

THE CAREER CENTER ANNUAL REPORT

Division of Student Affairs AY19 EXECUTIVE SUMMARY

We are excited to present the Colorado State University Career Center 2018-2019 Annual Report. It has been a year marked by new leadership and a new service area (Student Employment), all while we defined our vision, mission, and internal team values. We also fine-tuned our strategic plan, focusing on four areas: cultivating a culture of career on campus, enhancing core services, centering diversity and inclusion in career services, and integrating student employment.

Highlights

- The Career Center staff completed 3,562 one-on-one interactions with students (scheduled, drop-in, and online advising appointments). Over 200 events, including classroom presentations, fairs, and networking sessions, resulted in an additional 11,469 student and alumni interactions. The most recently available First Destination Survey results indicate 77% of undergraduate respondents and 48% of graduate respondents used at least one career-related service while at CSU (71% overall).
- Online appointment scheduling rolled out across the entire Career Services Network (with the exception of Engineering) with 1,017 appointments scheduled. The Career Center had 446 scheduled online appointments, a 36% increase from the previous year.
- The 'secured plans' rates for students at six months after graduation increased from 84% to 85%, and the 'offer rate' (students who have accepted an offer, received at least once offer, or committed to continuing their education) was 89%, which was the same as the previous year.
- The function and leadership of student employment was successfully transitioned to the Career Center and the triaging of constituent inquiries between the Career Center, HR, and Financial Aid are beginning to be consistently handled correctly.
- We held our second annual career impact awards with 160 of participants, which represented a 45 increase.
- The Career Services Network was reinstated and met monthly during the spring semester, providing the opportunity for career services colleagues from around campus to share best practices, establish consistent policies, and build community.
- The Career Center team continued to learn about, integrate, and prioritize diversity and inclusion (D&I) in our work. These efforts included placing D&I in our new vision and mission statements, setting goals for D&I in our strategic plan and priorities, identifying new ways to integrate D&I into our day-to-day practices, and offering opportunities for the staff to learn, reflect, and build community.
- The Career Center team engaged in a 7-month long process to rewrite our vision and mission statements, as well as establish internal work values to serve as expectations for how we function as a team.

As you read this report, we know 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 of equitable success for all CSU Rams.

The Career Center
Colorado State University

Goal 1: Access

Deliver on the commitment to inclusive access.

1:1 Career Education

This year was marked with general understaffing and significant change on the career education team in the Career Center, which trickled down to the number of appointments. Scheduled in-person appointments decreased both in the Career Center and across the Career Services Network; however, the Career Center experienced an overall 14% increase in drop-in appointments this past academic year. This was not consistent across the Career Services Network; drop-in appointments decreased overall for the broader Network. Scheduled online appointments increased both in the Career Center and across the Network.

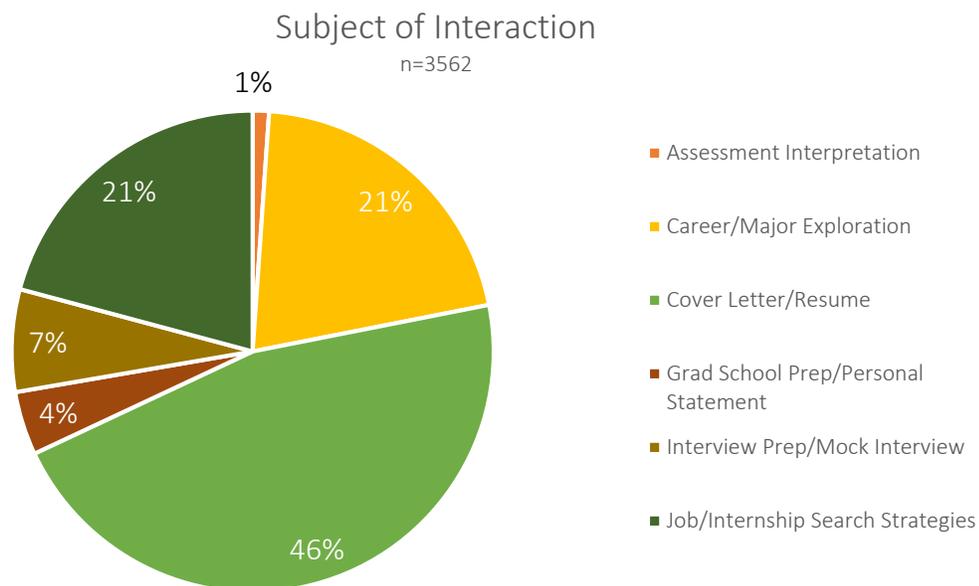
Career Center Staff only

Most popular types	AY14	AY15	AY16	AY17	AY18	AY19	% change
Scheduled In Person	1693	1537	1525	1555	1736	1464	-16%
Scheduled Remote	28	43	35	47	63	81	29%
Drop-ins	2626	3197	2778	1912	1649	1886	14%

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

Most popular types	AY14	AY15	AY16	AY17	AY18	AY19	% change
Scheduled In Person	2591	2559	2788	2719	3184	2836	-11%
Scheduled Remote	189	127	237	277	275	470	71%
Drop-ins	4893	5200	4519	3812	3704	3278	-12%

Almost half (46%) of all interactions were classified as 'Cover Letter/Resume', which represents exactly the same percentage as last academic year. This was followed by 'Career/Major Exploration' at 21% and 'Job/Internship Search Strategies' at 21%. This is consistent with topic distribution from past years.

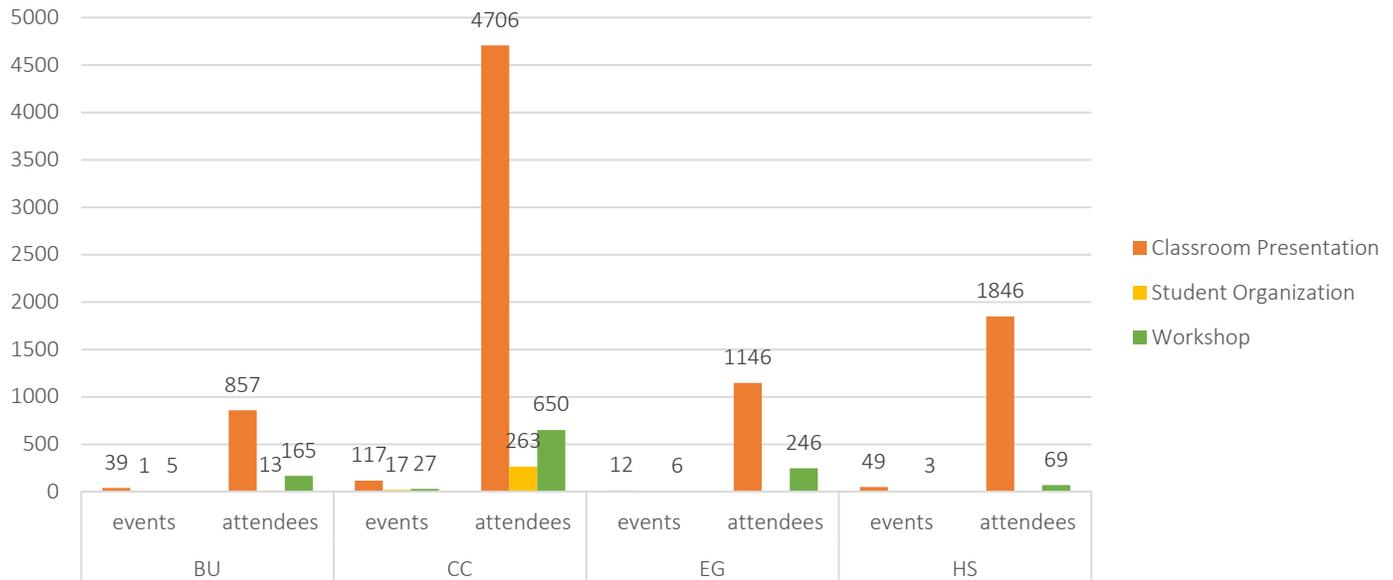


Workshop, Student Organization & Classroom Presentation Stats

The Career Center saw 5,617 students in group interactions in 2018-19. The majority of these were in classroom presentations, which averaged 40 attendees per presentation (a 26% increase). Presentations to student organizations averaged 15 attendees per presentation (a 33% decrease), and workshops averaged 24 attendees per presentation (a 34% increase). This is a 25% increase in group interactions over 2017-2018 (4,497 group interactions).

The Career Services Network recorded an additional 4,342 students in group interactions for a total of 9,961, a 16% increase over 2017-2018. (The College of Agricultural Sciences did not track their classroom presentations this year while the College of Engineering did.)

Presentation Summary



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:

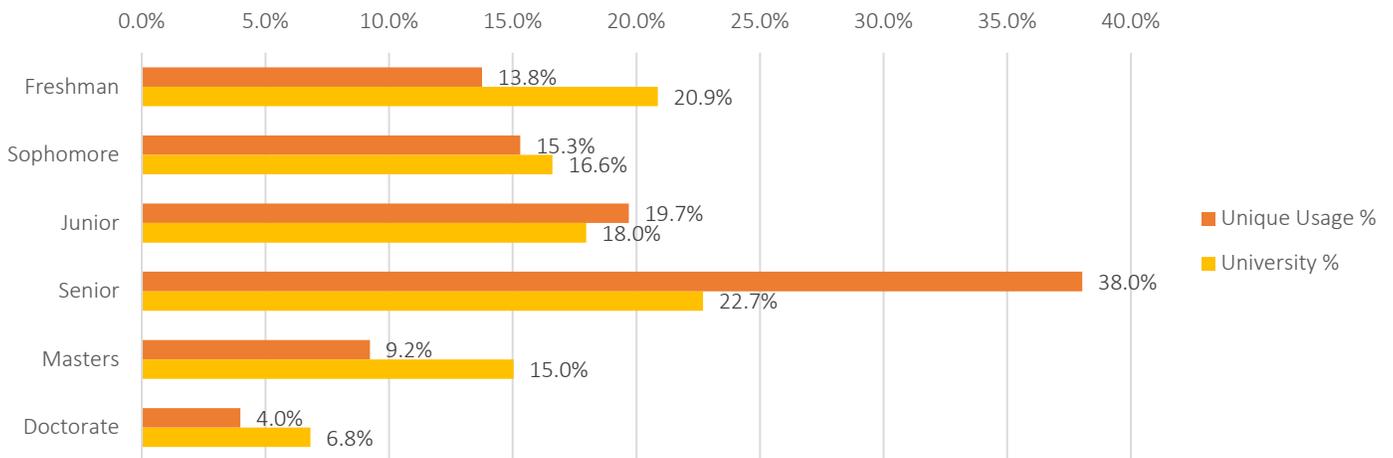
Event	FY14	FY15	FY16	FY17	FY18	FY19	% change
Resume Rush Fall - All Days	221	204	235	264	264	103	-61%
Fall Career Fair - Day 1	574	1089	805	796	854	519	-39%
Fall Career Fair - Day 2	799	815	736	774	609	802	32%
Graduate School Fair			217	194	274	171	-38%
International Student Series/Week - Fall		95	93	190	39	112	187%
Diverse Reverse/Diversity Connection		103	98	65	77	129	68%
Diverse Reverse VIP Lunch/Diversifying Connections					26	70	169%
Resume Rush Spring - All Days	316	295	378	320	210	167	-20%
Spring Career Fair - Day 1	504	983	934	736	749	753	1%
Spring Career Fair - Day 2	1091	864	825	757	658	709	8%
BioTech Connect	187	142	166	185	222	n/a	
Tech Connect			112	79	107	81	-24%
FedConnect		357	155	n/a	131	176	34%
Just in Time	444	461	419	501	402	541	35%
International/Global Careers Panel		106	70	86	85	106	25%
International Student Series/Week - Spring	48	71	121	122	187	126	-33%
Colorado Industry Tours - All	92	139	218	188	150	147	-2%
JC Penney Suit-Up (Students only) - Fall						327	
JC Penney Suit-Up (Students only) - Spring					596	395	-34%
Total	4276	5724	5645	5363	5733	5434	-5%

Unique Students Served Through Tracked Services

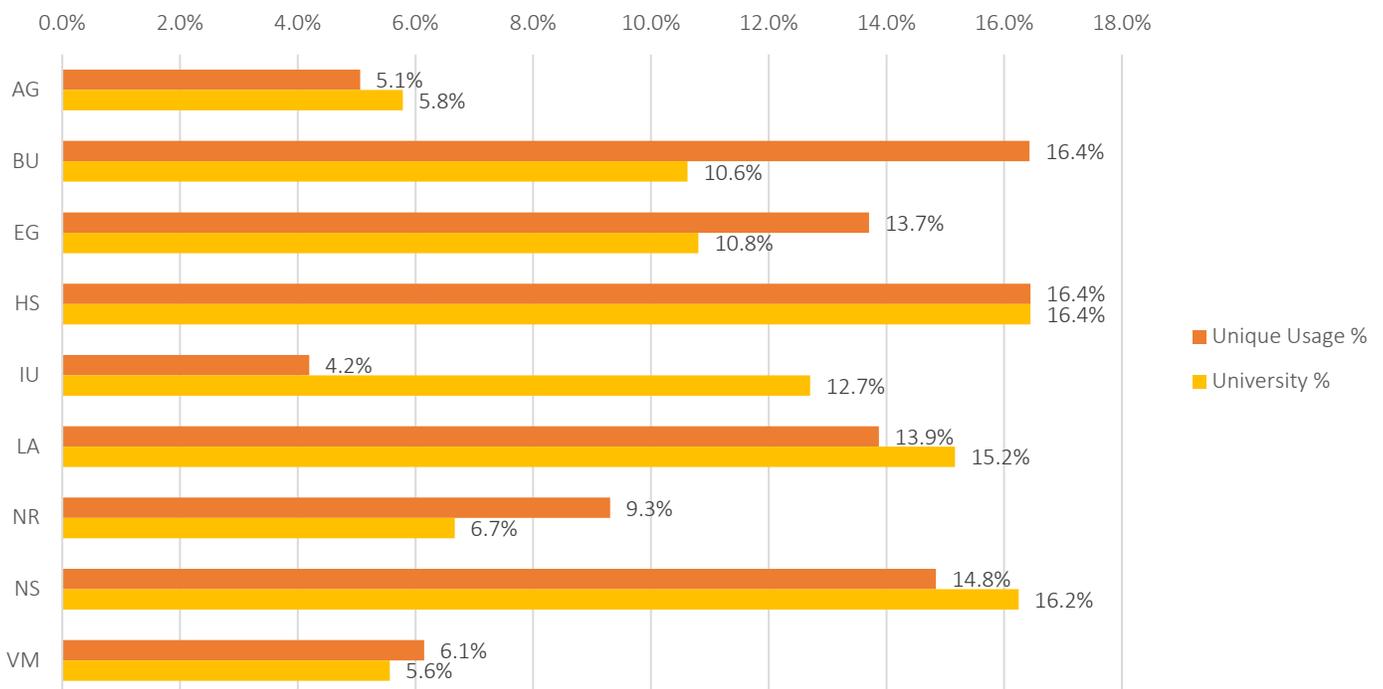
The following charts highlight the unique students served by the Career Services Network and compare that population with the overall student population. Enrollment data from Fall 2018 was used for comparison. The comparison of use by gender, race/ethnicity, first generation status, and Pell Grant recipient status 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 percentage of Agricultural Sciences students dropped after an increase last year. Additionally, for the first time since tracking unique usage percentage, the percentage for Health & Human Sciences matches the university percentage, which is an increase. There were also slight increases for Liberal Arts and Natural Resources students.

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 230 individual in-person and over 220 email alumni career coaching sessions, the Career Center's offerings expanded into workshops, both in person and online. The Professional Development Series for alumni included:

September 17: Building a Better Office Culture – Fort Collins (43 participants)

October 17: Building a Better Office Culture – Webinar (27 participants)

November 6: Designing a Life You Love – Fort Collins (102 participants)

November 7: Designing a Life You Love – Denver (36 participants)

December 5: Designing a Life You Love – Webinar (25 participants)

February 5: The Secret to Sustaining Resolutions – Fort Collins (11 participants)

March 26: The Secret to Sustaining Resolutions – Denver (7 participants)

April 2: Salary Negotiation for Women – Webinar (33 participants)

April 25: Networking Skills for Introverts – Webinar (6 participants - for an alum group in Washington DC who wanted this topic)

May 1: How to Thrive in Your First Year on the Job – Fort Collins (5 participants)

May 23: Building a Better Office Culture – Denver (7 participants)

The Career Center also collaborated with the CSU Alumni Association, CSU Online, and the CSU Graduate School on February 21st to host national speaker and author Steve Dalton for a presentation on his unique "2-Hour Job Search" method. This was delivered live, and was also live-streamed and recorded. Due to the lack of participant count, we do not have an accurate number for participation, but it was over 100. This number combined with the participants above means our programming impacted at least 400 alumni.

Additionally, a video marketing the Career Center to Online services was produced and distributed to CSU Online staff and a presentation on Career Center services was delivered to the CSU Online staff. The Career Center also assumed facilitation of the CSU Online Student Services Collaboration Group, leading monthly meetings with CSU Online and the 5 DSA units that serve the Online population. The Career Center also began offering online drop-ins via phone or Zoom during regular drop in hours, allowing online students a viable way to participate in this key Career Center service. A pilot program using the self/career assessment tool YouScience was piloted with a group of online student volunteers, each of whom had an individual interpretation session with a Career Center staff member.

Goal 2: High Quality Academic and Co-Curricular Programs

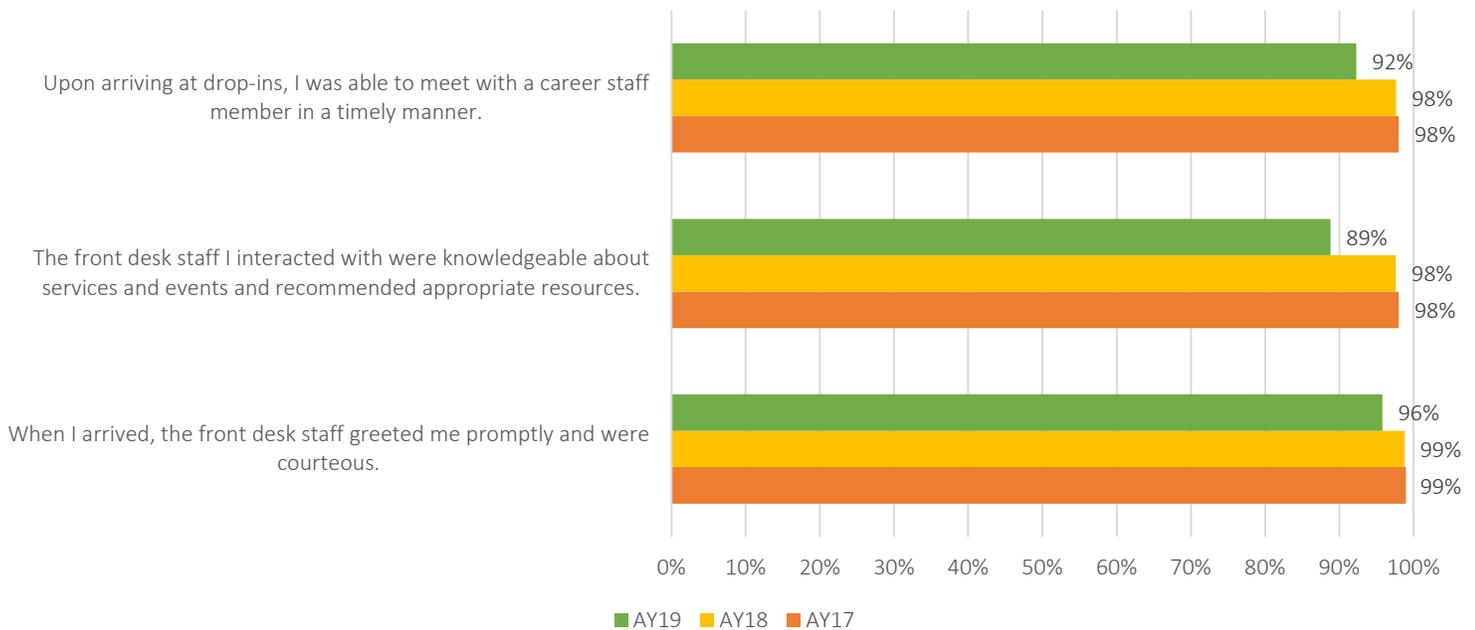
Provide excellent undergraduate and graduate programs that integrate curricular and co-curricular experiences to create a holistic learning environment for campus, consistent with the full potential of a residential research university, our land-grant mission, the strengths of our faculty and staff, 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. We intentionally decreased the number and length of individual surveys sent this year, instead, opting for a Semester Survey of Services (sent in the fall and spring) to all students who accessed our services. Below is a summary of these evaluations, in which the Career Center's programs and services received high ratings, although, all areas experienced a decrease from previous years.

Guest Services Evaluation - Drop-Ins

% strongly agreeing or agreeing



Career Center Drop-In Survey



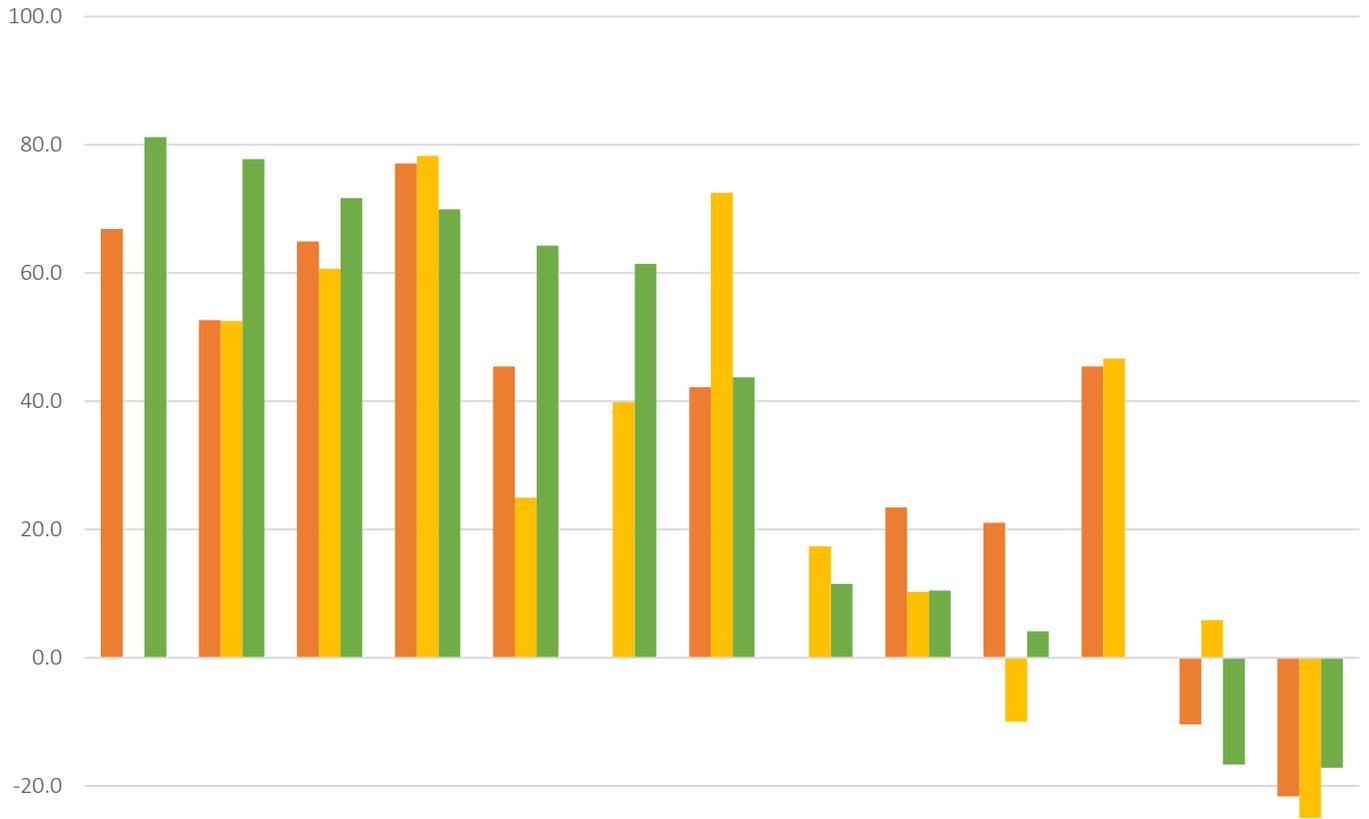
Net Promoter Score for Services

This is our fifth 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 Tech Connect, Colorado Industry Tours, Resume Rush, and Drop-Ins 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. The Graduate School Fair has consistently low rates of satisfaction amongst students, which isn’t surprising given the unique and varied nature of graduate programs. This year the graduate school satisfaction rate has also dipped and we are pausing the fair for this year and pivoting to offer content specific information about graduate school (e.g., Gear Up for Grad School) that has historically higher satisfaction.

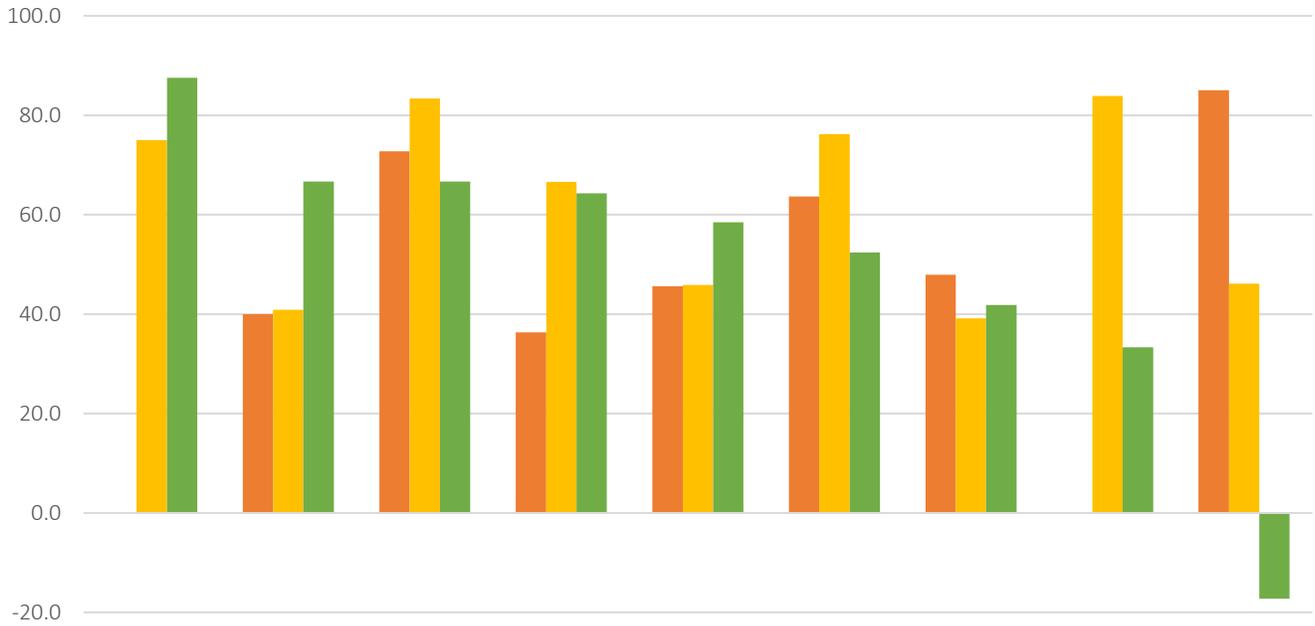
Below are our results:

Student NPS Comparison AY17 - AY19



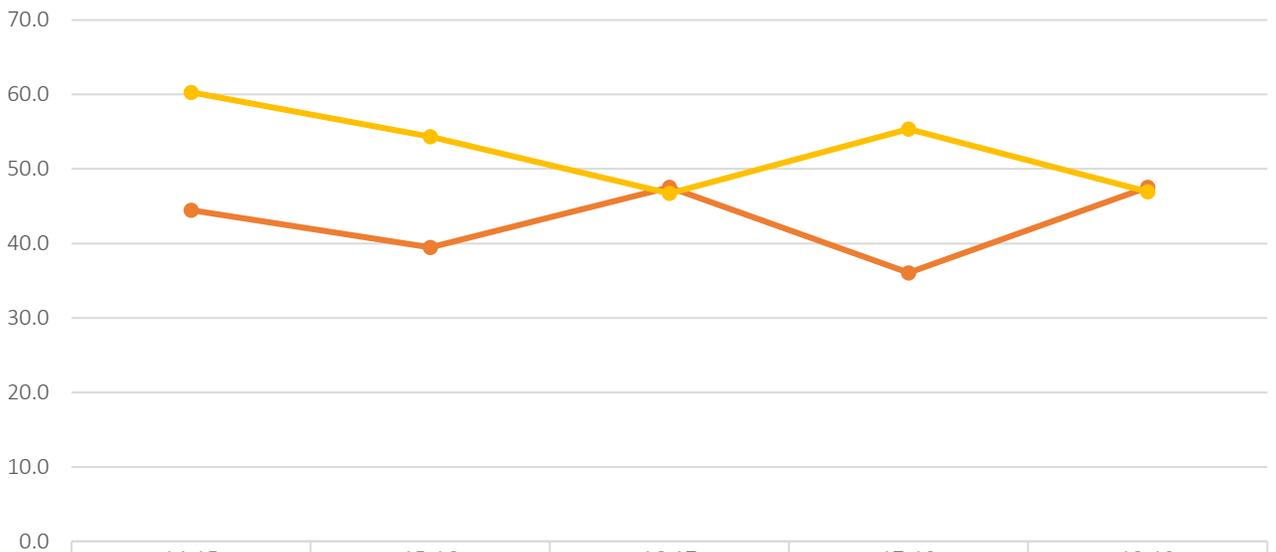
	Intl Student Career Week	Tech Connect	CIT Average	Drop-Ins	Diverse Reverse/Diversity Connection	JC Penny Suit-Up - Spring	Resume Rush Spring	Fed Connect	Career Fair Fall	Career Fair Spring	Global Careers Panel	Just in Time	Graduate School Fair
16-17	66.8	52.7	65.0	77.1	45.5		42.2		23.4	21.1	45.5	-10.4	-21.6
17-18		52.5	60.6	78.3	25.0	39.9	72.5	17.4	10.3	-10.0	46.7	5.9	-25.0
18-19	81.2	77.8	71.7	69.9	64.3	61.5	43.8	11.5	10.5	4.1	0.0	-16.7	-17.1

Employer NPS Comparison AY17 - AY19



	Fed Connect	Diverse Reverse/Diversity Connection	Resume Rush Spring	Tech Connect	Career Fair Spring	Just in Time	Career Fair Fall	CIT Average	Graduate School Fair
16-17		40.0	72.7	36.4	45.6	63.6	47.9		85.0
17-18	75.0	40.9	83.3	66.6	45.9	76.2	39.1	83.9	46.2
18-19	87.5	66.7	66.7	64.3	58.5	52.4	41.8	33.3	-17.2

NPS Average Trends



	14-15	15-16	16-17	17-18	18-19
Student	44.5	39.5	47.5	36.1	47.5
Employer	60.3	54.3	46.7	55.4	46.9

Semester Survey of Services

The Semester Survey of Services asked students to rate the helpfulness of services and programs they accessed over the semester, what action steps they were taking as a result of those services and programs, how likely they were to recommend the Career Center based upon their experience that semester, and several additional open response questions about impact of services and recommendations for future services. Students were also asked several demographic questions.

Top 5 Services/Programs – Fall 2018

Fall 2018	Mean	#
Colorado Industry Tours	4.7	20
Mock Interviews/Mini Mock Interviews	4.6	28
Suit Up Event sponsored by JCPenney	4.5	37
Student Organization Presentation	4.4	9
Appointments	4.4	150

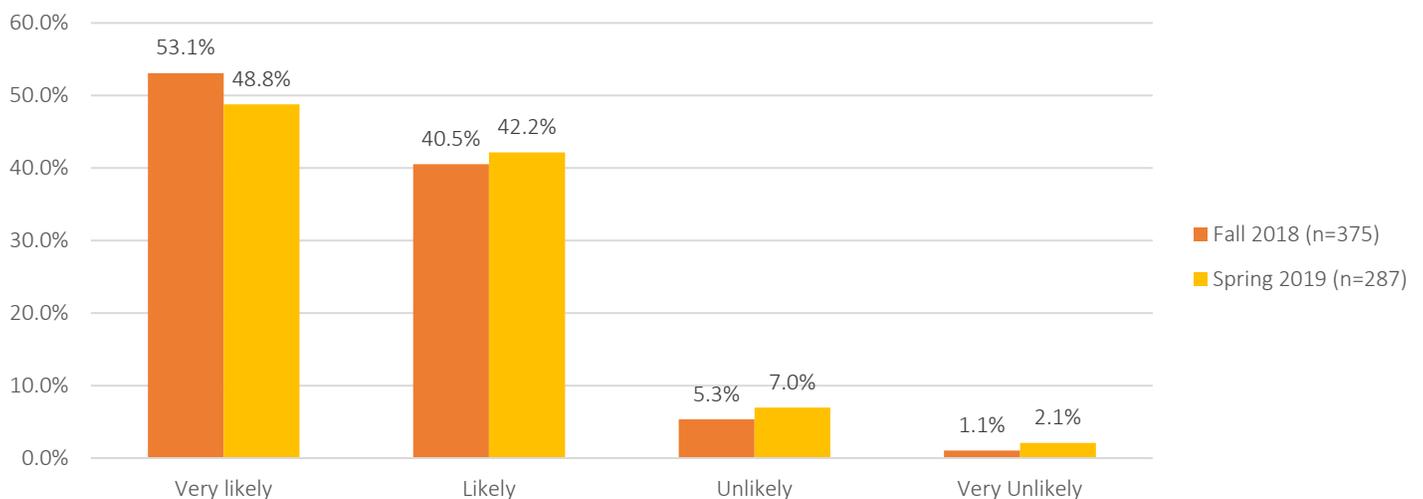
Top 5 Services/Programs – Spring 2019

Spring 2019	Mean	#
Suit Up Event sponsored by JCPenney	4.5	45
Appointments	4.4	96
Mock Interviews/Mini Mock Interviews	4.1	28
International Student Career Week	4.1	16
Colorado Industry Tours	4.0	16
Drop-Ins	4.0	88

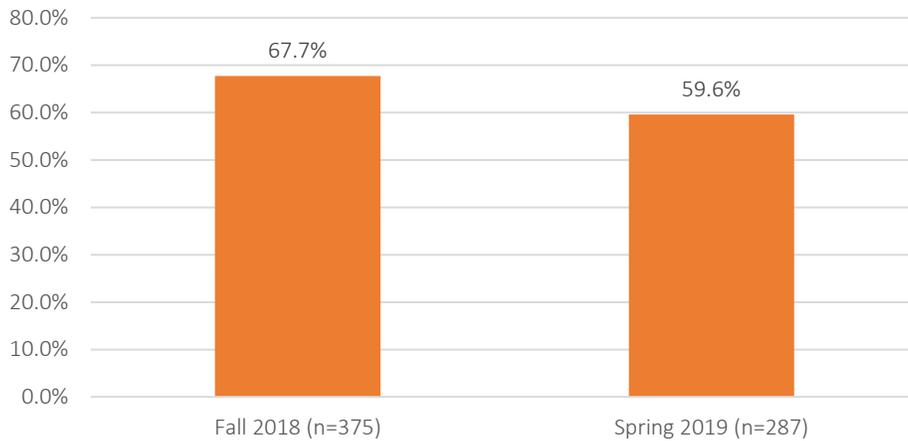
**Means based upon a 5-point scale from Very Helpful (5-pt) to Not at all helpful (1-pt).*

There is much consistency between fall and spring semesters regarding most helpful programs with Colorado Industry Tours, Mock Interviews, Suit Up, and Appointments appearing on both top five lists. Additionally, drop-ins were the sixth highest mean during fall semester. The Graduate School Fair (3.4) and Open House (3.5) were the two lowest rated services/programs in fall, but even these are above the mid-range of 3.0. The Global Careers Panel (3.1) and Open House (3.3) were the two lowest rated services/programs in the spring (excluding the Teacher Job Fair which only had one response).

How likely are you to recommend the CSU Career Center Programs, Services or events to a friend based upon your experiences this semester?



Plan to take/Have taken action steps:



Both fall and spring respondents gave the Career Center high ratings for being likely to recommend, with fall slightly more positive at 93.6% Very Likely or Likely to recommend and spring rating at 91.0% Very Likely or Likely to recommend. The percentage who had taken or plan to take action steps was also slightly higher in the fall at 67.7% compared to spring at 59.6%. This consistency raises the question if students who access our services in the fall are more motivated and thus find our services more useful.

Additionally, a graduate student ran ANOVA statistical tests both fall and spring semester. In Fall 2018, these tests determined that there were no significant differences in likelihood of recommending our services based on academic level, Pell Grant Recipient status, First Generation status, sexual orientation, or gender. There were significant differences based on college, disability status, and race/ethnicity, detailed in the tables below. Also included below the tables are the percentage of variance in the mean that can be attributed to group membership. Means are based upon a 4-point scale from Very likely (4-pt) to Very Unlikely (1-pt.)

College	Mean	N
BU	3.81	57
AG	3.52	27
IU	3.50	4
VM	3.48	31
EG	3.48	50
LA	3.40	60
NS	3.35	71
HS	3.35	26
NR	3.29	42
Total	3.46	368

College accounts for 6.5% of the variance in a student's willingness to recommend Career Center services.

Disability Status	Mean	N
No disability	3.52	277
Prefer not to Answer	3.30	23
Yes	3.23	66
Total	3.46	366

Disability status accounts for 3.4% of the variance in a student's willingness to recommend Career Center services.

Race/Ethnicity	Mean	N
International	4.00	6
Hawaiian/Pacific Islander	4.00	1
Asian	3.71	45
Hispanic/Latino	3.57	23
Black	3.56	9
White	3.39	236
Multiracial	3.33	36
Total	3.45	356

Race/ethnicity accounts for 4.6% of the variance in a student's willingness to recommend Career Center services.

In the spring, ANOVA tests determined that there was no significant difference in the likelihood of recommending the Career Center services based on academic level, Pell Grant Recipient status, First Generation status, college or disability. There were significant differences based on sexual orientation, race/ethnicity, and gender. Means are based upon a 4-point scale from Very likely (4-pt) to Very Unlikely (1-pt.)

Sexual Orientation	Mean	N
Heterosexual	3.44	228
Queer	3.09	57
Total	3.37	285

**For statistical purposes, the following responses were grouped into Queer as an overarching term: gay, lesbian, bisexual, queer, questioning, and open response. We recognize the limitations of understanding the different experiences of each of these identities through our process.*

Sexual orientation accounts for 4.0% of the variance in a student's willingness to recommend Career Center services.

Race/Ethnicity	Mean	N
Black	3.60	5
International	3.60	5
Asian	3.57	28
Hispanic/Latino	3.56	25
Native American	3.50	4
Hawaiian/Pacific Islander	3.50	2
White	3.35	178
Prefer not to answer	3.18	28
Total	3.37	284

Race/ethnicity accounts for 7.7% of the variance in a student's willingness to recommend Career Center services.

Gender	Mean	N
T/GNC/NB	3.50	2
Woman	3.41	187
Man	3.38	80
Total	3.39	271

** For statistical purposes, the following responses were grouped into T/GNC/NB: transgender, non-binary, and gender non-conforming. We recognize the limitations of understanding the different experiences of each of these identities through our process and felt this made the available data more meaningful.*

Gender accounts for 3.2% of the variance in a student's willingness to recommend Career Center services.

Due to lower numbers, there is not much consistency from semester to semester with the statistical results. However, except for disability status (fall) and sexual orientation (spring), it appears that, generally, our more marginalized students are more likely to recommend our services. This is something we will continue to monitor and continue to make adjustments to services and programs so that all feel welcomed.

Student/Campus Employment

In July of 2018 the Career Center and Office of Financial Aid entered into a new partnership to grow the impact of Student Employment Services at CSU. While Student Employment had functioned strongly in OFA for many years, much of the staffs' time was spent maintaining operations and systems and not creating truly impactful work experiences for CSU students. OFA identified the Career Center as an ideal partner to help create more robust campus employment opportunities for students. Working closely together we determined which aspects of student employment would stay with OFA (work study awards, I-9 processing, payroll) and which would go to the Career Center (student/supervisee training, job listings, campus job development). This unit was moved under the umbrella of Employer Connections. Additionally, two AP positions were transferred to the Career Center, one that was filled by Karri White, Student Employment Coordinator, and one position that was vacant. We took the vacant role and created an Associate Director level position in order to provide primary leadership to these efforts and promoted Sarah Roeder into this position in August.

To help assist with the change, a transition team was formed consisting of staff members from both OFA and the Career Center. This team was divided into work groups that focused on Work Study Process, Technology Systems, Marketing/Communications, Front Line Customer Service, Integration into Employer Connects and Career Education, Assessment and Evaluation, and General Hopes/Dreams/Benchmarking. During the first half of the year, these teams focused primarily on ironing out workflows and ensuring core functions were being covered. We actively communicated to campus partners and employers about the change and trained staff in both offices on the functions of student employment. During this time, we also convened a group of campus employers from a variety of areas in order to start listening and learning about the needs of campus. This was then supplemented with a larger, more comprehensive survey sent out to all campus student supervisors.

Out of this listening tour, we moved from calling this unit Student Employment Services to Campus Employment, and four key focus areas for development were identified:

1. Trainings: Virtual and in-person offerings for student supervisors and student employees regarding hiring and retention best practices, student employee rights/resources and development of student employees, (i.e., train the trainer)
2. Resources and Communication: Online resources offered through the Career Center website and templates that help with continued education and best practices of student hiring and development on CSU's campus. Integration of JobX and Handshake job posting portals into one system, using Handshake. More thorough and consistent marketing and communication regarding working on campus to both supervisors and students.

3. Programming: Integration of student employment into existing programs in the Career Center and integration and expansion of the off-campus work study program. Creation of new programs to meet needs of the student worker such as unpaid career experiences support and developing an on-campus internship program.
4. Connection: Facilitating consistent networking and community learning spaces for on-campus student supervisors and student employees on campus, once a semester. Continue and/or begin strong partnerships with OFA, TOD, and DSA.

As we enter into the next fiscal year, a number of initiatives are moving forward that address these core areas, including a partnership with the Office of Talent Development to create and offer five new student supervisor trainings, the launching of an online D&I module for student workers, the planning of our first student supervisor connect event, the development of Career Competencies to inform richer work experiences, and the integration of JobX into Handshake to streamline all job postings. Given our goals of expanding and enriching campus employment experiences for students, our hope is to grow the team with additional staff members and make CSU nationally renowned for the amazing program it provides!

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 Career Center resources.

Resume Rush Learning Outcome Analysis

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:	%	+/- PP
% achieving all 3	63%	+20
% achieving 2 out of 3	25%	-15
% achieving 1 out of 3	13%	+3
% achieving none	0%	-8

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

Acceptable Answers	% selecting	+/- PP
Action Verbs	75%	+5
Skills Used/Tasks Completed	81%	+1
Results/Significance	94%	+26

Unacceptable Answers	% selecting	+/- PP
Nonspecific Adjectives/Adverbs	13%	+8
Periods	0%	-3
Multiple Additional Formatting	13%	-7
What You Plan to Do	19%	-1

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

Learning Outcome 2:	%	+/- PP
% achieving 2	87%	+7
% achieving 1	13%	-2
% achieving none	0%	-5

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 improved from spring to spring (20 percentage points higher for those achieving all 3, but 15 percentage points lower for those achieving at least 2) and results for LO 2 were also improved for those achieving 2. A focus on encouraging students to communicate their unique value resulted in a 26 percentage point increase of those who identified that results/significance was an essential part of an effective bullet point. These improvements should be looked at with some caution as only 16 (10% of attendees) students completed the Resume Rush survey, compared to 40 (19% of attendees) the spring previously.

Resource Learning Outcomes

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.

Unit's Action Plan:

The CSU Career Center provides online (<https://career.colostate.edu/resource-center/> and <https://ramcr.tuapath.com/milestones>) and print resources to students to assist them in exploring and pursuing work, graduate school, and other options both during college and after graduation. These resources help the Career Center to serve all students, whether or not they can meet individually with a career educator or attend one of our many events. The goal is for students to find these resources effective and be able to use these resources to inform their career exploration or job search process.

This will also support all of the Career Center's overarching learning outcomes for students who use our services:

- Students will be able to create a career plan based upon an evaluation of their interests, values, and skills.
- Students will be able to conduct a meaningful experiential learning opportunity including engaging with professional connections.
- Students will be able to navigate the internship, graduate school and job search process.
- Students will be able to promote their unique value through effective and professional communication channels.

Assessment Methods and Criteria for Success:

This learning outcome will be assessed by adding questions to the drop-in survey that goes out immediately to each student accessing drop-ins. The questions to be asked are a version of the following:

- 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]

OR

- What online or print resources(s) from the CSU Career Center are you likely to use? [open response]
- How will that resource assist you? [open response]

Analysis of Achievements:

On the drop-in survey, 53% of respondents identified that they are likely to use online or print resources from the CSU Career Center. Of those that responded to “what resource and how will it help you,” 61% were able to identify a resource. The most common response was the resume and cover letter templates. Some examples of responses include:

- *resume guide: it will help me formulate a competitive resume*
- *[Career Education Specialist] gave me the technical resume, resume, and cover letter as a guideline and gave me great tips on how to format/what to highlight.*
- *Resume template to help me improve my resume*

Sixty-one percent is short of our goal of 75%; however, the responses give us a sense of what resources are most used in drop-ins.

Priorities and Recommendations for the Future:

The data only looked at outcomes from drop-ins, to gather a more complete picture, the Career Center will look at resource use after appointments and through our new semester survey of services. Additionally, since drop-ins are mainly staffed by our student Career Education Specialists, additional training for those staff members on our resources will occur in their initial training, but also throughout the academic year. Finally, the career education team will look at making the resource more relevant and inclusive.

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.

First Destination Report – Big Four Factors

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

Undergraduates who completed an internship reported the following compared to those that did not:

- Plans secured rates at 8 percentage points higher;
- \$5,000 higher average salary;
- Employment related to career plans 12 percentage points higher;
- Employment related to major 17 percentage points higher.

Undergraduates who indicated they used career services reported the following compared to those that did not:

- Employment secured at 3 percentage points higher;
- \$5,500 higher average salary;
- Employment related to career plans 6 percentage points higher;
- Employment related to major 10 percentage points higher.

Undergraduates who graduated with at least at 3.0 GPA reported the following compared to those who graduated with a GPA below 3.0:

- Equal secured plans rates but a 12 percentage point higher for continuing education;
- \$500 higher average salary;
- Employment related to career plans 5 percentage points higher;
- Employment related to major 3 percentage points higher.

**GPA appears to have less impact when the economy is doing well.*

Undergraduates who were employed in a student hourly or work study position reported the following compared to those who were not:

- Plans secured at 3 percentage points higher including a 6 percentage point higher rate of continuing education;
- Employment related to career plans 3 percentage points higher;
- Employment related to major 3 percentage points higher

Knowing the potential impact of these four factors, the Career Center is continually working to engage more students in participating in them. Our current goals include:

- a) Strengthening the relationship with academic advisor to better support the academic success of students;
- b) Creating a more intentional internship-related strategy; and
- c) Continuing to build the campus employment program.

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 56 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, Involvement Fair, and Ram Orientation, as well as other more focused outreach tabling opportunities. The team also presented to 12 student organizations, classes, and departments that collectively addressed almost 420 students.

Career Courses

The Career Center administered several career classes in collaboration with Athletics, 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 made a change to the spring course offerings that allowed for a career-related course to be created and offered to first year students within the program. The Career Education Manager for the College of Liberal Arts created curriculum for a 1-credit course entitled "Meaningful Work." The course included 4 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.

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's Leadership Program (PLP) to implement and teach the redeveloped 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

On April 9, we hosted the second annual Career Impact Awards. This ceremony and lunch recognized members of the campus and external partners who have made a significant impact on students' careers. Eleven different people and organizations were recognized for their efforts in supporting a career ecosystem at CSU. Due to a change in space the event participation grew from 110 participants to 160 participants.

A diversely represented set of campus and alumni partners made up the nomination review committee. The committee received 96 nominations in total and were very impressed with the quality of work that all nominees have been doing through the year. All nominees were an exceptional example of their commitment to and celebration of career.

New to the ceremony this year was the addition of the Student Employee of the Year Award that is organized through the National Student Employment Association. This award previously was incorporated into "Student Employment Week" on campus but only formally recognized the winner. In adding this category into the Career Impact Award ceremony, it gave us the opportunity to invite 27 students to the event and recognize their impact through their employment on campus. The event received a Net Promoter Score of 80, which is above the Career Center average and 15 points higher than last year. Highlights include that 98% of respondents rated the program, the communication leading up to the event, and their overall experience as excellent or good. One participant said of their overall experience, "What a wonderful event! I am so impressed by the Career Center's work to recognize partners, employers, and employees."

Goals for next year's committee include examining how to increase nominations and invitations while still staying on budget, exploring sponsorship options, and how to create engagement following the event.

2018-2019 Winners

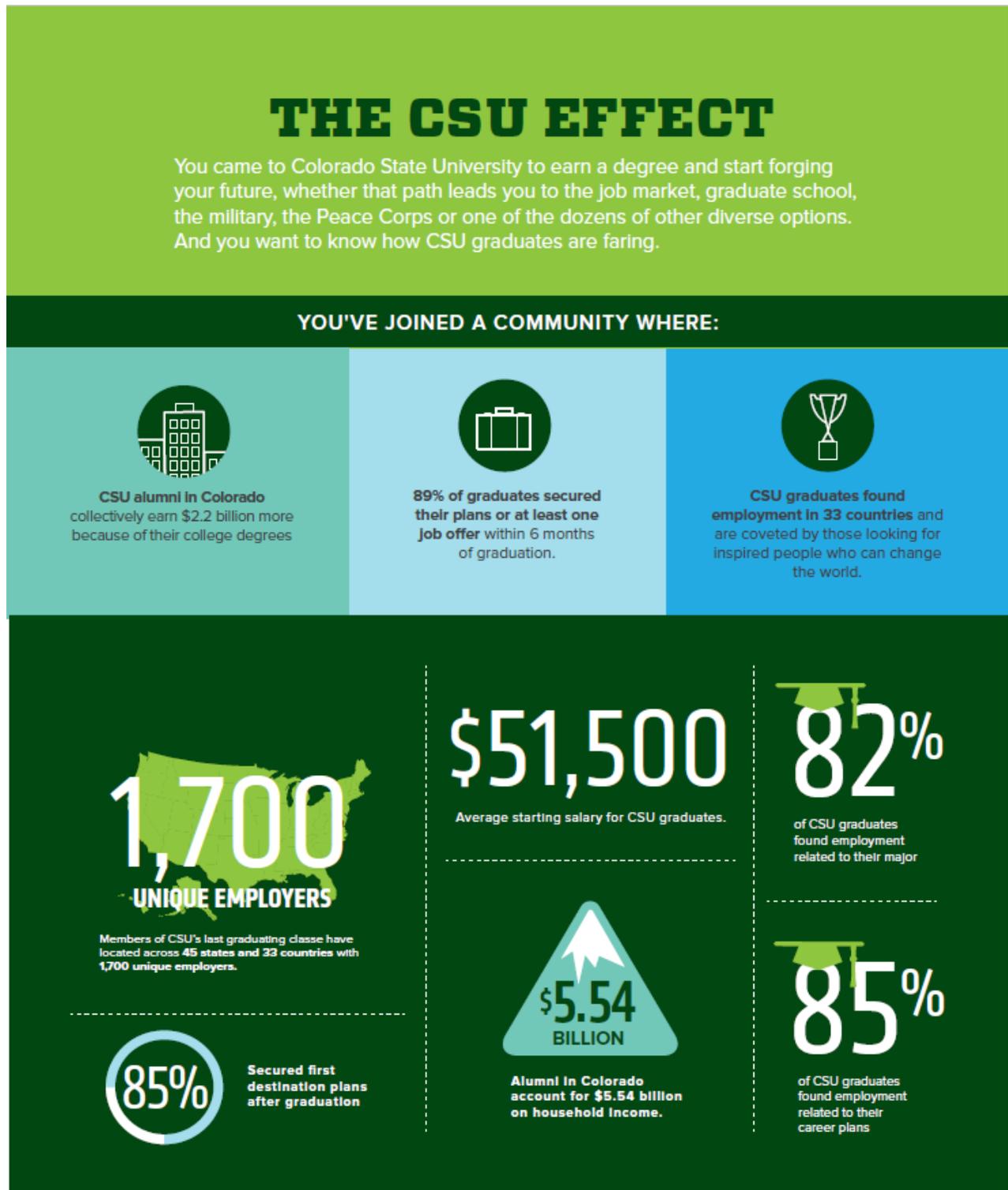
- *Alum of the Year: Michele Bratschun, Educational Ranger, National Park Service*
- *Employer of the Year: Colorado Association of School Personnel Administrators (CASPA)*
- *Recruiter of the Year: Ashira Jones, Northern Region Lead & University Advisory Board Coordinator, Halliburton*
- *Distinguished Administrator: John Hayes, Dean, Warner College of Natural Resources*
- *Distinguished Faculty: Paul Layden, Instructor, Human Dimensions of Natural Resources*
- *Distinguished Staff Member: Beka Crocket, Director of Student Success, College of Agricultural Sciences*
- *Supervisor of the Year: Allison Penfield, Assistant Director, Student Disability Center*
- *Student of the Year: Gillian Fahey, Electrical Engineering, Junior*
- *Student Group of the Year: DREAMers United Student Organization*
- *Student Employee of the Year: Julia Kendrick, University Center for the Arts-School of Music, Theater & Dance*
- *Outstanding Career Advocate: Terry Comerford, Engineering Success Center Director, Walter Scott Junior College of Engineering*

The Career Impact Awards were established in 2018 to recognize and celebrate the many career partners and career advocates across the campus and community that promote the 'career for all' mentality. For more information on the awards or to view previous winners, please visit this [link](#).

Goal 6: Public Interaction / Strategic Partnerships

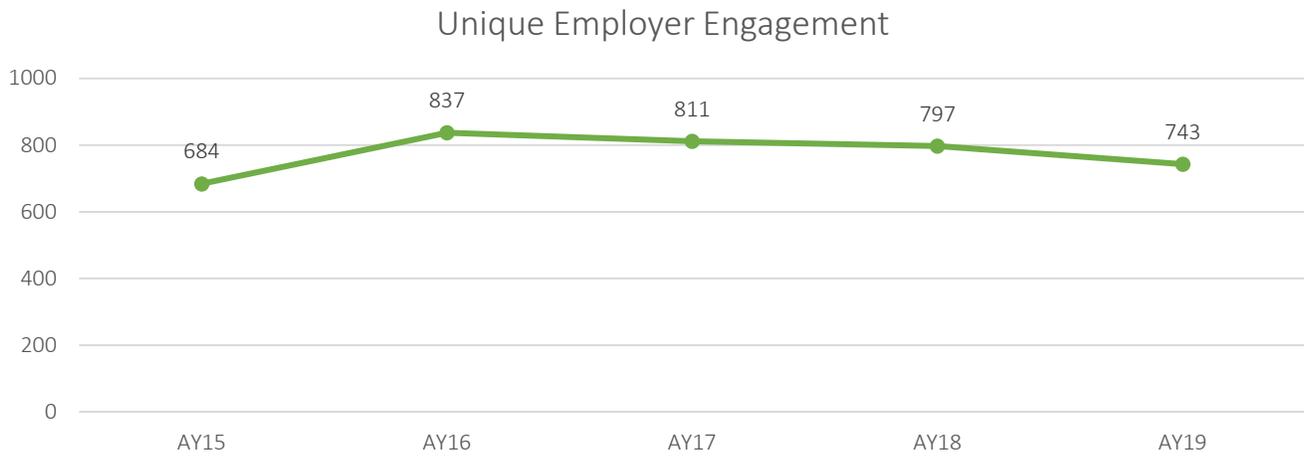
Enhance community and cultural quality of life through sharing the intellectual life of the university, the arts and intercollegiate athletics.

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. The number of unique employers engaged with CSU has been on a slow decline since a high in AY 16, indicative of a slowing economy. Additionally, this past year we switched to hosting a few employer events every other year, which also impacted these number.



Job/Internship Postings:

Type	AY14	AY15	AY16	AY17	AY18	AY19	% change
F/T Job Postings	6068	8852	9122	15010	29125	37150	28%
Colorado F/T Jobs	4085	6102	2754	3070	5273	6374	21%
Internship Postings	2541	2588	2799	4291	8014	10297	28%
Colorado Internships	1709	1726	1091	1270	2199	2396	9%

Career Fairs:

All Campus Career Fair - Fall

Attendance	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	% change
Employers	228	221	229	190	190	197	4%
Students	1272	1769	1437	1483	1398	1269	-9%
Alumni/Other	242	48	119	87	65	52	-20%

All Campus Career Fair – Spring

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	Spring 19	% change
Employers	228	259	255	220	200	191	-5%
Students	1491	1847	1756	1325	1326	1410	6%
Alumni/Other	43	72	67	168	81	52	-36%

Just in Time Job and Internship Fair

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	Spring 19	% change
Employers	44	53	53	61	62	77	24%
Students	433	449	396	457	366	522	43%
Alumni/Other	444	12	23	44	36	19	-47%

Teacher Job Fair

Attendance	Spring 14	Spring 15	Spring 16	Spring 17	Spring 18	Spring 19	% change
Districts	39	70	62	67	58	57	-2%
Applicants (CSU & Community)	254	181	178	141	129	88	-32%
Interview Schedules	75	114	75	79			
Actual Interviews	622	667	589	491			

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.

A new Executive Director began in July 2018 after nearly 18 months without someone officially in the role. This lengthy transition period resulted in staff feeling anxious about the future of the Career Center, which resulted in lowered morale. While the most recent Quality of Work Life survey results indicated several positive themes around staff morale (e.g., collaborative environment, strong work/life balance), unfortunately, there were many negative issues highlighted, which became the focus of the new Executive Director during the 2018-2019 academic year. The environment upon the new Executive Director's arrival was the result of several factors.

Negative themes from the Quality of Work Life Survey results included: poor communication with no transparency, staff not having any input into decisions, top-down and highly directive leadership, negative consequences for staff that voiced any concern or challenged any decisions, a lack of trust in the leadership team, in- and out-groups, gossip and an unwillingness to address concerns directly, innovation in the interest of self-promotion, and rigged hiring.

The new Executive Director spent the first several months in his role conducting a listening tour and met with all Career Center staff (as well as approximately 30 additional staff from outside the Career Center) and consistently heard these same concerns, which added to their validity.

Continuing the work of the co-interim-executive-directors, the new Executive Director and current leadership team have been working to improve employee morale and change the organizational culture. That has included better sharing information with staff, better communicating what is happening in the Division and across campus that is influencing the decisions that are being made, engaging staff in decision-making processes, and encouraging staff to speak freely about their feelings and concerns. In January of 2019 we began a process to define our internal work values, which outline the standards by which we intend to function as a team. Through several discussions and group check-ins, we adopted the following expectations:

- Integrity; I will:
 - be honest and authentic.
 - remember our mission and serve with compassion.
 - contribute to my team by offering to help my colleagues and following through on my commitments.
- Care; I will:
 - do the best that I can every day while showing my colleagues and myself grace, kindness, humor, and gratitude.
 - strive to maintain a healthy relationship between my work and personal life and support others to do the same.
 - demonstrate sensitive and equitable treatment toward all people.
- Respect; I will:
 - seek to understand others before seeking to be understood.
 - address concerns with colleagues in a direct, constructive, and timely manner.
 - leave the physical space as or better than I found it.
- Growth; I will:

- o lean into discomfort and vulnerability as I educate myself in the areas of social justice, diversity, and inclusion and apply the Principles of Community to my work.
- o accept feedback with an open mind.
- o evolve as I increase my knowledge and improve my competencies.

These standards represent the collective voice of the Career Center team and we have committed to revisiting them directly and holding each other accountable to the expectations.

In addition to these newly defined team values, the vision statement, mission statement, and strategic priorities for the Career Center were re-defined during a collaborative and intentional process throughout the 2018-2019 academic year, including consideration of the mission and vision for the Division of Student Affairs and CSU.

Career Center Vision

Equitable success for all CSU Rams

Career Center Mission

We empower and equip CSU Rams to discover and pursue their goals that honor their identities through intentional collaboration with campus partners and employers.

“Transitional” might be the best word to describe the experiences of the Career Center team during this past year, marked by several successes and challenges. In addition to the morale issues noted above, staff were challenged through several team member departures (pushing people to take on additional work), confusion around FLSA processes and time-keeping, and shifting organizational culture. However, amid all the transition, there was a sense of relief as we moved towards stabilizing the organization by defining standards, clarifying processes and procedures, establishing employee handbooks, and holding team members accountable to set expectations. Morale has improved and will continue to do so with consistent leadership and open communication. Perhaps most importantly, the positive steps we have taken as an organization combined with the clarification of our mission and priorities, has positioned the team to enter the 2019-2020 academic year with a common direction and identity.

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.

Over the last year, we have continued to advance our strategic priority of “Enhancing Equity and Inclusion in Career Services” through a variety of methods, including philosophy, staffing and training, initiatives, and underrepresented student participation.

Philosophy

There are many approaches organizations take when doing diversity- and inclusion-related work. Our philosophy is one that embraces the unique and positive contributions that all employees make. Those contributions are shaped through our personal histories and viewpoints, all of which are valid and affirmed. We also recognize that some groups of people in the United States (e.g., people of color, LGBT individuals, and many other underrepresented identities) have troublesome histories. Those troublesome histories continue to shape the experiences of these groups today through things like racism, discrimination, and violence. We believe diversity and inclusion work is best accomplished by recognizing the value that all people are capable of making, while also working to dismantle systems of power and privilege that perpetuate systems of inequity. This requires interrogating Whiteness, accepting that tough conversations are necessary for progress, and integrating diversity and inclusion into everything the Career Center does.

Staffing and Training

The Career Center hosted two Student Affairs in Higher Education practicum students with a focus on marginalized populations as well as hired, supervised, and mentored one NASPA Undergraduate Fellows Program Intern to research

Career Center ecology and ways to support diverse populations more effectively and thoughtfully. Other staffing and training initiatives include:

- Career-Center-wide Diversity and Inclusion Committee – focused on the training and professional development of the full team
- CET Training Task Force – focusing on advising diverse populations
- 96% of administrative professionals, state classified, and non-student hourly staff completed the new Safe Zone training in the last year. The staff member who has not completed training was unable to do so due to extenuating personal circumstances but will complete the training within the next academic year.
- In support of our philosophy, we are shifting diversity and inclusion from being associated with specific positions on our team to being a core responsibility (and minimal expectation) of all of our team members.

Initiatives to Promote Inclusion and Social Justice with Employers

The Career Center continues to engage employers in conversations focusing on inclusion and social justice. This past year we engaged our Employer Advisory Board in conversations based upon an article, “Workplaces Need to Prepare for the Non-Binary Future” ([link](#)), and CSU’s commitment to Inclusive Excellence ([link](#)). Through these conversations, we challenge employer to reflect on their practices and encourage them to bring the discussion back to their work place. The Career Center also partners with SDPS offices, specifically the Director of the Black/African American Cultural Center, to invite employers to the LEAD Conference and facilitate a diversity-focused workshop for the employers who attend. Finally, this year the Career Center created a “[Report an Employer Concern Form](#)” where students can report an employer that has violated our policies, including the Principles of Community. When a student reports an employer for such a violation, the Employer Connections team investigates and is committed to having tough conversations when we receive feedback about a marginalized student’s experience.

Initiatives 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 other offices on campus that serve students with marginalized identities with consideration of barriers to marginalized students’ career success. Two Career Education Coordinators focused on improving services, programs and initiatives for marginalized student populations. Of these offerings, Diversity Connection (formerly 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.

Additionally, this past year saw great strides in serving our undocumented students. The Career Center, specifically one of the Career Education Coordinators, created and distributed a DACA Tip Sheet for staff and faculty and developed a 7-part initiative to support students who are undocumented, including monthly workshops exclusively for DREAMers and their career development. This led to co-presenting during PDI week on “Supporting Students who are Undocumented at CSU.” Finally, the career educator coordinator met with the Director of TheDream.US and approximately 70 students to secure funding for our students.

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”
- Bi-weekly drop-ins at El Centro, NACC, and ALVS
- Weekly one-on-one advising for athletics in fall, participated in student-athlete specific career events including Declare Your Future Day, Senior Networking Night, and Backpacks to Briefcases
- Taught Athlete Career Class, which included predominantly marginalized populations including incorporating financial literacy into curriculum, training two new “coaches,” and hosting a full-day employer tour
- Coordinated and presented 10 specialized workshops for international students focusing on their career needs, “International Student Career Week”
- Designed and taught an 8-week Key Communities course on “Meaningful Work.” The course included 4 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.

- Participate in the Bridge Scholars Networking Event
- Prepared and presented seven presentations to the Academic Advancement Center including preparing for the career fair, resumes and cover letters, what to do in preparation for graduation (3), and Strengths (2)
- Prepared and presented to SDPS student staff/peer mentors on a variety of topics including El Centro, NACC, the Pride Resource Center, and APACC
- Served as navigators at U-Turn
- Assisted in organizing an etiquette dinner for the AAC and Key Communities including preparing and presenting an identity-aware etiquette presentation
- Co-presented to two professional associations: NAFSA – Building a Global Workforce and Strengths – Latinx Business Association.

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

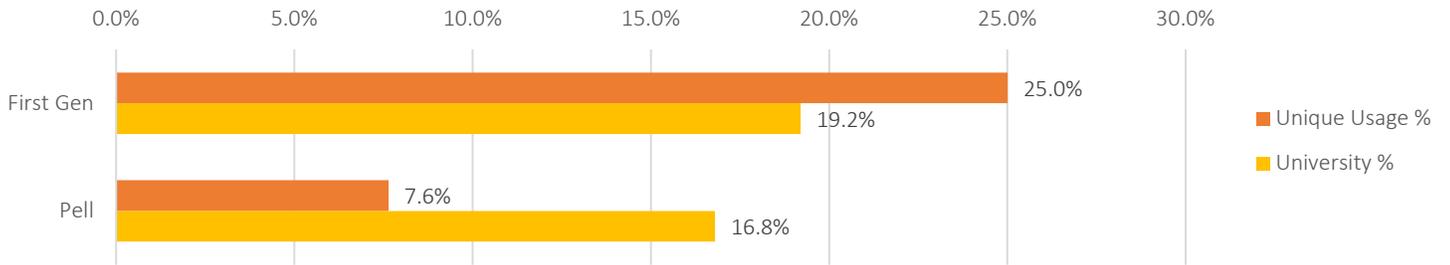
- DACA Student Group
- Undocumented Support Committee
- Feminist Fight Club
- Fostering Success Group
- Student Athlete Support Services Vision Committee and Sub-Committee: Beyond the Bachelors
- Staff and Faculty Multicultural Network
- Inclusive Communications Committee
- C4E Campus Outreach Committee
- MURALS Volunteer
- LEAD Conference Committee

Demographics & Comparison to Percentage of University Population for Unique Use

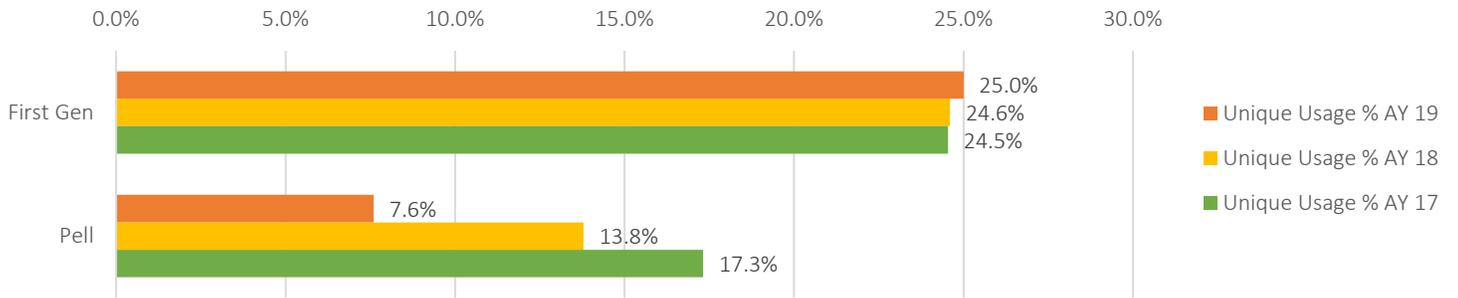
The following charts compare the percentage of students the Career Services Network served through all tracked services (e.g., events, appointments, fairs, etc.) in a particular demographic to the overall percentage of that student population in the university. Enrollment data from Fall 2018 was used to compare to both unique users. College and school class demographics are detailed in the Access section. This section shares race/ethnicity, gender (limited by the gender binary), first generation status and Pell Grant recipient status comparisons. Key highlights include:

- Students who identify as First Generation are a greater percentage of students served by the network than their percentage of the population – 6 percentage points greater. Students who identify as Pell Grant recipients are a smaller percentage of students served by the network than their percentage of the population – 9 percentage points. This difference may be due to a lag in identifying Pell Grant recipient students as the percentage served from previous years is significantly higher.
- 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. Other populations are on par or greater than their percentage of the university population.
- Students who identify as women are a higher percentage of students served by the Career Center than their percentage of the population.

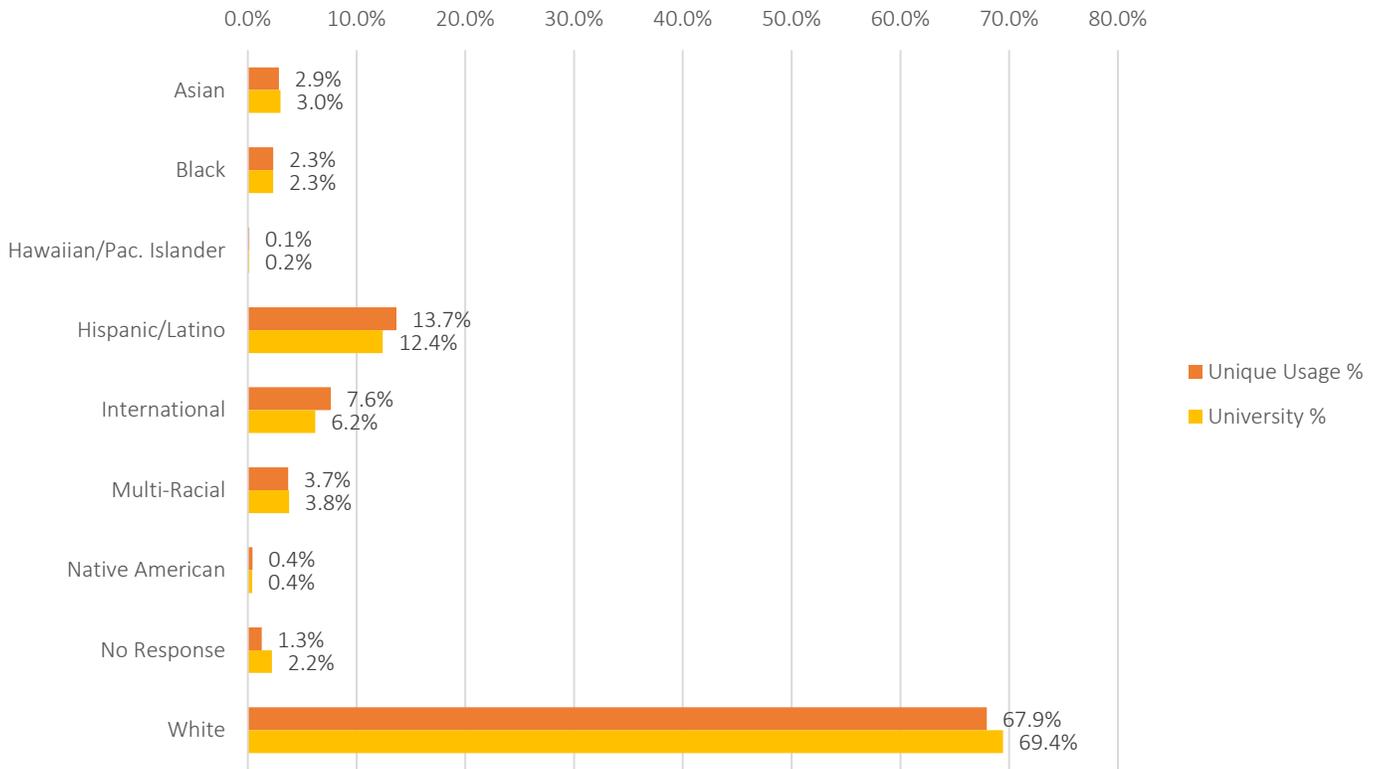
First Generation and Pell Grant Recipient Status Comparison - All Tracked In-Person Services



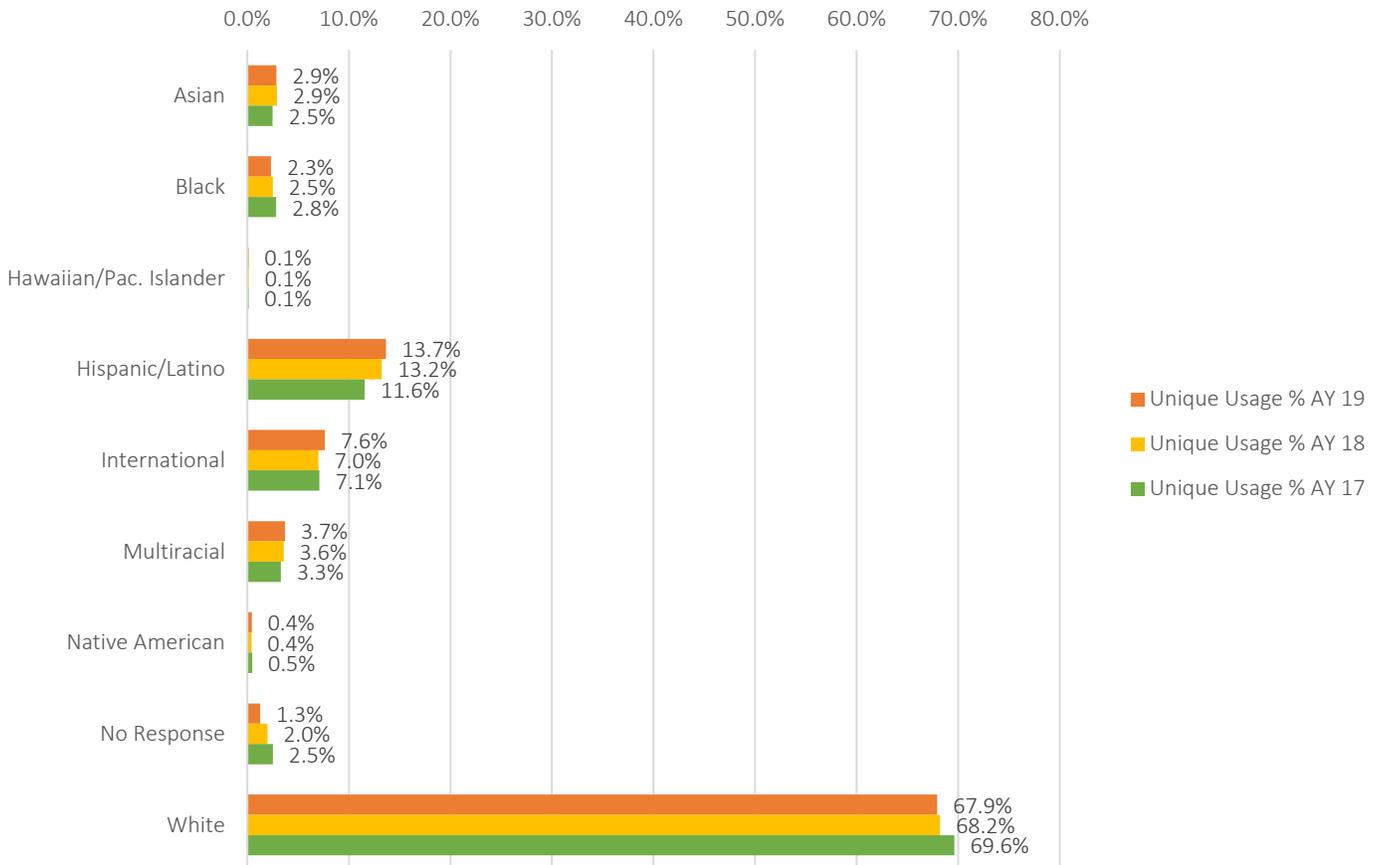
First Generation and Pell Grant Recipient Status Trends - Tracked In-Person Services



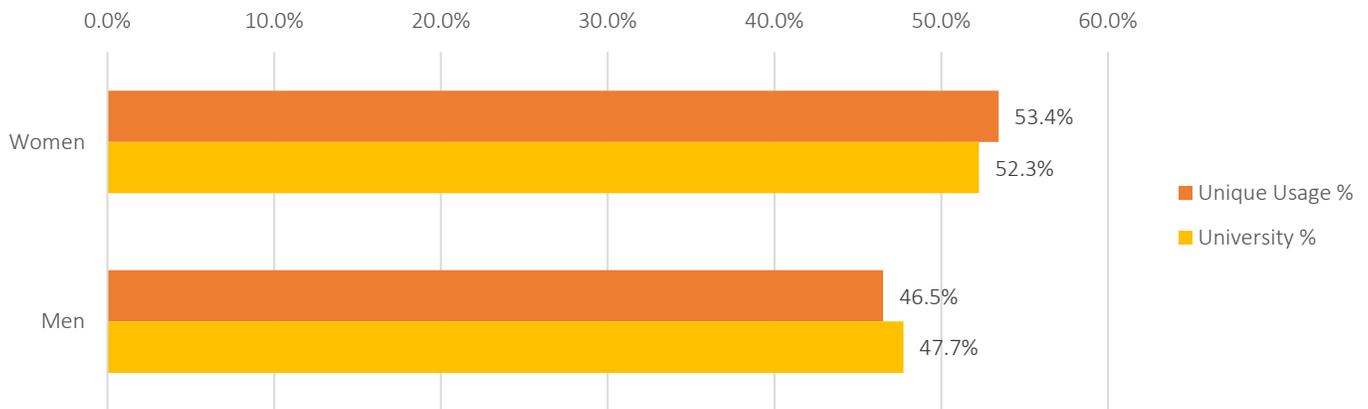
Race/Ethnicity Comparison - All Tracked In-Person Services



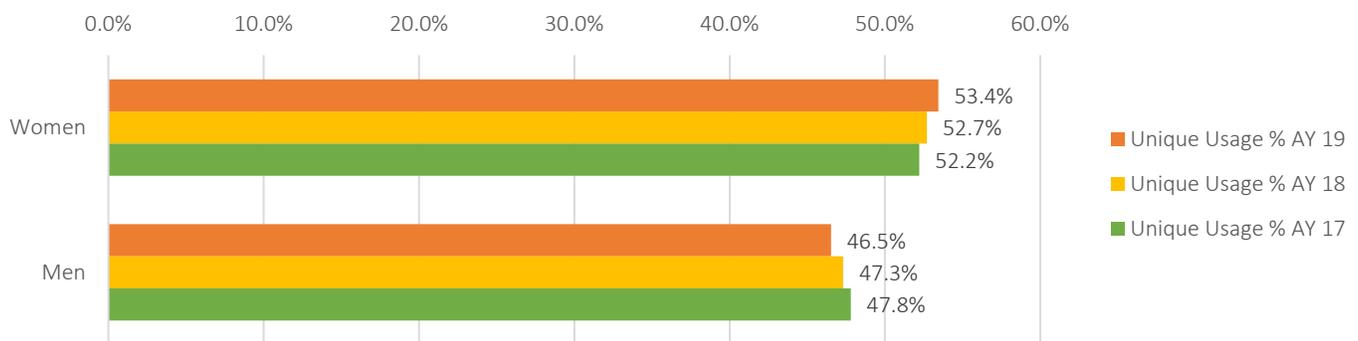
Ethnicity/Race Trends - Tracked In-Person Services



Gender Comparison - All Tracked In-Person Services



Gender Trends - Tracked In-Person Services



Goal 9: Financial Resources

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

Financial resource management was marked by significant challenges throughout the 2018-2019 academic year, which will ultimately lead to a new foundation for long-term success. The new Executive Director was presented with a budget that was balanced and a nearly \$800,000 reserve fund. Additionally, that \$800,000 was to continue growing approximately \$80,000 on an annual basis. Based on those numbers, the co-interim executive directors wisely made a plan to overspend in the amount of approximately \$130,000 to begin reducing the surplus to an appropriate amount (approximately \$300,000).

As the new Executive Director and Budget Manager began to examine the budget more closely, unfortunately, several accounting errors were identified. The \$800,000 surplus was actually \$501,000. And the current expenditures were actually depleting that amount by nearly \$80,000 annually. Combined with the plan to overspend by \$130,000, we projected ending the year with a reserve fund of only \$325,000. Should that trend continue, we would have quickly eliminated our reserve fund and been in poor financial state with limited ability to maintain our operations and staffing.

Several factors led to the inaccurate financial picture, none of which were intentionally negligent. The previous Executive Director did not give any significant insight into the Career Center's budget or the budgeting process, which poorly positioned the co-interim-executive-directors to notice or question the financial numbers they were being presented with. The Budget Manager for the Career Center also began the role at the same time the previous Executive Director departed, which limited appropriate training and oversight. When these mistakes were realized, we immediately became more conservative in our spending, limiting or eliminating any unnecessary expenses. Similarly, we experienced significant staff turnover this year, and with the HR process being fairly lengthy, we experienced significant savings in

personnel costs. We were able to end the year with a balance of \$581,000, which was a significant accomplishment over the potential for only having a \$325,000 balance.

Most importantly, we have started to build a process that will ensure our budget management is sound. With our Budget Manager better trained and additional support for the vast paperwork associated with our purchasing and budget processes, we are well-positioned for the 2019-2020 academic year. Instead of running the budget as one large pot of money, we are working to make the process more transparent, turning over unit-level budgets for each leader to track and make decisions against. We have also set the goal to reduce our spending by 20% through choosing different products and going without certain items or expenses. While aggressive, being conservative in our spending has not been a focus in several years, and it was appropriate to more closely evaluate our use of student fees. Through these efforts, our hope is to reign in our spending, be more conservative in our use of money, and establish a baseline for expenses. Having this information will allow us to gain a more accurate picture of the trendline for our budget moving into the future.

Goal 10: Physical Resources

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

While the growth of our team has slowed this past year, one more interview room was converted into an office for a new staff member. Additionally, new décor and fidget toys were added to common spaces to make a more welcoming space.

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.
 - c. Automatically upload student data on Sunday mornings to ensure accurate information in the system. The previous system to upload student data 2-3 times per semester broke in the fall and over the course of the rest of the year, the Technology Coordinator and Associate Director for Assessment and Strategic Initiatives worked with web services to create a new upload that occurs weekly for better information and automatically.
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 January 2015. Due to limited customer service and flexibility, the training and career content in Ram Career Ready is being transitioned to Resources on the website as well as to Canvas, for faculty to integrate into their classes. This will save the Career Center \$12,500 each year.
3. Website – The Career Center launched a new website this year that is on the university endorsed platform, WordPress, and allows for greater nimbleness and flexibility in changing content. The new website also includes a Resources section that acts as a personalized search to help inform a student's career exploration and search process. Since our new site launched:
 - Over 50% of our users access our website between 8 am – 4 pm with only 15% accessing our site between 7 pm – 6 am

- Our new website had 75,000 (53% increase) users with 132,000 (65.3% increase) sessions and an average session duration of 1 minute and 50 seconds (12.9 increase). The last year our previous site was live we had over 49,000 users with 79,000 sessions and an average session duration of 1 minute 37 seconds.
- 60.9% of our users from July 1, 2018 – June 30, 2019 were new users with 39.1% being returning users. With our previous site the average user only viewed 1 page per session. With our new site they are viewing an average of 2.18 pages per session.

AWARDS, INVOLVEMENT, ACCOLADES

Amy Cailene, Co-Presented at CSU's Diversity Symposium on "Supporting Working Parents;" Co-Presented at NAFSA: Association of International Educators, Annual Conference on "Creating a Global Workforce Pipeline;" Co-Presented at CSU's Professional Development Symposium on "Supporting Students who are Undocumented;" Completed Certification for CSU's Inclusive Excellence Program; Nominated for Division of Student Affairs Rising Star Award; Completed Certification for CSU's Supervisor Development Program.

Barbara Richardson, Presented at PDI week on First Destination Results for the last 5 years.

Chase Weldon, Served as featured guest on nationally known veterinary medicine podcast, "Podcast a Vet" on the topic of "Finding Your Dream Job."

Codi Delgadillo, DSA Impact Award Nominee.

Greg Head, Promoted to Associate Director of Career Education; Nominated for the Division of Student Affairs Rising Star Award; Completed Certification for CSU's Supervision Development Program

Jamie Moyer, Professional Certification: Earned PHR Certification from HR Certification Institute, Creating inclusive Excellence Certificate, Social Justice Leadership Institute Certificate, Supervisor Training Certification, Safe Zone Facilitator, Restorative Justice Circle Volunteer, Feminist Fight Club at CSU Leadership Co-Chair, Diversity Symposium Speaker.

Jered Lish, Co-Presented with JoAnn Cornell, Director of the Asian Pacific American Cultural Center, at the MPACE Annual Conference "Go, Go, career readiness: Morphing career dreams into reality"

Joe Akmakjian & Tyler Bowers, Co-facilitated "Creating Inclusive Events and Programs" for PDI week.

Joe Akmakjian, Served on the University Inclusive Events work group.

Katie Flint & Barbara Richardson, Presented "A Dream Deferred: Problemizing Professionalism" with Barbara Richardson at Mountain Pacific Association of Colleges and Employers (MPACE).

Katie Flint, Presented *Deepening Campus Engagement* with Rebecca Lupp of Enterprise at regional MPACE event.

Katie Lloyd & Barbara Richardson, Co-Presented MPACE Annual Conference, "Centering Diversity and Inclusion to Support all Students' Dreams."

Katie Lloyd, Nominated for the APC's Administrative Professional Star Award.

Leanna Biddle, Recertified as a Gallup-Certified Strengths Coach; Received the Team Award (in being a part of the Warner Academic Success Collaborative [WASC]) in the Warner College of Natural Resources; Named Co-Advisor to the Professional Fraternity Council (PFC) in Fraternity and Sorority Life.

Lucinda Van Inwagen, Served as Treasurer for Mountain Pacific Association of Colleges and Employers (MPACE); Awarded DSA Impact Award.

Marian Shon, Served as a co-chair of the Intersectionality Committee of the Feminist Fight Club; Hosted a table at the first-ever Gender Summit to help educate others regarding feminism and intersectionality

Matt Leland, Served on DSA Awards Committee.

Sam Boren & Lucinda Van Inwagen, Presented “The ‘Return on Investment’” of Internships and Mentorships: Cultivating a Creative Learning Community” during Fort Collins 2019 Art-Up Week.

Sam Boren, Renewed “Start Smart Salary Negotiation for Women” license certification.

Sarah Roeder, Promoted to Associate Director of Student Employment and Employer Connections.

Summer Shaffer, Presented on Gen Z for MPACE Presented to various campus groups/offices on “Gen Z” or “Multigenerational Workplaces”; Nominated and elected as the University Administrative Professionals Council Secretary

Tyler Bowers, Served on the University Inclusive Events work group; served on the Diversity Symposium committee.