



## Unit End of Year Report

### Report includes:

- 2018-2019 Annual Goals
- 2018-2019 Assessment Plan
- Key Performance Indicators
- 2018-2019 Points of Pride
- 2019-2020 Annual Goals
- 2019-2020 Assessment Plan

**Unit: Career Services**

**Director: Stephanie A. Learn**

## UNIT OVERVIEW

### Unit Mission

To engage students and alumni in developing skills and self-knowledge to lead meaningful professional lives. We engage employers and community members in providing career-focused developmental and employment opportunities.

## Functional Goals and Division/College Mapping

Unit Functional Goals	Division Goal Mapping	College Goal Mapping
Provide a comprehensive set of career resources and programs that meet students and alumni where they are in the career development cycle and guide their movement toward next steps for career success.	1, 2	1.1, 1.8, 2.1, 2.2
Develop and support a range of high-quality applied learning opportunities for students with a focus on internships and student employment.	1, 2	1.1, 1.5
Build a supportive and engaged career community with a focus on retention and alumni involvement.	1, 3, 6	1.1, 1.5, 2.4

## SECTION ONE: 2019-2020 UNIT ANNUAL GOALS

Unit Annual Goals	Outcome/Status
Create and implement a developmental training plan for student employees in Career Services to further their growth and advancement.	Ongoing
Finalize and implement a service plan for alumni to help with post-graduate career interests.	Completed
Cultivate relationships with faculty across campus to create a diverse culture of student development regarding career development, student employment, and internship opportunities.	Ongoing
Finalize and implement a diverse and inclusive service plan for undeclared students, to help with major exploration, retention, and completion.	Completed/Ongoing

## SECTION TWO: 2019-2020 Assessment Plan

Unit Goal	College Mission Alignment:	
Create and implement a developmental training plan for student employees in Career Services to further their growth and advancement.	Student employees will have the mentorship needed to promote an engaging, respectful, and developmental working and learning environment where they are encouraged to lead with a growth mind-set. (2.6, 4.3)	
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. Students will be able to articulate the mission and goals of the College and the Department.</li> <li>2. Student Employees in Career Services will demonstrate a persistence rate at the college of at least 90%.</li> <li>3. Students and supervisor complete a beginning, mid-point, and end of the year rubric to assess skill development and discuss results.</li> </ol>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Performance Plans</li> <li>• Student Handbook</li> <li>• Beginning, mid-point, and end of year Survey.</li> <li>• Cross training student 3 times a year.</li> </ul>	<p style="text-align: center;"><b>1. Outcome Met</b></p> <ul style="list-style-type: none"> <li>• Students were able to orally report back an understanding of the office's goals, vision, and mission. Students scored an average of 4.5/5 on overall satisfaction when asked to rate their experience on an End of the Year survey.</li> <li>• Student Employees participated in a mandatory office orientation before the semester began. They were provided with a newly created student handbook and received training on office procedures, goals, and the department mission.</li> <li>• Student employees attended RISE training in August of 2019.</li> <li>• In January monthly team meetings and trainings were organized and students participated on a voluntary basis. Topics of discussion included Online Resources, Resume critique, and Cover Letter critique.</li> </ul> <p style="text-align: center;"><b>2. Outcome Met</b></p> <p>Based on records and registration data, 100% of student employees in career services are registered for classes in fall 2020 and are prepared to continue work with in the Career Services Department.</p> <p style="text-align: center;"><b>3. Outcome Partially Met</b></p> <p>Students were asked to complete a beginning of the year assessment of their goals and expectations. Staffing changes caused a delay in the mid-semester assessment. When surveyed about the department being a “great place to work” on an end of the year assessment, students gave an average of 4.7/5 (94%). Students also rated the department at 4.3/5 (86%) for having “access to learning and development opportunities.” Anecdotal feedback was given about training and action steps are being planned for the next semester.</p>

## **CLOSING THE LOOP**

### **Resources Used:**

The resources for this goal were primarily provided and facilitated by the staff of the Career Services Department. Jane Lomaglio provided training on student employment and Stephanie Learn developed a student handbook and front desk manual as references for student employees. Student employees were also required to attend the fall RISE training facilitated by Community Development. Student Employee's completed a beginning of the year goal setting activity and were asked to complete an end of the year survey created in Microsoft Forms. Handshake training modules were also utilized to instruct on the basic functions of the Handshake system.

**Key Findings:** The fluctuation with office personnel and moving to a new location made meeting all the objectives within this goal challenging. As the year progressed focus was adjusted to cover the changes within the office and continued effort will be made toward creating a peer educator program as consistency and stability are maintained. Student employee feedback included high rates of satisfaction overall with a desire for more specialized training in certain areas, whilst also providing anecdotal feedback that working in the office, *"allowed me to gather real life experience and training for situation I may have to face in my future career."* Students scored an average of 4.5/5 on overall satisfaction when asked to rate their experience on an End of the Year survey and all student employees participated in the fall RISE training. Based on records and registration data, 100% of student employees in career services are registered for classes in fall 2020 and are prepared to continue work with in the

**Dissemination/Discussion of Key Findings:** Results were shared with Career Services Staff and supervisors. Action planning includes creation of training handbooks and bi-weekly team training sessions for students on career Development topics.

### **Summary Sentence for EMSA Briefing Book:**

Career Services was able to facilitate several opportunities for student employees to participate in developmental training, allowing them opportunity for growth and advancement.

Unit Goal		College Mission Alignment:
Finalize and implement a diverse and inclusive service plan for undecided students, to help with major exploration, retention, and completion.		Students who develop a viable plan for identifying a college major and related career that is compatible with their abilities, interests and values, have an overall level of satisfaction with college resulting in less attrition, more lifelong learning and external engagement. (2.3, 2.7)
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. Work with Admissions and ASC on additional summer outreach to undeclared students to inform them of support resources.</li> <li>2. Career Services will create a baseline of 10 presentations in the ASC per semester.</li> <li>3. Visits to Career Services from undeclared students will increase by 50%.</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation requests</li> <li>• Records an</li> <li>• Registration data</li> <li>• Handshake appointment data</li> </ul>	<p><b>1. Outcome Met</b></p> <ul style="list-style-type: none"> <li>• In conjunction with the ASC first- and second-year coordinators a content series was created titled “Love your Major Month.” Content was designed to allow for exploration of majors, minors, and potential career pathways. Approximately 200 students participated in programming over the month.</li> <li>• CS partnered with the ASC to host the annual Majors and Minors Fair. There was an Increased attendance of students attended Majors and Minors Fair of 60%.</li> <li>• A member of the Career Services team became involved with the LLC Advisory Board. Work was done to create content specifically for Academic Exploration LLC Emerging Scholars LLC, and Sophomore Exploration LLC, and Future Health Professionals LLC.</li> <li>• The retention of undeclared student went up by 10% last year.</li> </ul> <p><b>2. Outcome Met</b></p> <ul style="list-style-type: none"> <li>• Facilitated with the ASC regarding orientation and APS classes.</li> <li>• 12 sessions were provided during orientation for undeclared students with 60 students participating.</li> <li>• Tabling during orientation included content on self-exploration and netted 70+ students stopping to talk.</li> <li>• 12 sessions were provided during orientation for Student Employment.</li> <li>• 6 sessions were provided for parents during orientation.</li> <li>• 20 skills workshops were designed for students (freshman) as part of the APS classes. Attendance was low and discussion was had with ASC staff on creating a more efficient message for students about events.</li> </ul>

		<ul style="list-style-type: none"> <li>• 18 presentations were done for various APS and GEP classes.</li> <li>• 12 requests were made from Residential Life/Learning Communities staff for passive programming in the residential halls.</li> </ul> <p><b>3. Outcome Partially Met</b></p> <p>No direct data was collected to determine whether students were undeclared when they came to visit. However, Handshake data shows that 10% of appointments involved some form of major, minor, and career exploration. This number does not consider drop-in appointments or the work that was done with students in conjunction with the Second Year Coordinator.</p> <p>Resources were created and updated to assist students with major and career planning.</p>
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## CLOSING THE LOOP

### Resources Used:

The resources for this goal were primarily the partnerships with the Academic Success Center, Residential Life/Learning Communities, Student Union & Activities, and Admissions. Handshake software helped with data collection and analysis and survey data from the Student Union & Activities and Residential Life/Learning Communities used the Living Learning Communities Student Learning Outcomes.

**Key Findings:** Inclusive programming and intentional outreach resulted in a 10% increase of undeclared students. Handshake appointments are not set up to collect information about whether a student is undeclared or not, thus, no direct data was collected for this part of the goal. However, Handshake data does show that 10% of appointments involved some form major/minor or career exploration, all indicators of an undeclared student. Numerous presentations were done, including 18 for APS and GEP classes and inclusion into the LLC Advisory Board has led to conversations about engagement with students and the use of a peer educator program to increase engagement.

### Dissemination/Discussion of Key Findings:

Results were shared with stakeholders (ASC, FA, Res Life, and Career Services Staff.) via email, committee meetings, and in debriefs. Work has begun on creating resources that offer more breadth and depth to the career development resources and online modules will be created to better serve students.

### Summary Sentence for EMSA Briefing Book:

Through a wide variety of support services and activities, Career Services facilitated students with planning a course of study that was appropriate in meeting their educational needs, career aspirations, and is consistent with academic strengths.

Unit Goal		College Mission Alignment:
Cultivate relationships with faculty across campus to create a diverse culture of student development regarding career development, student employment, and internship opportunities.		A more cohesive approach and development of resources for faculty to get a better sense of what types of internships students are interested in to create better employer partnerships and increase breadth and depth of career development programming. (1.1, 2.6)
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. By the end of the Fall semester, meet with 70% of department chairs to discuss needed services and review course descriptions.</li> <li>2. Create explanation of and disseminate NY Dept. Of Labor dashboard to faculty and staff in conjunction with FDS data.</li> <li>3. Requests for class presentations will increase from the previous year by 50%.</li> </ol>	<ul style="list-style-type: none"> <li>• Mach form-Presentation Requests</li> <li>• Salesforce data</li> <li>• First Destination Survey</li> </ul>	<p><b>1. Outcome Not Met</b></p> <ul style="list-style-type: none"> <li>• No direct data source was created to collect data on or to measure this objective. Because of turnover in the department, the ability to build relationship was challenging and the focus of the department needed to be switched to focus on other more pertinent areas.</li> </ul> <p><b>2. Outcome Partially Met</b></p> <ul style="list-style-type: none"> <li>• With the departure of IR personnel, the Labor Department Dashboard information was not disseminated to faculty or staff.</li> <li>• Engagement with faculty to disseminate FDS to recent graduates was also moved up and intentional effort was made to include department deans and chairs in requesting students to respond to the survey.</li> <li>• FDS processes were improved and data was distributed to faculty and staff through email and physical copy in early September, months earlier than previous years.</li> </ul> <p><b>2. Outcome Not Met</b></p> <ul style="list-style-type: none"> <li>• Presentation requests saw a 20% increase from the previous year, not meeting the 50% goal. Though the objective was not met the process for requesting a presentation and tracking of presentations was streamlined and made more efficient.</li> </ul>

## CLOSING THE LOOP

### Resources Used:

The resources for this goal involved data from the First Destination Survey and Department of Labor Dashboard. Along with the presentation request Machforms and with partnerships with Institutional Research, the Academic Internship Committee, Deans and Faculty we were able to better disseminate data to stakeholders.

### Key Findings:

To encourage more engagement with the FDS the department engaged chairs and deans to help with the dissemination of the FDS. This engagement resulted in a 41% increase in alumni response. A new Presentation Machform allowed for a more efficient process for faculty to request presentations, there was a 17% increase in requests from faculty. Work is still ongoing to determine the needs of specific departments in order to tailor continuous service and review of course descriptions with departments to determine Career Services touchpoints is unfinished.

**Dissemination/Discussion of Key Findings:**

Results were shared with stakeholders (AIC, Department Deans and Faculty, Career Services Staff)

**Summary Sentence for EMSA Briefing Book:**

Career Services continues to strengthen faculty partnerships and First Destination Survey data was disseminated with more breadth and depth.

### SECTION THREE, CAS REVIEW

Unit Goal	College Mission Alignment:
Complete CAS Review Phase 1 to include required standards and development of appropriate action plan to improve department services and programs as well as address gaps as appropriate.	<i>SP Operational Plan: 1.1, 1.5</i>

Standard(s) under review	Summary of Initial Findings	Recommendations
Part 1: Mission Part 2: Program Part 3: Organization and Leadership Part 6: Law, Policy and Governance Part 7: Diversity, Equity, and Access Part 12: Assessment and Evaluation	<p>Revising the mission statement to include more inclusive language will help with a positive direction for the program direction.</p> <p>While there are many resources available finding a more efficient way to engage students with those resources is needed. Increased partnerships with faculty on campus will help create a more cohesive approach and development of resources allowing the department to get a better sense of what types of internships students are interested in to create better employer partnerships and increase breadth and depth of career development programming</p> <p>Information regarding law, policy and governance, Assessment and evaluation and Leadership are currently being collected and will be finalized in August 2020.</p>	<p>During the 2020 spring and summer semester, review of the CAS document will take place and appropriate timelines for action items will be in place.</p> <p>As a team the Department will create a proper and realistic timeline to address priorities, considering budget and other resources.</p> <ul style="list-style-type: none"> <li>• Offer more intentional programming focusing on the needs of specific populations, including MOC, Veterans, Second Year Students, and Undeclared students.</li> <li>• The mission statement has been updated to align with Equity, Diversity and Inclusion. Partnerships continue to grow with underrepresented populations and with EDI.</li> <li>• Increased Assessment of programming and student engagement to increase the effectiveness of resources and programming for faculty, students, and alumni.</li> <li>• Increased partnerships on and off campus with stakeholders.</li> </ul>



## CAS Part 7 Summary of Findings: Diversity, Equity and Access

Standard(s) under review	Summary of Initial Findings	Recommendations
<b>CAS Part 7 Summary of Findings: Diversity, Equity and Access</b>	<p>Conclusions:</p> <ul style="list-style-type: none"> <li>It was clear to the reviewers that while the department met some of the criteria under each individual goal—"CS does not discriminate on the basis of ability..."(7.1), "CS responds to the needs of all constituents..." (7.2), and "CS provides personnel with diversity, equity, and access training and holds personnel accountable..." (7.3)—there is still a need to make the work that the department is doing more consistent across campus.</li> <li>The current mission statement of CS speaks to the resources and services that we provide to students. It was suggested by the committee that we enhance the mission statement to include more inclusive language that reflects not just what we do, but how we are as an office, what we represent, and the clients that we serve. Possible changes include using language such as increased accessibility, fairness, integrity, and kindness.</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>A significant discrepancy was found in all three areas (7.1, 7.2, and 7.3), with one (1) self-assessment rated at the 'exceeds' for 7.1 and 'meets' for 7.2 and 7.3. Upon discussion with the team, it was determined that the student who completed this self-assessment was not given clear direction on how to proceed. This student was an outlier in terms of time in the office, and perhaps was not privy to some of the more detailed work in CS.</li> </ul> <p>Strengths:</p> <ul style="list-style-type: none"> <li>Ensure Career Services policies and training materials reflect TCAB EEO mission statement. (7.1)</li> <li>Improve accessibility to office, including hours of operation and structural support. (7.2)</li> <li>Increase visibility of resources to diverse populations. (7.3)</li> </ul>	<p>Action Items:</p> <ul style="list-style-type: none"> <li>Update Mission statement. (7.1)</li> <li>Career Services (CS) will update student employee handbooks to connect students to the College at Brockport's EEO and Title 9 statements and policies. (7.1)</li> <li>Add links to resources that support diverse population and inclusivity. (7.1, 7.3)</li> <li>Increase outreach to student organizations and BSG's Diversity Counsel. (7.3)</li> <li>Better tracking of completion of diversity training by staff. (7.1)</li> <li>Designate handicap accessible workspace. (7.2)</li> </ul>

## SECTION FOUR: STUDENT LEARNING OUTCOMES

### Institutional Student Learning Outcomes

- |                                   |                                               |
|-----------------------------------|-----------------------------------------------|
| 1. Written and Oral Communication | 4. Critical Thinking and Information Literacy |
| 2. Quantitative Reasoning         | 5. Civic Engagement                           |
| 3. Intercultural Competence       |                                               |

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students will be able to effectively communicate in professional settings.	X					2018-2019
2. Students will be able to utilize available resources to make career decisions and plan for post-graduate success				X		2019-2020
3. Students will be able to identify the role of diversity and inclusive practices in the workplace			X			2020-2021

Departmental Learning Outcome Measured in 2019-2020:		
Students will be able to utilize available resources to make career decisions and plan for post-graduate success		
Strategies/Programs	Assessment Tools/Data Sources	Results
Golden Eagle Orientation Programing  Undeclared Programing in Conjunction with ASC-Love Your Major Month, Majors and Minors Fair  Programming with LLCs  Increased Presence in Classrooms and Residence Halls	Mach Forms-Presentation, Alumni Request  Orientation Sign-in sheets  Handshake	2019-2020 Mid-year survey results show that 48% of off campus students and 41% of on campus students wanted more engagement with Career Preparation. Additionally, 39% and 34% of off campus and on campus students want more engagement with Interview and resume preparation. In response: <ul style="list-style-type: none"> <li>12 sessions were provided during orientation for undeclared students with 60 students participating.</li> <li>Tabling during orientation included content on self-</li> </ul>

Availability of Remote Instruction and Counseling services.		<p>exploration and netted 70+ students stopping to talk.</p> <ul style="list-style-type: none"> <li>• 20 skills workshops were designed for students (freshman) as part of the APS classes.</li> <li>• 18 presentations were done for various APS and GEP classes.</li> <li>• 12 requests were made from Residential Life/Learning Communities staff for passive programming in the residence halls.</li> <li>• Handshake data shows that 10% of appointments involved some form of major, minor, and career exploration.</li> <li>• Resources were created and updated to assist students with major and career planning.</li> <li>• 116 Alumni touchpoints.</li> </ul>
<p><b>Summary of Findings and Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Attendance for success class was low and discussion was had with ASC staff on creating a more efficient message for students about event times, locations, and purpose.</li> <li>• Engagement practices were revised to serve the current population of students. This included more straight-forward resources with actionable items.</li> <li>• Online modules will be created to offer remote opportunities for students to engage in Career Development curriculum in both a generalist area and by departments.</li> <li>• A series of virtual job fairs (generalist and by department) are being explored as a best practice to engage students through an additional medium.</li> </ul>		

## SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS

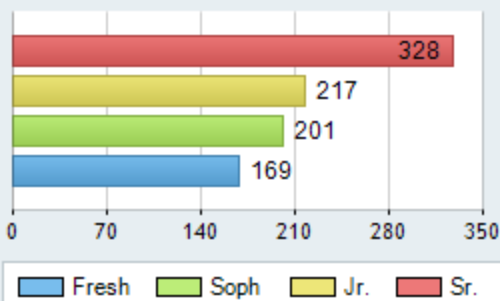
Key Performance Indicators and Benchmarks	Analysis																																				
<div data-bbox="115 176 678 575"> <p style="text-align: center;"><b>Student Employment Referrals</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Referrals</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>1957</td> </tr> <tr> <td>FY18</td> <td>2100</td> </tr> <tr> <td>FY19</td> <td>2028</td> </tr> <tr> <td>FY20</td> <td>1991</td> </tr> </tbody> </table> </div> <div data-bbox="115 596 678 995"> <p style="text-align: center;"><b>Presentation Requests</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Requests</th> </tr> </thead> <tbody> <tr> <td>FY19</td> <td>91</td> </tr> <tr> <td>FY20</td> <td>109</td> </tr> </tbody> </table> </div> <div data-bbox="115 1016 678 1415"> <p style="text-align: center;"><b>Scheduled Student Appointments</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Appointments</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>347</td> </tr> <tr> <td>FY18</td> <td>382</td> </tr> <tr> <td>FY19</td> <td>325</td> </tr> <tr> <td>FY20</td> <td>366</td> </tr> </tbody> </table> </div> <div data-bbox="115 1436 678 1835"> <p style="text-align: center;"><b>Career Express Drop-ins</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Drop-ins</th> </tr> </thead> <tbody> <tr> <td>FY17</td> <td>357</td> </tr> <tr> <td>FY18</td> <td>429</td> </tr> <tr> <td>FY19</td> <td>348</td> </tr> <tr> <td>FY20</td> <td>286</td> </tr> </tbody> </table> </div>	Fiscal Year	Referrals	FY17	1957	FY18	2100	FY19	2028	FY20	1991	Fiscal Year	Requests	FY19	91	FY20	109	Fiscal Year	Appointments	FY17	347	FY18	382	FY19	325	FY20	366	Fiscal Year	Drop-ins	FY17	357	FY18	429	FY19	348	FY20	286	<p>687 new student employees were hired which is 34.5% of the total. The remaining 65.5% of referrals were for students who were previously employed with SUNY Brockport. The slight decrease in number is likely due to not being on-campus since 3/17/20 &amp; reduced number of summer student employees for this year.</p> <p>There was an increase in presentation requests. A new presentation request Mach form was created to better track requests and improved outreach to faculty and staff increased presentation requests in FY 19/20.</p> <p>There was an increase in student appointments. Student appointments also benefited from more efficient tracking than the previous year. It became mandatory for students to use Handshake as a scheduling tool. Move to virtual and remote appoints seemed to have little effect on students scheduling appointments.</p> <p>This year's drop-in appointments saw an 18% decrease. This drop can be attributed to the office moving to a new location as well as the beginning of remote work due to Covid-19.</p> <p>Approximately 62% or 472 drop-in sessions were for student employment. This included new hires, and those employees returning to employment at Brockport.</p> <p>Looking at appointments by year shows that most students who seek assistance from the office are in their senior year. Followed by Juniors, Sophomore's, and Freshman. This trend is not surprising and supports the theory that career development should begin in the freshman year and continue throughout a student's college career. The career planning process is ongoing and sequential. Since it is fluid rather than chronological, students move to the next step only when they are ready to do so and may move back and forth between steps at any given time.</p>
Fiscal Year	Referrals																																				
FY17	1957																																				
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### Student Employment Drop-Ins

The percentage of drop-ins that were student employment-related.

**62%**

Approved, Completed, and Started Appointments by School Year



### Alumni Touchpoints

The number of alumni who have contacted the office of Career Services.

**116**

The College at Brockport, Office of Career Services currently offers all services to Brockport alumni. This includes, but is not limited to, free attendance to events, career counseling appointments, resume and cover letter services, job search tools, use of the Professional Clothes Closet, access to our online resources.

The Brockport Career Exploration Course (BCEC), allows student an opportunity to receive academic credit for an experiential internship. This course is treated the same as every other academic course offered at The College at Brockport. The number of internship hours needed to complete are based on the number of BCE credits you have registered for (3 credits=120 internship hours about 10 hours/week, 6 credits=240 internship hours about 20 hours/week).

The FY20 saw a significant drop in Clothes Closet visits. This is due to several extenuating circumstances. The office moved in the beginning of the spring semester making the Clothes Closet unavailable for a period. Intentional marketing was started to bring focus on the resource when the Covid-19 pandemic closed the campus. Late in the spring semester is a typically busy time for the Clothes Closet as students move toward graduation.

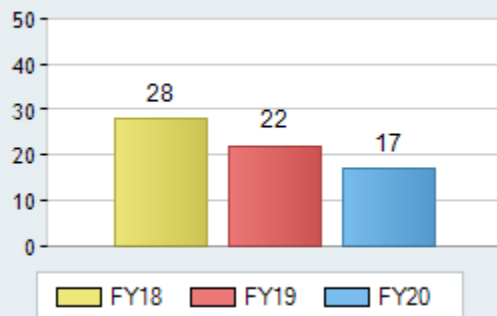
This year saw a 9% increase in Job Fair attendance. This can be attributed to earlier and more intentional marketing across campus and more intentional employer selection.

The trend for attendance at the Careers for the Common Good fair is inconsistent. The department is looking into possible reasons why including marketing, student feedback on job goals including the possibility that the CCG fair did not have crossover with their field or interests.

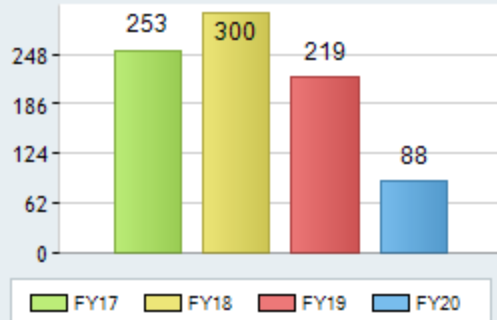
The Part-time Job fest saw an 18% decrease in attendance this year. While still the highest attended event, the downward trend of attendance to fewer students can be attributed to factors including less students looking for employment, and downward trend in overall college enrollment.

Employers continue to engage with students across the campus both actively in classroom settings and passively through tabling and job fairs.

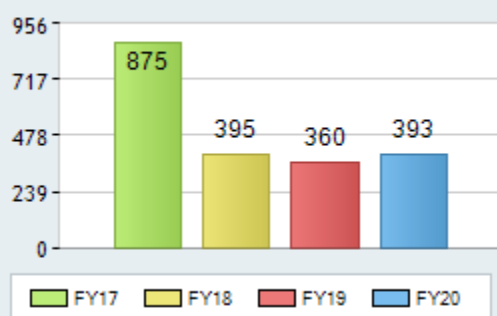
Brockport Career Exploration Internship Program



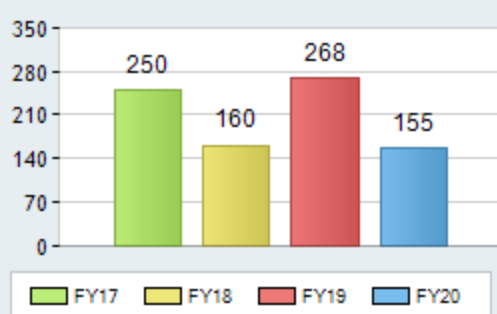
Professional Clothes Closet Check-ins



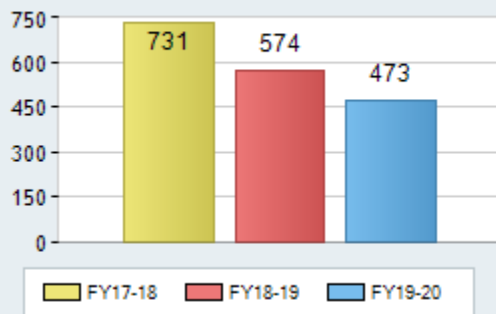
Jobs & Internships Fair Attendance



Careers for Common Good



Part-time Job Fest Attendance



Employer Engagement

The number of employers that were engaged for our larger career events during the 2019-2020 FY. i.e. Jobs and Internship Fair, Part-Time Job Fest, Careers for the Common Good, and Virtual Career Fair.

**268**

**SECTION SIX: 2019-2020 POINTS OF PRIDE AND ACCOMPLISHMENT**

<b>Point of Pride/Accomplishment</b>	<b>College Mission and Priorities Alignment</b>
Moving Office from Rakov to Dailey Hall, a more centrally located and visible space.	To be a Great College at which to Learn
Onboarding of Employer Relations Coordinator and new Administrative assistant.	To be a Great College at which to Work
Stephanie A. Learn recognized as a Second Year Champion by the ASC.	To be a Great College at which to Learn
Increasing student attendance at the job fair by 9%.	To be a College Engaged with its Community To be a Great College at which to Learn
Launching our first virtual job fair with 33 employers and 86 students registered	To be a College Engaged with its Community To be a Great College at which to Learn
Continued programming through virtual Snack and Chats and remote advising during the COVID-19 pandemic.	To be a Great College at which to Learn
Completion of programming for Undeclared students in conjunction with the ASC.	To be a Great College at which to Learn
Community service work-study program succeeded in spending it's total 7% allocation.	To be a College Engaged with its Community
Student employment – a better strategy for handling fall student traffic was developed resulting in less congestion and improved student engagement.	To be a Great College at which to Work
Increased engagement with FDS by 41%	To be a College Engaged with its Community



## **SECTION SEVEN: 2020-2021 UNIT STRATEGIC GOALS**

<b>Annual Goals</b>	<b>Divisional Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan</b>	<b>Timeline</b>
Provide and manage short- and long-term management of career education efforts, including subpopulation programming, assessment efforts, and academic department partnerships.	2, 3, 6	1.1, 1.5, 2.6, 4.2	<ul style="list-style-type: none"> <li>Establish a Career Development Curriculum, including active and passive programming, online and in-person               <ul style="list-style-type: none"> <li>Create online modules/videos for general career topics and templates for academic areas to utilize.</li> <li>Utilize existing resources available through linked in, YouTube, etc.</li> <li>Establish a Peer Education program</li> </ul> </li> <li>Career coaching and counseling program established/enhanced, with training, outcomes and processes</li> </ul>	August-September 2020  Ongoing
Engage with employers to develop internship and employment pipelines and opportunities for students.  Facilitate strong relationships with employers and administrative systems to maximize opportunities for short- and long-term student placement.	1, 2	2.1, 2.3, 2.4	<ul style="list-style-type: none"> <li>Serve as the primary manager of Salesforce as an internship database</li> <li>Develop administrative systems to support student internships, including promotion, templates and general training materials</li> <li>Update the existing internships manual</li> <li>Utilize employer relations to establish new internship opportunities</li> <li>Partner with the AIC to involve faculty as content experts and internship supervisors</li> <li>Develop an employer relations plan, that parses out how each arm of the office engages with career,</li> </ul>	August 2020  June-July 2020  August 2020  September-November 2020  July 2020  August 2020

			<ul style="list-style-type: none"> <li>and includes an ongoing communication plan</li> <li>• Re-imagine and re-name the Employer Partnership Program</li> </ul>	
Coordinate the student employment operation (federal work-study and temp service) including training and communication for supervisors.	1, 2, 4	1.1, 1.8, 2.1, 2.7, 4.2, 4.3, 4.4	<ul style="list-style-type: none"> <li>• Utilize student employment recruitment and hiring processes to support student success; manage Handshake</li> <li>• Provide in-person and online materials for student employee supervisors, including procedural requirements and training</li> <li>• Meet SUNY and FWS requirements</li> </ul>	<p>Ongoing</p> <p>July 2020</p> <p>Ongoing</p>
Increase efficiencies, partnership and communication within the department, across departments and with academic affairs.	2, 5	1.1, 1.5, 2.6, 3.2, 3.4	<ul style="list-style-type: none"> <li>• Walk in hours established and coordinated so the office is accessible, welcoming and responsive to student needs</li> <li>• Develop and implement a departmental training program for professional and student staff.</li> <li>• Assess and support placement of students (FDS)</li> <li>• Establish vision, team goals and working agreement. Re-brand.</li> </ul>	<p>August 2020</p> <p>July 2020</p> <p>July-August 2020</p> <p>July 2020</p>

## **SECTION EIGHT: 2020-2021 Assessment Plan**

Provide short- and long-term management of career education efforts, including subpopulation programming, assessment efforts, and academic department partnerships.

<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
Establish a Career Development Curriculum, including active and passive programming, online and in-person <ul style="list-style-type: none"><li>· Create online modules/videos for general career topics and templates for academic areas to utilize.</li><li>· Utilize existing resources available through, social media platforms, blogs, and newsletters.</li><li>· Establish a Peer Education program</li></ul> Establish and enhance Career coaching and counseling program with training, outcomes and processes	Career Development curriculum Peer education training assessment tool Handshake tracking Mach Forms for Faculty, Res Life, and Alumni Survey of Service-faculty and students	<ul style="list-style-type: none"><li>• Online tools for modules</li><li>• Handshake-Career Coaching</li><li>• Assessments (Mach Forms, Forms, Handshake)</li><li>• Marcom-Modules</li><li>• Moovly/Animoto-video marketing</li></ul> Stephanie A. Learn Heather DiFino Sarah Norris

### **Action Plan:**

- Create online modules/videos for general career topics and templates for academic areas to utilize. (July-August)
- Utilize existing resources available through linked in, YouTube, etc. (Ongoing)
- Establish a Peer Education program to support career coaching and counseling (July-August)
  - Update student handbook. (July)
- Marketing of services. (July-Ongoing)
- Develop partnerships with academic departments run needs analysis. (July-September)
- Provide enhanced Career Coaching and Counseling to a Diverse population. (August-June)
- Assess department goal. (December, April, June)

### **Goal Rationale:**

Surveys from Residential Life/Learning Communities and the Student Union & Activities returned results that had career development related topics as the top 5 things students want more instruction in. The purpose of this goal is to develop knowledge and real-world skills so students can make decisions at key transition points and support their transition from school to further education or work. It also aims to develop the career management competencies that will equip students to manage their career pathways and opportunities throughout their lives.

<b>Unit Annual Goal:</b>		
Engage with employers to develop internship and employment pipelines and opportunities for students. Facilitate strong relationships with employers and administrative systems to maximize opportunities for short- and long-term student placement.		
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
Develop Salesforce as an internship database Develop administrative systems to support student internships, including promotion, templates and general training materials Update the existing internships manual Utilize employer relations to establish new internship opportunities Partner with the AIC to involve faculty as content experts and internship supervisors	Salesforce data (number of internships catalogued)  Number of students completing internships BCEC numbers	John Sheible Salesforce w/training Internship information from departments. AIC data Access to "Cloud for Good" (built program)

### **Action Plan:**

#### **Develop Salesforce as an internship database**

- Receive training and explore system capabilities for use as a database. (July-August)
- Gather data from various systems on campus...File City, Handshake etc. (August-September)
- Work with current/new employers and college departments continue to grow database (September-December)
- Maintain/adjust as necessary the updated database (Ongoing)
- Develop relationships with departments that show needs for internships across campus (January-June)

#### **Develop administrative systems to support student internships, including promotion, templates and general training materials**

- Meet/converse with departments who currently hold internship, begin developing plan for internships. (July-August)
- Update the existing internships manual (Ongoing)
- Work collaboratively with current/new employers, college departments and AIC to verify needs for internships. (September)
- Design admin. Systems, promotion, templates and training materials. (Oct-Nov)
- Seek feedback and finalize design for promotional and training materials (December)
- Begin promotion of internships. (Jan-June)

#### **Utilize employer relations to establish new internship opportunities (ongoing)**

#### **Partner with the AIC to involve faculty as content experts and internship supervisors (Ongoing)**

### **Goal Rationale:**

Internships are a proven best practice that each student on the campus should have the opportunity to experience. By gathering the necessary data from employers and campus partners and the use of Salesforce, Career Services will have the information needed to provide diverse experiences to students as they relate to their major. The inception of this programming and database will also give some indication of the need of internships for students that may not have availability within their department.

<b>Unit Annual Goal:</b>		
Coordinate the student employment operation (federal work-study and temp service) including training and communication for supervisors.		
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<p>Utilize student employment recruitment and hiring processes to support student success; manage Handshake</p> <p>Provide in-person and online materials for student employee supervisors, including procedural requirements and training</p> <p>Meet FWS requirements</p>	<p>Handshake data</p> <p>Mach form data – new hire referral Mach form and others used to track workflow and processing for student employment</p> <p>Survey to supervisors before and after supervisor training</p> <p>Instituting a student employee new hire survey to be completed after paperwork.</p> <p>FWS – Community Service % - spreadsheet used to monitor student earnings and estimates to hit 7% goal of community service spending</p> <p>Surveys to track off-campus part-time jobs created (student earnings) through JLD Program to report for FISAP (federal report</p>	<p>Jane Lomaglio</p> <ul style="list-style-type: none"> <li>• Lyris software (or a more up to date replacement) to manage listserv of student employment supervisors across campus (~250)</li> <li>• Updated Student Employment webpages – assist with communication to students and supervisors</li> <li>• Handshake for on-campus and off-campus job postings</li> <li>• New Hire Referral Mach Form for supervisors to “report a hire” of a student (and other for wage changes, account changes)</li> <li>• Student employees to assist with taking in new hire paperwork in-person, approving employers/jobs in Handshake, inputting events in Handshake</li> <li>• GA to focus on processing in Banner new hire paperwork &amp; returning student employee authorizations daily to give to payroll.</li> <li>• Secretary to assist with processing in Banner new hire paperwork in the fall. Assist daily with answering student employee and supervisor questions.</li> </ul> <p>John Sheible:</p> <ul style="list-style-type: none"> <li>• Contracts established (&amp; updated yearly) through procurement for Community Service work-study off-campus sites; recruitment of students into these positions and assisting them through process</li> <li>• Supervision of off-campus students (supervisor of record for timesheets)</li> <li>• Collection and documentation of data related to Job Location &amp; Development (JLD) – how much have students earned in off-campus jobs that we assisted them in obtaining (must offset the funding that we pay John’s salary from work-study fund in student earnings off-campus)</li> </ul>

**Action Plan:**

1. Create schedule of supervisor trainings for the year (offer remote & in-person). (June & on-going)
2. Continue specific RD trainings, and this year reach out to COSAC & Admissions to offer group trainings
3. Website revisions – pieces for supervisors June – August 2020, continue with website revisions for student employees by December 2020, website revisions – add sections for families/future student employees by February 2021.
4. Training of John and Renata (on-going)
5. Assess goal (October, January, April, June)

**Goal Rationale:**

Student employees hired through Student Employment total 1,500-1,800 each year. We want to make sure processes and procedures are in place:

- To allow for equal opportunity among students; assist any student with finding a part-time job whether there is a financial need or not
- Process authorizations in Banner to get students on the payroll timely (not to cause undue burden for the student to wait more than a month for first paycheck)
- Encourage training and communication of supervisors across campus to relay accurate information and maintain compliance with labor laws and provide information/resources to assist them.
- Leave a good impression with students – as this is a large group and is their first interaction with Career Services.

<b>Unit Annual Goal:</b>		
Increase efficiencies, partnership and communication within the department, across departments and with academic affairs.		
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<p>Walk in hours established and coordinated so the office is accessible, welcoming and responsive to student needs.</p> <p>Develop and implement a departmental training program for professional and student staff.</p> <p>Assess and support placement of students (FDS)</p> <p>Establish vision, team goals and working agreement. Re-brand.</p>	<p>Establish accessible walk-in hours to support drop in support for students. Use ASC model as a guide.</p> <p>Teambuilding and increased internal communication</p> <p>Staff survey</p> <p>FDS data analysis</p>	<p>All</p> <p>Renata Labonte</p> <p>Heather DiFino</p> <p>Stephanie Learn</p> <ul style="list-style-type: none"> <li>• Student training manual</li> <li>• Onboarding Manual (staff)</li> <li>• FDS survey</li> </ul> <p>Sara Kelly</p>

**Action Plan:** Walk in hours established and coordinated so the office is accessible, welcoming and responsive to student needs. (July)

Assess (December, June)

Develop and implement a departmental training program for professional and student staff. (August & Ongoing)

Assess- (September, January, June)

**Goal Rationale:** In a resource-constrained environment, the recognition that collaboration can be a key to more effectively avoiding the duplication of services and expanding partnerships is critical to developing resources to enhance the services and can serve as a critical guidepost for decision making and problem solving inside and outside the department.