduate Admissions on opportunities to explore university programs. Promotion of suitable external virtual fairs will broaden awareness of options beyond Rutgers.

Academic departments, specialized advising offices, and CES career communities will help students navigate admissions and preparation. A shared library of workshops and lesson plans will support consistent guidance, while clearer online connections to campus experts will help students find the right advice. Handshake will provide a common place to discover relevant events and appointments.

GOAL 6.3

Increase Students’ Awareness of Resources for Employment and Gap Year Options

CES will prepare students for employment and other purposeful post-graduation pathways, including service and gap-year experiences. Reviews of student interests, existing resources, and campus expertise will identify where additional guidance is needed. A current directory of career-management courses will connect academic preparation with practical career decisions.

Job-search resources will evolve with employer practices. Short videos, online tools, Canvas modules, and guidance from recruiters and advisors will address networking, applications, interviewing, assessments, and negotiation.

Regular review of the Career & Internship Guide will help keep advice current and useful.

In-person resume clinics, virtual document reviews, professional-attire opportunities, and employer-supported programming will give students multiple ways to prepare. The Mastering the Art of Networking Career Conference and Etiquette Dinner will support professional interaction and relationship-building. Across formats, CES will combine accessible entry points with guidance that helps students understand contemporary recruiting processes and take their next steps with confidence.

PURPOSEFUL POST-GRADUATION CHOICES

Many pathways.
A prepared next step.

01

Employment

02

Further study

03

Service

Prepare Students for the Transition from College Student to New Professional

The transition to professional life involves more than securing an offer. CES will develop workshops on topics such as financial decisions, everyday life skills, professional identity, imposter feelings, and navigating setbacks. Employers, alumni,

and campus specialists will contribute practical perspectives. Complementary online resources will make the guidance available beyond the workshop and allow it to reflect different career interests and student experiences.

23%

of Class of 2025 undergraduate respondents reported one or more Rutgers recruiting services contributed to employment outcomes.

Source: Class of 2025 undergraduate PGS report, p. 5; EMP1, n = 1,785.
Related recruiting opportunities: Goal 6.5, p. 62.

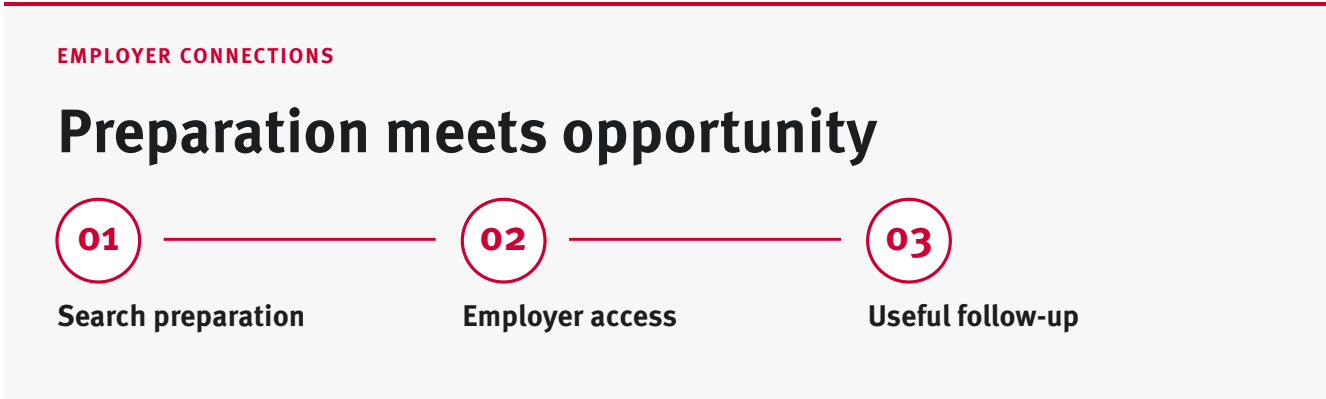
Develop Opportunities for Employers to Connect with Candidates

Students need varied, well-supported opportunities to connect with employers. CES will strengthen job and internship listings, targeted opportunity feeds, employer information sessions, and in-person and virtual interviews. Portfolio-employer relationships will support preparation workshops and focused outreach, while coordination with campus partners and student organizations will extend the reach of relevant openings.

Career and internship fairs will continue to serve students across majors, with organization by career community and attention to the experience of both candidates and employers. Quiet spaces, preparation areas, clear information, and

useful follow-up will help students participate effectively. Improvements to scheduling, check-in, communications, and other logistics will make the events easier to navigate. Selected external virtual fairs will broaden access where they complement Rutgers programming.

CES will assess recruiting programs through employer and student feedback, application and interview activity, and available outcomes information. Support for hybrid interviews and clear employer guidance will help services adapt to changing practices. The aim is a recruiting environment that connects preparation with opportunity and continually improves through the experiences of those who use it.



Equip Students for Successful Post-Graduation Outcomes Through Collective Campus Action

Timely outreach can connect graduating students with support before they leave Rutgers. CES will conduct a status check each semester to identify those seeking employment or other next steps and send personalized resources. Pre-graduation outreach will remain distinct from formal post-graduation outcome collection so the two serve their different purposes clearly.

Students with confirmed destinations will receive a link to report them through the post-graduation survey. Broader efforts to strengthen survey participation appear in Goal 7.7 (p. 72). Career-success stories, including RU Hired features and campus-media coverage, will celebrate graduates and help other students see the range of pathways available to them.

SUPPORT THROUGH THE TRANSITION

Before graduation / At transition / Beyond Rutgers



Scarlet Career Bridge Program

Purposeful work.
Meaningful service. A next step.

The planned program will connect students with service-based post-graduation pathways and help them prepare for contemporary application processes. It will broaden awareness of meaningful transitions after Rutgers.

SERVICE PATHWAYS INCLUDE

Peace Corps

AmeriCorps

City Year

Teach For America

Related preparation: Goal 6.3, p. 60.
Source: Year One implementation plan, 2026-27.



COMMUNITY
partnership collaboration
SHARED IMPLEMENTATION
learning SHARED WORK
reflection CAMPUS purpose
CONNECTION possibilities
career journey belonging ACTION

07

Building a Career-Ready Campus Together

Chapter 7 supports all six priorities through shared training, resources, partnerships, and assessment. It explains how campus units and CES can coordinate referrals, embed career learning, and use evidence to improve the student experience.

GOAL 7.1

Enhance Student Engagement in Self-Discovery

A strong campus approach draws on effective practices beyond Rutgers as well as experience within it. CES will examine peer-institution models for campus-partner training and early engagement, adapting relevant approaches to strengthen self-discovery initiatives. This ongoing learning will help partners support students consistently while responding to the distinct needs of Rutgers.

GOAL 7.2

Strengthen Partnerships to Support Self-Discovery

Academic and career advisors contribute different but complementary perspectives to student decisions. Annual training and networking will strengthen their connections, clarify resources and referral pathways, and create opportunities to learn from one another. These relationships will help students connect academic planning with career exploration throughout their experience.

GOAL 7.3

Strengthen Training and Shared Capacity for Career Readiness

Shared capacity depends on people having the knowledge, tools, and confidence to support career readiness. CES will strengthen professional development in communication, online resources, active learning, and service to underrepresented students. Staff and partner liaisons will help sustain knowledge of career tools, while a shared resource hub and recurring training will make guidance easier to access and use.

distributed responsibility for current web content, targeted communication, and resource guidance will help information remain timely and relevant.

Shared learning objectives will connect the Career Journey Model with the NACE Career Readiness Competencies across courses, co-curricular programs, and employment. Training in assessment and reflection will help staff and partners use evidence in advising and program improvement. A concise alignment guide will support consistent expectations while allowing different units to apply them in their own settings.

Campus partners will receive practical introductions to Handshake and other online resources, including support for posting student employment and conducting interviews. More



HOW THE CAMPUS ADVANCES THIS PRIORITY

Support for campus educators.



Expand and Strengthen the Career Ecosystem Across Campus Partners

The Campus Career Ecosystem will connect academic, advising, student-life, and employer relationships around shared responsibility for career readiness. A maintained partner directory, clear contact pathways, and collaboration toolkits will help CES and campus units work together and extend students’ exposure to the Career Journey Model.

Faculty engagement and annual learning opportunities for the academic advising community will strengthen connections across roles. Partners will receive recruiting trends, student-interest information, and accessible

reports on engagement and outcomes, accompanied by guidance on applying those insights to their programs.

The Campus Partner Breakfast and Career Champions recognition will celebrate educators and staff who advance student career development. A common reporting framework and annual review will help partners document their initiatives, share progress, and identify new opportunities for collaboration. These structures will make collective contributions visible while preserving the expertise and distinct roles of participating units.



Advance Equitable Access to Career Resources and Experiences

CES will use evidence to identify barriers and improve access to resources. Regular reviews of online content, comparison with peer institutions, staff preparation, and patterns of use will inform decisions about which tools to maintain, improve, or replace.

Coordinated surveys and stronger post-graduation data collection will provide a clearer picture of

students’ experiences and needs. Findings will be shared with staff and campus partners through reports and dashboards that support practical changes. Collaboration with Student Affairs, cultural centers, and identity-based organizations will help develop equity dashboards, examine participation gaps, and identify responses together. Assessment will support a continuing cycle of listening, action, and review.

CONTINUOUS IMPROVEMENT

Evidence leads to action.



Partners will use participation patterns, surveys, and dashboards to guide practical changes.

Enhance and Align Shared Career Readiness Resources Across the Ecosystem

Shared resources can make career learning more consistent and easier to embed across Rutgers. CES will evaluate online tools through student and staff feedback, comparison with peers, and ongoing assessment, updating resources as needs and technology change. Training will support effective adoption.

A coordinated library of presentations, lesson plans, and activities will connect the Career Journey Model with career readiness competencies. Materials will include clear learning objectives, active learning, accessible language, and inclusive examples. Partners will be able to adapt resources for courses, workshops, and student employment, with orientation and a clear process for keeping content accurate and current.

Professional advising will be supported by common standards, preparation in career tools, useful documentation, and individualized feedback. Survey findings and program evaluations will inform both advisor development and future offerings. Role-specific insight briefs will help campus partners apply findings to their own work.

Stronger connections among advising, employment, experiential learning, and post-graduation information will help Rutgers understand collective progress. Shared dashboards and regular reports will connect local program improvement with broader student-success goals, while common learning objectives will keep assessment focused on student development.

Equip Students for Successful Post-Graduation Outcomes Through Collective Campus Action

Career Journey Guides will give students and partners a shared framework for purposeful engagement. Online checklists connected with Handshake, other career tools, and future curriculum-mapping resources will make milestones accessible. Advisors, faculty, and campus partners will incorporate the guides into conversations and learning activities, with reminders and regular updates supporting continued use.

Stronger post-graduation survey participation, updated public dashboards, and collaboration with campus partners will deepen understanding of outcomes. Responsible information sharing, with appropriate consent and safeguards, will

help partners assess connections between their programs and students’ later experiences. Analyses of patterns and relationships will guide program improvement and questions for further evaluation.

Clearer communication will make CES and the broader career ecosystem more visible and approachable. Student stories, staff expertise, campus-media partnerships, in-person outreach, and online professional communities will connect students with people and resources. Sustained engagement after high-impact programs will help participants maintain relationships and communicate their learning as they move toward post-graduation opportunities.

Coordinate and Celebrate Progress Toward a Career-Ready Campus

Progress toward a career-ready campus should be visible as a shared Rutgers achievement. A Career-Ready Campus Progress Report will connect collective accomplishments with the roadmap and the Career Journey Model. A Career Ecosystem website will feature partner plans, examples of effective practice, progress information, and rotating spotlights on collaboration and equitable access.

Campus Partner of the Year recognition and student-nominated Career Champions will celebrate departments, faculty, and staff that integrate career readiness into everyday learning. Sharing those contributions through the website, annual report, social media, and Campus Partner Breakfast will help others learn from effective approaches and reinforce continued campus-wide participation.



Building the campus, together.

Campus partners can begin with an existing course, advising conversation, student job, or program. CES can help connect that setting with shared resources, career communities, employer relationships, and reflection on competencies. Partner contributions and student experiences will guide review, improvement, and progress toward 2030.

Reading the measures

The campus goal is 90% positive career outcomes within six months among graduates with known outcomes: employment, continuing education, military service, or volunteer/service programs. Knowledge rate tracks known outcomes; survey response tracks survey participation.

Employment-contribution figures reflect Class of 2025 undergraduate respondents' experiences (PGS, EMP1; 1,785 responses). Respondents could identify multiple contributions. Callouts identify the populations represented.

FIGS confidence figures reflect Fall 2025 student evaluations. CES participation indicators cover FY22–FY26; campus partner engagement will broaden future reporting.

The institutional-outcomes matrix maps research-informed connections for campus planning. Local evaluation will assess Rutgers outcomes, including Pell-related connections.

Sources & photography

Program measures draw on CES annual reports, program records, the Presidential and Year One briefings, FY27 shared goals, and leading-indicator reporting.

Matrix research: Tinto (2017); Permzadian & Credé (2016); Bettinger & Baker (2014); Scott-Clayton & Minaya (2016); Saniter, Schumann & Siedler (2019); Liu, Huang & Wang (2014).

Photography: Career Exploration and Success collections and the Rutgers University image library.

Library photograph: Anya Patel in the Mabel Smith Douglass Library. Nick Romanenko / Rutgers, The State University of New Jersey (2025); Tailored Career Engagement chapter.

OPPORTUNITY
a shared future
CONNECTIONS

**A career-ready
campus, together.**

careers.rutgers.edu/ecosystem



RUTGERS-NEW BRUNSWICK
Career Exploration and Success