

Winter
2010-2011

ACPA Commission for
Career Development

CAREER WATCH



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A WORD FROM THE CHAIR



HAPPY 2011!

Although this winter has been tough for many colleagues, especially in the northeast, we are hopefully through the worst of the rough weather and moving forward to a beautiful spring. With the warmer weather comes career fairs, graduation plans and of course, the ACPA annual Convention.

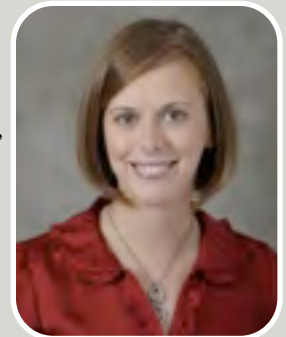
As I write this message, our opportunity to connect, network, support and learn from other career development and student affairs professionals around the country at Convention is less than 50 days away. I'm looking forward to spending a few jam-packed days together discovering and sharing best practices; discussing alumni services, tight budgets and student success; exploring technology and laughing, learning and becoming better professionals.

If you have not already done so, I encourage you to make plans to join us in Baltimore for the 2011 annual Convention. Included in this month's Career Watch, you'll find information on the Commission's special Convention events: the early arrivals dinner, annual open networking and involvement meeting and exciting opportunities for employer site visits. The Programs & Scholarship Committee has selected an outstanding slate of sponsored programs and there are many additional excellent educational sessions available throughout Convention. As always, your help will be needed as the Commission is again volunteering to conduct mock interviews for Career Central @ Convention candidates, host PD Snapshots and staff the Career Questions & Concerns booth (you may know this as the Lucy Booth!).

This year's Convention theme encourages us to Be More in B'More. As the Convention website states, "You know what you need to learn, grow, develop, strengthen and excel. We encourage you to name it. Define it. Share it. Commit to becoming more." I invite you to join the Be More Challenge. The goal of the Be More Challenge is to provide

ACPA membership with a communal challenge to become more. Colleagues are encouraged to empower each other, together, as we challenge ourselves with our own sets of goals, whether it is on a personal, professional, departmental or even associational level. As a united association we will become more all over the world and then celebrate the progress of our success at the annual Convention. Visit the ACPA website to join the Be More Challenge today!

A hot topic sure to be on everyone's agenda this year is the possible consolidation of ACPA with NASPA into one, new unified organization. Prior to Convention, I encourage all ACPA members to read the Proposal for Consolidation document available on www.acpa.nche.edu. There will be multiple opportunities in Baltimore to discuss this proposal, ask questions and explore the possible pros and cons of a consolidated association. In order to make your voice heard, be sure to educate yourself on this plan and update your membership record so you can cast an official vote on this important issue.



As March draws near, please be sure to read the Commission list serv messages and check our Facebook and LinkedIn pages. Accurate, up-to-date information on Commission programs and volunteer activities will be available on these sites, as well as on the official Commission web site at www.acpa.nche.edu/comm/careerdev

I look forward to seeing you in Baltimore!

~Jennifer Jacoby

COMMISSION EVENTS AT ACPA 2011

Each year the Commission for Career Development provides it's members and other ACPA participants opportunities to network and meet with colleagues during the convention. Please come out and join us for the two listed below, and keep your eyes posted for information on site visits, still to come!

Commission for Career Development Early Arrivals Dinner

Saturday, March 26th, 2011
7:15pm - ???
Marriott Inner Harbor - Stadium Ballroom 2

Commission for Career Development Open Involvement and Networking Event

Tuesday, March 29th, 2011
3:00pm - 4:30pm
Hilton Baltimore - Marshall

New Year... New Directorate Chair-Elect!

Please congratulate Christine Y. Cruzvergara, Chair-Elect of the Commission for Career Development! Christine will assume her new role at the ACPA Convention in March 2011.

Christine is currently employed by Georgetown University as the Manager of Special Programs for the Career Education Center. In this role she oversees all career fairs, the externship/internship programs, and engages in employer development and provides employment advising for students seeking careers in communications and other creative fields. As a Commission Directorate member, Christine co-chaired the Convention Programs and Scholarship Committee helping to establish the Member Research/Interest Inventory and currently co-chairs the C3 and Career Services Committee where she



has worked collaboratively to revamp and streamline materials and preparatory documents for Commission members and candidates participating in C3.

In response to her nomination to serve as Chair-Elect, Christine wrote, "In running for Chair, I hope to contribute and shape the future of our commission by providing support to our existing programs and leadership in developing new initiatives. Considering the number of talented professionals we have in our membership, I'm particularly interested in exploring opportunities to develop and connect members through mentorship and networking. Through these connections, we can strengthen the future of career service professionals and gain knowledge and scholarship to address the changing and diverse role of career development. I hope to have the opportunity to continue working with and learning from such an amazing group of peers."



Commission for Career Development: Sponsored Programs at ACPA 2011

Along with networking activities that the Commission for Career Development coordinates, we also sponsor several programs at each ACPA Convention. Here is a list of the Programs being sponsored at ACPA Baltimore

A Journey to Develop a Non-Traditional Experiential Education Opportunity

Pepa Carlson & Jennifer Jennings - Michigan State University

Career Center Awareness Plans and SLOs: Getting Traction and Results

Kevin Gaw - Georgia State University

Do We Practice What We Preach?
Roundtable

Michael Kulick - University of Akron, Jennie Cisar-Lawrence - The Ohio State University, Leslie Kingsley - Colby College, Carrie Hawes & Rhonda Sarmento - Duke University

From Class to Career: Industry Week Series.

Christine Cruzvergara & Kelly Sargent - Georgetown University

Got Work? Learning is Work and Work is Changing.

Thomas Broussard Jr - The Heller School of Social Policy and Management at Brandeis University

Rethinking Career Decision Making for Students

Tracy Lara, David Gregory, Patrick Jackson, Kristi Taraschke - Kent State University, Holy Craider - Cuyahoga Community College

2011 CAREER CENTRAL (C3)



Have You Registered Yet?

From http://careercentral.myacpa.org/home/index.cfm?site_id=8582 you can create/manage your candidate and/or employer account, post or view job opportunities on the new ACPA job board, search candidate resumes or post your resume and apply for positions year round whether you are an ACPA member or not. To post or view jobs, click on "Create" my account the first time you enter the system and then click "access" my account each time you login after your initial visit.



Transitions from a Graduate Student to a New Professional: Insight on a successful first-year!

By: Leslie Kingsley

It was just six months ago that I completed my graduate education in College Student Personnel and began the search for my first full-time position in career development. During my second year of graduate school there were many conversations with peers along with personal self-reflection on what my first year as a new professional would look like. Now that I have completed my first semester I find myself looking back at how well my transition into this full-time role has gone and how I can take my own experience to provide advice to graduate students and professionals just entering the student affairs world.

For many of us it was mere chance, relationships with student affairs mentors, our personal undergraduate experience, or involvement in a student organization or leadership role that led to our interest in pursuing a career in student affairs. Taub and McEwen (2006) administered a study to look at influential factors in one's decision to pursue a graduate degree in student affairs. The results highly supported that many individuals did not know the role of a student affairs professional existed until later in their undergraduate career and for those that chose to pursue this field it was due to the influence of a student affairs professional (p. 211).

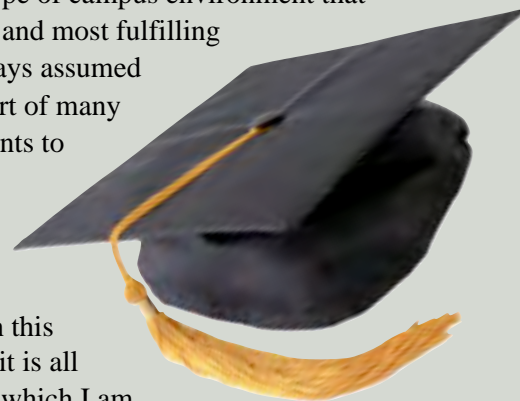
As one enters their graduate education it seems as if it is already time to begin the preparation for transitioning into the role of a new professional. Renn and Jessup-Anger (2008) took valuable information from the National Study of New Professionals in Student Affairs to provide lessons to new professionals that reflect on the preparation they received from their graduate programs. In this national study 90 professionals were monitored in the first year of their career (p. 319). The results demonstrated four primary findings that are both important factors and challenges new professionals face, including: creating a professional identity, navigating cultural adjustment, maintaining a learning orientation, and seeking sage advice (p. 324). The many lessons that were developed from this study identified

“As I look back now I have established a very different mindset “

three factors that have helped me with a smooth transition and a very rewarding start as a new professional. I describe the three factors that have been most instrumental in my success thus far as *culture*, *community* and *commitment*.

Culture

I recall from my first year of graduate studies in my Campus Environments course writing a paper on the type of college I would like to work for. I initially found this assignment to be difficult because I hadn't previously thought about the type of campus environment that would be a good fit and most fulfilling for me, rather I always assumed that I would be a part of many different environments to diversify my career journey. As I look back now I have established a very different mindset on this matter and realized it is all about the culture in which I am in. Renn and Jessup-Anger (2008) noted that the cultural adjustment was rather difficult and frustrating for many because it wasn't what they thought it was going to be or the "norms" weren't what they expected. As I read this and reflect on my own cultural adjustment to a new campus I realized it most important to embrace and find appreciation for my work culture. Every college campus that you will be a part of will have its own culture; find ways to embrace and appreciate the new culture so that your outlook can be positive, rather than focusing on your expectations. Having been part of my campus now for roughly four months I have grown to value the office I work in, my colleagues, the students I work with daily, and the positive changes I can make, all of which make up different parts of my campus culture. (Continued on Page 6)



Transitions for Graduate Students (continued)

Community

To me, it is common sense to actively seek ways to become part of your campus community. I suggest focusing on two ways to become a part of your campus community. Attend student events, eat in the dining hall every once in a while, and engage in conversation with students outside of the office. To me, this is a great way to establish relationships and build rapport with students. The primary reason I entered this profession was to help college students; in doing that I learned very early on that the best way to help students in their career development needs was to get to know them. Yes, some of this is done through individual conversation but it is also about knowing and being visible to the student body as a whole. Second, get to know colleagues outside of your immediate office. It has taken time for me, but as I have established relationships with others across campus I see great friendships beginning and people I can socialize with outside of work. Being a part of my campus community and building relationships is by far one of the biggest factors that have created high satisfaction for me where I work. I did not realize that building relationships and friendships as a new professional was going to be difficult. As I became more comfortable with my community I found relationship building easier.

Commitment

The last area of transition I want to focus on is commitment. Learning does not stop when you exit your graduate education and enter the workforce as a new professional. Renn and Jessup-Anger (2008) describe new professionals as sponges where they are absorbing information about their new environment, co-workers, and students (p. 327). Outside of this observation, one of the best ways for continuous learning is to keep current with research. I often find myself reading the Chronicle, keeping up to date on hiring trends for college students, and reading a student affairs blog. In doing this, I never feel very far removed from my graduate work, new trends, needs, and changes in the world of student affairs and more specifically career development. With this, you may find your first year as a new professional to be more educational than your graduate education. Even on the busiest of days do

not hesitate to sit down with a seasoned professional to seek advice and ask questions or take five minutes to read an article from the Chronicle. This to me is what commitment in my job means; the willingness to continually educate oneself.

Instead of taking a traditional approach in this article of talking about challenging one self, building a strong relationship with your supervisor and recognizing work-life balance, I chose to reflect on three factors that have made my transition into my new role as a career development professional smooth, rewarding, and fostering of my continued eagerness to grow and learn. I can assure many of you that a transition as a new professional will have its challenging moments but I hope that some of this advice will aid in your transition or be a time of personal reflection for those who are currently newer professionals.

Renn, K.A., Jessup-Anger, E.R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the national study of new professionals in student affairs. *Journal of College Student Development*, 49 (4) 319-335.

Taub, D.J., McEwen, M.K. (2006). Decision to enter the profession of student affairs. *Journal of College Student Development*, 47 (2) 206-216. into my new role as a career development professional smooth, rewarding, and fostering of my continued eagerness to grow and learn. I can assure many of you that a transition as a new professional will have its challenging moments but I hope that some of this advice will aid in your transition or be a time of personal reflection for those who are currently newer professionals.

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Leslie Kingsley is an Assistant Director/Career Counselor at Colby College and a Commission for Career Development Directorate Member

BOOK REVIEW



How to Market Career Development Programs and Services

By Carol A. Edds
Published by the
National Career
Development
Association, Broken
Arrow, OK, 2008, 45
Pages

Reviewed by: Julia Kronholz
(Assistant Director for Employer Relations,
Florida State University Career Center)

As career development professionals, few are knowledgeable or feel skilled in the area of marketing career services. However, most career counseling and employer relations staff are charged with marketing their services to clients and customers, in addition to completing tasks of their everyday work. Carol Edds, in her publication *How to Market Career Development Programs and Services*, discusses key marketing strategies for a successful campaign which is targeted for practicing career professionals.

In chapter 1, Edds begins by identifying three simple guidelines of successful marketing. Getting your message out must be cost-effective, to the right people, and at the right time. She discusses two examples where one of the three guidelines was not met, and how the outcome of the event was affected because of poor marketing implementation. Edds holds that comprehensive marketing includes planning what will be offered, implementing the steps to create and deliver it, and informing others about it. To help paint a bigger picture of different marketing terms, Edds reviews a few different types of marketing: advertising, public relations, promotion, sales, and customer service. Though all related, noting the different components of the various terms assists the reader in beginning to develop their own strategy for marketing within their constituent group.

In chapter 2, Edds discusses developing a marketing plan through strategic market research and program design, as well as including an informative table of a sample marketing plan. This table includes an example of a marketing plan with objectives, methods, audience, resources required, estimated costs, promotions and measure of outcomes. In the following chapter, she outlines methods for creating succinct, effective marketing campaigns that promote clear messages to intended audiences.

Edds discusses marketing on a budget in chapter 4 and provides tips for career services professionals that must promote services with limited resources. In Chapter 5 she discusses the benefits and

limitations of web marketing, including the use of websites, e-mails, podcasts, listservs, and webinars. Of note, at the end of this chapter contains a comprehensive table of appropriate instances to use electronic marketing versus print marketing is found in this chapter.

Edds's book includes appendices consisting of diagrams, examples, and templates for career development professionals to design a basic, comprehensive marketing plan for their organization. Along with the other tables and charts in the book, these diagrams provide concrete examples for developing a complete marketing campaign.

Though Edds gives a comprehensive view of targeted marketing campaigns and how to develop a campaign which will be successful to a program, there are a few topics that were not discussed. She misses the mark by not mentioning, in depth, marketing specifically to college students in the way they receive information. Social marketing is the most inexpensive and extremely viral marketing tool, promoting events with the click of a button. Because companies, nonprofits, and colleges are all participating in social marketing with Facebook accounts, Twitter, applications, and the like, it makes sense that career centers meet students where they are receiving information.

Edds also fails to mention in depth a few key principles, such as consistency, the use of appropriate medium to reach targeted markets, and future trends for marketing. These three topics serve as examples of basic building blocks that are fundamental when creating a marketing campaign. The monograph would benefit from a thorough discussion of these topics, perhaps offering real life scenarios demonstrating how crucial it is to understand the significance of these topics on marketing campaigns.

Edds publication is an easy to read and a concise review of general marketing strategies. The sample templates and tables provide an excellent reference to novices of marketing principles and a good roadmap for developing marketing for career programs and services. This book provides the reader with tools to create and implement the successful promotion of career services.

THEORY TO PRACTICE

Convention Programs and Scholarship Committee Jennie Cisar Lawrence (Ohio State University)

In the January/February 2009 edition of the Journal of College Student Development, DeWitz, Woolsey, and Walsh examine the relationship between self efficacy, a feeling of purpose in college, and retention. "A college student can feel a fit with the institution, a fit with peers, feeling supported by faculty and by students, but without a purpose or goals, the student may lack a clear sense of personal meaning. What is the advantage of "fit" if life has no purpose?" (p. 21). The authors hypothesize that the greater a student's self efficacy beliefs, the greater the sense of purpose, which may then be ultimately linked to retention.

What does this mean for me as a career counselor? I'd like to impact my students' feelings of purpose and subsequently their retention to our university, but how can I actually do this? According to DeWitz et al. (2009), since self efficacy correlates to feelings of purpose, if I'm able to boost students' efficacy, I can impact feelings of purpose and meaning. Self efficacy is defined as a person's belief that he or she can complete a specific task or be successful at a specific behavior (Bandura, 1995). Many people will use

the words confidence and efficacy interchangeably. However, the concepts are different. Confidence relates to an overall feeling of self worth, where as efficacy relates to a belief that I can complete a task or be successful in a behavior. There are four ways someone gains efficacy (Bandura, 1995): performance accomplishment, vicarious experience, verbal persuasion, and physical state. I can have a direct impact on helping boost efficacy through techniques related to these four sources.

Performance accomplishment

If someone successfully completes a task, she will have a greater sense of belief that it can be done in the future. Example: Shauntae does well in a mock interview; she's more likely to believe she can succeed in a real interview. We have the opportunity to help students look for 'performance accomplishment' opportunities. Performance accomplishment can also work in a negative way. If Shauntae does poorly in the mock interview, she's less likely

"Observing others succeed at a task is another powerful tool in feeling efficacious"



to believe she can do it well in the real situation. The situations I put students in must be relatively low risk, as to not set them up for failure.

Vicarious experience

Observing others succeed at a task is another powerful tool in feeling efficacious. In my role, I have a lot of opportunity to help students learn good behaviors vicariously. An example might be a young alumni panel or peer advising. To gain efficacy, it's important that students can relate to the observed person. Mark won't learn vicariously through someone who he thinks is in a drastically different situation. Hearing a wealthy classmate talk about how she got an internship in New York City through a connection from her dad won't increase Mark's efficacy if he's struggling to pay his way through college. (Continued on Page 9)

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Contact Sarah Clark
Clarks@uncw.edu

Theory to Practice (continued)

Verbal persuasion

Because of the nature of our roles involve many conversations (in person and over email), we have ample opportunities to promote successful behavior via verbal feedback. One type of feedback is called Specific Positive Feedback (SPF). It's a way of offering feedback that promotes a specific behavior. I can use this tool to recognize what the student actually did that was helpful or beneficial. Bringing this to a student's awareness will make the action more likely to happen again. For example, sometimes I might find myself after a long day of resume and cover letter reviews opting for very general feedback, "looks great Jesse!" When I use such general language, I've then missed an opportunity. Using SPF, I can say "I notice from the way you've described your internship that you're clearly able to identify your transferable skills" or "I'm really happy to hear that you were able to connect with that employer at the fair. It sounds like the research you did beforehand helped you ask meaningful questions." When I mention something I've observed and articulate what strength or quality made it a beneficial behavior, I'm able to increase efficacy through SPF. Incorporating this into

my practice has helped me grow as a career counselor. I have to be in the moment if I'm going to be able to offer specific positive feedback. I can't just rely on general phrases to get me by – I need to pay attention and help link the observation to the beneficial behavior. I'm helping the student see what behaviors are helpful and encouraging those to happen again.

Physical state

People respond to the physical cues their body emits as a marker of whether or not they will be successful at a task. I can use the technique, Inoculation Against Setbacks (IAS), to help raise efficacy in stressful situations. IAS works well in a one on one or group setting. IAS looks like this: Jaime tells me that she's nervous about networking at the meet and greet next week. I ask Jaime to identify the barriers (e.g. I'm scared I won't have anything to talk about) that will stop her from being successful at the event. I can then facilitate a conversation where Jaime identifies methods to overcome these barriers (e.g. brainstorm a list of talking points beforehand in case there is a lull in conversation). She picks one or two of them to do and then we can follow up to see how it went. It's most helpful if the student generates the barriers and the methods

to overcome them. Sometimes that's difficult for me; I can clearly see a method to overcome a barrier. Keeping in the spirit of IAS prevents me from offering advice when the student could author her own barriers and methods.

Bandura's (1995) sources of efficacy can help transform our abilities to encourage our students to find purpose and meaning in their endeavors. The correlation between purpose and self efficacy makes our work with students that much more powerful. I have the opportunity to set up experiences and conversations that promote self efficacy around certain career related behaviors, which in turn increases feelings of purpose and meaning in college.

References

- Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies*. Cambridge: Cambridge University Press.
- DeWitz, S. J., Woolsey, L.M., Walsh, W.B. (2009). College student retention: An exploration of the relationship between self-efficacy beliefs and purpose in life among college students. *Journal of College Student Development*, 50 (1), 19-34. doi: 10.1353/csd.0.0049



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In honor of the Commission's 50th Anniversary, please enjoy this historical article about the nature of our work and the evolution of career counseling.

A Look At Our Origins... As We Move Into Our Future. "Commission VI: What's It All About Anyway?" (1974)

By Charles A Harkness, Commission VI Chair

Original Letter of Purpose for Commission Development

Just what is Commission VI (Career Counseling and Placement) of the American College Personnel Association supposed to be doing? Let me give my thoughts on this subject.

Because of the downturn in the employment market for college graduates that began in 1970, the professionalization of placement occurred at a far more rapid pace than those of us who gathered in St. Louis in 1970 would have dared to visualize. "Placement Bureaus" have become "Career Counseling Centers" across the nation. Professionalization has occurred along with the name change as Placement People have been reassigned, retreaded, and upgraded. There is still a long way to go. Some of that going needs to yet be done at the college level. We might also turn our attention to the high schools. What are the merits of a workshop for high school counselors helping them become career counselors? For that matter, what are the merits of a workshop for college career counselors with industrial personnel people serving as leaders? Anyone is welcome to expand either of those ideas or any other that they might have.

"We are in existence to work with them to enhance each other and to reach the greatest possible audience of people concerned with the welfare of the college student and graduate"

I think that we should be able to cooperate effectively with Commissions II, XI, and XIII. The admission and orientation aspect of Commission II means that the two of use, from opposite ends of the pipe, could work together for the improvement of higher education. We need to find better ways of letting Admissions know what kinds of people are needed "out there in the real world" Admissions needs to let us know what kinds of people are coming through the pipe. The community Colleges already have better Career Counseling programs than some of us in the four year institutions ever thought of; and more and more, both the community colleges and the four year schools are experiencing adult students on both a part-time and full-time basis. We in Placement have sadly neglected them; Career Counseling can't afford to. Has that generated any more programming ideas?

We are not here to put anybody - lease of all the regional associations of the College Placement Council - out of business. We are in existence to work with them (and for them if need be) to enhance each other and to reach the greatest possible audience of people concerned with the welfare of the college student and graduate.

JOIN THE COMMISSION ONLINE!

Join us on LinkedIn for professional networking online! Search for ACPA Commission for Career Development in the Groups section.



Join the facebook group! Search for ACPA Commission for Career Development.

Submit an Article to Career Watch!

The next issue of CareerWatch is in need of YOUR ARTICLE! Do you have a program or service that is innovative? A book that you would like to do a review on? Or interesting opinion piece you would like to submit?

If so, submit your idea or article to Sarah Clark at clarks@uncw.edu. Articles should be between 500-700 words and include proper APA citations

The deadling for our next issue is **May 1, 2011**

Not a Member of the List Serv?

To Sign-Up for the Commission for Career Development List Serv:

1. visit <http://www.myacpa.org/> and in the bar at the top, choose Member login. Login to ACPA using your user name and password.
2. Scroll to the bottom under the COMMITTEES tab and choose to “view those committees you are currently a member in”. Make sure you are listed as a Career Development Commission Member (if you recently renewed your ACPA membership...it will have automatically erased all your commissions. To Join the committee, go to the bottom of the “committees” section and click on “select committee name from a list of committees”, click to open committee, then click on the option to join the committee.)
3. Once you are a member, scroll up on the main member homepage to the “myRECORD” tab and choose the first bullet point, “Manage your email subscriptions.”
4. On the next page, you can type any email address you want into the space next to Commission for Career Development and elect to subscribe single or digest. Click at the bottom to submit changes and you should be all set!
5. Be sure to add career-development@lyris.acpa.nche.edu to your Safe Senders list

Thanks to all who submitted materials for the Winter 2010-2011 edition of CareerWatch. Be on the lookout for a new edition in May!

Sarah Clark, University of North Carolina Wilmington
Ben Lamb, The College of Saint Rose