

Career Center Annual Reflection

AY23

Executive Summary:

The Career Center had an exceptional 2022-2023 academic year. There were challenges of course, and overall, the year was excellent with vision- and mission-driven services to students, the further expansion of the career ecosystem, advocacy for our staff that resulted in most receiving salary increases, creative solutions to a tightening budget, and several high-impact experiences driving student success. The following report captures the full results of the Career Center's work over this past year, more than could possibly be captured in a summary. The Executive Summary serves to highlight several important pieces, which are organized around the University's Strategic Imperatives:

People and Culture: Cultivating a thriving and inclusive community

Nearly all the Career Center's work is accomplished through collaborative efforts with other units on campus. On a large campus like CSU, the Career Center cannot effectively impact the career landscape and improve career outcomes without doing our work in partnership. Most notably, this includes shared career education manager positions with seven academic colleges, additional shared career education coordinator positions with five colleges, as well as a shared associate director position with the Alumni Association. Beyond shared positions, our work includes substantive partnerships with the Office of Inclusive Excellence, the Provost's Office and Student Success, the College of Business (where we don't have a shared position; however, we work closely together), International Student and Scholar Services, and Institutional Research, Planning, and Effectiveness, in addition to several others.

Operational and Financial Excellence: Ensuring a sustainable foundation for growth and inspiration

We made several strategic operational changes in the Career Center this past year. One of the things that was amplified during the pandemic was the need for all our staff to earn a living wage in Fort Collins. We saw salaries rise across the institution, we saw our peers at other institutions raise their salaries for similar career service positions, and we heard this shared as a priority from the President of CSU. Proudly, we were able to move all our entry-level positions to earn at least \$55,000 per year, in addition to providing increases in several other places in our organization to address the resulting compression. Additionally, we converted several of our temporary staff members to part-time AP positions, providing benefits and long-term employment opportunities.

Each of these accomplishments required additional monetary resources. Unfortunately, these changes will accelerate how quickly we spend through our fund balance and place us in a more stretched budget situation in the coming years. To slow our fund balance decline, we are reducing our unnecessary expenditures, living within tighter budgets, evaluating the necessity to refill open positions, eliminating positions, increasing our self-generated revenue (for example, the College of Engineering Fair, which we recently began leading, will generate approximately \$75,000 per year of new revenue), and pursuing a student fee increase.

Innovation: Driving innovation in learning, discovery, and engagement

The Career Center developed a pilot proposal aimed to support student success and on-campus employment called SPARK. The Career Center's SPARK Program supports the CSU Student Success initiative goals to increase retention rates for first-year, first-time students & eliminate equity gaps for first-generation, limited income, rural and / or racially minoritized students. Students are paid to participate in career preparation activities and supported in finding employment. On-Campus Employers can receive funding to create meaningful on-campus employment and internship opportunities. In the pilot, there will be two cycles, one taking place in Fall 2023 focused on on-campus employment and one taking place in Spring 2024/Summer 2024 focused on internship opportunities.

Impact: Serving our community locally and globally

Over the last several years, the Career Center has dedicated a portion of our budget to funding initiatives for students with the intent to close opportunity gaps, increase persistence and graduation, and reduce barriers. Four funds were administered last year: CSU Unpaid/Underpaid Internship Support Program, Mary Ontiveros Inclusive Fellows Program, Equity Initiatives Fund, and Interview attire fund. In total, \$214,396 was distributed to a total of 208 students.

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 vision and mission 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 their careers.

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 2022-2023 academic year, the Career Center's focus areas included: (1) examine services and goals, (2) enhance social capital through experiential learning, (3) engage strategically with employers, and (4) support our staff. We integrated two of our previous themes throughout our strategic plan – ecosystem and equity – because we expect these foci to happen consistently throughout our organization.

Examine services and goals:

Student demographics are changing on university campuses, and services on campus are not designed for those who have been historically excluded. With that as a focus over the 2022-2023 academic year, the Career Center facilitated a needs survey and focus groups/interviews, reconsidered our events to explicitly tie them to both our ecosystem and equity missions, and continued hybrid services to best serve students.

The Career Needs survey launched in Fall 2022 and Jenny Kim, our Assessment Coordinator at the time, presented Phase 1 results in a team meeting in January. At the next team meeting in January, staff discussed questions for focus groups and interviews, which Jenny conducted in February and April. This culminated in a report that will be detailed in Part 7: Assessment: Feedback Resources & Discovery. We used this report to inform strategic planning for the 2023-24 academic year.

Through a collaborative process that occurred over summer and fall of 2022, the team created a structure to help guide our events. We put a soft pause on events for fall 2022 due to this, although some long-standing events still occurred. This structure included the development of an Event Goals and Guiding Questions internal document. The purpose of this document is: "Events are just one of many services the Career Center offers to provide career education and connection to students as well as employers. Events are facilitated as one part of a larger ecosystem and equity mission of the Career Center. As such, when deciding to plan an event and at what scale, remember the goal is to impact student success." The team developed three priorities with three learning outcomes each. The priorities are Connections, Storytelling, and Education/Exploration. The document is accessible through OneDrive: [Event Goals & Guiding Questions.docx](#). Additionally, details on which learning outcomes were the focus of events and our level of achievement for each will be detailed in Part 7: Assessment: Feedback Resources & Discovery.

The team also continued to offer remote services as well as in-person services with staff empowered to decide what will work best for each service within their range of influence. This continued commitment to hybrid services allows students to access our services in ways most comfortable and convenient to them.

Enhance social capital through experiential education:

We know the positive impact of internships and experiential education on students' post-graduation plans and that students from historically excluded populations are underrepresented in internships. We know the positive impact student employment has on retention and persistence at the university, especially for those with multiple marginalized identities. We want to challenge systems and create opportunities for students to pursue experiential education including bringing together internship stakeholders on campus to create systems that allow for more access for internships and additional opportunities for career competency development through on campus employment.

The Career Center has continued to host the Student Employee Job Fair semesterly for the 2022-23 academic year. This increases social capital for historically excluded populations because we know they are more likely to work on campus, and this gives them an opportunity to find those opportunities and then work with employers who are trained on how to create meaningful student employee experiences. The fall fair had almost 20 employers registered and over 450 student attendees. The spring fair had 25 on-campus employers registered and over 325 student attendees. We have committed to hosting this fair free of charge to on-campus employers to support their recruiting and hiring efforts.

The Experiential Learning team has expanded ELEVATE programming beyond the core curriculum to 17 total offerings (<https://career.colostate.edu/campus-employment/campus-employers/elevate/>). (ELEVATE is the student supervisor certification program that has participants from every department affiliated with CSU represented and over 100+ certificate holders.) New electives offered include Introduction to Strengths, Student Employment in a Hybrid Environment, Creating an Internship-Like Experience, Strengths Based Leadership, Building a Culture of Appreciation, and Supervisor Roundtables. The program also hosted a semester of supervisor lunch and learns. Finally, ELEVATE programming is now open to student supervisors who supervise their peers, allowing them to build their social capital in additional ways. ELEVATE also partnered with the SHAPE the trainer series in May 2023 to bring our offerings to more supervisors and help foster program completion in a week time frame.

Additional Experiential Learning efforts related to the strategic plan include internship resources (detailed below), an increase of student interest and acceptance into Parker Dewey internships giving them opportunities to participate in experiential learning in a condensed time frame while being paid (also discussed in Collaborative Efforts with Other Units (B.1.c)), and creating a Student Employment Success Initiative in partnership with Ryan Barone named SPARK that includes two tracks, one focused on helping first year students find an on campus job and then develop career competencies in that role and the second aimed at helping students with opportunity gaps find an on campus internship over the summer of 2024 (full program detailed in PART 8: Connecting to the Division and University Goals). Both tracks also have a cohort of campus employers receiving additional guidance regarding best practices for supervision of students through the lens of Yosso's Cultural Community Wealth Model.

The additional internship resources include the creation of the [Liberal Arts Internship one sheet guides](#) (page 3), an Internship Directory, and an Internship Ecosystem Mapping survey. The Liberal Arts Internship guides for students demystify the participation process for them. The team is pursuing an expansion of similar types of work in other colleges. The Internship Directory is a comprehensive resource of which academic units require internships, names of internship coordinators, and options for internships for those units that do not require them. The Internship Ecosystem Mapping survey was sent out in the Spring and completed by 35 individuals on campus who are involved in internship work. Information from that survey has helped us further expand the information in the internship directory, identify programmatic requirements and resources for students, and specified barriers that students face related to obtaining internships on this campus. There is set to be a specific focus next year on how we support undocumented students who are in programs that require or rely heavily on internship work.

Engage strategically with employers:

With turnover and new roles in the Employer Relations unit, this year was spent refocusing our employer relations efforts to strategically engage with employers as well as thoroughly integrating diversity, equity, and inclusion into both conversations and educational offerings for employers. The refocusing efforts started with hiring three Employer Relations Coordinators who work with specific college groupings. The team created an Employer Relations Coordinator flowchart and a GANTT chart (list of employer services including paid and unpaid services, CSU-led and employer-led

events, Partner Program offerings, etc.) to help clearly and concisely communicate with employers. In addition to clear communication, the team wanted to actively engage employers and with this in mind, we started a monthly employer newsletter in January. This newsletter has consistently earned an over 20% open rate (with a high of 40%), a 1-10% click rate and a less than 1% unsubscribe rate. Through their conversations with employers, ERC's have been integrating DEI into their conversations and tracking this with JotForm, an entirely new process for the team.

As part of this effort the team also launched a revitalized Employer Advisory Board that met once a semester with 11 employers and career partners from Economic and Workforce Development, Department of Higher Education, Tolmar, NREL, Cloud Coach, UCHealth, JBS, and more. This initiative allowed us to hear directly from our employers on their needs and their input on Career Center initiatives, update employers on new Career Center efforts, as well as engage employers on a more individual level.

Finally, the Employer Relations team is developing an employer orientation that will include short videos covering CSU students, demographics, culture, how to get engaged, Handshake, and DEI information. The intent is that through these short orientation videos, employers will have broad knowledge of CSU and the Career Center before engaging with the Employer Relations team.

Support our staff:

The pandemic, rising costs, and calls for increased flexibility have reshaped the future of work. Institutions of higher education, including CSU, must change to continue to recruit the best talent. Recognizing there are systems, influences, and rules beyond our control, we have intentionally advocated for our staff's best interests, worked to provide a competitive salary in the Fort Collins market, and continued to explore other ways to improve our team's quality of life. Specifically, we continued to revisit and refine the remote work policy including exploring best practices for a hybrid work environment that does not lead to more work and provides for in-person connection/community time.

Over this past year, we have created search schedules that were less labor intensive for both staff and candidates, examining ways to streamline the process. We continued our remote work policy during both fall and spring semesters and encouraged all staff to work remotely during most of winter and spring break while Leadership Team provided office coverage. The Career Center prioritized rest over the summer with additional work from home days and professional development opportunities. As we had staff turnover, we prioritized supplemental pay for staff who took on additional supervision and program management responsibilities with staff vacancies. The Leadership Team committed to supporting staff attendance at the MPACE (Mountain Pacific Association of Colleges and Employers) Conference by funding their registration fee in addition to individuals' regular professional development allotment for FY24 as Barb Richardson is conference co-chair and it is in Denver.

In support of our value of transparent leadership, we presented the entire Career Center budget to the full Career Center staff at a team meeting, sharing our SFRB budget sheet, and providing a space for Q&A; this allows the staff to actively participate in being good stewards of our budget, while fostering a deeper understanding of budget constraints and connecting money with mission. Additionally, this is the second year in a row we have asked our Accountability and Sustainability sub-committee (part of the Equity and Inclusion Committee) to provide an audit of our internal policies and procedures. As a result of their feedback, we made edits to the Staff Handbook to increase staff clarity around policies and procedures; we also added two sections to provide the team clarity around expectations for providing search support in our office (a responsibility of each staff member) and clarifying Overtime and Compensatory Time Practice for AP Non-Exempt Part-Time Staff, as we now have several of these positions. We also continued our practice of sharing Leadership Team notes each week, recapping the discussions and decisions that occur weekly Leadership Team meetings.

This year we were able to partner with five colleges to shift five of our shared positions from non-student hourly roles to part-time AP roles, ensuring year-round stability for the staff members in those positions, and providing them the full suite of benefits granted with their new AP status. This required an additional annual financial commitment from the Career Center and from the five colleges, and the commitment to fund the roles in perpetuity. In concert with this change, to ensure these part-time staff members have a dedicated work space in the Center, we converted one large office and one interview room into shared staff offices for these roles, furthering their sense of belonging in the Career Center space.

To support our staff who were impacted by the university shift of retirement accounts to Fidelity, we invited the campus Fidelity representatives to a staff meeting to present an overview of the changes and answer questions from the team. Finally, we submitted 12 off-cycle salary requests that were approved to address compression and equity issues within staff salaries.

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 alumni up to one-year past graduation. Alumni 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, alumni 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 staff and newsletter marketing recruit students to serve on this board. This board provides feedback on services, programs, events, and marketing for the Career Center. In the 2022-2023 academic year, the Student Advisory Board was very active, meeting three times over the course of the year. Traditionally we served a meal to compensate students for their time; however, this year, we were able to provide \$25 in RamCash so that students were not losing out on potential income. Topics included a discussion on a visual impressions survey that directly impacts our marketing and design, discussions on student employment and internships that helped in providing direction for programs in these areas, feedback on the newsletter that resulted in changes that were implemented by the end of the semester, and a focus group discussion on the results of the Career Needs survey.

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 one-on-one career education, presentations, alum and online services, and disaggregated data for all tracked services in Handshake. Historically, the Career Center has also shared statistics on the Career Services Network in this section to present a more comprehensive picture of the career services students are accessing. This used to include individual offices in the College of Business, College of Health & Human Sciences, College of Agricultural Sciences and the Walter Scott Jr., College of Engineering. However, over the last few years, all but the College of Business have entered an explicit partnership with the Career Center by co-funding shared roles. We still maintain a close relationship with the College of Business Career Management Center; however, as these students have historically accessed our services at rates just under their percent of the overall CSU population, sharing a single additional office's usage numbers will add limited insight into the overall comprehensive picture of what career services students are accessing.

1:1 Career Education

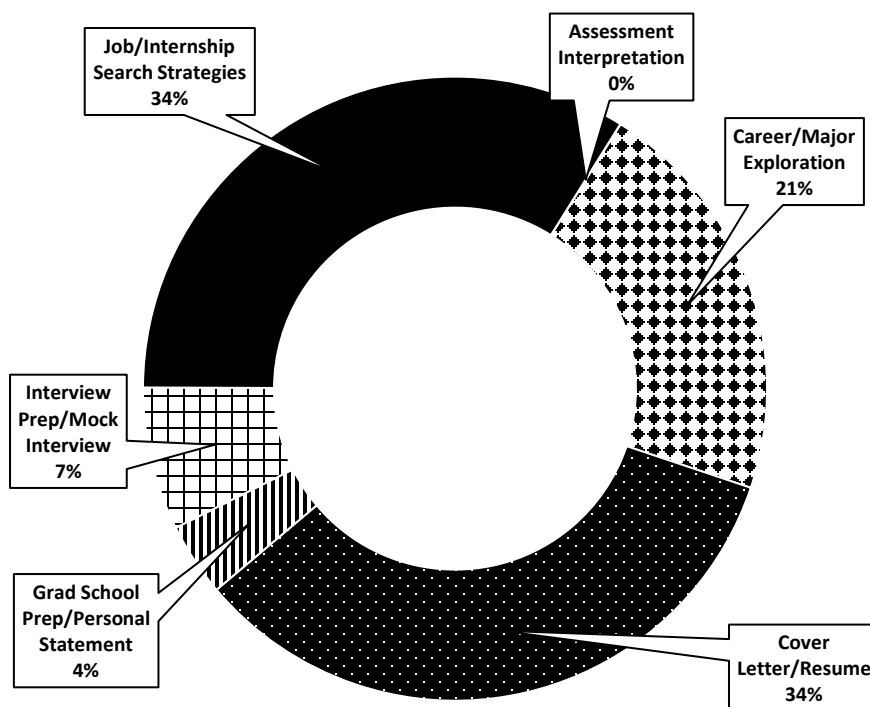
The Career Center offered both virtual and in-person appointments during the 2022-2023 academic year for both scheduled appointments and drop-ins. Students seem to be in the process of returning to Pre-Pandemic trends with students preferring in person scheduled appointments more frequently than virtual. While in-person scheduled appointments have surpassed scheduled virtual appointments, the continued utilization of virtual options for both appointments and drop-in services prove the convenience and accessibility benefits of having options for students. In AY23 the Career Center surpassed typical pre-pandemic usage numbers with 3589 scheduled and drop-in appointments hosted with students in AY23 using drop-in services at almost double the rate of scheduled appointments. Within the Career Center, the total number of scheduled appointments decreased by 3% while the total number of drop-ins increased by 67%.

Career Center Staff Only

Most popular types	AY19	AY20	AY21	AY22	AY23	% change
Scheduled In Person	1464	981	1	572	725	27%
Scheduled Virtual	81	327	1481	783	590	-25%
Drop-ins	1886	1575	715	1360	2274	67%

Approximately 34% of all Career Center interactions were classified as 'Cover Letter/Resume', which represents a 2-percentage point decrease over last year. This was matched by 'Job/Internship Search Strategies' at 34%, a 4-percentage point increase. Those were followed by 'Career/Major Exploration' at 21%. 'Graduate School Prep/Personal Statement' interactions also decreased 2-percentage points to 4%. The increase in 'Job/Internship Search Strategies' could match the fluctuation of students enrolling during the COVID-19 economic turmoil now nearing the end of their educational experience and seeking experiential learning opportunities or entering the workforce.

Appoinment and Drop-in Topics AY 23



Topic	Count	Percentage
Assessment Interpretation	1	>0%
Career/Major Exploration	985	21.24%
Cover Letter/Resume	1563	33.70%
Grad School Prep/Personal Statement	176	3.79%
Interview Prep/Mock Interview	344	7.42%
Job/Internship Search Strategies	1569	33.83%

Workshop, Student Organization & Classroom Presentation Stats

The Career Center served 3,801 students in group career education interactions in the 2022-2023 academic year. This is an increase of 15% from the last academic year. While staffing changes and new resource availability (toolkits and recorded presentations) impacted the number of presentations the Career Center was able to give, there was recovery from the lower number of presentations seen in AY22. Most group career education interactions were classroom presentations, which averaged 33 attendees per presentation. Presentations to student organizations averaged 17 attendees per presentation, and workshops averaged 9 attendees per presentation. The Career Center gave the same number of presentations to classes, with a slight increase in presentations to student organizations and a decrease in workshops delivered.

Topic	Count	Attendees
Classroom Presentation	101	3332
Student Organization	13	214
Workshop	31	255

Alum and Online Engagement

This is the seventh 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 229 1-on-1 appointments and 453 e-mail consultations with alum. This is on par with the previous year's usage. They also presented 4 webinars open to both alum and online students with 86 attendees, an increase from last year. A full list of these programs is below.

Date	Type	Title	Registered	Logged In	Views
9/20/2022	Hybrid	21 st Century Job Search	16	16	66
11/15/2022	Hybrid	Conquering Imposter Syndrome	22	4	51
2/15/2023	Virtual	Finding Remote Work	80	80	80
4/4/2023	Virtual	Salary Negotiation for Women Pre-recorded webinar & Q&A	6	6	70

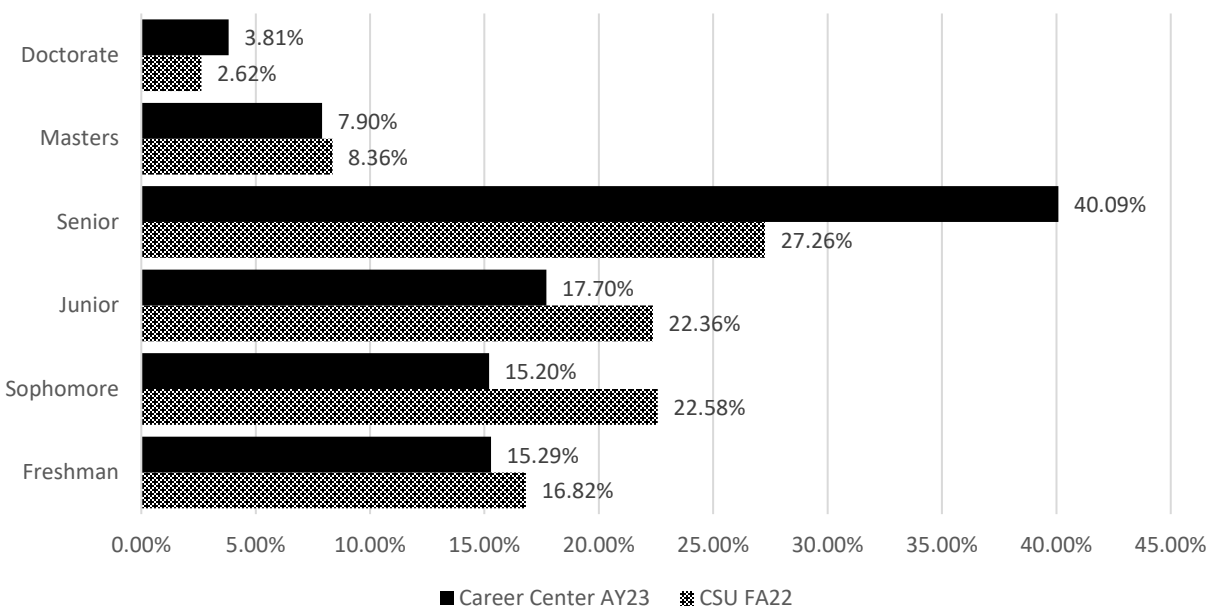
Unique Students Served Through Services Tracked through Handshake

The following charts highlight the unique students served by the Career Center and compare that population with the overall student population. Enrollment data from Fall 2022 was used for comparison. Populations are compared across school years, colleges, ethnicity, First Generation status, Pell Grant recipient status, 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 Career Center individually to identify populations that may face barriers in accessing services or in support.

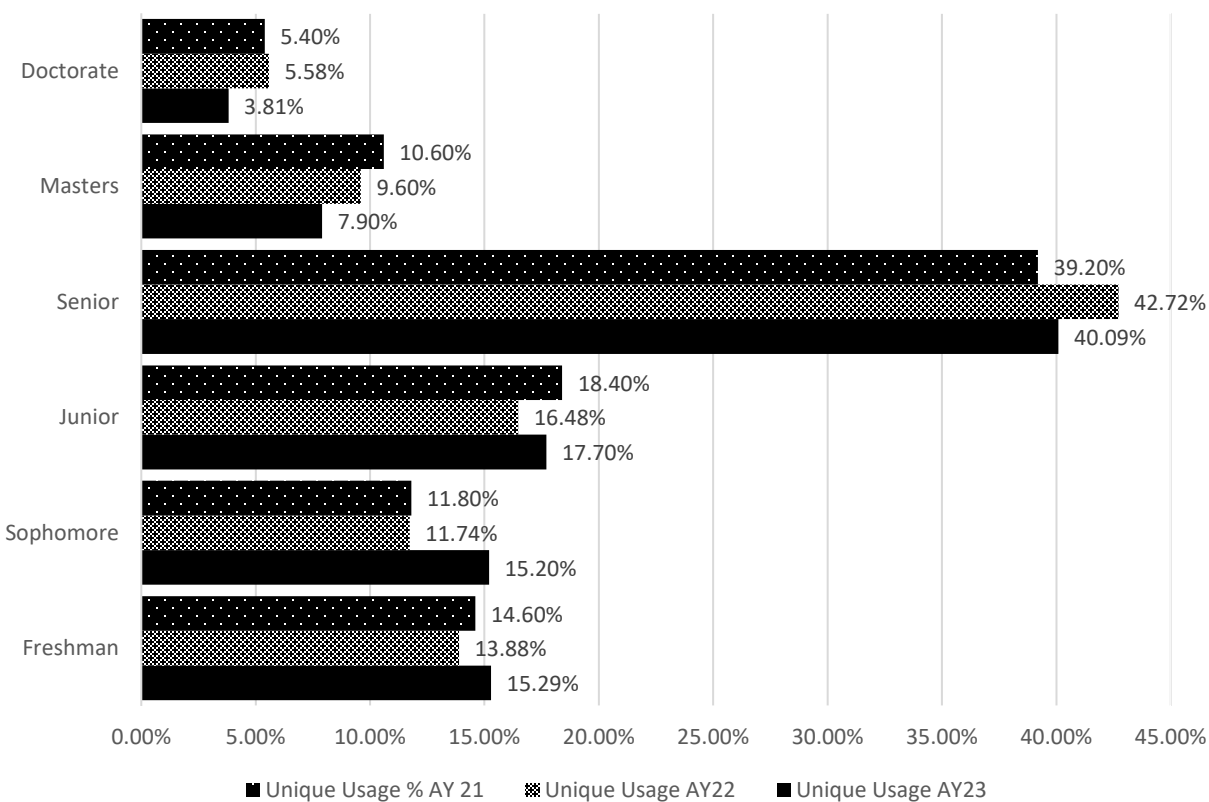
School Year:

The Career Center shows 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. However, the percentage of Sophomores increased by 3 percentage points and the percentage of Juniors increased by 1 percentage point. The percentage of Masters' students utilizing services has decreased several percentage points while the percentage of first year students has increased approximately 1.5 percentage points this last year.

Career Center Tracked Services School Year Comparison



Career Center Tracked Services School Year Trends

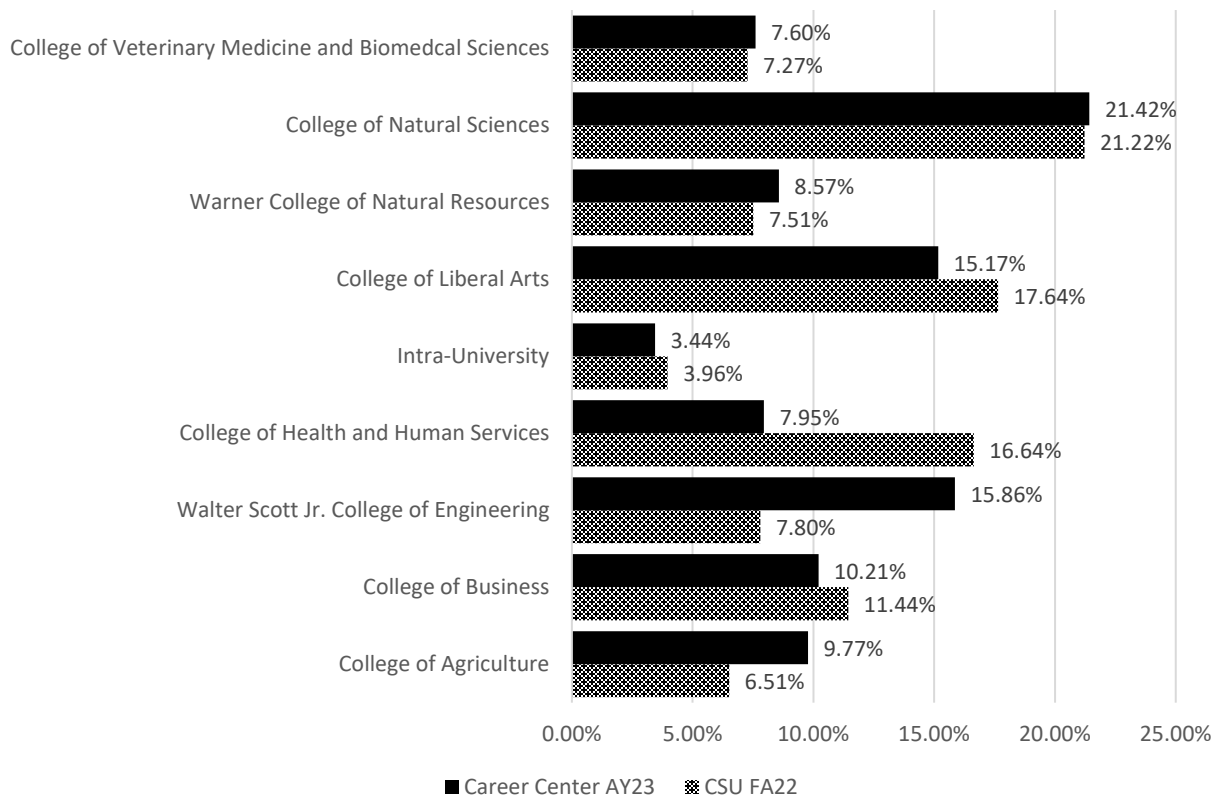


College:

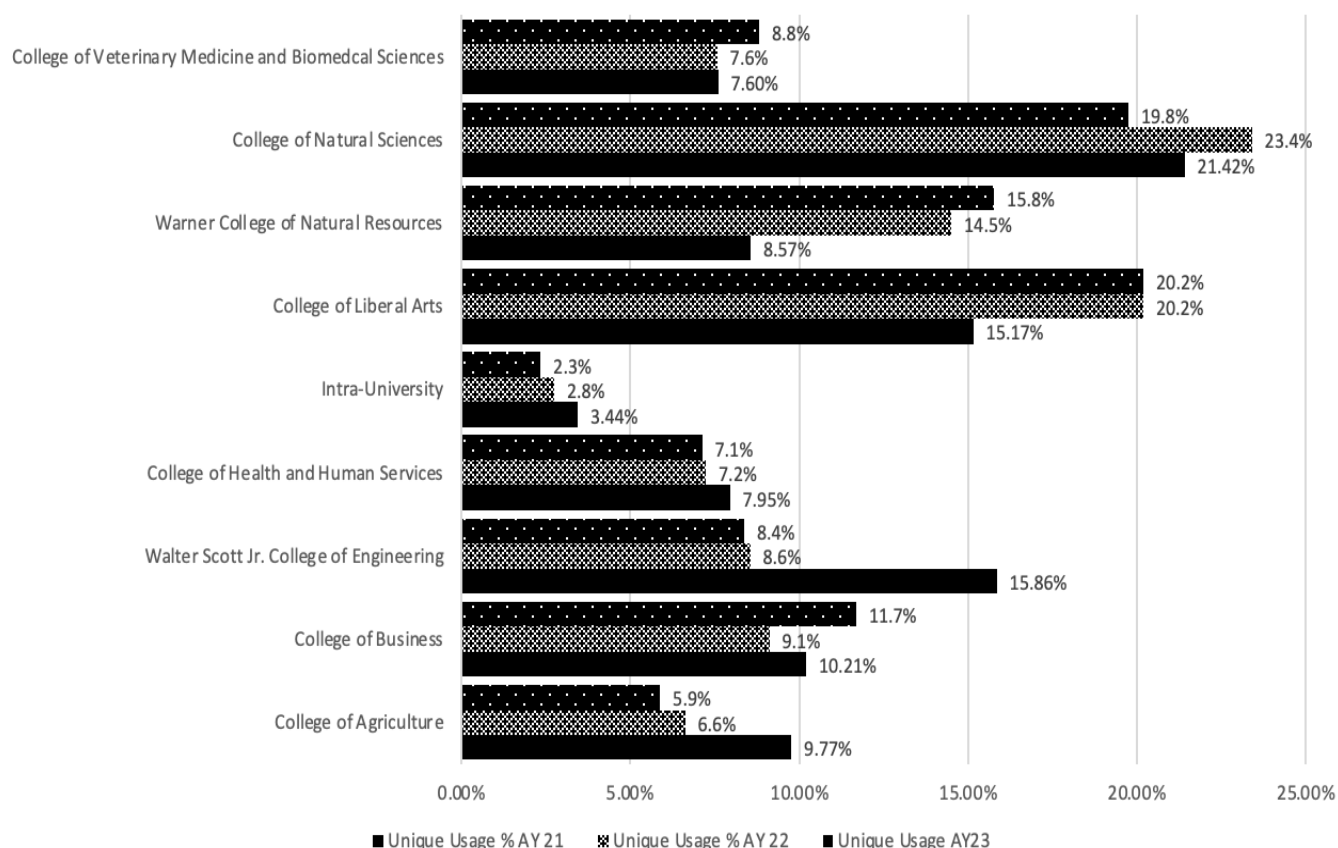
The Career Center had changes in the distribution of services to colleges. College of Agriculture, Walter Scott Jr. College of Engineering, College of Business, Intra-University, and College of Health and Human Services has increases of 3%-points, 7%-points, 1%-point, 1%-point, and <1% point respectively. The College of Natural Science had a decrease of 2%-points and Warner College of Natural Resources had a decrease of 6%-points. These changes could be attributed to the consolidation of the Career Services Network and the Career Education Managers for the College of Health and Human Services and Walter Scott Jr. College of Engineering now being housed in the Career Center, staff vacancies, turnover, and additional Career Educators. These shifts in service distribution bring tracked services more closely aligned with university college distribution. The College of Business had a 1 percentage point increase which could be impacted by constantly evolving partnerships with the Career Management Center.

Compared to the distribution of college enrollment at Colorado State University, the Career Center serves students out of the College of Natural Sciences, College of Engineering and College of Agriculture students more than the portion of the enrollment CSU. This may be correlated with programs and courses requiring resources and specific events (such as the Engineering Career Fair) Students from the College of Health and Human Services, College of Liberal Arts, and College of Business use Career Center services less in proportion. This can be correlated with existing support systems, like the Career Management Center and internship coordinators, that serve similar roles as Career Educators.

Career Center Tracked Services College Comparison



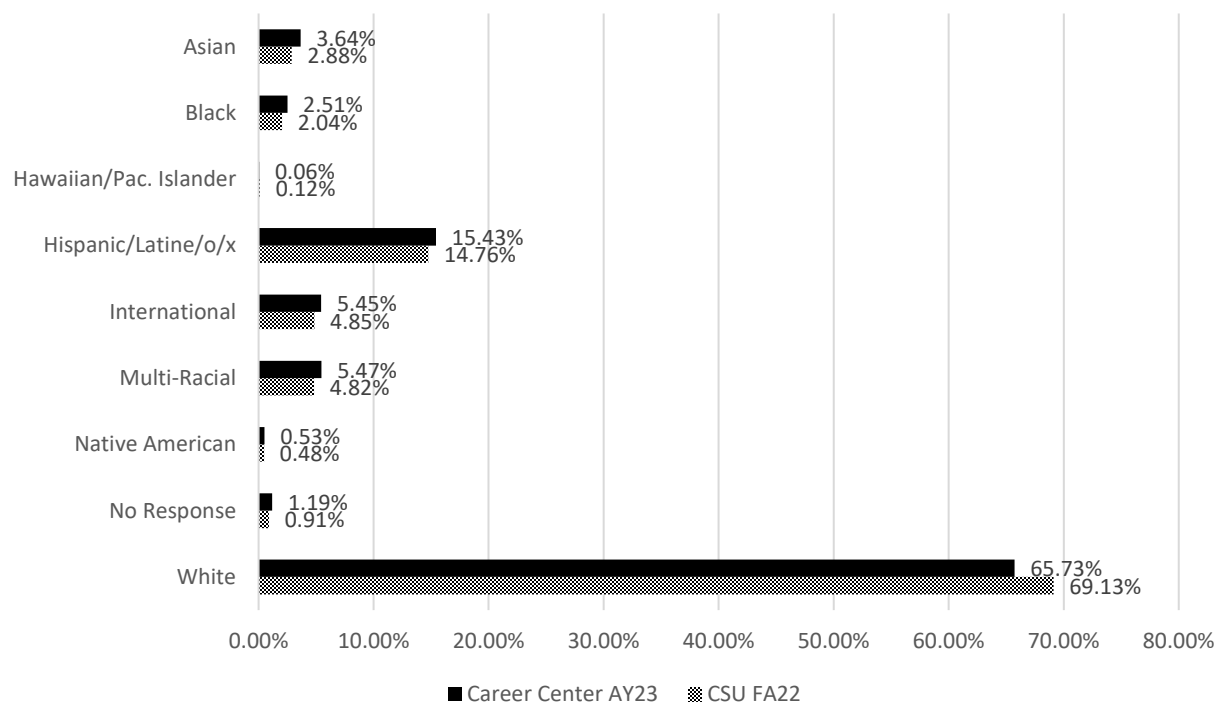
Career Center College Tracked Services Comparison



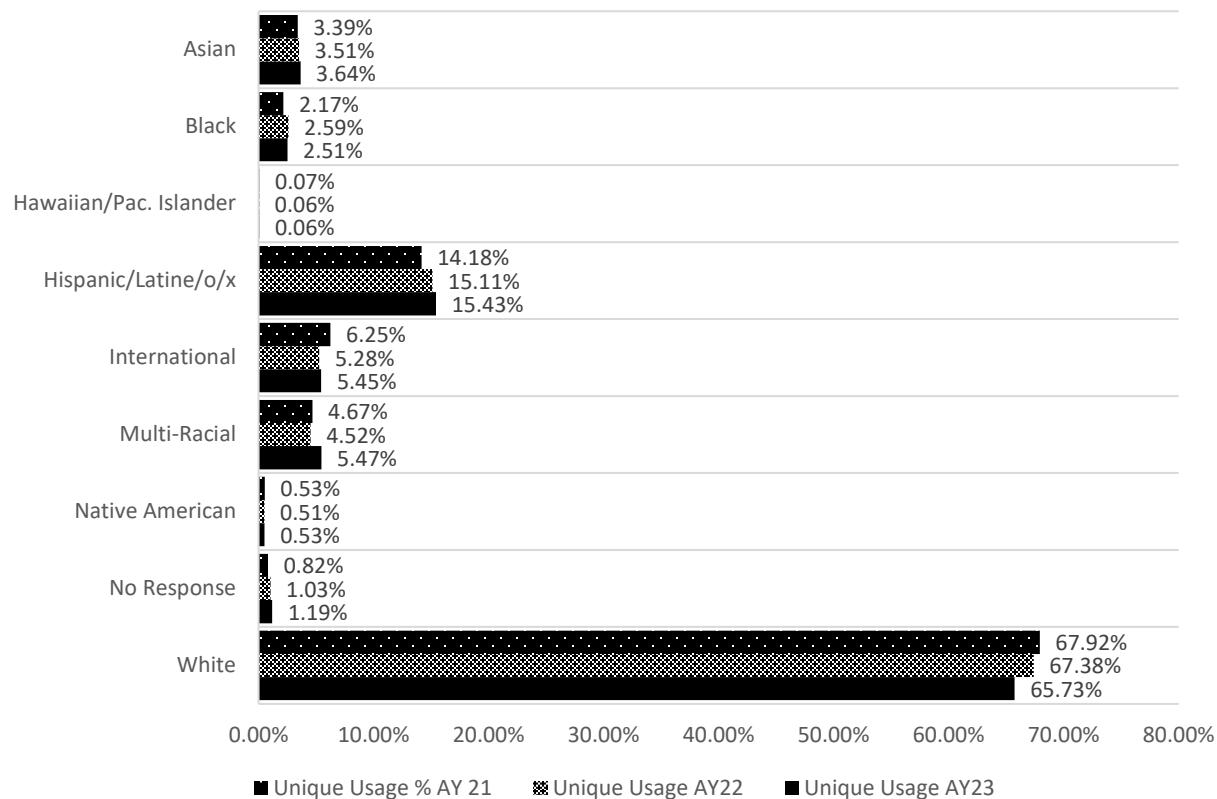
Race/Ethnicity:

Students that identify as Asian, Black, Hispanic/Latine/o/x, International, Multi-racial, and Native American are equal or a slightly greater percentage of students served by the Career Center than their percentage of the population of CSU. Students who identify as Hawaiian and Pacific Islander are served almost .1 percentage point less than their percentage of the student population. Since the 2021-22 academic year, students who identify as Asian, Hispanic/Latine/o/x, International, Multi-racial, and Native American saw slight increases, up to almost 1 percentage point. The Career Center served students who identify as white and Black just slightly less than in the previous year with 2 and <.1 percentage point decreases respectively.

Career Center Tracked Services Race/Ethnicity Comparison

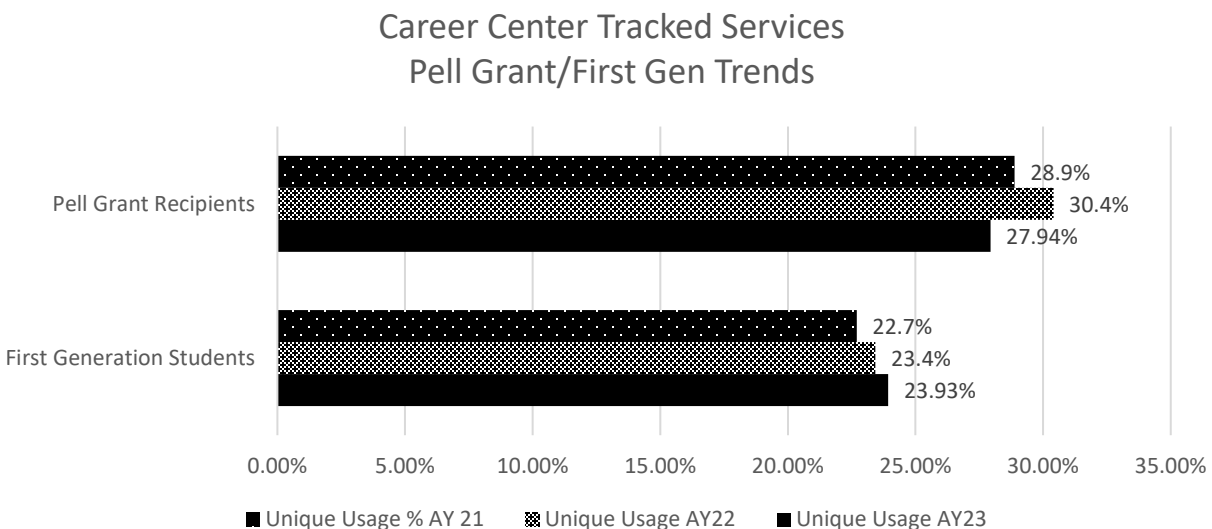
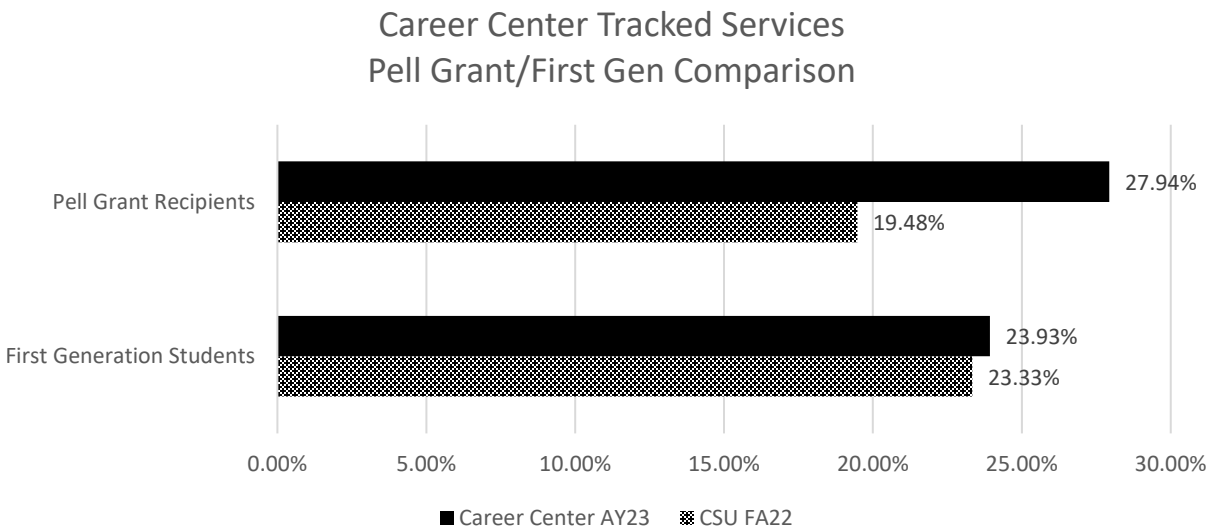


Career Center Tracked Services Race/Ethnicity Trends



First Generation/Pell Grant:

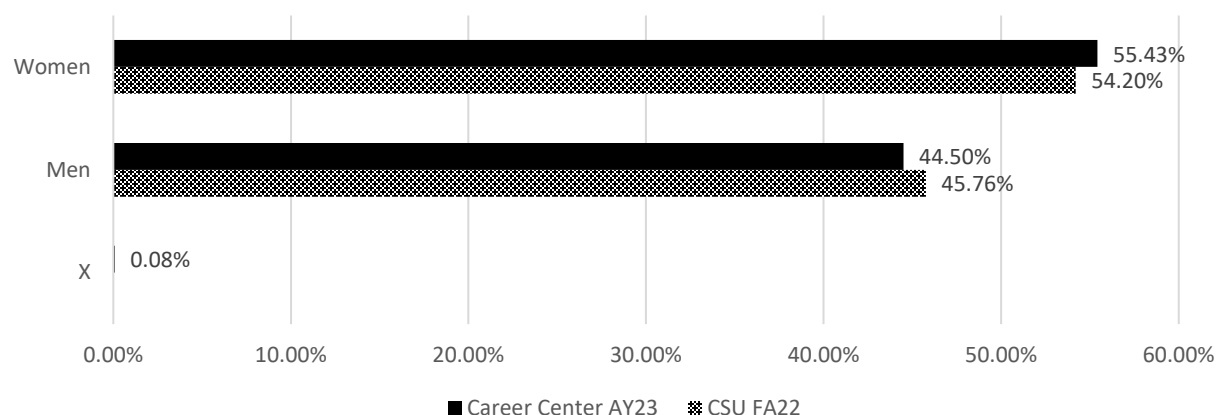
Students who identify as first generation are a slightly larger percentage of students served by the Career Center while students who are Pell Grant Recipients were served at rates higher than their percentage of the population. Historically, first generation students have been served at rates higher than their percentage of the university population. This trend continued this year after seeing fewer first generation students last academic year. The percentages dropped overall for First Generation slightly increased .5 percentage points, the percentage of Pell Grant Recipients served dropped by almost 3 percentage points. ***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.*



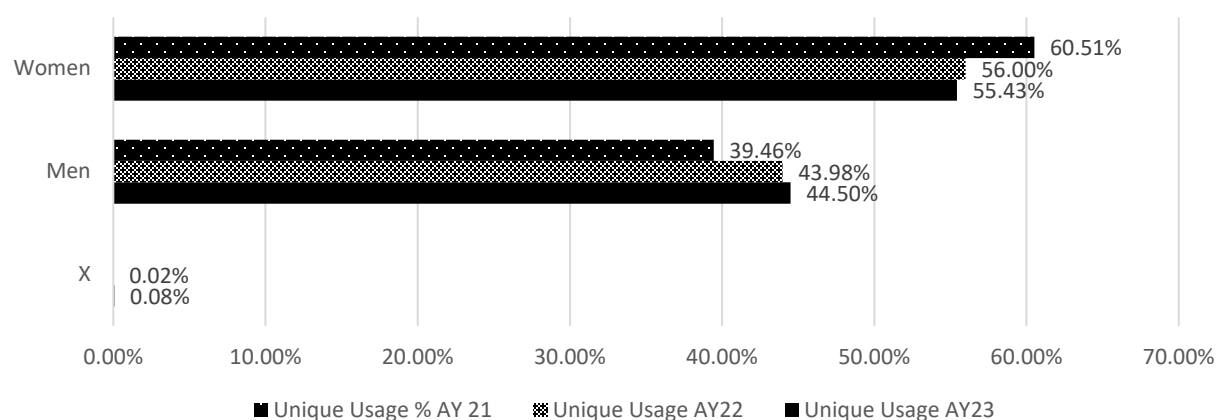
Gender (limited by binary designation):

Students who identify as women are a higher percentage of students served by the Center than their percentage of the population, and students who identify as men are a lower percentage of students served than their percentage of the population. There has been a .5 percentage point decrease in students identifying as women and a .5 percentage point increase of men served by the Career Center. Though the CSU data did not include the X marker, there was a small percentage of students who utilized the Career Center Services who use that gender marker. Students who use the gender marker X who were served by the Career Center saw a slight increase in the percentage of students (<.1 percentage point). Without the CSU population, we are unable to compare this to the CSU population.

Career Center Tracked Services Binary Gender Comparison



Career Center Tracked Services Binary Gender Trends



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

Funding Initiatives

Over the last several years, the Career Center has dedicated a portion of our budget to funding initiatives for students with the intent to support closing opportunity/harm gaps for underserved populations. These four funds have been explicitly tied to our mission to challenge systemic barriers. Our internal Funding Committee manages the funds, including overseeing marketing, applications, and awarding of funds. Last year, they awarded \$107,183 to 104 students.

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 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. Unfortunately, this program had to be paused at the end of Fall 2022 due to employment law/liability concerns. For fall 2022, 76 students applied for funding and the Funding Committee awarded 22 students a total of \$40,366.

The Mary Ontiveros Inclusive Fellows Program provides monetary funding of up to \$4,000 to selected students who participate in a fellowship during their time as a CSU student. This program is designed to remove barriers to gaining

academic and professional development for students who might otherwise not be able to access such opportunities. All CSU students are eligible to apply regardless of citizenship status. For 2022-23, the Funding Committee awarded 13 students (out of 15 applicants) a total of \$49,466.

To challenge the way racism shows up in the pursuit of careers, the Career Center has committed to allocating a portion of our self-generated revenue annually to support equity-based career initiatives. Students can apply for up to \$1000 annually. The mission of the Equity Initiatives Fund is to promote Black and/or African American empowerment in identifying and creating career-related opportunities. This connects with CSU's mission to make education and training accessible to all deserving applications from all classes and groups. While we continue the work to dismantle systemic barriers to success, this fund is one small way to make an immediate impact. For 2022-2023, the Funding Committee awarded 7 students out of 14 applicants, a total of \$6,000.

The Attire Fund provides monetary funding of up to \$250 to selected students to purchase professional clothing for upcoming interviews, job searches, internships, or fieldwork. The purpose of this fund is to empower students to select attire that makes them feel confident and comfortable for their interview or workplace. We acknowledge that there are often professional standards about attire in the workplace that are not always fair or equitable. Access to attire can be financially demanding on people job searching and attire standards can impact a candidate's confidence, comfort, and ability to show up as an authentic version of themselves. In 2022-23, 105 students applied, and we awarded 62 students a total of \$11,381.

The Funding Committee has also made several improvements over the last academic year to center equity in this process. They have built rubrics for decision-making regarding awards that focus on equity-based considerations and have used that information to provide clarity for students to guide them through the application process. As an example, in fall 2022, 38% of students who applied to the Unpaid/Underpaid Internship Support Program were first generation, while 58% of award recipients were first generation. Over the past three semesters, the number of applicants identifying as first generation has dropped; however, more award recipients are first generation. The increase in first generation award recipients in Fall 2022 is directly tied to the Funding Committee's new rubric metrics that rank first generation status highly.

Events, Programs & Workshops

Many of the Career Center events, programs and workshops are hosted in collaboration with other units and so the details are listed in the section, Collaborative Efforts with Other Units (B.1.c). The Career Needs survey (more details in Part 7 Assessment: Feedback Resources & Discover) indicated that while students feel career preparation is important, they do not actively seek it out. Thus, we have found one of the most effective ways to reach students is to partner with other offices/departments on campus that may have closer relationships to students or where students are spending most of their time (e.g., academic departments, SDPS offices, etc.). Additionally, due to our focus on developing goals and intentionality around events, we hosted fewer events generally this year than last.

The table below highlights several of our events over the last academic year and attendance trends:

Event Attendees Year over Year	AY19	AY20	AY21**	AY22	AY23
Fall Career Fair- AG/NR/STEM	802	895	467	664*	923
Fall Career Fair- COM/BUS/SS/LA/HOS/HEALTH	519	803	536	771*	558
Gear Up for Grad Fair/Spotlight Sessions	--	84	39	19*	9
Global Careers Panel	106	**	33	30	39
International Student Career Week- Fall	112	52	70	42	43
International Student Career Week- Spring	126	68	21	56*	17
Just in Time	541	**	217	420	224
On-Campus Student Job Fair- Fall				287	459
Student Employee Job Fair- Spring					339
Resume Rush Fall- All Days	103	226	141	80*	53
Resume Rush Spring- All Days	167	119	126	108*	--
Spring Career Fair – AG/NR/STEM	753	952	586	--	727
Spring Career Fair – COM/BUS/SS/LA/HOS/HEALTH	709	676	516	--	487
Spring Virtual Career Fair				571	--
Spring In-Person Career Fair				732	--
Total	4541	4875	3032	2259	3539

*Event held virtually.

**All events in AY21 were held virtually

Following a pause from the pandemic aftermath, the Student Employee Appreciation Week was revived this year. Events that student employees were invited to participate in included free pizza at a CSU softball game in collaboration with Athletics, drop in breakfast at the Career Center, and the return of the Student Employee of the Year Reception in collaboration with Office of Financial Aid. The SEOTY process had 72 nominees and thanks to the financial support of OFA we were able to give \$500 to two student staff member runner-ups and \$1500 to the Student Employee of the Year winner. All these efforts were to show appreciation and support for student employees at CSU who contribute daily to the functioning of the university.

Employer Engagement with CSU

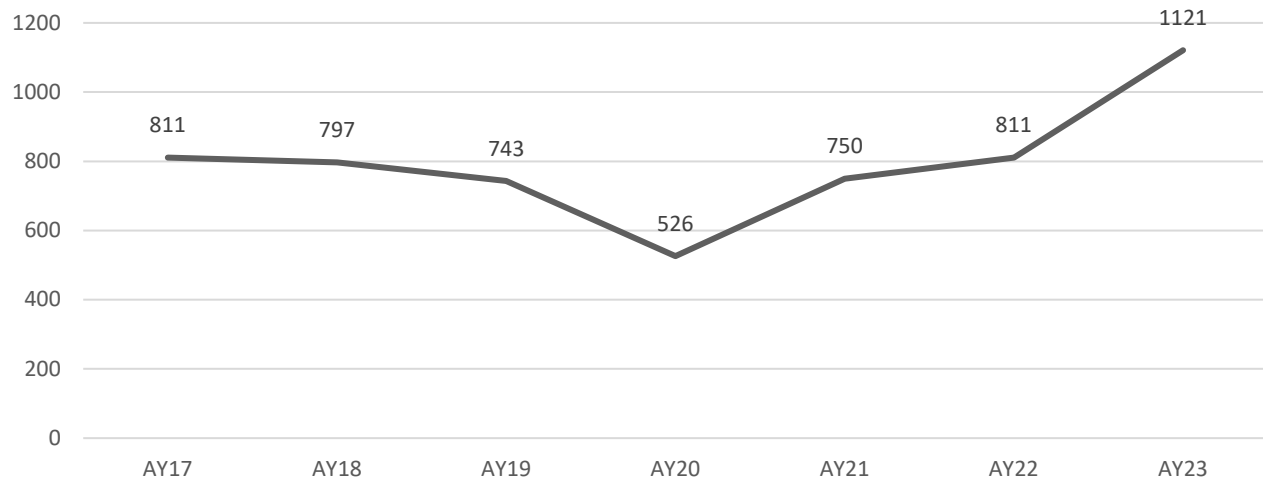
The Employer Relations Team secured a total of 6 recruiting partners for the 2022-23 school year, including the 3 that were joint partnerships with the College of Business Career Management Center:

- Enterprise (joint)
- JBS (joint)
- Arrow Electronics (joint)
- Nutrien
- YMCA of Northern Colorado
- Tolmar

These six partnerships resulted in \$15,250 in revenue for the Career Center in academic year 2022-23.

The following graph represents unique employer engagement with the university across the Career Center, the College of Business Career Management Center, and the Construction Management department. 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 opportunities offered both in person and virtual, the number of unique employers has surpassed the high in 2016-2017 with 1121 unique employers engaged with the Career Center.

Unique Employer Engagement



All job posting types decreased throughout academic year 2023 as did in-state internships, though overall internship posting increased significantly. This can be accounted for by the slowing job market following the hiring boom after the pandemic closures. Finally, campus employment postings reduced somewhat which is likely due to budget constraints across campus.

Career Fairs:

All Campus Career Fair - Fall

Attendance	Fall 19	Fall 20*	Fall 21*	Fall 22	% change
Employers	165	152	169	190	12%
Students	1634	971	656	1399	113%
Alumni/Other	64	34	56	81	45%

All Campus Career Fair - Spring

Attendance	Spring 20	Spring 21*	Spring 22**	Spring 23	% change
Employers	171	148	164	180	10%
Students	1582	1062	853	1165	37%
Alumni/Other	46	44	22	49	123%

*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	AY20	AY21	AY22	AY23	% Change
F/T Job Postings	39576	50113	105198	102010	-3%
Colorado F/T Jobs	5288	6712	13380	11909	-11%
Internship Postings	12604	13001	18321	21319	16%
Colorado Internships	2164	1997	2257	2116	-6%
Campus Employment Postings	161	1433	1835	1687	-8%

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

The CSU Career Center embraces an ecosystem approach to career services to fulfill our vision of equitable success for CSU students and alums. We seek to build capacity for career education to take place in all spaces across campus and be embedded throughout a student's CSU experience with accessible pathways to engage in career conversations.

This approach involves the intentional development of partnerships with academic colleges and campus partners, strategic allocation of resources, and cultivation of meaningful relationships with alums and employers. One of the innovative and strategic ways that we build the career ecosystem is through our shared-role model, which includes seven full-time career education manager positions and five part-time career education coordinator positions across seven academic colleges. 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 College Partnerships Team is a team within the Career Education unit that focuses on these partnerships across academic colleges. The College Partnership Team seeks opportunities for intentional interdisciplinary collaboration and identifies best practice career education strategies. A summary of this year's collaborative accomplishments in these college partnerships is provided below:

College of Agricultural Sciences (CAS): Sam Holtshouser has continued to develop strategies and collaborated across departments to infuse career education throughout the College of Agricultural Sciences culture and curriculum in her third year in the Career Education Manager role. In addition to supporting classroom presentations and activities across a variety of college courses, Sam also provided significant support for college-wide career events including the Department of Agricultural Resources and Economics (DARE) Professional Mixer and Horticulture and Landscape Architecture (HLA) Professional Mixer. Sam has continued to cultivate meaningful relationships and initiatives with agricultural employers and assisted heavily with the implementation of Nutrien visit days in the college. Thanks to Sam's efforts in the college and the support of Assistant Dean of Advising and Student Success, Addy Elliott, we were able to expand the Career Center partnership to develop a new part-time Career Education Coordinator role jointly shared by the Career Center and college. Nickey Pietla was hired into this new role as of June 2023.

College of Health and Human Sciences (CHHS): In Fall 2022, a successful search was conducted to fill the Career Education Manager position under the newly re-engaged partnership with the College of Health and Human Sciences. We were extremely fortunate to have Sara Istre officially move into her new role in November 2022. In her brief time in the position, Sara has made a tremendous impact on the college by engaging in classroom presentations at the undergraduate and graduate level and doing a comprehensive assessment of the career needs in each of the CHHS departments. Sara joined the Career Center funding committee and provided valuable perspective throughout the evaluation process as we receive a disproportionate number of funding requests from CHHS students. Sara supported college career focused events, including the Construction Management job fair, and worked to develop employer and industry connections in partnership with CHHS department coordinators. Sara balances a student-centered approach with a strategic framework as she has outlined new priorities to enhance career education across the college.

College of Liberal Arts (CLA): Kelsey Schultz has worked at the Career Center for 3.5 years and brings a collaborative approach to their strategy of embedding career education across the 18 departments within the College of Liberal Arts. Kelsey continues to prioritize a thoughtful approach to scaling services and developing the career ecosystem across CLA. This year, they launched a new faculty focused website highlighting specially designed faculty resources, including classroom toolkits (which were developed in the fall and included independently scripted videos, slides, and lesson plans), presentation videos, and internship resources. In partnership with Marie Tyrrell, Kelsey has created opportunities for better coordination of the internship experience across the college. Kelsey took a leave of absence this past spring to participate in the Semester at Sea voyage, where they offered drop-in advising, career workshops, and partnered with individual faculty to integrate career-related content into their classrooms. Thanks to the support of the CLA Dean's Office Leadership, Kelsey created a new part-time Career Education Coordinator role and facilitated a successful search this past summer. They center an equitable and student-focused approach to their work and the development of new career resources and initiatives.

College of Natural Sciences (CNS): Amy Cailene serves as the Career Education Manager for the College of Natural Sciences. She has continued to model exceptional collaboration strategies across the college departments in expanding

career education opportunities and reaching students across a wide spectrum of identities. This year, Amy taught the CNS Career Seminar in fall and spring semesters and partnered with the Computer Science and Data Science programs to offer a new section of the career seminar course specifically for students in those areas, where she provided the curricular and on-going training support for the new course instructors. This expansion of the career course increased the number of students served through that initiative this spring. With the support of the CNS Dean's Office leadership, Amy received approval to hire a part-time Career Education Coordinator, expanding capacity to directly serve students in the college. Fred Palmer was hired into this role in June 2023. Amy also focused on expanded partnership opportunities across the college this year, collaborating with multiple student organizations and the Amplify Learning Community to provide career support. Amy also provided significant assistance for the interdisciplinary Gear 'Up for Graduate School event offered by the Career Center this past spring.

College of Veterinary Medicine and Biomedical Science (CVMB): Chase Weldon has served in the Career Education Manager position for The College of Veterinary Medicine and Biomedical Sciences for over ten years. This year, Chase spearheaded numerous collaborative events, including Gear 'Up for Graduate School, a site visit to Medtronic (with the Walter Scott, Jr. College of Engineering), and supported the Professional Development Series in the Graduate School. Chase assumed expanded responsibilities as the primary Career Center liaison to the Graduate School and has been an active presenter in undergraduate, graduate, and professional veterinary medical program courses. Additionally, Chase re-invigorated a partnership with the Counseling and Career Development (CCD) Program at CSU and successfully executed a hiring process to bring in a CCD intern for the 2023-2024 academic year. Chase is a valued and well-respected member of the Career Center and CVMB teams and provides mentorship and guidance to new team members.

Walter Scott, Jr. College of Engineering (WSCOE): Thanks to the support, vision, and commitment of Karan Venayagamoorthy, former Associate Dean for Walter Scott, Jr. College of Engineering, we were able to bring on two new staff members to serve WSCOE students in shared roles, along with re-engaging the full partnership between WSCOE and the Career Center this year. Fabiola Pascual Luna was hired in November 2022 to serve as the Career Education Manager for the college, and Courtney Olson was hired in June 2023 in the role of Career Education and Internship Coordinator. Under the re-engaged partnership, Fabiola (along with Career Center and WSCOE staff) executed two very successful Engineering focused career fairs and increased employer and industry relationships. Fabiola developed innovative curricular integrations across the college and visited Senior Design courses to discuss career opportunities and engage students in completing the First Destination Survey. In collaboration with CVMB, Fabiola participated in the Medtronics site visit this spring. She has also supported college outreach events and provided career workshops at the CSU Spur Campus.

Warner College of Natural Resources (WCNR): Sam Palmer was hired in fall 2022 to fill the vacant role of Career Education Manager, Career Center and Warner College of Natural Resources, and officially started her position in October 2022. After completing an initial on-boarding period, Sam immediately dove into supporting college-wide programs including the Warner College Employer Mixer and Natural Resources Days. Sam also served as a WCNR and Career Center representative on the Colorado Alliance for Environmental Education Natural Resources careers panel. In line with the college's current focus on experiential learning, Sam cultivated and strengthened numerous relationships with WCNR-affiliated centers and industry partners. She serves on the college's Student Success Center leadership team, supervises two student career ambassadors, and participates as a member of the Warner Academic Success Collaborative (WASC). With the support of Monique Rocca, Associate Dean for Academic Affairs, we created a new part-time shared role for a Career Education Coordinator serving WCNR. Sam facilitated a successful search process this spring, and Patrick Smith was hired to start the role in June 2023. Sam is an integral member of the WCNR community and balances student, staff, and community needs in an equitable approach as she has prioritized new career education initiatives.

The Campus Community Partnership Team (CCP) within the Career Education unit leads another grouping of collaborations across campus. This team consists of the Associate Director of Career Education, a Career Education Manager for Diversity, Equity, and Inclusion Initiatives, and two Career Education Coordinators along with student staff. The team is focused on serving students from marginalized populations and are skilled and passionate about empowering diverse students. One way they do this is through partnering across campus with other departments who also serve these students.

The Campus Community Partnerships team focuses on serving campus partners through genuine relationships and true collaboration. This means that campus partners and CCP team members decide the goals of programming together. This led to drop-in hours being hosted in El Centro and ALVS, support during First Gen Fridays with the Academic Advancement Center, over 20 presentations some counting as scholarship requirements, and a strong partnership with Student Athletes. This year the Pride Resource Center and Career Center re-imagined the Pride@Work event to a weeklong Queer Your Career series of programs which included an additional collaboration with the Student Disability Center.

This team also focuses on finding ways to engage with students that decreases barriers that students with marginalized identities often experience. A few examples of this are the New Moon Tarot Reading offered during the Queer Your Career event which provided a way for students to engage with staff that was low stakes and led to students feeling more supported by the Career Center according to survey results. Another example was providing baked goods to students in El Centro that were culturally relevant to break down barriers to engage with staff. Students have shared that they feel the need to have something, such as a resume, to engage with the Career Center. Therefore, the CCP team finds ways to engage with students that do not require them to enter the Career Center or feel the need to come “prepared” to conversations with staff.

Additional programming the team offered this year was the semesterly International Student Career Week presentations that focus on US based job searches that includes conversations about OPT/CPT/H1-B sponsorship and how to navigate a conversation with an employer who has bias against international students. The team also provides support to CSU staff through consultation and information about our scholarship funds. CCP team members presented to the Fostering Success program about funding opportunities for students, served on selection and planning committees for multiple campus partners, and consistently communicating with staff about upcoming programming offered by the Career Center. The CCP team will continue to create authentic relationships with campus partners in the next year with the goal of providing support based on feedback from students and campus partners.

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 400 students participated in last fall.

The CSU Career Center continued to collaborate with the College of Business Career Management Center on promoting Parker Dewey Micro-Internships. 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. Over the 2022-23 academic year, there were 742 new users to the platform, 26 completed projects (over half of these were for Colorado-based organizations), and 100% were paid. Examples of projects include K12 Education - Re-Design: Recruitment Handout/Brochure, Water/Environmental Sustainability - Process Mapping and Work Instructions, Business Services Provider - Updating PE Firm Portfolio Spreadsheet, Small Business – Digitizing Price List, and Software Development - Lead Data Cleanup. Parker Dewey also has local impact as 5 Larimer County-based organizations have successfully engaged with CSU students to complete 9 microinternships.

The Career Management Center and the Career Center also pursued three joint employer partnerships with Enterprise Holdings, JBS, and Arrow Electronics.

The Career Education team continued to collaborate with the Graduate School to offer graduate-level tailored career programming. Among these programs was 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.” Additionally, the Career Center co-presented with an Assistant Dean of the Graduate School at the “Industry & Higher Ed Collaboration for Future Life Sciences Talent” event hosted by the Colorado Biosciences Association to promote Colorado State University’s graduate-level academic programs within the life sciences fields.

Our team continued to collaborate with longstanding relationships on the United in STEMM Advisory Board where we supported and facilitated career programming for a number of events including STEMMing from Color and United in STEMM Meet-up. The United in STEMM Advisory Board is made up of representatives from across different campus offices and departments and provides guidance and advice to United in STEMM programs and events. Representatives on this board are from:

- Office of Inclusive Excellence
- Career Center
- College of Agricultural Sciences
- College of Natural Sciences
- College of Veterinary Medicine and Biomedical Sciences
- College of Health and Human Sciences
- Walter Scott, Jr. College of Engineering
- Warner College of Natural Resources
- Academic Advancement Center
- Collaborative for Student Achievement
- University Honors Program
- University Advancement
- The Institute for Learning and Teaching (TILT)
- Institutional Research, Planning, and Effectiveness
- Alumni Association

Josh Alvarez served as the Career Center's member on the United in STEMM Advisory Board. 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.

The Career Center also collaborated with the Office of Inclusive Excellence to put on the 6th Annual LEAD Conference. The LEAD Conference had taken a hiatus during the pandemic and this was the first year it returned to CSU. The LEAD Conference primarily supports 2nd year students with marginalized identities at CSU in their development of knowledge and skills geared towards professional development, leadership development, and career readiness. The LEAD Conference created an environment where students of color could be their whole selves and focus on Leading, Empowering, Advancing, and Determining (LEAD) their own futures. The conference provided students with opportunities to engage with real businesses and organizations through networking events and workshops. Josh Alvarez and Alexis Gomez represented the Career Center on the LEAD Conference Planning Committee helping to put on programs, work with the conference sponsor and keynote, and recruiting 11 companies to participate in the conference.

Other collaborative efforts include the coordination and implementation of the Walter Scott, Jr. College of Engineering Career Fair. The Career Center put on two sold out Engineering Career Fairs, one in the fall and one in the spring, through a new partnership with the Walter Scott, Jr. College of Engineering. The fall fair brought in 114 employers who connected with 689 students while the spring fair brought in 107 employers who connected with 587 students.

In addition to the Engineering Career Fair, the Career Center continued its six-year partnership with the College of Engineering to organize an industry tour. This year the industry tour resulted in a group of biomedical engineering students attending a biomedical engineering conference at the University of Colorado and a mini-industry tour at Medtronic.

The Career Center's ELEVATE Program lead by Braydon Antonio partnered with the Annual SHAPE the Trainer conference (organized by the Lory Student Center) focused on providing content for career staff who supervise students an opportunity to develop in their supervision of students. This collaboration led to 13 ELEVATE sessions offered over the course of three days. For interested supervisors, there was an opportunity to complete their whole ELEVATE certificate over those three days if they wanted to attend the certificate required sessions. Session attendance varied from 10-60

supervisors during each hour and a half offering. Approximately 20 staff members were able to complete their certificate by the end of that week.

At the request of Blanche Hughes, the Career Center reignited the partnership with CSU Athletics to host the Student Athlete Summer Career Experience Program. This program had been in place prior to the pandemic. The format of its return included pairing interested student athletes with cooperating offices on campus who created project-based internship positions for the students (~40 hours' worth of work) that could be completed over the summer term. Students were paid \$600 for participating in the internship over the summer.

The student athletes were asked about their interest in the program and then future career goals and skills to align them best with the campus employer sites. Campus employers were solicited from offices that had participated in the program in the past and based on the employer's projected summer projects for the intern. Summer 2023 projects included: event conceptualization and planning, new student welcome activities, donor engagement portfolio development, and budget and procurement documentation.

Student-athletes in the RAM Intern Program also participated in five career development workshops to engage in career exploration, identify key transferable skills, and build core competencies along their career journeys. Summer 2023 workshops included: resume updates using CSU Career Competencies, goal setting and aspirational capital, and personal branding and interviewing. Workshops were led primarily by Career Center Staff, Lisa Lelm, and Director of RAM Life, Sierra Puente. At the end of the summer, interns presented their learnings from their experience and how the program impacted them to campus partners.

The RAM Intern Program provided an intentional space for co-learning between student-athletes and supervisors. Students become integrated with campus resources and offices beyond their athletic experience. Campus faculty and staff build empathy for the student athlete experience and often become Ram fans in the process!

Further stats and information about the program can be found below.

- 13 students participated in program:
 - Men 30.7%, Women 69.3%
 - Racially Minoritized 69.2%
 - First Generation 30.8%
 - International 15.4%
- 8 campus internship sites: Alumni, B/AACC, OIE, HDS, Rec, VPSA, Key, Scholar Success, OFA, Career Center
- 92% of final cohort* could articulate:
 - Three career competencies that were developed throughout the program
 - Reflective learning about self and others
 - Connections to campus outside of the athletics department
 - *one student was unable to attend final presentation session where learning outcomes were articulated

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 four times covering a variety of topics including a) a social at Avogadro's Number, b) a training on applying design thinking to career development, c) a Experiential/Work-Based Learning presentation with a special guest from the Larimer County Work-Based Learning Alliance, and 3) a semester sync up for staff, programs, and events.

Finally, 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)

As our staff has continued to grow and we have become a more complex organization, we have put additional time towards better defining policies, procedures, and guidelines over the last several years. That work continued this academic year with several new additions to our Staff Guidebook. For example, one new section outlined expectations around office furniture, including what can and cannot be removed and what can and cannot be brought from home. Additionally, as an equitable solution, we solidified a \$50 allocation to new staff within the first 30 days of employment to purchase work-related (non-decorative) items for their office. Currently, some staff purchase these items individually, some staff never ask for items, and some people find a way to have the Career Center secure these items. Having a defined policy with everyone having equal access to the same amount of money was an approach that eliminated our current inequities. Beyond the staff guidebook, we formalized several additional guidelines including supplemental pay and Center-issued statements (where, when, and how do we respond to major incidents that happen on campus and around the world).

PART 4: Staff

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

Our organizational structure remained largely consistent during the 2022-2023 academic year, with five important changes. The first being the addition of one new career education coordinator in the Walter Scott Jr. College of Engineering. This new professional line reports to the career education manager for the college and supports career advising and employer relations. The second was the elimination of our event manager role after the team member resigned from their role. Ultimately, the role did not warrant full-time work. Rather than filling that role, we transitioned the work being done to different team members.

Third, we converted several of our part-time coordinators supporting the academic colleges into AP positions from temporary. While this is ultimately a cost increase, it provides the team members year-round employment, access to benefits, higher retention, and lower turnover costs. Fourth, we created a new role in our office, the Career Education Manager for Equity and Inclusion that holds responsibility for several signature E&I initiatives in our office. While this role has E&I in their title, we have been explicit that our expectation continues to be that all team members conduct their work through this lens. Fifth, we moved all our shared-role career education managers under the same reporting line to a new Director of Academic Collegiate Partnerships, which streamlined communication, training, and teambuilding.

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.

The Training Committee developed a training model for the 2022-23 academic year based on feedback from staff from the previous year:

- **DEI Models & Approaches:** Formal and informal theories, resources, skills and perspectives on DEI work.
- **Self-Reflection & Accountability:** Intentional self-work reflection and assessment for accountability.
- **Community Building (Storytelling/Trust):** Emphasis on relationships and storytelling as a conduit for building trust and understanding.
- **Career Services Application:** Relates to our work as a service and office. Opportunity to apply it specifically to our work/culture/existence and skills.

Each training contained at least one if not multiple elements of the above model. The first training presented this model and provided an opportunity for affinity spaces (Community Building, Self-Reflection & Accountability). During the second

training, the committee facilitated a case study discussion on student hiring and bias (Self-Reflection & Accountability, Career Services Application). The first spring semester training introduced a DEI model of the Critical Theory of Love and the importance of feedback, asking staff to actively seek out feedback using a Johari window exercise (DEI Models & Approaches, Self-Reflection & Accountability). The final training session of the year, the committee facilitated a session on making meaning of the feedback and implementing feedback and the Critical Theory of Love (all areas).

Staff experienced a variety of impacts and emotions from these trainings through not fully understanding how the Critical Theory of Love relates to work, which may be attributed to some white fragility and some dissonance around the experience. This led to extended conversations and a decision to bring in an outside facilitator to engage staff in re-examining our priorities and providing us with some advice on how to move forward.

Slightly more informal than trainings, Diversity Dialogues allowed for anyone on staff to bring forward a topic or facilitate a dialogue, and may include current event topics, or topics that are particularly meaningful to the facilitator. There were eight different sessions held over the course of the year by eight different facilitators, including one facilitated by Penny Gonzales-Soto, Director of Student Legal Services. The topics included *Labor Unions*, *Fort Collins Choice City for Who?*, *Imposter Syndrome*, *Beyond Pronouns*, *Psychology of Black Hire*, *Professional Troublemaker(ing)*, *Immigration Journeys* (Penny Gonzales-Soto), and *Case Study on Florida & Anti-Equity Laws*. The team also engaged in two book clubs over the course of the academic year, *Eloquent Rage* and *Professional Troublemaker: The Fear-Fighter Guide* (which was a joint effort of the Accountability & Sustainability E & I Committee and the Diversity Dialogue Committee).

Additionally, the E & I Steering Committee implemented the DEI Onboarding Modules for new staff that was developed in 2021-22. The modules include topics that the team had completed the year previously. Staff feedback was instrumental in deciding to pursue the development of these modules to provide all staff with common language when entering diversity, equity, and inclusion discussions. There are six modules in the training that include an introductory module with a social identity knowledge inventory, PANing (Pay Attention Now), the cycle of socialization, the five faces of oppression, white supremacy culture, and a closing module with an opportunity to provide feedback. The final survey to provide feedback demonstrates how new employees are applying what they are learning to career services and their roles. Some sample comments include:

- *Four words come to mind when thinking about equity in career services: access, preparation, empowerment, community. I think that sitting on the Employer Relations side of things provide a cool way to embrace these concepts when speaking with employers and not just with students. Employers need to understand access as a baseline for equity, making sure internships are posted widely (not just by word of mouth) and pay is a priority (regardless of credit being earned). Employers need to be prepared to do some internal work to understand their own biases in the hiring process and through supervision. We can help to empower employers by providing examples of equitable supervision and allowing for vulnerable growth in this space.*
- *In my role as a Career Education Coordinator, equity manifests through breaking down some of the barriers within the world of Career. More specifically, it is through information/resource sharing and outreach to historically underserved student populations that I support equity efforts. Topics, such as salary negotiation, are helpful for students to learn and understand to recognize their worth and value in the workforce and that they deserve to be compensated fairly. My role is also geared toward career education and development which allows for the empowerment of students to further explore how their identity shows up in the workplace and how society might unfairly treat some identities. My role also allows me to connect students, staff, faculty, and community members together which helps in building a collectivist culture & caring network of individuals that may also demonstrate a passion and effort to create a more equitable and just society.*
- *I define equity in career services as the creation of clear pathways and deconstruction of barriers in the career process that are based on identity and systems of oppression. Equity involves the strategic, intentional allocation and use of resources. I also believe a definition of equity provides the space for folks to individually define what career success looks like for them and their community. Equity in career services is manifested in my specific role through the power and responsibility I have to support my team to identify opportunities to eliminate barriers and build pathways in their spaces of influence. I have a responsibility in my role to build processes and structures and allocated resources in a way that is identity-informed and asset-based. I also have opportunities as a supervisor to*

challenge staff to do their own work in DEI spaces and provide support from them to be successful in their roles and advance the Career Center mission and vision.

Staff meetings also included additional trainings/professional development opportunities. During the week of the Symposium for Inclusive Excellence, staff meeting was cancelled so that team members could take advantage of the Symposium; then time at a later team meeting was set aside for staff to share what they learned from the sessions they attended. In November, staff participated in a training facilitated by our International Student & Scholar Services liaison, Alan Boyd, on OPT/CPT/H1-B work visas for international students. In February, Sam Boren and Mika Dalton, from the Employer Relations team, shared information from the BizWest Economic Forecast meeting. The Career Education team also participated in additional training on creating accessible resources based upon the data from the Career Needs survey. This included the development of an alt text guide for staff as well. Finally, staff also participated in a two-part training on supporting survivors of interpersonal violence.

Awards (B.2.c)

- Sam Boren and Jenny Kim presented *Building Equity Practices into Hiring*, October 2022, at the Symposium for Inclusive Excellence.
- Brayden Antonio and Jenny Kim presented *identifying Employers who Match Your Values*, January 2023, at the SHAPE Conference.
- Amy Cailene co-presented *Supporting CSU Students who are Undocumented*, October 2022, at the Symposium for Inclusive Excellence.
- Amy Cailene presented *Best Practices and Ideas for Universities and Colleges to Support Students who are Undocumented*, December 2022 & May 2023 at the Collegiate Career Services Association of Colorado and Wyoming Biannual Conference.
- Amy Cailene co-presented *Supporting Students who are Undocumented*, January 2023, at the SHAPE Conference.
- Alexis Gomez was awarded the DSA Rising Star Award and the Pride Resources Center's Safe Zone Facilitator of the Year.
- Jenny Kim and Barb Richardson were nominated for the DSA Student Success Award.
- Sam Holtshouser was awarded the Professional Fraternity Council Advisor of the Year through Fraternity and Sorority Life for advising Sigma Alpha Sorority in Spring 2023.
- Sam Holtshouser served as the Career Services Representative on the *Effective Partnerships: Employers, Career Services, and Students* panel at AgCareers.com HR Roundtable Conference.
- Jill Putman co-presented *Peer Mentoring Programs: Building a Strong Foundation*, November 2022, as a webinar for Eduology, <https://eduology.org/peer-mentor-strong-foundation>.
- Jill Putman presented *Creating an Intervention Plan*, September 2022, for the CSU Academic Advising Network Summit Training.
- Sara Istre was president of the Collegiate Career Services Association of Colorado and Wyoming for the 2022-2023 academic year.
- Jill Putman is a representative on the Diversity, Equity, and Inclusion Education Advisory Board for NACADA (National Academic Advising Association: The Global Community for Academic Advising).
- Barb Richardson is co-chair of the Mountain Pacific Association of Colleges and Employers Annual Conference in Denver taking place December 2023.

PART 5:

Quality of the Work Environment

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

With the continued growth of our team, we have needed to take additional interview rooms offline and instead use them for full-time offices. Five years ago, we had 12 interview rooms, whereas today we have 5 interview rooms. Ultimately, in the years since the pandemic, our on-campus interview program has been significantly smaller, so this is a better use of space. During approximately two busy times each academic year (around the career fair), we ask that staff members allow employers to use their offices for interviews, as needed.

Last year, we repainted our entire office. This year, our goal is to define an artwork plan for our space. We are continuing discussions and planning around how to have diverse artwork (without being tokenizing) and narrowing in on what we mean by “diverse artwork” (pieces of art that are diverse, artwork by diverse artists, etc.).

Morale (B.3.b)

The morale in the Career Center is currently strong, arguably the strongest it has been in approximately three years since the start of the pandemic. In many ways, work has settled into a new post-pandemic normal, work hours and work routines are more consistent, and we are near fully staffed, which has eased the burden of overworking those team members that remain in their roles. During employee surveys, and one-on-ones with supervisors and the Executive Director, the team members consistently described the team as supportive, hardworking, caring, and respectful of personal life. Current opportunities are related to our significant team growth, people are experiencing more silos and more disconnect from the smaller teams in the Center. Additionally, there was feedback about opportunities to fine-tune our strategic goals and our E&I strategy.

PART 6:

Financial Analysis

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

The financial position of the Career Center, while currently strong, will be stretched in the coming years. During the pandemic, our fund balance hit a high of \$1,000,000 because of salary savings and reduced expenses. There are no day-to-day expenses that can spend \$1,000,000, so the only way to reduce that fund balance is through the addition of staff. This included a new academic college partnership, a new director-level role on the career education team, and a new employer relations coordinator. With these new additions, we positioned ourselves to strategically overspend, that would reduce our fund balance in the coming years. After this, there were several opportunities that presented themselves, including the addition of two new academic college partnerships, additional part-time support at the college level, bringing our lowest paid staff to minimum salaries of \$55,000, and addressing the resulting compression. Finally, our contributions to the central DSA also increased by approximately \$50,000.

All these expenditures were necessary. Regarding the new academic college roles, the academic colleges approached us and it finalized our career ecosystem model – not taking those opportunities could have resulted in having to wait many years for the opportunity to present itself again. Raises to salaries were also necessary to stay consistent with our peers, address the changing marketplace, and provide our team with livable wages for the Fort Collins community. Unfortunately, these changes will accelerate how quickly we spend through our fund balance. At the end of the 2022-2023 academic year, our fund balance has been reduced to \$518,000.

Forecasting the next several years, to slow our fund balance decline, we are reducing our unnecessary expenditures, living within tighter budgets, evaluating the necessity to refill open positions, and increasing our self-generated revenue (for example, the College of Engineering Fair, which we recently began leading, will generate approximately \$75,000 per year of new revenue). We will also need to pursue a student fee increase in the 2023-2024 academic year to support the increased personnel-related costs.

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 2022-23 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 (2022-23)

Learning outcome:

Outcome Statement: 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).

Method of Assessment:

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, acknowledging that systems of oppression make this step different for students with different identities. The Career Center wants to help 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.

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. We will also gather the percentage of respondents who refer to their identity as a baseline.

Identify DSA Learning Domain and Outcome (Required):

Learning Domain 1 – Knowledge Acquisition: Acquire knowledge that supports their academic and personal growth.

Learning Domain 6 - Practical Competence: Acquire practical skills that will enable them to live a meaningful and healthy life.

Identify Institutional Learning Objective for DSA Learning Domain Selected Above (Required):

Communication

Reasoning

Outcome Results: At the end of the academic year, did you meet your goal? Please provide the results in the field below based on the assessment method described above. (Please note you are able to add documents to this field, including data files and links to information in Qualtrics or other non-Anthology sites. Attachments should be considered supporting documents. The outcome data itself needs to be typed out in this field.)

For the 2022-23 academic year, we did not meet our goal with only 20.6% of respondents indicating that they planned to network, connect with people, or use LinkedIn. If we include those respondents that indicated that they were going to use the resources provided or follow the action items the staff member provided (but they did not provide specifics on what

those resources or action items were), then 31.1% of respondents met the goal. Examples of responses for those who met the goal include:

- *Talk to people within my field.*
- *Write my cover letter, network through LinkedIn, access job platforms, follow up in a couple weeks.*
- *Connect more on LinkedIn, update my resume, and do handshake searches for internships*

Examples of responses for those who might have met the goal include:

- *Begin using the resources given to start my job search*
- *Continue steps discussed & stay involved*
- *I was given some great tips about getting started with my job search and I plan to really start looking after getting some good tips and advice*

While we were looking for students to mention systems or their identity, no respondents did for this specific question. However, respondents did mention their identity in other open response questions, so we do know that they are thinking about how systems and their identity influence their job search.

Baseline: This field is optional. If you utilize the Anthology Baseline tool, you can create a view of your survey data and add the view to your outcome assessment.

Are you assessing this outcome in the next cycle? Is this an outcome you will measure in future years? Or have you reached critical mass with your results and will choose another outcome in the next academic year? Please select Yes or No.

No.

Action Plan for Next Cycle: Based on what you learned this academic year, what needs to change to improve results? For example; increased student percentage of students learning, shift in assessment strategy, etc. Please explain what changes you will make for next cycle. If critical mass has been met and you will be shifting to a new outcome in the next cycle, please indicate that here. (Please note you are able to add documents to this field. Attachments should be considered supporting documents. The action plan itself needs to be typed out in this field.)

We will be shifting to a new outcome in the new cycle based on several reasons. First, the action step item in the appointment survey does not generate enough specific responses to truly highlight what students' understanding of connecting with others and how systems of oppression will impact them. This does not mean we might not pursue a similar learning outcome in the next cycle, just that we are moving on from this particular one as we haven't generated enough useful information from our assessment strategy.

Secondly, we recently completed a Career Needs assessment through which students identified key career fear themes as well as areas of career development that they'd like to learn and experience in individual services. We hope to explore this data to identify future learning outcome areas.

Thirdly, we recently developed learning outcomes for our events and hope to focus on measuring these learning outcomes in the next academic year. For each event, we will identify a learning outcome we'd like to pursue, structure the event so students can meet that learning outcome, and then assess learning either at or after the event.

Student Success outcome:

Outcome Statement: 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 the CSU rates for the appropriate year-to-year comparisons.

Method of Assessment:

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.

The Career Center will gather existing data on persistence and graduation award recipients who identify as racially minoritized, first generation, and Pell-eligible recipients. We will then compare those persistence and graduation percentages to overall CSU persistence and graduation rates. While our comparison will be descriptive data, we will also attempt to run statistical tests to determine the statistical significance of any differences.

Additionally, we will survey award recipients 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.

Outcome Results: At the end of the academic year, did you meet your goal? Please provide the results based on the assessment method described above. (Please note you are able to add documents to this field, including data files and links to information in Qualtrics or other non-Anthology sites. Attachments should be considered supporting documents. The outcome data itself needs to be typed out in this field.)

There were 151 students awarded Internship Funds from Spring 2021 – Fall 2022, of those students 98.7% have graduated or are currently working towards degree completion. For Fall 2022 recipients, who are the most recent awardees, 87.5% have graduated, 9.58% persisted, and 4.8% (1 student) did not persist. Racially minoritized, first generation, and Pell-eligible Fall 2022 recipients either graduated (87.5%) or persisted (12.5%). Three students who had previously not persisted, returned and completed their degrees.

Overall Data for Spring 2021 – Fall 2022

	Historically Served Students		Historically Underserved Students*	
	Count	%	Count	%
Did not persist	1	2.9%	0	0.0%
Persisted - did not graduate	0	0.0%	1	0.9%
Did not persist - returned graduated	2	5.9%	1	0.9%
Persisted	5	14.7%	9	7.7%
Graduated	26	76.5%	106	90.6%
Grand Total	34	100.0%	117	100.0%

**For the purposes of this table, historically underserved students indicate racially minoritized, first generation, and/or Pell-eligible students.*

Currently, only two students who received funds did not persist or graduate for the overall recipient list. All but one student or 99.1% of racially minoritized, first generation, and Pell-eligible students persisted and or graduated. While not a direct comparison by term or over time with university persistence and graduation rates, this compares extremely favorably with average university persistence and graduation rates.

Unfortunately, the Unpaid/Underpaid Internship Program was halted due to concerns from Business and Financial Services regarding tax and employment laws. Rather than survey past participants this year, the Funding Committee worked to identify a way to create a new fund that would serve a similar purpose but not raise tax and employment law concerns.

Baseline: This field is optional. If you utilize the Anthology Baseline tool, you can create a view of your survey data and add the view to your outcome assessment.

Are you assessing this outcome in the next cycle? Is this an outcome you will measure in future years? Or have you reached critical mass with your results and will choose another outcome in the next academic year? Please select Yes or No.

No

Action Plan for Next Cycle: Based on what you learned this academic year, what needs to change? For example; increased persistence or concepts of belongingness, shift in assessment strategy, etc. Please explain what changes you will make for next cycle. If critical mass has been met and you will be shifting to a new outcome in the next cycle, please indicate that here. (Please note you are able to add documents to this field. Attachments should be considered supporting documents. The action plan itself needs to be typed out in this field.)

Due to the stoppage of the program, the Career Center will shift to assessing the impact of the SPARK program on student persistence rates in the next academic year. The SPARK program supports the CSU Student Success initiative goals to increase retention rates for first-year, first-time students & eliminate equity gaps for first-generation, limited income, rural and or racially minoritized students. Students are paid to participate in career preparation activities and supported in finding employment (either as student hourly staff or an intern). On-Campus Employers can receive funding to create meaningful on-campus employment and internship opportunities. There will also be micro-mentoring opportunities between the campus employers and the SPARK students participating to further help those students find employment.

Program outcome:

Outcome Statement 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%.

Method of Assessment:

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.

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, 23% of students who attended appointments in AY22 identified as first-generation students a 5% increase would mean that 24.2% of all students who attended appointments in AY23 would be first-generation students.

Outcome Results: At the end of the academic year, did you meet your goal? Please provide the results in the field below based on the assessment method described above. (Please note you are able to add documents to this field, including data files and links to information in Qualtrics or other non-Anthology sites. Attachments should be considered supporting documents. The outcome data itself needs to be typed out in this field.)

The goal set was achieved for both drop-in and appointment services for first generation students and for drop-ins for students of color. The percentage of students with Pell Awards utilizing drop-ins stayed the same and the percentage utilizing appointments dropped for the second year. The percentage of students of color utilizing appointment dropped just .3%.

First Generation Students

	AY22	5% Increase	AY23
Appointments	23.0%	24.2%	27.5%
Drop-Ins	23.1%	24.3%	26.3%

Students with Pell Awards

	AY22	5% Increase	AY23
Appointments	33.2%	34.9%	30.6%
Drop-Ins	32.0%	33.6%	32.0%

Students of Color

	AY22	5% Increase	AY23
Appointments	29.3%	30.8%	29.0%
Drop-Ins	32.2%	33.8%	34.0%

Baseline: This field is optional. If you utilize the Anthology Baseline tool, you can create a view of your survey data and add the view to your outcome assessment.

Are you assessing this outcome in the next cycle? Is this an outcome you will measure in future years? Or have you reached critical mass with your results and will choose another outcome in the next academic year? Please select Yes or No.

Yes

Action Plan for Next Cycle: Based on what you learned this academic year, what needs to change to improve results? For example; increased student satisfaction, shift in assessment strategy, etc. Please explain what changes you will make for next cycle. If critical mass has been met and you will be shifting to a new outcome in the next cycle, please indicate that

here. (Please note you are able to add documents to this field. Attachments should be considered supporting documents. The action plan itself needs to be typed out in this field.)

While limited income students are accessing one-on-one services at rates higher than their percentage of the university population, the percent of those served who are Pell Grant recipients has dropped. While quantitative data cannot tell us why, we can make an educated guess that this may be due to when appointments and drop-ins are available (weekdays, between 8 am - 5 pm for appointments and 10 am – 2 pm for drop-ins.) Students with limited income may need to spend their time focusing on going to classes and working to earn money while not in class. The team will brainstorm ways to support this population of students to determine appropriate next steps.

For students of color, the team is currently building trust with our students of color populations, and this will continue to be a priority for the next academic year.

Assessment: Feedback Resources & Discovery: Career Needs Assessment

Student demographics are changing on university campuses, and services on campus are not designed for those who have been historically excluded. To design our services for those who have been historically excluded in mind, the Career Center facilitated a Career Needs survey during the fall of 2022. This Career Needs survey asked students for their perspective on four different content areas: beliefs about the Career Center and career development, career fears, engagement preferences, and general student availability.

The survey was sent to 4,994 students through email and the sample intentionally over sampled limited income, first generation, and students of color. Students outside of this sample were also allotted the opportunity to complete the survey in the Lory Student Center during two tabling events in the Flea Market. There were 545 students who completed the survey in total.

The full report has been uploaded but key findings and recommendations are included here.

Students Beliefs about the Career Center and Career Development

Key Findings

- Students (both undergraduate and graduate) strongly believe learning career development is important, but this does not lead them to seek out career development or feel like CSU has prepared them for after CSU.
- Students feel like they can share their experiences with someone when they are open, welcoming, friendly, listen, and understanding.
- Students who feel like they can be authentic in the Career Center shared this is because staff make them feel comfortable, are non-judgmental, and are helpful.
- When neutral responses are removed from the analysis and the responses are coded in a binary of agree or disagree, there are statically significance differences present for LGBTQIA students and students with disabilities. Overall, students who hold these identities do not trust the career center as much as their peers and do not feel like they can be their authentic self in the office.

Recommendations:

- Students who identified as part of the LGBTQIA community and/or having a disability, had stronger feelings about the importance of meeting with someone they can share their experiences as it relates to their identities. Based on the qualitative data about what makes students feel like they can share their experiences, it is important all staff (full-time, part-time, hourly, student hourly, etc.) all have training and a commitment to creating a welcoming space. This means engaging in self-work, critically analyzing the Career Center space, and engaging in dialogue.

Career Fears

Key Findings:

- About 1 in 4 students, regardless of class level, fear not finding a job after graduation and even if they do, they fear they will not enjoy that position.
- Many graduate students (17%) fear that they will be discriminated against in the workplace an/or during the job search process. About 30% of international graduate students and 25% of graduate students part of the LGBTQIA community are worried about discrimination.
- First-year undergraduate students are particularly worried about finding a job that pays enough for their lifestyle, many of them worried about being able to pay for necessities post-CSU. This percentage dramatically decreases for sophomore and juniors, then increases again during senior year. Potential reasoning for this is that students who are worried about finances may not be returning after their first year as they question if a degree is worth it. This conjecture is reinforced in a recent qualitative report completed at CSU about retention of students and many reporting finances was a reason they left the institution.

Recommendations:

- An additional layer of analysis is recommended for the themes. Students provided very specific fears and this detail was lost when theming the responses into broad categories. The details in these responses can provide better direction for topics or potential workshops/appointment types/etc.
- The Career Center appointment types in Handshake do not fully represent the fears students have about career. For example, it is not clear that a Career Educator could assist a student in building skills to develop an understanding of finding a job that they will enjoy. It could be beneficial to reimagine appointment types as they relate to what worries students about post-CSU life. This data can also be used in developing marketing for services within the Career Center.
- There are some fears that are more prevalent for students based on their class level. This information could be used to find ways to engage with first-year and sophomore students, since currently students tend to use our services in their 3rd+ year at CSU.

Engagement Preferences

Key Findings:

- Scheduled 1:1 meetings were the most preferred style of engagement for both graduate (61%) and undergraduate (69%) students.
- Career Fairs were a commonly preferred format for engagement with employers/alum for both undergraduate students (58%) and graduate students (47%). Mixers and information sessions were additional formats of interest.
- Undergraduate students who expressed interest in identity-based services were most interested in meeting with employers (54%) and peers with whom they share identities (49%).
- Undergraduate students who expressed interest in identity-based services were most interested in meeting with a career educator about how their identities impact their post CSU plans (58%) and meeting with alum/employers with shared identities (51%).
- 98% of undergraduates and 99% of graduate students indicated interested in some form of mentorship.

Recommendations:

- There was interest from both graduate (42%) and undergraduate (36%) students to engage in workshops that have a short presentation followed by 1:1 support. It could be worth piloting this sort of workshop and offering it around a career development topic mentioned in the Career Fears, such as salary negotiation or career exploration.
- A majority of students were interested in mentorship and specifically a mentor who is an employer or someone working in the industry the students is interested in pursuing. Exploring mentorship programs can support students in their career development as well as address student's career fears.

Student Availability

Key Findings:

- Students reported Monday-Thursday as the most likely days and 4pm-8pm as the most likely time of day they would attend an event.

- September, March, February, and April were the most likely months they would attend an event in that *respective order*.

Recommendations:

- Currently the services of most interest to students, 1:1 appointments and drop-ins, occur during the lower of the three timeframes presented on the survey. Offering programming between 4pm-8pm could provide more students with access to services.

These findings were both presented to staff and used to create our strategic plan for the 2023-24 academic year. Staff were separated into groups to discuss the data and share out, and then the groups brainstormed recommendations for what to include in our upcoming strategic plan. There is evidence of the learning from the Career Needs survey throughout this annual reflection as well. Finally, we hope to do some additional analysis on the data, especially in regards to the Career Fears area, exploring responses of students who are part of the LGBTQIA and disability communities, and creating reports for each college.

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 appointment and drop-in surveys this year. We have fully transitioned our surveys from Baseline in Campus Labs (Anthology) to Qualtrics to allow us more functionality in designing surveys.

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

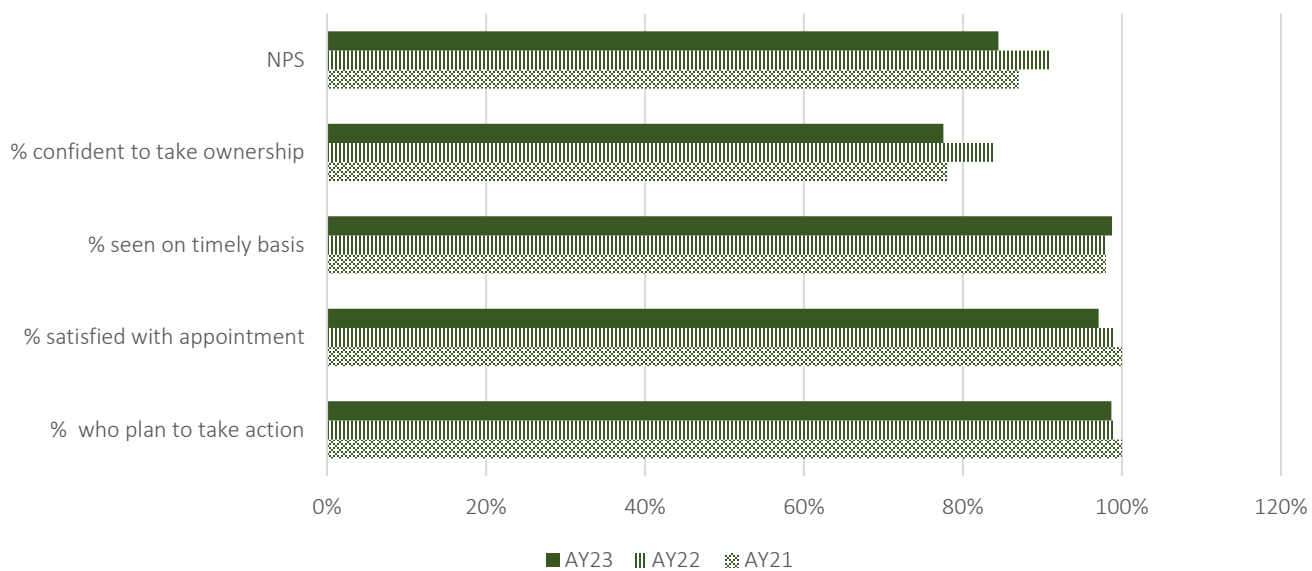
Additionally, we added three questions to the feedback surveys related specifically to identity. These were agreement statements with a scale of Agree, Slightly Agree, Neither Agree or Disagree, Slightly Disagree, Disagree. The statements and percentage of respondents Agreeing with the statement are in the table below.

% agreeing with statement	Drop-Ins AY23	Appts AY23
I felt respected by the person I met with	99%	99%
My identities were respected during my meeting	98%	98%
I was able to be my authentic self during my meeting	98%	98%

Only two respondents disagreed with any of these statements – one did not share any of their identities and the other selected all of the identities. Historical quantitative data as well as data for the 2022-2023 academic year are included in the graphs below.

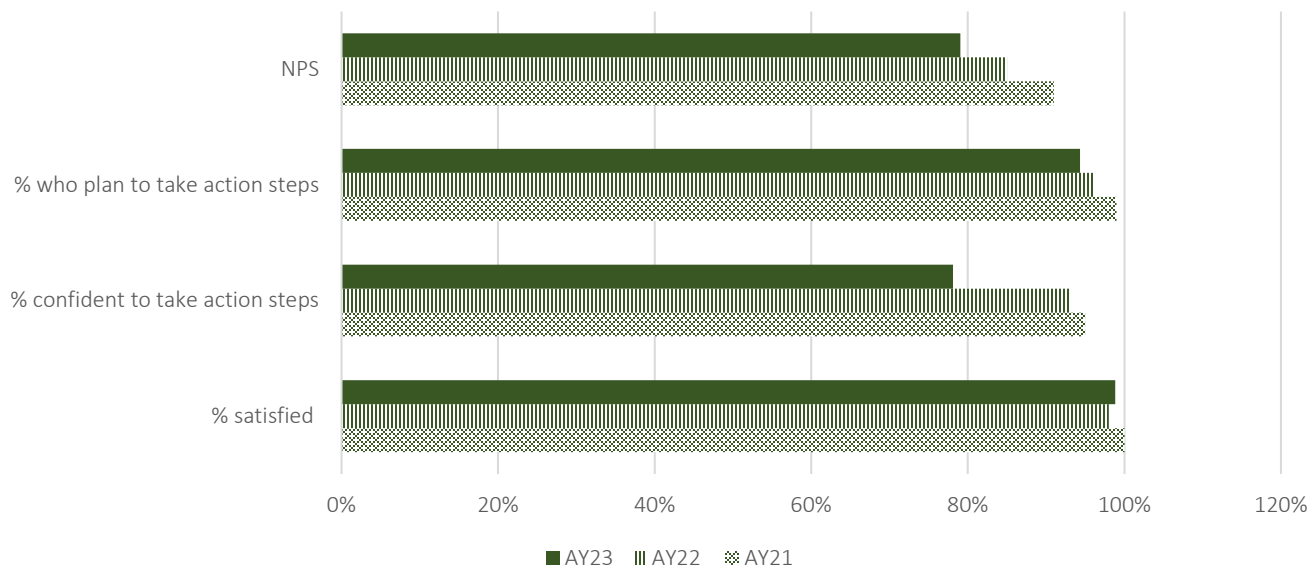
Appointment Survey

% strongly agreeing or agreeing



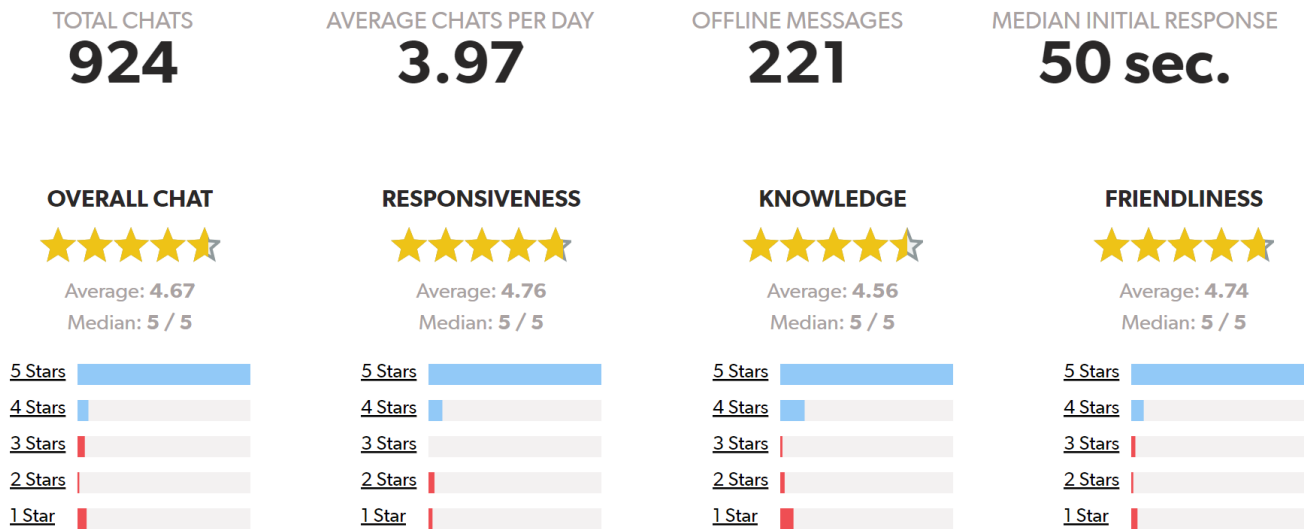
Drop-In Survey

% strongly agreeing or agreeing



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 4 chats per day, which is a drop of from 10 chats per day when it was our primary guest services function two years ago. Over the last three years, we have dropped from 2,585 chats to 1,394 chats to 924 chats. We continued to earn strong ratings from the chat function, averaging 4.67 stars out of 5.00 for overall chat, however, all of our average chat scores dropped approximately .1 from the previous year.



Event Goals Evaluation:

The Career Center made a switch this year to focus more on measuring event goals in terms of learning outcomes rather than using a Net Promoter Score (The Net Promoter Score asks one question: “On a scale of 0-10, how likely are you to refer this service to a friend?”) The score does not indicate how much students learned from the event, although it did help us understand satisfaction. While we still asked the Net Promoter Score on several services and events, our focus this year was on intentionally integrating learning outcomes into how we plan and assess events.

We have three goals for event, recognizing their unique nature:

- **Connections**
Creating opportunities for students and employers to connect, share resources, and prepare students for career and life transitions. This includes generating avenues for students to engage with campus partners, employers, peers, and the larger Fort Collins community long-term.
- **Storytelling**
Engaging in storytelling for representation and to build awareness of possibilities. This includes challenging the traditional dominant career narrative and spotlighting disrupting and/or navigating “the game” at every level, as well as prioritizing perspectives from diverse employers and alumni.
- **Education/Exploration**
Providing opportunities to build understanding of the rigged system of the world of work. This includes building student confidence and preparation to express transferable skills from lived, classroom, and professional experience, opportunities for exploring career options, and navigational and disruption strategies at different career levels.

Each of these goal areas then has 3 learning outcomes associated with it. We developed the goals and learning outcomes over summer and fall of 2022 and implemented in spring 2023. Our results for the spring are as follows:

Connections

- As a result of attending this event, attendees will be able to identify at least one employer who respected their identities or created a sense of belonging.
- As a result of attending this event, attendees will be able to identify new/relevant career development resources and insights.
 - **Spring 2023 Student Employee Job Fair:** 25% of survey respondents reported at least one question they asked an employer that went beyond position logistics.
- As a result of attending this event, attendees will be able to express how they will make a connection with an employer/alum/peer after the event.
 - **Spring 2023 Career Fair:** 77% of survey respondents reported they plan to or already have follow-up with an employer they met at the career fair. (There was a display logic error with the survey that did not allow display the follow-up question about how they plan to follow-up)
 - **WCNR Employer/Student Mixer:** 89% of survey respondents reported one way they plan to stay connected with an employer they met at the event.

Storytelling

- As a result of attending this event, attendees will be able to name at least 2 ways to disrupt the traditional aspects of professionalism/career.
- As a result of attending this event, attendees will be able to reflect on an employer's/alum's experience as it relates to their own identities and careers.
- As a result of attending this event, attendees will be able to identify 2 career paths of interest based on lived experiences.

Education/Exploration

- As a result of attending this event, attendees will be able to apply at least one of their transferable skills to their career navigation.
 - **UndocUnited Student Organization workshop:** 100% of attendees were able to apply at least one of their transferable skills to their career navigation.
 - **International Student Career Week:** 100% of attendees agreed that they will be able to apply at least one of their transferable skills to their career navigation.
- As a result of attending this event, attendees will be able to identify at least one system of oppression/barrier to career that occurs in the world of work.
- As a result of attending this event, attendees will be able to describe at least one way to navigate or disrupt a system of oppression in a workplace.

Staff will use these goals and learning outcomes to plan their events for the academic year 2023-24 paying particular attention to the learning outcomes and goals not met and/or assessed in the previous spring semester. Given that this is a new process for the Career Center, these goals and learning outcomes guided program development but the assessment did not always directly address the learning outcome. For example, Queer Your Career incorporated elements of storytelling to help address the needs assessment findings that LGBTQIA students felt less comfortable with the career center. As a result, 90% of students reported feelings more likely to engage with the Career Center in the future.

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 opted to participate in a pilot this last year that switches the annual outcome diversity goal to the annual outcome student success goal, which connects 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, unfortunately, as noted above, this program had to be paused during the 2022-23 academic year.

In 2021-22, the Career Center supported a High Impact Work Study Pilot in which Katie Lloyd screened applications from departments and Codi Delgadillo and Sam Boren supported campus employers in answering questions regarding targeted recruitment of students recommended for support for their student positions, best practices in posting and recruiting, and Handshake best practices. This was a successful pilot through which 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).

From this pilot, the Career Center developed another pilot proposal aimed to support student success and on campus employment called SPARK (briefly mentioned earlier in this reflection.) The Career Center's SPARK Program supports the CSU Student Success initiative goals to increase retention rates for first-year, first-time students & eliminate equity gaps for first-generation, limited income, rural and / or racially minoritized students. Students are paid to participate in career preparation activities and supported in finding employment (either as student hourly staff or an intern). On-Campus Employers can receive funding to create meaningful on-campus employment and internship opportunities. There will also be micro-mentoring opportunities between the campus employers and the SPARK students participating to further help those students find employment. The goals of the program are:

- Bolstering an awareness of the benefits of on-campus employment as meaningful engagement practice and internships as a high-impact practice.
- Removing financial barriers that prevent students from pursuing on-campus employment and internships.
- Supporting departments & supervisors to establish sustainable and meaningful student employee and internship experiences.
- Connecting students to the high impact practice of internships
- Facilitating student connections with faculty/staff and peers to build community and enhance social capital.
- Assessing the demand and resources needed for the continuation of this initiative.
- Encouraging future engagement in campus initiatives (e.g., MURALS, CURC) through internship project presentations.

In the pilot, there will be two cycles, one during the 2023-24 academic year for on campus employment and one launching spring 2023 for internship employment. The Student Employment Experience within the SPARK program supports 32 students with a \$3000 of funding to participate in career development and micro-mentoring activities while also being supported to find an additional on campus job. The campus employer cohort is also being given \$3000 in funding to support additional student employment in their offices and participating in workshops related to best practices for student supervision framed through the lens of Yosso's Cultural Wealth Model. The Summer Internship Experience within the SPARK Program supports up to six (6) campus employer teams who would like to host 4-5 student interns as part of a multidisciplinary internship project (approximately 100 work hours per intern) for the Summer 2024 academic term. The Career Center will provide funding for intern pay directly to students along with up to \$1000 per team for intern professional development.