

Career Center Annual Report

2019-2020

Section 1: Highlights & Accomplishments

The Career Center had several highlights and accomplishments this year despite (or even perhaps because of) the COVID-19 pandemic. The Career Center staff was truly amazing in adapting and finding creative new ways of serving students in short order. This was done with positive attitudes, even as staff missed their colleagues and face-to-face student interactions deeply and were being pulled in many directions, personally and professionally. The staff quickly pivoted to remote services, with support from the technology team including using Zoom, Zoom Webinar, and Teams. Another key accomplishment from this time was the campus employment team and several leadership team members successfully advocating and strongly encouraging Colorado State University to continue payment for displaced student employees during the transition to remote classes and work. All of this will be described in more detail in Section 3. Additional highlights and accomplishments for the year include:

Building the Career Ecosystem:

The Career Center team continued to build the career ecosystem across campus this year to promote student success. One highlight of this was the participation by staff and sponsorship from Target at the Diversity Symposium. Not only did our staff present several sessions related to identity and career, but one of the keynote speakers from Target also addressed the topic. Other wins included a new process to share career advising notes with academic advisors and success coordinators through Navigate, pre-health advising collaborations focusing on mock interviews and resources, and onboarding two new Career Education Managers and two new Career Education Coordinators to build the career ecosystem across campus through both curricular and co-curricular avenues.

One of these new Career Education Managers serves the College of Agricultural Sciences, a new position. Due to a shift in the staffing structure of the College of Agricultural Sciences, the Career Center approached the college's leadership to begin building a new relationship, and to propose a shared Career Education Manager role, as existed successfully within four other colleges. The college was receptive and, together, the College and the Career Center created an MOU for the new relationship and co-wrote a position description for a new shared role. A search committee was formed with membership from both entities, and a remote search was successfully conducted to fill the new role. Samantha Holtshouser joined the staffs of both the Career Center, and the College of Agricultural Sciences, as a Career Education Manager, on June 29, 2020.

To further enhance the career ecosystem on campus, the Career Education Managers who are co-employed by colleges, came together to create a faculty toolkit that will be comprised of career-related lessons for faculty members to deliver career content directly in their courses. The team designed their approach, and built out one full lesson - Resumes, which will be piloted in fall 2020. The toolkit for this lesson includes: learning objectives, a lesson plan, multiple activities for instructors to choose from to teach the elements of resumes, a PowerPoint complete with detailed notes, and custom videos featuring the Career Education Manager for the college it will be used in, so that students in their college will still see their faces and know they have this support. Each faculty member who uses the lesson will be sent a brief survey via email to assess their confidence with delivering the lesson, and the quality and content of the lesson related to their students' needs. This feedback will be used to create multiple new lessons for the same use.

Career Education Coordinators contributed to the ecosystem by continuing to build our partnerships with departments and divisions that fall outside of the colleges, assuring students who have strong affiliations with those departments and divisions are also served well. Madigan Turnquist and Jenny Kim started in the roles September 30 and began deepening the already existing relationships in places across the Division of Student Affairs including ALVS, AAC, SDPS offices, and Student Athlete Support Services among others. In addition to providing drop-in advising services in some partners' offices, an opportunity to teach student staff and mentors within SDPS offices and Key Plus on transferable skills and competencies was a successful effort in training the trainers. These student staff and mentors can take the knowledge they learned on the topics and assist the students they engage with on these topics as well.

Another accomplishment that supports the growth of the career ecosystem is the creation of CSU Career Competencies. The Career Center's competencies committee, under the leadership of the Associate Director for Career Education, finalized labels and definitions for the CSU Career Competencies. They conducted multiple listening sessions with a cross-section of campus partners and worked to ensure the competencies were inclusive. They led the development of a graphic that showcases the labels and definitions which is published on the Career Center website and began working on a strategy for a campus-wide rollout. The CSU Career Competencies have already been integrated into campus employment and the committee continues to work on next steps.

The Career Services Network was active this past year, co-led by Jon Cleveland (Executive Director of Career Services) and Shelly Reed (Career Counselor in the College of Business Career Management Center). There were five meetings (some in-person and some remote) with approximately 6 departments represented and an average of 30 attendees at each meeting. Most common departments represented include the College of Business Career Management Center, the Collaborative for Student Achievement, Financial Aid, and International Programs.

Finally, the Career Center administered several career classes in collaboration with Athletics (Summer 2019; this course was canceled in Summer 2020), Key Communities, 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. The student-athlete career course also incorporated financial literacy into the curriculum and hosted a full-day employer tour. Key Communities re-offered the "Meaningful Work" course, and the Associate Director for Career Education taught that course for the second time. The course included multiple employer guests describing their work as well as a mixture of standard career development topics (Interview preparation, resume/cover letter), along with broader topics such as values, interests and identities as they relate to jobs and careers. The College of Natural Sciences career course was completely redesigned and is being offered to students in Fall 2020. We also continued to partner 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.

Community and Employer Engagement and Partnerships

One of the highlights from the Employer Connection team was the release of the [Employer Diversity and Inclusion Toolkit](#). The toolkit is designed to help employers understand how CSU implements diversity and inclusion and to serve as a resource for them to work to make their own organizations more socially just. This is just the first iteration of what will be a work in progress for many more months/years. Not only was the entire Employer Connections team involved, but the Employer Advisory Board also provided feedback to help make it stronger.

Employer Connections also assisted in development and rollout of university-wide strategic partnership with Boys & Girls Clubs of Larimer County (BGCLC) in conjunction with External Relations, Access & Enrollment, and Athletics. As a public statement of the partnership, President Joyce McConnell and Albert Bimper, Associate Professor in the Department of Ethnic Studies and the Senior Associate Athletic Director for Diversity, Inclusion, and Engagement in the Department of Athletics, spoke at the BGCLC Gala in September 2019, and Leslie Taylor, Vice President of Enrollment & Access, spoke at the BGCLC Youth of the Year Breakfast in February 2020. Through Access & Enrollment, children who are active at BGCLC are eligible for exclusive scholarship opportunities upon graduation from high school, they are given opportunities to visit campus and meet students and staff to increase the likelihood of seeking post-secondary education, and upon enrollment at CSU, they are connected to the community of other Boys & Girls Club "alumni"; through Athletics, children and their families are given discount tickets to three athletic events each academic year, and student-athletes volunteer at the local club's after-school program. BGCLC has committed to staying more involved with Career Center events and has attended both all-campus career fairs and both diversity-focused career events in the 2019-2020 academic year (first time to attend all four events in an academic year); their executive director, Kaycee Headrick, joined the Career Center's Employer Advisory Board in fall 2019; and the student-athlete career class visited the club the last two summers to learn about jobs, internships, and volunteer opportunities. CSU staff who are members of the partnership committee – from Enrollment & Access, Athletics, and the Career Center – were invited to serve as judges of the Youth of the Year contest.

Another partnership the Employer Connections team coordinated was a university-wide partnership with Posner Center for International Development to provide more international career opportunities for students. They brought multiple campus partners together including International Programs, Straayer Center for Public Service Leadership, Dean's Office at CLA (as well as faculty & chairs from International Studies and Languages, Literatures, and Cultures), and Conservation Leadership graduate program at WCNR. The Posner Center, based in Denver, is a hub and incubator for global development. With almost 200 member and tenant organizations under their umbrella – global development NGOs and for-profit organizations working in more than 100 countries – the Posner Center physically and virtually convenes Colorado's global development community, enabling them to develop new relationships; connects their community of organizations to resources and create opportunities to learn, share, and grow; and catalyzes their community of organizations to collaborate, transforming their work towards greater impact across the globe. All of CSU campus partners contributed equally to become Enterprise Level Members at the Posner Center, giving departments, programs, faculty, and students access to the Posner Center's exclusive community communications; community outreach platform; programming including topical discussions, guest speakers, social gatherings, capacity-building trainings, and professional development opportunities; visibility with all of Posner Center's member & tenant organizations; eligibility for the International Collaboration Fund; and access to "Open Office Hours" at their facility. Posner Center was scheduled to host a group of students for the Helping Careers Industry Tour in November 2019 and Burke Fishburn, their Executive Director, was scheduled as a panelist for the Global Careers Panel, a program sponsored by the College of Liberal Arts, International Programs, and the Career Center in March 2019 (unfortunately due to COVID-19, this event was cancelled).

Thanks to a revamp of the Recruiting Partnership program to better highlight the unique deliverables employers receive, along with a more strategic and proactive outreach plan, the Employer Connections team secured 10 Recruiting Partners for FY20. Three different partnership levels were created, *Foothills*, *Trailblazer*, and *Summit*, which included deliverables such as sponsorship of targeted events, enrollment in the Campus Recruitment program, and the ability to add 'a la carte' options that best fit employers' needs. This was the largest number yet secured and brought in a total of \$43,500 to the Career Center, with an additional \$13,500 to other campus collaborators.

Collaborating with the office of Corporate Relations, a large recruiting partnership was secured with Target Corporation. A comprehensive campus engagement plan was created based upon their needs and interests which included the Career Center, College of Business, College of Natural Sciences, Entrepreneurial Center, and Office of VP for Diversity. Over the course of 2.5 days, key executive leaders from Target's HQ, including their Chief of Operations and CSU Alum Arthur Valdez, engaged in 12 different activities that spanned multiple colleges, multiple departments, and hundreds of students. The ways in which Target brought their story, shared their values, expanded on their opportunities, and 'walked the talk' of their Diversity and Inclusion commitment resonated in huge ways with our Rams and generated hundreds of connections.

Process Improvement

The Events, Technology, and Communication team worked with the rest of the teams in the Career Center to revamp the newsletter, resulting in an increase in open rate. A Career Center newsletter team meets regularly with representation from each team to ensure consistent communication of events and services to our students. In addition to the newsletter, the Events, Technology, and Communication team created a center-wide Events Guide to streamline and create efficiencies in a new event and program planning process for the Career Center. This change was supported by a change in marketing processes to bring efficiencies and clarity to that process including the use of templates by the staff for events or programs or messages that they organize.

This year also brought a new plan to equity and inclusion work in the Career Center. The previous Diversity and Inclusion Committee had become too large and subsequently disjointed in its efforts to implement the re-ignition of Diversity Dialogues and other programming as intended. Additionally, the committee was hoping to implement a more curricular based approach to our equity work as a whole. The Executive Director made the decision to disband the larger committee that had multiple members in transition, and instead form a new smaller steering committee of Equity and Inclusion. The structure of this committee allows for two co-chairs and four individuals who are responsible for leading three subcommittees: 1) Training, 2) Diversity Dialogues, 3) Accountability and Sustainability. Additionally, there is an ad hoc member responsible for re-administering the Multicultural Organizational Development assessment this upcoming Fall. The steering committee of six work on Center wide Equity and Inclusion initiatives, curriculum development, and strategic

planning, whereas, the individual subcommittees made up of 12 people across the groups, work to engage the broader staff in education and development of equity work into their jobs. Thus far the new group has been able to host three current event conversations, develop a pre-assessment for staff, host a summer equity media club, establish an equity initiatives fund, and schedule out biweekly opportunities for staff to engage in conversations of equity and inclusion. Several of these initiatives developed out of a need to address the on-going violence against black folks as detailed in the [Career Center's Statement on Anti-Blackness](#). Additionally, the Career Education team continued to implement the social justice approach to Career Education across all one-on-one, group, and virtual services.

Finally, the Career Resources Committee formed to put intentionality with quality and inclusion toward our online resources. Due to the impacts of Covid-19, the Career Education Resources Coordinator role was temporarily put on hold, so the Career Education Team formed a temporary committee of four staff members to begin to address some of the deep need for improving quality and inclusion in career education online resources. This committee led a complete review of all industry-focused resources to ensure they were useful to students, added new resources where necessary, and used a new paradigm for tagging resources to improve search functionality. The committee is currently working a two-pronged approach to inclusion in the resource center – both ensuring that our identity-focused resources are strong, and ensuring all of our center-created resources are inclusive for all students, with a focus on students with historically marginalized identities.

Learning Outcome

The impact of the Career Resources Committee review of resources can be seen in the Career Center's learning outcome results for the year. This learning outcome, "As a result of accessing online or print resources at the CSU Career Center, 75% students will be able to identify at least one piece of information that will inform their career exploration or job search process" was assessed by a question on the drop-in survey:

- Are you likely to use online or print resource(s) from the CSU Career Center? [Yes (please share the resource and how it will assist you);, No]

In the analysis of the drop-in survey, 60% of respondents identified that they are likely to use online or print resources from the CSU Career Center, a 7-percentage point increase over last year. Of those that responded to "what resource and how will it help you," 51% were able to identify a resource. There seemed to be some confusion this year about the question as several students thought the question was asking generally about print or online resources and thus answered "print" or "online." When you remove those that demonstrated confusion about the question 92% were able to identify a resource. While the most common response was the resume and cover letter templates (like last year), this year also included several mentions of the website and online resource center. Some examples of responses include:

- *I will use Handshake and the website for guidance.*
- *I liked the resume page with an example resume and tips on how to improve your own*
- *Online articles and links regarding career options for engineering*
- *Tech resume form. To use as a starting point for creating my resume in the future Cover letter form, used to write an email asking for a research assistant position*
- *The "Applying for Graduate School" sheet providing a variety of resources and tips for applications.*

Fifty-one percent is short of our goal of 75%; however, 92% exceeds our goal. The additional breadth of questions this year compared to last year also indicates some strong improvement in this outcome.

The training the Career Education Specialists received for drop-ins and the work the Career Education Team's Resource Committee has done on reviewing the resources in the Resource Center have resulted in an increase in students' ability to identify useful resources (once you remove those that misunderstood the question). Given this, the Career Education Team will switch to a new learning outcome in future years and if we revisit this one, we will reword the question in order to eliminate the misinterpretation of the question.

Campus Employment Improvements

One of the team's accomplishments for the year was transitioning job postings for campus employment from JobX to Handshake, streamlining postings into one common platform for students and employers. Now all campus jobs (work study and student hourly), internships, part-time jobs with registered employers, and full-time opportunities can be found in Handshake. This involved an intensive marketing campaign and numerous trouble-shooting emails and phone calls as campus transitioned to a new system. Additionally, the Employer Connections team worked with a programmer to create a local part-time odd jobs board to allow community members with unregistered businesses to hire CSU student.

Additionally, in collaboration with Talent Development, the Career Center developed a series of student supervisor specific trainings to support student supervisors on campus. This is a high need based upon the student supervisor survey that was administered last fall 2018. The following courses were offered:

1. Diversity, Equity and Inclusion with Student Employees
2. Hiring Basics- four-part series of workshops:
 - a. Recruitment and Interviewing
 - b. Onboarding and retention
 - c. Tough Conversations and off boarding
 - d. Understanding student hiring systems
3. Student Development Theory & Career Core Competencies
4. Supervising Gen Z in a Multi-Generational Workplace

The average class attendance was 44 with average representation from 14 departments. Attendees included tenured professors, admin professionals, state classified and non-student hourly employees. Elevate was in progress when the pivot to remote learning and working occurred for CSU and Elevate quickly pivoted courses to online as well. Courses were taught by diverse course facilitators from the Division of Student Affairs, Academic Affairs, and Enrollment and Access. Several departments encouraged their staff to complete the courses including the Dean's office in the College of Liberal Arts, Lory Student Center, Housing and Rec Center, to name a few. One hundred percent of responses to the satisfaction survey indicated that they learned information that they would apply to their supervision of students in the course and the spring courses earned a Net Promoter Score (see description in Appendix A) of 60, which is above the Career Center average for events.

Event, Program and Services Highlights

This year brought some new programs (both due to the pandemic and not) as well as success to some classic events. A full exploration of the statistics and evaluations of the Career Center's services is available in Appendix A. Additionally, Appendix B has one-page summaries of the shared college roles including targeted initiatives and numbers for those populations. While overall numbers for both student and employer engagement dropped this year, the drop was not significant especially given the switch to virtual services and events after spring break. Some highlights include:

- Hosted Diversity Connect and Diversity Connect Luncheon, which both experience record attendance and resulted in a number of quality of connections between employers and students.
- Planned the Virtual Career Conference in coordination with the College of Business Career Management Center in 3 weeks. Attendance and evaluations both indicated a successful event.
- Created *Career Fair Behind the Scenes*-companion programming for our Career Fair including *Recruiter Real Talk* and *Career Fair Student Tours*.
- Collaborated with College of Engineering and ALVS for first-ever Department of Energy national laboratory career event at Colorado School of Mines. CSU had more student participants than any other institution.
- Developed and implemented the Inclusive Fellowship Program.
- Coordinated with the PRIDE office to host Pride at Work, an event exploring navigating the world of work as someone who identifies as LGBTQA+.
- Student Ambassadors were actively engaged in communications, events and activities with 79 student organizations.

Section 2: Awards & Recognitions

- Summer Shaffer was nominated to office of Secretary on the University-wide Administrative Council's Executive Committee
- Karri White is the WASEA State Liaison for Colorado
- Karri White, Codi Delgadillo, and Barb Richardson presented at PDI on the student job posting transition to Handshake
- Sarah Roeder was interviewed by the Education Advisory Board for the "Virtual Employer Engagement Handbook" publication
- Katie Flint and Sarah Roeder (Chase Weldon) were interviewed on 'COVID 19: Changing Career Services Best Practices' with Global Career Coach, Inaugural Skillful Indiana Governor's Coaching Corps
- Katie Flint presented with Bridgette Johnson at MPACE, *Deconstructing Good Fit: How unconscious bias perpetuates more of the same*
- Leanna Biddle was awarded the Warner College of Natural Resources Outstanding AP Staff Award, April 2020
- Barb Richardson and Jon Cleveland presented at MPACE, *Who succeeds? Shifting the story to inspire action for equitable career outcomes*
- The Career Center was awarded the NASPA Region IV-W Outstanding Publication – First Destination and Satisfaction Report
- Jon Cleveland, Katie Lloyd, and Chase Weldon presented *Is Professionalism Code for Oppression?* at the CSU Diversity Symposium, 2019
- Greg Head and Katie Lloyd presented *The Job Search is Still About Who You Know – That's a Big Social Justice Problem* at the CSU Diversity Symposium, 2019
- Greg Head and Amy Cailene presented *Bias and Resumes: Problematizing the Facts and Exploring Options for Diverse Identities* at the CSU Diversity Symposium, 2019

Section 3: COVID-19 Challenges & Response

The Career Center was well-positioned for the pivot to the virtual delivery environment during the COVID-19 pandemic. We had been providing career education services to CSU Online students for multiple years prior, so we had some of the infrastructure (e.g., Zoom, Online Career Resource Center, Big Interview, Handshake, etc.) and experience delivering services at a distance. Even with this positionality, the Career Center demonstrated leadership and ingenuity in the time of uncertainty and crisis. With classes moving to online after Spring Break 2020, the Career Center pivoted quickly to offer all services online, including a virtual front desk with a new online chat feature (Olark) deployed by the technology team, 1:1 services (including developing a way to access drop-ins through the website chat feature, and appointments, which students could already schedule online in Handshake) and the production of a successful online hiring symposium in partnership with the College of Business (Virtual Career Conference). Connecting students with employers online had been an area for growth in our service to CSU Online students, and the remote work environment for us, and many of our employer partners, facilitated a quick improvement in our ability to do this.

Messaging and communication about the changes in services was a collaborative effort led by the Leadership Team, specifically with support from Senior Associate Director of Communications, Events, and Technology. This ensured that the website, email signatures, emails, communications were all accurate, up-to-date and coordinated. In conjunction with the new newsletter process, newsletter engagement has increased by 3% since we went remote.

In addition, we were able to offer our Elevate Student Supervision Certificate Program virtually, with record breaking attendance. An even more impactful success was advocating to have student employees to be paid through the remainder of the Spring 2020 semester considering the COVID19 pandemic. This ensured that 3,866 student employees (work-study and hourly) could continue to receive payment for basic needs and essentials resulting in a \$3,253,865 expenditure.

Additionally, the Career Education Team developed quick expertise in new topics such as job searching during a pandemic, networking at a distance, and strategies to maximize a job search in the declining economy. The team also had

to keep working knowledge of the current economy and industries that were still hiring which changed sometimes daily during the spring semester.

Student Ambassadors were required to identify new ways to engage with student organizations in the virtual environment. Student organizations were, at times, disorganized or uncoordinated in their shift to virtual environment which made the Student Ambassador's role of engaging them more challenging. Student Ambassadors addressed this by touching base weekly with their student organizations (either through email or Instagram messaging) and supplementing with specific promotions to their groups via Career Center social media channels. Student Ambassadors also reworked their monthly theme engagement for the digital space and used Instagram Live and IGTV to promote engagement. Student staffing was also a challenge at times with budget projections limiting new student hires and training student employees virtually. We were able to maintain over the summer by reducing our student employment to three who were eligible for need-based work study, which allowed us to bring all returning student employees back in the fall.

While the Career Center team has access to multiple technologies and a supportive technology staff, working from home still poses some challenges. Moving large files via VPN has proved to be both time consuming and challenging both for the Events, Technology, and Communication team and the Career Center staff. Reliable internet has also proved challenging with many people now working from home and using the residential bandwidth available. Recognizing that staff would have to assume the cost of internet and phone services to work in a remote environment, the Leadership Team decided to provide a cell phone allowance to all staff. Finally, setting up new staff with technology also presented some unique challenges; however, both technology staff and the new staff were able to work together to solve these problems.

While at times, it is challenging to keep staff engaged, connected, and motivated, on the whole, our team has responded with humor, grace, and ingenuity, even through the stress and tears of managing both personal and professional lives from home.

Appendix A: Statistics

1:1 Career Education

With the global pandemic moving the entire institution virtual in mid-March of this year, students were less likely to seek out individual services. Within the Career Center, in person scheduled appointments dropped by a third while scheduled remote appointments increased by 304%. Overall, the combined number of in person and remote appointments was just over 200 less than last academic year for the Career Center. Similar trends were seen across the Career Services Network. Drop-ins also transitioned to virtual service in March and the use of the service dropped by 16% for the Career Center and 22% for the Career Services Network.

Career Center Staff only

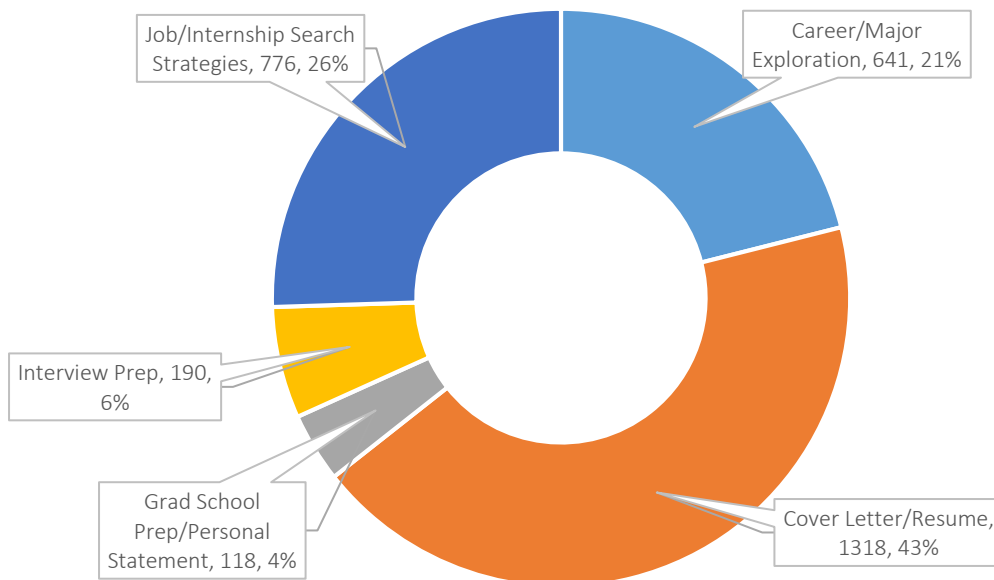
Most popular types	AY14	AY15	AY16	AY17	AY18	AY19	AY20	% change
Scheduled In Person	1693	1537	1525	1555	1736	1464	981	-33%
Scheduled Remote	28	43	35	47	63	81	327	304%
Drop-ins	2626	3197	2778	1912	1649	1886	1575	-16%

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

Most popular types	AY14	AY15	AY16	AY17	AY18	AY19	AY20	% change
Scheduled In Person	2591	2559	2788	2719	3184	2836	1975	-30%
Scheduled Remote	189	127	237	277	275	470	860	83%
Drop-ins	4893	5200	4519	3812	3704	3278	2555	-22%

Approximately 43% of all Career Center interactions were classified as 'Cover Letter/Resume', which represents a 3-percentage point drop compared to last academic year. This was followed by 'Job/Internship Search Strategies' at 26% and 'Career/Major Exploration' at 21%. This is generally consistent with topic distribution from past years with a slight increase in those seeing job and internship search strategy help.

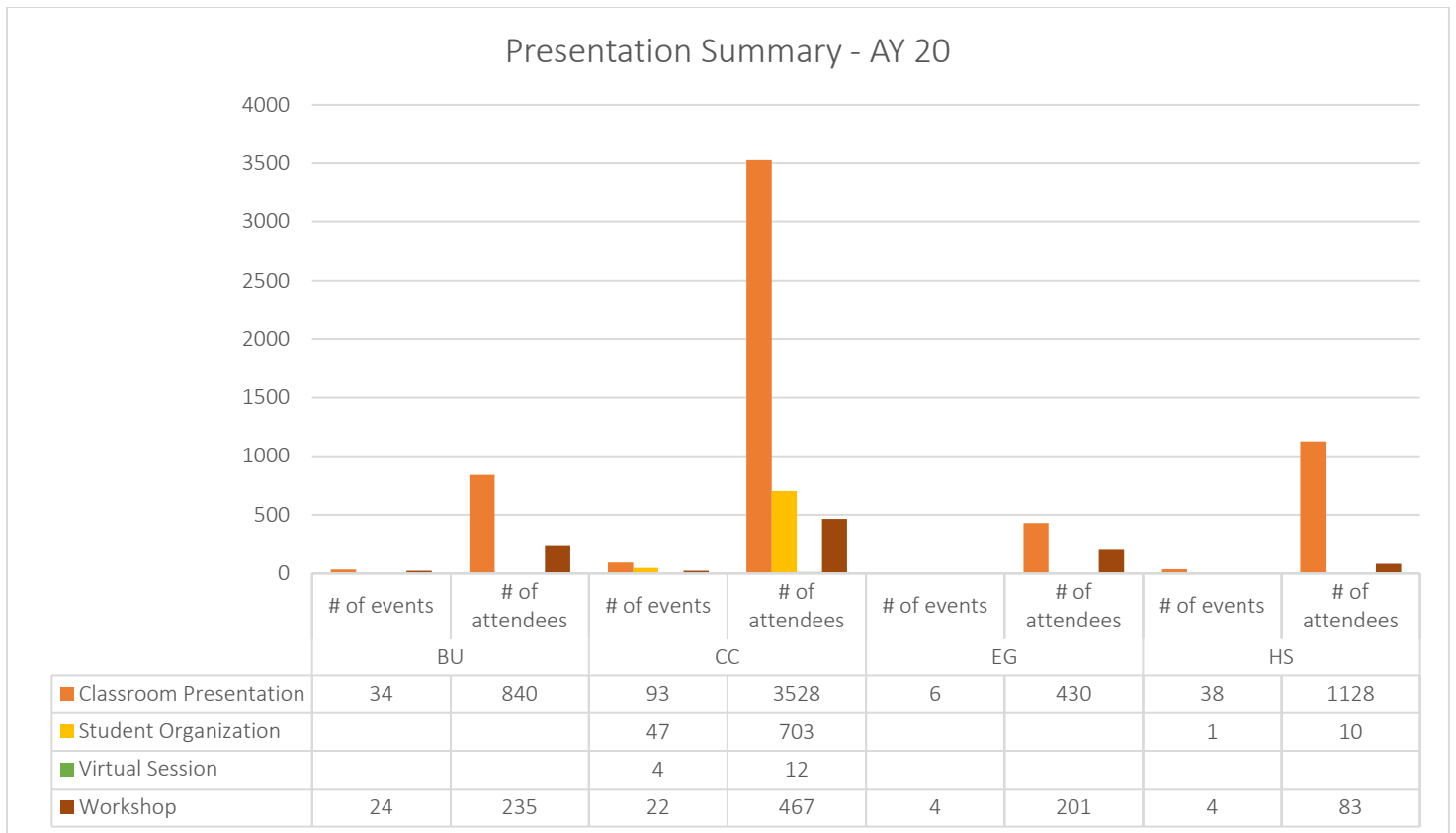
Appointment and Drop-In Subjects - AY20



Workshop, Student Organization & Classroom Presentation Stats

The Career Center served 4710 students in group career education interactions in 2019-20. This is a decrease of 16% from than last academic year, which given the global pandemic is less than might be expected. The majority of these were in classroom presentations, which averaged 38 attendees per presentation (a 6% decrease). Presentations to student organizations averaged 15 attendees per presentation (equal to last year), and workshops averaged 21 attendees per presentation (a 12% decrease).

The Career Services Network recorded an additional 3,408 students in group interactions for a total of 8118, a 19% decrease over 2018-2019. (The College of Agricultural Sciences did not track their classroom presentations again this year.) Some of this decrease across the Career Services Network may have been due to cancelled presentations due to the global pandemic. (U=College of Business Career Management Center, CC=Career Center, EG=College of Engineering Success Center and HS=College of Health & Human Sciences Career Development Manager).



Alum and Online Engagement

This is the fourth year that the Career Center has provided specialized services for alum and online students through the Associate Director of Alumni and Online Career Engagement. Services provide include virtual drop-ins, 1:1 appointments, access to a range of assessment tools (including YouScience), quarterly webinars geared to the online population, and regular webinars open to both online students and alumni.

New initiatives this year for CSU Online include creating and marketing evening appointments, marketing the Virtual Career Conference and online chat feature, new content on the Career Center website, creating and marketing a CSU Online Virtual Drop-In Week, creating a playlist on YouTube for use by CSU Online students, and an improved communication with CSU Online through their marketing manager. Additionally, the Director of Career Education presented information on online students to our Employer Advisory Board.

Alums often take advantage of the 1:1 appointments and webinars. This last fiscal year the Associate Director had 182 in person 1-on-1 appointments and 341 e-mail consults with alum. She also presented 25 webinars and in-person events open to both alum and online students with 668 attendees. A full list of these programs is below.

9/4/2019	Fort Collins	Systems Theory for Supervisors	57
9/12/2019	Denver	Managing Change	13
9/18/2019	CO Springs	Managing Change	10
9/25/2019	Webinar	Managing Change	18
11/7/2019	Fort Collins	Charisma Can Be Taught	51
11/12/2019	CO Springs	Charisma Can Be Taught	11
11/13/2019	Denver	Charisma Can Be Taught	31
11/20/2019	Webinar	Charisma Can Be Taught	88
2/5/2020	Fort Collins	You Got the Job! Now What? The Dos & Don'ts of a New Gig	11
2/11/2020	Denver	You Got the Job! Now What? The Dos & Don'ts of a New Gig	10
2/20/2020	CO Springs	You Got the Job! Now What? The Dos & Don'ts of a New Gig	Cancelled
2/26/2020	Webinar	You Got the Job! Now What? The Dos & Don'ts of a New Gig	26
4/1/2020	Fort Collins	Salary Negotiation for Women	Cancelled
4/7/2020	CO Springs	Salary Negotiation for Women	Cancelled
4/8/2020	Denver	Salary Negotiation for Women	Cancelled
4/15/2020	Webinar	Salary Negotiation for Women	87
4/21/2020	Webinar	Career Conversations: Managing Change	27
5/6/2020	Webinar	Career Conversations: Job Search During COVID-19	37
5/13/2020	Webinar	Career Conversations: Finding Remote Work	67
5/20/2020	Webinar	Career Conversations: Virtual Networking	22
5/27/2020	Webinar	Career Conversations: Virtual Interviewing	19
6/3/2020	Webinar	Career Conversations: Creating an ePortfolio	12
6/10/2020	Webinar	Career Conversations: Small Changes that Lead to Big Gains	31
6/17/2020	Webinar	Career Conversations: Using this Time for Training & Certifications	22
6/24/2020	Webinar	Career Conversations: Resilience & Grit	18

Campus Employment

- Total number of on campus student assignments are essentially steady between 2019 and 2020 – 8328 on 2/20/2020
- Average Pay Rates for student employees
 - Work-study - \$12.46/hr
 - Student Hourly - \$13.62
- Over 200 CSU Departments hire student employees during FY20
 - 110 of them have average pay rate of \$13.00/hr or less
 - 5 departments have average pay rates over \$20.00 / hr
 - Residential Dining hired the largest number of student Employees – 1007
 - 53 departments hired less than 5 students each

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. This year, some of these

events had to be cancelled due to COVID-19 while a new event, the Virtual Career Conference was created. While this is not an all-inclusive list, it is a wide representation of the Career Center’s major programs.

There was a mix of increases in attendance at some programs (e.g., Fall Career Fair, Gear Up for Grad School, Diversity Connect, etc.) and decreases in attendance at others (e.g., Spring Resume Rush, BioTech Connect, International Student Career Week, etc.). BioTech Connect likely experienced a drop in part due to a change of format and co-planning with a student organization. International Student Career Week was like impacted by new restrictions in visas, allowing far fewer international students to work in the US and depleting their hope of staying here. Overall, even with cancelations of some traditional spring events, attendance overall only decreased 3%. The quick creation of the Virtual Career Conference in April likely helped with overall attendance.

Event	FY15	FY16	FY17	FY18	FY19	FY20	% change
Resume Rush Fall - All Days	204	235	264	264	103	226	119%
Fall Career Fair - AG/NR/STEM	1089	805	796	854	802	895	12%
Fall Career Fair - COM/BUS/SS/LA/HOS/HEALTH	815	736	774	609	519	803	55%
Gear Up for Grad Fair/Spotlight Sessions		63	44	39	--	84	115%
Graduate School Fair		217	194	274	171	--	
International Student Series/Week - Fall	95	93	190	39	112	52	-54%
Diverse Reverse/Diversity Connect	103	98	65	77	129	174	35%
Diversifying Connections Luncheon				26	70	86	23%
Resume Rush Spring - All Days	295	378	320	210	167	119	-29%
Spring Career Fair - COM/BUS/SS/LA/HOS/HEALTH	864	825	757	658	709	676	-5%
Spring Career Fair - AG/NR/STEM	983	934	736	749	753	952	26%
BioTech Connect	142	166	185	222	--	133	-40%
Technology Networking/Connect		112	79	107	81	--	
FedConnect	357	155	--	131	176	61	-65%
Just in Time	461	419	501	402	541	**	
International/Global Careers Panel	106	70	86	85	106	**	
International Student Series/Week - Spring	71	121	122	187	126	68	-46%
Colorado Industry Tours - All	139	218	188	150	147	53**	-64%
JC Penney Suit-Up (Students only) - Fall					327	403	23%
JC Penney Suit-Up (Students only) - Spring				596	395	**	
Virtual Career Conference - Learn & Prep						224	
Virtual Career Conference - Connect						257	
Total	5724	5645	5301	5679	5434	5266	-3%

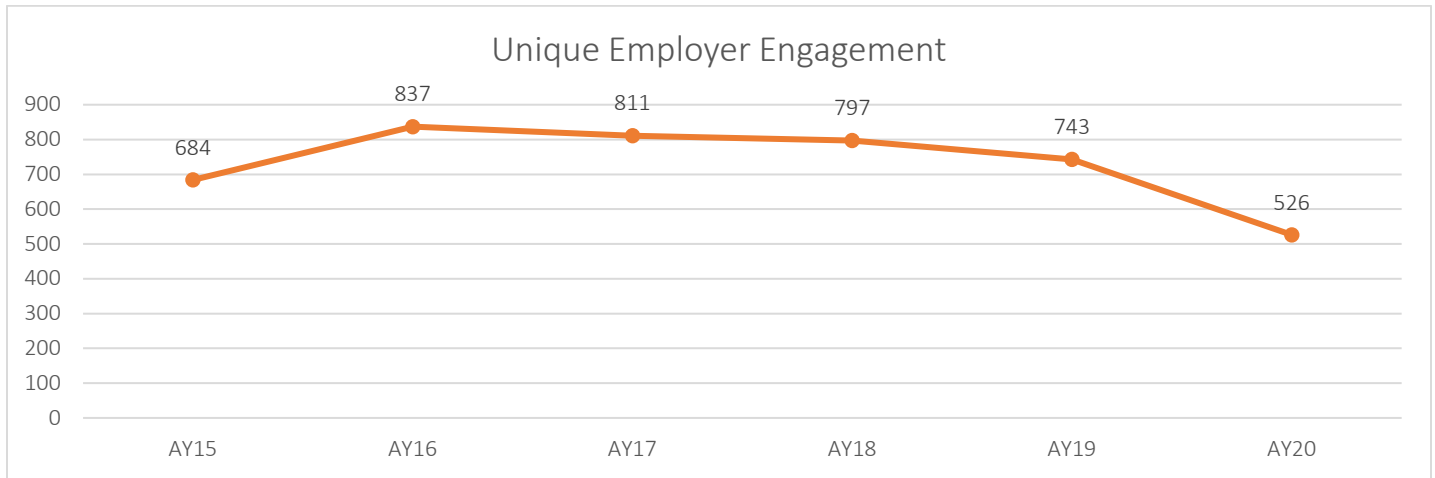
**Cancelled due to the global pandemic.

--Event not held during that academic year.

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. The number of unique employers engaged with CSU has been on a slow decline since a high in AY 16, however, with the cancelation of several spring employer events, we experienced a sharp drop this year. Both All Campus Career Fairs also had drops in number of employer registrations which impacted the overall unique number of engaged employers.

Job postings increased overall throughout AY20 as did internships even with a drop in frequency of job postings after mid-March. The number of Colorado job and internship postings did experience a slight drop-off. Finally, with campus employment making the switch from posting in JobX to posting in Handshake in late spring, there was a significant increase of campus employment postings in Handshake.



Career Fairs:

All Campus Career Fair - Fall

Attendance	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	% change
Employers	228	221	229	190	190	197	165	-16%
Students	1272	1769	1437	1483	1398	1269	1634	29%
Alumni/Other	242	48	119	87	65	52	64	23%

All Campus Career Fair – Spring

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	Spring 19	Spring 20	% change
Employers	228	259	255	220	200	191	171	-10%
Students	1491	1847	1756	1325	1326	1410	1582	12%
Alumni/Other	43	72	67	168	81	52	46	-12%

Job/Internship Postings:

Type	AY14	AY15	AY16	AY17	AY18	AY19	AY20	% change
F/T Job Postings	6068	8852	9122	15010	29125	37150	39576	7%
Colorado F/T Jobs	4085	6102	2754	3070	5273	6374	5288	-17%
Internship Postings	2541	2588	2799	4291	8014	10297	12604	22%
Colorado Internships	1709	1726	1091	1270	2199	2396	2164	-10%
Campus Employment Postings			12	59	23	18	161	794%

Evaluations of Services and Programs

The Career Center sends several evaluations of programs and events each year to both students and employers. We intentionally decreased the length of surveys sent. Due to many new educators we reinstated the appointment survey to help with career educator development. Below is a summary of these evaluations, in which the Career Center's programs and services received high ratings, including many areas experiencing increases from last year. Please see guest services, appointment, and drop-in satisfaction results below.

Guest Services Evaluation - Drop-in Survey

% strongly agreeing or agreeing

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

When I arrived, the front desk staff greeted me promptly and were courteous.



The front desk staff I interacted with were knowledgeable about services and events and recommended appropriate resources.



Upon arriving at drop-ins, I was able to meet with a career staff member in a timely manner.



AY18 AY19 AY20

Guest Services Evaluation - Appointment Survey

% strongly agreeing or agreeing

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

When I arrived, the front desk staff greeted me promptly and were courteous.



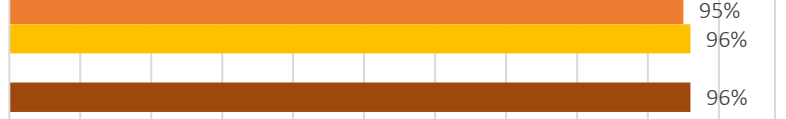
The front desk staff I interacted with were knowledgeable about services and events and recommended appropriate resources.



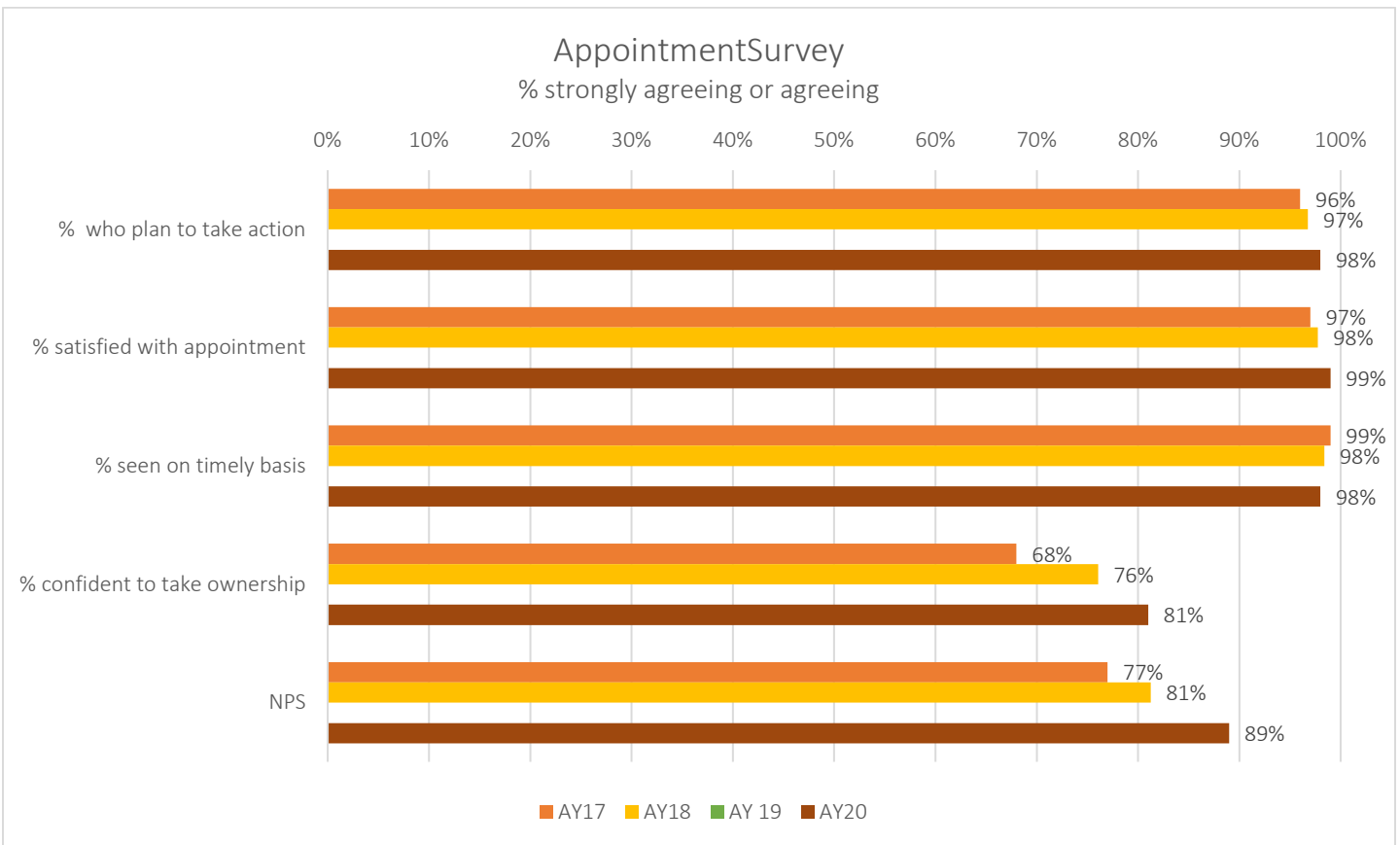
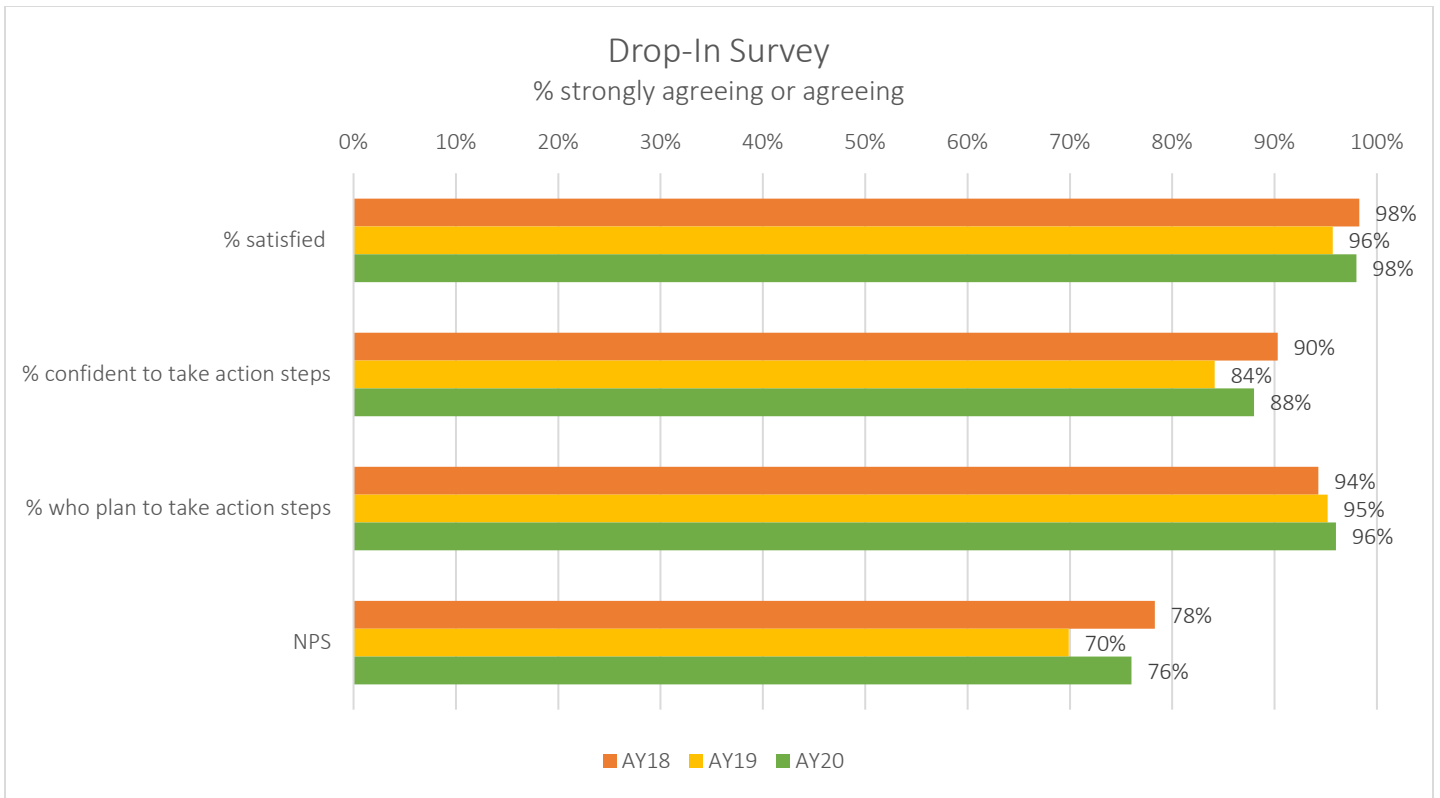
The staff member who scheduled me was friendly, knowledgeable and recommended appropriate resources.



I am satisfied with the appointment scheduling process.



AY17 AY18 AY19 AY20



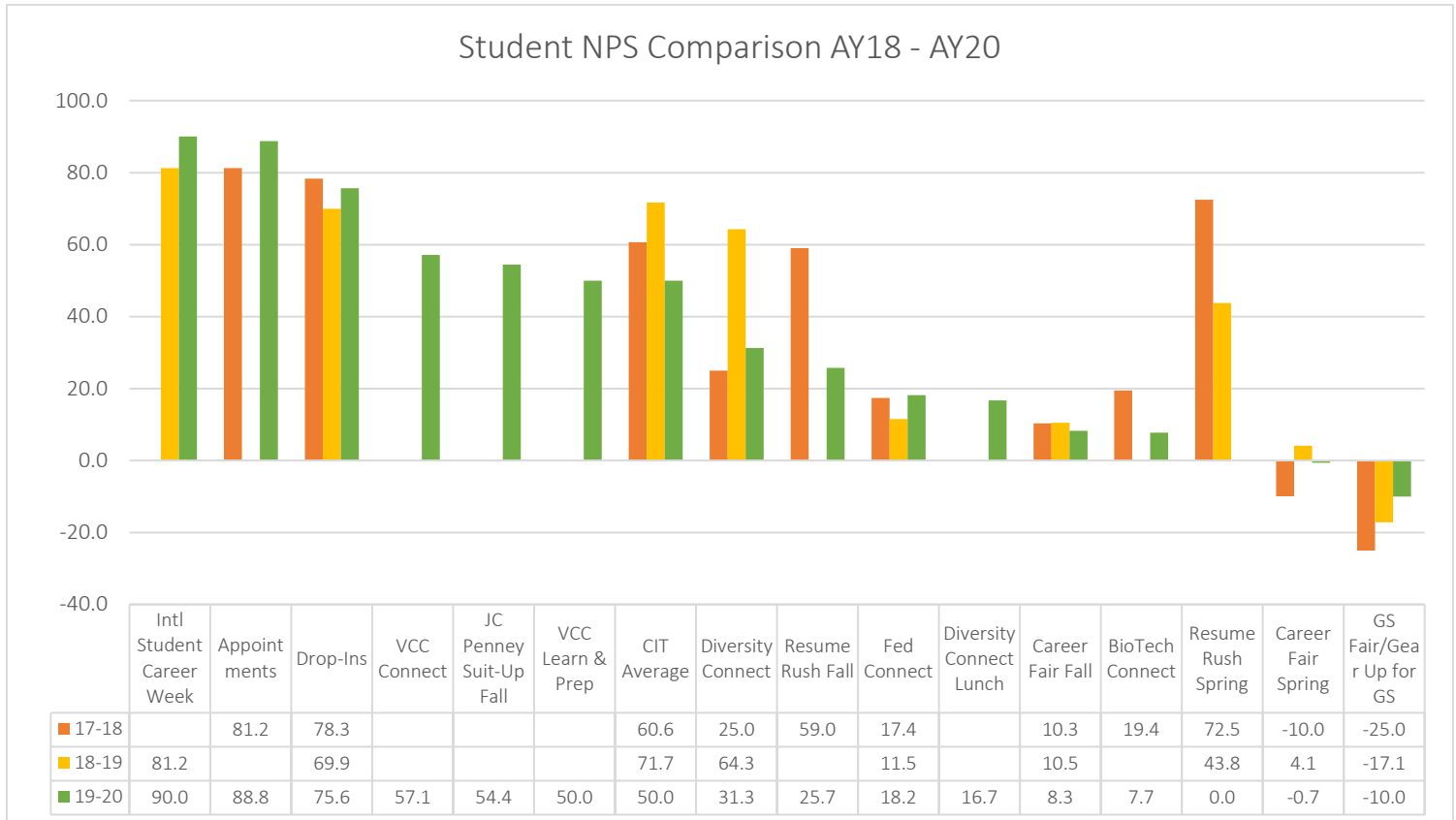
Net Promoter Score for Services:

This is our sixth 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. (See below for

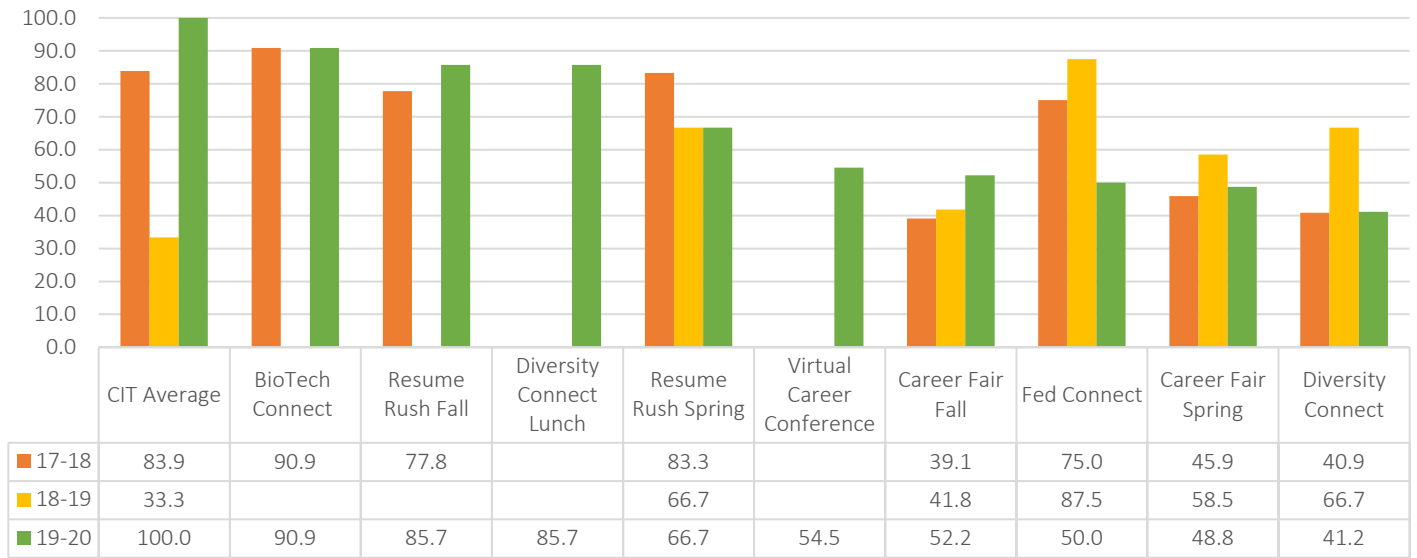
information from a small Career Center benchmarking survey). Averages for Career Center events and services have trended slightly higher than industry average (see graph below) from mid-30s to 60 depending on year and audience. We survey both employers and students and full results are below for both. Appointments, Drop-Ins and Colorado Industry Tours 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. Due to previous lower ratings, the Graduate School Fair was canceled this past year and replaced with Gear Up for Grad School, which scored better, but still indicates some room for improvement. Employer scores continue to be higher than student scores for most events.

In a very small benchmarking survey, CSU students expressed higher satisfaction with individual counseling services than other students and slightly lower satisfaction with career fairs using the Net Promoter Score (see more on this below). CSU students scored individual appointments at 89 with other institutions ranging from 30 to 79. CSU students scored career fairs at 8 with other institutions ranging from 13 to 26. Additionally, CSU employers rated Career Fairs higher than the one other respondent (52 compared to 37). Please see full results [here](#).

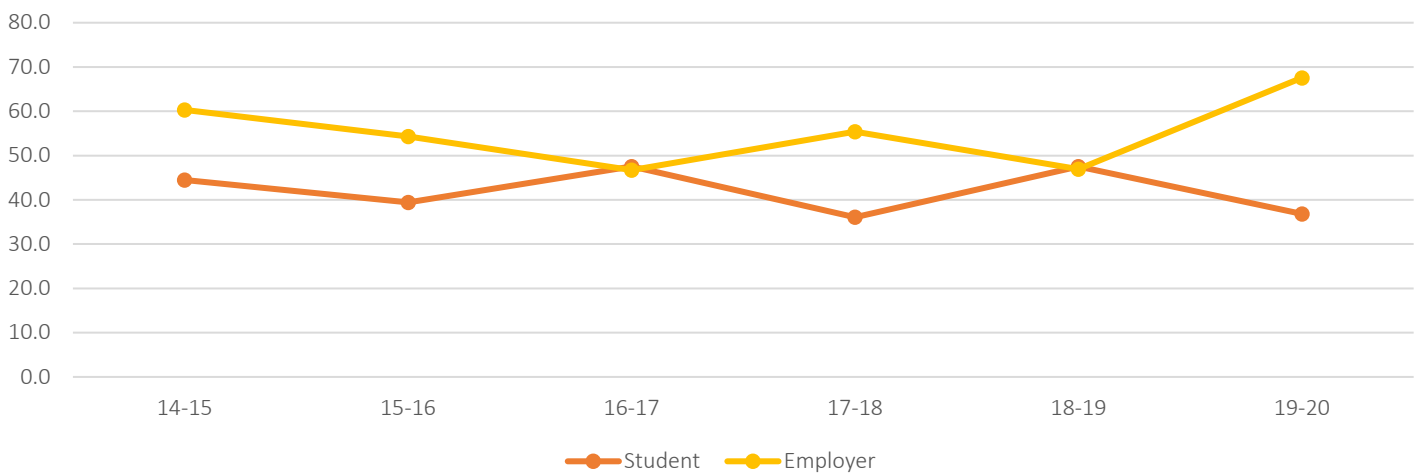
Below are our results:



Employer NPS Comparison AY 18 - AY 20



NPS Average Trends



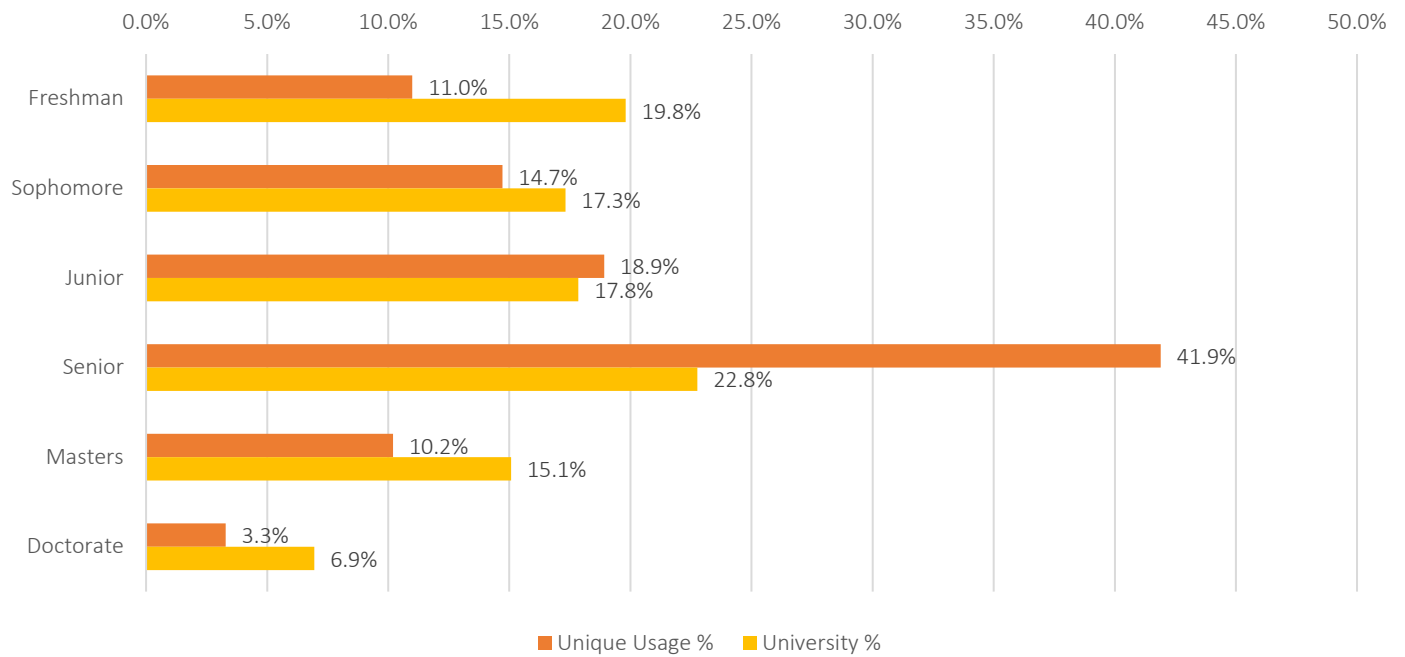
Unique Students Served Through Tracked Services

The following charts highlight the unique students served by the Career Services Network and the Career Center and compares those populations with the overall student population. Enrollment data from Fall 2019 was used for comparison. Populations are compared across school years, colleges, race/ethnicity, First Generation status/Pell Grant recipient status, and school record binary gender. Students have a variety of options to access career education at CSU and it is important to compare the full Career Services Network as well as the Career Center individually to identify populations that may face barriers in accessing services or in support.

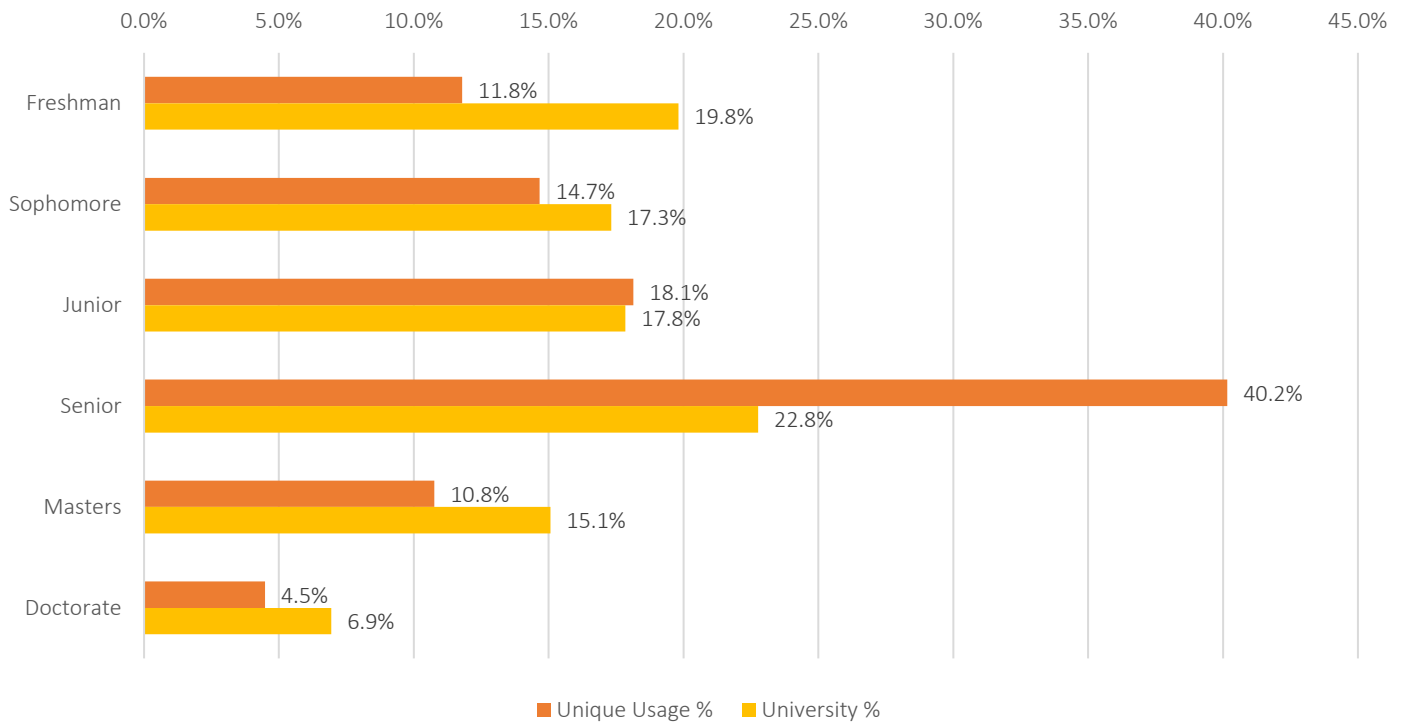
School Year:

The Career Services Network and the Career Center show similar patterns and trends across school years. Juniors and seniors continue to be served at a higher percentage than their representation in the larger university population. All other school years are served at a lower percentage. The percentage of seniors served has increased and the percentage of freshmen, juniors, and doctoral students have decreased over the last three years.

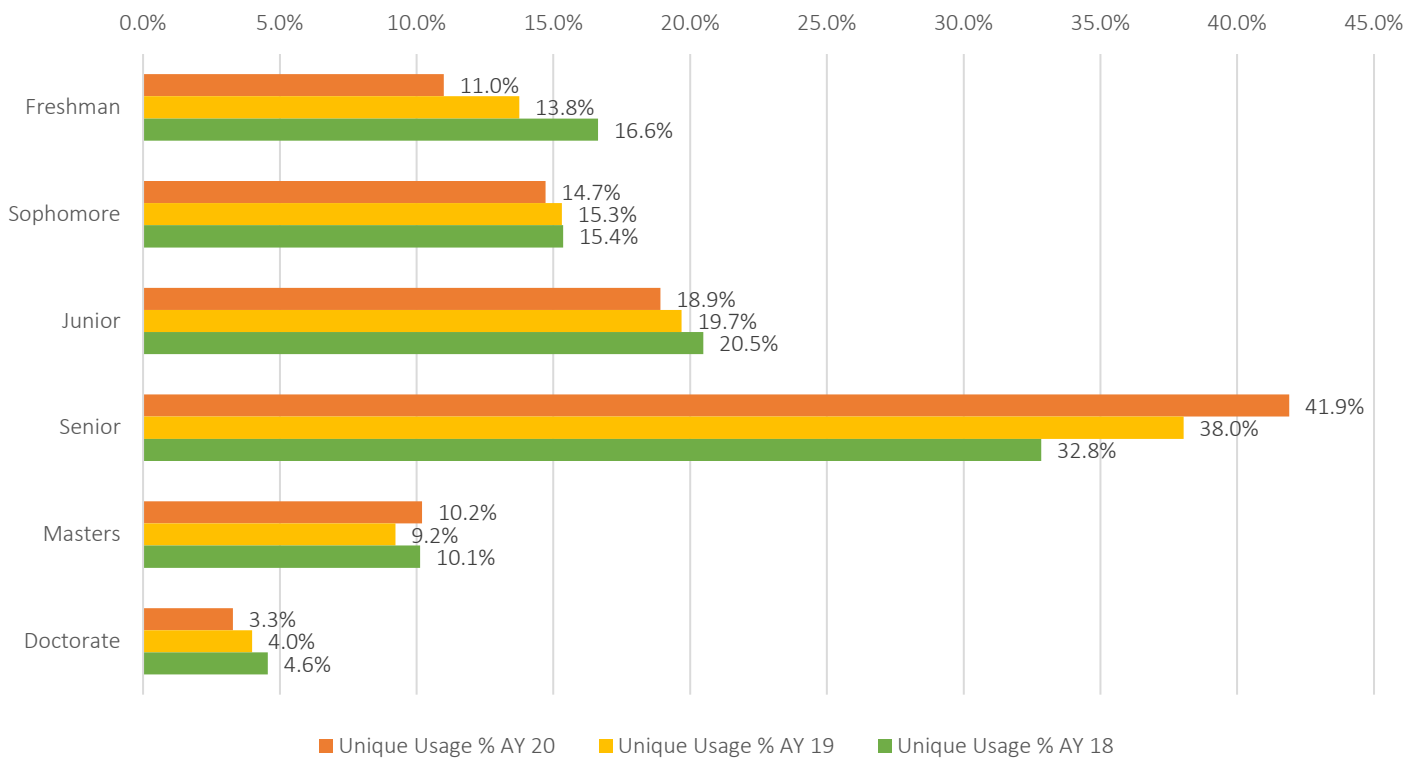
Career Services Network School Year Comparison Tracked Services AY20



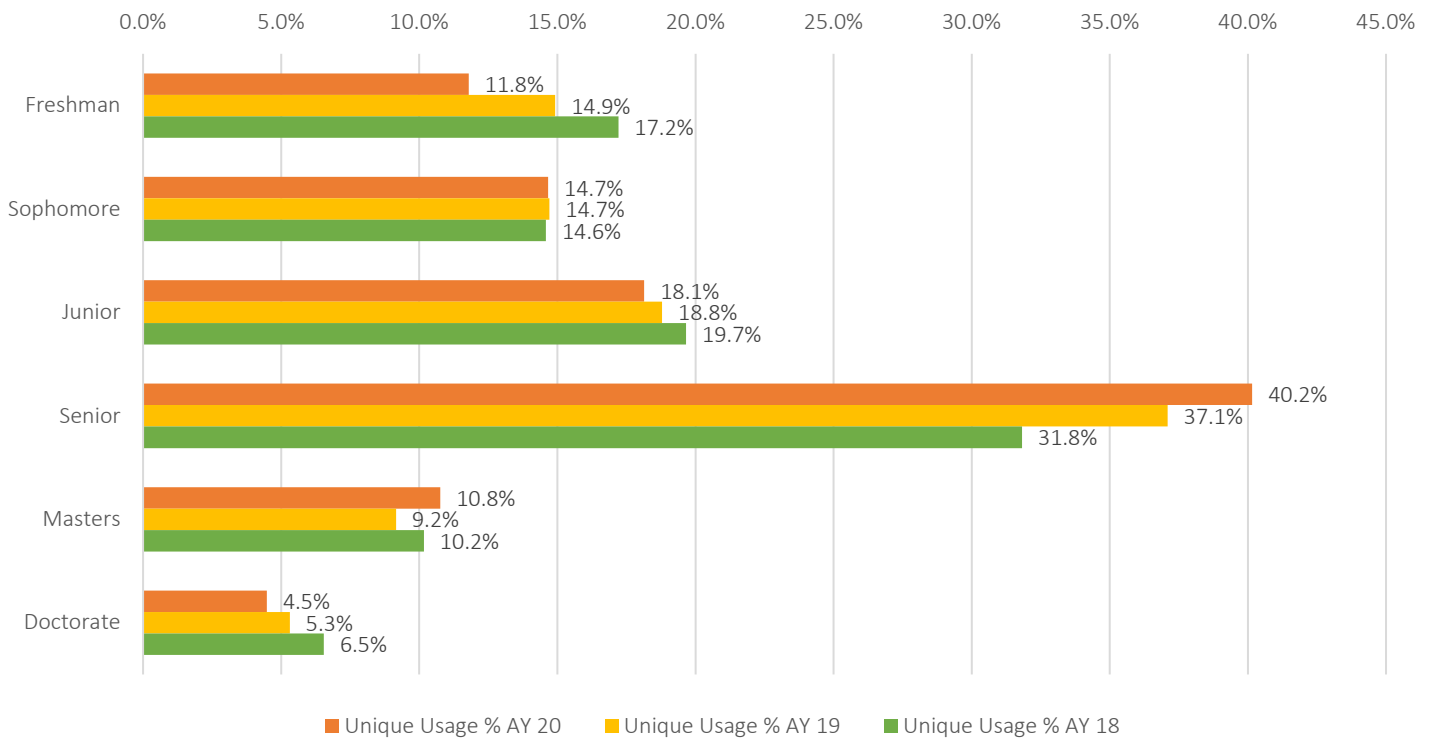
Career Center School Year Comparison Tracked Services AY20



Career Services Network School Year Trends Tracked Services



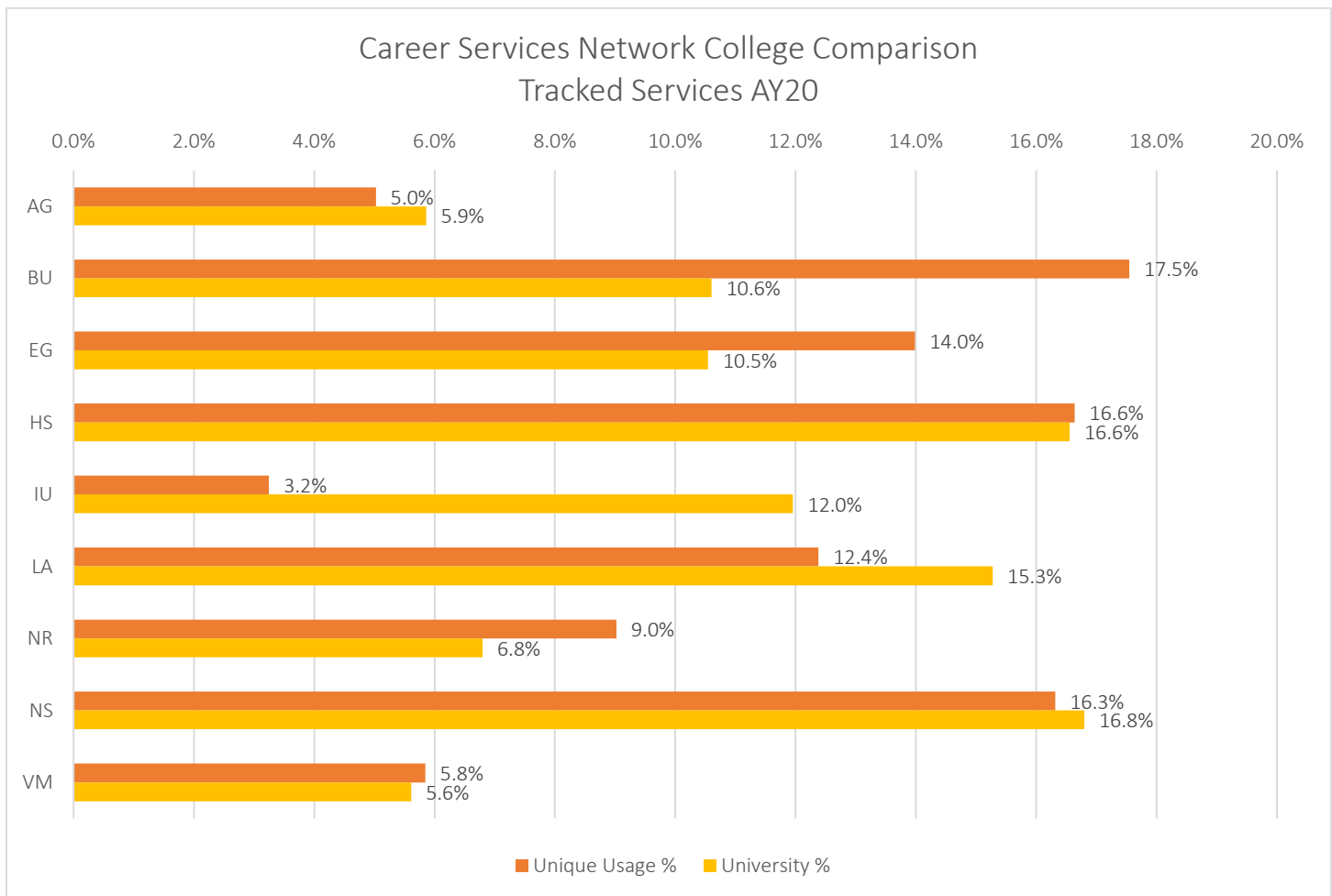
Career Center School Year Trends Tracked Services



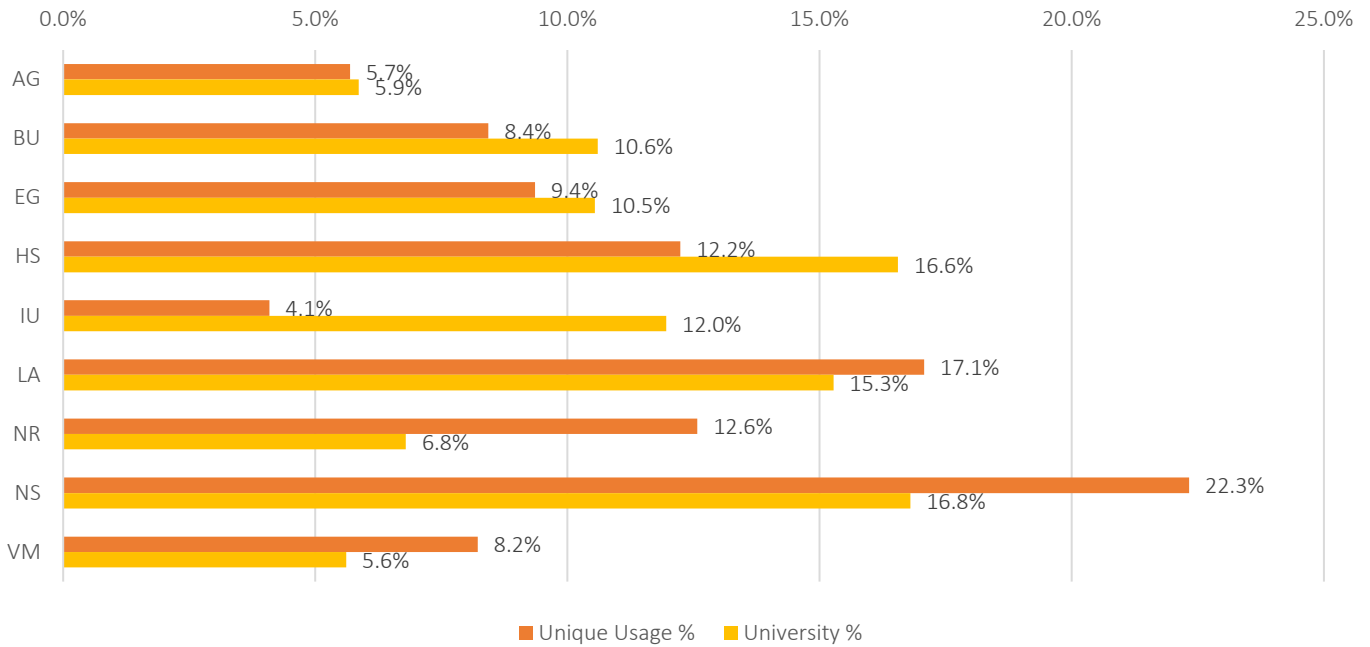
College:

The Career Services Network and the Career Center show very different patterns and trends due to the specialized services that the those in the Career Services Network provide (e.g., College of Business Career Management Center only serves Business students, etc.). When looking at the Career Services Network overall, students with specialized career services (i.e., Business, Engineering, and Health & Human Sciences) are generally served at greater numbers than their percentage of the population; the exception to this for AY20 is the College of Agricultural Sciences, likely due to staffing changes in that college. Conversely, those students whose colleges support the Career Education Manager roles in the Career Center, are served at a variety of rates compared to their percentage of the population (Natural Resources' percent of served population is higher than their percentage of the overall population, Veterinary Medicine and Biomedical Sciences and Natural Sciences are close to their percentage of the population, Liberal Arts is slightly lower than their percentage of the population). This is due to the Career Center serving ALL students, regardless of college. However, when you look at Career Center only patterns, those students whose colleges do have a Career Education Manager are served at higher rates than their percentage of the university population. Additionally, the Career Center serves those students who have specialized career resources in their colleges at strong rates, ranging from only .2 PP lower (Agricultural Sciences) to 4.1 PP lower (Health & Human Sciences) than their percentage of the university.

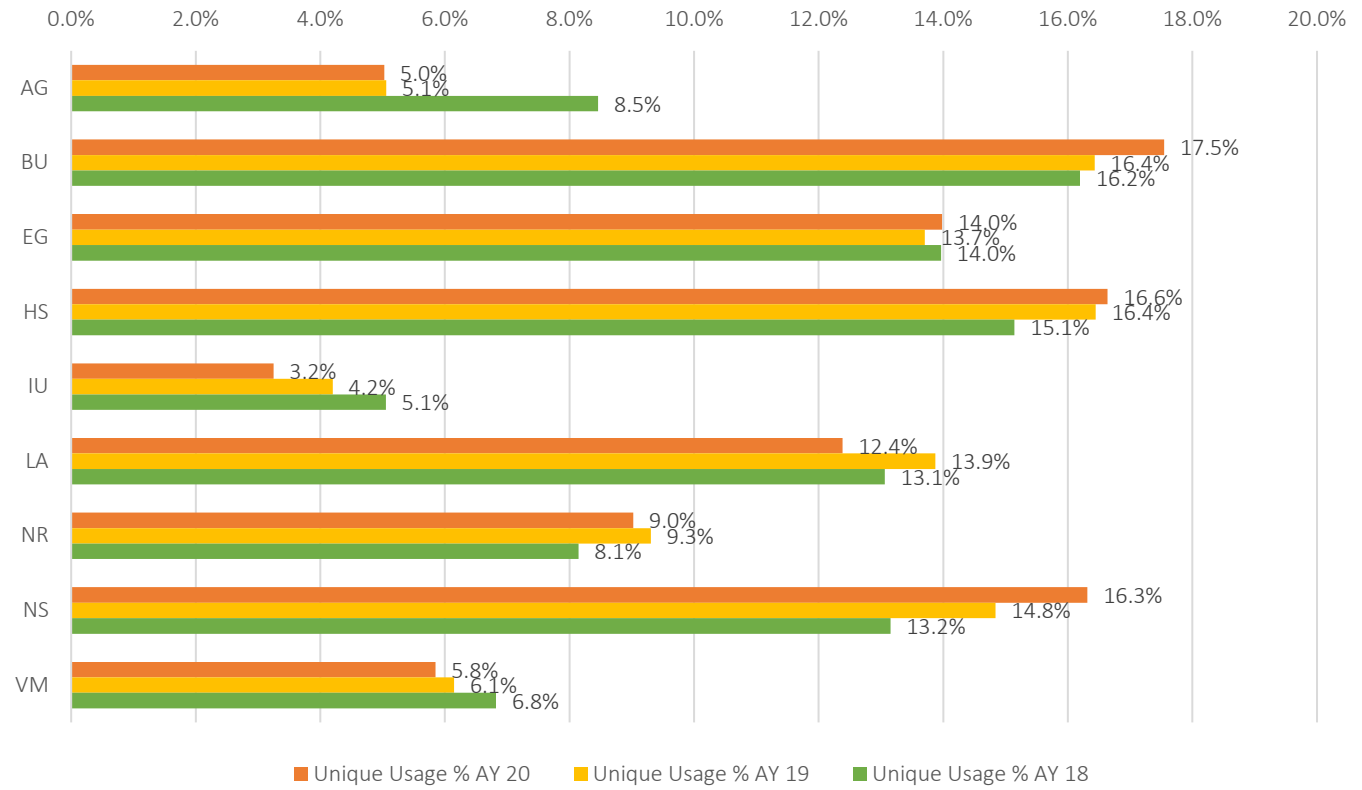
When looking at year over year trends for the Career Services Network, Business, Engineering, Health & Human Sciences, and Natural Sciences have seen increases in the percentage of served population; while Agricultural Sciences, Intra-University, and Veterinary Medicine and Biomedical Sciences has seen decreases. While the Career Center trends are overall consistent percentages with past years with exceptions being Natural Sciences with an increase and Veterinary Medicine and Biomedical Sciences and Intra-University with decreases.



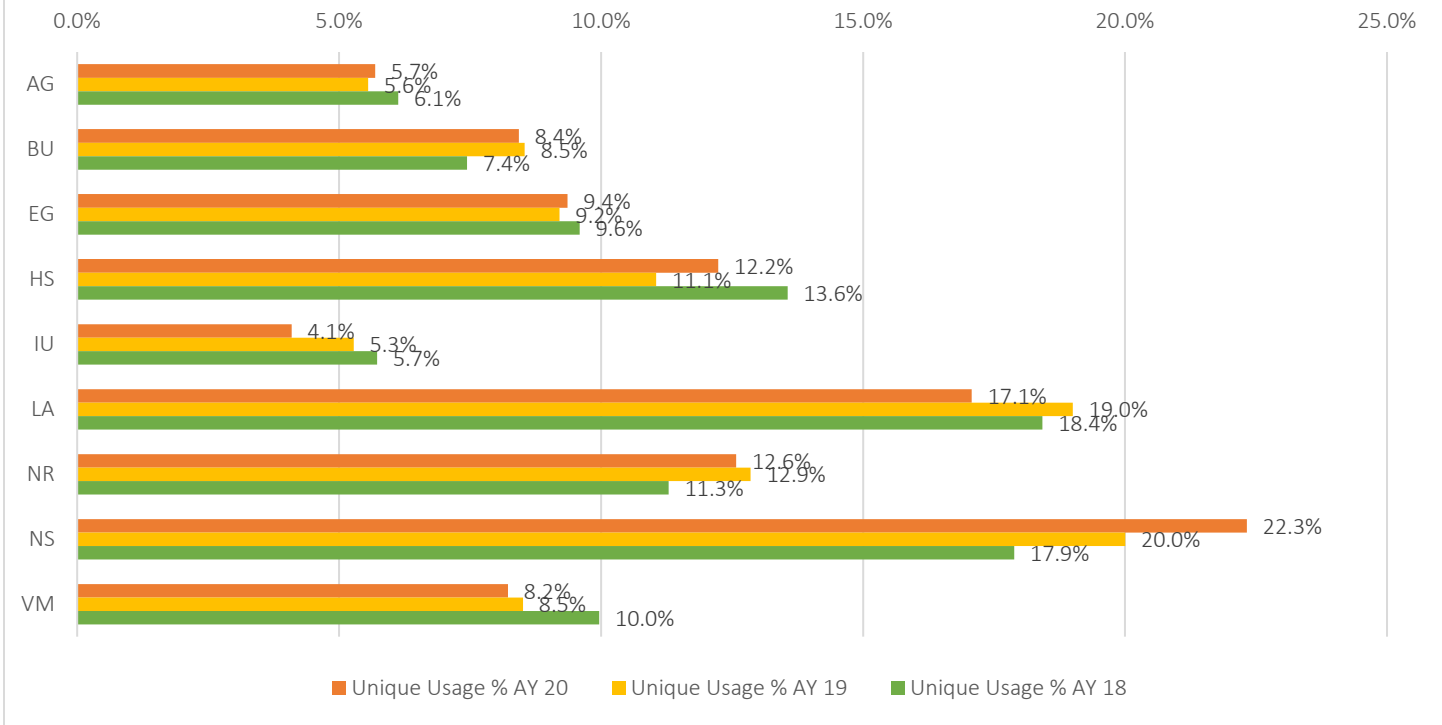
Career Center College Comparison Tracked Services AY20



Career Services Network College Trends Tracked Services



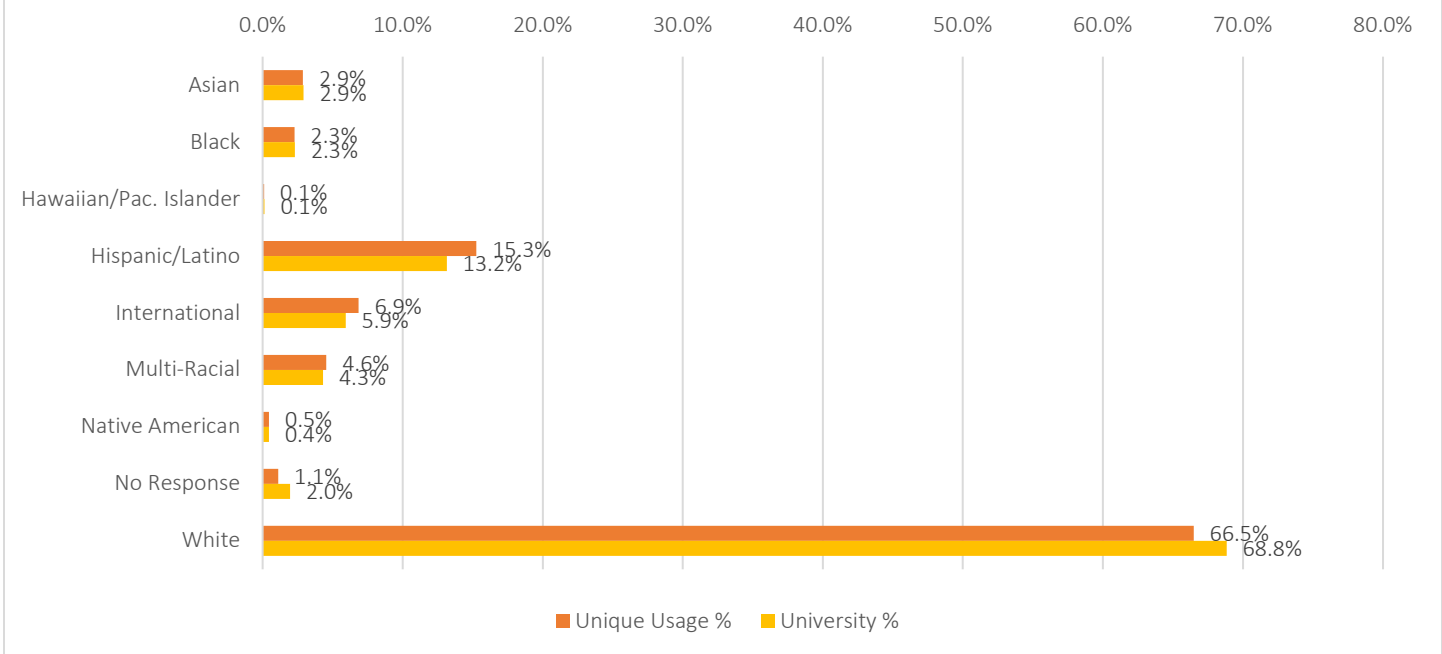
Career Center College Trends Tracked Services



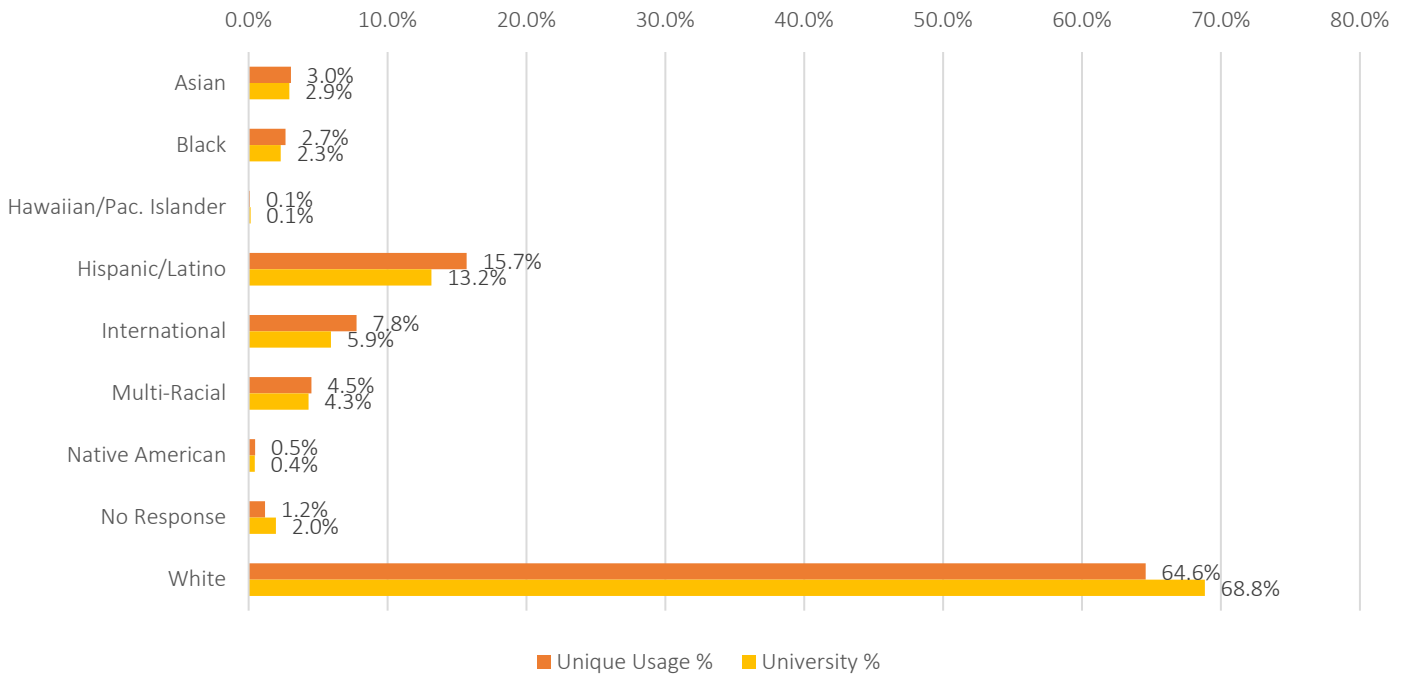
Race/Ethnicity:

Across the Career Services Network, students who identify as Asian American, Black, Hawaiian/Pacific Islander, Hispanic/Latino, International, Multi-Racial, and Native American are either equal or a slightly greater percentage of students served than their percentage of the population. This holds true for those served by the Career Center as well, although at even slightly higher percentages.

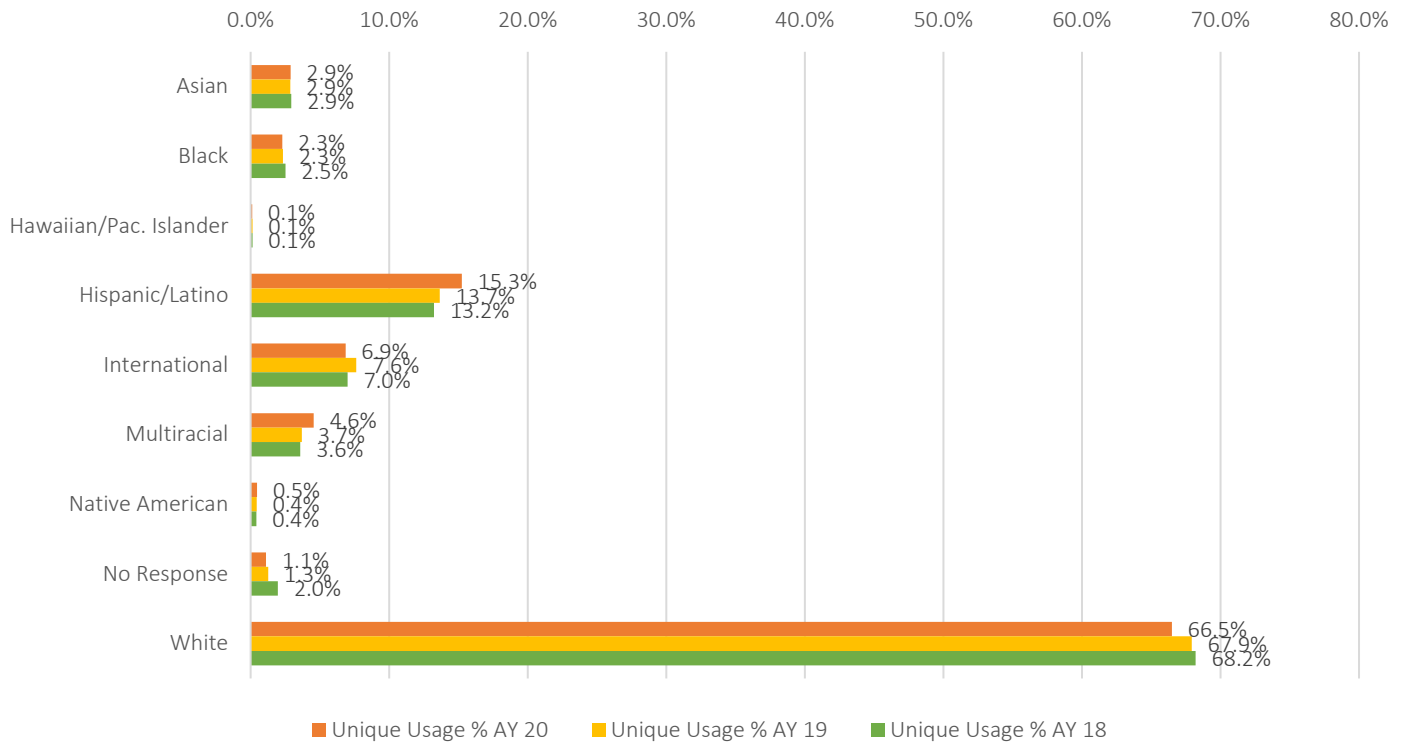
Career Services Network Race/Ethnicity Comparison Tracked Services AY20

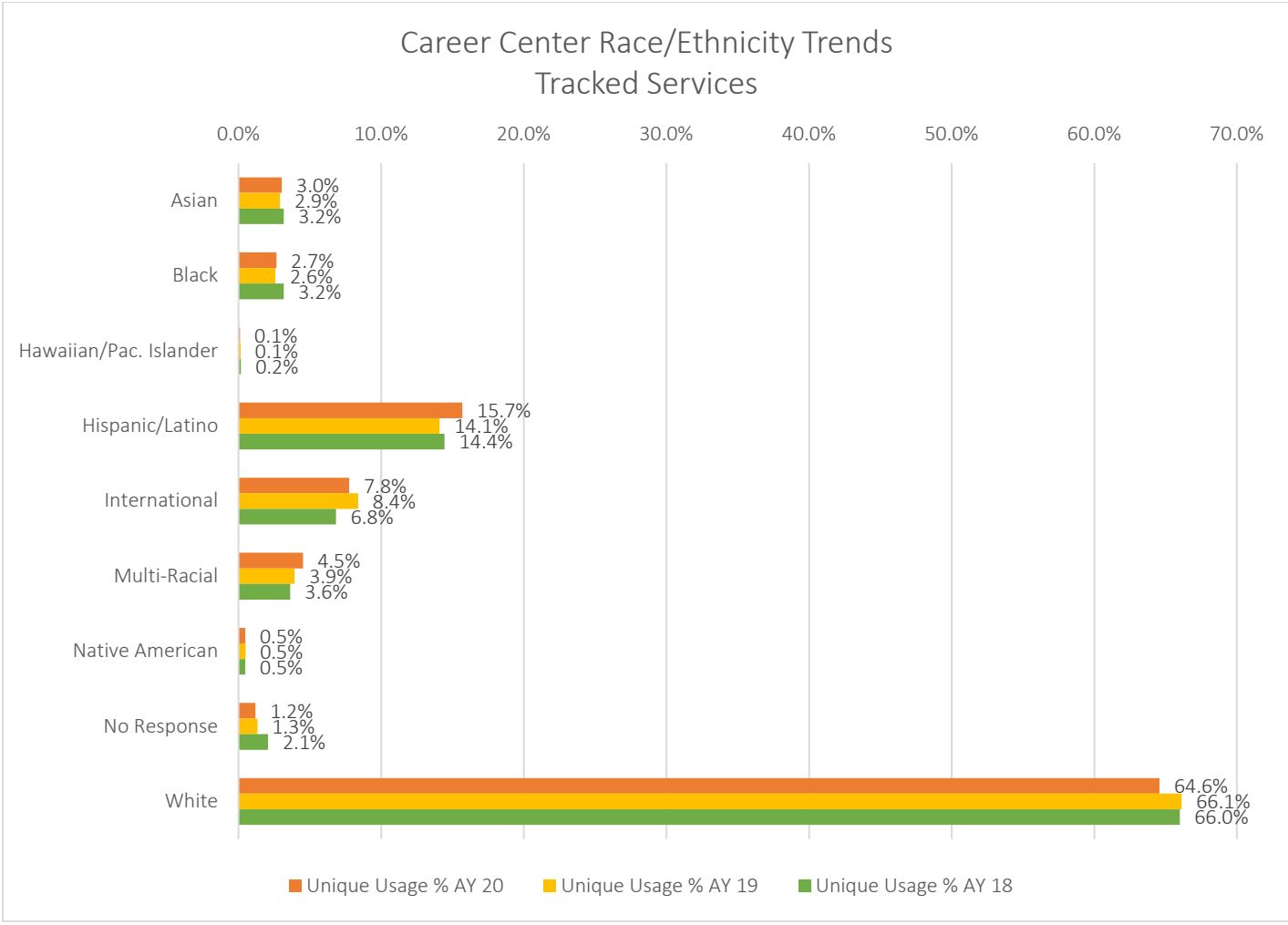


Career Center Race/Ethnicity Comparison Tracked Services AY20



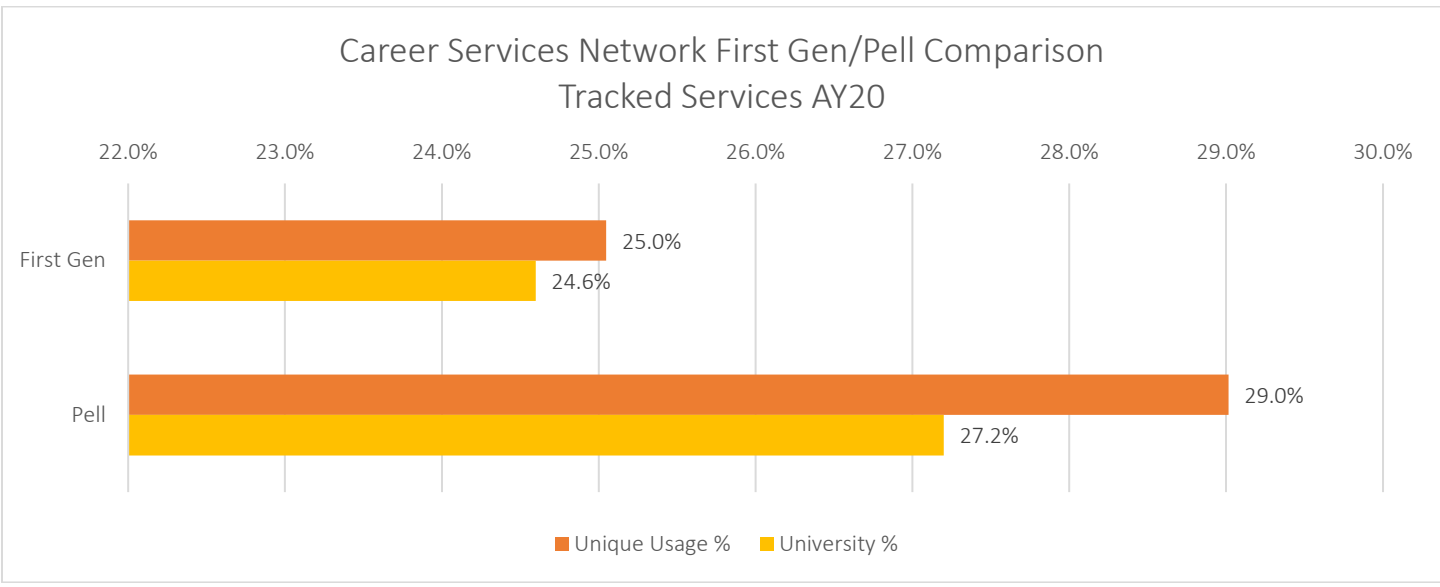
Career Services Network Race/Ethnicity Trends Tracked Services



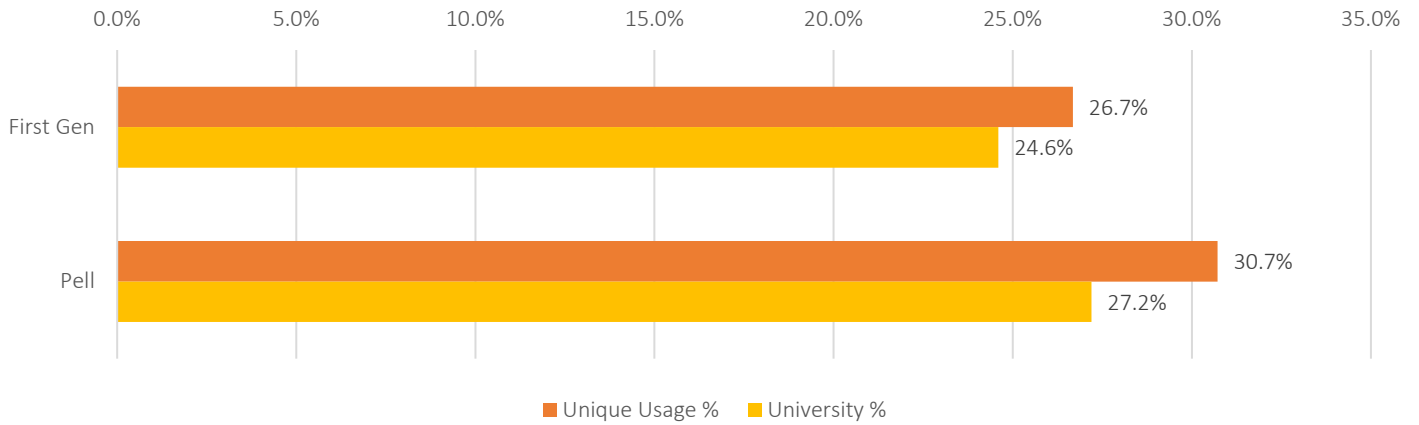


First Generation/Pell Grant:

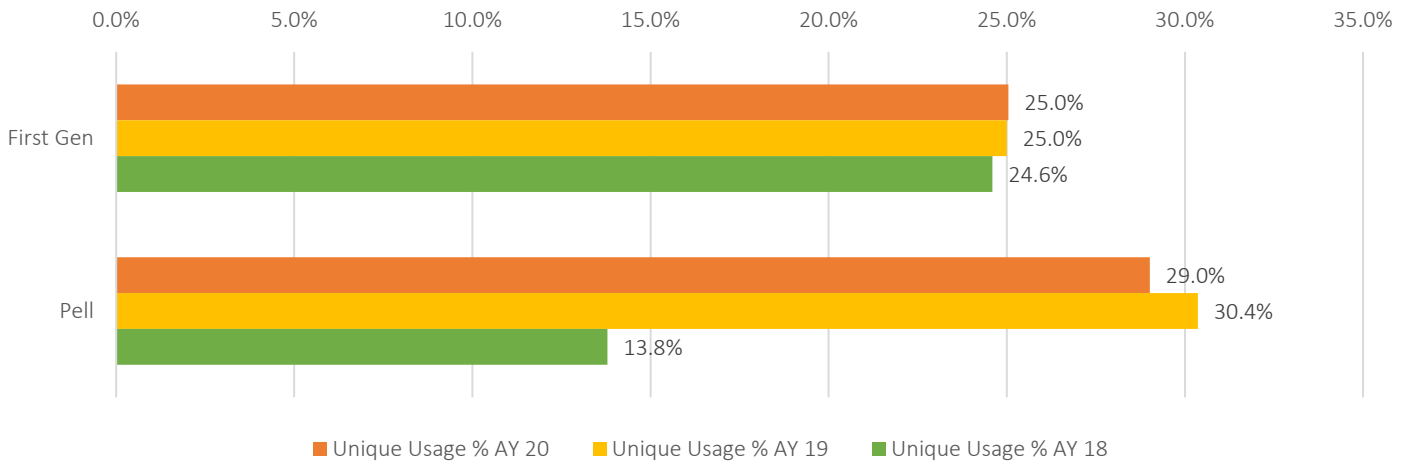
Students who identify as First Generation are a greater percentage of students served by the Career Services Network than their percentage of the population. This holds true for those served by the Career Center as well. Students who identify as Pell Grant recipients are a larger percentage of students served by the network and the Career Center than their percentage of the population. ***Pell Grant population comparisons are based on if a student has ever been awarded a Pell Grant, not a single year status except for AY18 data, which is based on a single year status.*



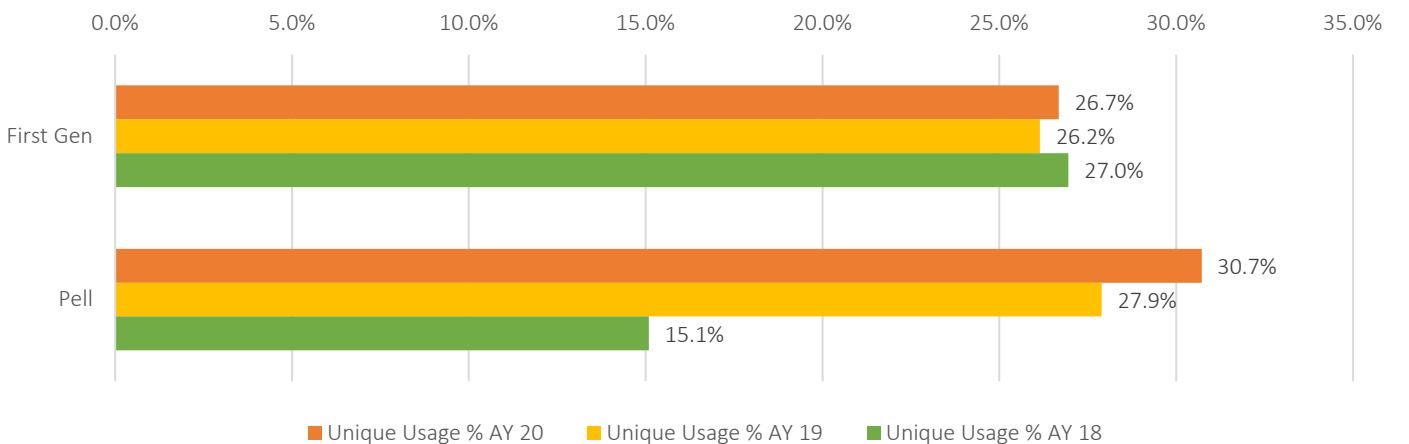
Career Center First Gen/Pell Comparison Tracked Services AY20



Career Services Network First Gen/Pell Trends Tracked Services

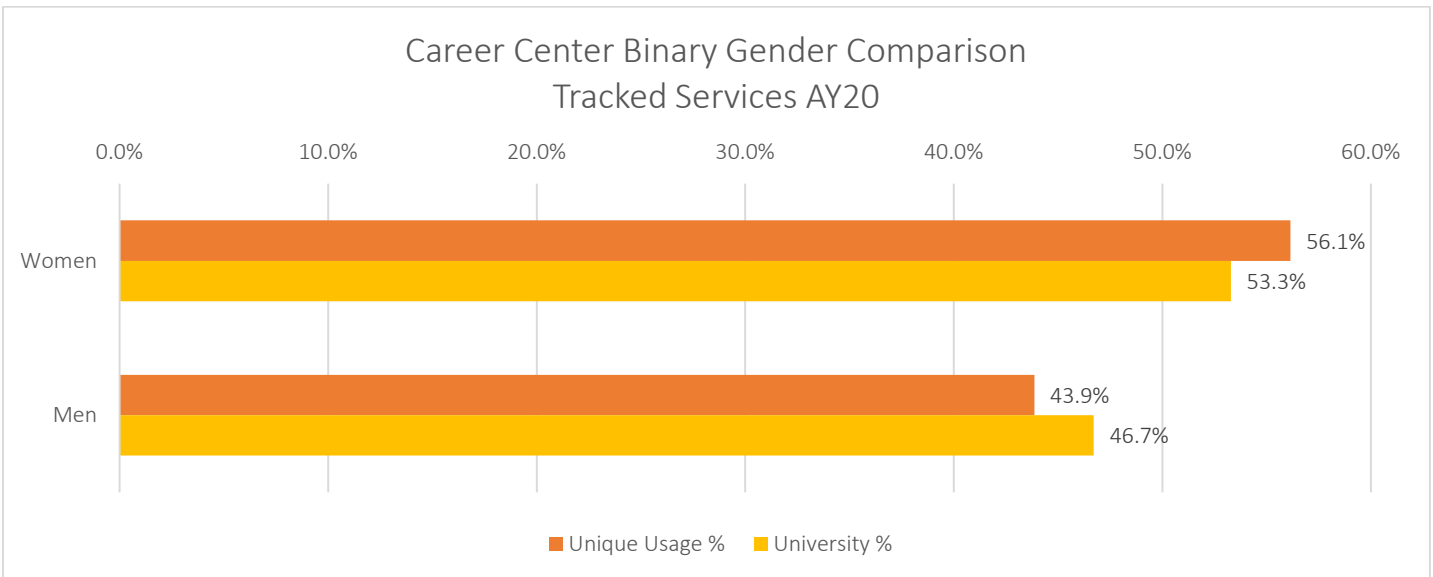
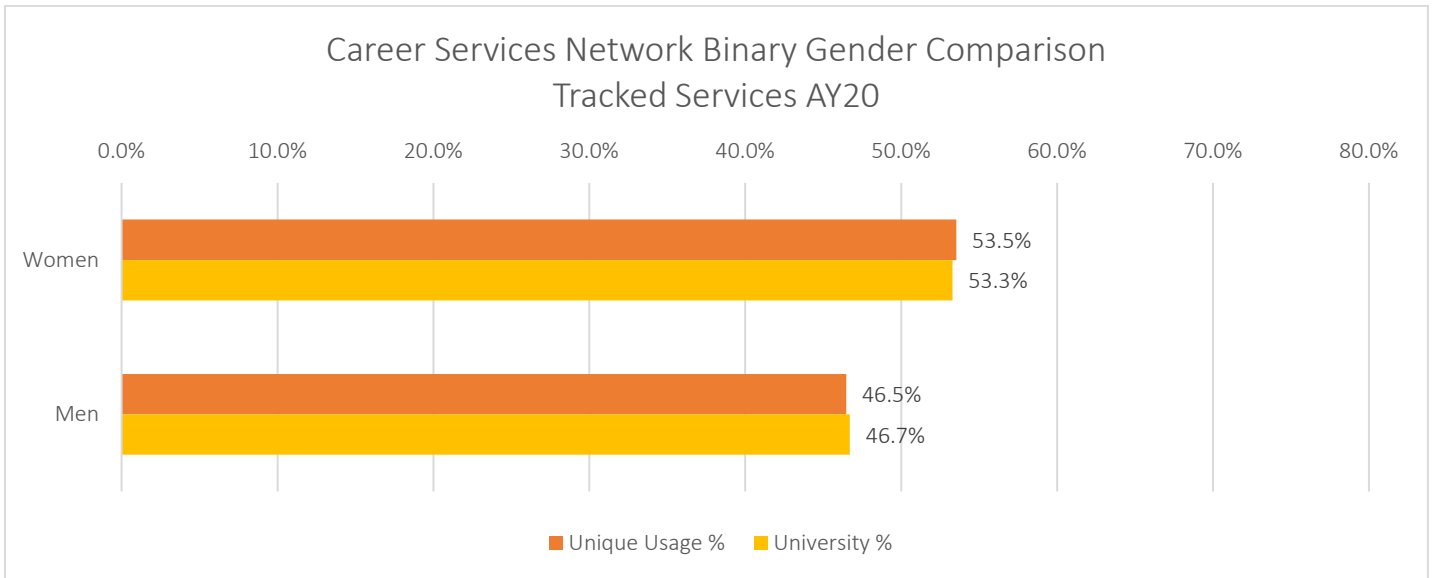


Career Center First Gen/Pell Trends Tracked Services

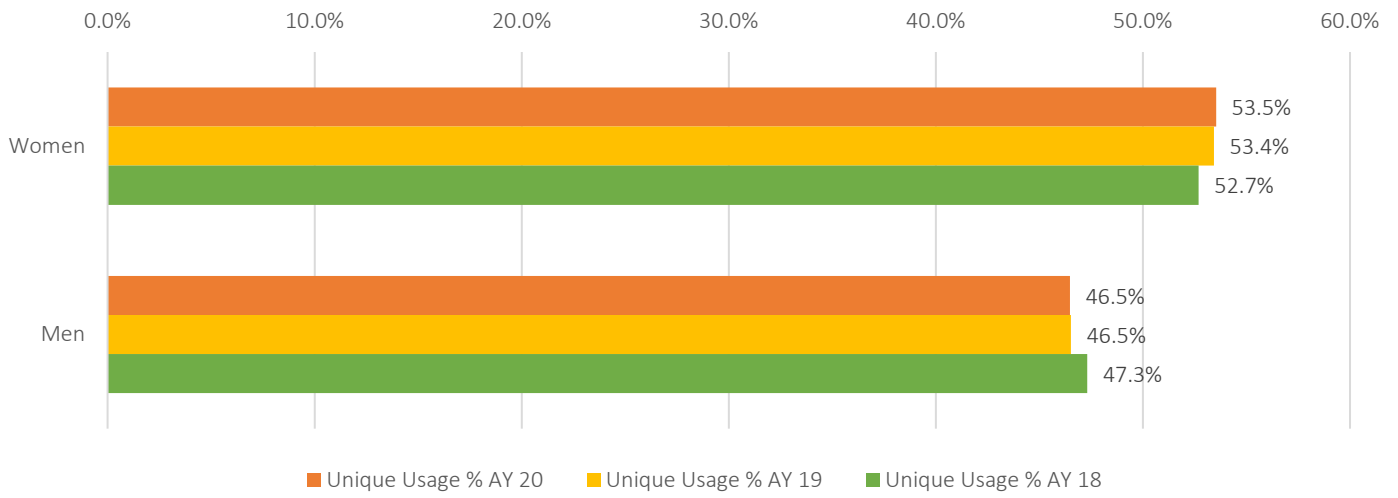


Gender (limited by binary designation):

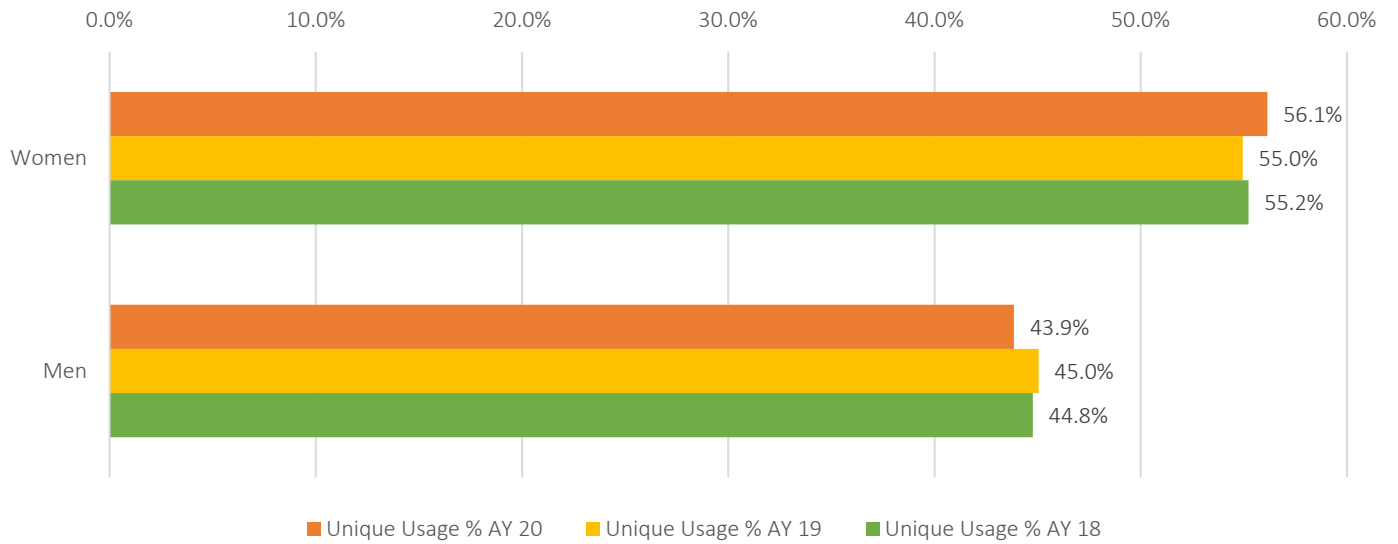
Across the Career Services Network, students are generally served at equal rates as their percentage of the population based on gender. Students who identify as women are a higher percentage of students served by the Career Center than their percentage of the population. The percentages over the last three years are relatively stable, within one percentage point.



Career Serices Network Binary Gender Trends Tracked Services



Career Center Binary Gender Trends Tracked Services



Appendix B: Shared Roles Accomplishments & Summary

Career Education Manager Role and Purpose

The Career Education Manager role warrants highlighting here, due to its uniquely effective impact on career investment in the colleges. These roles are shared between the Career Center and the College in every way – they are co-funded, co-supervised (by the Director of Career Education and the Associate Deans in the colleges), and often co-housed. These roles create a literal college investment in career, and each role works within the unique college in which they are housed, in order to devise a unique strategy to create a culture of career in the college. The team approaches their work with a goal of increasing access to opportunities for all students, but with particular emphasis on historically underrepresented populations, including students of color, students who are undocumented, first generation, LGBTQ+, and international students. Highlights from each college role are below.

College of Liberal Arts:

<p>Overview:</p> <p>Kelsey Schultz has served in this role since December, 2019. Primary goals for Kelsey’s first year in the College of Liberal Arts were establishing a foundation of relationships with faculty, staff, and students to better understand their needs. This will inform strategies for building career confidence, storytelling the value of the liberal arts, and increasing access to experiential learning and career education materials relevant for faculty and students. These strategic goals require incredible versatility and industry knowledge to reach this range of students and faculty, which is why having someone dedicated to advocacy and knowledgeable about the liberal arts is essential in this role.</p> <p>To accomplish this, from January – June 2020, Kelsey met with 13 out of 15 department or programs chairs, Coordinators, 9 Undergraduate Coordinators, all 17 Academic Success Coordinators, and presented collectively to these groups and the department Communicators.</p>	<p>Targeted College Programs:</p> <p>Between Jan – June 2020, Kelsey facilitated 22 presentations, plus 7 weekly virtual workshops for CLA students in April. Although the event was postponed to Spring 2021 due to COVID-19, she led a committee to plan another Global Careers Panel for March. During April, Kelsey took over CLA’s Instagram stories to create unique, engaging content for students’ Q&A for 5 Monday’s, and consulted with 4 Communicators on career education access and content.</p>
<p>Key Statistics:</p> <ul style="list-style-type: none"> ● Kelsey saw 69 appointments and drop-ins from January – June 2020; Sam Evans saw 220 appointments and drop-ins in 2019-2020 ● 604 individual appointments and drop-ins by the Career Center were CLA students ● 25.0% of CLA students were served by all Career Center programs ● 584 students (not unique) were served in CLA classroom presentations, workshops and student org presentations ● 98.7% of CLA students indicated they were very satisfied or satisfied with their appointment <p>Student Quotes:</p> <p><i>“After months of being very stressed about burnout and my career I now feel more confident about being able take control of my career. I hope I can find a pathway in which I will be as skilled and satisfied as Kelsey clearly is.”</i></p> <p><i>“Kelsey was personable, knowledgeable, and extremely helpful. I walked in feeling a little hopeless and fed up and walked out feeling 100% more motivated and excited for what my career has in store.”</i></p>	

Warner College of Natural Resources:

Overview:

Leanna Biddle has served in this role for 3 ½ years. As a universal resource for Warner students, faculty/staff, employers, and alum, a website was created ([WCNR Career Services](#)), focusing on perceived needs of each group; career handouts were created by major, showcasing relevant employers, job titles, and a checklist by year (found [here](#)). With the opening of the Student Success Center, the WCNR Career Services Team grew and is now comprised of one Career Education Manager, one Career Educator, and two Career Ambassadors, leading to services offered full-time in the college. Additionally, a Career Peer Drop-In Advising Program was developed, offering all Warner students peer support for career needs directly in the college.

This past year, a number of career-related events were hosted in the college: the #Adulting 101 Series (both in-person and virtually), two virtual events, titled *Career and Diversity Discussions: A Chat with Natural Resource Professionals*, and informational sessions hosted by graduate programs. Along with offering a variety of programs and workshops, Leanna has become deeply integrated into the college, sitting on a variety of committees, including: the Warner Academic Support Committee (WASC), the Diversity and Inclusion College Committee, and the Student Success Center (SSC) Leadership Team. Leanna continues to attend meetings, host workshops ('live' or pre-recorded), and offer appointments (virtually) for all Warner students.

Targeted College Programs:

- A specialized website for Warner students – WCNR Career Services
- Created career handouts by major, used by both Warner advisers and Undeclared advisers in the Collaborative for Student Achievement (CSA) (here)
- The WCNR Career Services team includes one Career Education Manager, one Career Educator, and two Career Ambassadors, leading to services offered full-time in the college.
- Provide Career Peer Drop-In Advising through the college (marketing attached), was able to pivot to virtual drop-in advising from March – May (2020)
- Apart of multiple committees and groups within the college, including the Warner Academic Support Committee (WASC), the Diversity and Inclusion College Committee, and the Student Success Center (SSC) Leadership Team

Key Statistics:

- Leanna saw 169 appointments and drop-ins in 2019-2020; Sam Evans saw 220 appointments and drop-ins in 2019-2020
- 378 individual appointments and drop-ins by the Career Center were WCNR students
- 41.4% of WCNR students were served by all Career Center programs
- 788 students (not unique) were served in WCNR classroom presentations, workshops and student org presentations
- 100% of WCNR students indicated they were very satisfied or satisfied with their appointment

Student Quotes:

"Anyone who walks in (or zooms in) with Leanna will 1000000% walk away feeling like getting a job is possible. She listened to my worries and helped alleviate them and made me feel so confident that I can do this."

"Leanna is a wealth of knowledge and provides good tips, material and advice for preparation on interviewing. She is always very positive and supportive and truly cares about my success. I am very appreciative for her and feel lucky she's part of the Warner College Career Center. Not every department at CSU has a person so knowledgeable and caring that is there to help students get ready for a career. I highly recommend going to see her!"

College of Natural Sciences:

Overview:

Amy Cailene has served in this role for one year. Amy's accomplishments for her first year as the Career Education Manager in the College of Natural Sciences included building relationships with all advisors in all eight departments, plus advisors in interdisciplinary majors including Neuroscience, Data Science, and Natural Sciences. This creates a strong referral network, and ensures academic and career advisors are on the same page. Amy also met with and presented to all new faculty members, the Associate Chairs, and the Chairs of the departments. Amy collaborated regularly with the Dean's Office Staff to communicate developments in career trends and to launch new products and services as detailed below. She regularly serves as a consultant for departments regarding career education, employer trends, etc.

Targeted College Programs:

- Amy collaborated with the CNS Communications team to launch new career websites for the college as a whole, as well as tailored career websites for each of the eight departments.
- Amy worked with six student employees in the Career Center and the CNS Communications team to create 13 new career handouts with tailored links, common employers, job titles for each major, and recommended action steps for each year of college to help students reach their career goals.
- Amy collaborated with the Employer Connections Team to create a platform for employers to table in the Computer Science building, solving a long-term problem of employer demand for accessing computer science students, with a solution that requires minimal time/effort to sustain.
- Amy worked with faculty members to provide feedback and integrate Career Competencies into curricula, appeared as the featured guest speaker in every department, joined panels of employers to provide the career advisor perspective to students, collaborated with academic advisors to create assignments consistent with career presentations, and created career resources specifically geared toward academic advisors in their sessions with students.
- Amy redeveloped a career course for CNS students, developing the curriculum, selecting the course materials, and creating all lessons, to be delivered in fall 2020.

Key Statistics:

- Amy saw 301 appointments and drop-ins in 2019-2020
- 791 individual appointments and drop-ins by the Career Center were CNS students
- 29.8% of CNS students were served by all Career Center programs
- 635 students (not unique) were served in CNS classroom presentations, workshops and student org presentations
- 100% of CNS students indicated they were very satisfied or satisfied with their appointment

Student Quotes:

"Amy was very helpful and was actually taking the time to get to know me and I can tell she how truly wanted to help me with my career plan."

"Amy was wonderful and comforting me in this process and made me feel much more confident with the job search process."

College of Veterinary Medicine & Biomedical Sciences:

Overview:

Chase Weldon has served in this role for the past seven years. The College of Veterinary Medicine and Biomedical Sciences (CVMBS) Career Education Manager shared position continues to be a relationship valuing student success centered on supporting individual potential through active learning and experiential engagement. From first year undergraduate to fourth year veterinary students, this position seeks to share department resources and relationships in bringing industry representation to campus for programming and engagement. Additionally, the position also supports requests from faculty and advisors for presentations, class instruction, activity-based workshops in delivering career development and education content.

CVMBS student career education services also includes individualized student support surrounding post-graduation goals. Often this is conducted through 1:1 appointments in assessing student career interests and aspirations, ending with agreed upon actionable steps. This partnership is grounded in supporting student agency while discovering held identities for continued development and success while at CSU and beyond.

Targeted College Programs:

- Facilitate 14 resume and mock interview practice lectures in support of VM710
- Facilitate 7 lectures on a variety of career development topics in supporting BMS610 concluding with a peer reviewed project assignment
- Provide career development in-class support for 1st year student CVMBS Seminars
- CVMBS and College of Engineering career development collaborations:
 - Organize and provide transportation to regional industry showcase events for CVMBS and Biomedical Engineering Students
 - Formed a joint committee with the Biomedical Student Organization and the Career Center in leading the Biotech Connect event
- Provide weekend fall and spring presentations for the DVM Business Student Organization
- Provide weekend activity-based workshops for DVM students regarding contract negotiation, resume and cover letter best practices
- Provide all career development content (MBTI presentations, cover letter/resume, mock interview sessions) for the College of Natural Science's Professional Master's Program
- Developed a two day "Multi Mini Interview Workshop" annual event with pre-health advisor Anne Bowen
- Member of the CVMBS Student Success Team
- Member of Pre-health Advising HealthProNet Group
- Attend Monthly CVMBS advisor meetings, and share employer information, industry insights, and Career Center updates/services

Key Statistics:

- Chase saw 207 appointments and drop-ins in 2019-2020
- 338 individual appointments and drop-ins by the Career Center were CVMBS students
- 32.8% of CVMBS students were served by all Career Center programs
- 920 students (not unique) were served in CVMBS classroom presentations, workshops and student org presentations
- 94.5% of CVMBS students indicated they were very satisfied or satisfied with their appointment

Student Quotes:

"Chase helped me job search every step of the way. He gave me great feedback on my resume and even held a mock interview with me to prepare me for my real interview. He acted very professional and was very knowledgeable about what steps I needed to take to make a careers transition."

"Chase was extremely well-informed as to how my industry operates. That is a refreshing experience."

College of Agricultural Sciences:

Overview:

This role was new to the Career Center, as of June 29, 2020. Due to a shift in the staffing structure of the College of Agricultural Sciences, the Career Center approached the college's leadership to begin building a new relationship, and to propose a shared Career Education Manager role, as existed successfully within four other colleges. The college was receptive and, together, the college and the Career Center created an MOU for the new relationship, and co-wrote a position description for a new shared role. A search committee was formed with membership from both entities, and a remote search was successfully conducted to fill the new role. Samantha Holtshouser joined the staffs of both the Career Center, and the College of Agricultural Sciences, as a Career Education Manager, on June 29, 2020.

Key Statistics:

- 161 individual appointments and drop-ins by the Career Center were CAS students
- 21.8% of CAS students were served by all Career Center programs
- 100% of CAS students indicated they were very satisfied or satisfied with their appointment