

THE CAREER CENTER ANNUAL REPORT

Division of Student Affairs AY18 EXECUTIVE SUMMARY

We are delighted to present the Colorado State University Career Center Annual Report for 2017-2018. It has been a year marked by growth and innovation in our services and programs as well as change in our staff and reporting structure. As we now report to the Assistant Vice President for Student Success in the Division of Student Affairs, we created a new strategic plan for the year, "Supporting Student Success: Leading Career at CSU." This strategic plan consists of five focus areas, including: Integrating Career into the Curriculum, Integrating Career into the Co-Curriculum, Enhancing Equity & Inclusion in Career Services, Providing Industry Education through Industry Clusters, and Updating & Maintaining Resources & Technology.

Highlights

- This year the Career Center completed 3681 one-on-one interactions with students (scheduled, drop-in, and online advising appointments) Over 250 events, including classroom presentations, fairs, and networking sessions, resulted in an additional 12,293 student and alumni interactions. On the 2016-2017 First Destination Survey (the most recent), 71% of respondents (undergraduates and graduates) reported using at least one career-related service while at CSU.
- Historically, career services as a field has not prioritized equity and inclusion in their practice; however, this year, the Career Center included equity and inclusion in their strategic plan and put clear structure around our efforts to examine our identities, privileges, and actions. This structure included personal training/reflection, in-house staff training, diversity dialogues, and a diversity and inclusion audit to identify areas of greatest work.
- Four significant events this past year continued to grow the career ecosystem on campus. In our attempt to educate faculty and staff to be equipped to have career conversations and career industry knowledge we hosted:
 - A week-long Gallup Strengths Coach training for 30 individuals from departments across campus;
 - The first annual Career Impact Awards where we honored nine individuals and two employers for their commitment to infusing career readiness into their work;
 - An innovative instructional model pilot where students worked with external community agencies to produce real-world solutions to community-level sustainability problems.
 - The Red Power Ranger, William Shewfelt, in collaboration with APACC, Campus Activities, Undeclared Advising, and Key Communities to discuss career readiness from the lens of being a person of color from a low socio-economic background in the entertainment industry.
- In response to feedback from students, the Career Center launched online appointment scheduling! In this first year, over 300 appointments were scheduled online.
- The unique number of employers engaged with campus is holding steady at approximately 800.
- The 'secured plans' rates for students dropped very slightly to 84% this last year by 6 months after graduation from 85%, and the 'offer rate' (students who have accepted an offer, received at least once offer, or committed to continuing their education) is 9 out of 10 students.
- The Career Center collaborated with Institutional Research, Planning & Effectiveness to complete a Student Success and Career Services study, which identified there is a statistically significant correlation between individual career services use and persistence to the second and third fall semesters.

As you read this report, we believe you will understand the growing impact The Career Center and the entire campus career ecosystem is having on CSU students and employers across the country. We are grateful for the many staff and faculty who contribute to our vision for every student to have high quality career education, connections, and community.

Goal 1: Access

Deliver on the commitment to inclusive access.

1:1 Career Education

Meeting with a staff member in career services was a big 4 data point from the graduation survey, specifically related to increased plans secured, increased plans related to major, and increased salary. Through a research brief with Institutional Research, Planning and Effectiveness, this service is also correlated with increased rates of persistence to second and third fall semesters (full details in Goal 4: Research and Discovery). Additionally, students can continue to access career readiness training through Ram Career Ready, with over 4,000 career-related educational milestones completed in this past year.

Individual interactions are continuing to see an increase in scheduled appointments and a decrease in drop-in encounters. This is a general trend from the last 2-3 years across the entire Career Services Network.

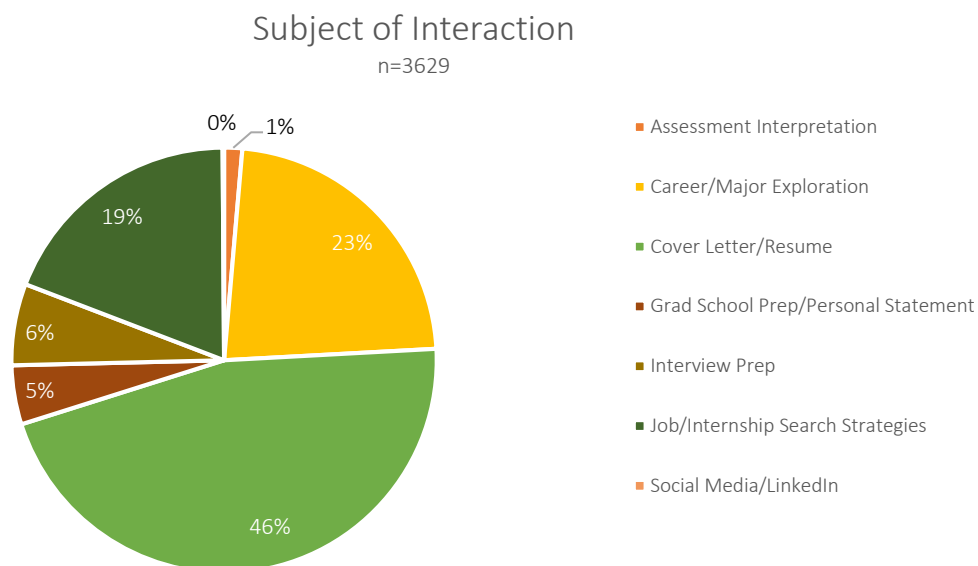
Career Center Staff only

Most popular types	AY14	AY15	AY16	AY17	AY18	% change
Scheduled Appointment (In Person)	1693	1537	1525	1555	1736	12%
Scheduled Appointment (Online)	28	43	35	47	63	34%
Drop-In Appointment	2626	3197	2778	1912	1649	-14%

Collective impact by all career staff on campus (Career Services Network)

Most popular types	AY14	AY15	AY16	AY17	AY18	% change
Scheduled Appointment (In Person)	2591	2559	2788	2719	3184	17%
Scheduled Appointment (Online)	189	127	237	277	275	-1%
Drop-in Appointment	4893	5200	4519	3812	3704	-3%

Almost half (46%) of all interactions were classified as Cover Letter/Resume. This was followed by career/major exploration at 23% and job/internship search strategies at 19%. This is consistent with topic distribution from past years.



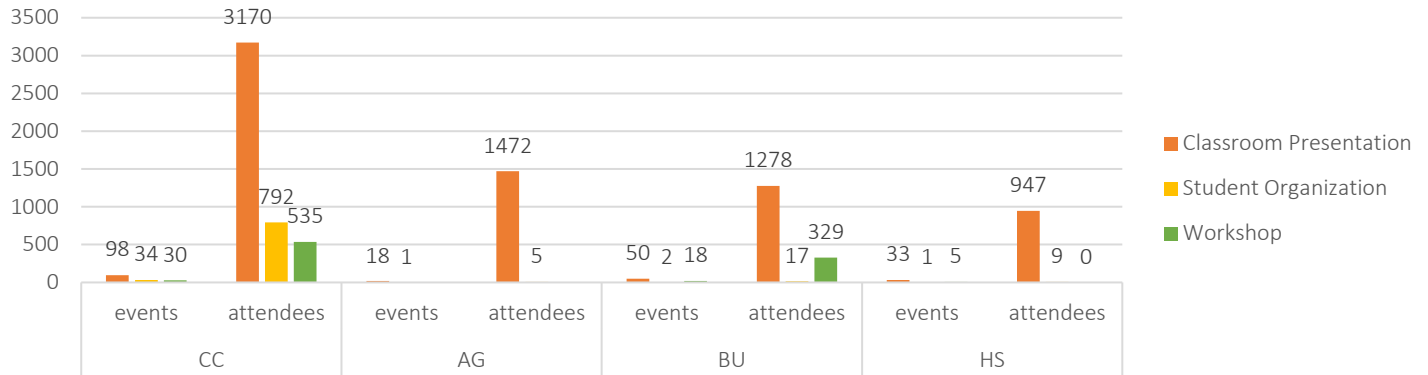
Workshop, Student Organization & Classroom Presentation Stats

The Career Center saw 4497 students in group interactions in 2017-18. The majority of these were in classroom presentations, which averaged 32 attendees per presentation. Presentations to student organizations averaged 23 attendees per presentation (+5 from last year), and workshops averaged 18 attendees per presentation. This is a 2%

decrease over 2016-17 (4603 group interactions), however, unlike past years, the College of Health & Human Sciences presentations were not counted in the Career Center total. Adjusting for this, there was an overall increase in presentation impact.

The Career Services Network recorded an additional 4057 students in group interactions for a total of 8554. This is a 23% increase of students reached through group interactions over 2016-17.

Group Presentations



Targeted Events & Specialty Programs

In addition to presentations and workshops, the Career Center team administers programming to specific populations, which often brings together employers and students to learn and network on niche topics. Examples include:

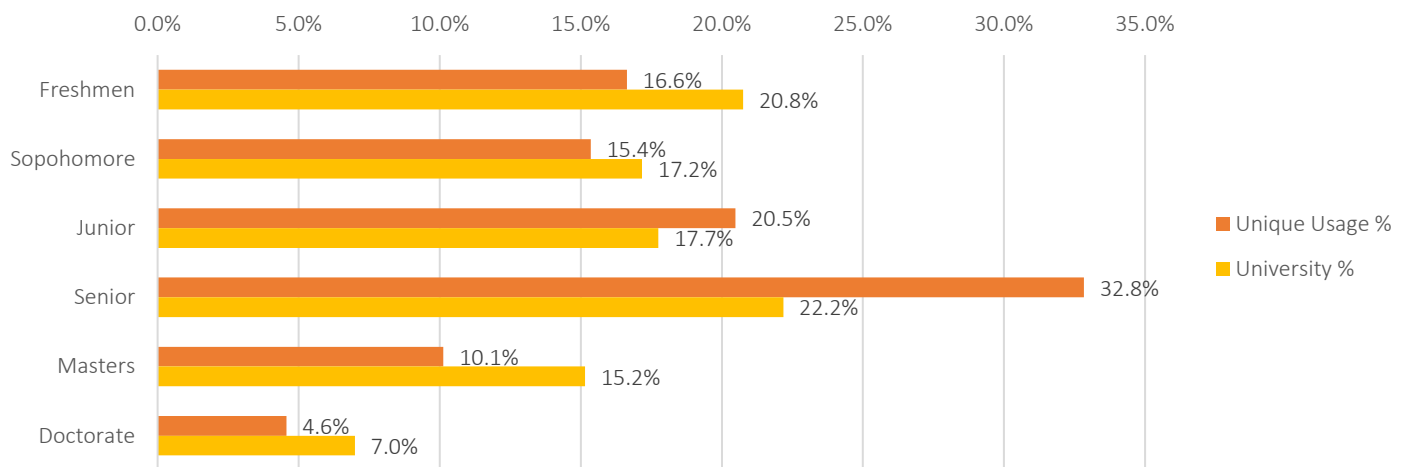
Event	FY14	FY15	FY16	FY17	FY18	% change
Resume Rush Fall - All Days	221	204	235	264	264	0%
Fall Career Fair - Day 1	574	1089	805	796	854	7%
Fall Career Fair - Day 2	799	815	736	774	609	-21%
Gear Up for Grad Fair/Spotlight Sessions			63	44	39	-11%
Graduate School Fair			217	194	274	41%
International Student Series - Fall		95	93	190	39	-79%
Diverse Reverse		103	98	65	77	18%
Diverse Reverse VIP Lunch					26	
Veterans Career Mixer			19	18	n/a	
International Student Career Day				80	n/a	
Resume Rush Spring - All Days	316	295	378	320	210	-34%
Spring Career Fair - Day 1	504	983	934	736	749	2%
Spring Career Fair - Day 2	1091	864	825	757	658	-13%
Social Work Connect				62	54	-13%
BioTech Connect	187	142	166	185	222	20%
Humanities at Work/#AltAc		33	30	n/a	n/a	
Technology Networking Event			112	79	107	35%
FedConnect		357	155	n/a	131	-15%
Just in Time	444	461	419	501	402	-20%
International Careers Panel		106	70	86	85	-1%
International Student Series/Week - Spring	48	71	121	122	187	53%
Colorado Industry Tours - All	92	139	218	188	150	-20%
JC Penney Suit-Up (Students only)					596	
Total	4276	5757	5694	5461	5733	5%

Unique Students Served Through Tracked Services

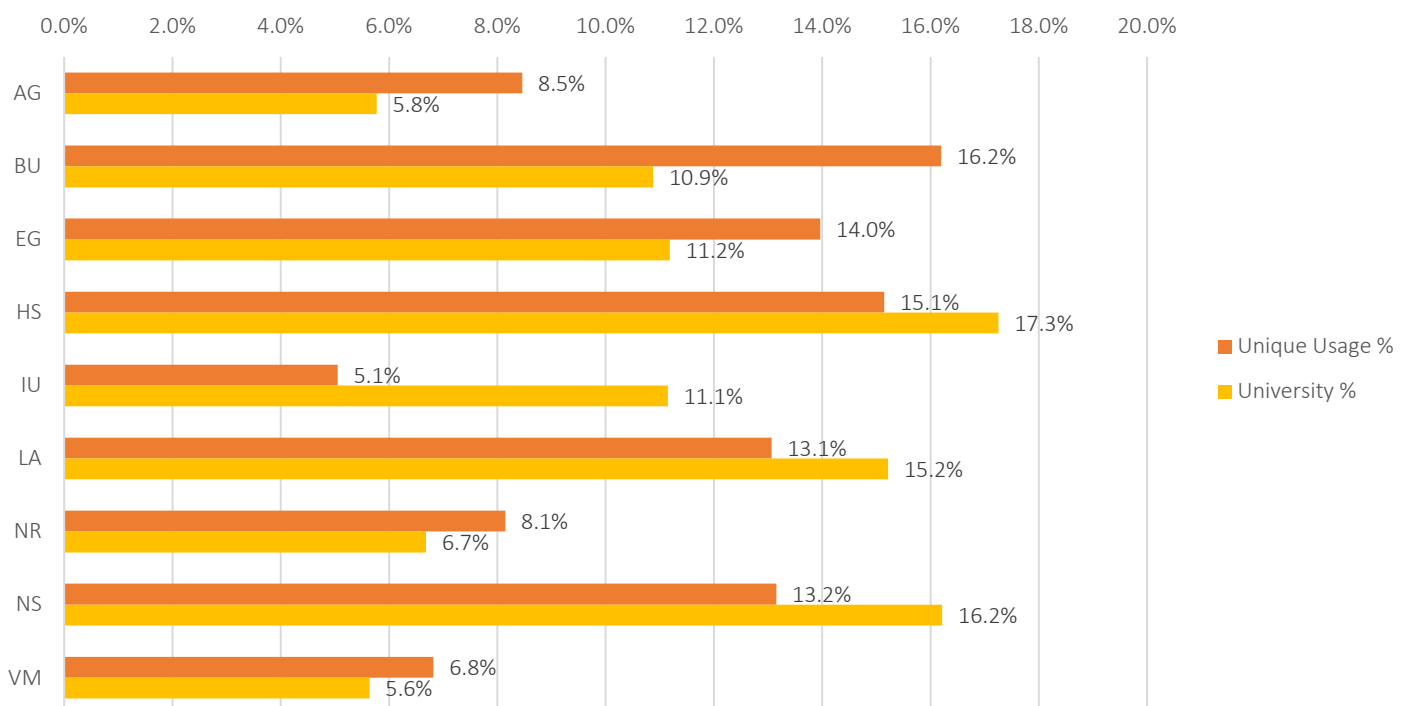
The following charts highlight the unique students served by the Career Services Network and compare that population with the overall student population. Enrollment data from Fall 2017 was used for comparison. The comparison of use by gender and race/ethnicity is shared later in the diversity and inclusion section.

Juniors and seniors continue to be served at a higher percentage than their representation in the larger university population. Similarly, first and second year student classes are served at a lower percentage. Slight changes did occur at the Masters and Doctoral level with the percentage of Master's students served dropping and the percentage of Doctoral student served increasing. At the college level, the only significant change was an increase in the percentage of Agricultural students served.

Student Class Comparison - All Tracked In-Person Services



College Comparison - All Tracked In-Person Services



Specialized Service to Alumni & Online Populations

The Career Center's Associate Director for Alumni and Online Career Engagement made significant progress in serving both alumni, and CSU Online students. In addition to providing over 200 individual alumni career coaching sessions the Career Center's offerings expanded into workshops, both in person and online. The Professional Development Series for alumni included:

Sept. 18th, 2017	Salary Negotiation for Women On-site at the Alumni Association
Oct. 18th, 2017	Salary Negotiation for Women On-site in Denver
Nov. 29th, 2017	Networking Skills for Introverts On-site at the Alumni Association
Feb. 1st, 2018	Immunity to Change On-site at the Alumni Association
Feb. 21st, 2018	Networking Skills for Introverts Webinar
Feb. 28th, 2018	Networking Skills for Introverts On-site in Denver
May 1, 2018	Salary Negotiation for Women Webinar

Additionally, a comprehensive career needs assessment was created and delivered to the CSU Online student population, allowing for more intentional career education programming for online students. In addition, we continued collaborating with the CSU Online team to create messaging and deliver more holistic career services for distance students using our Ram Career Ready and Ram Career Tools resources.

Goal 2: High Quality Academic and Co-Curricular Programs

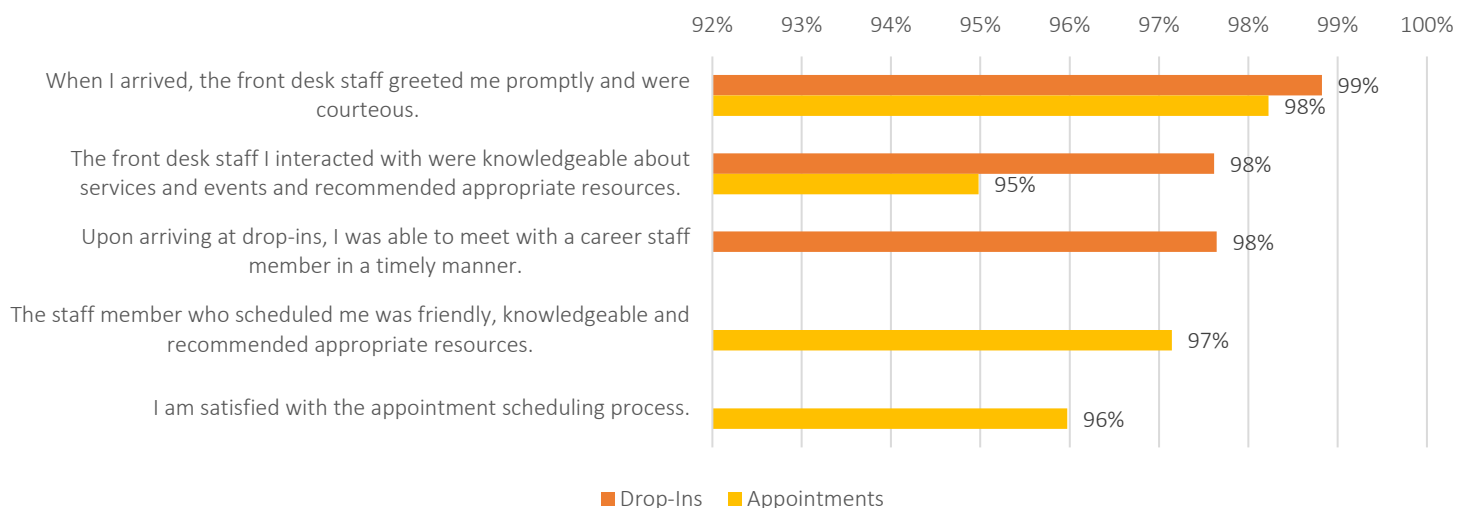
Provide excellent undergraduate and graduate programs that integrate curricular and co-curricular experiences to create a holistic learning environment for campus, consistent with the full potential of a residential research university, our land-grant mission, the strengths of our faculty and staff, and the needs of our global society.

Evaluations

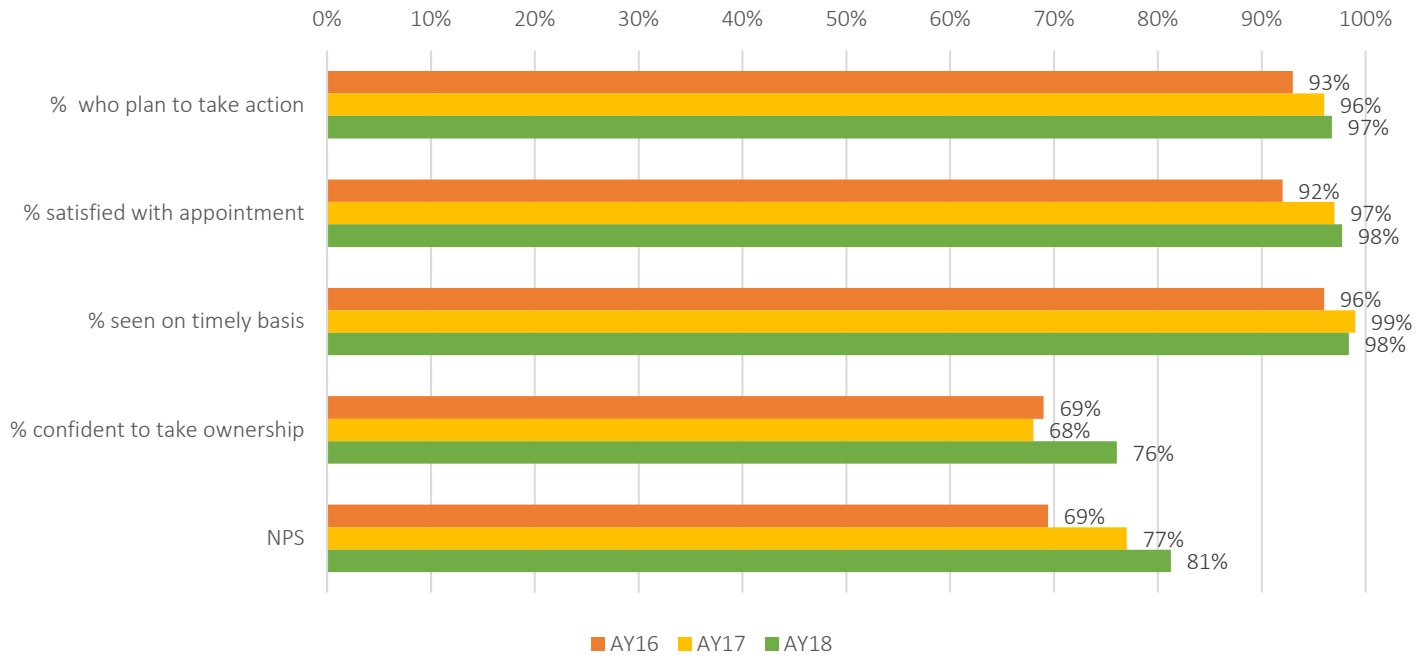
The Career Center sends several evaluations of programs and events each year to both students and employers. Below is a summary of these evaluations, in which the Career Center's programs and services received very high ratings across the board.

Guest Services Evaluation

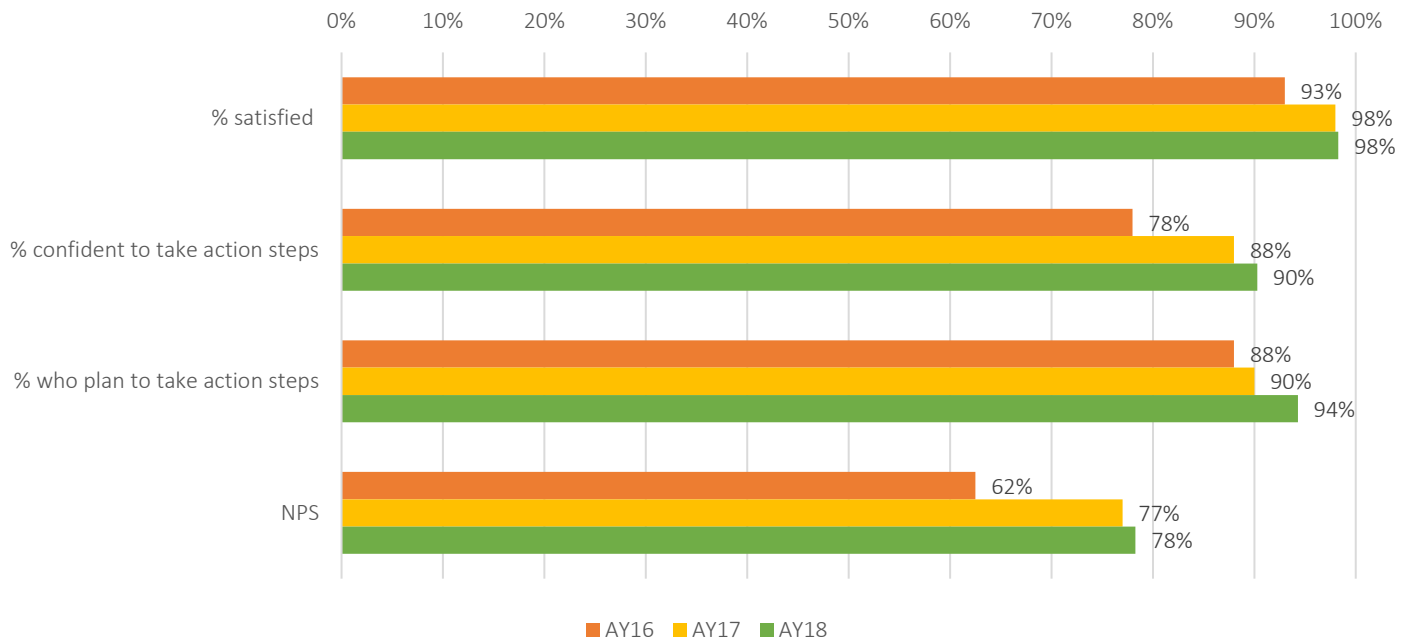
% strongly agreeing or agreeing



Career Center Appointment Survey



Career Center Drop-In Appointment Survey



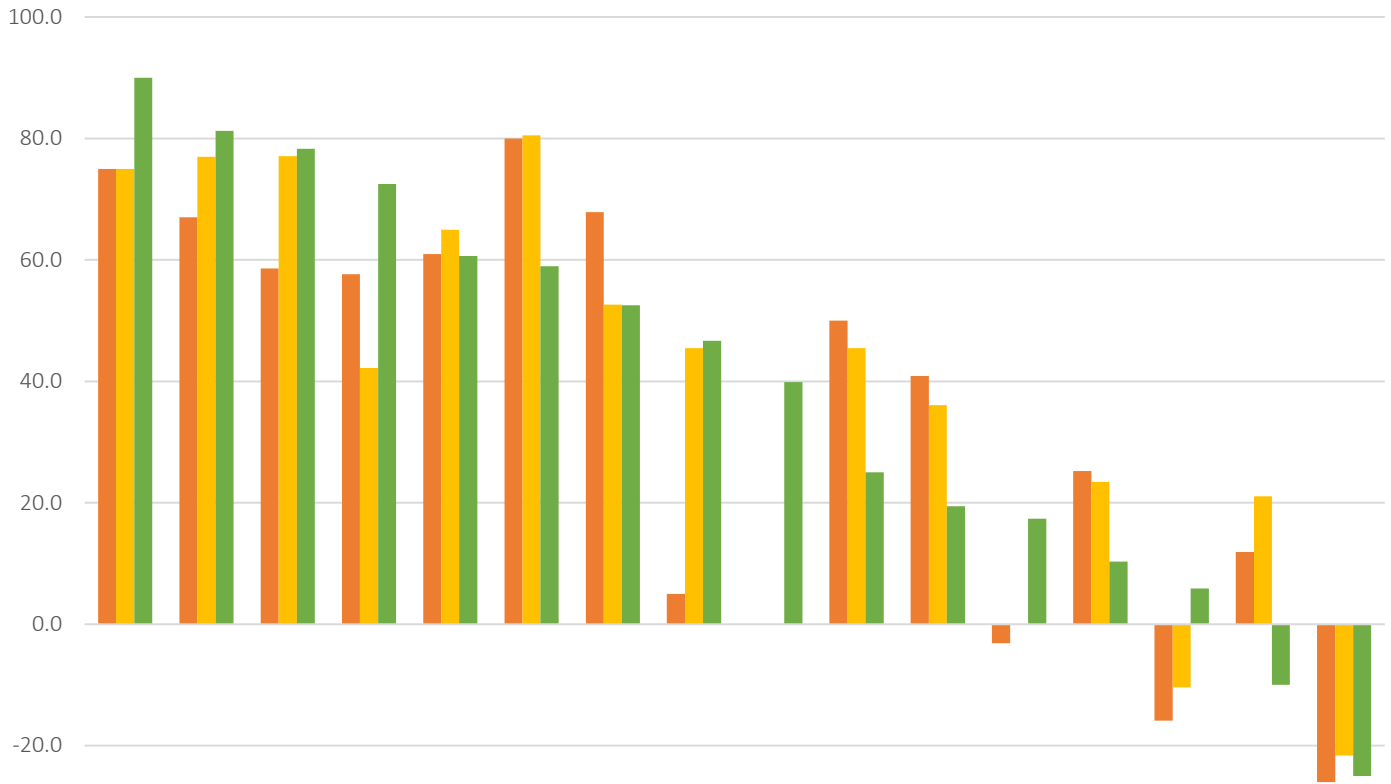
Net Promoter Score for Services

This is our fourth year using a nationally accepted research question to assess all of our activities to better understand the impact of our services. The Net Promoter Score asks one question: “On a scale of 0-10, how likely are you to refer this service to a friend?” While the score does not indicate how much students learned from the event, it does help us understand satisfaction. Across industries, 40 and above is considered excellent and 20 is average. Averages for Career Center events and services have trended slightly higher (see graph below) from mid-30s to 60 depending on year and audience. We surveyed both employers and students. The Colorado Industry Tours, Resume Rush, Drop-Ins, Appointments, and Mock Interviews continue to be among the most popular events/services for students. Lower rated events are the larger, general fairs, which in our estimation reflect students’ desire for more tailored programming. One example is the Graduate School Fair that has earned NPS scores below zero for the past three years. Addressing these low scores are difficult as graduate school programs are so individualized that a fair isn’t going to satisfy students who

might be looking for specific programs, which is what many student expect. A number of graduate programs do not recruit at graduate school fairs, and those that do may have a representative from the graduate school who may not know the details of a particular program. For next year, the Career Center will integrate more of a focus on health professions programs as that is a strong interest of our students and those programs are likely to attend graduate school fairs. We are also trying to provide value-added programming regarding the entire experience of applying to, being accepted at, and completing graduate school. On a positive note, this event is highly rated by the graduate schools that attend.

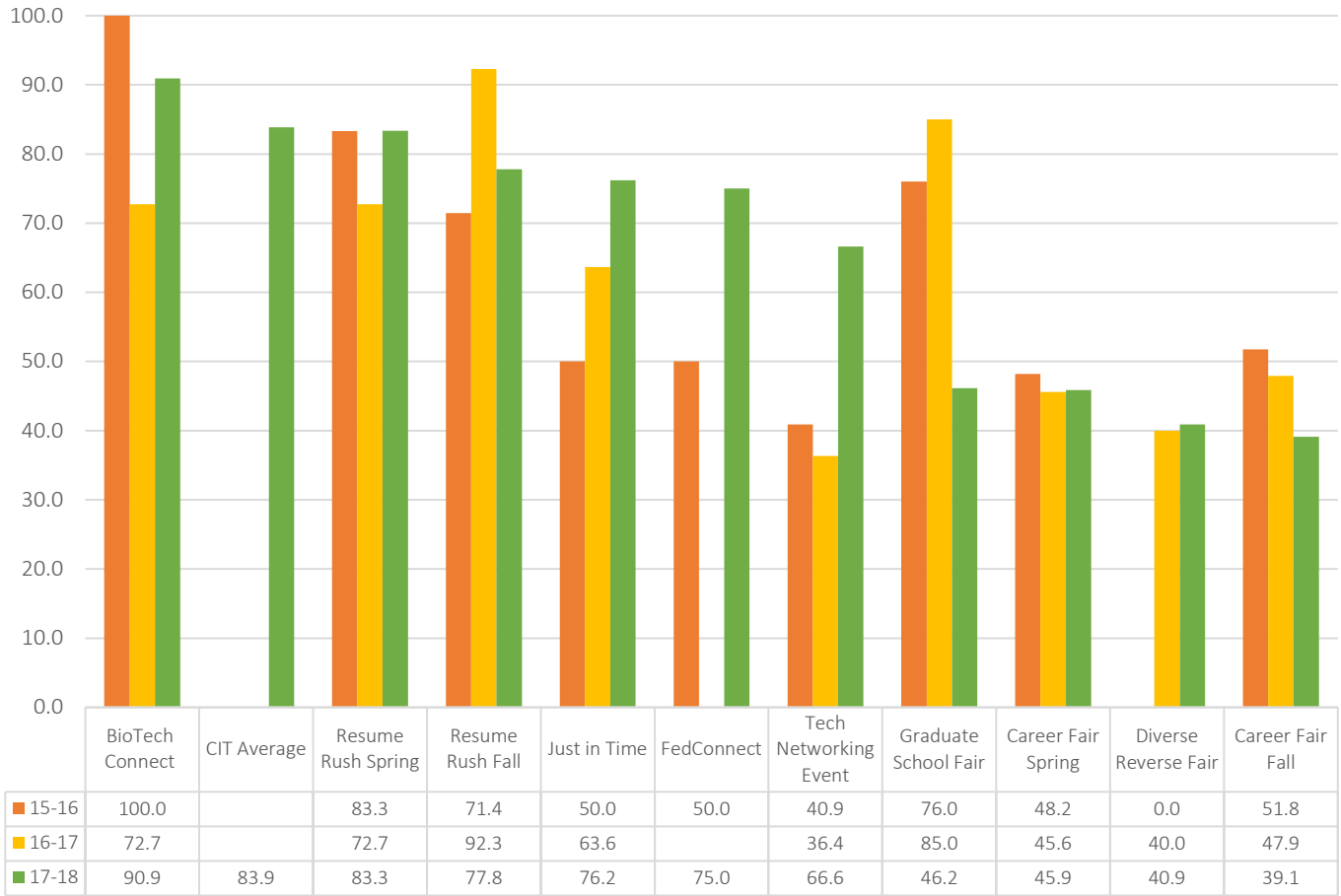
Below are our results:

Student NPS Comparison AY16 - AY18

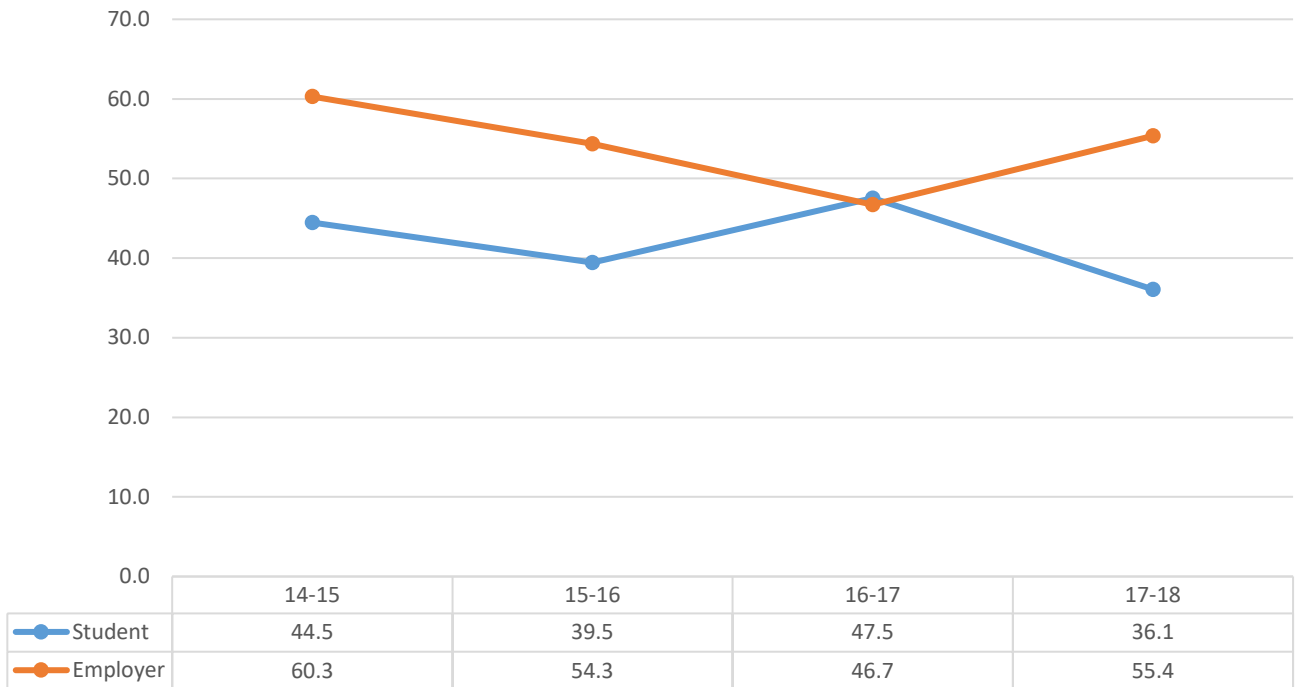


	MIP	Appointments	Drop-Ins	Resume Rush Spring	CIT Average	Resume Rush Fall	Tech Networking Event	Intl Careers Panel	JC Penny Suit-Up	Diverse Reverse Fair	BioTech Connect	FedConnect	Career Fair Fall	Just in Time	Career Fair Spring	Graduate School Fair
15-16	75.0	67.0	58.6	57.6	61.0	80.0	67.9	5.0		50.0	40.9	-3.1	25.2	-15.9	11.9	-26.0
16-17	75.0	77.0	77.1	42.2	65.0	80.5	52.7	45.5		45.5	36.1		23.4	-10.4	21.1	-21.6
17-18	90.0	81.2	78.3	72.5	60.6	59.0	52.5	46.7	39.9	25.0	19.4	17.4	10.3	5.9	-10.0	-25.0

Employer NPS Comparisons AY16 - AY18



NPS Average Trends



Goal 3: Student Learning Success

Engage students in educational experiences that provide opportunity for deep learning that students can retain and apply before and after graduation. Increase retention, persistence and graduation rates, while eliminating gaps among student populations and reducing time to degree completion.

The Career Center measures learning outcomes for several of its program and some key examples of this are the evaluation of learning outcomes from Resume Rush and Classroom Presentations.

Resume Rush Learning Outcome Analysis

The Resume Rush was held in both the fall and spring, offering students the opportunity to drop-in and have their resume reviewed prior to the Career Fair in 10-15 minute one-on-one sessions. The Career Center has identified two learning outcomes from the event:

- *Learning Outcome 1: Students who attend Resume Rush will be able to identify three essential elements for an effective bullet point.*
- *Learning Outcome 2: Students who attend Resume Rush will be able to list two essential formatting parameters for resumes.*

Each table below identifies the percentage of respondents to the Resume Rush Evaluation Survey who either achieved the specified outcomes or answered the correct/incorrect questions. A link to the survey was sent immediately following the event to the student's university email.

A multiple choice question asking respondents to choose three essential elements for an effective bullet point measured learning outcome one.

Learning Outcome 1:	% FA17	%FA 18	+/- PP
% achieving all 3	39%	43%	4
% achieving 2 out of 3	41%	40%	-1
% achieving 1 out of 3	18%	10%	-8
% achieving none	5%	8%	3

+/- PP indicates change in percentage point from year to year.

Acceptable answers:	% FA17	%FA 18	+/- PP
Action Verbs	74%	70%	-4
Skills Used/Tasks Completed	74%	80%	6
Results/Significance	59%	68%	9
Unacceptable answers:	% FA17	%FA 18	+/- PP
Nonspecific Adjectives/Adverbs	8%	5%	-3
Periods	3%	3%	0
Multiple Additional Formatting	41%	20%	-21
What You Plan to Do	23%	20%	3

An open response question asking students to list two essential formatting parameters for resumes measured learning outcome two.

Learning Outcome 2:	% FA17	%FA 18	+/- PP
% achieving 2	79%	80%	1
% achieving 1	18%	15%	-3
% achieving none	3%	5%	2

Examples of key elements for resume formatting include:

- Arrange sections and bullet points by how important they will be to an employer
- Maintain formatting consistency from top to bottom
- Use reverse chronological order (most to least recent) within sections, such as Work Experience

Learning outcome results for LO 1 were on par from fall to spring (4 percentage points higher for those achieving all 3, but 1 percentage points lower for those achieving at least 2) and results for LO 2 were also on par for those achieving 2. However, a focus on communicating their unique value to students resulted in a 9 PP increase of those who identified that results/significance was an essential part of an effective bullet point.

Classroom Presentation Learning Outcomes

This year, the Career Education Team identified a need to understand what learning and impact classroom presentations had on students. Each year, the Career Center presents to approximately 3000 students in classes. Students are not opting into this experience, as this is part of their class requirements. Career educators questioned the impact of these presentations given the required nature and identified three questions:

- How likely are students to use the Career Center after a class presentation?
- Are students able to identify at least one piece of information from the presentation that will inform their career exploration or job search process?
- Are students able to name at least one Career Center service or program they will likely use?

Career Educators distributed paper and electronic surveys in their classroom presentations during Spring 2018 resulting in 300 responses.

Results include:

- 86% of respondents indicated that they were likely to use Career Center services after class presentation.
- 96% of respondents were able to identify at least one piece of information that will inform their career exploration or job search process.
- 73% of respondents were able to identify at least one Career Center service or program that they will use

Detailed Results

Learning Outcome 1: Students who are a part of a Career Center classroom presentation will be able to identify at least one piece of information that will inform their career exploration or job search process.

- 96% of respondents were able to identify at least one piece of information that will inform their career exploration or job search process.
- Common responses listed include:
 - Situation, Action, Result for answering behavioral interview questions
 - The profile and alumni search tool of LinkedIn
 - The prevalence and features of LinkedIn generally
 - The importance of networking - 80% of jobs are found through networking
 - The importance of following up after an interview
 - Utilizing Handshake
- Sample responses include:
 - *situation, action, reflection interview response technique*
 - *The alumni section of linked In seems very useful for deciding what to do with my degree*
 - *how to craft a LinkedIn profile summary that will actually be useful*
 - *LinkedIn is an extremely valuable tool and having a solid profile can greatly improve the possibility of finding a job/being discovered*
 - *80% of jobs are found are found networking*
 - *always be sure to send thank you 24 hours after an interview*
 - *I like handshake and will likely utilize it*

Learning Outcome 2: Students who are a part of a Career Center classroom presentation will be able to name at least one Career Center service or program that they will likely use.

- 73% of respondents were able to identify at least one Career Center service or program that they will use.
- Common responses included:
 - Career/job fairs
 - Handshake
 - 1:1 assistance including resume, cover letter, & interview help
 - Industry Tours
 - Mock Interviews

Goal 4: Research and Discovery

Foster and disseminate research, creative artistry and scholarly accomplishments. Nurture and sustain research infrastructure that supports growth of research, artistry and scholarly accomplishments.

Student Success and Career Services Use Research Brief

This past fall, the Career Center partnered with Institutional Research, Planning and Effectiveness to examine if there was an association between career services usage and student success (defined by persistence and outcomes as measured on the National Survey of Student Engagement) among first-time, full-time (FTFT) and transfer cohorts at CSU.

The executive summary is included for reference:

There are demographic differences in who uses career services. Career services users are more likely to be nonresidents and have a higher average CCHE index score. Among students who do not visit career services, there is a higher percentage of Pell Grant recipients, males, and first-generation students. The rate of students visiting career services by college also varies. Students from Intra-University, Business, and Engineering make up the top three colleges visiting career services.

Because these differences in student demographics might influence persistence rates (e.g., first-generation students are less likely to persist compared to continuing-generation students), this report utilizes multivariate analyses to control for these demographic variables and test whether an association exists between career services use and persistence. For example, logistic regression models are used to assess the association between career services use and persistence after controlling for demographic variables and index score. Additionally, this analysis also explored if there are statistically significant interactions between career services use and persistence for students with gap attributes (first-generation, racially minoritized or Pell recipient). Results show that students who visit career services have a higher persistence rate to their 2nd and 3rd fall terms than students who do not use career services. This positive association is not statistically significant for persistence to the 4th fall and the positive associations between career services use and persistence to the 2nd and 3rd fall semesters are not differentially associated with gap attributes. Going to career center is equally effective (in terms of increasing persistence to 2nd and 3rd fall semesters) for students with gap attributes compared to the overall population.

The majority of students who visit career services visit once. Nearly 90 percent of students who visit career services visit 1-3 times. A small portion of students who visit career services visit 4 or more times. The percentage of students visiting career services in their first year has declined some. Nearly 20 percent of students from the fall 2013 cohort visited career services in their first year, while just over 10 percent of students in the fall 2015 and fall 2016 cohorts visited career services in their first year. Among career services visitors, nearly a third of students in FA13-FA15 cohorts visit during their first fall term.

There are positive associations between career services use and student engagement (as measured by the NSSE) on two of three items included in this analysis. Among students who visited career services, 50.5 percent report talking about their career plans with a faculty member Often or Very Often. Among students who did not visit career services, 40.6 percent report talking about their career plans with a faculty member Often or Very Often.

Students who visit career services are also more likely to report participating in an internship, co-op, or other work-related activity.

Additionally, the below table includes the specific statistics for persistence by whether a student visited Career Services in the term prior to the persistence term.

Table 3. Persistence Rates by Whether Student Visited Career Services in the Year(s) Prior to Persistence Term²

	2nd Fall Persistence (FA13-FA16)		3rd Fall Persistence (FA13-FA15)		4th Fall Persistence (FA13-FA14)	
	New	Transfer	New	Transfer	New	Transfer
Did Not Visit CS In Year(s) Prior	89.2%	91.0%	93.6%	94.7%	96.8%	96.3%
Visited CS in Year(s) Prior	93.5%	94.2%	95.6%	97.6%	97.4%	97.2%
Percentage Point Difference	4.2%*	3.1%*	2.0%*	2.9%*	0.7%	1.0%

²Analysis is limited to students who persisted to the spring semester prior to the persistence measure. For example, for the 3rd fall persistence column, the analysis only includes students who persisted to the 2nd spring.

*Asterisks indicate a statistically significant association ($p \leq .01$) between persistence and career services visit status, controlling for all demographic variables in Table 1

Online Career Needs Assessment

The Career Center surveyed online students this past spring to help identify what their career needs were. The 43-question mixed-methods survey was sent to 3807 students who had an online campus designation on their student records in late March. Four Amazon gift cards were offered as incentives. One email reminder was sent to those who had not completed the survey six days after the original survey. A total of 414 responses were collected resulting in an 11% response rate with 99% of those responses being complete.

Questions asked included: reasons for enrolling in CSU online, how important and how much help they needed on a variety of career topics, how they want to learn career-related information, what are the best times and days for events, workshops, or webinars, level of interest in varying types of employers, when and how they think they should interact with the career center, and a final open response question.

Highlights:

- Half of respondents indicated they were enrolled to improve their skills and be promoted within their current organization, while 44% indicated they were in school to improve their skills and find a job outside their current organization.
- Respondents indicated the following as high Importance and high assistance career needs:
 - To get some job experience in my career interest areas.
 - To talk with people employed in my career interest areas.
 - To learn more about mentor relationships and how to find a mentor.
 - To know how to prepare for careers that interest me.
 - To become more aware of my career interest areas.
- Respondents indicated the most interest in Education (64%) and State/Local Employers (64%) employers. There was the least interest in Entrepreneurship (46%).
- The days and time respondents indicated they were most available to participate in events, workshops or webinars was Tuesdays, Wednesdays, and Thursdays from 6-8 pm.
- 69% indicated that they have not interacted with the CSU Career Center. Those that did most likely did so less than once a year (56%); although 20% indicated they interacted with the Career Center semesterly. 48% utilized online resources to interact with the Career Center.
- 56% of respondents indicated that it would be ideal to interact with the Career Center in their first semester at CSU.

Implications/Recommendations

1. Focus time intensive efforts on those things that students deem most important and need the most assistance in:
 - To get some job experience in my career interest areas.
 - To talk with people employed in my career interest areas.
 - To know how to prepare for careers that interest me.
 - To learn more about mentor relationships and how to find a mentor.
 - To become more aware of my career interest areas.

Have robust online offerings for other need areas:

- To know how to apply for a job.
 - To know how to interview for a job.
 - To know where and how to start looking for a job.
 - To learn more about internships.
 - To understand how my values relate to my career plans.
2. Schedule most live services on T, W, H from 6 – 8 pm. However, when possible, have recorded versions available all of the time.
 3. Reach out early to online learners in their first year; and be ready for them “as needed.”
 4. Recognize that online learners are a diverse group and while some need entry-level help; others need career advice for advancing their careers, changing careers, or obtaining c-suite positions.
 5. Communicate to online students that online resources and virtual appointments are available. Many had no idea services were available to online students.

First Destination Report – Big Four Factors

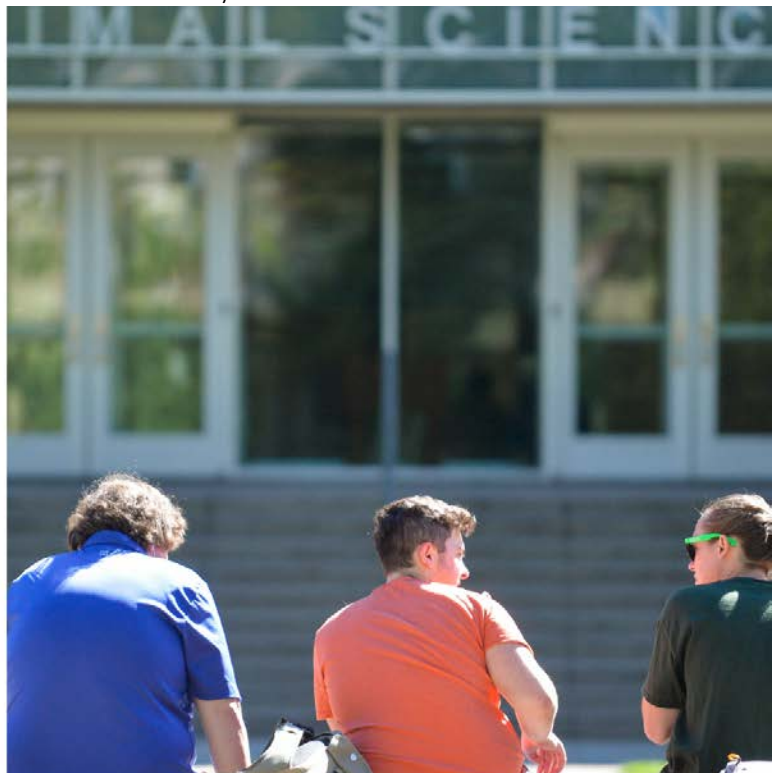
This years’ deep dive on graduation statistics continued to show the impact of Career Services usage, a GPA at 3.0 and above, having an internship, and on-campus employment as important for first destination success. The impact of completing an internship continued to rise to the top as demonstrated by the information below.



Internships

Undergraduates who completed an internship reported:

- Plans secured rates at 9 percentage points higher
- \$4,000 higher salary
- Employment related to career plans 14 percentage points higher
- Employment related to major 18 percentage points higher



Goal 5: Engagement

Collaborate with larger communities (campus-wide, local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Outreach Fairs & Promotions

The Outreach Team (Outreach and Events Manager and their team of Student Ambassadors) participated in and/or led nearly 60 outreach fairs sponsored by various campus departments/organizations and plaza days with the aim of reaching a broad swath of traditionally underrepresented and minoritized students. Fairs included specialized events such as the Cesar Chavez Celebration, Making Connections Fair, and Ram Orientation, as well as other more focused outreach tabling opportunities. The team also presented to 20 student organizations, classes, and departments that collectively addressed almost 600 students.

Career Courses

The Career Center administered several career classes in collaboration with Athletics, the College of Natural Sciences and College of Veterinary Medicine and Biomedical Sciences. These courses provide students with crucial skills in developing internship and job search strategies/tools. They also help with self-exploration tools to guide students in choosing majors and careers that fit their interests, strengths, and goals.

We also partnered with Undeclared Advising and Orientation and Transition Programs to enhance career curriculum for, and instruct the New Student Seminars. Ten sections of the course were delivered to incoming undeclared students this year.

As part of our strategic initiative to integrate career curriculum into the classroom, the Career Center provided financial support to an innovative instructional model pilot at CSU in which students worked with external community agencies to produce real-world solutions to community-level sustainability problems. In addition to financially supporting the instruction of the class, the Career Center aided with identifying and recruiting community partners and provided guidance for students on how to translate the experiences of this course into their own resumes, cover letters, and interviews. The pilot proved successful and was renewed by CSU for an additional year.

Additionally, the Career Center has partnered with the President Leadership Program (PLP) to redevelop their year two experience entitled Leadership Styles. The emphasis of the year two experience, a four-credit yearlong academic course, is to help students understand the intersectionality of leadership, career identity, and the social change model in order to grow and develop students who are socially aware and proactive members of society. The Career Center contributed directly to the career readiness competency language that is infused in the entirety of the curriculum. Additionally, students in the PLP Year Two experience have to find a field leadership experience (non-paid internship OR paid internship) where they engage in relevant career development experiential learning. This requirement of the year two experience requires resume, cover letter, pitch development, interview preparation, and networking coaching; all of which the Career Center assisted in developing further in partnership with PLP.

Career Impact Awards

This year we hosted our first Career Impact Awards, an event that recognized and celebrated the many career partners and advocates across our campus and community. This event was created because we recognize that having career infused into all aspects of the student experience correlates to overall student success during and after college. It takes great collaboration on and off campus to help shape post graduate success stories for all students who come from diverse backgrounds, identities, and dreams. Through this event, we wanted to raise awareness around the importance of the career work that we all do with students and alumni and recognize the efforts and contributions of those who grow the campus career ecosystem.

Eleven different award categories were created in order to recognize a variety of people and organizations including staff, students, faculty, employers, alumni and businesses. A nomination committee representing a variety of departments and colleges from across campus was pulled together in order to provide diverse perspectives in selecting the winners. The

committee received over 60 nominations and over 110 people attended the awards ceremony, which was the maximum number we could hold in the Alumni Event Hall. Not only did this great response of nominations and attendees indicate success of this new event, but we received positive feedback from our event survey as well.

The event received a Net Promoter Score of 65, which is above the Career Center average and 98% of respondents rated the program itself as excellent or good and 96% rated their overall experience with Career Impact Awards as excellent or good. Some great constructive feedback was also provided that will be implemented for next year including reworking some of the award categories and criteria. Many people truly valued the event, sharing comments such as, *"Thanks to all of your efforts to acknowledge groups and individuals from throughout the university. I felt honored to be nominated. The event was nice, special, but not too long or overdone. Thank you"*.

2017-2018 Winners

- *Student of the Year* — senior forestry major Marley Smith for setting an example among her peers by showcasing leadership in career exploratory experiences and introducing her peers to career options within their field.
- *Student Group of the Year* — Minorities in Agriculture, Natural Resources, and Related Sciences for actively encouraging professional development around career growth.
- *Distinguished Staff Member* — Senior Academic Advisor Brett Beal in the School of Biomedical Engineering for weaving career into all of her conversations with fellow staff, faculty and students.
- *Alumnus of the Year* — Area Wildlife Manager Ty Petersburg of Colorado Parks & Wildlife, a 2001 graduate, has been helping current students find careers.
- *Growing Colorado Business of the Year* — Waypoint Real Estate, a commercial real estate company, has invested time and energy into CSU programs such as the Everitt Real Estate Center and Ramstrength Foundation and has hired several CSU graduates.
- *Recruiter of the Year* — Lokana Reed, Target's lead executive recruiter, for connecting students to meaningful careers in leadership.
- *Alumnus Entrepreneur of the Year* — Janay Deloach-Soukup, a two-time Olympian and 2012 Olympic bronze medalist in the long jump, for founding Podium Performance, a speed and agility camp aimed to provide premiere coaching and training to Northern Colorado youth.
- *The Employer of the Year* — Keysight Technologies, a company that provides innovative software solutions. Keysight has made systemic changes in its recruiting and hiring process to better serve underrepresented groups and identities.
- *Distinguished Administrator* — Bridgette Johnson, director of the Black/African American Cultural Center at CSU, for stimulating the career ecosystem throughout her office and among her peers.
- *Distinguished Faculty* — Kevin Lear, director of the School of Biomedical Engineering's undergraduate program, who was recognized for successfully integrating career into his classroom, working individually with students and connecting students to career preparedness and readiness opportunities.
- *Career Impact Award* — Jody Drager, school district liaison and career development coordinator in the School of Education, for her ability to integrate the idea of education as a career in multiple forms, especially in the area of opportunities in the education industry for historically marginalized populations.

Gallup Strengths Coach Certification Training

This past May, the Career Center collaborated with CSU Training and Development to host the Gallup organization for a week-long discounted certification training for 30 individuals. To support professional development for colleagues across campus, we offered this opportunity to campus partners. Participants were from across the division including the Collaborative for Student Achievement, University Housing, and SDPS offices. Jered Lish, Associate Director of Career Education, arranged a \$5000+ discount for CSU affiliates to be trained on campus. The course enabled participants to:

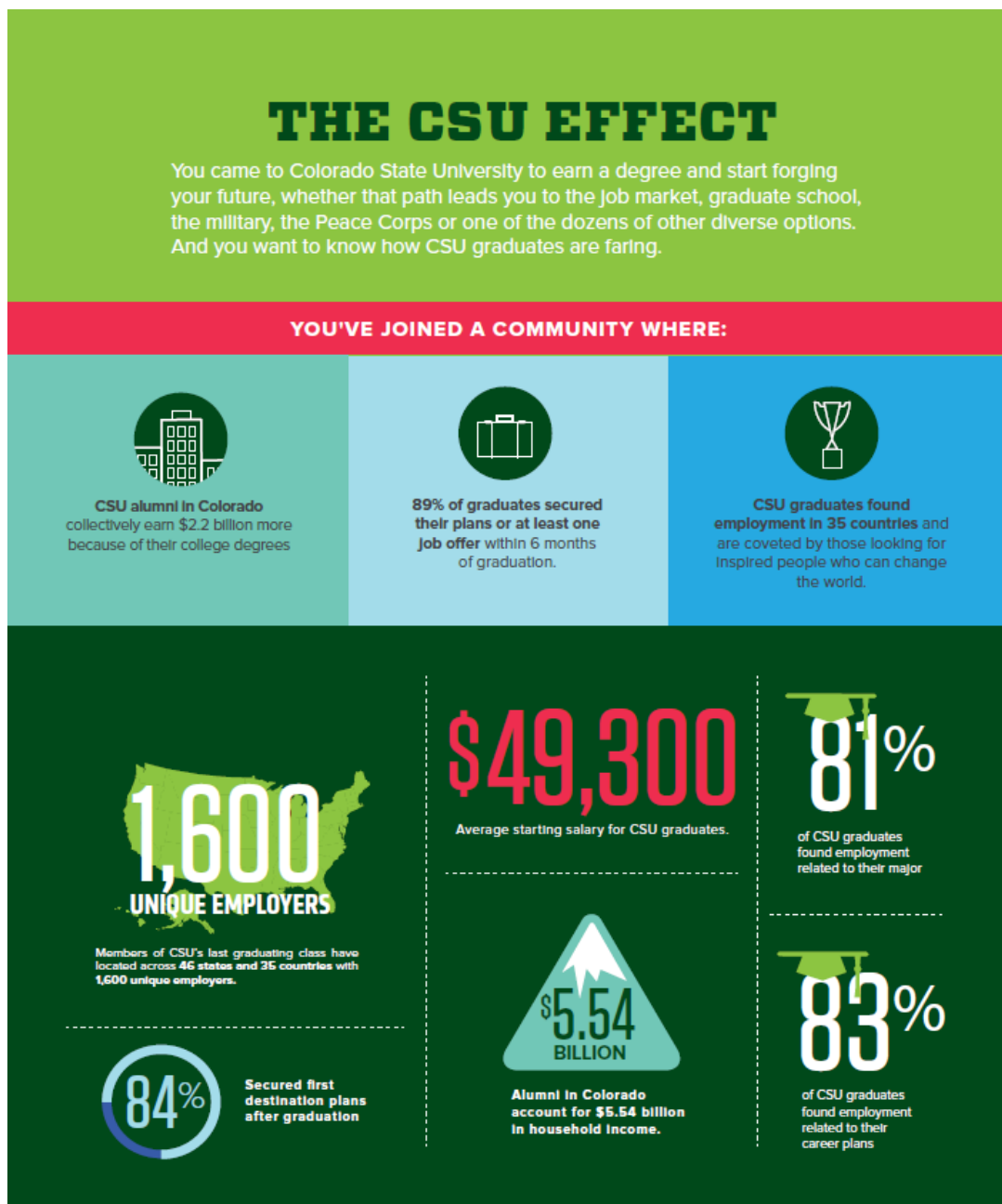
- gain a comprehensive understanding of the 34 Clifton StrengthsFinder themes
- help students and others use their talents and strengths to produce results and reach their goals

- understand theme dynamics — how talent themes combine to affect relationships, performance, and business outcomes
- advise students/others on how to overcome obstacles, weaknesses, and vulnerabilities
- provide managers with new ways to address specific role-related challenges
- teach teams to use their talents for greater engagement and productivity
- help managers build interdependent, strengths-based teams for achieving individual and team excellence

Goal 6: Public Interaction / Strategic Partnerships

Enhance community and cultural quality of life through sharing the intellectual life of the university, the arts and intercollegiate athletics.

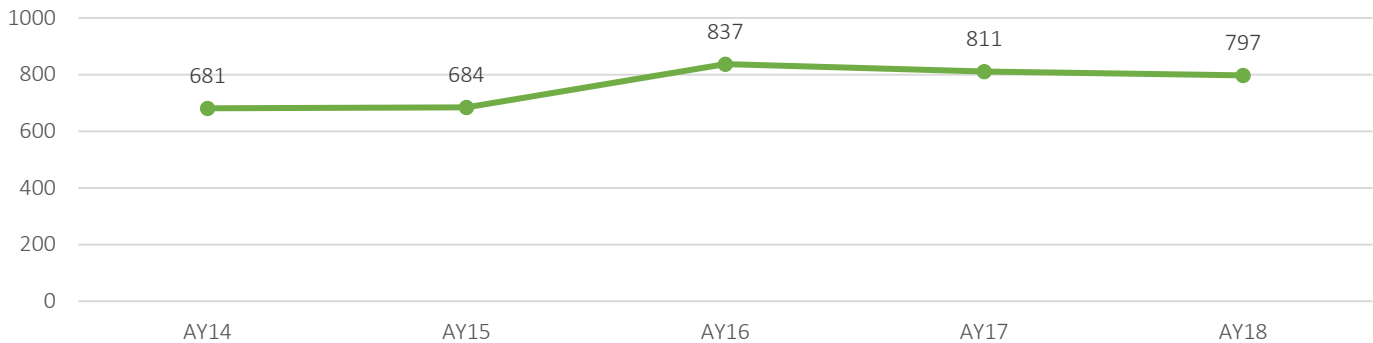
The Career Center collaborated with Institutional Research, Planning & Effectiveness as well as Creative Services to again produce a university-wide infographic publication to share with key constituents regarding the first destination results.



Employer Engagement with CSU:

The following graph represents unique employer engagement with the university across the Career Center, the College of Business Career Management Center, the College of Engineering, the Construction Management department, the College of Agricultural Sciences, and the College of Health & Human Sciences.

Unique Employer Engagement



Job/internship Postings:

Type	AY14	AY15	AY16	AY17	AY18	% change
F/T Job Postings	6068	8852	9122	15010	29125	94%
Colorado F/T Jobs	4085	6102	2754	3070	5273	72%
Internship Postings	2541	2588	2799	4291	8014	87%
Colorado Internships	1709	1726	1091	1270	2199	73%

Career Fairs:

All Campus Career Fair - Fall

Attendance	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	% change
Employers	228	221	229	190	190	0%
Students	1272	1769	1437	1483	1398	-6%
Alumni/Other	242	48	119	87	65	-25%

All Campus Career Fair – Spring

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	% change
Employers	228	259	255	220	200	-9%
Students	1491	1847	1756	1325	1326	0%
Alumni/Other	43	72	67	168	81	-52%

Just in Time Job and Internship Fair

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	% change
Employers	44	53	53	61	62	2%
Students	433	449	396	457	366	-20%
Alumni/Other	444	12	23	44	36	-18%

Teacher Job Fair

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	% change
Districts	39	70	62	67	58	-13%
Applicants (CSU & Community)	254	181	178	141	129	-9%

Goal 7: Excellence in Staffing: Hiring, Professional Development, Employee Engagement

Focus on positive work-life balance for all employees and consider the impact decisions have on employee health, wellness, safety, and security. Provide access to professional and personal development for all employees. Focus on themes of lifelong learning; core competency; leadership; promotion-advancement-progression; opportunity; problem solving; and taking the initiative.

The Career Center has multiple staffing changes this year including an empty Executive Director position, which was filled for the interim by the two directors, Katie Lloyd and Katie Flint. This process lasted longer than intended due to a failed search in the fall. This unexpected occurrence led to greater pressure to maintain morale. The interim Executive Directors led the Career Center through several listening sessions, a complex strategic planning process, and spearheaded the Career Center's new strategic initiative focused on diversity and inclusion. From the listening session, the center shifted towards encouraging positivity and team building through staff meetings, picnics, and other informal gatherings.

Other searches produced top of the line candidates, increased diversity, and brought great potential to the Career Center. The Career Center places great emphasis on professional development, and all professional staff receive funding, regardless of role, in order to continue to grow in their roles. Staff participated in national, regional, and local conferences and trainings. This past year staff have presented at MPACE and NACE (see details in Awards, Involvement, and Accolades section) and five staff members became Gallup Strengths Coach certified.

The Career Center has also recognized a need to become better at onboarding new staff members through feedback from new staff. A small team has begun to address this issue and has created a template project in our project management system, Basecamp, to bring some consistency and accountability to this process. This way every new employee receives the same information about the Career Center and our processes. Each new staff member is assigned a mentor to be an additional support to the supervisor throughout the onboarding process.

Finally, staff from the Career Center have made an effort to be search chair, equal opportunity coordinator, and search support trained in order to support the division.

Goal 8: Inclusive Excellence – Diversity, Equity, and Climate

Enrich the workplace experience through professional development opportunities and mentoring. CSU will promote a healthy campus climate that values accountability, civility, integrity and respect.

Strategically Leaning in to Inclusive Excellence

During our planning this past year we specifically defined “Enhancing Equity and Inclusion in Career Services” as one of our five strategic priorities, which is in line with two of the five Principles of Community at CSU (Inclusion and Social Justice). The Career Center will seek to “create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions”. Additionally, the Career Center will examine how to “treat others with fairness and equity...to challenge prejudice and to uphold the laws, policies and procedures that promote justice in all respects.”

In order to advance this priority, we created a five-prong action plan based upon feedback from staff and campus partners. These actions were both internally focused, requiring staff to grow and expand their own competencies as well as externally focused, challenging us to take a hard look at services, programs, and partnerships. The following strategies were implemented:

Diversity Dialogues – Staff-led discussion topics on a monthly basis – staff are required to attend at least four throughout the year.

Personal/Professional Development - Staff must choose at least three development opportunities, outside of our office, to engage in over the course of the year. These are very personalized plans that are co-created with supervisors. Examples of

trainings staff have participated in include the Social Justice Leadership Institute, Safe Zone Training and Facilitators Training, Mountain-Pacific Association of Colleges and Employers diversity workshops, Interrupting Racism by Kathy Obear, and Generations in the Workforce.

In-house Training/Development – Four times a year the Career Center will host a Diversity and Inclusion training opportunity that all staff are required to attend. Thus far we've hosted two workshops and have invited campus partners, "Creating Inclusive Spaces" and "Creating Inclusive Conversations". All staff also completed Inclusive Excellence: Inherent Bias with Ria Vigil during an in-house training.

Internal Audit – Utilizing the Student Affairs MCOD model and in consultation with Carmen Rivera, we surveyed staff, campus partners, and students to help us examine multiple facets of our office, staff, policies, programs, etc. We are in process of finalizing action plans based upon this feedback to help move us forward into next year.

Campus Partnerships – We developed an even more concrete strategy and plan to work with SDPS, Key Communities, ALVS, and other diversity groups on campus - identifying programs we can support, new initiatives that can be cultivated together, pinpointing gaps in who we are serving, etc.

As we continue to learn, revise and seek feedback, this strategic priority will continue forward indefinitely. Below are some of the specific outcomes of the work we have been doing.

Staffing

This year, we focused on deeper service to students who hold minoritized identities by creating a new sub-team within the Career Education unit, including the creation of two new Career Education Coordinator positions exclusively focused on improving our services, programs, and initiatives for minoritized student populations. The positions were hired for in early fall 2017, and both new staff members began in November 2017. Their roles include developing career education resources for students facing societally-created and reinforced barriers to their career development and job search, training the rest of the Career Education Team on best practices for serving minoritized student populations, strengthening our partnership with SDPS offices across campus, and being campus-wide resources for issues related to minoritized students and career development. The accomplishments of this sub-team can be seen in the increase of services and resources provided to diverse and minoritized students that can be observed in the remainder of this section.

Additionally, the Career Center hosted 3 Student Affairs in Higher Education practicum students with a focus on minoritized populations as well as hired, supervised, and mentored two NASPA Undergraduate Fellows Program Interns to research Career Center ecology and ways to support diverse populations more effectively and thoughtfully.

Workshops, Initiatives, and Programming for Diverse and Minoritized Populations

This year the Career Center expanded our programming and initiatives for diverse and minoritized student populations through intentional collaboration with SDPS partners and consideration of barriers to minoritized students' career success. Of these offerings, Diverse Reverse is one of our largest offerings and is a collaborative event between the Career Center and SDPS offices that brings together educational, cultural and socially diverse students and organizations with hiring employers. Recruiters heard about the missions of diverse student organizations at CSU, interacted with students, and discussed future employment opportunities.

Additional programs this past year included:

- Presented 7 Summer Orientation sessions to incoming Adult Learner and Veteran Services students on "Introduction to the Career Center"
- Began bi-weekly drop-ins at Office of International Programs and El Centro
- Began bi-weekly career conversations at ALVS office
- Prepared and presented workshop to INTO Business Pathways class of International Students on "Creating a US Resume"
- Prepared and presented workshop to INTO Business Pathways class of International Students on "Career Fair Preparation"

- Taught Athlete Career Class, which included predominantly marginalized populations. Work included rewriting all lessons plans, creating 43 documents in the U drive to manage class and all internships, creating custom interview material online, and a Corporate Tour for students
- Prepared and presented Life After Graduation and Why Earn Your Degree for AAC
- Prepared and presented workshop titled “RISE to Your Highest Potential: How to Make the Most of the Just in Time Job Fair”, requested by C4E
- Prepared and presented Practical Professionalism workshop for the Office of the VP of Student Affairs for their many minoritized student employees
- Presented 10 specialized workshops for international students focusing on their career needs
- Led 3 workshops for Key Communities on career exploration, health professions and professionalism

The Career Center also facilitated three programs to support staff who service diverse populations on Strengths including Key Communities, Apartment Life, and Residence Life.

Finally, a highlight of the year was collaborating with APACC, Campus Activities, Undeclared Advising, and Key Communities to host William Shewfelt, the Red Power Ranger from Nickelodeon, to discuss career readiness from the lens of being a person of color from a low SES background and the lacking representation within the entertainment industry.

Career Center staff also served on a number of committees and regularly meet with SDPS offices including:

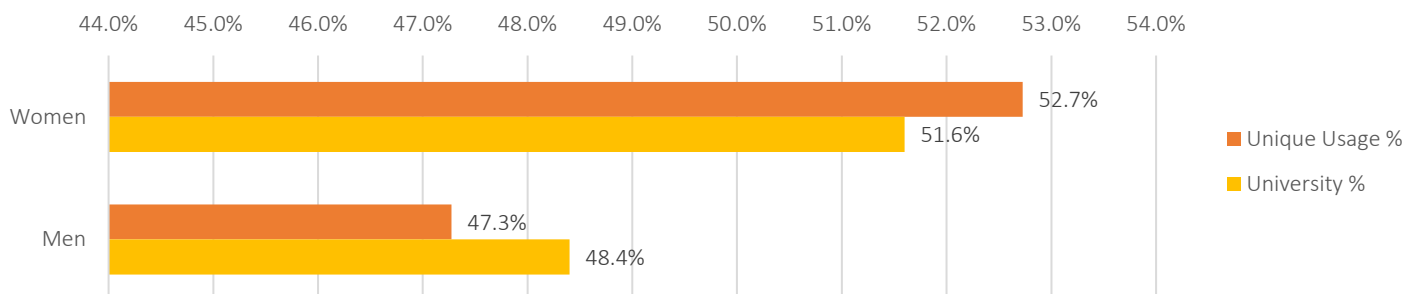
- DACA Student Group
- Fostering Success Group
- oSTEM – Out in STEM
- Staff and Faculty Multicultural Network
- Inclusive Communications Committee
- C4E Campus Outreach Committee

Demographics & Comparison to Percentage of University Population for Unique Use

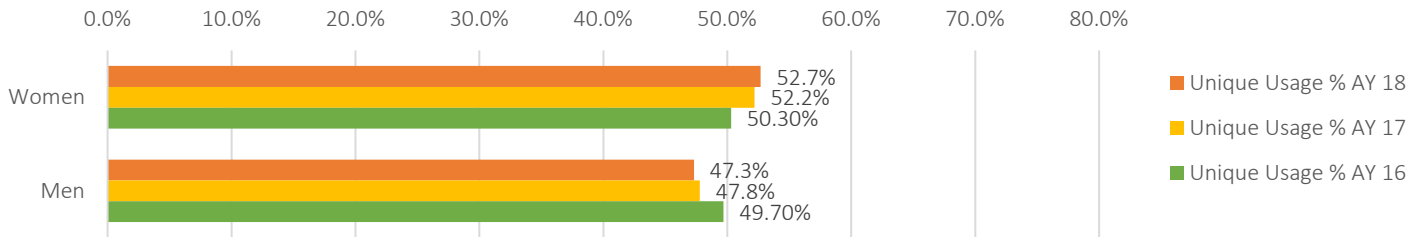
The following charts compare the percentage of students the Career Services Network served through all tracked services (e.g., events, appointments, fairs, etc.) in a particular demographic to the overall percentage of that student population in the university. Enrollment data from Fall 2017 was used to compare to both unique users. College and school class demographics are detailed in the Access section. This section shared race/ethnicity and gender comparisons. Key highlights include:

- Students who identify as Native American and White/Caucasian are a smaller percentage of students served by the network than their percentage of the population. This is only the second year since tracking that students who identify as Hispanic/Latino are served at greater rates than their percentage of the population. Other populations are close to or on par with their university percentage.
- Students who identify as women are a higher percentage of students served by the Career Center than their percentage of the population.

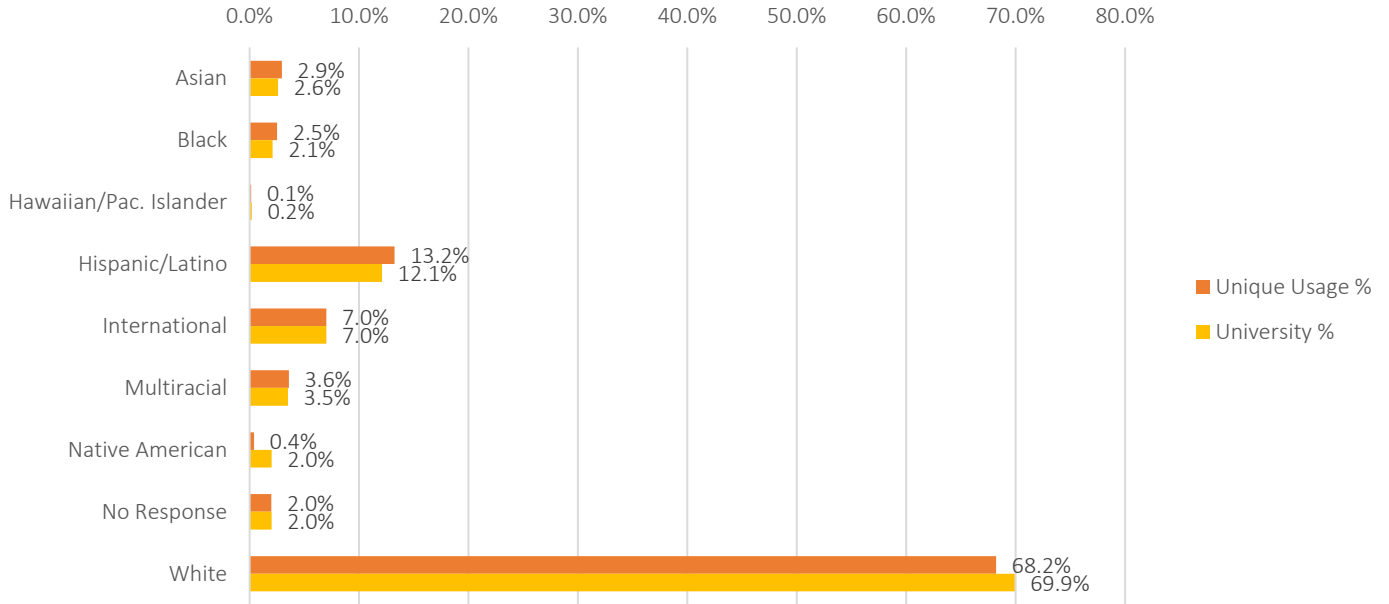
Gender Comparison - All Tracked In-Person Services



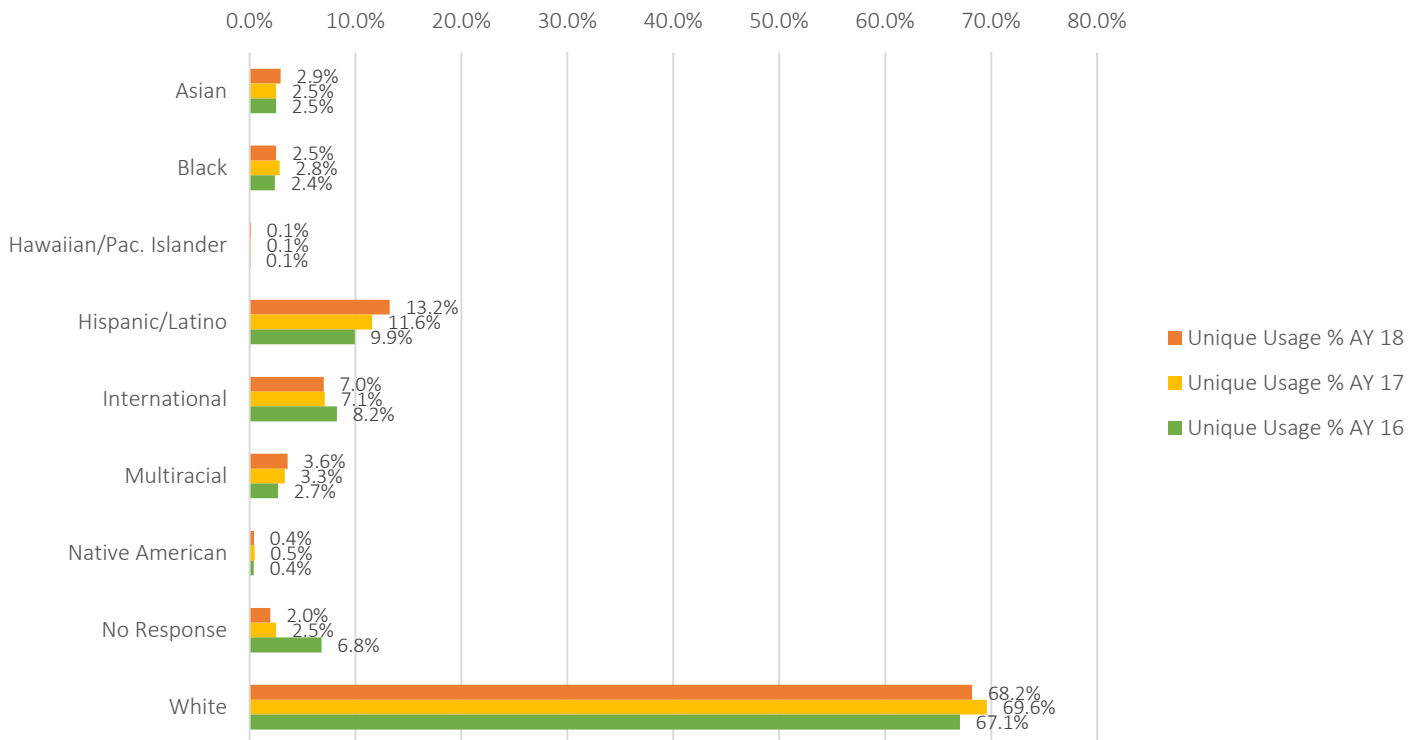
Gender Trends - Tracked In Person Services



Ethnicity/Race Comparison - All Tracked In Person Services



Ethnicity/Race Trends - Tracked In Person Services



Goal 9: Financial Resources

Maximize financial resources to develop and support high quality programs and operations.

In fiscal year 2018, the Career Center focused our financial resources on diversity and inclusion (D&I) initiatives and hiring a new Executive Director. The focus on D&I initiatives included hiring new roles that directly support minoritized populations as well as supporting staff professional development in D&I both individually and bringing in outside speakers to complete diversity training for staff and campus partners.

The Career Center's previous Executive Director left June 30, 2017. After a failed search, financial resources were allocated to hire Spelman & Johnson managing another search. Jon Cleveland was hired as the Executive Director of Career Services, starting July 30, 2018.

Finally, the Career Center asked and received the mandatory student fee increase in anticipation of an increase of expenses due to increased staffing expenses (i.e., fully staffed with mandatory salary and minimum wage increases) and since we waived the mandatory increase for Fiscal 2017. The Career Center ended the year with a fiscal surplus. Next year, the Career Center plans to spend down this surplus through the continuation of our Diversity & Inclusion work, Integration of Career and Student Success initiatives, and growing the staff.

Goal 10: Physical Resources

Be a model institution for master planning, construction, beautification and sustainability of our campus buildings and grounds.

With the growth and expansion of our team, we continue to convert different spaces within our center to accommodate new staff members. Additionally, we converted one of our open lounge spaces into a new drop-in space, erecting glass walls and bringing in new soft line furniture and decor to create a more welcoming and visible meeting area.

Goal 11: Information Management

Processes to meet campus needs for security, flexibility and efficiency of operation and capture data to facilitate assessment of institutional and program effectiveness to inform continuous improvement.

The Career Center uses several technological platforms to provide flexibility and efficiency in our services and ensure we capture accurate data to demonstrate our effectiveness. These tools include:

1. Handshake – Our career services management system that includes job and internship postings, events and fairs management, appointment tracking and scheduling (including online detailed below). This platform connects students with employers and is FERPA-compliant. Additionally, Handshake allows us to:
 - a. Track detailed data such as number of job and internship postings, unique employers engaged on campus, and attendance at events.
 - b. Schedule appointments online. Based on feedback from CSU students, both residential and online, the Career Center adopted technology from Handshake to allow for online scheduling of appointments, in addition to in person and phone scheduling, allowing ease of access no matter the student's location or the time of day. In this first year, over 300 appointments were scheduled online.
2. Ram Career Ready (Tua Path) – An online training platform that allows students and alumni to access training on being career ready 24-7. Over 15,000 milestones have been completed since launch.
3. Ram Career Tools/Resources – A personalized search for career resources to help inform a student's career exploration and search process. For the past three years, resources have been viewed approximately 30,000 times each year.
4. Website – The Career Center website committee started the process to redesign and relaunch the Career Center website this year. They reviewed web content vendors, selected one, and began the process of transferring/writing information to the new site.

AWARDS, INVOLVEMENT, ACCOLADES

Amy Cailene, Certification as Job and Career Transition Coach (JCTC), through the Career Development Network (March 2018); Certification as Job and Career Development Coach (JCDC), through the Career Development Network (March 2018); Completed Gallup Strengths Coach Certification

Angela Hayes, Presented a 4 hour pre-conference workshop on “Ethics and Professional Behavior for Coaches” at the NACE conference; taught a 3-part webinar “Coaching in Businesses and Organizations” for NACE; taught a full-day presentation “Coaching Diverse Populations” for NACE

Barbara Richardson, Presented on First Destination Information with Laura Jensen at the 2018 CSU Professional Development Institute.

Barbara Valusek, Completed Gallup Certified Strengths Coaching Certification; co-presented on Career Pathways at 2018 CSU Professional Development Institute

Chase Weldon, Completed Gallup Certified Strengths Coaching Certification; granted LPC licensure; completed Safe Zone training

Codi Delgadillo, Nominee for DSA Quality Service Award

Deborah Young, Nominated and a finalist for Distinguished AP Award; co-presented on Recruiting Gen Z at NACE

Greg Head, Completed Gallup Certified Strengths Coaching Certification; co-presented on Career Pathways at 2018 CSU Professional Development Institute

Jamie Moyer, Student Resolution Services Trained Community Member for Restorative Justice Circles; trained as a Campus Safe Zone facilitator; Supervisor Training two courses away from completion; Women’s Foundation Colorado , Northern Colorado Chapter – Fundraising Committee; PFLAG Fort Collins Chapter Member; Fort Collins Symphony Masterworks Volunteer, Member of Leadership & Consultation Teams for Feminist Fight Club

Jered Lish, Planned, coordinated, and hosted Gallup Strengths Coaches Certification for CSU; presented on Career Readiness at NACE; attended NAAHP for pre-health advisors; presented at the Leadership Collective Summit on Lessons Learned for Mid-Managers in Career Services

Jon Linn, Completed Gallup Certified Strengths Coaching Certification

Judy Brobst, winner of the Division of Student Affairs RAM Award

Katie Flint, Co-Presented with Sarah Roeder at MPACE Annual Conference on “*Expanding the Employer Reach: Using the student voice to connect talent to careers*”; served as Co-Interim ED for entire 2017-2018 academic year

Katie Lloyd, co-presented on Career Pathways at 2018 CSU Professional Development Institute; served as Interim Co-Executive Director July 2017-July 2018

Leanna Biddle, winner of the Division of Student Affairs Rising Star Award; co-presented on Career Pathways at 2017 CSU Professional Development Institute; named staff advisor to CSU chapter of Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS); named Staff Co-Advisor to the Warner College of Natural Resources College Council; named Academic Advisor to Phi Delta Theta; named Staff Advisor for Kappa Kappa Gamma

Lucinda Van Inwagen, Elected Treasurer for Mountain Pacific Association of Colleges and Employers (MPACE); winner of the MPACE 2017 Outstanding Service Award; Workforce Recruitment Program Campus Coordinator

Marian Shon, Recognized for her contributions on the CSU Feminist Fight Club

Matt Leland, Served on Planning Committee for DSA Recognition and Awards Event

Sarah Roeder, Promoted to Associate Director of Student Employment and Employer Connections; co-Presented with Katie Flint at MPACE Annual Conference on *“Expanding the Employer Reach: Using the student voice to connect talent to careers”*; served on the MPACE Professional Development and Education Committee; served on Student Outreach Team for second year at-risk students through Office of Student Success for AVP Ryan Barone; Safezone Facilitator, Pride Resource Center

Summer Shaffer, Nominated and elected as the Area 6 AP Council Rep; presented on Gen Z in the Campus Communicators/Division of Student Affairs Bootcamp and was asked to return again this year; co-presented on Recruiting Gen Z at NACE