

Career Center Annual Report

AY22

Executive Summary:

Like many other organizations, grounded in the many significant events happening national, the Career Center has had both highs and lows this past year. However, even amid those challenges, the Career Center ends the year in a stronger position than when it began.

We faced two primary challenges this year: re-envisioning our services in a post-pandemic world and the retention of our professional staff. We believe the future of our events and services will be hybrid. However, we are less certain about how the mix between in-person and remote services will work. The increase in virtual services has increased our accessibility for all students, opened the door to working with new employers, and allowed our team increased flexibility. We have students and employers that are craving in-person interactions, and we have data that asserts both modalities are necessary and desired. Moving into the future, we must figure out our hybrid future that meets the needs of all our constituents and prioritizes student success.

Regarding our professional staff, the last year has been filled with higher-than-normal turnover, search processes taking longer-than-normal, and increased competition for talent. Our team also highlighted several needs for the future, including more flexibility, better pay, and better work/life balance. There was a time when working in higher education provided benefits and quality of life that was better than the private sector. Those things are less true today. Our team, and staff and faculty across the university, are working harder than ever. Private companies are also experiencing increased competition. Many organizations have increased salaries, improved their benefits packages, lowered the cost of insurance, and provided new benefits like tuition remission. Several of our departing team members secured roles in private industry.

Conversely, our team has numerous high points from this last year, most notably quality of life for our team, our continued commitment to diversity, equity, and inclusion (DEI), and the continued expansion of the career ecosystem. Given the context regarding staff retention from the previous paragraph, we have leaned into our team's requests and made changes, when possible. We continued our remote work policy, encouraging, when possible, all team members to have two days a week to work remote. Several positions were approved to be fully remote, something we had not been willing to do in the past. We offered increased flexibility (fully remote) during winter and summer break periods, instead utilizing an office coverage model to maintain our in-person presence. More than ever, we are saying no to new projects, being overly protective of the team's time, and prioritizing an expectation around work/life balance. Finally, we were able to initiate and have approved out-of-cycle salary increases for many of our team members, establishing a new pay range/scale with each of our Center's positions.

The Career Center remained committed to its DEI-centered vision, mission, and goals. We are an organization that strives to involved DEI in everything we do, never relying on a standalone committee or single monthly discussion. We regularly fall short, have more work to do, and are proud of our efforts and commitment in this area. The work here is substantial. Our E&I Steering Committee (and subcommittees) conducted five professional development trainings, as well as a two-day retreat to guide our team in this work. The groups reviewed our staff handbook using an equity lens, offered two common reads for our team, offered monthly Diversity Dialogues, developed six DEI onboarding modules for incoming team members, and is in process of facilitating a DEI-focused needs assessment. The work of the committee and subcommittee represents a significant investment by our team, with all team members participating in the opportunities and almost half the staff engaging in the coordination of the work.

Our Employer Relations team has continued to pursue DEI initiatives in new ways, many of which represent new directions in national employer relations in career services. 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 through a potential Employer Orientation and b) CSU's values and priorities related to DEI. The Employer Relations team continues to promote their DEI Employer Toolkit, which is regularly seeing over 300 visitors per month. Additionally, the Career Center continued partnership with many campus initiatives/offices: MURALS, LEAD, United in

STEMM, STEMMing from Color, the Diversity Symposium, multiple Student Diversity Programs and Services (SDPS) programs, the Academic Advancement Center (AAC), Adult Learner and Veteran Services (ALVS), and Student Athlete Support Services. Finally, our Funding Committee distributed over \$230,000 (more money than ever) through our four different programs (Unpaid/Underpaid Internship Support Program, Mary Ontiveros Inclusive Fellows Program, Equity Initiatives Fund, and the Interview Attire Fund). The application process prioritizes first-generation, Pell-eligible, and racially-minoritized students, representing a significant student success initiative.

Finally, we have continued to expand the career ecosystem in significant ways. Most recently the Walter Scott Jr. College of Engineering and the College of Health and Human Sciences asked to enter a shared-position model like the positions we have with Warner, Natural Resources, Liberal Arts, Veterinary Medicine and Biomedical Sciences, and Agricultural Sciences. The addition of these two partnerships cements our positive working relationships with all academic colleges, something that has been absent for almost a decade. We are better together, and the benefits of the shared roles are immense: better communication, less duplication of services, more streamlined employer relations, etc.

We enter the 2022-2023 academic year in a strong position, both programmatically, with our personnel, and financially. While we face challenges like others, we have been able to maintain a strong team morale and strong organization, positioning us for success as we move forward.

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 experience 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 2021-2022 academic year, the Career Center's focus areas included expand the career ecosystem, lead through equity & inclusion, elevate student employee development, and improve processes. Each focus area is listed below along with the progress made over the last year.

Expand 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, seven Career Education Managers, and five part-time hourly roles each work to build the career ecosystem across campus through both curricular and co-curricular avenues in partnership with the academic colleges (the managers and hourly roles represent shared positions with seven different academic colleges), external offices, and the internal Employer Relations team.

The Career Education Managers and the part-time hourly role's contributions are detailed in the Collaborative Efforts with Other Units section found later in this annual report. These partnerships have also expanded over the last academic year as the Walter Scott, Jr. College of Engineering and the College of Health and Human Sciences have both recommitted to a shared position. Additionally, both the College of Natural Sciences and the College of Agricultural Sciences decided to support additional part-time hourly roles to serve their student populations this fiscal year.

Career Education Coordinators contributed to the ecosystem by 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 network 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. The Career Education Coordinators also provided specific event information for these partners to include in their newsletters.

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 the opportunity to develop 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 Exploratory Advising and Orientation and Transition Programs to enhance career curriculum and instruct a section of the New Student Seminars.

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

Lead through Equity & Inclusion

While the E&I Steering Committee and the E&I Subcommittees continue to lead efforts to continually center equity and inclusion in the Career Center, all teams and staff are encouraged to pursue this goal as well. 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. A key accomplishment from this year was a review of the staff handbook from an equity lens that they presented to the Leadership Team. Details of this are included in the Policy and Procedure Manuals, Handbooks, Program Guidelines (B.1.d) section. They also hosted two book clubs, one based off the CSU's Rams Read, Natasha Bowen's *The Color of Food* and the other chosen by the group, Brittney Cooper's *Eloquent Rage*.

Training: The training team facilitated 5 training sessions throughout the year that took place during our regular staff meetings as well as a two-day retreat in May. 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 took on two projects for the 2021-2022 academic year. One was to create a DEI Onboarding Process/Modules for new staff that would encompass much of the training staff have completed throughout the last two years. The onboarding includes six modules that include such topics as PANing (Pay Attention Now), the Cycle of Socialization, the Five Faces of Oppression, and White Supremacy Culture. The second was to do a DEI audit of services that morphed into a needs assessment. It has been years since the Career Center completed a needs assessment and the mission/vision of the Career Center has changed since then. Additionally, students have changed, many have been heavily impacted by the pandemic and it is time to re-envision our services. A first draft of a needs survey has been developed, which is only the first step in this process. The plan is to administer the survey in the fall 2022,

oversampling students of color, first generation, and limited income students. The survey will be followed with focus groups in spring 2023 with students of color, first generation, limited income, LGBTQ+ students, and students with disabilities.

Overall participation in the E&I Committees in the office included almost 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 through a potential Employer Orientation 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 DEI Employer Toolkit. We have maintained our "Resource of the Month" section to the toolkit that is generating a large number of views. The toolkit is reviewed monthly throughout the year and is regularly seeing over 300 visitors each month.

The Employer Relations team has also continued partnering with other offices on DEI events including the Workforce Recruitment Program (federal recruitment program for students with disabilities), the Diversity Symposium, and United in STEMM (UiS). The Employer Relations team shared recorded presentations from the Diversity Symposium and discussed the sessions throughout the year. UiS had over 20 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. The remaining employers hosted site visits with the UiS group that allowed for students to see an organization functioning on site. Additionally, 19 employers participated in Diversity Connect in Fall 2021 in conjunction with C4E, the SDPS offices, and diversity-focused student organizations during the Diversity Symposium.

The Employer Relations team, in collaboration with the Career Education team, continued hosting a training series that helps educate employers on hiring and retaining diverse talent. The team hosted two sessions this year, which were all very well-received. These sessions included the following:

- "Diversity Symposium session review" on November 17th, 2021 (21 employers attended, session not recorded due to discussion based content)
- "Inclusive Hiring Efforts to Enhance Neurodiversity" on April 12th, 2022 (36 employers attended, 20 views on YouTube)

Career Education Coordinators continued to build relationships with campus partners who serve students who have been historically marginalized. Examples include collaborations with the AAC, Student Athlete Support Services, ALVS, and SDPS offices. In partnership with the Pride Resource Center, The Pride at Work panel event was expanded to a multiday event to include free headshot photos from a professional photographer who is a member of the LGBTQIA+ community as well as an Instagram Q&A for career questions. Additionally, a new connect event was facilitated: BIPOC (Black, Indigenous, and People of Color) Owned Businesses.

Finally, and perhaps most importantly, the Funding Committee allocated over \$230,000 to almost 150 students during the academic year serving predominately first-generation, Pell-eligible, and students of color. These funds were created to address inherent inequities and racism that shows up in the pursuit of careers. In addition to the process improvements described later in this report, the Funding Committee also met regularly to award grants and fellowships, consulted with SLiCE on how to create their own fellowships to support undocumented students, and maintained strong relationships with the Office of Financial Aid and Student Legal Services. The Funding Committee oversaw four opportunities: the Interview Attire Fund (which awards up to \$250 giving students an opportunity to select attire that makes them feel confident and comfortable for an interview or the workplace), the Equity Initiatives Fund (which awards up to \$1000 annually to promote Black and/or African American empowerment in identifying and creating career-related opportunities), Unpaid/Underpaid Internship Support (which awards up to \$4,000 to increase the number of CSU students completing internships and reduce financial barriers to doing so), and the Ontiveros Inclusive Fellowship Program (which

supports short-term opportunities that prioritize the education and professional development of the Fellow and are open to all students, regardless of citizenship status.)

Elevate Student Employee Development

With the addition in fall 2021 of a Student Employee Development Coordinator and the departure of the former Associate Director of Employer Relations, the decision was made to re-focus and create a more robust team to serve student employment and other experiential learning opportunities in the office. A new Associate Director of Experiential Learning was hired in Spring 2022 to oversee the Student Employee Development Coordinator, the Student Employee Development Graduate Student and hire an Internship Development Coordinator to build out the Experiential Learning team.

With a new Student Employee Development Coordinator joining the team in October 2021, ELEVATE took a pause until June 2022 so they could re-brand the program, restructure the courses, generate interest from new facilitators, and add additional resources to the website to help ELEVATE participants. As opposed to focusing on the student employee life cycle, an emphasis was placed on how supervisors guide student staff members through the “student employee experience.” The hope is that by training supervisors on the student employee experience, it will lead to more rewarding and meaningful experiences for the students in those roles. Two previous hiring basics courses were transitioned to be on-demand modules/resource guides while the remaining required classes were updated and refreshed to create the model below:



SUPERVISOR CERTIFICATE CHECKLIST

TRAININGS CAN BE TAKEN IN ANY ORDER – THERE ARE NO PREREQUISITE TRAININGS

STUDENT EMPLOYEE EXPERIENCE

ONBOARDING	STAFF DEVELOPMENT	CAREER DEVELOPMENT	SUPERVISOR DEVELOPMENT	OFFBOARDING
1 REQUIRED TRAINING	1 REQUIRED TRAINING	1 REQUIRED TRAINING	1 REQUIRED TRAINING	1 REQUIRED TRAINING
<input type="checkbox"/> ELEVATE 101	<input type="checkbox"/> ELEVATE 201	<input type="checkbox"/> ELEVATE 301	<input type="checkbox"/> ELEVATE 401	<input type="checkbox"/> ELEVATE 501
On Board for Onboarding	Teaching Through Feedback & Performance Evaluations	Speaking the Language of Career Competencies	Inclusive Excellence in Student Employment	Off to Offboarding
Date of Training	Date of Training	Date of Training	Date of Training	Date of Training
	CHOOSE 1 ELECTIVE TRAINING		CHOOSE 1 ELECTIVE TRAINING	
*** OPTIONAL *** For your elective, did attend a SHAPE training offered by the Lory Student Center	<input type="checkbox"/> 200-LEVEL ELECTIVE Enter Training Title Below		<input type="checkbox"/> 400-LEVEL ELECTIVE Enter Training Title Below	*** OPTIONAL *** For your elective, did you attend a Supervisor Development Program training offered by Talent Development?
<input type="radio"/> Yes <input checked="" type="radio"/> No	Date of Training		Date of Training	<input type="radio"/> Yes <input checked="" type="radio"/> No

Most required trainings (below) were launched over Summer 2022; six trainings were hosted with a total of 170 learners in attendance. The remaining requirements and elective courses will launch in Fall 2022.

Required:

- ELEVATE 101. On Board for Onboarding
- ELEVATE 201. Teaching through Feedback & Performance Evaluations

- ELEVATE 301. Speaking the Language of Career Competencies
- ELEVATE 401. Inclusive Excellence in Student Employment
- ELEVATE 501. Off to Offboarding

Additionally, collaborations between the SHAPE program in the LSC and the Talent Development team were forged and allowed participants to take classes in any of the three programs and have it counted towards any of the programs' certificates.

In addition to the ELEVATE trainings, the Career Center continued to communicate frequently and consistently with student supervisors over the last year. During the 2020-2021 academic year, the Career Center sent monthly emails (totaling 7 for the year) with information on career competencies, upcoming trainings, and resources for supervision. These emails were sent to 1,932 individuals including 1,310 on-campus student supervisors and 622 HR liaisons and averaged an open rate of 28% and a click rate of 3%. Over the summer, it was decided to assess the topics student supervisors are most interested in given the existing data and determine a plan for moving forward from there.

The Campus Employment website received a major overhaul this past year to provide more information for all parties interested in student employment. Three detailed sections were added to better answer commonly asked questions our team receives and direct people to the correct office/process on the first try. The first area is "Campus Employment Contacts" that details which of three offices hold each portion of student employment (Career Center, OFA, and HR), including student hiring, awards, development, etc. The second area is a section for student employees to learn how to apply and get hired for on campus roles. The third area is for campus employers that discusses recruitment and hiring strategies, the ELEVATE program, and the newly updated development toolkit. The toolkit replaces the student employee toolkit that used to be housed on our site and is full of upwards of 35 resources (grouped by competency), articles related to the student employee experience, and even a student employee interview question bank that is ever growing.

Finally, due to an increased need for student employees upon returning to campus, this team hosted an On-Campus Student Employee Job Fair in October 2021 to allow CSU departments access to student talent. Twenty-three employers registered for the fair and 287 students checked in to the event. Both employers and students found value in the fair and there is intention to replicate the fair this Fall to help connect students with on campus work opportunities.

Improve Processes

The Career Center continues to strive for improvement in its processes to make things easier for staff and students. This year included a focus on updating the processes for the Funding Committee, growth opportunities around events, the Career Resource Coordinator role, and joint student staff experiences.

The Funding Committee made several large changes to improve processes over the last academic year. These changes included editing the eligibility requirements for all four funds to be more accessible and equitable, moving the Fellowship application from paper to electronic, and creating rubrics for selecting students. One example of changing eligibility requires was the Unpaid/Underpaid Internship Support Program that required students to participate in an internship for at least 20 hours a week in to be eligible to receive an award. Unfortunately, this made several social work students not eligible for the fund since many of them spread their 350+ hours required internship hours over the academic year, averaging 8-12 hours a week dedicated to their internship. To include social work students, the committee changed the 20 hour a week requirement.

This academic year was the first year utilizing new event planning and marketing processes that shifted centralized support to a limited number of Career Center events and provided templates and ownership to the broader team for most events. While this allowed for flexibility and nimbleness in planning, events were lacking an overarching strategy that the team felt we needed. As the academic year wrapped up, an Event Ad Hoc team was formed to lead the overall Career Center team in identifying goals, learning outcomes, and measurements of success for events. This process will continue in AY23. Additionally, over the course of the year, marketing shifted back to a more shared model with the marketing coordinator designing marketing pieces and taking responsibility for certain marketing streams. This was possible due to staff being willing to recycle designs from previous years. The marketing coordinator updated the

marketing request form to reflect this new process as well as gather more specific information at the beginning of the marketing process.

For several years before this academic year, the Career Education Team used a committee model to manage and update the online career resource library. This past year, the Career Center was finally able to hire a Career Resource Coordinator. This part-time role has become permanent and is able to concentrate on improving the resources in the online library, ensuring they are up-to-date, accurate, accessible, and relevant to our historically excluded populations. This has also allowed the team to create new resources including a research search guide and an internship search guide as well as updating the job search guide and the cover letter guide.

The hiring of student staff to serve within a joint student staff role continued from its 2019 inception and expanded to include the combination of Employer Relations, Operations and Assessment, and Career Education responsibilities with a total of 6 who have student served in a joint student staff role and 1 student staff member taking on hours and responsibilities from all 3 teams within the career center.

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 Advisory Board for the academic year 2022 to our student ambassadors so we could compensate them for their time. Topics included providing feedback on marketing images and event experiences.

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 both virtual and in-person appointments during the 2021-2022 academic year for both scheduled appointments and drop-ins. It appears students are just as likely to meet virtually as in person, with slight preference for virtual meetings. Within the Career Center, the total number of appointments decreased by 9% while the total number of drop-ins increase by 47%. The Career Services Network also had a decrease in appointments and increase in drop-ins, but at larger rates. Appointments decreased by 14%; whereas drop-ins increased by 89%. Since the remote only offerings of 2020-2021, the number of virtual appointments has become a lot more popular that previous years. This is likely due to staff and student becoming more comfortable with virtual meetings after quarantine and the convenience of virtual meetings.

Career Center Staff Only

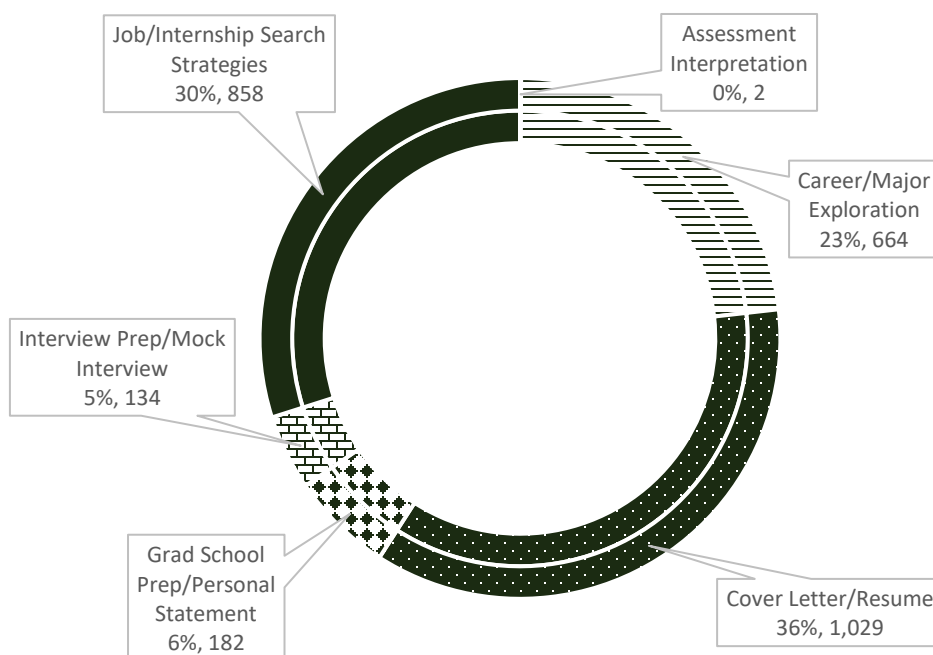
Most popular types	AY18	AY19	AY20	AY21	AY22	% change
Scheduled In Person	1736	1464	981	1	572	>200%
Scheduled Virtual	63	81	327	1481	783	-47%
Drop-ins	1649	1886	1575	715	1360	47%

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

Most popular types	AY18	AY19	AY20	AY21	AY22	% change
Scheduled In Person	3184	2836	1975	1	1362	>200%
Scheduled Virtual	275	470	860	3392	1549	-54%
Drop-ins	3704	3278	2555	1017	1926	89%

This year the subject of appointments and drop-ins most requested towards started to shift in the direction towards pre-pandemic requests. Approximately 36% of all Career Center interactions were classified as 'Cover Letter/Resume', which represents a 7-percentage point increase over last year. This was followed by 'Job/Internship Search Strategies' at 30%, a 4-percentage point decrease, and 'Career/Major Exploration' at 23%. 'Graduate School Prep/Personal Statement' interactions also decrease 2-percentage points to 6%, which is closer to the 4% it was in AY20. This decrease in both 'Job/Internship Search Strategies' and 'Graduate School Prep/Personal Statement' could be due to the economy re-stabilizing after the pandemic as this year's percentages moved in the direction that make them closer to AY20 data.

Appointment & Drop-in Topics AY22



Topic	Count	Percentage
Assessment Interpretation	2	>0%
Career/Major Exploration	664	23%
Cover Letter/Resume	1029	36%
Grad School Prep/Personal Statement	182	6%
Interview Prep/Mock Interview	134	5%
Job/Internship Search Strategies	858	30%

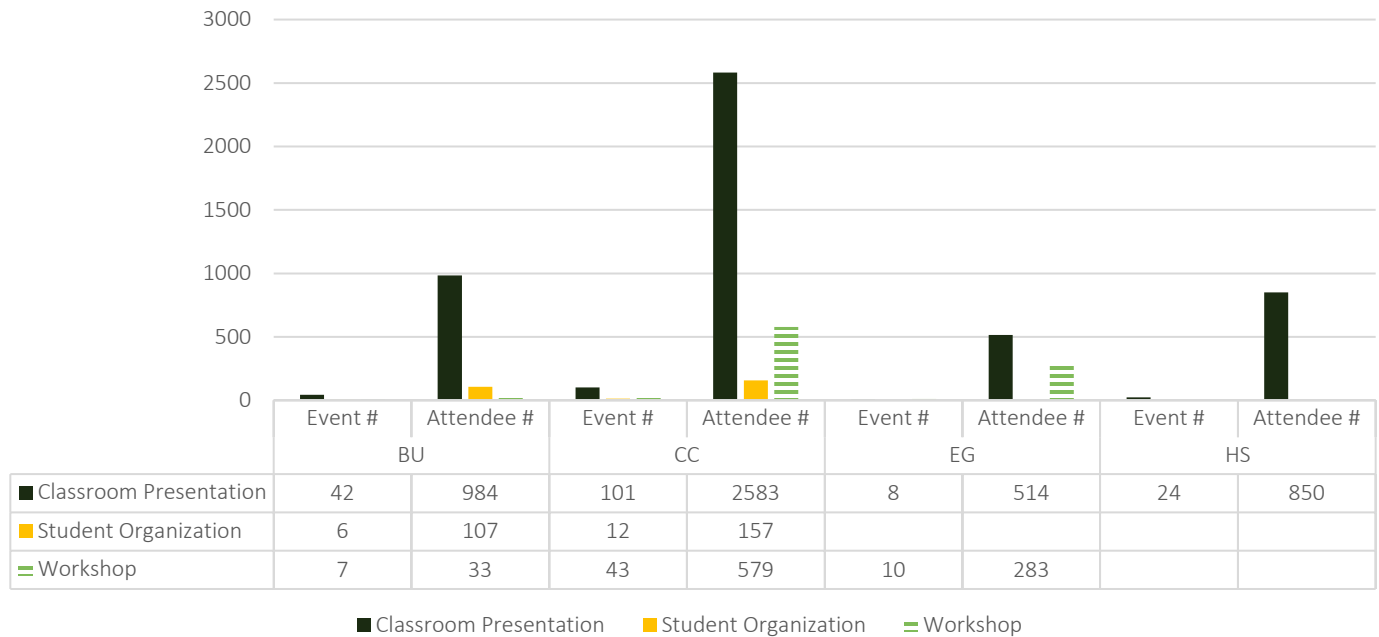
Workshop, Student Organization & Classroom Presentation Stats

The Career Center served 3,319 students in group career education interactions in the 2021-2022 academic year. This is a decrease of 34% from the last academic year. Several group presentations were recorded for classes and integrated into their assignments. There were also faculty toolkits created to encourage faculty to share pre-recorded videos. These new resources may account for some of the decrease, as audience attendance is not recorded for these pre-created workshops. There were also multiple position openings throughout the year on the Career Education Team. Most group

career education interactions were classroom presentations, which averaged 26 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 1,159 students in group interactions for a total of 6,090, a 69% decrease over 2020-21. This is likely due to a change and loss of staff in the Career Services Network, especially Health and Human Sciences and College of Engineering.

Presentation Summary AY 22



(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 sixth 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. Alums often take advantage of the 1:1 appointments and webinars. This last fiscal year the Associate Director had 248 1-on-1 appointments and 417 e-mail consultations with alum. They also presented 4 webinars open to both alum and online students with 45 attendees. A full list of these programs is below.

Date	Type	Title	Registered	Logged In
9/7/2021	Webinar	21st Century Job Search	28	14
11/3/2021	Webinar	Networking Skills for Introverts	23	15
3/15/22	Webinar	The One Thing	17	10
4/6/22	Webinar	Salary Negotiation for Women	21	6

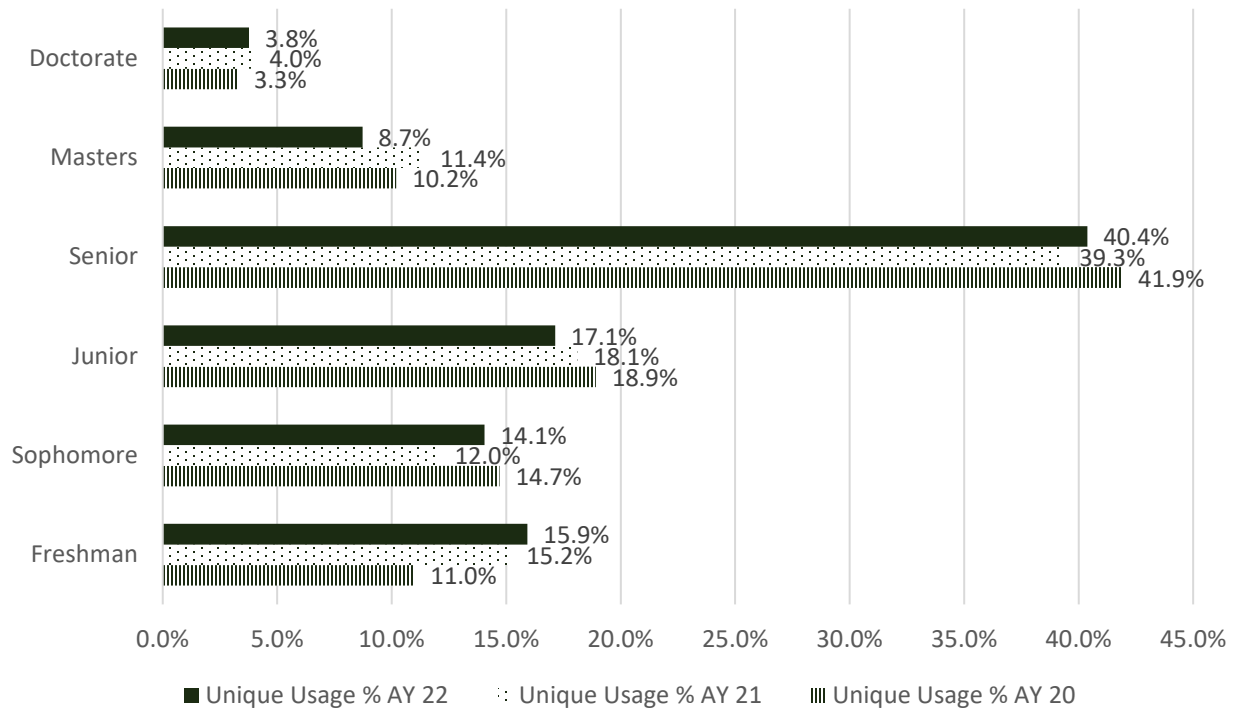
Unique Students Served Through Tracked Services

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 2021 was used for comparison. Populations are compared across school years, colleges, ethnicity, First Generation status, Pell Grant recipient status (Fall 2020), and gender (binary mainly, 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.

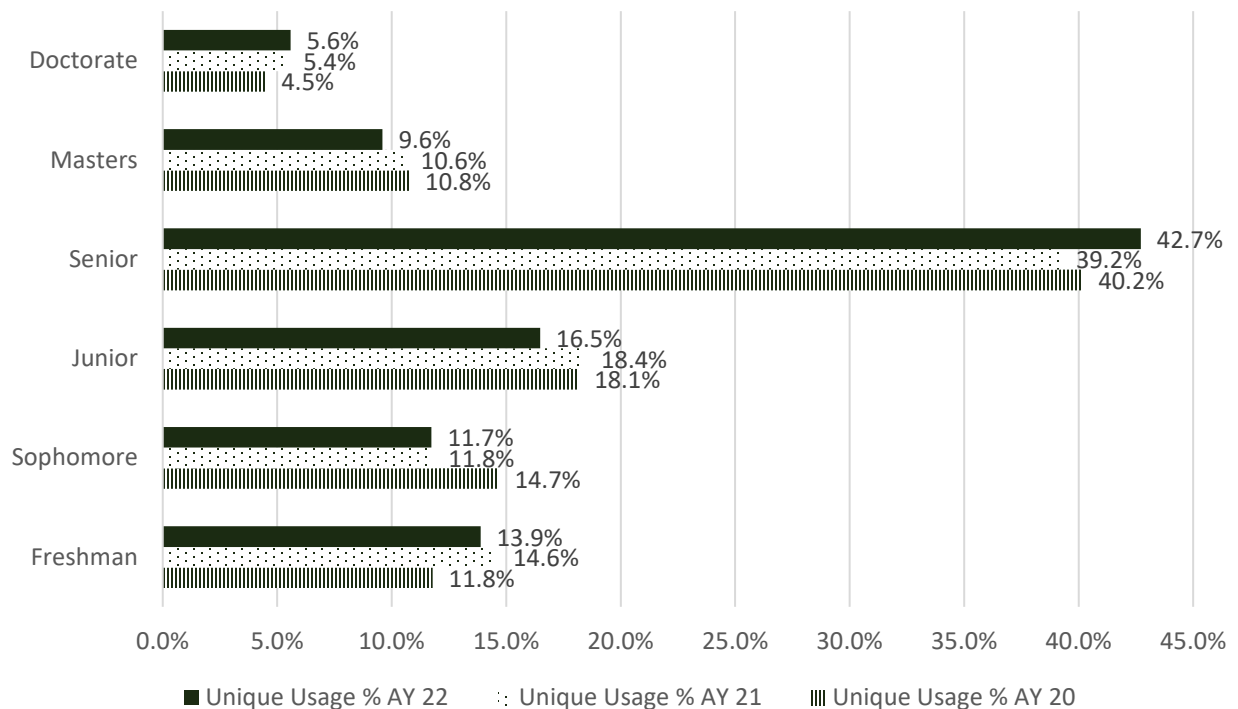
School Year:

The Career Services Network and the Career Center show similar patterns and trends across school years. 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 Junior served has decreased by 1 percentage point and Masters/Grad Non-Degree seeking has decreased several percentage points while the percentage of freshmen students has increased this last year.

Career Services Network School Year Trends Tracked Services



Career Center School Year Trends Tracked Services

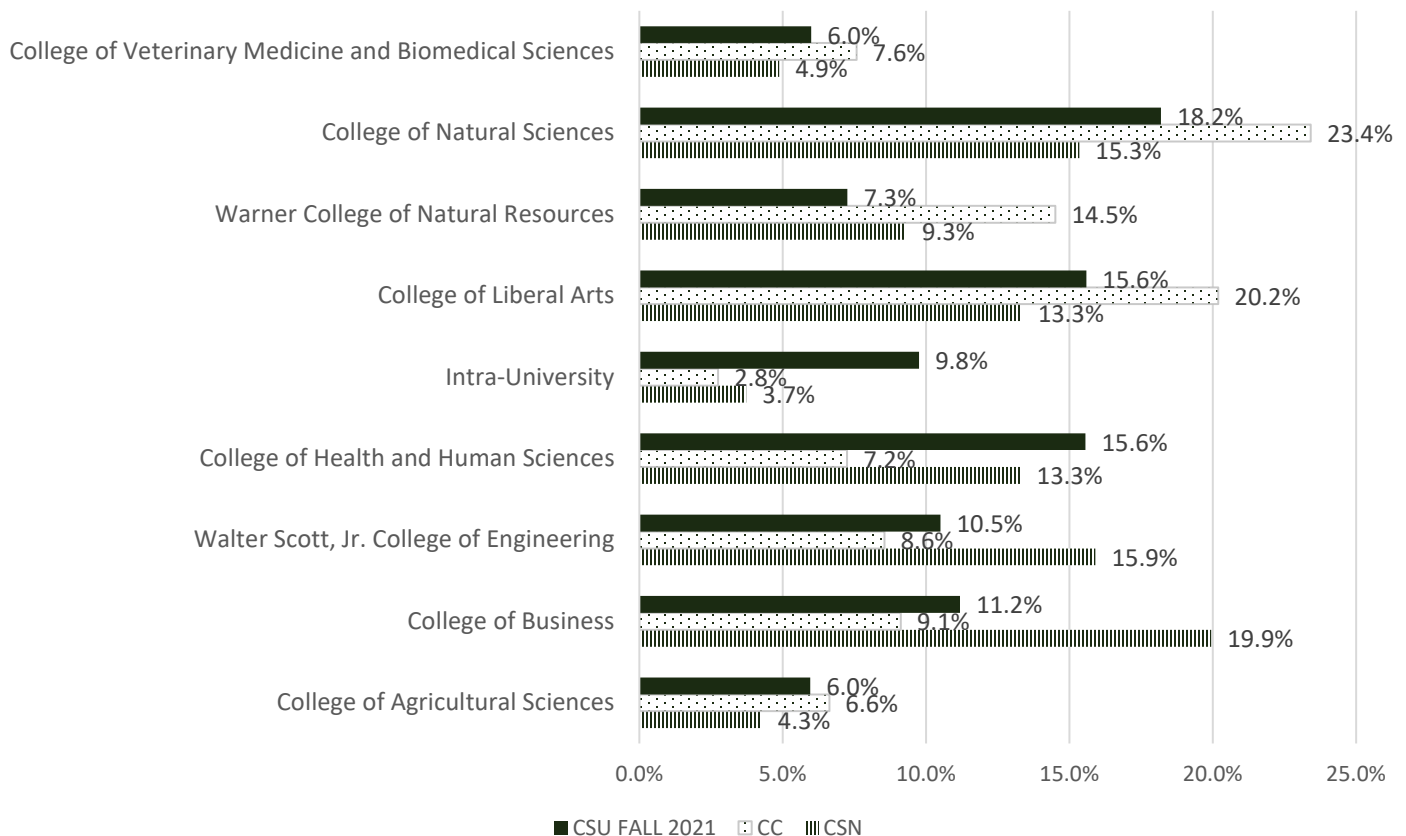


College:

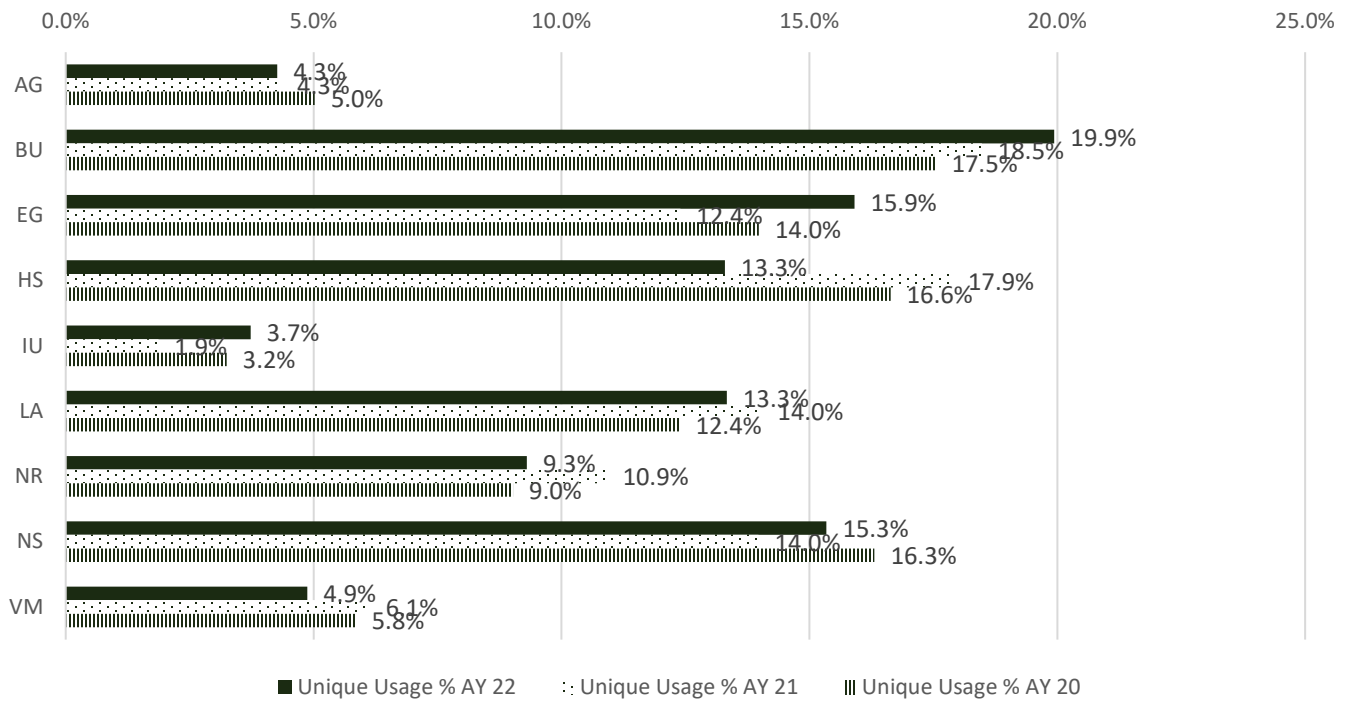
The Career Services Network and the Career Center show very different patterns and trends due to the specialized services that the those in the Career Services Network provide (e.g., College of Business Career Management Center only serves Business students, etc.). When reviewing the Career Services 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. Though this is less true for Health & Human Sciences this year, likely due to a staff vacancy since March 2022. Therefore, it's no surprise that the Career Center is serving students with college specific resources at lower rates than the CSU population. Conversely, those students whose colleges support the Career Education Manager roles in the Career Center, are served at higher rates compared to their percentage of the population.

When reviewing year over year trends for the Career Services Network, the only notable changes are the decrease in Health & Human Sciences (explained by the vacant position) and a 3.5 percentage point increase in the College of Engineering which could be due to the Electrical and Computer Engineering programs new requirement for students to attend several webinars and appointments to graduate as well as the addition of a part-time staff member in the college. While the Career Center trends indicate a variety of changes with both large and small increases and decreases. The College of Business had a 2.6 percentage point decrease which is not a surprise as the previous year had many partnerships between the Career Center and the college during the peak of the pandemic. There was also a large percentage point increase for the College of Natural Science.

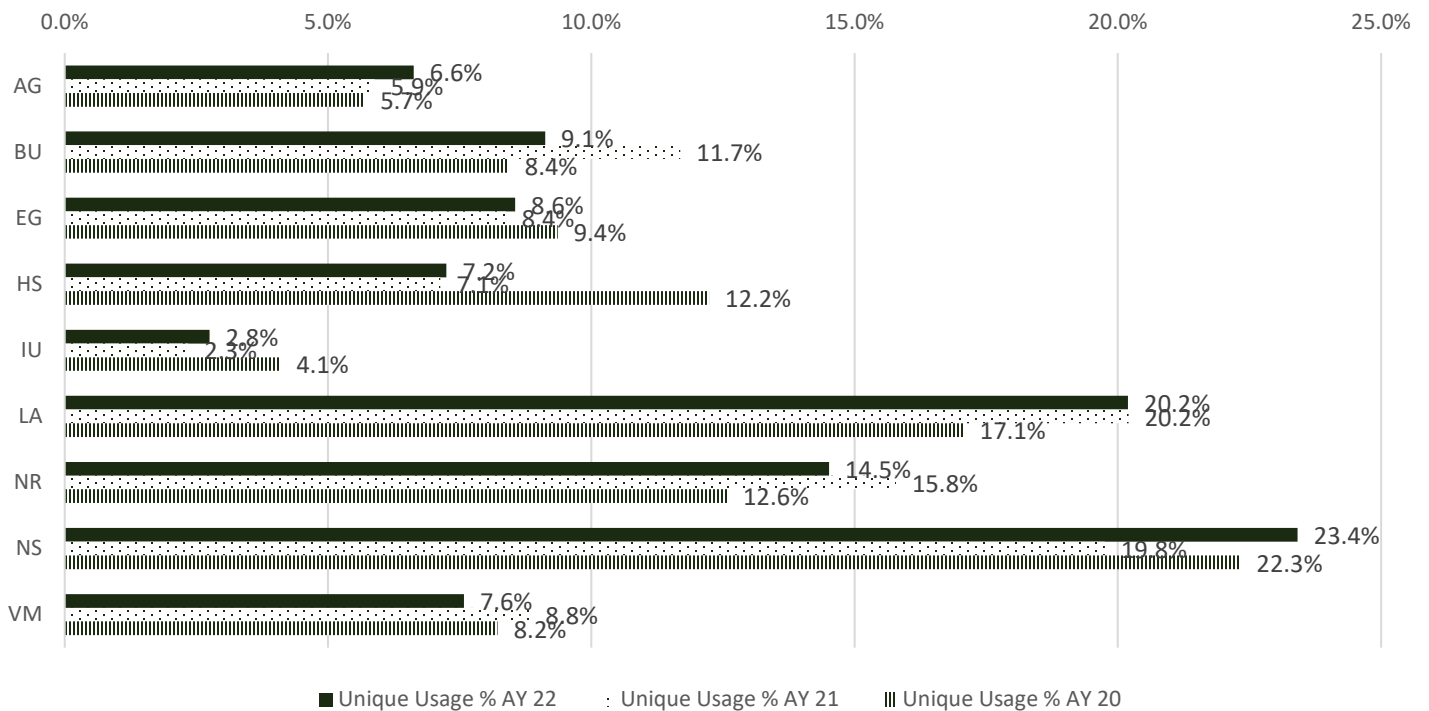
Career Center & Career Services Network College Comparison Tracked Services AY 22



Career Services Network College Trends Tracked Services



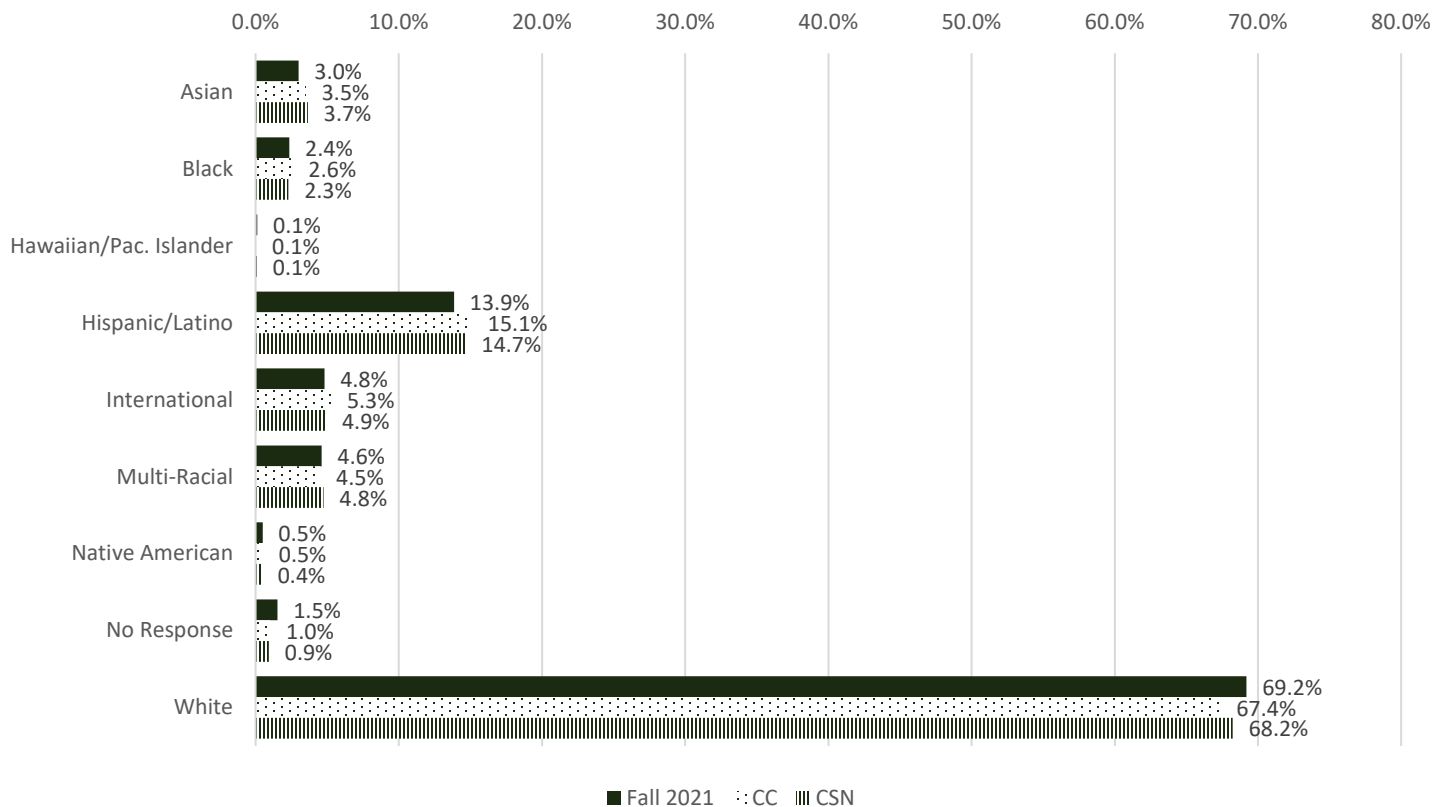
Career Center College Trends Tracked Services



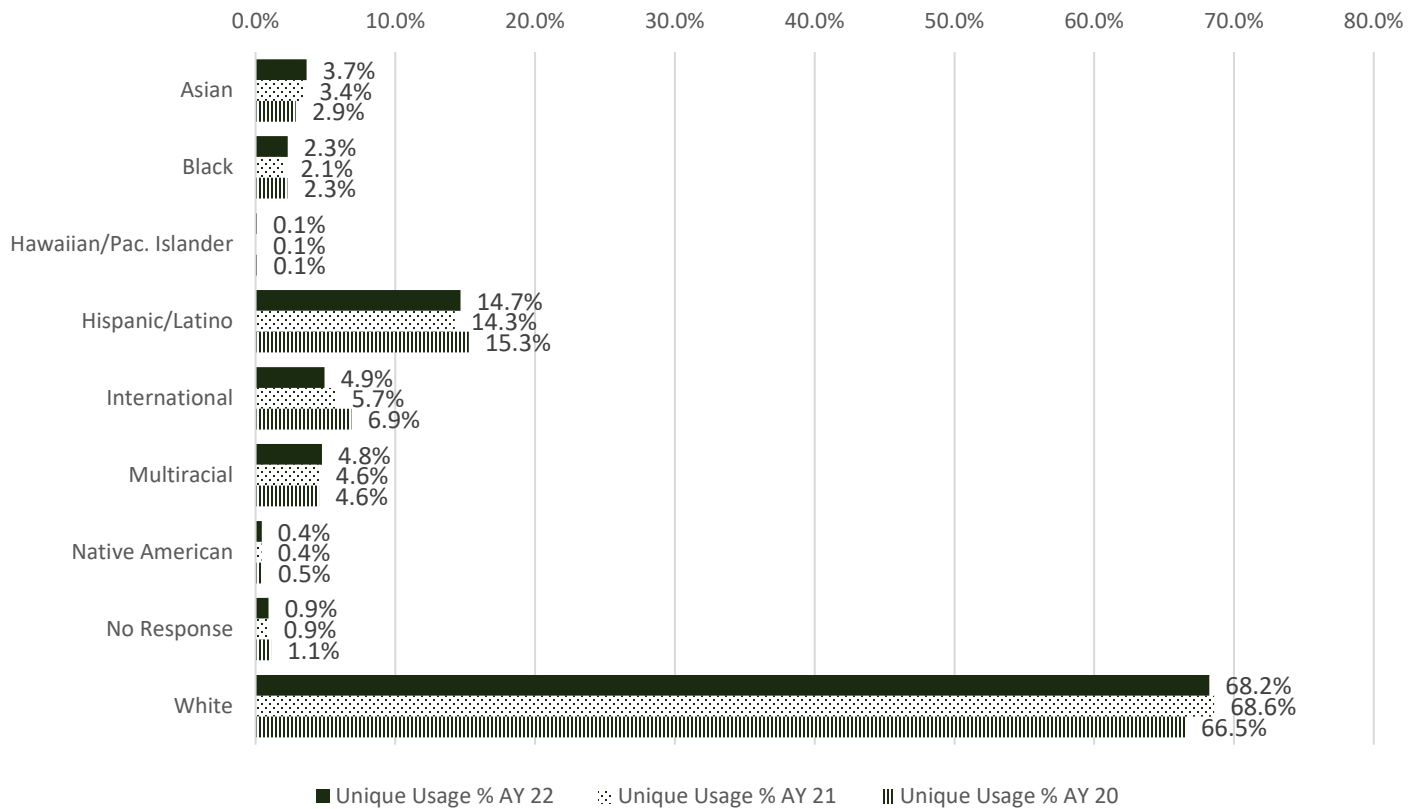
Race/Ethnicity:

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 0.1 percentage point less than their percentage overall student population. The Career Center serves all students of color with the exception of Multi-racial students at equal or greater percentages than the overall student population. Multi-racial students are served at 0.1 percentage point lower than their percentage of the overall population. The Career Center serves students of color at a slightly higher rate than the Career Services Network.

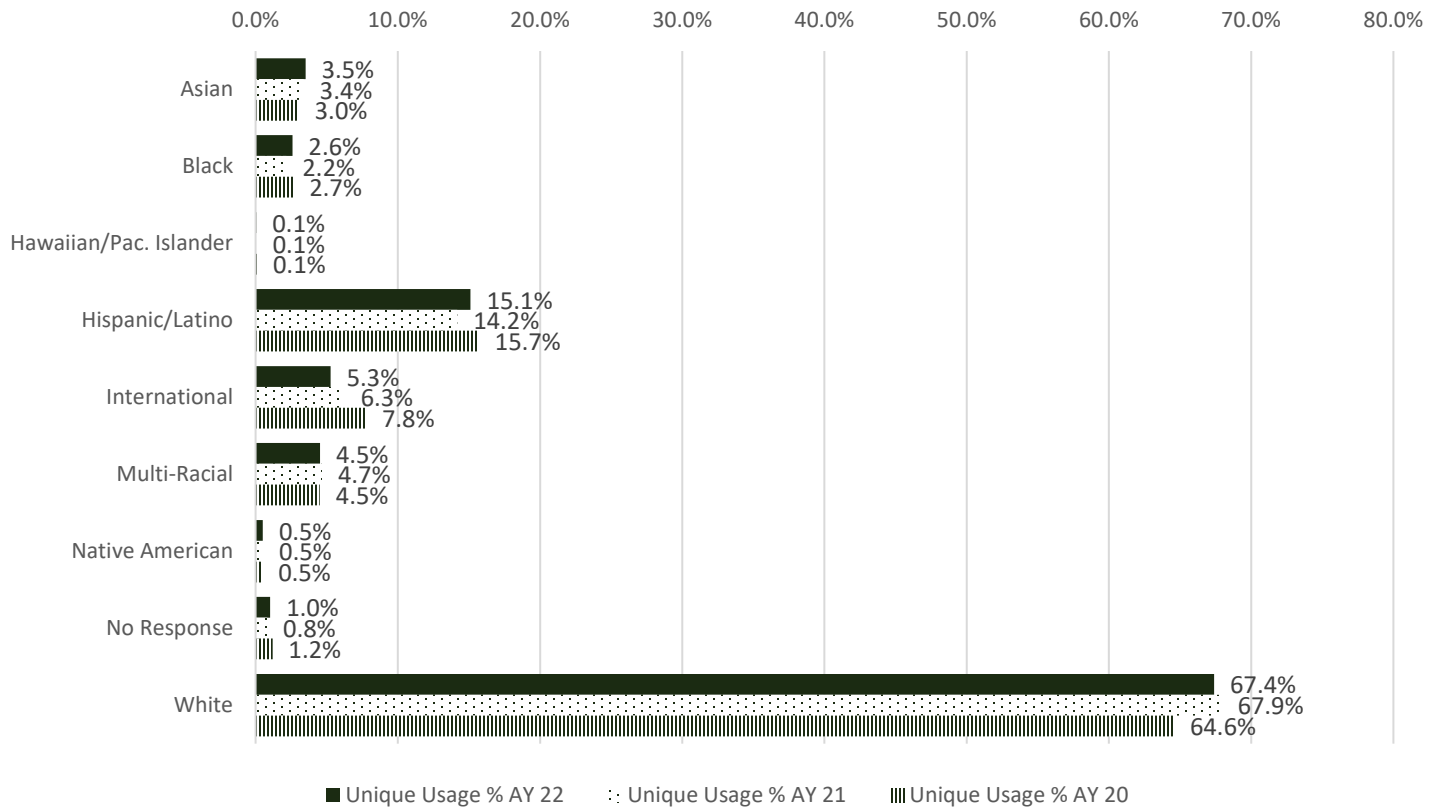
**Career Center & Career Services Network
Race/Ethnicity Comparison Tracked Services AY22**



Career Services Network Race/Ethnicity Trends Tracked Services



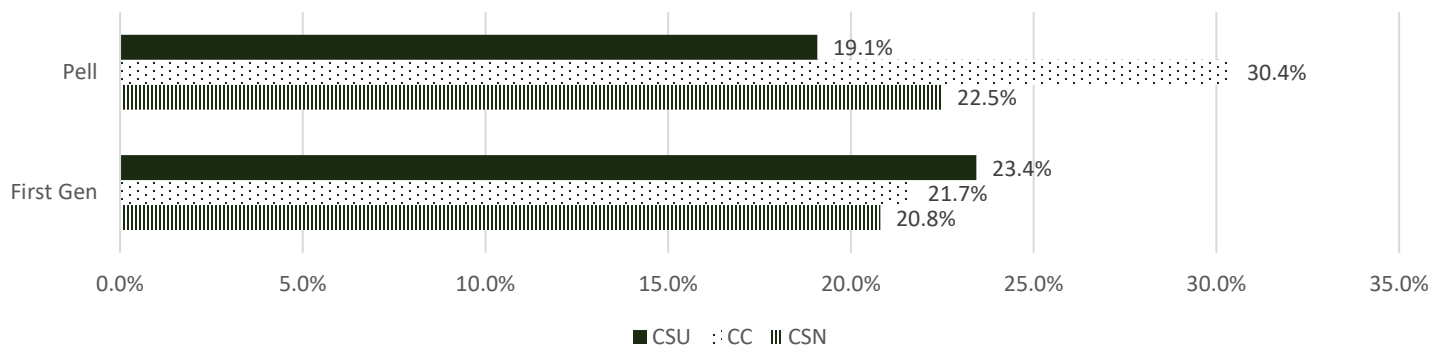
Career Center Race/Ethnicity Trends Tracked Services



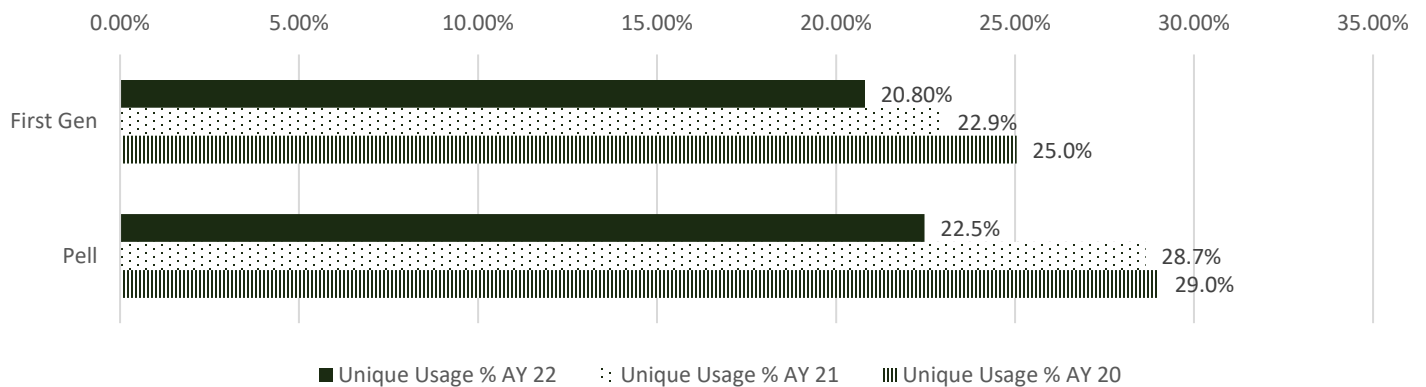
First Generation/Pell Grant:

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, but the difference is less. Historically, first generation students have been served at rates higher than their percentage of the population for both the Career Center and Career Services Network. 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 for the Career Services Network. For the Career Center, the percentage serviced form the previous year slightly decreased for First Generation students and slightly increased for Pell Recipients.***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 The data is also compared to Fall 2020 since Fall 2021 data was not available at the time of this report's submission.*

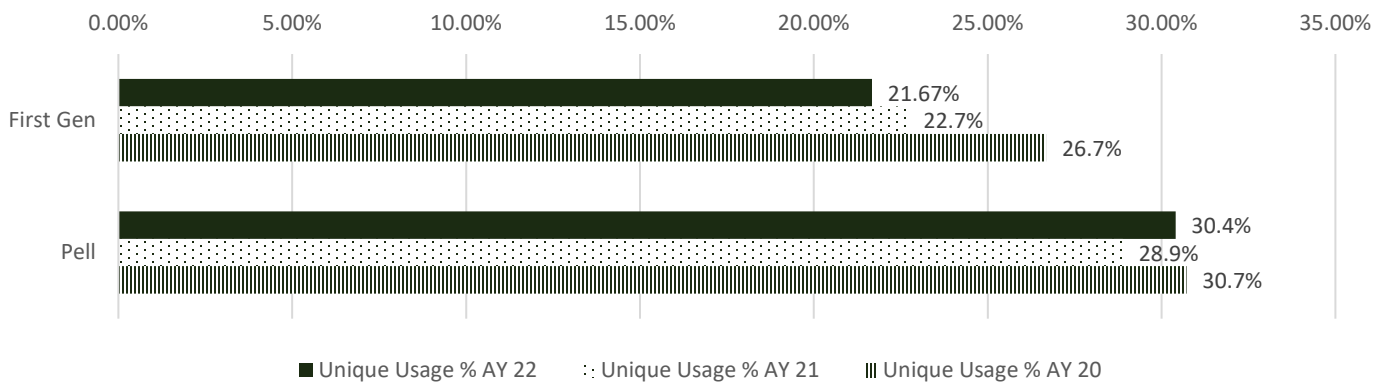
Career ServicesNetwork & Career Center
First Gen/Pell Comparison Tracked Services AY22



Career Services Network First Gen/Pell Trends
Tracked Services



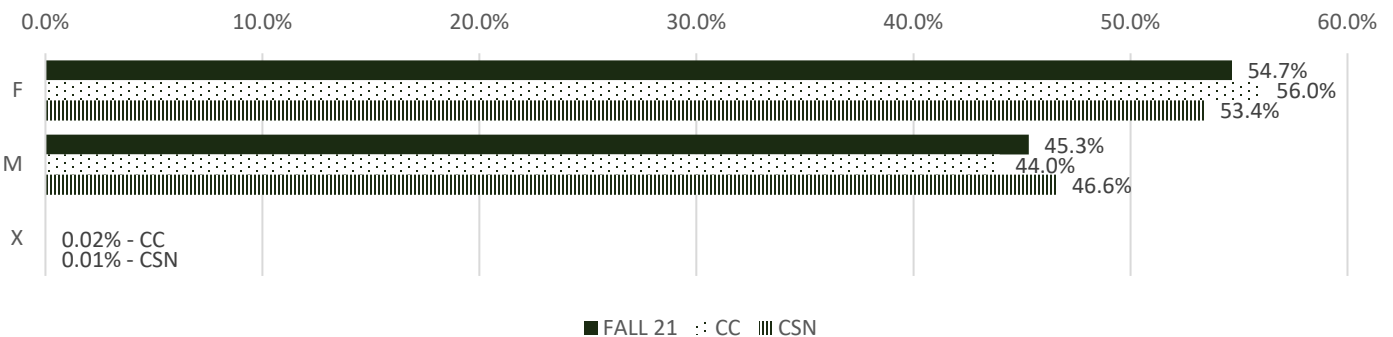
Career Center First Gen/Pell Trends Tracked Services



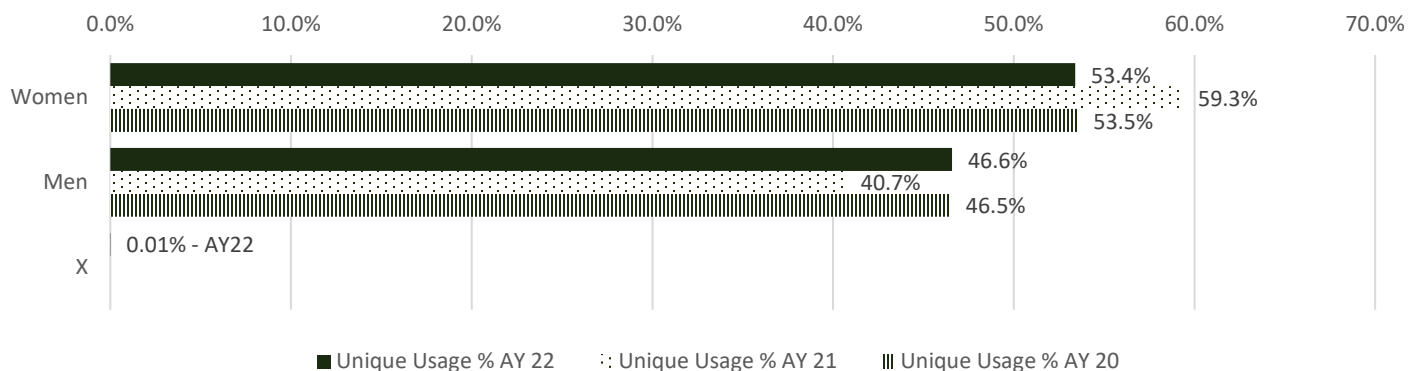
Gender (limited by binary designation):

Across the Career Services Network, students who identify as female are a higher percentage of students served by the Network than their percentage of the population, and students who identify as male are a lower percentage of students served than their percentage of the population. The opposite is true for the Career Center students served. Though the CSU data did not include the X marker, there was a small percentage of students who utilized the Career Services Network and Career Center who use that gender marker. Without the CSU population, we are unable to compare this to the CSU population.

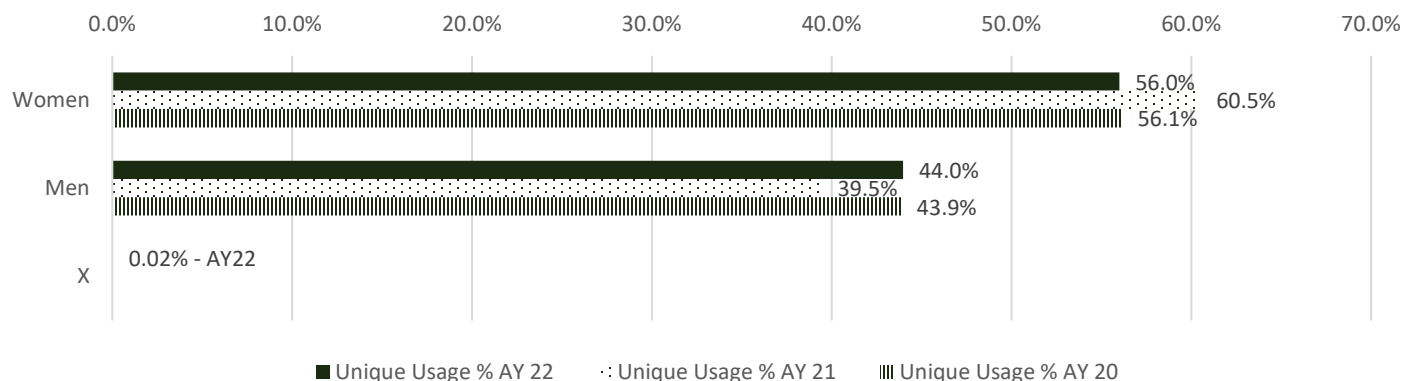
Career Center & Career Services Network Binary Gender Comparison Tracked Services AY 22



Career Services Network Binary Gender Trends Tracked Services AY22



Career Center Binary Gender Trends Tracked Services AY22



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

This year was a transition year as some events were brought back to in-person whereas some were kept virtual for the safety of students and staff. This section focuses on some center-wide events; additional programs through shared college roles and are included in Collaborative Efforts with Other Units. While overall numbers for both student and employer engagement increased this year, the Net Promoter Scores dropped for most events. Feedback indicated that most of the frustration with events was due to keeping some events virtual during a peak in sub-variants of the SARS-COVID 19 virus. (Part 7: Assessment: Feedback Resources & Discovery). There was success in new events offered this year, some highlights include:

- Careers in Social Media and Careers in Remote Work were relevant topics students were interested in exploring during this year yielding 177 attendees between the two virtual events.
- Coordinated with the PRIDE office to host Pride at Work, an event exploring navigating the world of work as someone who identifies as LGBTQA+ that resulted in new resources for students in the community.
- There was a continued partnership with El Centro with the Latinx at Work panel, a panel events offering the sharing of navigating the world of work as a Latinx person.
- International Student Career Week was conducted virtually both Fall and Spring semesters in collaboration with the International Student and Scholar Services office.
- The creation of the On-Campus Student Employee Job Fair was a success with large number of students attending.
- The Career Center partnered with CSU's Pre-Health Advising unit in offering a two-day mock interview virtual event in preparing students for industry and professional school interviewing.
- The Just in Time Fair had a 100% increase in attendance from the Spring 2020's event.
- The Career Center continues to work with and support the Work Force Recruitment Program (WRP). Codi Delgadillo and Jose Arce were 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. Five students submitted applications in 2021-22 academic year.

After a full year of virtual events, the Career Center offered a combination of virtual and in-person events for the 2021-22 academic year, which was reflective of changing student and employer wants. Many stakeholders expected immediate change to pre-pandemic offerings, and yet, student survey feedback indicated that virtual events were often more accessible and less stressful to attend.

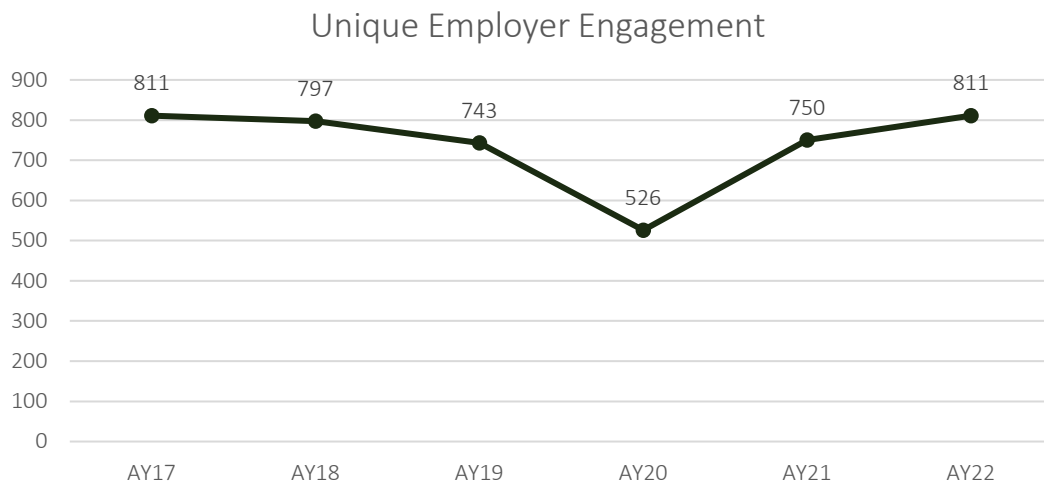
Event	AY18	AY19	AY20	AY21*	AY22	% change
BioTech Connect	222	--	133	91	--	--
Careers in Activism (Spring)	--	--	--	19	--	--
Careers is in Remote Work (Fall)	--	--	--	--	95	--
Careers in Social Media (Spring)	--	--	--	--	82	--
Diversity Connect	77	129	174	67	36*	-61%
Diversity Connect Luncheon	26	70	86	--	--	--
Fall Career Fair - AG/NR/STEM	854	802	895	467	664*	42%
Fall Career Fair - COM/BUS/SS/LA/HOS/HEALTH	609	519	803	536	771*	44%
FedConnect	131	176	61	--	--	--
Gear Up for Grad Fair/Spotlight Sessions	39	--	84	39	19*	-51%
Global Careers Panel	85	106	**	33	30	-9%
International Student Career Week - Fall	39	112	52	70	42	-40%
International Student Career Week - Spring	187	126	68	21	56*	167%
Just in Time	402	541	**	217	420	94%
Latinx @ Work	--	--	--	12	No Data	--
On-campus Student Job Fair	--	--	--	--	287	--
Pride at Work	--	--	12	8	9*	13%
Resume Rush Fall - All Days	264	103	226	141	80*	-43%
Resume Rush Spring - All Days	210	167	119	126	108*	-14%
Spring Career Fair - AG/NR/STEM	749	753	952	586	--	--
Spring Career Fair - COM/BUS/SS/LA/HOS/HEALTH	658	709	676	516	--	--
Spring Virtual Career Fair	--	--	--	--	571	--
Spring In-Person Career Fair	--	--	--	--	732	--
Technology Networking/Connect	107	81	--	--	40*	--
Total	4659	4394	4341	2949	4042	37%

*Event 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 2019-20 due to several event cancellations because of the pandemic. With both universities and employers pivoting to virtual recruiting events, the number of unique employers rebounded this last year and has reached the same high as back in 2015-16.

All job posting types increased overall throughout academic year 2022 as did internships, greatly above postings before the pandemic. Finally, campus employment postings continued to increase since the shift to Handshake in March 2020 and emerging from the pandemic.



Career Fairs:

All Campus Career Fair - Fall

Attendance	Fall 17	Fall 18	Fall 19	Fall 20*	Fall 21*	% change
Employers	190	197	165	152	169	11%
Students	1398	1269	1634	971	656	-32%
Alumni/Other	65	52	64	34	56	65%

All Campus Career Fair - Spring

Attendance	Spring 18	Spring 19	Spring 20	Spring 21*	Spring 22*	% change
Employers	200	191	171	148	164	10%
Students	1326	1410	1582	1062	845	-20%
Alumni/Other	81	52	46	44	37	-16%

*Fall 2020, Fall 2021, and Spring 2021 were virtual career fairs. Spring 2022 had one virtual and one in-person day.

Job/internship Postings:

Type	AY18	AY19	AY20	AY21	AY22	% change
F/T Job Postings	29125	37150	39576	50113	105198	110%
Colorado F/T Jobs	5273	6374	5288	6712	13380	99%
Internship Postings	8014	10297	12604	13001	18321	41%
Colorado Internships	2199	2396	2164	1997	2257	13%
Campus Employment Postings	23	18	161	1433	1835	28%

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

The CSU Career Center provides an innovative and highly effective approach to career education through a shared role model, which includes seven full-time professional staff roles, and five part-time hourly staff roles. Each full-time role is fully shared between the Career Center and the respective college. The roles are co-funded, co-supervised, and in most cases, co-housed, resulting in a dynamic model of integrated career education in the academic environment. The seven Career Education Managers create unified projects and services in the Career Center, while simultaneously leading strategic initiatives that address the unique student needs in each academic college. Below is an excerpt for each of our academic college partnerships, showcasing the unique approaches taken to meet the unique career education needs in each of the seven college partnerships.

College of Veterinary Medicine and Biomedical Science: Chase Weldon has served in the Career Education Manager position for The College of Veterinary Medicine and Biomedical Sciences (CVMBS) for ten years. This shared position's mission and focus are on supporting equitable student success through active learning and connection. Collaborative partnership within the college across our campus community is a priority in delivering meaningful career readiness and development content to CVMBS students. This includes course support in graduate and veterinary medicine level career-gearred classes with seminar and workshop delivery at the undergraduate level. Additionally, the role included collaborations with Pre-Health Advising in creating a two-day health professions workshop series, a graduate school prep event featuring CSU's Graduate School, and various other smaller events supporting student development. Chase also has served the last ten years in the role of Graduation Marshall for CVMBS's Fall and Spring graduation ceremonies in witnessing the final moments of undergraduate education.

College of Agricultural Sciences: Sam Holtshouser has continued to build upon the Career Ecosystem approach strategically integrating Career Education into the culture within the College of Agricultural Sciences (CAS). Throughout this second year of the CAS Career Education Manager role Sam has established Career Education curriculum collaborations in all 5 college academic departments (first year seminar courses, internship prep courses and senior seminar courses). Examples of this curriculum integration include classroom guest lectures, classroom assignment authoring and Career Education resource development. Larger scale targeted college programs included the Department of Agricultural Resources and Economics (DARE) Professional Mixer (44 DARE students attended this event) and Horticulture and Landscape Architecture (HLA) Professional Mixer (82 HLA students attended this event). Sam served as co-chair of the Come to the Table, Diversity Equity, and Inclusion annual CAS planning team. Serving in the co-chair role of this all college (student, staff, and faculty) event fostered collaborative relationships centered in a commitment in DEI, further enhancing CAS Career Ecosystem capacity using DEI lens/approaches. Sam has maintained a robust career education referral network and collaborative employer relations connections. Sam has increased CAS students' sense of belongingness through career education practices (ex. one-on-one appointments, CAS Student Success Team programming/events) with a focus on values, skills, and interest exploration. Additionally, Sam worked to establish, recruit, hire, and onboard an additional shared non-student hourly role to further serve the career education needs of CAS students. Christina Shon began in this role in March 2022.

College of Natural Sciences: Amy Cailene continued to serve as the Career Education Manager for the College of Natural Sciences during 2021-22. Highlights of her accomplishments include leading the creation of four new resources to serve CNS students as well as other majors, using the lens of diversity, equity, and inclusion to make these resources more accessible and inclusive for all students. These resources are the How to Find a Research Experience in Science Guide, Job Search Guide, Internship Search Guide, and a Cover Letter Guide. Additionally, Amy hired the first part-time Career Educator in the College of Natural Sciences. The hiring, onboarding, and training has led to many more student appointments being available for CNS students. Amy has also continued teaching the College of Natural Sciences Career Seminar both semesters with positive student feedback from anonymous course surveys, completed multiple workshops across nearly all CNS departments, and presented again at the Diversity Symposium as well as the Graduate School Workshops, while receiving anonymous audience ratings at top levels.

College of Liberal Arts: Kelsey Schultz has worked at the Career Center for 2.5 years and this year created a variety of specialized career resources for liberal arts students with an emphasis on equity. In addition to a [list of industry-specific job boards](#), Kelsey collaborated with faculty members and Career Education Resources Coordinator Shelly Reed to finalize [21 editable liberal arts resumes across 10 industries](#). In Fall 2021, Kelsey and Sam Palmer facilitated the last 7 What the Future Wednesday career educational series of workshops and 22 presentations. For Spring 2022, Kelsey played a pivotal role in organizing the Global Careers Panel with faculty from 3 departments, creating a customized transition system for them to independently facilitate the event in the future. Kelsey also piloted a faculty career education workshop focused on Continuing Contract Adjunct Faculty (CCAF) for incorporating early career education into curriculum with 40 attendees. Due to its success, this will become an annual series of 3 faculty workshops (early career exploration, advanced/job search, and supporting graduate students). Lastly, Kelsey served as project manager and reviewer for an audit of all 16 of the college departments' internship handbooks spanning Fall - Spring, building clarity and transparency with departmental processes and student access to experiential learning.

College of Health and Human Sciences: Beginning in February 2022, the Career Center and CHHS reengaged in conversations regarding creating a shared Career Education Manager between the Career Center and the College of Health and Human Sciences. Through the spring, we worked on refining an MOU that outlines the expectations of both parties, and a position description was co-created and entered the for HR classification at the end of the spring semester. We will conduct a search as soon as the position is classified from HR. This new partnership and shared role will serve students well, as CHHS is one of the largest colleges on campus, with diverse majors and multiple career pathways for students. The shared role will allow for a better flow of information between the college and the Career Center, and a focused role, leading career education for CHHS students.

Warner College of Natural Resources: Leanna Biddle continued her sixth, and ultimately, her final year in the role of Career Education Manager, Career Center and Warner College of Natural Resources. Highlights of her work in the college this year include presenting a compelling career readiness presentation to the WCNR Executive Committee, further engaging the career ecosystem among faculty and administrators in the college; writing a winning nomination for a Career Impact Award for the Warner ASC Team; creating, planning and executing multiple panel-style career education events in partnership with faculty in the college; and, after Sam Palmer moved on from her non-student hourly Career Educator role supporting WCNR students, Leanna also hired and onboarded a new Career Educator, Madeleine Grigg. Leanna departed the Career Center in May 2022, and we quickly worked together with the college to update the Career Education Manager position description and entered it into the HR system for classification. Once the position is back from HR, we will engage in a search to refill this role. Leanna's work over the course of five years in the role laid a strong foundation for the next staff member to fill this role.

Walter Scott, Jr. College of Engineering: Beginning in late summer, 2021, the Career Center and WSCOE reengaged in conversations regarding creating a shared Career Education Manager position. Through the fall of 2021, we worked on refining an MOU that outlines the expectations of both parties, and a position description was co-created and entered the for HR classification. We commenced a search in November 2021, that continued through February 2022, when we closed the search without a hire, after finalist interviews did not produce a viable candidate. During this search process a new Associate Dean started, and after the search closed, we worked together to ease some of the barriers to hiring for the role, and then we mutually agreed to hire an interim staff member into the role. Jose Arce, a former Career Education Coordinator in the Career Center, agreed to take on the interim role, and served in that role from April through the end of the academic year. During this interim appointment, Jose was able to help establish a plan for moving us forward, including creating a strong foundational plan and transition report for the next Career Education Manager. A new search will commence next academic year, and in the meantime, we are in close collaboration with the WSCOE staff to support student and employer needs until we fill the role.

The CSU Career Center pursues many additional collaborations as well. These are wide ranging and include collaborating with the College of Business Career Management Center on initiatives, programming with the Graduate College, contributing to United in STEM, and co-leading the Career Services Network. The CSU Career Center also collaborates outside of the university with other Career Centers across the state to host the Colorado Partnered University Fair, which almost 100 students participated.

Two major initiatives that the CSU Career Center collaborated with the College of Business Career Management Center were implementing Parker Dewey Micro-Internships and pursuing joint employer partnerships. Parker Dewey launched in Spring 2022 at CSU and provides a portal (<https://career.colostate.edu/parker-dewey-micro-internships/>) for CSU students to search for and obtain micro-internships, paid, short-term opportunities that are often virtual. This program provides additional options for students to gain experience in a way that is relatively accessible and paid. The Career Management Center and the Career Center also pursued three joint employer partnerships with Blue Horseshoe Solutions, Enterprise Holdings, and Transamerica. The Career Center and the College of Business continued to coordinate on the virtual career fairs this year as well.

The Career Education team once again collaborated with the Graduate School to provide graduate-level specific career programming. One of these programs was through the Grad Professional Development Workshop Series, entitled "Develop your Professional Brand to Expand Career Opportunities." The other was a professional/graduate school prep event, "Gear UP for grad School."

Our team continued to be involved in 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 employer visits and STEMMing from Color. 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

The Career Center had staff involved with the United in STEMM initiative in multiple ways this past year. First, Katie Lloyd served as a member of the advisory board of United in STEMM. This group meets with the planning committee twice a year to talk about the overarching goals of the organization, contribute thoughts on direction, and support the efforts across campus.

Second, Sam Boren served as the planning committee representative for the Career Center this year. Sam stepped into this space as UiS was looking for more connection to potential employer site visits. There were two offsite trips planned for this group. The first visit was to the US Fish and Wildlife Rocky Mountain Arsenal site where participants were able to learn about the facility, hear from a panel of diverse staff, and help plant seeds for a native grass restoration project. The second visit was a Colorado Department of Agriculture visit to their lab facilities where students learned about weights and measures, were able to test for bovine diseases in real time and engaged with lab techs at a working site.

In addition to coordinating site visits with those two employers, Career Center Staff volunteered to give 5 presentations to UiS student groups at various events throughout the year and the Employer Relations Team helped coordinate the participation of several employers in the annual STEMMing from Color networking event that took place in April.

The Career Services Network consists of the various offices across campus that provide career services, but also those offices that support career exploration including Financial Aid, Exploratory Advising, Health Professions Advising, the Office of International Programs, and more. The group was active again this past year and came together three times covering a variety of topics including a) a review of our respective office's semester services and events, b) strategizing for the implementation of the Parker Dewey micro-internship platform, and c) a professional development opportunity with staff from the CSU Health Network around student mental health and wellbeing.

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.

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 and student success.

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

The Career Center's Equity and Inclusion Accountability and Sustainability subcommittee completed a full review of our employee handbook. Their specific charge was to review the handbook and related processes and information through

the lens of equity. Several recommendations emerged from that review, including a) clarifying what is CSU Human Resources policy and what is Career Center policy, b) clarifying distinctions between all employee classifications, c) identifying policies that disproportionately impacted our lower paid staff (e.g., access to a monthly cell phone credit and having to prepay for travel expenses), d) and the elimination of unnecessary barriers. The leadership team reviewed all the committee's requests and made several adjustments. For example, options for issuing a travel allowance were explored and will now be offered to staff that are not able to pay for travel expenses ahead of time.

PART 4: Staff

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

Significant structural changes occurred within the Career Education team this last academic year. Two new academic colleges (the Walter Scott Jr. College of Engineering and the College of Health and Human Sciences) entered shared roles with the Career Center. This was an exciting development, and it cemented our positive working relationships with all academic colleges at CSU; something that has not existed in at least 6 years. Additionally, four part-time positions were added to support the Career Education Managers for Agricultural Science, Natural Resources, Liberal Arts, and Natural Sciences. The Career Education team now numbers nearly 20 professional staff.

This growth further stretched the capacity of the Director of Career Education. Katie Lloyd was directly supervising 7 individuals, 6 of which were in shared roles (requiring the coordination with a secondary supervisor). The extensive direct supervision, combined with the leadership of the full team, limited Katie's ability to do strategic planning for career education and move the team forward. Her time was being spent supervising and triaging immediate issues. To provide greater capacity around visioning for the career education team, and an additional level of leadership for the campus-wide career services function, Katie was promoted to associate executive director. This also included the addition of a new role, the Director of Academic College Partnerships, directly supervising all the Career Education Managers, and reporting directly to Katie Lloyd.

Additionally, the student employee development function of the Employer Relations team was re-imagined. This included changing the Associate Director of Student Employment and Employer Relations to an Associate Director of Experiential Learning. The Student Employee Development Coordinator role reports to this position, as does the newly created Internship Development Coordinator. This allows for more focus on experiential learning as detailed in the previous strategic plan section.

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 5 sessions, the Training Committee covered a variety of topics including BRAVING, White Supremacy Culture, and the Five Faces of Oppression. The Committee also facilitated staff connection time in staff meetings and trainings time that focused on staff storytelling. Staff were promoted with the following:

- In 5 minutes, answer "how did you get here – what do you want us to know about your journey?"
- With 1-5 images – drawings, photos, emojis, objects, songs, be as creative as you want – describe your personal and/or professional journey that led you to this role and time in your life.

Additionally, the Training Committee with support of the E&I Steering, Diversity Dialogue, and Accountability & Sustainability Committees facilitated a two-day DEI-focused retreat on topics including reviewing the Cycle of Socialization, the Five Faces of Oppression, white supremacy culture, PANing, and BRAVING, introducing new topics including rest as resistance and the Social Change Ecosystem Map, and facilitating rest, connection, and reflection time.

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 nine different sessions held over the course of the year by eight different facilitators. The topics included *When Does Sharing Ones Culture in Media Become Problematic*, *Weight Bias in the Workplace*, *Single Parenting*, *Impact on Genetic Testing*, *Intersectionality & Systems of Oppression*, *A Guided Imagery Activity About Spirituality*, *Staff Expectations of DEI for Future Applicants*, *Moving from Word to Action: Using a Critical Race Theory Lens to Analyze Policies and DEI Strategic Plans*, and *Defunding the Police*. In addition to these dialogues, staff were also given the option to participate in a current event conversation based on topical responses to current events which this year was reimagining an anti-racist career center.

Staff meetings also included two additional trainings/professional development opportunities. In November, staff participated in a Strengths training facilitated by Jess Dyrda and Jerick Flores. Staff explored their strengths as well as the overall and specific team strengths. In February, Sam Boren shared information from the BizWest Economic Forecast meeting that we attended. Sam shared that Colorado's economy is recovering well from the pandemic; however, the forecast is that 2022 will be slower than 2021 and that companies still struggling to hire.

Awards (B.2.c)

- Sam Boren and Jenny Kim presented *Equity-Based Career Services*, September 9, 2021, hosted by Paperclip Communications
- Sam Boren and Jenny Kim presented *Equity-Based Career Services*, January 5, 2022, invited by the University of South Carolina's Career Center for their annual retreat
- Sam Boren and Jenny Kim presented *Career Readiness for Pandemic Students*, June 2, 2022, hosted by Paperclip Communications
- Amy Cailene presented *Supporting CSU Students Who Are Undocumented*, October 25, 2022, at the Diversity Symposium
- LSC February Outstanding Student Award – Serena Valvardi - Serena was a new staff member and not only learned how to do her work quickly, she also took on extra responsibilities to ensure assessment continuing to be done while the Assessment Coordinator was on family leave. She also helped create new processes that streamline how we collect information from team members and allows us to gather and share data much faster.

PART 5:

Quality of the Work Environment

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

As the Career Center has continued to grow in staff, we have converted all but two interview rooms into offices. Not all of these new offices are currently occupied; however, having this flexibility will position us for continued growth and change in the future. As we emerge from the pandemic our employer relations team is working to determine what the future of on-campus recruiting will look like. Will demand return? Will demand stay virtual? Should a strong in-person interviewing demand emerge, we will explore the use of any open offices in the Center, our classroom, the small conference room, the two remaining interview rooms, and spaces outside the Career Center. We debated the pros and cons of converting additional interview rooms into offices and ultimately, offices are used regularly whereas our interview rooms were only used a few times per year.

Morale (B.3.b)

There are two responses regarding the team morale in the Career Center, one centered on the national landscape's impact on our team and the other based on our internal organizational culture. Regarding the former, our team is tired. Like most, our team members have been functioning at full pace, under stressful circumstances, and in an understaffed environment for over two years. Competition from the private sector has resulted in ongoing departures. A broken HR system has resulted in extended vacancies. Competition for talent has resulted in failed searches. The ongoing searches

have stretched our staff and tapped our capacity to find search chairs, search support staff, and EOC coordinators. Add an ongoing pandemic, frustrations over low salaries, and the regular challenges of life, and our team is working at capacity.

Regarding our internal work culture, we have handled these challenges as well as possible. It is not enough, but we believe (and hear from the team) it helps. Examples including offering mostly remote work over the summer, providing additional scheduling flexibility in the summer, guarding our time more carefully and saying no to new projects, offering supplemental pay generously, pursuing classification and position description changes, preparing for out-of-cycle salary increases, and staying focused on maintaining a positive work environment. Future quality of work life survey data will provide a great understanding, but informally we hear that the team sees and appreciates the effort being made.

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 2022 academic year. There were significant savings achieved during the 2021 academic year, that continued into the 2022 academic year. With the ongoing pandemic and reduced in-person events, 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. The Career Center’s fund balance now sits just shy of \$1,000,000. We are approaching that balance thoughtfully and using this as an opportunity to create new positions and contribute to student success. Strategies include:

- Not accepting any mandatory increases last year, instead covering that 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 2022 to further reduce our fund balance while also ensuring the money goes directly back to students.
- Adding a Career Education Manager for the Walter Scott Jr. College of Engineering, a Career Education Manager for the College of Health and Human Sciences, an additional Employer Relations Coordinator, a part-time Business Specialist, four part-time Career Educators, and a Director of Academic College Partnerships.
- 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.

Additionally, the Career Center participated in a PCard audit this year. Overall, PCard usage is well documented and appropriate and there are no issues other than ensuring receipts are complete. There was a concern about the compliance and oversight of the monthly transactions and approval. The PCard Desk is planning a follow-up review during the next Fiscal Year to ensure the Career Center has gotten back on track and is compliant with all PCard rules.

PART 7:

Assessment: Feedback Resources & Discovery:

This section will highlight data collection and analysis for the Career Center including DSA annual planning outcomes and evaluation of services and programs that we completed in the 2021-22 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 (2021-22)

Learning outcome:

As a result of a 1:1 career advising appointment session on the topic of “Job/Internship Search Strategies,” 50% of students will be able to cite an action step related to connecting with people (networking).

Unit's Action Plan:

The CSU 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. 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 50% of respondents will be able to identify at least one action step that involves connecting with people.

Analysis of Achievements:

Several staff members reviewed the action steps students reported they planned to take after their “Job/Internship search” appointments and 49.4% of respondents reported connecting with people in some manner as an action item.

Priorities and Recommendations for the Future:

Though this goal was nearly met at 49.4%, there is opportunity to engage more with students in this area and help them find authentic ways to make connections. One on one appointments are not the only way for the Career Center to assist students in making connections. Beyond sharing strategies for making connections, we must create opportunities for students to make these connections and dismantle barriers related to networking by creating lower risk, intentional programs for these connections to occur. As we restructure our events in the Career Center, we have created specific learning outcomes for our programming to meet including creating spaces for students to make connections with peers, employers, and alum in ways that are authentic and include identity-based spaces. The Career Center must take responsibility for helping students to identify employers and alum that are respectful of the varying aspects of identity and who have committed to creating cultures that are inclusive and welcoming to students with historically marginalized identities.

Diversity outcome:

As a result of awarding unpaid/underpaid internship support awards, racially minoritized, first generation, and Pell-eligible recipients will persist and graduate at higher rates than a comparison sample.

Unit's Action Plan:

Internships are critical to gaining experience and developing the skills needed to secure a full-time job offer after graduation. Internships give students meaningful career experience provide access to professional networks and facilitate career exploration. Numerous studies also show that gaining experience and clarity on career possibilities lead to higher rates of persistence and graduation (detailed in Willcoxson, L., & Wynder, M. (2010). The Relationship between Choice of Major and Career, Experience of University and Attrition. Australian Journal of Education, 54(2), 175–189. <https://doi.org/10.1177/000494411005400205>.) Career outcome data for CSU suggests that at approximately 65%-70% of students complete an internship, and those students are more likely to have a job offer or employment related to their career plans when compared to students without internship experience. The National Association of Colleges and Employers (NACE) (2017) found that the more internships a student participated in, the more likely they were to secure employment or enter graduate school within six months after graduation. Additionally, CSU career outcome data and NACE data suggest that racially minoritized, first generation, and Pell-eligible students are less likely to complete internships (NACE, 2021).

NACE (2017) also found that the introduction of internship funding for every student increases access to internship opportunities. Many students want to complete internships but are unable to do so because of financial or other barriers.

The CSU Unpaid/Underpaid Internship Support Program, sponsored by the CSU Career Center and Student Success Initiatives, has two goals: Increase the number of CSU students completing internships and reduce financial barriers to completing an internship. In doing so, we aim to eliminate opportunity gaps for racially minoritized, first generation, and Pell-eligible students.

Assessment Methods and Criteria for Success:

The Career Center will gather existing data on persistence and graduation for racially minoritized, first generation, and Pell-eligible recipients and compare to overall identity-specific persistence and graduation rates as well as overall CSU persistence and graduation rates. While the first comparison will be descriptive data, we will also attempt to run statistical tests to determine statistical significance of any differences.

Additionally, we will survey reward recipients and attempt to host a focus group to gather qualitative data on how the unpaid/underpaid internship award impacted the students, their ability to persist and graduate, and well as their post-graduation plans.

Ideally, racially minoritized, first generation, and Pell-eligible recipients will be more likely to persist and graduate than the comparison groups and qualitative data will indicate that the funds positively contributed to recipients' persistence, graduation, and post-graduation outcomes.

Analysis of Achievements:

There were 130 students awarded Internship Funds between Spring 2021, Fall 2021, and Spring 2022, of those students 97% have graduated or are currently working towards degree completion. For Spring 2021 recipients, 73% have graduated and the remaining 27% are all current students. For Fall 2021 recipients, 75% have graduated, 18.2% are current students, 2 students persisted to Spring 2022, but did not persist to Fall 2022 or graduate, and 1 student withdrew after Fall 2021. Of the most recent awardees, Spring 2022, 36.8% have graduated, 60.5% are current students, and 1 student did not persist to Fall 2022.

TOTAL SPRING 2021-SPRING 2022 Awardees	
Did not persist	1.5%
Persisted to Next Semester Only	1.5%
Graduated	63.1%
Persisted	33.8%

While not a direct comparison with university persistence and graduation rates, only 4 students who received funds did not persist or graduate. This compares favorably with university persistence and graduation rates.

Unfortunately, the survey had low participation and though 7 students started the survey, none of them completed the questions related to how the funds supported their ability to persist at CSU or graduate. However, applicants were asked to share how the award would impact their "professional goals and career path." Recipients mostly shared their desire to get experience in a field they are interested in completing their degree in and how they need additional funding to be able to accept the internship. There were also some who explicitly name needing an internship to graduate such as "The internship is a required course to graduate in social work. I am interested in working with the adults with special needs community and this small internship will provide me with all of the experience I would need from it. This internship will also give me the hours to apply for my social work master's program here at CSU as well."

Priorities and Recommendations for the Future:

To provide reviewers with more information around persistence and graduation, the following question was added to the application for AY22 "Will participating in this internship meet a graduation requirement?" This will provide the committee with explicit information about the need for this funded internship and degree completion. Additional work needs to be done to encourage employers to offer paid internship experience that are enough for a student to survive on, especially the larger organizations that can afford to pay interns.

Program outcome:

Increase the use of one-on-one student services (specifically, scheduled and drop-in appointments) by racially minoritized, Pell-eligible, and first-generation students by 5%.

Unit's Action Plan:

The Career Center will develop campaigns to promote drop-ins specifically as well as utilize existing marketing avenues for general promotion of services. These campaigns will be able to be focused on our partnerships and relationships with the Student Diversity Programs and Services offices, the Academic Advancement Center, the Key Communities, and the Communities for Excellence. We will also be collaborating with these partners on identity-focused programming to build trust with student populations to encourage use of one-on-one student services. Finally, the Career Center will increase multicultural competencies amongst the team through continued training for staff to engage in critical conversations on equity and inclusion in career services.

Assessment Methods and Criteria for Success:

By disaggregating our appointment and drop-in data, we will be able to determine if there is an increase in use of one-on-one student services by racially minoritized, Pell-eligible, and first-generation students. Our goal is a 5% increase in total percent of students served for each demographic group and appointment type (appointment/drop-in). For example, 21% of students who attended appointments in AY21 identified as first-generation students a 5% increase would mean that 22.1% of all students who attended appointments in AY22 would be first-generation students.

Analysis of Achievements:

The goal set was achieved for both drop-in and appointment services for first generation college students. However, the goal was not met for racially minoritized and Pell-eligible students for both drop-in and appointment services.

1st Generation Students

	AY21	5% Increase	FY22
Appointments	21.0%	22.1%	23.0%*
Drop-Ins	19.9%	20.9%	23.1%*

Students with Pell Awards

	AY21	5% Increase	FY22
Appointments	34.0%	35.7%	33.2%
Drop-Ins	34.3%	36%	32.0%

Students of Color

	AY21	5% Increase	FY22
Appointments	28.7%	30.1%	29.3%
Drop-Ins	35.1%	36.9%	32.2%

Priorities and Recommendations for the Future:

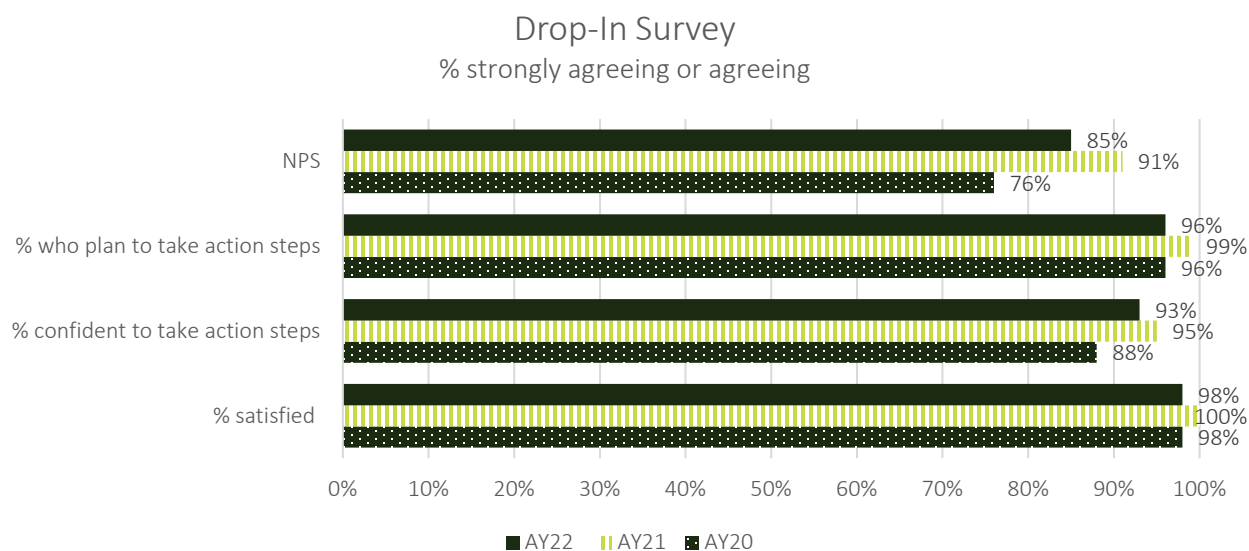
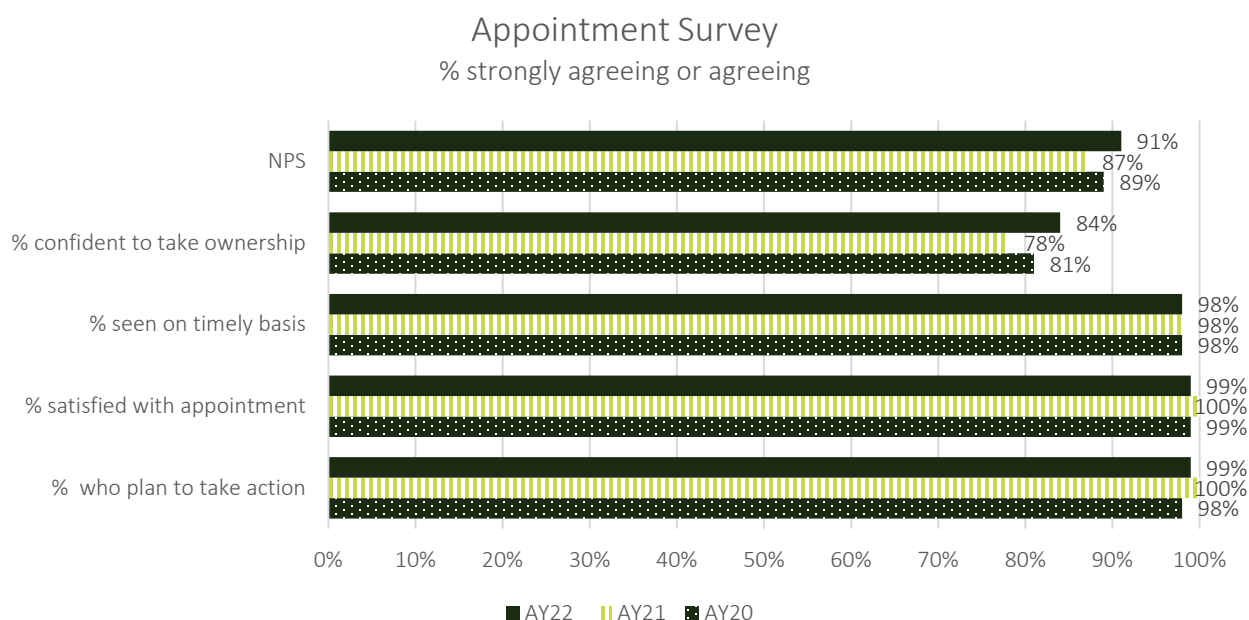
Though there was success in serving more students who are first generation, there is still opportunity for growth in serve Pell-eligible and Students of Color. Since there are often intersectional identities between all three of the demographic markers, it is important to determine why students with these marginalized identities are not utilizing drop-in and appointment services. The Career Center will be conducting a campus-wide needs assessment in Fall 2022 to inform what services students with historically marginalized identities are seeking and how to best provide support.

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 including an appointment survey this year. We intentionally decreased the length of surveys sent to encourage responses.

Feedback from appointment and drop-in surveys continues to remain high, although not quite as high as during the year we spent remote. 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.

The survey asks for qualitative feedback that top themes from the appointment survey were the respondent thanking the person they met with (40%), shared that the meeting/resources provided were helpful (32.5%), and shared they really liked the person they met with (25%). Some of the additional information shared as to why a respondent liked the person they met with were: “they didn’t rush me”, “was reassuring about some areas of concern”, and “I felt like I could ask him anything.” For drop-in surveys, important pieces of feedback included, “Isabel made me feel so welcomed and not like I was asking stupid questions,” “Sabrina was very helpful and kind regarding questions I had towards what I was looking for,” and “I felt so comfortable and reassured talking to Sabrina.” These highlights the importance of creating welcoming spaces that reassures students in drop-in services.

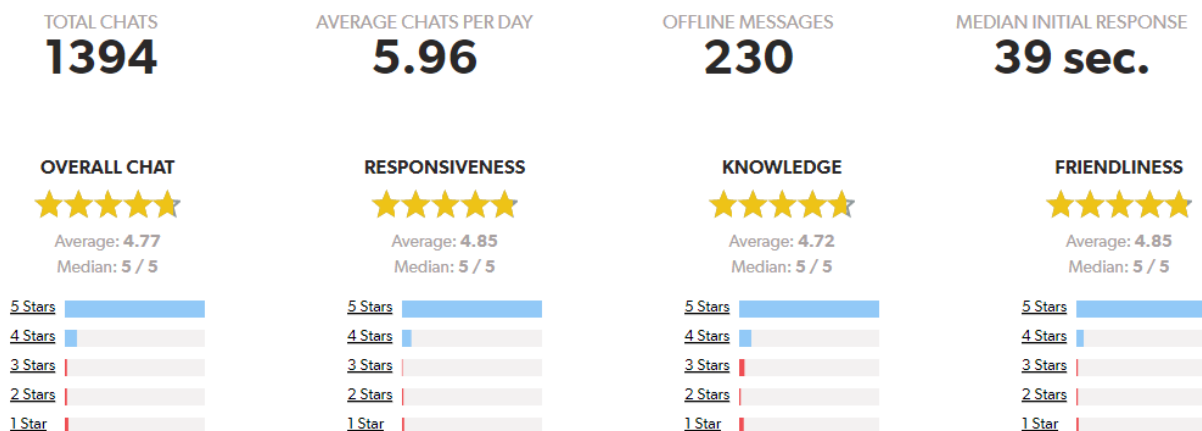


Chat Ratings:

We instituted a chat functionality on our website when the pandemic began, and while this function is no longer our primary guest services function, it is still an important measure of satisfaction. We averaged 6 chats per day, which is a drop of from 10 chats per day when it was our primary guest services function. Last year we received 2,585 chats and this year we dropped to 1,394. We continued to earn strong ratings from the chat function, averaging 4.77 stars out of 5.00 for overall chat (essentially the same as last year.) Our highest chat rating was for responsiveness and friendliness at 4.85 stars. Our lowest chat function was for knowledge at 4.72 stars.

[See more activity](#)

Agent performance



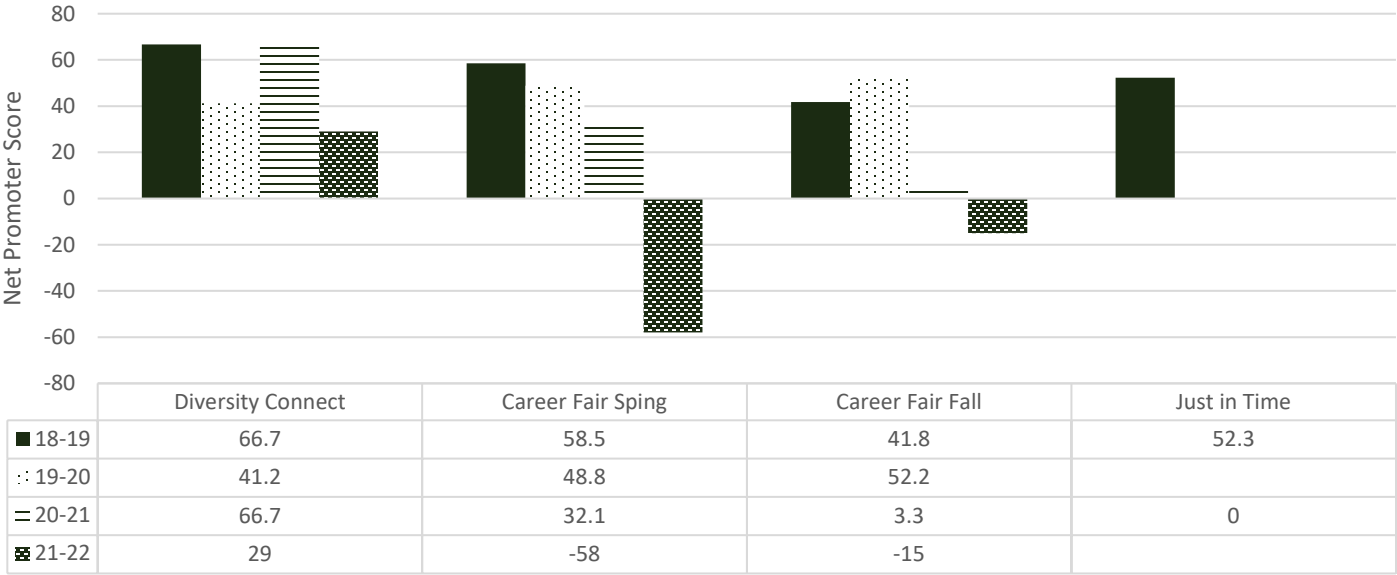
Net Promoter Score for Services:

This is our ninth 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 usually 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.

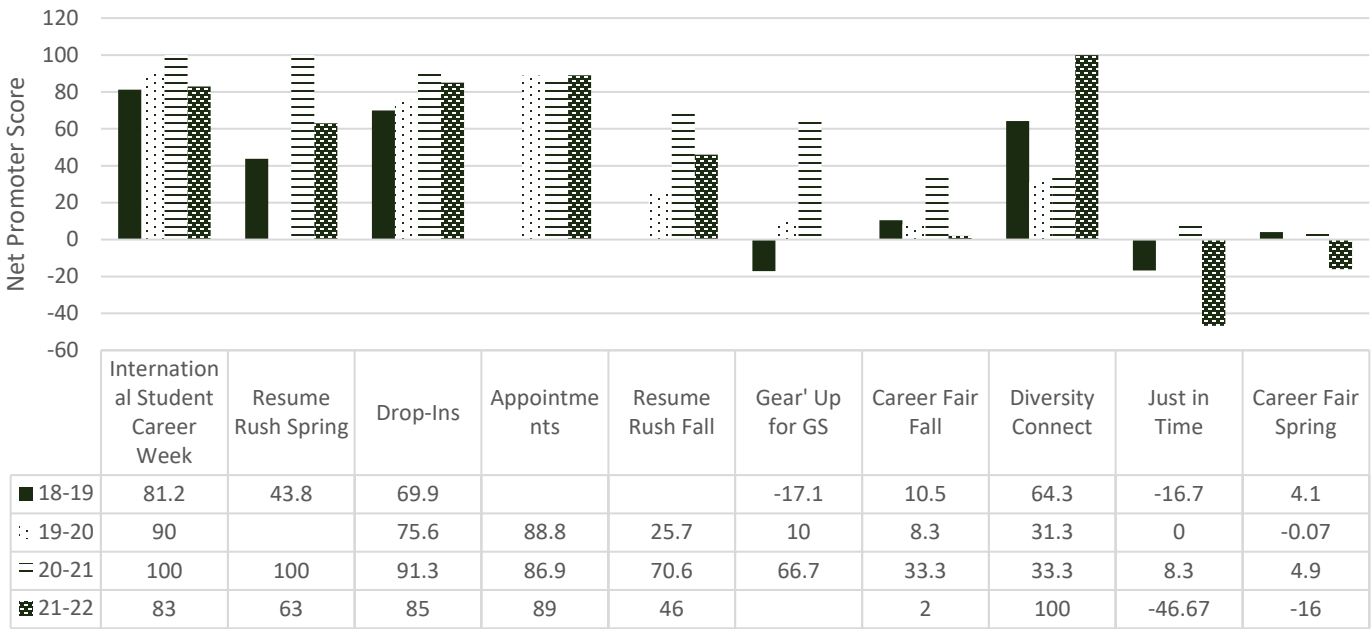
All Career and Job Fairs the Career Center offered this year had low scores, this is likely due to all our fairs being remote. Many students and employers reported frustration with these events not being back in person. The safety of our staff and students was the reason for staying remote for such large-scale events during a time when vaccinations were not fully complete and sub variants were rapidly spreading. Appointment scores were at an all-time high.

Below are our results:

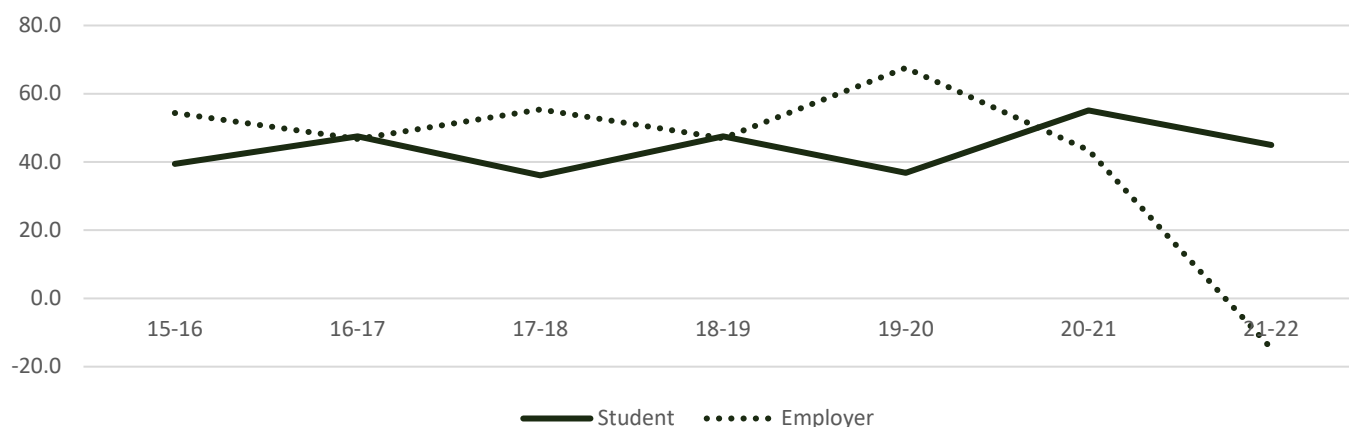
Employer NPS Comparison AY18 - AY22



Student NPS Comparison AY18 - AY22



NPS Average Trends



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 made a deliberate choice to select annual outcomes to connect to the division and university goals related to Student Support Initiatives. As detailed above in the Assessment: Feedback Resources & Discovery section, the Career Center would like to increase the percentage of first-generation, racially-minoritized, and limited income students (identified by Pell eligibility in this report) utilizing one on one services as well as award students money to support their internship efforts. Research by Institutional Research, Planning, and Effectiveness demonstrated that one-on-one services have a statistically significant impact on persistence. Additionally, students who complete internships have higher average salaries and work related to their career plans after graduation as demonstrated by the First Destination data. The Career Center's Unpaid/Underpaid Internship fund aims to reduce barriers to completing internships with extra focus on serving first-generation, racially-minoritized, and limited income students.

Additionally, Career Center staff supported the Provost Student Success Work Teams in a variety of ways. This included supporting the High Impact Work Study Pilot and serving on the Student Support Work Group. For the High Impact Work Study Pilot, Katie Lloyd participated in the screening of applications from departments across campus. The group read around 50 proposals overall and provided constructive feedback on each proposal aimed at making the student work experience a high-impact experience, resulting in improved student success. This included integration of the Career Center's Career Competencies into each position, allowing students to build necessary career skills while they work in their part-time jobs. The group chose to fund each of the proposals, funding over a hundred students in high-impact student employment experiences. Once the funds were awarded, our Employer Relations Team, specifically Codi Delgadillo and Sam Boren, fielded questions from campus employers regarding targeted recruitment of students recommended for support for their student positions, best practices in posting and recruiting, and Handshake best practices.

The team each gave valuable feedback on the applications they reviewed, all of which was shared with each department. Units made changes to their student employee positions as a result, for example many departments worked to recruit a more diverse group of student applicants and held professional development workshops for their student employees for the first time. Additionally, through this initiative CSU was able to support 164 high-impact work study positions on campus spanning every college, the libraries, the Office of Inclusive Excellence, and International Programs, and the average hourly rate for these employees was \$14.92 (almost a dollar an hour higher than the university average).

Finally, Katie Lloyd served on the larger Student Support Work Team. The goal of this team was to provide creative approaches to supporting the hundreds of students admitted to CSU who are recommended for additional support. As part of this effort, Katie led a sub-group devoted to Career Education, which created a proposal to incentivize students recommended for support to engage in career education. Due to changes in upper administration, this work is currently on hold.