

# Career Center Annual Report

## AY21

### Executive Summary:

The 2020-2021 academic year represented an exciting time for the CSU Career Center, filled with numerous successes and challenges. We prioritized our attention towards our four strategic goals: Continue Building the Career Ecosystem, Leading Through Equity and Inclusion in Career Services, Elevating Campus Employment, and Improving Processes. Our team worked tirelessly, amid a constantly shifting landscape because of the pandemic, to deliver on all of the strategies to achieve each of these strategic goals. At the end of the year, we can look back and recognize ways we have developed new partnerships to grow the career ecosystem, centered equity and inclusion into our day-to-day processes and practices, improved the experience and support for student employees across campus, and better supported our team through improved process. Outlined next are the most significant highlights from the annual report.

First, we are emerging as a stronger organization after the pandemic. Regarding students, the increased use of virtual services (e.g., one-on-one advising appointments) and events (e.g., virtual career fairs) expanded, made our team more comfortable functioning in the virtual environment, and introduced new employer partners that were no longer limited by physical proximity. Important to note, we achieved even better satisfaction with appointments, drop-ins, and events than in the past. Additionally, for the first time ever, our average student Net Promoter Score was higher than employers. Moving forward, we will embrace both in-person and virtual functionality, allowing for more inclusive and accessible services and events.

Second, we made one significant organizational shift during the 2020-2021 academic year, which included combining the assessment and strategic initiatives team with the communications, outreach, and technology (COT) team. This transition was a strategy to improve our marketing and event processes, as well as streamline and clarify the operational structure in the Career Center. The new team is now led by a new position, the Director of Assessment and Operations, which was filled by Barb Richardson.

Third, spring 2021 marked a new administration of the Quality of Work Life Survey. During the 2018 administration, the Career Center was last on every category in comparison to the other units within the academic cluster. At that time, there were significant concerns voiced by the team (both assessed from this survey and one-on-one meetings with the new executive director) about the organizational culture, leadership practices, and many negative team practices. The executive director and leadership team have spent the last two years improving our organizational culture, leading through clear values, productively dealing with conflict, and addressing outstanding performance issues. Results from the 2021 administration showed significant change, including improved scores on over 70 measures in the survey, as well as qualitative feedback to support the Career Center now having a positive culture, great work/life balance, amazing and supportive colleagues, and clear values and a defined mission. To continue supporting our team, returning to the office in the fall of 2021 will include a new policy allowing for team members to work as many as two days a week remotely.

Fourth, the financial position of the Career Center is extremely strong at the end of the 2021 academic year. There were significant savings achieved during the 2019-2020 academic year, that continued into the 2020-2021 academic year. With the pandemic, we greatly reduced our spending – most notably reductions in event-, travel-, and supply-related expenses. Additionally, both years experienced higher-than-expected staff turnover, so salary savings contributed to the growing fund balance. We are approaching that balance thoughtfully to ensure that all funds are used ethically in ways that benefit students and student success. We are most proud to be able to provide ongoing funding to the Unpaid/Underpaid Internship Support Program, Mary Ontiveros Inclusive Fellowship Program, Equity Initiatives Fund, and Interview Attire Fund.

While the pandemic and its various impacts (short staffing, unbalanced home and work life, etc.) have made this past academic year one of the most challenging, we are proud of the great work we accomplished. We look forward to entering the 2021-2022 academic year!

## **PART 1:**

### **Department/Program Mission, Vision and Values:**

The Career Center's vision, "Equitable success for CSU students and alum," and mission statement, "We support and equip CSU students and alum to discover and pursue their goals. We do this by honoring their identities and experiences, challenging systemic barriers, and intentionally engaging with campus partners and employers" guides the work that we do every day. These are relatively new vision and mission statements, 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. Both statements acknowledge that systems create inequitable outcomes for students; occupational segregation, unconscious bias in hiring, and active discrimination are just a few of the systemic barriers that underserved students face when pursuing career.

## **PART 2:**

### **Departmental Strategic Plan Process:**

Each year the Career Center collaboratively defines focus areas to guide our work that align with our vision and mission. Within each of these focus areas, there are specific goals that then feed into team and individual work plans. For the 2020-2021 academic year, the Career Center's focus areas included continuing to build the career ecosystem, leading through equity and inclusion in career services, elevating campus employment, and improving processes. Each focus area is listed below along with the progress made over the last year.

#### **Continuing to Build the Career Ecosystem**

The Career Center team continued to build the career ecosystem across campus this year to promote student success. The three Career Education Coordinators and six Career Education Managers each work to build the career ecosystem across campus through both curricular and co-curricular avenues in partnership with the academic colleges, external offices, and the internal Employer Relations team.

The Career Education Managers, which are shared positions with the academic colleges, rolled out the first faculty toolkit that was comprised of career-related lesson plans for faculty members to deliver career-related content directly in their courses. 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 college-specific Career Education Manager.

Career Education Coordinators contributed to the ecosystem further building 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 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 scaling our reach through a "train the trainer" approach. 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 continued education of the campus community on the CSU Career Competencies. Marketing materials for each competency were developed and will be strategically shared in upcoming semesters. In collaboration with Student Employment, competencies were further integrated into the paraprofessional training and development plans of CSU Housing, a department on campus that employs a large number of student staff. Additionally, the purpose of competencies was updated to focus equally on student development and student success and the traditional purpose centering the needs of employers.

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

Orientation and Transition Programs to enhance career curriculum and instruct two sections of the New Student Seminars each year.

Finally, the move to virtual services under the pandemic has allowed partnerships with other career offices on campus to flourish through the Virtual Career Fair and other events across the college. The Career Center hosted its first ever Virtual Career Fair in Fall 2020 with the College of Business through Handshake, CSU's career management system. This partnership allowed both offices to focus on providing a quality virtual fair to all students without the previous model that included separate events. In the spring, the College of Engineering joined the partnership and we provided consistency in marketing across all the Virtual Career Fairs.

Along with strong partnerships on campus with the Alumni Association and Corporate Relations, the Career Center also partnered outside of the institution with the Collegiate Career Services Association of Colorado and Wyoming (CCSA) to host a multi-campus virtual fair in Handshake and collaborated with University of Northern Colorado's Teacher Job Fair to offer more robust recruiting opportunities to our students.

### **Leading through Equity & Inclusion in Career Services**

The newly formed (March 2020) E&I Steering Committee was able to accomplish several significant feats during its first full year in action. The steering committee is made up of two co-chairs who lead the overall vision and charge for the group and then three subcommittee chairs who serve as a liaison to their individual subcommittees. The three subcommittees are 1) Accountability and Sustainability 2) Training and 3) Diversity Dialogues. The Steering Committee and each individual subcommittee accomplished several key initiatives.

**Accountability and Sustainability:** The goal of this group is to further the persistence and integration of DEI conversations into existing staff spaces. They hosted a book club based off the VPD's (at the time) common read of Ibram X Kendi's [How to be an Antiracist](#). They also collected and catalogued over 70 DEI resources that staff shared in Teams for people to revisit based on need and identity. Most notably, they drafted and implemented a DEI-focused section that is now integrated into everyone's workplan/evaluation.

**Training:** The training team completed an impressive ten sessions throughout the year that took place during our regular staff meetings. These accomplishments are detailed in the staff development section of the annual report.

**Diversity Dialogues:** Diversity Dialogues are intended to create intentional time and space for staff to participate in dialogue, reflection, and learning around issues of diversity, equity and inclusion. More informal than trainings, Diversity Dialogues allowed for anyone on staff to bring forward a topic or facilitate a dialogue, and may include current event topics, or topics that are particularly meaningful to the facilitator. These accomplishments are also detailed in the staff development section of the annual report.

**Steering Committee overall:** The committee sustained and created several funds related to E&I. The group reviewed over 25 Interview Attire fund proposals and allotted \$6,250 to students to obtain professional clothing. The group also proposed and created the Equity Initiatives fund that is meant to challenge the way racism shows up in the pursuit of careers. The committee also supported the re-administration of the MCOB survey and reviewed the themes to determine future action steps the committee could take to continue to center our work through an Equity Lens.

Overall participation in the E&I Committees in the office included over half the staff engaged in either the Steering Committee or sub-committees (15 total team members) with all staff members participating in a variety of our offerings.

In addition to the work of the E&I Committees, specific teams within the Career Center have pursued equity and inclusion initiatives. The Employer Relations team is working to create a process to consistently communicate with employers prior to their engagement about a) the campus population they will be interacting with and b) CSU's values and priorities related to DEI. We also realize these conversations are more nuanced and individualized based on the company's previous engagement, their current contacts, and the populations that are defined as diverse for their industry. The team has also continued promoting, updating, and adding to the D&I Employer Toolkit. We have added a "Resource of the Month"

section to the toolkit that is generating a significant number of views. The toolkit is reviewed monthly throughout the year and is regularly seeing over 1000 visitors each month.

The Employer Relations team has also continued partnering with other offices on E&I events including the Workforce Recruitment Program (federal recruitment program for students with disabilities), the Diversity Symposium, and United in STEMM (UIS). The team shared recorded presentations from the Diversity Symposium and discussed the sessions throughout the year. UIS had 10 employers engaged; most of them plugged into a networking event called STEMMing from Color, which provided space for Professionals of Color to network with students of color. Additionally, 23 employers participated in Diversity Connect was held in conjunction with c4E, the SDPS offices, and diversity-focused student organizations during the Diversity Symposium.

Additionally, the Employer Relations team, in collaboration with the Career Education team, launched a training series that helps educate employers on hiring and retaining diverse talent. We hosted three sessions, which were all very well-received, and will be continued next year. These sessions included the following:

- “Starting Your Diversity, Equity, and Inclusion Journey” on January 28th, 2021 (65 employers attended, 80 views on YouTube)
- “Student DEI (Diversity, Equity and Inclusion) Panel” on March 9th, 2021 (55 employers attended, 45 views on YouTube)
- Measure, Assess, and Plan (MAP) towards D&I initiatives on June 18<sup>th</sup>, 2021 (25 employers attended, 34 views on YouTube)

The Career Education team divided into 10 topical work groups (job search, interviewing, negotiation, graduate school, rights on the job, resume, cover letter, exploring career options, part-time jobs and internships, values/environmental scan/org culture) to ensure they are taking a comprehensive approach to social justice. Each group defined learning objectives to guide the educational approach in line with our team’s mission statement and the team’s social justice approach to career education.

Career Education Coordinators continued to build relationships with campus partners who serve students who have been historically marginalized. Examples include collaborations with the Academic Advancement Center, Student Athlete Support Services, ALVS, and other SDPS offices. Additionally, a new connect event was established (BIPOC Owned Businesses), and identity-centered events such as Pride at Work continued in the remote environment.

The temporary Career Education Resources Committee conducted a gap analysis of all online resources in the Resource Center and identified areas for improvement. Numerous new resources were added, and old resources were improved to be more inclusive. Understanding the level of this work to be worthy of a full-time role, the Career Education Team leadership created a position description and received approval to hire a part-time Career Education Resources Coordinator (who began in September 2021).

## **Elevating Campus Employment**

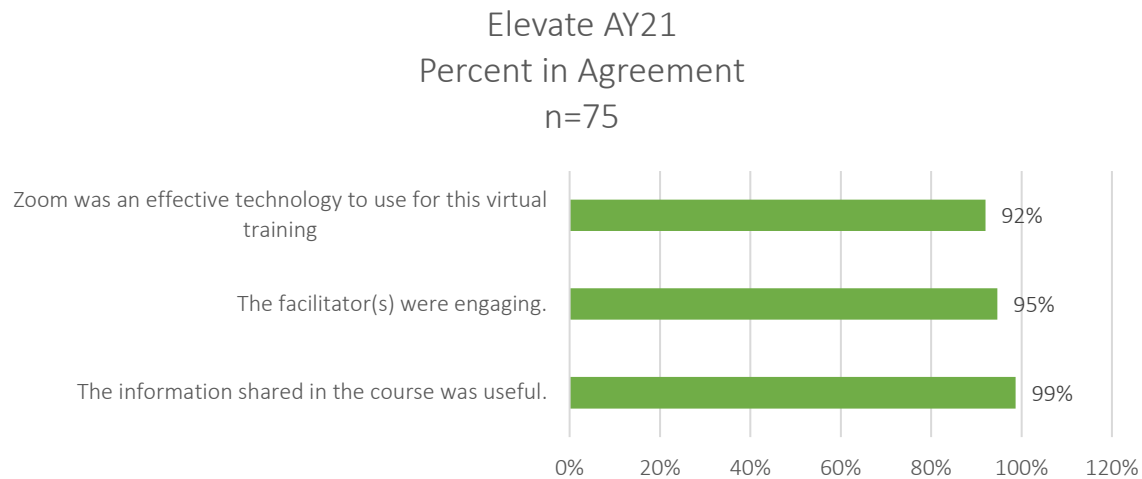
Campus Employment was renamed over the course of this academic year to Student Employee Development, to reflect the program more accurately. This name change communicates the focus on developing student employment into a high impact practice at CSU rather than managing student employee human resource complaints and conflicts.

Throughout the academic year, the Career Center continued to offer Elevate, training for student supervisors, virtually. The Career Center facilitated 14 sessions over the academic year serving 488 participants including four sessions that were integrated into CSU’s annual Professional Development Institute in January. Session topics included the following:

- Student Core Growth: What Students Have and How They Can Develop (offered 3 times with 95 participants)
- Supervising Gen Z in a Multi-generational Workplace (offered 2 times with 72 participants)
- Hiring Basics - Recruitment, Job Descriptions, and Interviewing with Student Employees (offered 2 times with 84 participants)
- Hiring Basics - Onboarding and Retention with Student Employees (offered 2 times with 63 participants)

- Hiring Basics - Navigating Tough Conversations and Off-Boarding with Student Employees (offered 2 times with 74 participants)
- Hiring Basics - Understanding Student Employment Hiring Systems (offered 2 times with 54 participants)
- Diversity, Equity and Inclusion and Working with Student Employees (offered once with 46 participants)

Evaluations of these sessions were overwhelmingly positive with 99% indicating that they would apply what they learned in the course to their supervision of students. Additional feedback on the sessions is detailed in the table below.



Learning outcomes are outlined below:

#### Student Core Growth:

- 96% of respondents were able to list at least three student support and campus resources.
- 88% of respondents were able to list two CSU career competencies.

#### Supervising Gen Z in a Multi-generational Workplace:

- 100% of respondents were able to identify basic generational norms for all five generations in today's workplace.

#### Hiring Basics - Recruitment, Job Descriptions, and Interviewing with Student Employees:

- 69% of respondents were able to identify at least three different advertising avenues to post open student positions to attract a more diverse and robust applicant pool.

#### Hiring Basics - Onboarding and Retention with Student Employees:

- 100% of respondents were able to summarize at least 2 reasons why onboarding is a valuable aspect of the employee cycle

#### Hiring Basics - Navigating Tough Conversations and Off-Boarding with Student Employees:

- 60% of respondents were able to recall at least three aspects of a comprehensive off-boarding plan.

In addition to the Elevate trainings, the Career Center moved toward more frequent and consistent communication with student supervisors over the last year. During the 2020-2021 academic year, the Career Center sent 9 monthly emails with information on career competencies, upcoming trainings, and resources for supervision. These emails were sent to 2,013 individuals including 1,329 on campus student supervisors and 684 HR liaisons and averaged an open rate of 48% and a click rate of 8%.

Additionally, the Career Education Team received training from the campus employment team at two different times in the year, to ensure that all career educators feel confident in promoting campus job opportunities to the students they

work with. This included information about campus employment hiring practices, work-study awards, and best practices for Handshake searches.

Finally, the Career Education Resources Committee collaborated with the campus employment team in the development of a student employment specific webpage under “what we do” <https://career.colostate.edu/campus-employment/>.

### **Improving Processes**

The Career Center strives for continual improvement whether that is a deeper understanding of our biases and roles in systemic racism or a look at improving how we provide support services. This year we focused on continuing to shift services to a virtual space, implementing new event and marketing processes and finalizing a staff handbook.

With the continuation of the COVID-19 pandemic, the Career Center needed to continue to shift and manage services for both employers and students. We shifted all employer services into an online space, including supporting employers hosting virtual info sessions and adapting career fairs and other programming to be virtual. Additionally, we were able to connect with new employers that chose to engage because of not having the expense and logistics of traveling to campus. This ultimately benefits all students, specifically students that are studying online, non-traditional, and away from campus. The Employer Relations team adapted their Recruiting Partner Program to reflect the new virtual space including adapting to include virtual employer sessions, more social media offerings, and virtual tabling for students to learn about our employer partners.

We also needed to identify new areas of data collection for the first destination survey as the usual in-person methods were not available. Through collaboration with the Collaborative for Student Achievement, we were able to use Navigate to identify recent undergraduate cell numbers to send a text message for May 2020 and December 2020 graduates. The team also sent additional emails over the summer of 2020 to recent graduates to clearly offer support in job searching during the pandemic.

In addition to shifting events to the virtual space, we also implemented new event planning and marketing processes that shifted centralized support to certain Career Center events only and provided templates and ownership to the broader team for other events. Throughout this process, six different marketing templates were created including posters, handbills, LCDs, Handshake banners, web banners, and thumbnails. Additionally, documents that detail steps for self-directed marketing, centralized marketing support, and event planning were created and posted to the new Career Center staff portal on the website. This portal allows easy access to a variety of resources that allow staff to do their own marketing and event planning. The portal also contains links for requests for marketing, newsletters, and social media, which allows everyone on staff to have access to using these resources for their marketing efforts.

The finalized staff handbook, which includes better outlined policies for financial procedures, professional development, performance expectations, onboarding, search procedures, time recording policies, communication procedures, and other guidance, is also accessible on the Career Center Staff Portal. Bringing clarity to processes allows Career Center management and functioning to be more equitable.

### **PART 3:**

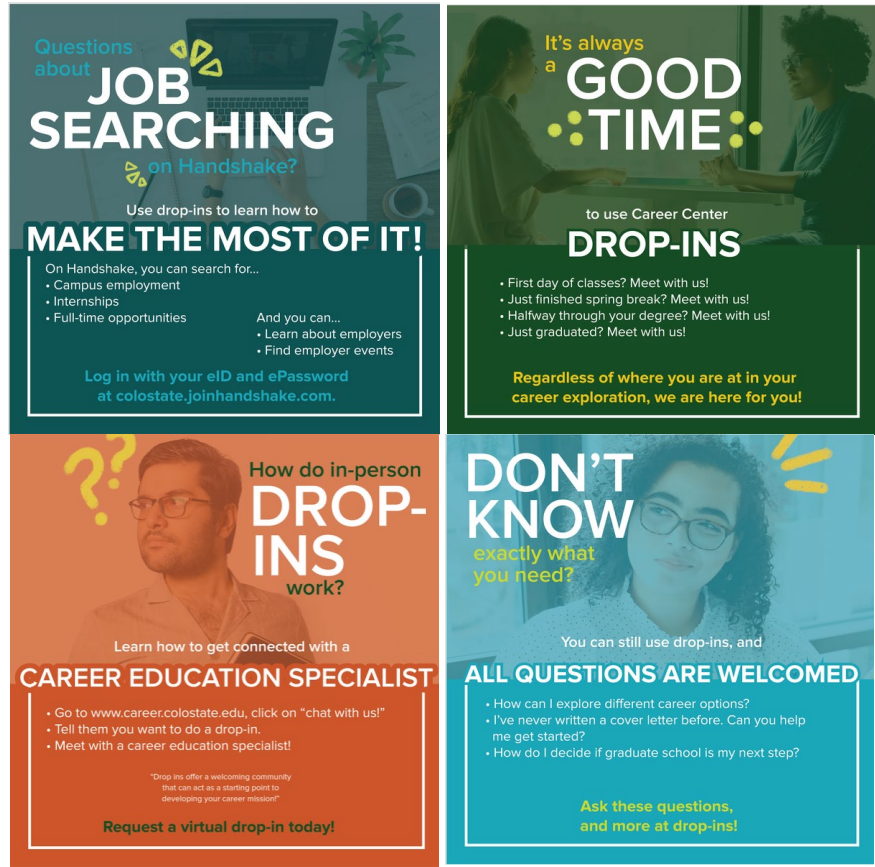
#### **Programs and Services Descriptions**

##### **Populations Served (B.1.a)**

All the Career Center's services are available to fee-paying residential students, online students, and alums up to one-year past graduation. Alums more than one-year past graduation have access to individual consultations through a position jointly funded by the Career Center and the Alumni Association. Additionally, alums have access to workshops, programs, events, and on-line job postings through Handshake.

As a student-fee funded area, the Career Center maintains a Student Advisory Board. Student ambassadors recruit students to serve on this board that typically meets twice a semester. This board provides feedback on services,

programs, events, and marketing for the Career Center. Due to the pandemic, we limited our Student Advisor Board for the academic year 2021 to our student ambassadors so we could compensate them for their time. Topics included providing feedback on marketing images and their drop-in experience. Based upon the group’s input, marketing and representatives from the Career Education team developed a series of four assets to market both drop-ins and some key services. Please see the thumbnails below.



The Career Center tracks several student engagement statistics and disaggregates where possible to understand who we are serving and who is satisfied with our services. Below are engagement statistics for 1:1 career education, presentations, alum and online services, and disaggregated data for all tracked services.

**1:1 Career Education**

The Career Center offered almost entirely virtual services for the 2020-2021 academic year, including appointments and drop-ins. It appears that students are more likely to pursue appointments rather than drop-ins when services are virtual. Within the Career Center, the total number of appointments increased 13%, while the total number of drop-ins dropped by 55%. Similar trends were seen across the Career Services Network where there was an 20% increase in scheduled appointments and a 60% decrease of drop-ins. The switch to virtual also saw an increase in the percentage of students scheduling their appointments online, with 44% across the Career Services Network doing so, up from 14% in the 2019-20 academic year.

Career Center Staff Only

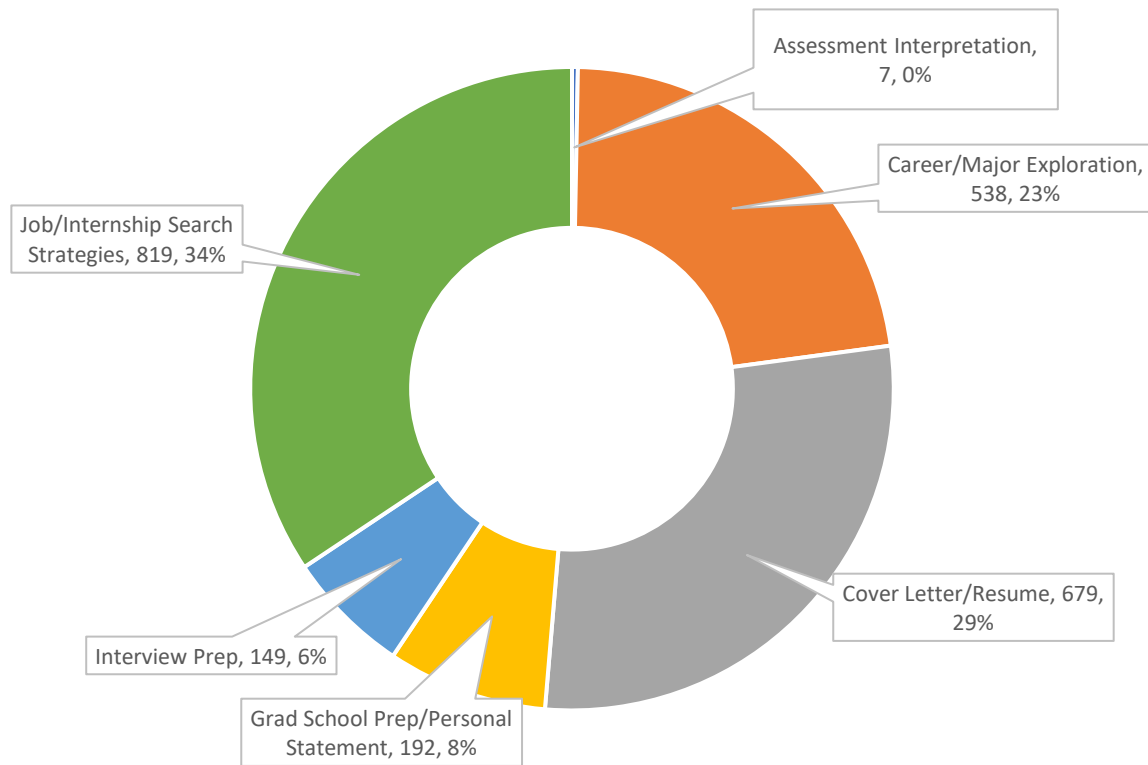
Most popular types	AY17	AY18	AY19	AY20	AY21	% change
Scheduled In Person	1555	1736	1464	981	1	-100%
Scheduled Remote	47	63	81	327	1481	353%
Drop-ins	1912	1649	1886	1575	715	-55%

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

Most popular types	AY17	AY18	AY19	AY20	AY21	% change
Scheduled In Person	2719	3184	2836	1975	1	-100%
Scheduled Remote	277	275	470	860	3392	294%
Drop-ins	3812	3704	3278	2555	1017	-60%

This year also represented a shift in the subject of appointments and drop-ins most requested. Approximately 34% of all Career Center interactions were classified as ‘Job/Internship Search Strategies’, which represents an 8-percentage point increase over last year. This was followed by ‘Cover Letter/Resume’ at 29%, a 14-percentage point decrease, and ‘Career/Major Exploration’ at 21%. ‘Graduate School Prep/Personal Statement’ interactions also increased 4-percentage points to 8%. This increase in both ‘Job/Internship Search Strategies’ and ‘Graduate School Prep/Personal Statement’ could be due to the everchanging pandemic economy.

Appointment & Drop-In Subjects AY21



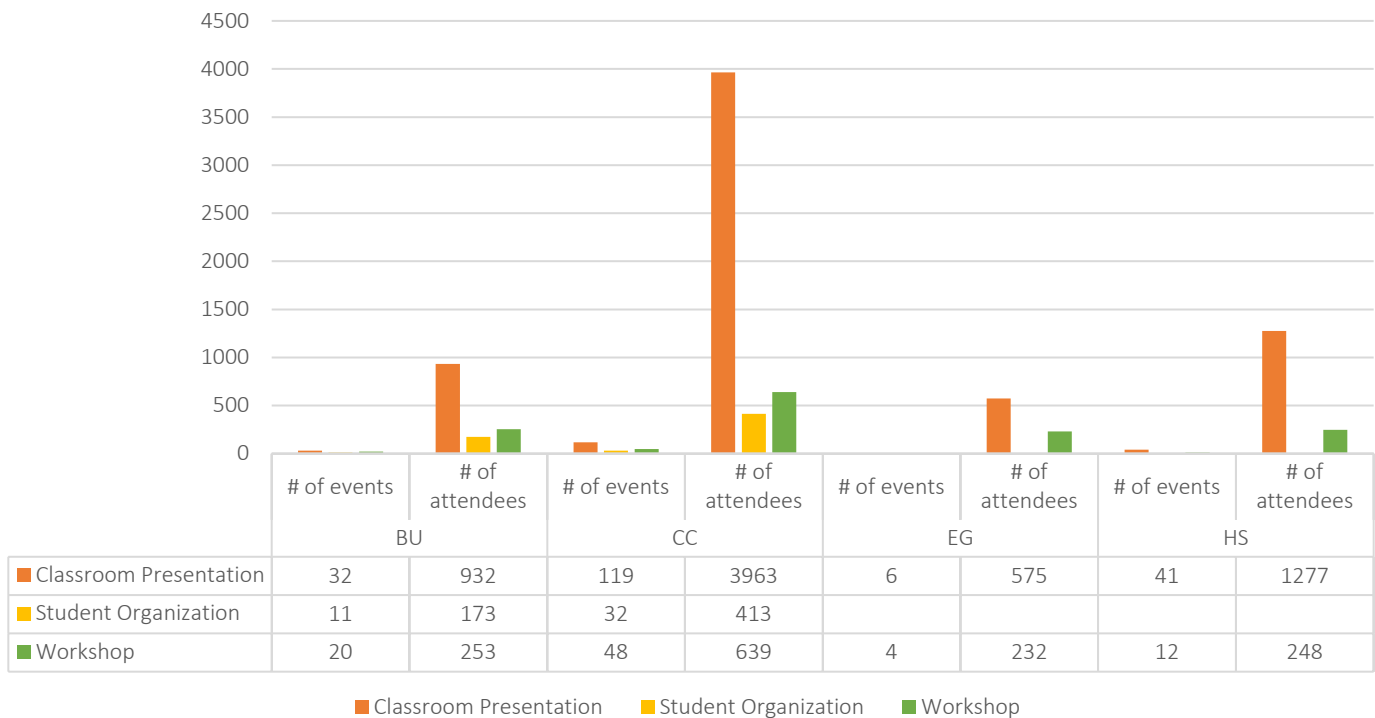
Workshop, Student Organization & Classroom Presentation Stats

The Career Center served 5,015 students in group career education interactions in the 2020-2021 academic year. This is an increase of 6% from the last academic year. Several group presentations were recorded for classes and integrated into their assignments. This new format may account for some of the increase. The majority of these were classroom presentations, which averaged 33 attendees per presentation. Presentations to student organizations averaged 13 attendees per presentation, and workshops averaged 13 attendees per presentation.

The Career Services Network recorded an additional 3,690 students in group interactions for a total of 8,705, a 7% increase over 2019-20. Each individual office also recorded an increase in group interactions, except for the College of Engineering.



## Presentation Summary AY 21



(BU=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 fifth 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 provided include virtual drop-ins, 1:1 appointments, access to a range of assessment tools (including YouScience), and regular webinars open to both online students and alumni.

New initiatives this year for CSU Online include marketing all virtual offerings (which was all events, programs, and services), new content on the Career Center website, maintaining a workshop playlist on YouTube for use by CSU Online students, and an improved communication with CSU Online through their marketing manager.

Alums often take advantage of the 1:1 appointments and webinars. This last fiscal year the Associate Director had 185 1-on-1 appointments and 366 e-mail consultations with alum. They also presented 6 webinars open to both alum and online students with 223 attendees. A full list of these programs is below.

Date	Location	Title	# of Registrants
9/30/2020	Webinar	21st Century Job Search	60
11/18/2020	Webinar	Resilience & Grit	cancelled
1/5/2021	Webinar	Sustaining Resolutions	48
2/17/2021	Webinar	Small Changes	21
3/31/2021	Webinar	Salary Negotiation for Women	100
4/28/2021	Webinar	Resilience & Grit	26
9/7/2021	Webinar	21st Century Job Search	28
			223

### Unique Students Served Through Tracked Services

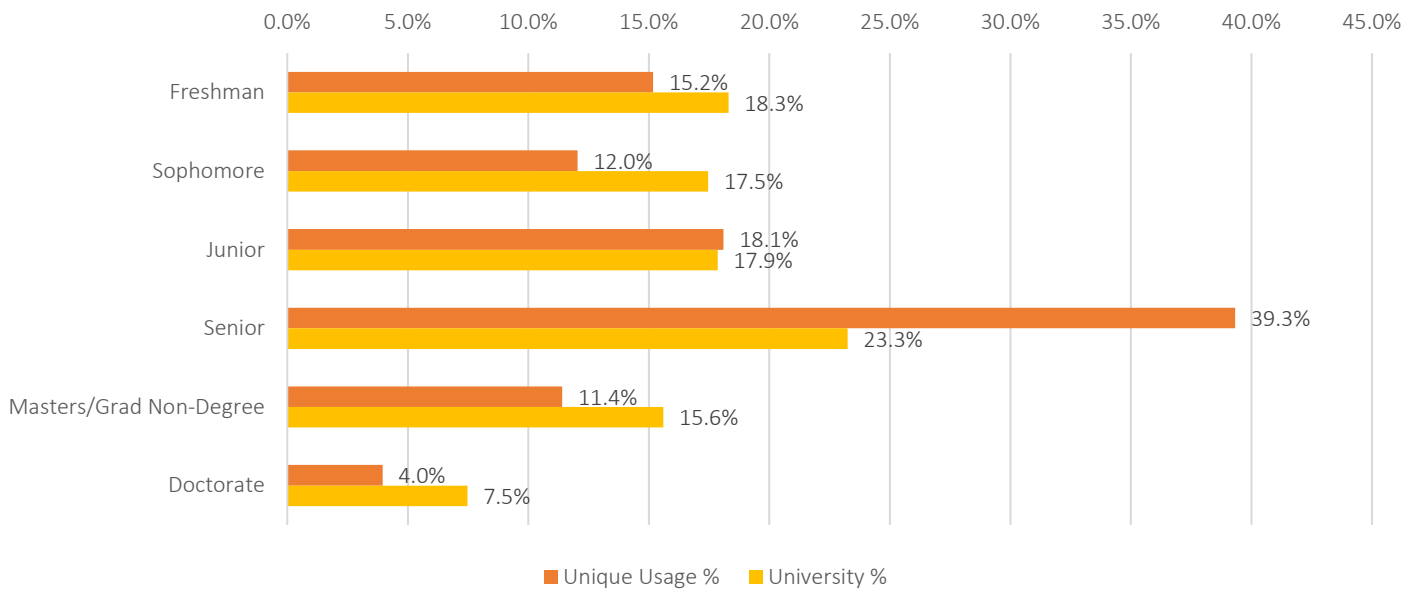
The following charts highlight the unique students served by the Career Services Network and the Career Center and compares those populations with the overall student population. Enrollment data from Fall 2020 was used for

comparison. Populations are compared across school years, colleges, ethnicity, First Generation status, Pell Grant recipient status, and gender (binary only, based on available records). 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.

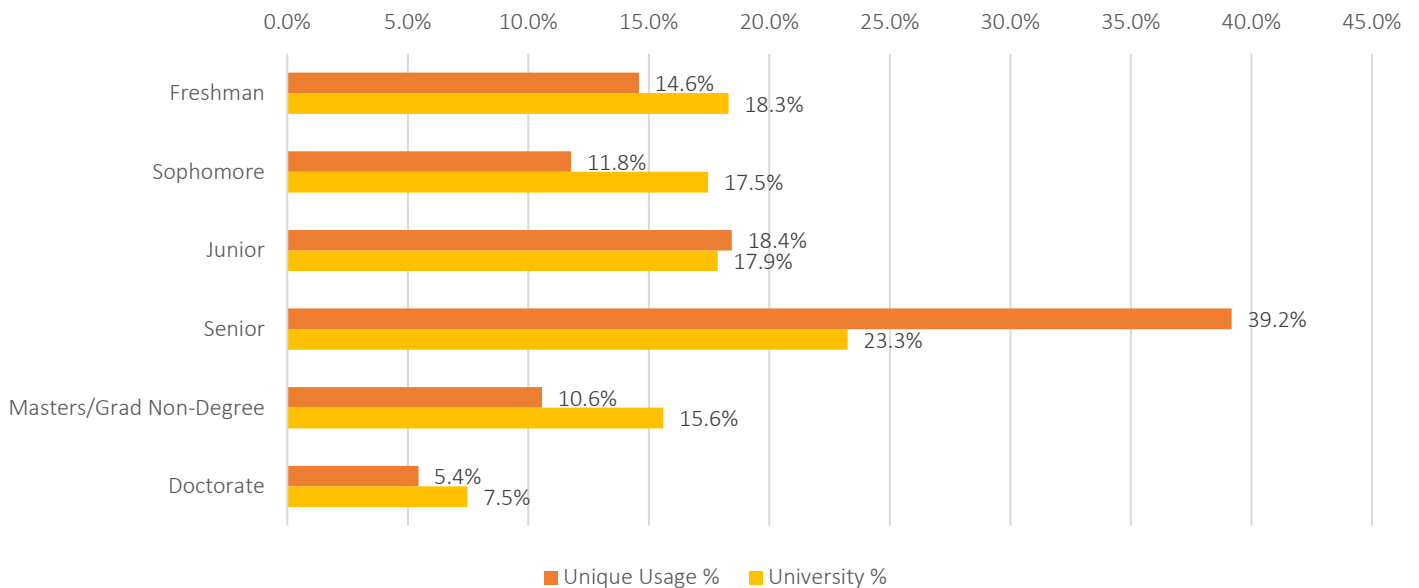
School Year:

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 and sophomores served decreased, while the percentage of freshmen and doctoral students has increased this last year.

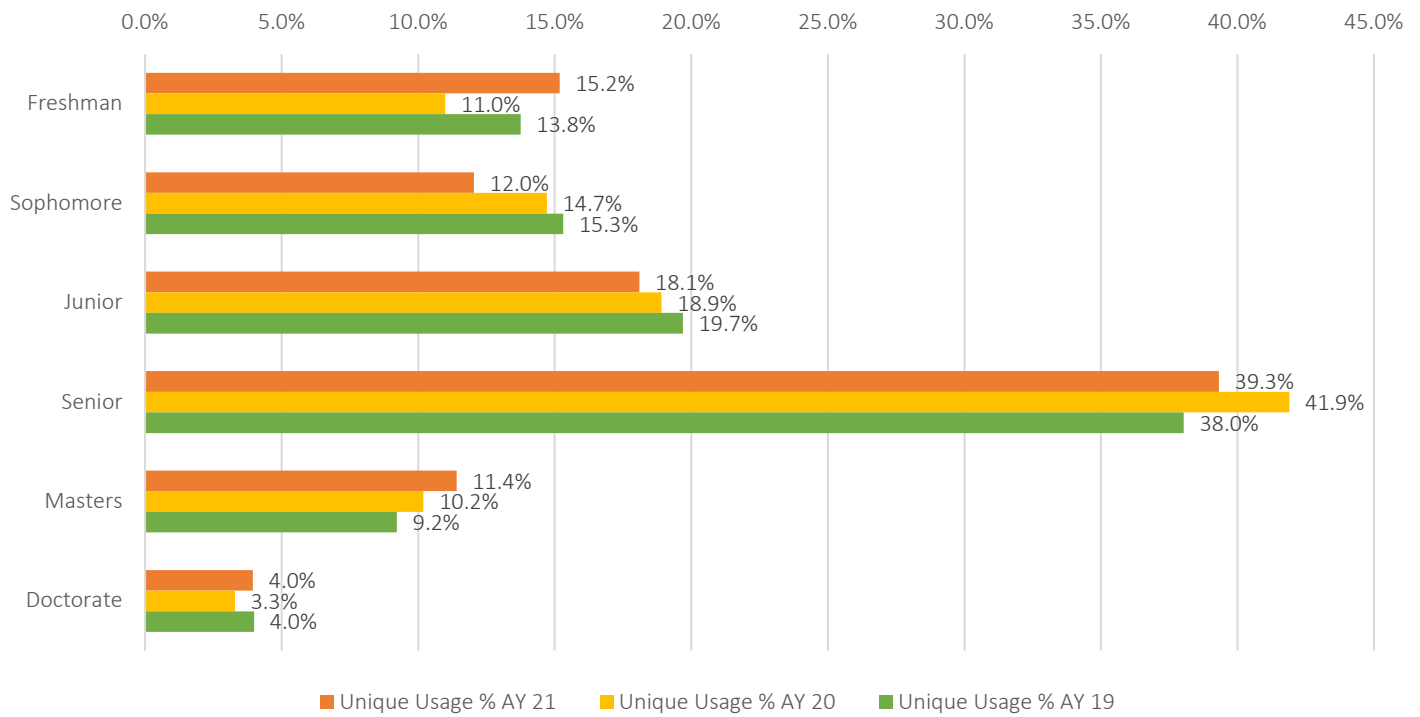
Career Services Network School Year Comparison  
Tracked Services AY 21



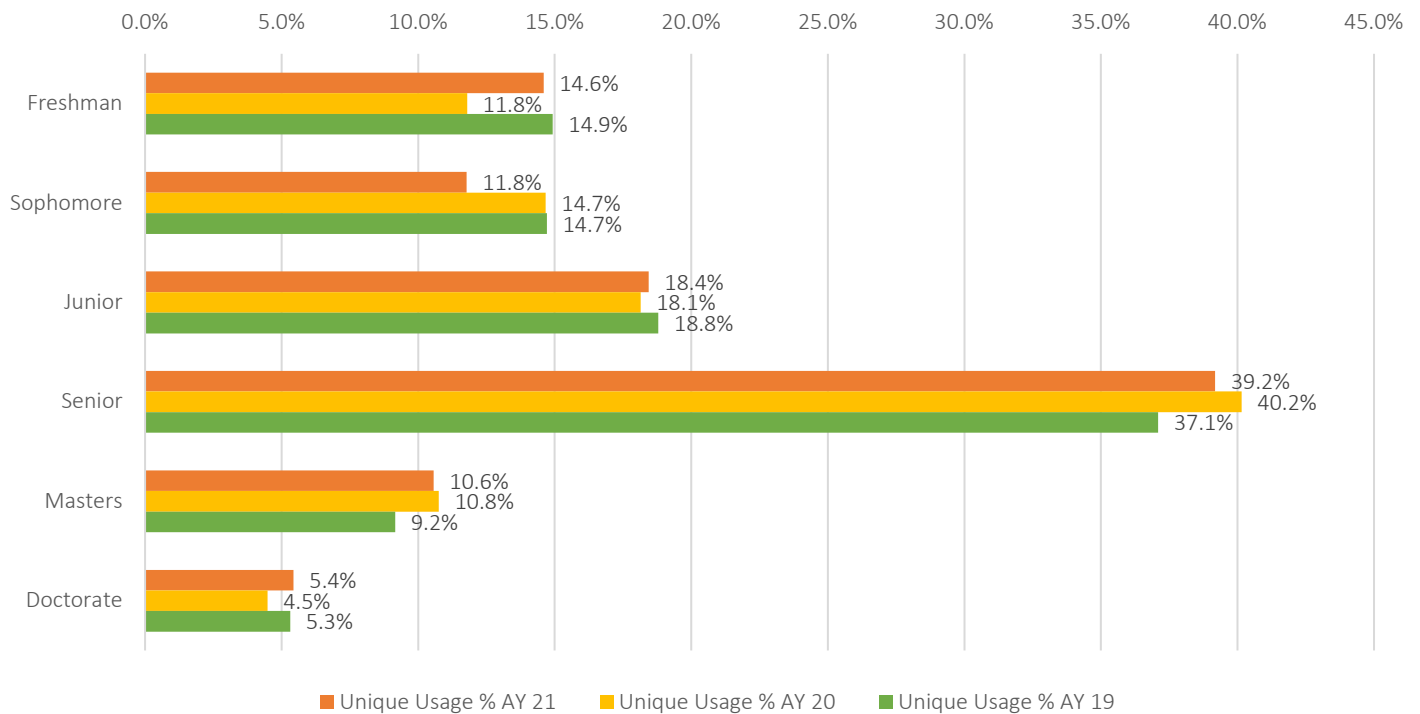
Career Center School Year Comparison  
Tracked Services AY21



## Career Services Network School Year Trends Tracked Services



## Career Center School Year Trends Tracked Services



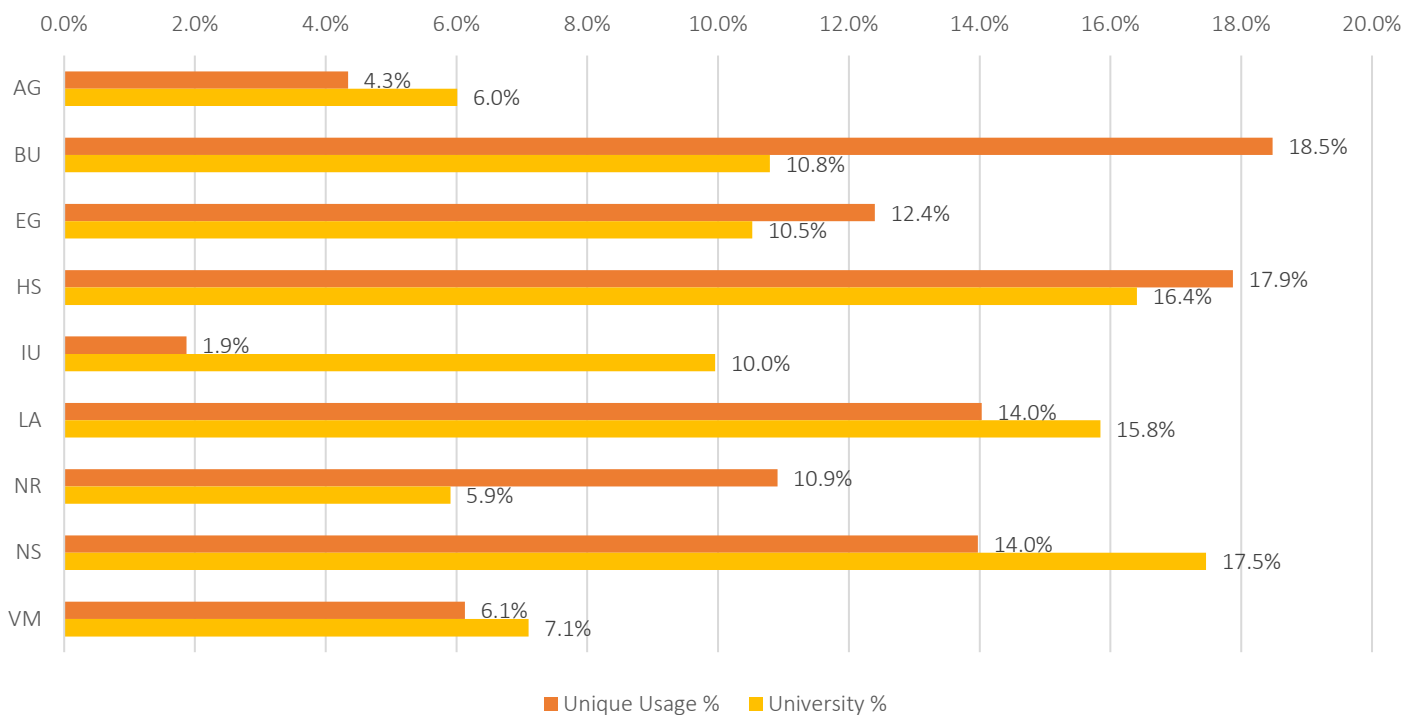
**College:**

The Career Services Network and the Career Center show very different patterns and trends due to the specialized services that 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

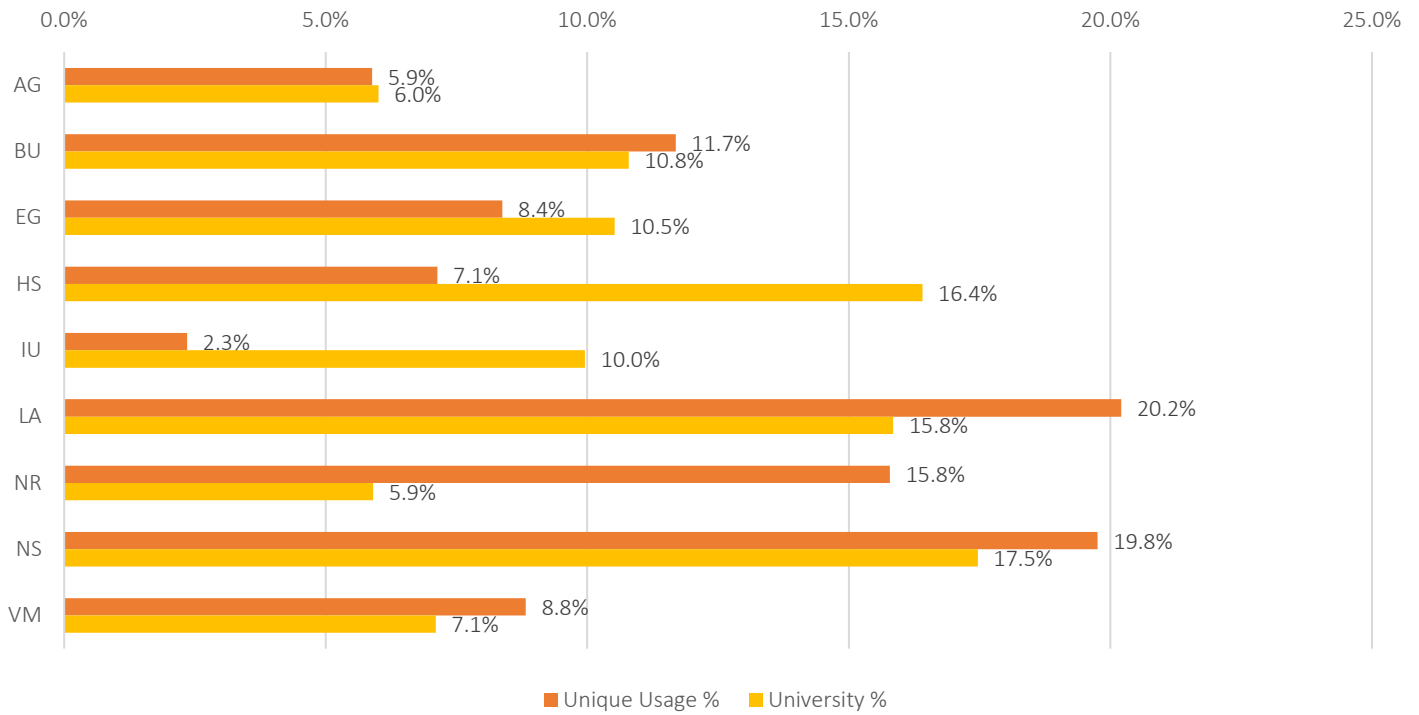
services (i.e., Business, Engineering, and Health & Human Sciences) are generally served at greater numbers than their percentage of the population. Conversely, those students whose colleges support the Career Education Manager roles in the Career Center, are served at a variety of rates compared to 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 is close to their percentage of the population, Agricultural Sciences, Liberal Arts, and Natural Sciences are slightly lower than their percentage of the population). However, when you look at Career Center only patterns, those students whose colleges do have a Career Education Manager are served at equal or 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.

When looking at year over year trends for the Career Services Network, Business, Health & Human Sciences, Liberal Arts, and Natural Resources have seen increases in the percentage of served population; while Agricultural Sciences, Engineering, Intra-University, and Natural Sciences have seen decreases. While the Career Center trends indicate a variety of changes with both large and small increases and decreases. Agricultural Sciences, Business, Liberal Arts, Natural Resources, and Veterinary Medicine & Biomedical Sciences saw increases while Engineering, Health & Human Sciences, Intra-University, and Natural Sciences saw decreases. The increase from the College of Business is likely due to the number of partnerships between the college and the Career Center during this pandemic year.

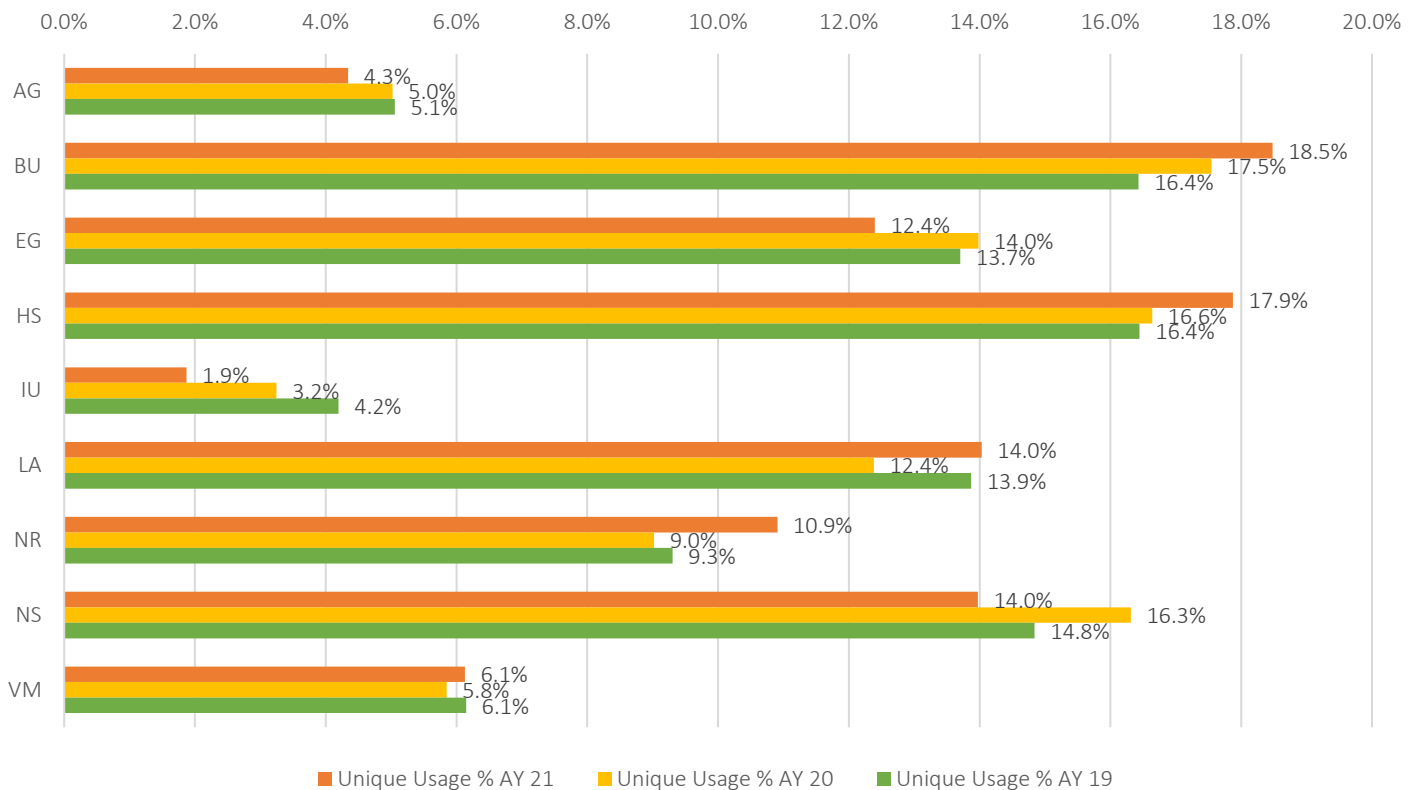
Career Services Network College Comparison  
Tracked Services AY 21



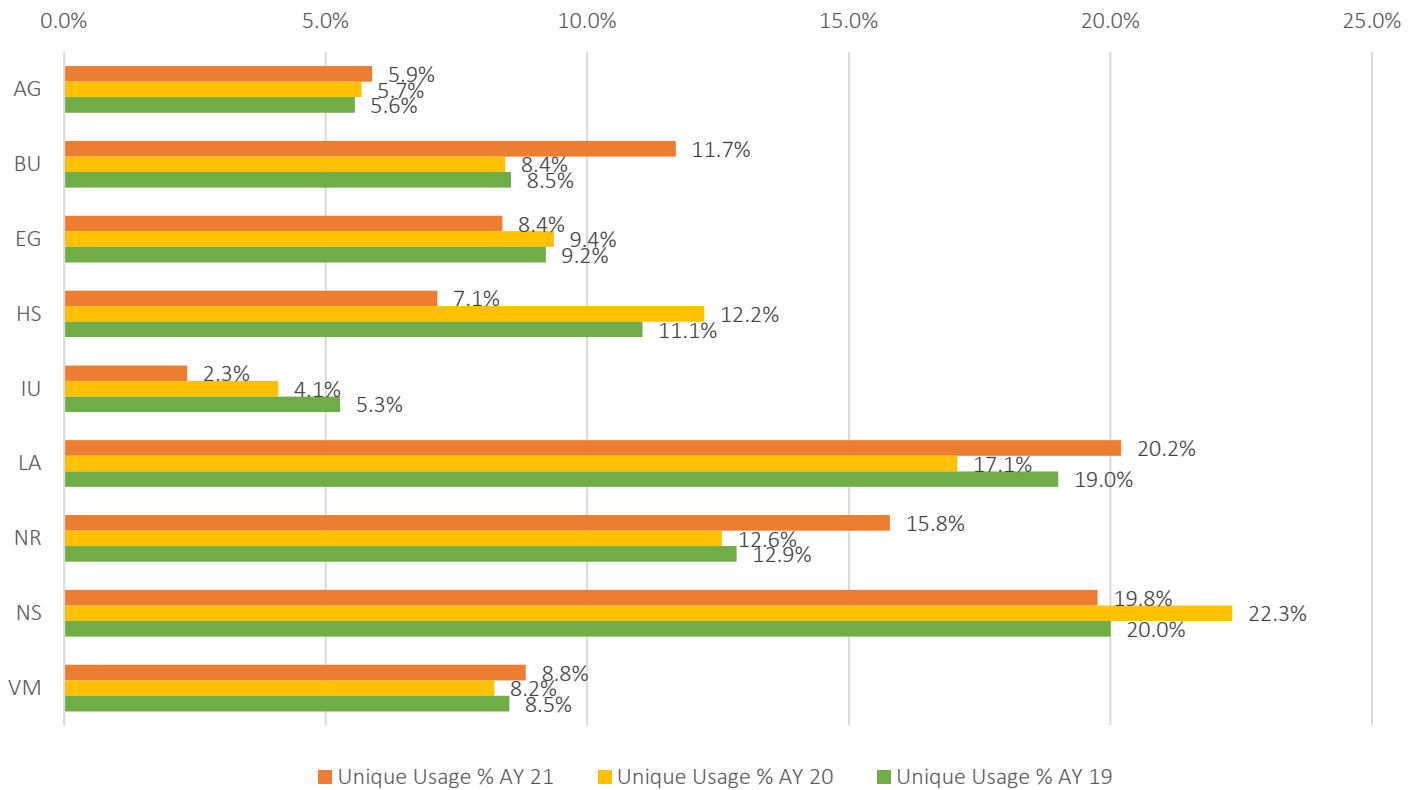
## Career Center College Comparison Tracked Services AY21



## Career Services Network College Trends Tracked Services



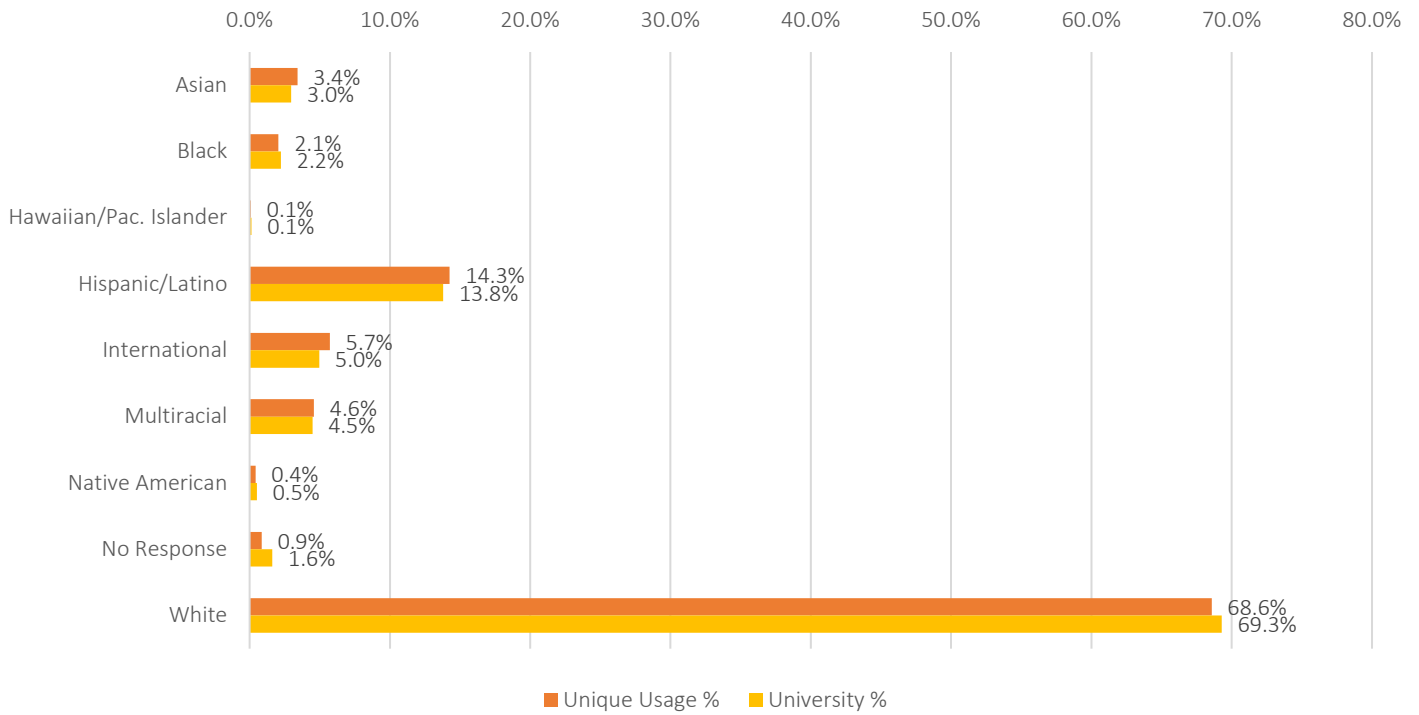
## Career Center College Trends Tracked Services



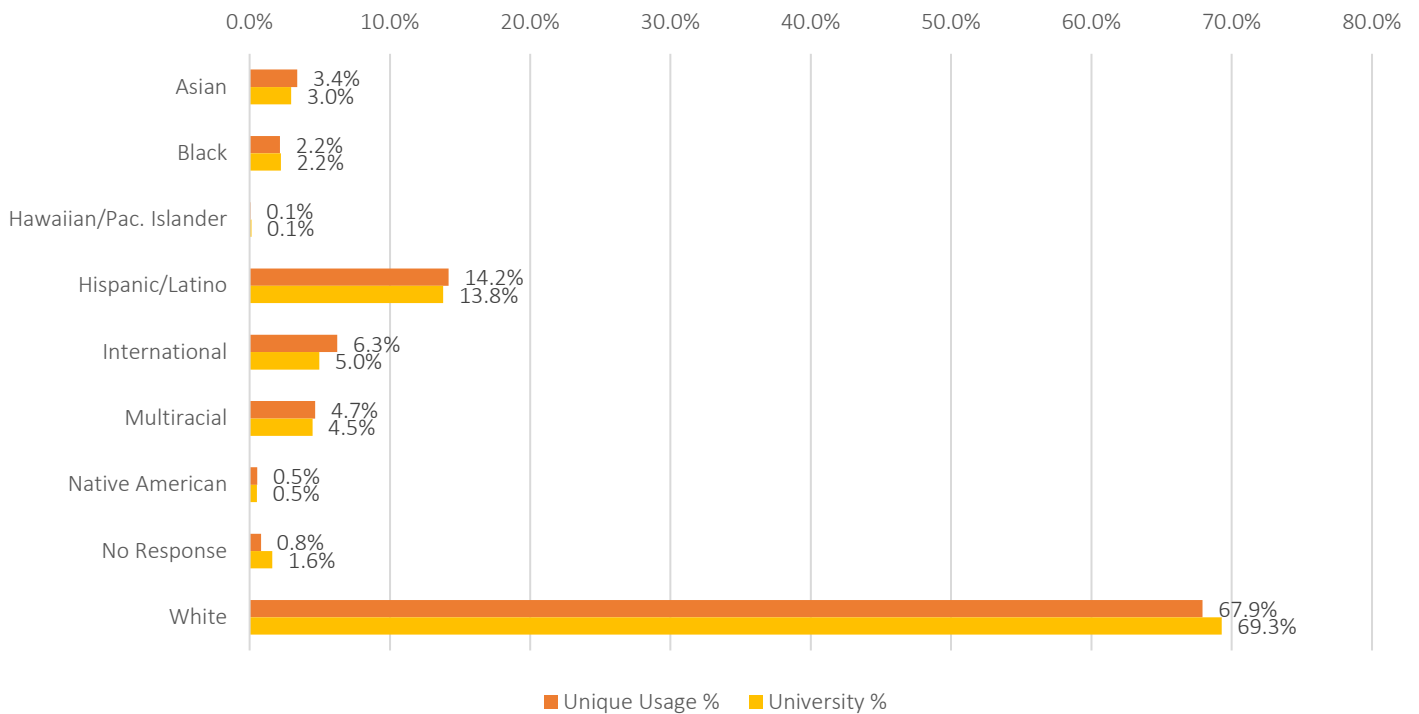
### Race/Ethnicity:

Across the Career Services Network, students who identify as Asian, Hawaiian/Pacific Islander, Hispanic/Latino, International, and Multi-Racial students are either equal or a slightly greater percentage of students served than their percentage of the population. Black and Native American students are served at a less percentage. The Career Center serves all of the above populations at an equal or slightly greater percentage of students than their percentage of the population, including Black and Native American students. The Career Center serves underrepresented students at a slightly higher rate than the Career Services Network.

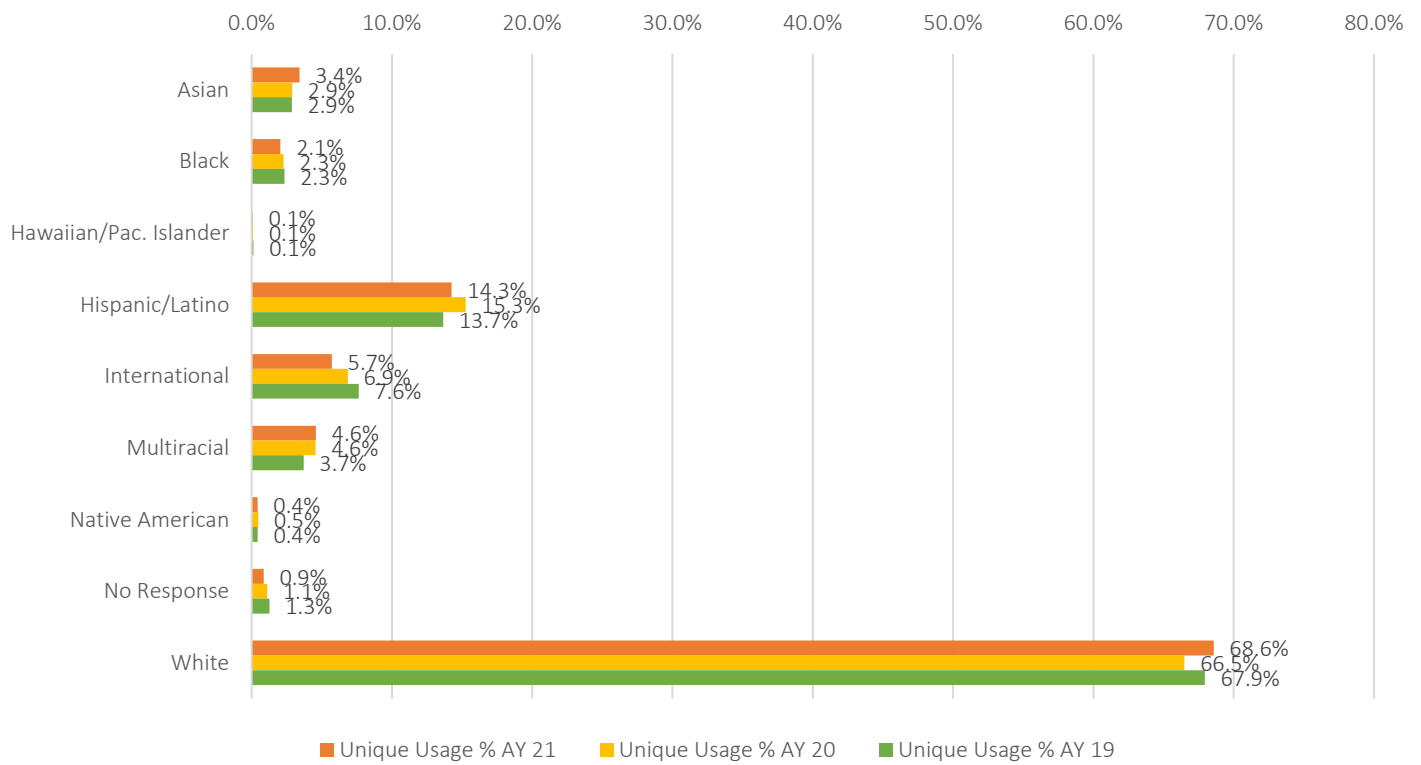
### Career Services Network Ethnicity Comparison Tracked Services AY 21



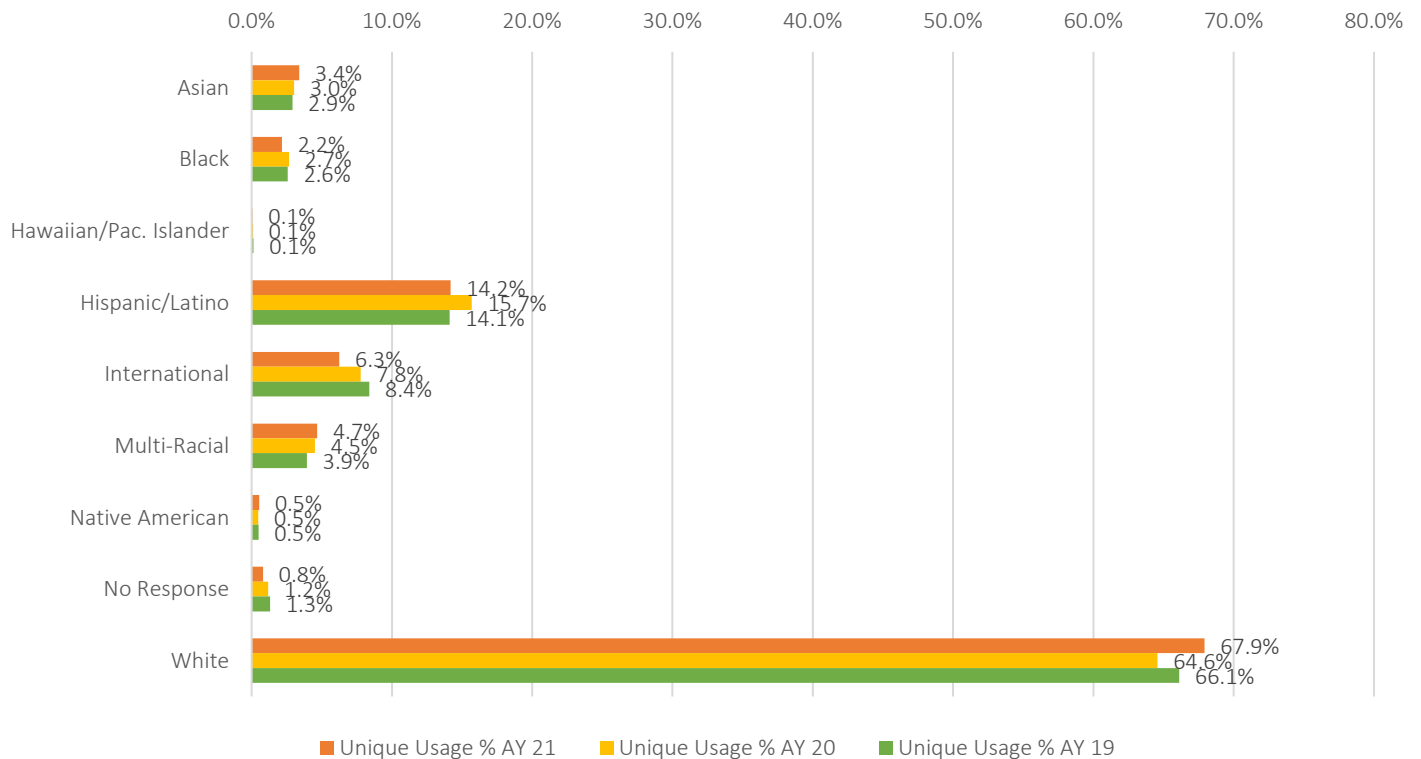
### Career Center Ethnicity Comparison Tracked Services AY21



## Career Services Network Race/Ethnicity Trends Tracked Services



## Career Center Race/Ethnicity Trends Tracked Services

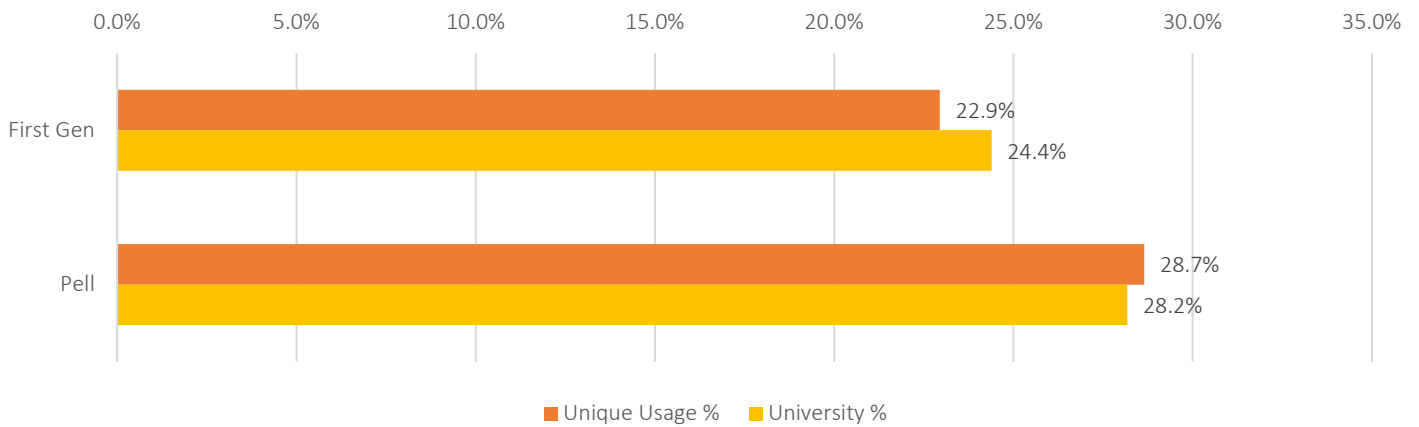




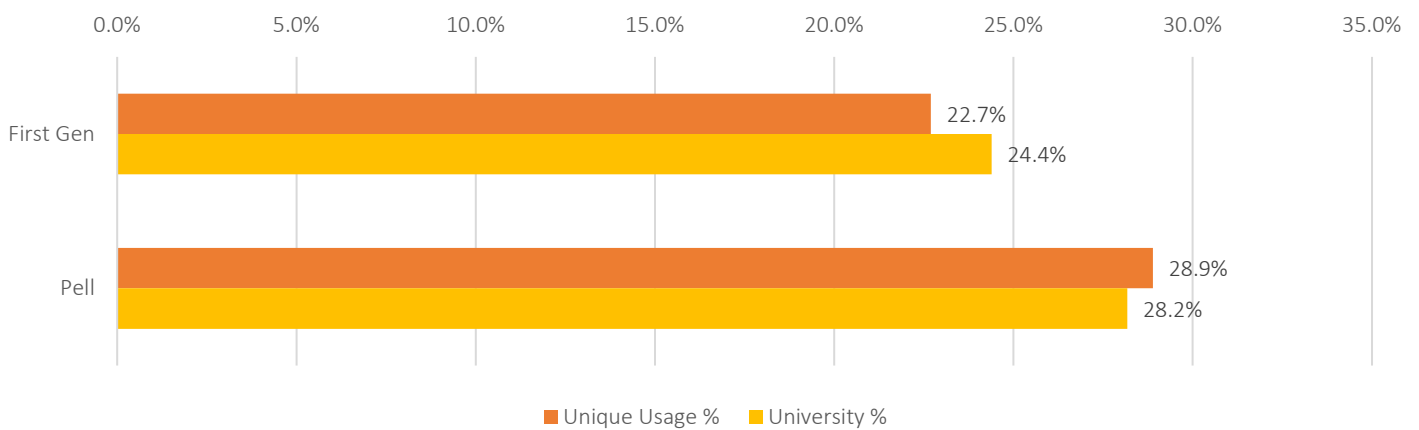
First Generation/Pell Grant:

Students who identify as first generation are a smaller 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. Historically, first generation students have been served at rates higher than their percentage of the population. 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. However, the percentages dropped overall for both First Generation and Pell Grant recipient students. This decrease from previous years may be due to the pandemic hitting harder on first generation and limited income populations. *\*\*Pell Grant population comparisons are based on if a student has ever been awarded a Pell Grant, not a single year status, which is usually how Pell is identified at CSU.*

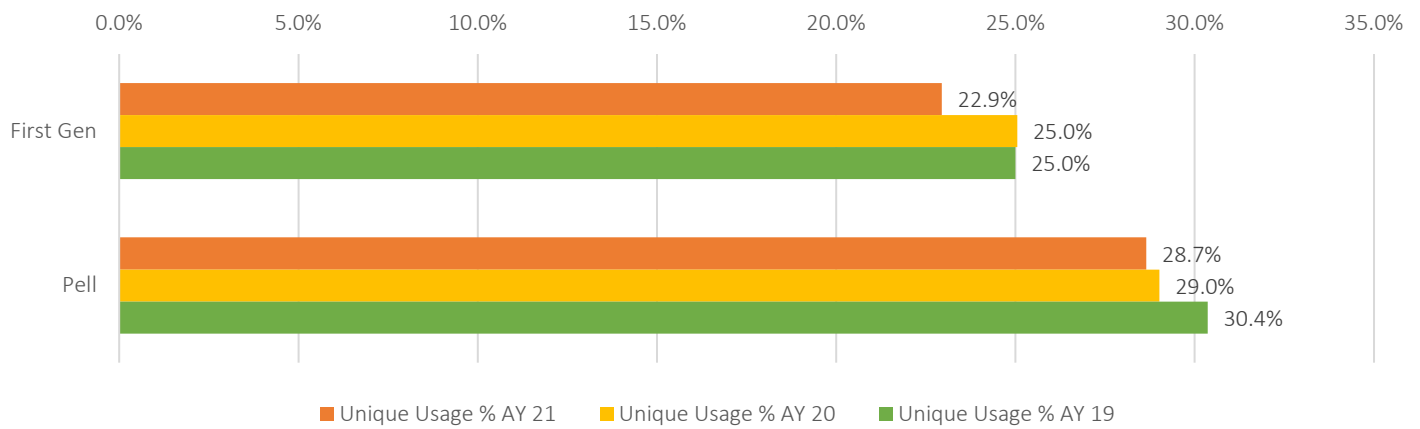
Career Services Network First Gen/Pell Comparison  
Tracked Services AY 21



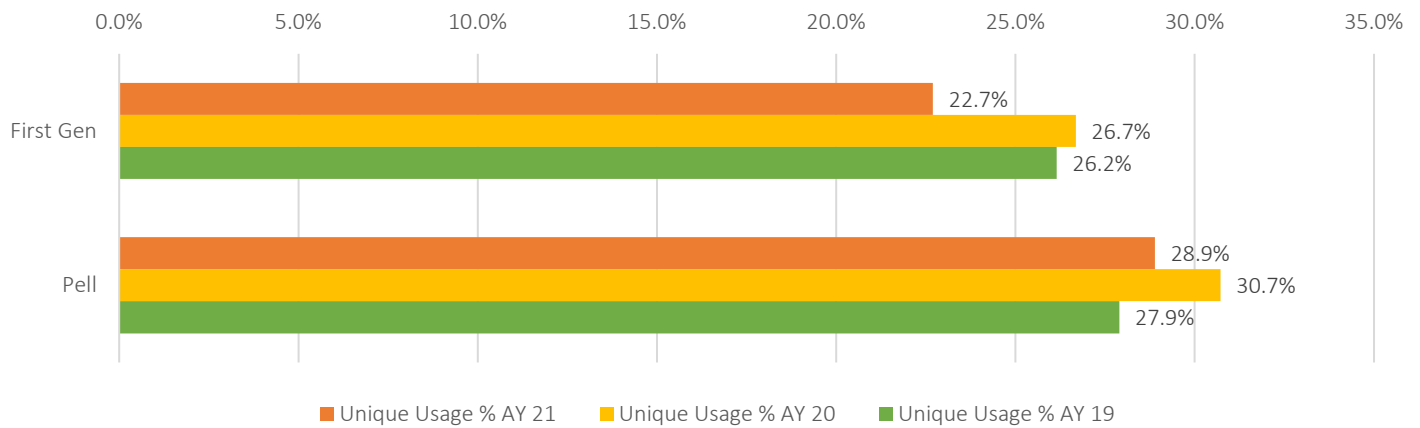
Career Center First Gen/Pell Comparison  
Tracked Services AY21



### Career Services Network First Gen/Pell Trends Tracked Services



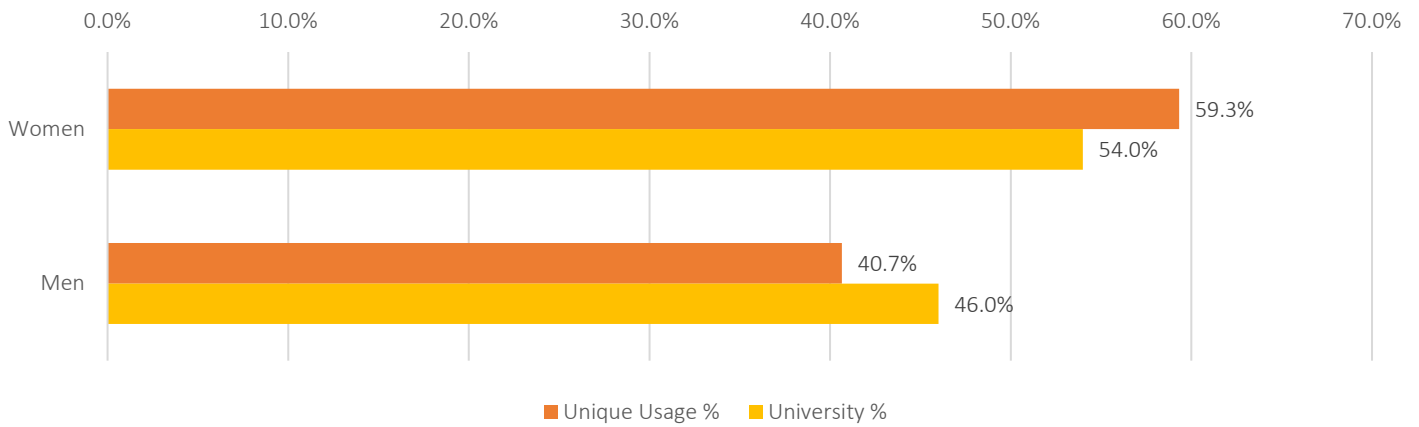
### Career Center First Gen/Pell Trends Tracked Services



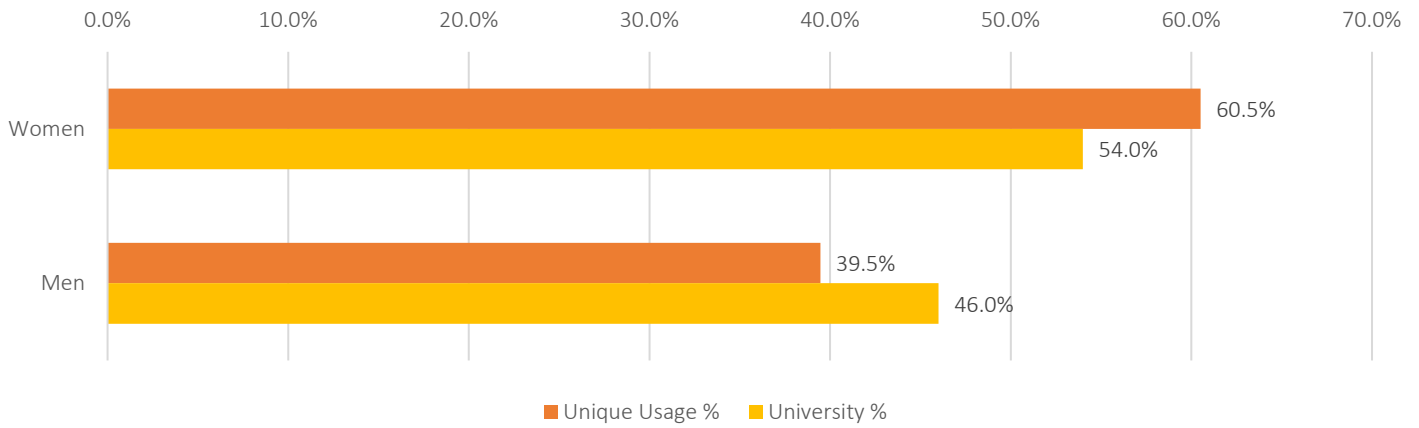
Gender (limited by binary designation):

Across the Career Services Network, students who identify as women are a higher percentage of students served by the Network than their percentage of the population, and students who identify as men are a lower percentage of students served than their percentage of the population. This is a change from previous years when students were served at the same rate as their percentage of the population across the network. The Career Center follows this trend with students who identify as women making up a larger percentage of their population served than the Career Services Network. While previously, the percentages over the previous three years were relatively stable, this year the percentage of students who identify as women served increased while the percentage of students who identify as men served decreased.

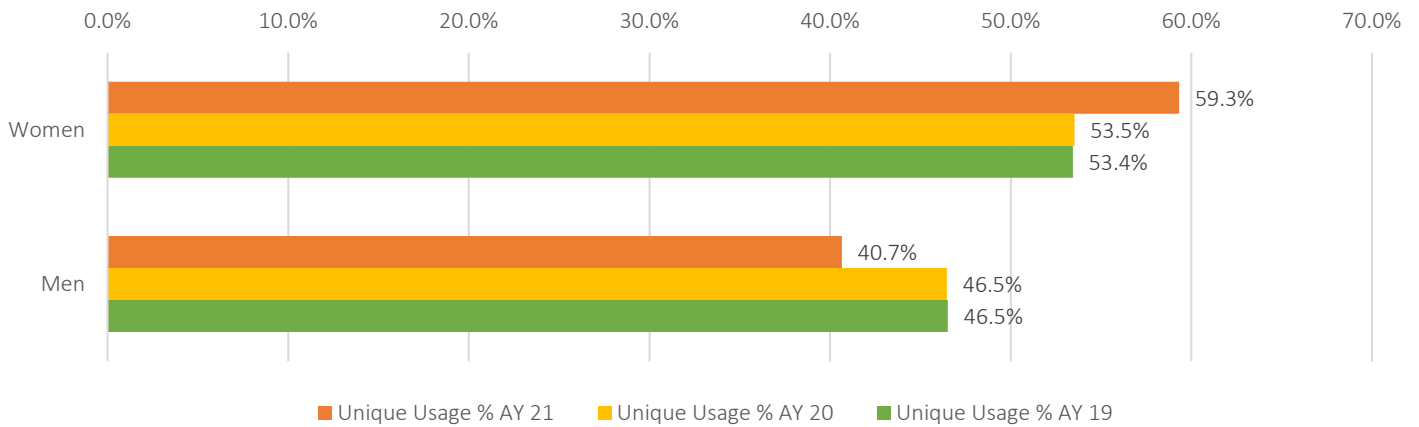
### Career Services Network Binary Gender Comparison Tracked Services AY 21



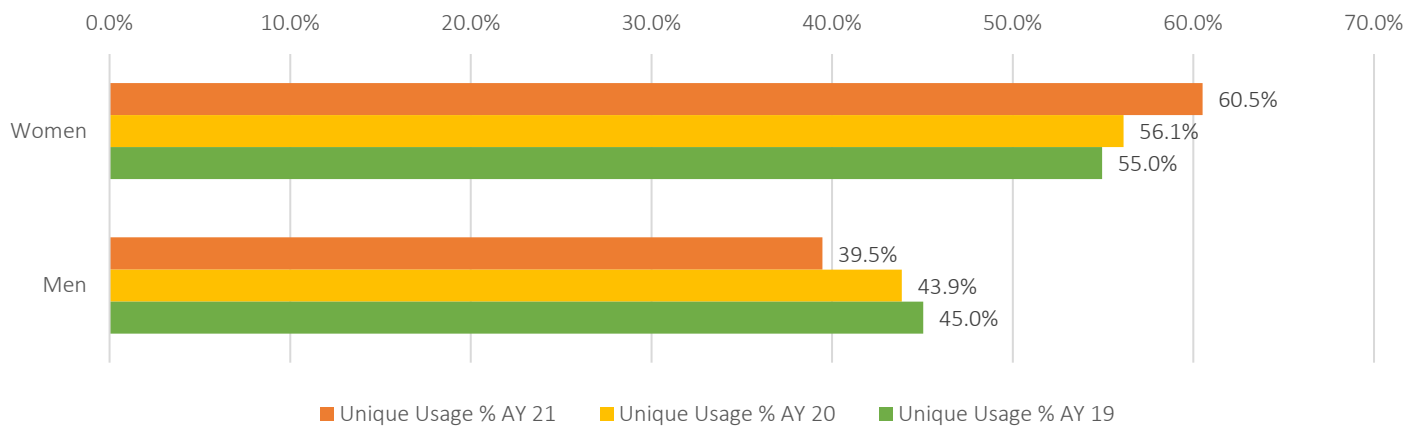
### Career Center Binary Gender Comparison Tracked Services AY21



### Career Services Network Binary Gender Trends Tracked Services



## Career Center Binary Gender Trends Tracked Services



### Programs, Services, and Initiatives (B.1.b)

This year brought some new programs (both due to the pandemic and not) as well as success to some classic events. Additionally, Appendix A 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 Net Promoter Scores for most events increased (see Part 7: Assessment: Feedback Resources & Discovery). Many of the new events focused on navigating the world of work with underserved and minoritized identities. Some highlights include:

- Hosted Diversity Connect virtually, which maintained solid attendance numbers and resulted in many quality connections between employers and students.
- Coordinated with the PRIDE office to host Pride at Work, an event exploring navigating the world of work as someone who identifies as LGBTQA+.
- Created Latinx at Work in collaboration with El Centro, a similar event exploring navigating the world of work as Latinx.
- Hosted the BIPOC (Black, Indigenous, and People of Color) Owned Business Panel, to discuss entrepreneurship from a more inclusive lens.
- Hosted Careers in Activism to discuss how to turn your passion for justice into a career.
- International Student Career Week was conducted virtually both Fall semester and Spring semester in collaboration with the International Student & Scholar Services office. These four virtual workshops were recorded and posted to the Career Center's online resources for future use by students as well. These four videos have gathered 221 views thus far.
- Developed and implemented new funding programs in addition to the already existing Inclusive Fellowship Program and Interview Attire Fund including the Equity Initiatives Fund and Unpaid/Underpaid Internship Support (<https://career.colostate.edu/funding-opportunities/>). Each of these funds recognizes the systemic barriers that exist for various populations and seeks to challenge those barriers.
- Collaborated with CVMBS, the Walter Scott, Jr. College of Engineering, and the Biomedical Student Organization to lead Biotech Connect.
- The Career Center continues to work with and support the Work Force Recruitment Program (WRP). Codi Delgado and Jose Arce are the school coordinators for CSU and collaborate with the Student Disability Center and Adult and Veteran Services in promoting the program to students through emails, newsletter articles, Handshake job posting, and word of mouth. Four students submitted applications in 2020-21 academic year.

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 all events occurred

virtually, which resulted in new formats and occasionally, less intimidating environments for students. While this is not an all-inclusive list, it is a wide representation of the Career Center's major programs.

Hosting events virtually did negatively impact overall student attendance at events. All but three events experienced a decrease with the exceptions being the Colorado Industry Tours, International Student Career Week in the fall, and Resume Rush in the Spring. This is unsurprising given the demands and stressors on students during a global pandemic. Additionally, with virtual events, we miss out on those students who go with friends to events and those that drop by unplanned.

Event	AY17	AY18	AY19	AY20	AY21*	% change
BioTech Connect	185	222	--	133	91	-32%
BIPOC -Owned Business Panel					11	
Careers in... (Activism)					19	
Colorado Industry Tours - All	188	150	147	53	84	58%
Diversity Connect	65	77	129	174	67	-61%
Diversity Connect Luncheon		26	70	86	--	
Fall Career Fair - AG/NR/STEM	796	854	802	895	467	-48%
Fall Career Fair - COM/BUS/SS/LA/HOS/HEALTH	774	609	519	803	536	-33%
FedConnect	--	131	176	61	--	
Gear Up for Grad Fair/Spotlight Sessions	44	39	--	84	39	-54%
Global Careers Panel	86	85	106	**	33	-69%
International Student Career Week - Fall	190	39	112	52	70	35%
International Student Career Week - Spring	122	187	126	68	21	-69%
Just in Time	501	402	541	**	217	-60%
Latinx @ Work					12	
Pride at Work				12	8	-33%
Resume Rush Fall - All Days	264	264	103	226	141	-38%
Resume Rush Spring - All Days	320	210	167	119	126	6%
Spring Career Fair - AG/NR/STEM	736	749	753	952	586	-38%
Spring Career Fair - COM/BUS/SS/LA/HOS/HEALTH	757	658	709	676	516	-24%
Technology Networking/Connect	79	107	81	--	--	
Virtual Career Conference - Connect				257	--	
Virtual Career Conference - Learn & Prep				224	--	
<b>Total</b>	<b>5107</b>	<b>4809</b>	<b>4541</b>	<b>4875</b>	<b>3032</b>	<b>-38%</b>

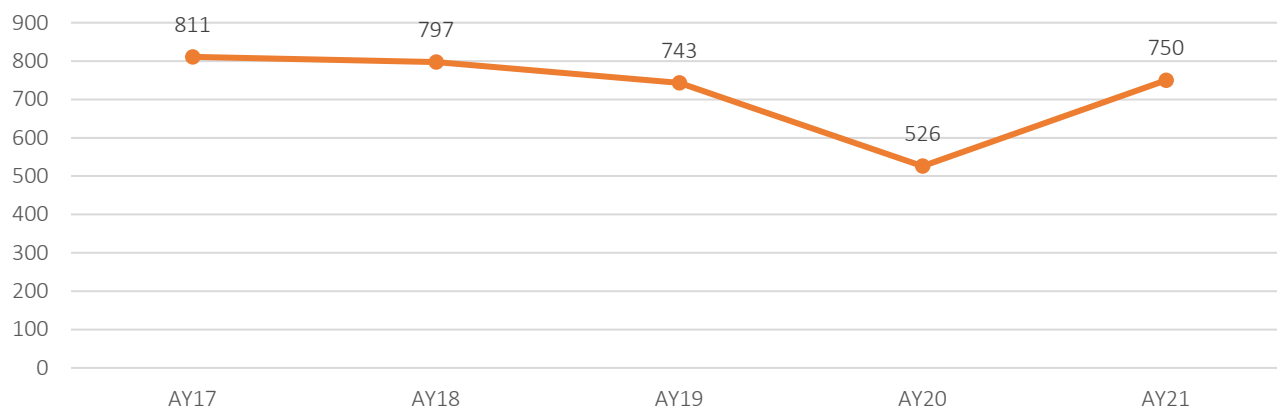
\*All events held virtually.

### 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, and the College of Health & Human Sciences. The number of unique employers engaged with CSU had been on a slow decline since a high in 2015-16 and experienced a sharp drop in 2019/2020 due to a number of event cancellations. With both universities and employers pivoting to virtual recruiting events, the number of unique employers rebounded this past year to 750. Both All Campus Career Fairs also had drops in the number of employer registrations likely due to their virtual nature, but this did not seem to impact the overall unique number of engaged employers.

Job postings increased overall throughout academic year 2021 as did internships, quickly recovering from the drop in job postings at the beginning of the pandemic. The number of Colorado internship postings did experience a slight drop-off. Finally, with campus employment making the switch from posting in JobX to posting in Handshake in March 2020, there was a significant increase of campus employment postings in Handshake.

## Unique Employer Engagement



### Career Fairs:

#### All Campus Career Fair - Fall

Attendance	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20*	% change
Employers	190	190	197	165	152	-8%
Students	1483	1398	1269	1634	971	-41%
Alumni/Other	87	65	52	64	34	-47%

#### All Campus Career Fair - Spring

Attendance	Spring 17	Spring 18	Spring 19	Spring 20	Spring 21*	% change
Employers	220	200	191	171	148	-13%
Students	1325	1326	1410	1582	1062	-33%
Alumni/Other	168	81	52	46	44	-4%

\*Fall 2020 and Spring 2021 were virtual career fairs.

### Job/internship Postings:

Type	AY17	AY18	AY19	AY20	AY21	% change
F/T Job Postings	15010	29125	37150	39576	50113	27%
Colorado F/T Jobs	3070	5273	6374	5288	6712	27%
Internship Postings	4291	8014	10297	12604	13001	3%
Colorado Internships	1270	2199	2396	2164	1997	-8%
Campus Employment Postings	59	23	18	161	1433	790%

### **Collaborative Efforts with Other Units (B.1.c)**

One of the Career Center's strategic and financial partnerships occurs through staffing. The Career Education unit has a number of positions that are specialized to serve specific segments of the student population. There are five shared roles: four shared Career Education Managers, each shared with a college, and an Associate Director role shared with the Alumni Association, which simultaneously focuses on CSU Online students. Other positions – one Associate Director, and two Career Education Coordinators – have been created to focus on students with historically marginalized and minoritized backgrounds. And one role, though not shared, focuses on exploring students. These focused positions allow

for deeper collaboration across units, and deeper expertise to be gained to better serve students. Summaries of this work are located in Appendix A.

Additionally, one of the Career Education Managers, Amy Cailene, is the Career Center Representative for the Undocumented Support Committee and is involved in significant programming across campus to support CSU's undocumented population.

Our team also had representation on both the Planning Committee and the Advisory Committee for the United in STEMM initiative. We supported and facilitated career programming for a number of events including the Day of Industry and STEMMing from Color.

The mission of United in STEMM is to connect students of color with multiple and intersecting identities, in science, technology, engineering, math, and medicine (STEMM) disciplines more intentionally with their academic colleges, industry partners, and alumni and professionals of color to aid in the increase of persistence and graduation rates for students of color at Colorado State University. The four objectives of the program are to:

- Create community amongst students of color in STEMM disciplines across academic colleges.
- Foster a network of support between faculty and staff and students of color in STEMM disciplines.
- Provide academic, career, and networking opportunities for students of color in STEMM disciplines.
- Build a network of support for students of color from alumni and professionals of color in STEMM disciplines.

This initiative is planned, implemented, and assessed by the United in STEMM Planning Committee, made up of representatives from:

- College of Agricultural Sciences,
- College of Natural Sciences,
- College of Veterinary Medicine and Biomedical Sciences,
- Walter Scott, Jr. College of Engineering,
- Warner College of Natural Resources,
- Academic Advancement Center,
- Alumni Association,
- Career Center,
- The Institute for Learning and Teaching (TILT)
- Institutional Research, Planning, and Effectiveness
- Student Athlete Support Services, and
- Student Diversity Programs and Services

Career Education Team members continued to collaborate with the CSU Graduate School by facilitating workshops designed for graduate students, including "Job Search in the New Virtual Reality" as part of GradShow, and "Develop Your Professional Brand to Expand Career Opportunities" as part of the Graduate Professional Development Series. Additionally, we continued to consult on the entire of the PD Series and cross-promote events and services.

The Health Sector Partnership, an initiative of Larimer County's Economic & Workforce Development group, unites key stakeholders – in business, non-profit, government, and education – to promote and improve health within our communities. Comprised of more than 30 northern Colorado healthcare organizations and 11 public partners, the group works together to address issues across four key areas for collaboration: educating the public, coordinating a behavioral health solution for the bi-county area (Larimer and Weld), and increasing workforce skills. CSU was invited to join the partnership in August 2020, and the CSU Career Center led and hosted the Behavioral Health Career Pathways event in February 2021. More than 100 students from CSU, University of Northern Colorado, Front Range Community College, and AIMS Community College attended, and more than 30 industry professionals and practitioners – as well as CSU faculty – were assembled virtually; the event featured speakers, breakout sessions, and panel discussions, allowing students to learn, make connections, and find jobs and careers in the behavioral health industry.

The Career Services Network was again active this year, consisting of the various offices across campus that provide career services, but also those offices that support career exploration including Financial Aid, Exploratory Studies Advising, Health Professions Advising, the Office of International Programs, and more. Topics included training on a variety of diversity, equity, and inclusion topics as well as sharing information on services from the various offices involved. Additionally, while the Career Center and the other career offices on campus collaborate on a regular basis, that collaboration was taken to a deeper level with the College of Business Career Management Center and the College of Engineering over the 2020-2021 academic year. With everyone providing services, including Career Fairs, virtually, all three offices collaborated on the Fall and Spring Career Fairs.

There are additional collaborations detailed elsewhere in this annual report as well, specifically those collaborations around events and programs and those relating to our strategic plan.

#### **Policy and Procedure Manuals, Handbooks, Program Guidelines (B.1.d)**

The Career Center has made several adjustments to procedures to further incorporate equity to improve services and programs in this past year. One of these is the development of our Socially Conscious Business Guide, available to staff on the Career Center Staff Portal. As the introduction to this guide states, “As part of the Career Center’s commitment to social justice (one of the CSU Principles of Community), we will maintain awareness of what private businesses we are supporting with our revenue. We will prioritize minority-owned, small, and local businesses, businesses that do not rely on unpaid labor, and businesses that uphold a proven commitment to social justice. As we consider vendors for various needs, including the purchase of books, supplies, travel, and food, we will actively maintain a list of vendors that we encourage staff to explore. Please balance this with being good stewards of our resources, and consideration should be given if the increased cost is exorbitant, compared to other options.”

Additionally, the Business Coordinator compiled and finalized a staff handbook which is also available on the staff portal. The finalized staff handbook includes better outlined policies for financial procedures, professional development, performance expectations, onboarding, search procedures, time recording policies, communication procedures, and other guidance. Bringing clarity to processes allows Career Center management and functioning to be more equitable.

The team also collaboratively developed an [equitable event planning guide](#) that provides questions to consider when event planning to work towards providing the most inclusive events possible. It includes questions for pre-event planning, considerations for moderators/speakers/panelists/guests, questions for dates/venue/catering/day of logistics, and consideration for event promotion/registration, and steps for after the event.

#### **PART 4: Staff**

##### **Organizational Structure and Management Processes (B.2.a)**

We made one significant organizational shift during the 2021 academic year, which included combining the assessment and strategic initiatives team with the communications, outreach, and technology (COT) team. This transition was a strategy to improve our marketing and event processes, as well as streamline and clarify the operational structure in the Career Center. The new team is now led by a new position, the Director of Assessment and Operations.

##### **Staff Training and/or Professional Development (B.2.b)**

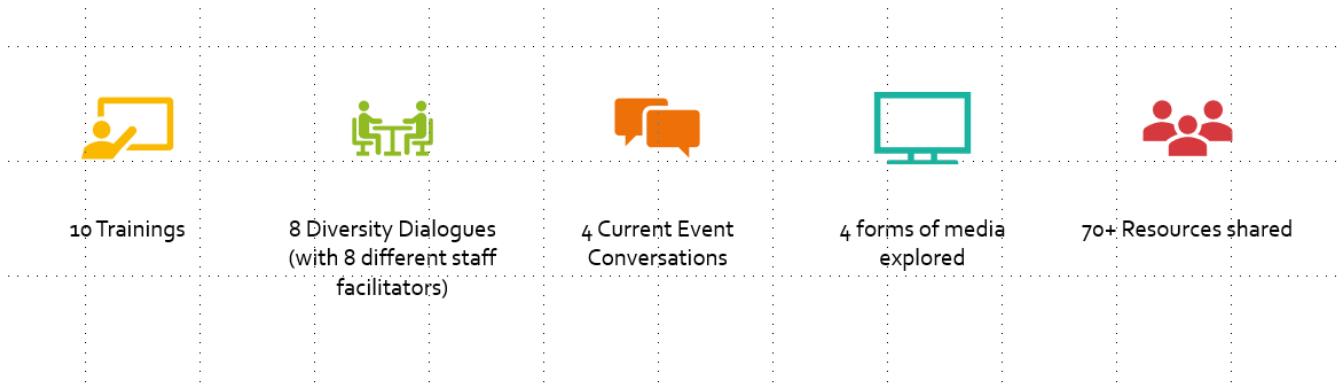
As part of the E&I Committee structure in the Career Center, both the Training Committee and the Diversity Dialogues Committee contributed to the improvement of knowledge and effectiveness related to equity, inclusion, and career development and growth for staff.

Through 10 sessions, the Training Committee covered a variety of DEI topics including: microaggressions, data review of the MCOB re-assessment, the Cycle of Socialization, PAN-ning and much more. These trainings served as the basis for our



pre- and post-assessment of learning in which we evaluated staff growth on understanding of key concepts like systemic racism, socialization, and equity.

Slightly more informal than trainings, Diversity Dialogues allowed for anyone on staff to bring forward a topic or facilitate a dialogue, and may include current event topics, or topics that are particularly meaningful to the facilitator. There were eight different sessions held over the course of the year by eight different facilitators. The topics ranged from privilege & parenting to anti-Semitism to ADHD & attentional capacity. In addition to these dialogues, staff were also given the option to participate in four current event conversations based on topical responses to current events such as the Nov. 2020 election or the Stop Asian Hate movement.



Additionally, anticipating the economic impacts of the COVID-19 pandemic would impact our work, we invited College of Liberal Arts faculty member Martin Shields (Professor of Economics Director Regional Economics Institute) to lead a training for our staff in the summer of 2020. Dr. Shields discussed the current and coming employment reduction, the industries most likely to be impacted, and the current and predicted impacts on the Colorado economy. He also provided data and resources for our continued reading. This training served to prepare our staff for the continuing economic decline that we experienced through the summer and fall of 2020, and better prepared us to guide students and alumni in their job searches, both regionally, and with regards to industry. The recommended practice of encouraging geographic flexibility and agility in adapting to new industries, as well as understanding the growing trend of fully remote and hybrid jobs have served our team well.

Finally, as our staff continues to work toward living our values, we honed in on direct conversation and comfortability with conflict as an immediate need. We consulted with CSU University Ombuds Melissa Emerson, who recommended a training for our full staff in dealing with conflict. In preparation for the training, each staff member at the Career Center completed their personal Conflict Dynamics Profile (CDP) assessment. Melissa compiled the results and led a training in the spring of 2021 with our full staff to both help us understand our personal conflict style, as well as develop specific strategies to improve our individual ability to deal with conflict (using the developmental guide from the CDP). After going through the training, our staff reflected and had a follow-up conversation where we encouraged continued reflection and engagement in conflict and direct conversations when needed.

### Awards (B.2.c)

- Amy Cailene co-presented *Student Experience Project: Practices, Pivots, and Ponderings*. Colorado State University Professional Development Institute, Jan. 14, 2021. Fort Collins, CO.
- Amy Cailene co-presented *Supporting CSU Students Who Are Undocumented - From Campus to COVID to Career*. CSU Diversity Symposium, Oct. 2, 2020. Fort Collins, Colorado.
- Amy Cailene co-presented *Supporting Students who are Undocumented*. Colorado State University Professional Development Institute, Jan. 7, 2021. Fort Collins, Colorado.
- Amy Cailene was the only presenter to represent CSU as Faculty Bright Spot for Student Experience Project Panel in front of national audience of participating universities, February 2021.
- Jenny Kim and Madigan Turnquist presented *Gender Inequity in the Workplace and Salary Negotiation* at the Feminist Thought and Activism Conference, 2021.

- Jenny Kim and Madigan Turnquist presented *Women in the Workplace: An Intersectional Look beyond the Wage Gap* as part of the Diversity Symposium, October 2020.
- Jon Cleveland and Barb Richardson presented *Who succeeds? Shifting the story to inspire action for equitable career outcomes*. NASPA's Student Career Development Knowledge Community, February 2021.
- Jon Cleveland co-presented *At the Intersection of Social Class and Career Development: Supporting Students* as a webinar for NASPA's Student Career Development Knowledge Community, July 2021.
- Jon Cleveland presented *Unpacking White College Students' Experiences as Social Justice Allies* at NASPA Virtual 2021 Annual Conference, March 2021.
- Jon Cleveland published his dissertation: Cleveland, J. and Anderson, S.K. (2021) White, College-Student, Social-Justice Ally Experiences. Open Access Library Journal, 8, 1-17. doi: [10.4236/oalib.1107629](https://doi.org/10.4236/oalib.1107629).
- Jose Arce co-facilitated a virtual training on the history of mental health and psychology within the LGBTQ+ Community at MonteFiore Health Systems (Bronx, NY), May 2021.
- Jose Arce presented at the University of Florida Envision Career Academy., March 2021.
- Katie Lloyd and Barb Richardson presented *How We Use the Multicultural Organizational Development Model to National Association of Colleges and Employers Womxn in STEM Affinity Group*, May 2021.
- Leanna Biddle received recognition from WCNR for her efforts during the pandemic in November 2020
- Madigan Turnquist and Sam Boren presented *Race, the Criminal Justice System, and Career* as part of the Diversity Symposium, October 2020.
- Sam Boren presented to the Colorado Workforce Development Council and the Larimer County Workforce Development Board Meeting on *Integrating DEI into your Workplace*.
- Sam Boren was awarded MPACE New Member Scholarship for MPACE 2020.
- Sam Boren, Katie Lloyd and Barb Richardson were awarded "Best of MPACE" for presenting *An Update: Centering Equity and Inclusion to Support All Students' Dreams*, at the Mountain-Pacific Association of Colleges and Employers Virtual Conference, December 2020.

## **PART 5:**

### **Quality of the Work Environment**

#### **Physical (where applicable) (B.3.a)**

For the past several years, we have received critical feedback about the Career Center space. The most common concerns included a) too much white space/color, b) an overly clinical/"professional" feel, and c) artwork and decorative quotes that were not representative of diverse individuals and experiences. To address these concerns, we entered a process to make changes to our physical environment in the Spring of 2021, consisting of two phases. Phase one included repainting our office. We conducted two office surveys to gather feedback from our team on the primary and secondary color palate we would use in the space, including considering those results against social identity to look for additional patterns beyond simply majority preference. We chose colors that included dark gray, light gray, and brown/orange. The office was completely painted in the Summer of 2021. Phase two of the process will include new artwork for our space, which will be completed in the 2022 academic year. We are currently deciding on a collaborative process that will pull together feedback from a variety of constituents (including students) to determine artwork that is representative of the diverse students we serve.

Additionally, our office team has continued to grow, requiring additional office space. To accommodate this growth, we added two new staff offices to our space by cutting the student suite in half. Our student suite was large and rarely, if ever, used to full capacity, so this adjustment made sense and had minimal impact on our functioning. We will also be adding three new office spaces in the 2022 academic year by converting current interview rooms to accommodate our continued growth.

#### **Morale (B.3.b)**

There were several noteworthy developments with regards to the quality of work life at the Career Center during the 2021 academic year. First, 2021 marked a new administration of the Quality of Work Life Survey used in the Division of Student Affairs to assess each team's experience with their leaders and work environment. During the 2018

administration, the Career Center was last on every category in comparison to the other units within the academic cluster. There were significant concerns voiced by the team (both assessed from this survey and one-on-one meetings with the new executive director) about the organizational culture, leadership practices, and many negative team practices. The new executive director and leadership team have spent the last two years improving our organizational culture, leading through clear values, and facilitating the departure of problem staff members. Through this intentional work, the 2021 administration of the Quality of Work Life Survey positioned the Career Center as having the highest scores on every category in comparison with other units within the academic cluster. Qualitative feedback, from the survey, meetings with the executive director, and other feedback include the Career Center being the best place people have ever worked, having a great work/life balance, having amazing and supportive colleagues, and having clear values and a defined mission.

It is important to note the transition to all remote work along with the abrupt quarantine/stay home orders that started in March 2020 created significant stressors for many staff members. Similar to many departments across campus and companies across industries, staff transitioned significant work responsibilities and roles into a functional virtual space in a very quick time period, many staff members had concern about the stability of economy, as well as health and well-being of themselves and other individuals they lived with. These and many other challenging concerns were communicated and often did not have answers in the moment. Supervisors and leadership team members remained transparent in communication and flexible in adapting to the needs of individuals and their unique circumstances.

The summer 2021 also marked the return to in-person work after nearly 13 months working remotely. The leadership team was resistant to not “return to normal” but rather “return to a new normal.” There were many things that we learned during the pandemic, including that our team wanted (and was equally productive) to continue the flexibility remote work offered. During the spring 2021 semester, the leadership team gathered significant feedback and authored guidelines that would allow our full team to work as many as two days a week remotely. This flexibility has been met with appreciation and support from the team.

## **PART 6:**

### **Financial Analysis**

#### **Funding Resources and Expenditures (B.4.a.i.)**

The financial position of the Career Center is extremely strong at the end of the 2021 academic year. There were significant savings achieved during the 2020 academic year, that continued into the 2021 academic year. With the pandemic, we greatly reduced our spending – most notably reductions in event-, travel-, and supply-related expenses. Additionally, both years experienced higher-than-expected staff turnover, so salary savings contributed to the growing fund balance. Finally, the previously referenced reorganization resulted in permanent salary savings because of a position elimination. At the beginning of the pandemic, the Career Center’s fund balance was just over \$500,000; however, at the end of the 2021 academic year that balance has increased to just under \$1,000,000. We are approaching that balance thoughtfully to ensure that all funds are used ethically in ways that benefit students and student success. Strategies include:

- Not accepting any mandatory increases last year, instead covering that shortage with our fund balance.
- Likely not accepting any mandatory increases in the coming academic year, instead covering any shortage with our fund balance.
- Committing ongoing funding for the unpaid/underpaid internship program (at \$50,000 annually), inclusive fellowship program (at \$25,000 annually) and the equity initiatives fund (at \$15,000 annually).
- Overfunding the above initiatives in 2021 and 2022 to further reduce our fund balance while also ensuring the money goes directly back to students.
- Adding two internship development coordinators to our team to fill internship-related gaps we have identified in our current operation. These positions will work directly to increase internship opportunities and student participation rates.
- Remembering to scale our new initiatives appropriately, because a return to “normal” spending will reduce our fund balance.

- Keeping in mind our unique funding structure, which includes soft money generated from employer partnership revenue, career fair revenue, and the CSU Online Partnership, all of which can be eliminated or negatively affected at any time.

## **PART 7:**

### **Assessment: Feedback Resources & Discovery:**

This section will highlight data collection and analysis for the Career Center including DSA annual planning outcomes, evaluation of services and programs, and the Multicultural Organizational Development data analysis that we completed in the 2020-21 academic year. Each of these incorporates equity to focus on improving our practices and services, especially for those who are traditionally underserved by Career Centers.

### **Assessment: Feedback Resources & Discovery: Career Center Annual Planning for DSA – Outcomes (2020-21)**

#### **Learning outcome:**

As a result of a 1:1 career advising appointment session on the topic of “Job/Internship Search Strategies,” 70% of students will be able to cite an action step related to connecting with people (networking).

#### **Unit’s Action Plan:**

The Career Center provides 1:1 career advising appointments to all students, on a variety of topics including the job and internship search. We know one of the key strategies to the job search is “networking,” or connecting with people, and this strategy is particularly necessary during an economic downturn, or a challenging job market (as we are seeing currently during the COVID-19 global pandemic). We will reinforce this key strategy in each job/internship search appointment, and help students identify next steps related to connecting with people for their job search.

#### **Assessment Methods and Criteria for Success:**

This learning outcome will be assessed by analyzing student responses to the appointment surveys that go out immediately to each student accessing appointments. The questions we will use are the following:

- What was the primary reason for your appointment? (students who cite “Job/Internship search” will be further analyzed)
- What action steps do you plan to take?

This outcome will be considered successful if at least 70% of respondents will be able to identify at least one action step that involves connecting with people.

#### **Analysis of Achievements:**

In reviewing the appointment survey, 116 respondents indicated that their primary reason was job/internship search. Of those, 106 indicated only job/internship search (it is a multiple response answer). Respondents that mentioned networking, LinkedIn, and connecting with people were counted as citing an action set related to connecting with people. Of the 116, 38% identified at least one action step that involved connecting with people. Of the 106 that indicated only job/internship search, 42% identified at least one action step that involved connecting with people. Both are much lower than our goal of 70%.

#### **Priorities and Recommendations for the Future:**

Many respondents indicated that their action steps were to “use the resources provided” or “follow the plan I discussed with my career educator,” which makes it difficult to determine if networking is a part of that plan. This may account for the lower responses on this learning outcome. The Career Education team will ensure that in follow-up emails and in action plans for job/internship search appointments, that networking/connecting continues to be emphasized.

#### **Diversity outcome:**

As a result of required trainings and optional dialogues, 90% of Career Center staff members will be able to identify at least one example each of systemic racism, equity (as it relates to career services), and the cycle of socialization.

**Unit's Action Plan:**

With the formation of the Equity and Inclusion Steering Committee, the Career Center will create a new ongoing curriculum for center work related to Equity and Inclusion. This curriculum, rooted in the NASPA/ACPA competencies, will inform future trainings, guide our process for social justice and inclusion learning, and engage all members of the staff in equity and inclusion competency development.

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 (MCO) 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.

Each subcommittee will use the NASPA/ACPA Competency of Social Justice and Inclusion to guide their work. The steering committee will create a pre-assessment to measure each staff member's understanding of common social justice terms as well as their knowledge, skills, and dispositions related to the competency areas. This assessment will be revisited to determine progress. The training committee will conduct a training each month and create learning outcomes related to the competency areas. The diversity dialogues group will also host monthly sessions that allow staff to put their learning into practice by facilitating conversations related to real world experiences. The accountability and sustainability group will work to adapt the current evaluation process to further integrate social justice and inclusion into individual workplans. They will also cultivate and distribute equity and inclusion related resources and host a media club to engage staff members in on-going learning opportunities. Finally, a follow-up MCO survey will be conducted in the Fall of 2020 to continue and inform the steering committee strategy.

**Assessment Methods and Criteria for Success:**

After a series of required trainings and optional dialogues throughout the year, each staff member will be asked to identify 2-3 examples that demonstrate their understanding of:

- 1) Systemic racism
- 2) Equity (as it relates to career services)
- 3) The Cycle of Socialization

This outcome will be considered successful if at least 90% of Career Center staff members can cite at least one example that demonstrate understanding of each concept.

**Analysis of Achievements:**

Using a rubric and multiple evaluators, the E&I Training Subcommittee assessed staff's written and/or verbal responses to providing 2-3 examples of systemic racism, equity, and the cycle of socialization. The team determined that 68% of staff could identify an example of each of the three terms. This is 22 percentage points lower than our goal. Individually, 14 people identified all three terms, three identified two out of three terms, one identified one out of three terms, and four people identified zero out of three terms.

**Priorities and Recommendations for the Future:**

These are complicated and nuanced definitions. The E&I Training Subcommittee will provide a review session at the beginning of fall semester to revisit these terms and provide clarity to the team to support staff in continuing to understand these terms.

**Program outcome:****Unit's Action Plan:**

The Career Center will promote and highlight Handshake job posting templates to campus employers. The Student Employment Coordinator will lead a marketing/action plan to raise awareness of student supervisors for this feature. We

will encourage them to utilize these templates when building job postings for student employees because they incorporate and highlight CSU Career Competencies. This helps create a common language and goal for career education across campus and helps students better understand the crucial skillsets they can gain through campus employment opportunities.

#### **Assessment Methods and Criteria for Success:**

Those campus units that choose to utilize these templates will be granted 'auto-approval' status in Handshake, meaning their job postings will no longer need to be reviewed before going 'live' thereby speeding up their recruitment process. Our hope is that this incentive will encourage more and more campus units to utilize these templates. The goal would be to attain 15% of campus employers in Handshake with auto-approval status by summer 2021.

#### **Analysis of Achievements:**

Currently there are 150 on-campus employers with accounts in Handshake. Of these, 78 do not have auto-approval status and 72 do, resulting in 48% with auto-approval status. This exceeds our goal of 15% by 33 percentage points.

#### **Priorities and Recommendations for the Future:**

Being able to gain auto-approval for jobs is a powerful motivator for on-campus employers. We will continue to monitor on-campus employers' use of the templates even after they have earned auto-approval status to ensure they are continuing to post jobs that incorporate and highlight the CSU Career Competencies, further building the career ecosystem and common career language across campus. This first year establishes a strong baseline that we will hope to improve upon through continued marketing of the template and trainings through Elevate on the CSU Career Competencies.

#### **Assessment: Feedback Resources & Discovery: Evaluations of Services and Programs**

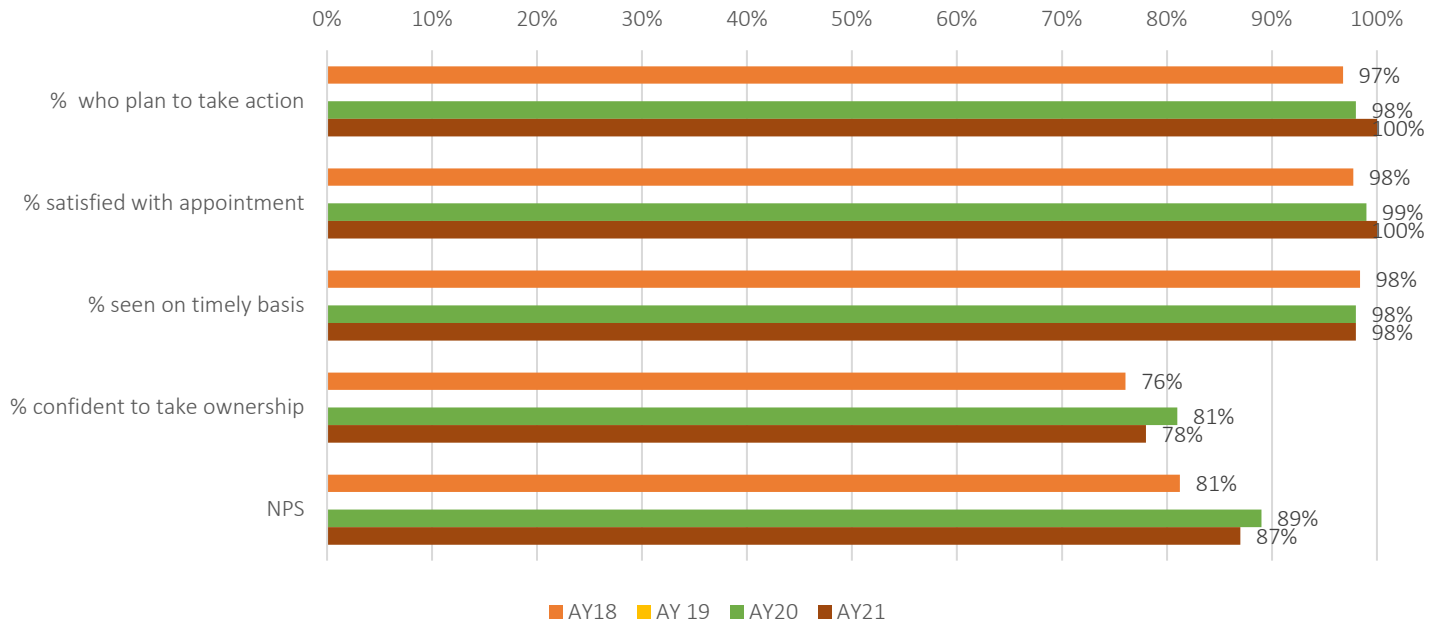
The Career Center sends several evaluations of programs and events each year to both students and employers. We intentionally decreased the length of surveys sent. We continued the appointment survey this year due to the virtual nature of appointments (and all services) to help with staff development and monitor students' experiences. 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.

While not noted on the charts below, we do ask demographic data on the anonymous surveys so we can disaggregate by identity and determine if there are any differences in satisfaction or confidence. For both the appointment and drop-in surveys for this year, when disaggregating the data for race/ethnicity, gender, sexual orientation, Pell status, first generation status, and disability status, there were no significant differences in satisfaction, confidence or ability to take action steps.

Please see appointment and drop-in satisfaction results below.

## Appointment Survey

% strongly agreeing or agreeing



## Drop-In Survey

% strongly agreeing or agreeing



### Chat Ratings:

Historically, we have asked questions related to guest services and the front desk on our appointment and drop-in surveys. We removed those questions this year due to all services being virtual. We instituted a chat functionality on our website when the pandemic began, and this function was our primary guest services function for the 2021 academic year through which we averaged just over 10 chats per day. Given this was a relatively new skill and functionality for our student ambassadors and staff to learn, we earned strong ratings from those using the chat functionality, averaging 4.76 stars out of 5.00 for the overall chat. Our highest chat rating was for responsiveness at 4.84, followed by friendliness at 4.83. Our lowest chat function was for knowledge.

## Agent performance

[See more activity](#)

TOTAL CHATS

**2585**

AVERAGE CHATS PER DAY

**10.38**

OFFLINE MESSAGES

**343**

MEDIAN INITIAL RESPONSE

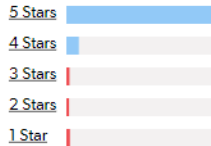
**35 sec.**

OVERALL CHAT



Average: **4.76**

Median: **5 / 5**

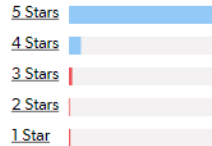


RESPONSIVENESS



Average: **4.84**

Median: **5 / 5**

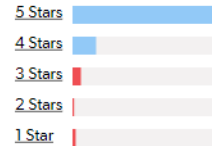


KNOWLEDGE



Average: **4.69**

Median: **5 / 5**

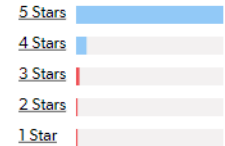


FRIENDLINESS



Average: **4.83**

Median: **5 / 5**



### Net Promoter Score for Services:

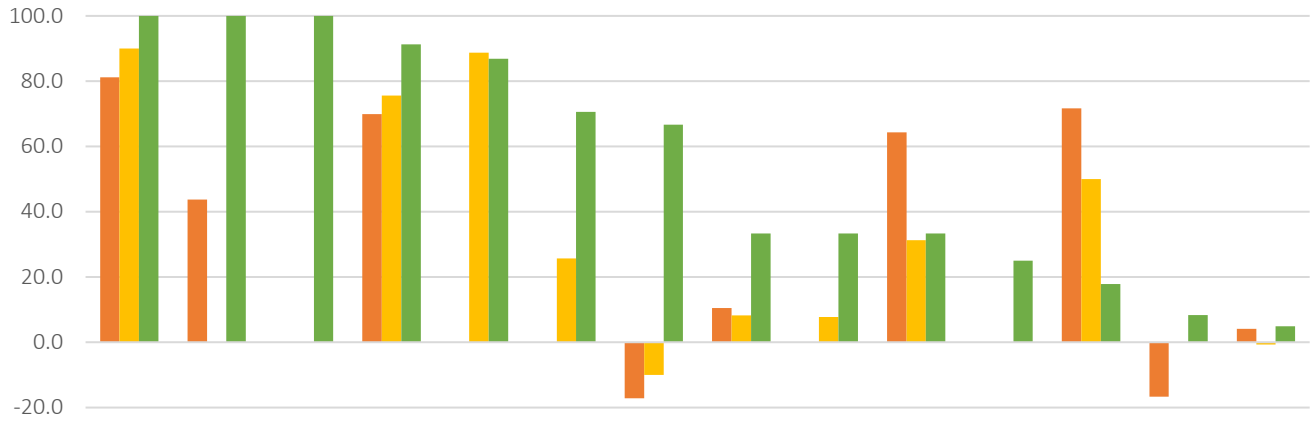
This is our seventh year using a nationally accepted research question to assess all our activities to better understand the impact of our services. The Net Promoter Score asks one question: "On a scale of 0-10, how likely are you to refer this service to a friend?" While the score does not indicate 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 than industry average (see graph below) from mid-30s to -60s depending on year and audience. We survey both employers and students and full results are below for both.

International Student Career Week, Spring Resume Rush, Careers in Activism, Appointments, and Drop-Ins were the highest rated by students this year. Lower rated events are generally the larger, general fairs, which in our estimation reflect students' desire for more tailored programming. Colorado Industry Tours, which rates very highly in its in-person format, dropped significantly in satisfaction. For the first time since collecting NPS scores, average employer scores were lower than average student scores. This may be an indication that students transitioned more easily to the virtual format than employers.

Below are our results:

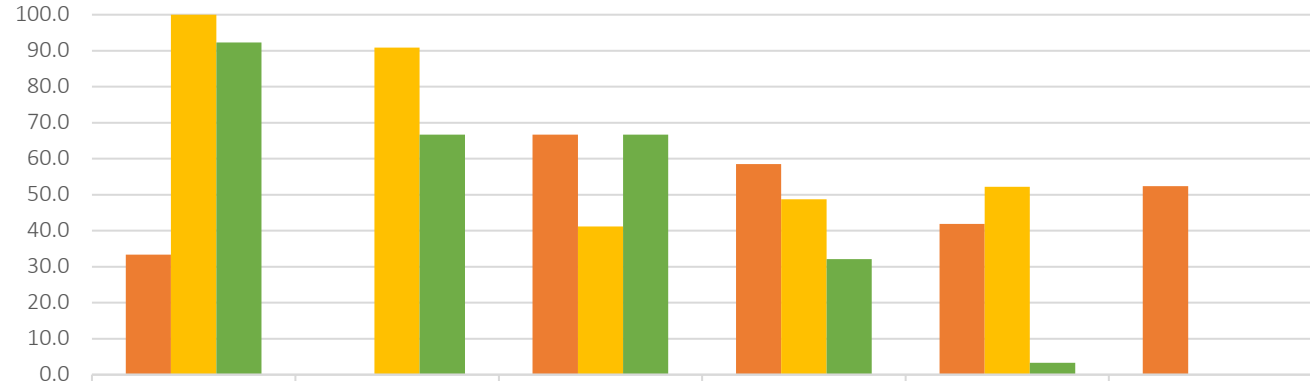


### Student NPS Comparison AY18 - AY20



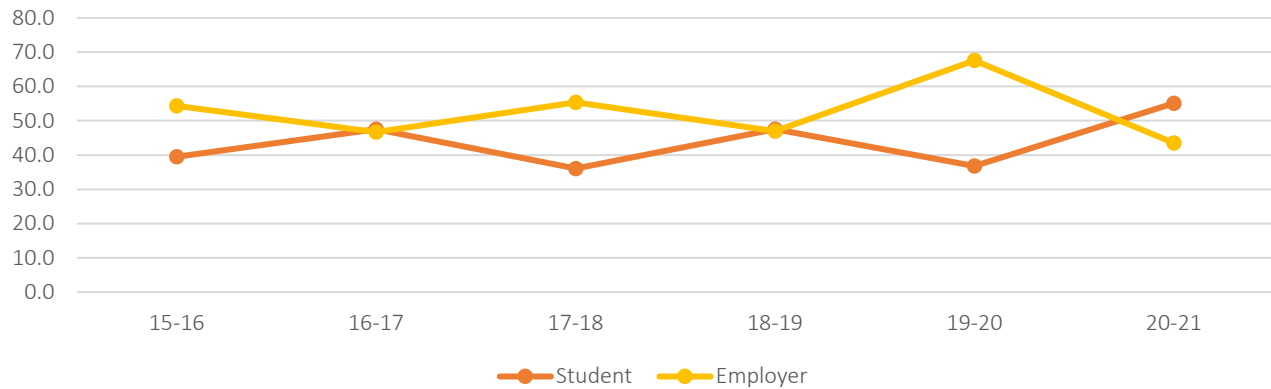
Year	Intl Student Career Week	Resume Rush Spring	Careers in Activism	Drop-Ins	Appointments	Resume Rush Fall	GS Fair/Gear Up for GS	Career Fair Fall	BioTech Connect	Diversity Connect	BIPOC Owned Business Panel	CIT Average	Just in Time	Career Fair Spring
18-19	81.2	43.8		69.9			-17.1	10.5		64.3		71.7	-16.7	4.1
19-20	90.0	0.0		75.6	88.8	25.7	-10.0	8.3	7.7	31.3		50.0	0	-0.7
20-21	100.0	100.0	100.0	91.3	86.9	70.6	66.7	33.3	33.3	33.3	25.0	17.9	8.3	4.9

### Employer NPS Comparison AY 19 - AY 21



Year	CIT Average	BioTech Connect	Diversity Connect	Career Fair Spring	Career Fair Fall	Just in Time
18-19	33.3		66.7	58.5	41.8	52.4
19-20	100.0	90.9	41.2	48.8	52.2	
20-21	92.3	66.7	66.7	32.1	3.3	0.0

NPS Average Trends



### Assessment: Feedback Resources & Discovery: Multicultural Organizational Development Analysis

In fall of 2020, the Career Center readministered the Multicultural Organizational Development checklist (Greiger, I. A multicultural organizational development checklist for student affairs. *Journal of College Student Development*, 37(5), 561-573.). The Career Center adapted Greiger’s checklist in 2018 originally. Three versions of the Multicultural Organizational Development audit were administered to internal Career Center staff (students & full-time), Campus Partners, and a random sample (with focused outreach) of students. The Career Center staff survey had 64 questions, the Campus Partners survey had 41 questions, and the student survey had 30 questions plus 9 demographic questions. Each item was scored on a four-point scale: Unaddressed (1), Progress Needed (2), Making Progress (3), Consistently Addressed (4), No Opinion (0). Means were calculated by removing the no opinion responses, converting the response to a numerical value, and then averaging all the numerical values. For these surveys, higher numerical values indicate a perception that the item is more addressed.

The first analysis was to examine those items with the highest and lowest means for each population. High and low means were selected based upon natural breaks in the means that occurred nearest to the 5 highest and 5 lowest. Additionally, for the low means, all items below 3.0 were included for Campus Partners, while there were no items below 3.0 for students. Highest and lowest means for each population are as follows with italics indicating that the item also appeared on the highest mean list during the 2018 administration

Highest means:

Students:

- *PHYSICAL ENVIRONMENT - All offices and spaces used by Career Center professionals are physically accessible.*
- *PHYSICAL ENVIRONMENT - Artwork, posters, and other visual displays reflect intentional diversity.*
- *STUDENT ACTIVITIES AND SERVICES - Career Center staff are expected to be multiculturally sensitive in their distribution of printed materials, such as advertisements and flyers.*
- *PHYSICAL ENVIRONMENT - Career Center professionals respond in a timely and appropriate manner to insensitive or offensive verbal or nonverbal conduct in any programs or services.*
- *LEADERSHIP AND ADVOCACY - Career Center professionals view advocacy for diversity and inclusive excellence on campus as a part of their role and function.*
- *STUDENT ACTIVITIES AND SERVICES - Career Center professionals actively support and attend campus events that promote inclusive excellence.*
- *STUDENT ACTIVITIES AND SERVICES - All Career Center publications are multiculturally sensitive in use of language, photographs, and illustrations.*

Campus Partners:

- *MISSION - The Career Center uses an inclusive definition of diversity.*

- *PHYSICAL ENVIRONMENT - All offices and spaces used by Career Center professionals are physically accessible.*
- MISSION - The mission, philosophy, and goals of the Career Center clearly addresses issues of diversity and inclusive excellence.
- LEADERSHIP AND ADVOCACY - Career Center professionals view advocacy for diversity and inclusive excellence on campus as a part of their role and function.
- STUDENT ACTIVITIES AND SERVICES - Career Center professionals actively support and attend campus events that promote inclusive excellence.
- *PHYSICAL ENVIRONMENT - Career Center professionals respond in a timely and appropriate manner to insensitive or offensive verbal or nonverbal conduct in any programs or services.*

Career Center:

- MISSION - The mission, philosophy, and goals of the Career Center clearly addresses issues of diversity and inclusive excellence.
- *LEADERSHIP AND ADVOCACY - Career Center professionals view advocacy for diversity and inclusive excellence on campus as a part of their role and function.*
- LEADERSHIP AND ADVOCACY - The Executive Director is a vocal advocate for diversity and inclusive excellence within the division and on an institutional level.
- *MISSION - The Career Center uses an inclusive definition of diversity.*
- *RECRUITMENT AND RETENTION - Multicultural competencies (i.e., attitudes, knowledge, and skills) are a hiring criterion for Career Center professionals.*
- MULTICULTURAL COMPETENCY TRAINING - Funds are available for professional development opportunities with regards to multiculturalism (e.g., inviting trainers to campus, attendance at conferences, off-campus training, etc.)
- MULTICULTURAL COMPETENCY TRAINING - The Career Center provides systemic ongoing training regarding the development of multicultural competencies (i.e., attitudes, knowledge, and skills).

Lowest means:

Student:

- STUDENT STAFF - Student staff are specifically trained in multicultural aspects of ethical professional practice.
- LEADERSHIP AND ADVOCACY - Women, persons of color, AND members of other underrepresented populations are in positions of leadership within the Career Center.
- STUDENT ACTIVITIES AND SERVICES - Annual programming for students is intentional, inclusive and addresses multicultural issues.
- *STUDENT ACTIVITIES AND SERVICES - All Career Center services are fully responsive to the needs of a diverse population.*

Campus Partners:

- RECRUITMENT AND RETENTION - Staffing patterns (professional) within the Career Center reflect campus demographics and diversity.
- LEADERSHIP AND ADVOCACY - Women, persons of color, AND members of other underrepresented populations are in positions of leadership within the Career Center.
- RECRUITMENT AND RETENTION - Women, persons of color, and members of other underrepresented populations are actively recruited for positions within the Career Center.
- SCHOLARLY ACTIVITIES - Career Center professionals engage in research, writing, or professional presentations on multicultural issues and inclusive excellence.
- RECRUITMENT AND RETENTION - Career Center professionals actively assist the institution in efforts to recruit and retain a diverse student population.
- *STUDENT ACTIVITIES AND SERVICES - All Career Center services are fully responsive to the needs of a diverse population.*

Career Center:

- PHYSICAL ENVIRONMENT - Artwork, posters, and other visual displays reflect intentional diversity.

- RECRUITMENT AND RETENTION - Staffing patterns (professional) within the Career Center reflect campus demographics and diversity.
- LEADERSHIP AND ADVOCACY - *Women, persons of color, AND members of other underrepresented populations are in positions of leadership within the Career Center.*
- STUDENT ACTIVITIES AND SERVICES - *Programs offered by Career Center professionals are physically accessible and provide interpreters for hearing-impaired persons and bilingual translators when appropriate.*
- LEADERSHIP AND ADVOCACY - *The Career Center documents how supervisors assist their supervisees in the development of multicultural competencies.*
- STUDENT STAFF - Student staff evaluations include an appraisal of students' multicultural competency.
- STUDENT ACTIVITIES AND SERVICES - All Career Center services are fully responsive to the needs of a diverse population.

The second analysis was to compare means from the 2018 and 2020 administrations, identifying those means with significant changes. We identified significant as having more than .5 +/- difference; however, we also recognized that we needed to compare means with caution as the populations included different individuals and different timing.

Students had no items with significant changes while campus partners had 9 items that increased in mean scores and the Career Center had 2 items that increased and 3 items that decreased.

Items with increases:

Campus Partners:

- LEADERSHIP AND ADVOCACY - The Executive Director is a vocal advocate for diversity and inclusive excellence within the division and on an institutional level.
- MISSION - The mission, philosophy, and goals of the Career Center clearly addresses issues of diversity and inclusive excellence.
- MISSION - The Career Center uses an inclusive definition of diversity.
- EXPECTATIONS FOR MULTICULTURAL COMPETENCY - Career Center professionals take responsibility for continuously developing and enhancing their multicultural competencies by remaining current on professional literature and by availing themselves of training opportunities.
- EXPECTATIONS FOR MULTICULTURAL COMPETENCY - Career Center professionals are knowledgeable about the specific multicultural competencies that have been delineated for their particular discipline.
- MISSION - The Career Center mission statement or philosophy is incorporated into key department publications and advertisements.
- STUDENT ACTIVITIES AND SERVICES - All Career Center publications are multiculturally sensitive in use of language, photographs, and illustrations.
- STUDENT STAFF - Student staff are specifically trained in multicultural aspects of ethical professional practice.
- LEADERSHIP AND ADVOCACY - Career Center professionals seek out additional inclusive excellence training to assist efforts towards creating an inclusive and diverse department.

Career Center:

- SCHOLARLY ACTIVITIES - Career Center professionals engage in research, writing, or professional presentations on multicultural issues and inclusive excellence.
- LEADERSHIP AND ADVOCACY - The Executive Director is a vocal advocate for diversity and inclusive excellence within the division and on an institutional level.

Items with decreases:

Career Center:

- RECRUITMENT AND RETENTION - Women, persons of color, and members of other underrepresented populations are actively recruited for positions within the Career Center.
- STUDENT STAFF - Student staff evaluations include an appraisal of students' multicultural competency.

- PHYSICAL ENVIRONMENT - Artwork, posters, and other visual displays reflect intentional diversity.

#### Recommendations/Insights

The results of the 2020 administration and comparison with the 2018 administration indicate that the Career Center did improve in many areas that we focused on based on the previous recommendations including reworking our mission, vision, and goals; having a leader that is committed to equity and inclusion; integrating equity and inclusion into all workshops and events; requiring training and development on equity and inclusion for all full-time staff; and providing a more comprehensive approach to connecting students, alumni, and employers.

While the Career Center reexamined recruiting and hiring practices including changing minimum qualifications, adding more options to meet minimum qualifications, and crafting job descriptions to center equity and inclusion, we still struggle recruiting a staff that is representative of the student population. Our leadership team also does not reflect the diversity reflected on campus. We will continue to lean into this by examining our culture and encouraging moves towards more inclusive characteristics.

Additionally, the Career Center continued to have lower scores on the item "Career center services are fully responsive to the needs of a diverse population." We recommended hiring an outside consultant to help us identify what this looked like through focus groups last time but did not do so. It may be time to revisit an outside consultant. Additionally, the Career Center will continue to offer events that are generally for diverse populations while also offering events that are aimed at specific populations, always considering intersectionality.

#### **PART 8:**

**Connecting to the Division and University Goals:** What data has been collected or used to support Student Success Initiatives that contribute to any of the follow university goals, if applicable?

- 80% 6-year graduation rate
- 90% first year fall to fall retention rate
- Eliminate first-generation, students of color, and limited income opportunity gaps, irrespective of prior preparation

The Career Center mainly uses two reports developed in collaboration with Institutional Research, Planning and Effectiveness (IRPE) to support university graduation and persistence goals and eliminate opportunity gaps. In January 2018, IRPE examined if there was an association between career services usage and student success (defined by persistence and outcomes as measured on the National Survey of Student Engagement) among first-time, full-time (FTFT) and transfer cohorts at CSU. The full report is accessible on [IRPE's website](#).

Results showed that students who engage in one-on-one career services have a higher persistence rate to their 2nd and 3rd fall terms than students who do not use career services. This positive association is not statistically significant for persistence to the 4th fall and the positive associations between career services use and persistence to the 2nd and 3rd fall semesters are not differentially associated with opportunity gap attributes. Going to the Career Center is equally effective (in terms of increasing persistence to 2nd and 3rd fall semesters) for students with opportunity gap attributes compared to the overall population.

The Career Center has used this information to target outreach for appointments and drop-ins to students of color, first generation students, and limited income students. New programming has included events specifically for those populations. Additionally, the Career Center strives to serve students of color, first generation students, and limited income students at rates higher than their percentage of the population to support elimination of opportunity gaps.

The second report was completed in April 2020 and focused on the association between student employment on-campus and persistence and graduation. This full report is also available on the [IRPE website](#). Some key highlights from this report include the following:

- In general, working on campus is positively associated with persistence and graduation across all years that students are employed, compared to students who did not work during the same time period. This association

holds for students with multiple underrepresented attributes compared to students without any attributes. This trend is observed for all years (first, second, third, and fourth).

- Students who work on campus tend to have a larger representation of underserved identities compared to those who do not. In general, students with multiple underserved identities work more hours per week and work multiple years.
- Among all students, working more than 5 hours per week during their first or second year is associated with higher persistence to second and third fall compared to students who did not work during their first year. Importantly, this association is even stronger for students with intersecting underserved identities.
- Overall, students who work during their third year have higher four- and six-year graduation rates compared to students who did not work. The association between working and graduating is slightly stronger for students with underserved identities for six-year graduation.
- Overall, students who work more than 10 hours per week do not gain any additional benefit in terms of persistence or graduation; in general, rates plateau at 6-10 hours per week. However, these data do not suggest that working more than 10 hours a week is negatively associated with persistence and graduation.

The Career Center has used this material in trainings with student supervisors as well as in student supervisor emails to illustrate that on-campus student employment can be a high impact practice, and most positively affects students with multiple underserved attributes. During the pandemic, recognizing the impact of on-campus student employment on persistence and retention, the Career Center developed a funding program to support offices that primarily served students of color, first generation student and limited income students. This program provided funding to hire work-study students for the spring semester.

## Appendix A: 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 Agricultural Sciences

<p><b>Overview:</b></p> <p>Beginning her role in the summer of 2020, Sam Holtshouser has begun to use a Career Ecosystem approach to integrating Career Education into the culture within the College of Agricultural Sciences (CAS). This approach is aimed to accomplish timely intervention supports through establishing a career education referral network, increasing CAS students sense of belongingness through career education practices with a focus on values, skills and interest exploration, curriculum development through classroom career education content collaborations, and post-graduation preparedness thru a collaborative employer relations approach. The Career Ecosystem approach is grounded in serving CAS students, faculty, staff, and advisors from an equity lens.</p> <p>Throughout this first year of growing the CAS and Career Center Career Education Manager role, Sam has focused on relationship building and career education resources/supports among CAS faculty, advisors, CAS leadership team, and students. This first year of the CAS Career Education Manager role has been in the context of a fully remote environment due to COVID-19 impacts.</p>	<p><b>Targeted College Programs:</b></p> <ul style="list-style-type: none"> <li>• Met with all five CAS departments, introducing the new Career Education Manager role, to build relationships and better understand Career Education needs within each CAS academic departments</li> <li>• Developed strategic CAS communications methods: email campaigns, social media campaigns, newsletters, web content development, etc.</li> <li>• Integrated in CAS strategic planning efforts through serving in a variety of capacities: CAS CORE curriculum committee chair, Come to the Table event planning co-chair, Career Pathways, Together We Grow committee member, and United in STEMM CAS support role.</li> <li>• Additional CAS student engagement efforts within Sigma Alpha professional development agricultural sorority co-advising role.</li> <li>• Support CAS Student Success Team student staff ambassador role application process, hiring and on-boarding process.</li> </ul>
<p><b>Key Statistics:</b></p> <ul style="list-style-type: none"> <li>• Sam saw 64 appointments and drop-ins in 2020-2021.</li> <li>• 105 individual appointments and drop-ins by the Career Center were CAS students and alums.</li> <li>• 18.1% of CAS students were served by all Career Center programs.</li> <li>• 307 students (not unique) were served in CAS classroom presentations, workshops, and student org presentations.</li> <li>• 100% of CAS students indicated they were very satisfied or satisfied with their appointment.</li> </ul> <p><b>Student Quotes:</b></p> <p><i>"Sam was great! She was very helpful, gave me great feedback on my resume, and gave me multiple resources to find jobs and internships."</i></p> <p><i>"I had such a positive experience! I always do every time but what I always enjoy the most is being able to speak about my concerns and come up with an actionable plan right there and then!"</i></p>	

## College of Liberal Arts

### Overview:

Kelsey Schultz has served in this role since December 2019. After establishing a foundation of relationships with faculty, staff, and students, Kelsey created a strategic plan for CLA Career Education initiatives to inform the new CLA Strategic Plan finalized in 2021. She initiated the first-ever meeting with all department Internship Coordinators in March 2021, met with 3 prioritized departments and several faculty to advocate for and consult on integrating career education in the curriculum, created, tailored, and piloted 8 faculty presentation toolkits on career exploration with POLS, LLC, JTC, and other topics for INTS, and created resources and a template for resume samples tailored to the liberal arts centered on celebrating identity with attention to equity and inclusion.

This past year, Kelsey and Sam Palmer (part-time Career Educator for CLA) co-facilitated 15 “What the Future Wednesday” virtual career education workshops including one alumni panel coordinated by Sam. Kelsey also serves on the CLA Dean’s Office Strengths Committee and facilitated 4 related workshops on this topic to the team.

### Targeted College Programs:

- Between 2020 - 2021, Kelsey facilitated 42 presentations and Sam Palmer facilitated 9 to CLA classes.
- Facilitated 15 virtual What the Future Wednesday workshops for CLA students.
- Collaborated with Roze Hentschell and Graduate Programs to coordinate and facilitate a virtual Alternatives to Academic Pathways workshop for CLA graduate students in January.
- Collaborated with Employer Relations Team and several departments in the college to plan the Global Careers Panel in March.

### Key Statistics:

- Kelsey saw 342 appointments and drop-ins in 2020-2021. Sam Palmer saw 292 appointments and drop-ins in 2021-2021.
- 602 individual appointments and drop-ins by the Career Center were CLA students and alums.
- 24.3% of CLA students were served by all Career Center programs.
- 1038 students (not unique) were served in CLA classroom presentations, workshops, and student org presentations.
- 100% of CLA students indicated they were very satisfied or satisfied with their appointment.

### Student Quotes:

*“Kelsey was so incredibly helpful, kind, and made me so much more confident in my ability to find a career that fits what I am passionate about. I have a much better collection of resources and this helped me feel much more prepared for graduation.”*

*“I just want to reiterate how amazing Kelsey is. Her enthusiasm is infectious, she is very knowledgeable, and she creates such a warm, accepting environment that I wasn’t ever afraid to ask a question. Kelsey truly put me at ease and I felt that she would never discount my worries or treat any of my questions or concerns as silly or as something I should already know. As I mentioned before, I left our appointment feeling energized and far more confident about my future prospects, and I feel welcome to reach out with any other questions or concerns I may have. This was such a rewarding experience. Thank you, Kelsey!!!!”*



## Warner College of Natural Resources

### Overview:

Leanna Biddle has served in this role for four years and created a variety of specialized programs for students in her college this year. As a universal resource for Warner students, faculty/staff, employers, and alum, she created and updated the [WCNR Career Services](#) website, showcasing job opportunities via Handshake, offering career handouts by major, and more. The WCNR Career Services team, comprised of one Career Education Manager, one Career Educator, and two Career Ambassadors, continued to serve students via appointments, workshops, and drop-in advising, all hosted virtually.

A variety of career-related programs and events were hosted in the college: the Career Peer Drop-In Advising Program, offered weekly and staffed by Career Ambassadors, the #Adulting 101 Series, and a new Career Connections series, which hosted employer panelists from specific industries in natural resources. Along with offering different modes of learning, Leanna continued to serve on a variety of committees as detailed to the right. She supported a larger initiative through the college as well and in partnership with Dr. Rickey Frierson, Warner's Director of Diversity and Inclusion; this partnership aims to support and bring students from Historically Black Universities and Colleges (HBCUs) and Tribal Colleges to CSU for one year, with hopes that they will seek graduate education and engage in experiential learning opportunities. She also supported the United in STEMM initiative, and in collaboration with colleges and departments across campus.

### Targeted College Programs:

- Maintained specialized website for Warner students, faculty/staff, employers, and alum – [WCNR Career Services](#)
- Created career handouts by major, used by both Warner advisers and Undeclared advisers in the Collaborative for Student Achievement (CSA) ([here](#))
- Led the WCNR Career Services team including one Career Educator and two Career Ambassadors, providing services offered full-time in the college.
- Provided Virtual Career Peer Drop-In Advising through the college
- Offered a new Career Connections series, aimed at connecting students to employers, alum, and community leaders from relevant industries in natural resources, including environmental consulting and environmental justice
- Serve on 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
- Provided Warner's Director of Diversity and Inclusion with internship support for two Tuskegee students (Summer 2021)
- Supported United in STEMM (UiS), an all-campus initiative to support students of color in STEM

### Key Statistics:

- Leanna saw 342 appointments and drop-ins in 2020-2021. Sam Palmer saw 292 appointments and drop-ins in 2021-2021.
- 385 individual appointments and drop-ins by the Career Center were WCNR students and alums.
- 48.5% of CLA students were served by all Career Center programs.
- 839 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:

*"Leanna is so energetic and excited to help her students. She has provided me with several great resources and answered all my questions while giving me a lot to think about and reflect on. I am so happy she is in my corner to help with my future plans and has given me clear and solid advice for how to continue my search for grad school. "*

*"Leanna was wonderful! It really helped ease my mind to speak with her. Searching for an internship was really weighing on me but Leanna helped me make a plan and answered all of my questions!"*

## College of Natural Sciences

### Overview:

Amy Cailene has served in the role of Career Education Manager for the Career Center & The College of Natural Sciences for two years. In addition to collaborating across the College of Natural Sciences to create new online and print resources for each of the 14 majors, Amy has continued to build relationships at all levels and within a variety of units within the college. For example, Amy has collaborated with Advancement to engage potential donors with students, created workshops specifically for the CNS Learning Community, collaborated with CNS Communications to create weekly Instagram posts to share career advice in innovative ways, and communicated directly with students, advisors, faculty, Associate Chairs, and Chairs in all departments.

With the charge to teach the College of Natural Sciences Career Seminar, Amy created a new curriculum to reflect the current challenges and opportunities for today's college students. Launched in Fall 2020 as an online class, Amy participated in the Student Experience Project to closely monitor how her students were feeling and to adjust as necessary to help increase retention and student success. Anonymous feedback from the students reflected a 33% improvement in feelings of Social Belonging over 8 weeks, as well as 25% improvement in feelings of Social Connectedness. As a result of these dramatic improvements, Amy was invited to represent CSU in front of a national audience in February 2021 to highlight "Faculty Bright Spots" across participating universities.

### Targeted College Programs:

- Facilitated Internship Search Workshop for International Graduate Students in Computer Science; effort was featured in Source article
- Served on the Planning Committee for United in STEMM
- Helped organize and plan United in STEMM's STEMMing from Color event, a career event connecting students of color with employers across STEM industries
- Developed workshop to support students of CNS Learning Community, most with underrepresented identities
- Collaborated with CNS Communications to create new career websites for college and all departments
- Created tailored handouts for all 14 majors in CNS with input from advisors across departments and students
- Created content for weekly Instagram posts, resulting in consistently high views
- Created Career Center Overview video tailored to CNS majors to provide career information during online operations
- Created curriculum and taught Natural Sciences Career Seminar in Fall 2020 and Spring 2021
- Co-Presented at Professional Development Institute in Jan. 2021 to share best practices for increasing student belonging and connectedness in the classroom setting

### Key Statistics:

- Amy saw 342 appointments and drop-ins in 2020-2021.
- 611 individual appointments and drop-ins by the Career Center were CNS students and alums.
- 21.3% of CNS students were served by all Career Center programs.
- 517 students (not unique) were served in CNS classroom presentations, workshops, and student org presentations.
- 98.8% of CNS students indicated they were very satisfied or satisfied with their appointment.

### Student Quotes:

*"Amy was awesome and made me feel so confident, yet was honest with me about what I needed to improve in."*

*"Amy was very knowledgeable and catered our meeting to fit my needs. The expertise and help provided is worth looking into so I would recommend it to a friend."*

## College of Veterinary Medicine & Biomedical Sciences:

### Overview:

Chase Weldon has served in this role for the past eight 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 departmental 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, and activity-based workshops in delivering career and personal development.

CVMBS student career education services also include: individualized student support surrounding post-graduation goals. Often this is conducted through 1:1 virtual or in-person appointments in assessing student career interests and goals, ending with agreed-upon actionable steps. This partnership is grounded in supporting student agency while discovering held identities in aligning with career.

### Targeted College Programs:

- Facilitate 14 resume and mock interview practice lectures in support of VM710 (spring and Fall)
- Facilitate 7 lectures on a variety of career development topics in supporting BMS610 concluding with a peer reviewed project assignment
- Provide weekend activity-based workshops for DVM students regarding contract negotiation, resume and cover letter best practices (Spring 2022)
- Provide all career development content (MBTI presentations, cover letter/resume, mock interview sessions) for the College of Natural Science's Professional Master's Program
- Continued partnership and development with Pre-health Advising in offering a two day "Multi Mini Interview Workshop" (annual event)
- Member of the CVMBS Student Success Team
- Member of Pre-health Advising HealthProNet Group
- Attend Monthly CMVBS advisor meetings, and share employer information, industry insights, and Career Center updates/services

### Key Statistics:

- Chase saw 273 appointments and drop-ins in 2020-2021.
- 252 individual appointments and drop-ins by the Career Center were CVMBS students and alums.
- 15.3% of CVMBS students were served by all Career Center programs.
- 1357 students (not unique) were served in CVMBS classroom presentations, workshops, and student org presentations.
- 100% of CVMBS students indicated they were very satisfied or satisfied with their appointment.

### Student Quotes:

*"Chase helped break interview components down for me and also really helped me feel more confident in my answers. He struck a good balance of giving feedback while noting what I've been doing well already."*

*"Chase is great--he's succinct and gets to the point while still being friendly and helpful. I like working with him a lot.."*