



**SUNY  
BROCKPORT**

**Office of the Vice President for Enrollment Management & Student Affairs**

**Unit End of Year Report**

Report includes:

- 2020-2021 Annual Goals
- 2020-2021 Assessment Plan
- Key Performance Indicators
- 2021-2022 Annual Goals
- 2021-2022 Assessment Plan
- 2020-2021 Points of Pride

**Unit: Career Services**

**Associate Director: Stephanie A. Learn**

**Assessment Team Representative: 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.

<b>Unit Functional Goals</b>	<b>Division Goal Mapping</b>	<b>College Goal Mapping</b>
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: 2020-2021 UNIT STRATEGIC ANNUAL GOALS**

<b>Unit Strategic Annual Goals</b>	<b>Outcome/Status</b>
Provide and manage short- and long-term management of career education efforts, including subpopulation programming, assessment efforts, and academic department partnerships.	Completed/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.	Completed/Ongoing
Coordinate the student employment operation (federal work-study and temp service) including training and communication for supervisors.	Completed/Ongoing
Increase efficiencies, partnership and communication within the department, across departments and with academic affairs.	Completed/Ongoing

**SECTION TWO: 2020-2021 Assessment Plan**

<b>Unit Goal</b>		<b>College Mission Alignment:</b>
Provide and manage short- and long-term management of career education efforts, including subpopulation programming, assessment efforts, and academic department partnerships.		Career readiness education is critical to the retention and persistence of students as it prepares them for life after college, equipping them with the skills and allows them to make decisions at key transition points and support their transition from school to further education or work. 1.1, 1.5, 2.6, 4.2
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
<ol style="list-style-type: none"> <li>1. Establish a Career Development Curriculum, including active and passive programming, online and in-person</li> <li>2. Create online modules/videos for general career topics and templates for academic areas to utilize.</li> <li>3. Establish a Peer Education program</li> <li>4. Career coaching and counseling program established/enhanced, with training, outcomes and processes</li> </ol>	<ul style="list-style-type: none"> <li>• Faculty/Staff Presentation Requests</li> <li>• YouTube Click Rates</li> <li>• Student Employee Exit Interview</li> <li>• Handshake Appointment Data</li> <li>• Handshake-Career Coaching</li> </ul>	<p align="center"><b>1. Goal Met</b></p> <ul style="list-style-type: none"> <li>• A curriculum was developed in partnership with the ASC as a College Senate proposal for a 1 credit or 3 credit APS Career Class. Ultimately the proposal was postponed due to Covid. In the meantime, data collection has begun with departments on career related classes that are offered.</li> <li>• Curriculum was scaffolded and used the NACE competencies as a guide.</li> <li>• COVID interrupted the proposal process.</li> <li>• The curriculum was used to help create PSY 318 with Laurel McCall.</li> <li>• Curriculum was also used to design a 1 credit version which was tested with HST 370 with Anne MacPherson.</li> <li>• Data on the efficacy of the Psychology class was presented at SUNY level, as well as locally within the CELT framework and showed a 2% increase in student knowledge from pre and post surveys.</li> <li>• While 1:1 Presentation Requests were down this year, the department was involved in more long-term training with departments.</li> <li>• With the use of Handshake and Microsoft Teams, there was a 5% increase in student appointments and a 50% decrease in no-show and cancelled career education appointments.</li> </ul> <p align="center"><b>2. Goal Partially Met</b></p> <ul style="list-style-type: none"> <li>• Created online modules/videos for general career topics and templates for academic areas to utilize. <a href="#">Brockport Career Services-YouTube</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Created a new Mach form for presentations, alerting faculty to the asynchronous options. Many still wanted live sessions.</li> <li>• Began looking at alternative tools such as Microsoft Career Coach, powered by LinkedIn as potential resource.</li> <li>• Usage for online resources were looked at for renewal purposes. Based on usage, Candid Career was not renewed, and the office replaced Career Explorer with O*Net.</li> </ul> <p style="text-align: center;"><b>3. Goal Not Met</b></p> <ul style="list-style-type: none"> <li>• The remote nature of student’s access made developing a peer educator program difficult.</li> <li>• Due to budgetary constraints, the department was unable to hire additional student employees.</li> <li>• Face to face interactions with groups of students were limited during FY 2020-2021, this in turn limited opportunities for student employees in the office to engage with peers in the traditional manner.</li> <li>• Student employees were able to connect with other students in a remote capacity and continued to help with resume and cover letter review as well as checking of student employment paperwork.</li> </ul> <p style="text-align: center;"><b>4. Goal Met</b></p> <ul style="list-style-type: none"> <li>• Developed partnerships with Psychology and History departments to develop and pilot a generalized curriculum layout that can now be used with other departments.</li> <li>• Provided enhanced Career Coaching and Counseling to a Diverse population. Including programming with LLC’s, Talon Academy, Undeclared students. Over 30 students registered events on topics including LGBTQIA+ in the Workplace, Black in the Workplace, and Disabilities in the Workplace.</li> <li>• Intentional marketing of services using social media and partnerships with EMSA and Academic Affairs.</li> <li>• Created a theme week before the Jobs and Internship Fair to provide students with intentional career education content.</li> </ul>
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## **CLOSING THE LOOP**

### **Resources Used:**

The resources for this goal involved partnerships with the Academic Success Center, Residential Life/Learning Communities, Student Union & Activities, and Admissions, Hazen, Academics, and individual departments. A new Machform was developed to alert faculty to asynchronous options and was used to help track programming and Handshake was used to track student appointments.

### **Key Findings:**

The work done on developing a rigorous career curriculum proved to be successful. Anecdotal feedback from participants and requestors was positive and repeated requests for presentations were made. Students from the Psychology class were rated before and after the class and showed that students strongly agreed 4.17/5 that their Career Decision making and Self-efficacy expectations with respect to the tasks required in career decision making improved by the end of the semester. Students responded that, “This honestly should be offered to all students. I think that would be highly beneficial...because this is the FIRST time, I have made a proper resume, cover letter.” And “Not only did this course give me the proper tools and how to obtain them myself (self-efficiency), but it also showed me how to USE them as well.” With Covid restrictions lessening, work on the peer educator program will continue.

### **Dissemination/Discussion of Key Findings:**

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

**Summary Sentence for EMSA Divisional Report:** Through a wide variety of support services and activities, Career Services facilitated planning a course of study that was appropriate in meeting students' educational needs and career aspirations. As a result, this curriculum is consistent with different departments' academic strengths and needs and diverse populations.

Unit Goal		College Mission Alignment:
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.		Internships are a proven best practice for retention and persistence of students. 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. 1.1, 1.5, 2.1
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. Develop Salesforce as an internship database</li> <li>2. Develop administrative systems to support student internships, including promotion, templates and general training materials</li> <li>3. Update the existing internships manual</li> <li>4. Utilize employer relations to establish new internship opportunities</li> <li>5. Partner with the Academic Internship Committee (AIC) to involve faculty as content experts and internship supervisors</li> </ol>	<ul style="list-style-type: none"> <li>• Salesforce data (number of internships catalogued)</li> <li>• Number of students completing internships</li> <li>• BCEC numbers</li> </ul>	<p style="text-align: center;"><b>1. Goal Partially Met</b></p> <ul style="list-style-type: none"> <li>• Upon further review it was determined that Salesforce did not meet the needs of the Internship process at this time. Recommendation was made that Salesforce not be renewed while seeking an alternative.</li> <li>• To better capture and manage internship data, based on the current campus relationship with Microsoft's Power BI, the decision was made to utilize Microsoft's Power BI instead of Salesforce. We are currently in the process of training and developing a usage plan for Power BI for the upcoming year.</li> <li>• Developed a Microsoft Team specifically for the Academic Internship Committee allowing stakeholders across campus to easily upload/view their data to one location. This data will ultimately be compiled to reflect the entire campus. At this time 2 departments have responded.</li> </ul> <p style="text-align: center;"><b>2. Goal Partially Met</b></p> <ul style="list-style-type: none"> <li>• Data will be compiled to reflect the entirety of campus.</li> <li>• Promotion of internships were administered through direct e mail with faculty/staff. A weekly newsletter was created in Handshake that included internship opportunities and was mailed to campus stakeholders.</li> <li>• Internship training materials are housed within the respective departments and intentional outreach to determine what departments are using is a goal moving forward. Promotion of internships were administered through direct e mail with faculty/staff. Since faculty and staff have direct contact with students they were encouraged to share with students. This helped target market opportunities based on major/career relevance.</li> <li>• Students were informed of internships through Handshake postings. In addition, select experiences were highlighted during our weekly Jobs Newsletter that was sent to all students who utilize Handshake. experiences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students were informed of internships based on conversations with Career Services staff.</li> <li>• Students were able to engage with employers regarding internships during the three virtual Career Services fairs: Part Time job Fest, careers for Common Good and Jobs and Internship Fair.</li> </ul> <p style="text-align: center;"><b>3. Goal Not Met</b></p> <ul style="list-style-type: none"> <li>• Since many internships are specific to the department, manuals and guidelines are housed within the respective departments.</li> <li>• Because much of the internship opportunities on campus are internalized by departments Career Services will be updating the internship portion of the website to reflect overall language about opportunities for experiential learning and internships on campus.</li> </ul> <p style="text-align: center;"><b>4. Goal Partially Met</b></p> <ul style="list-style-type: none"> <li>• Career Services Office is represented as member of the Brockport Merchant Association leveraging for opportunities for SUNY Brockport students.</li> <li>• Several stakeholders are developing/designing internship experiences to be shared with students. This includes Brockport Merchants Association, Agent Mobile, Sole Movement and Dance and The Friendly Home.</li> <li>• Office is represented as members of the Brockport Merchant Association leveraging for opportunities for SUNY Brockport students.</li> <li>• Based on traditional outreach to employer partners, the conversation always includes the need for experiential learning opportunities through internships.</li> <li>• Redesign of the partnership program resulted in three new employer partnerships: US Army, Advantage Credit Union, National Guard.</li> </ul> <p style="text-align: center;"><b>5. Goal Partially Met</b></p> <ul style="list-style-type: none"> <li>• Partnered with the AIC in developing relationships with employers such as Rochester Psychiatric Center, Vertus Charter School, and Family Counseling Center.</li> <li>• Each school/department has an assigned Internship Coordinator who act as the content expert for their respective department. That individual is invited to sit on the Academic Internship Committee and is expected to attend meetings depending on availability. Some departments may not offer specific</li> </ul>
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		<p>internships associated with their major, so they do not have an internship coordinator.</p> <ul style="list-style-type: none"> <li>• Meetings or conversations with Internship Coordinator or faculty/staff happen on a case-by-case basis depending on outreach to employers based on my primary goal of Community Service Federal Work Study. Each conversation starts with the initial ask to partner as a FWS partner and further conversations around partnering stem from there. In some instances, faculty/staff have reached out to Career Services seeking and internship within the major department/class.</li> <li>• Realignment of goals by the Committee Chairs has prioritized the focus of the AIC to increasing the visibility of internships and foster a culture for internships across campus, which fits with Strategic Plan and SUNY's Professionalism goals.</li> </ul>
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## CLOSING THE LOOP

### Resources Used:

The resources used for this goal included on and off campus stakeholders comprised of AIC members (faculty, staff, off campus partner/employers/organizations). In addition, there was financial resources associated with Salesforce.

### Key Findings:

While we were able to learn some basics to the Salesforce program through personal research, current team members were not here when the CRM was built, resulting in a lack of understanding of the intention and capabilities. Upon review it was suggested that we find a tool better suited to our current needs. Microsoft Power BI is better suited at this time to collect, analyze, and disseminate data. Despite our efforts which includes our partnership with the Academic Internship Committee our results were lackluster. This is due to lack of responses from the multiple recommendations/requests to share data and could be attributed to the nature of the remote semester. Much more work needs to be done to achieve the true goals/outcomes. It is recognized that an increased effort will be needed to engage leadership in Academic Affairs and within individual departments as to the reason/need for the data collection. There needs to be a genuine belief in the need for the gathering of said data and an understanding as to why. With more intentional outreach, the AIC and Career Services will continue to collect internship data from departments in the coming year.

### Dissemination/Discussion of Key Findings:

Results will be shared with stakeholders (Career Services Staff, AIC members and necessary leadership) via email, committee meetings, and in debriefs. Work continues on creating resources that offer more efficient for expanding internships.

### Summary Sentence for EMSA Divisional Report:

Career Services in partnership with the Academic Internship Committee have built a sufficient foundation and process for internship data collection that can be expanded upon for future growth of experiential learning and internships across campus.



Unit Goal	College Mission Alignment:
Coordinate the student employment operation (federal work-study and temp service) including training and communication for supervisors.	To allow for equal opportunity among students; and to encourage training, communication, and compliance, continual review and improvement based on assessment will assure that student employment offers a great college at which to work for students and supervisors. 1.1, 1.5, 4.3, 4.4

Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. Utilize student employment recruitment and hiring processes to support student success; manage Handshake</li> <li>2. Provide in-person and online materials for student employee supervisors, including procedural requirements and training</li> <li>3. Meet FWS requirements</li> </ol>	<ul style="list-style-type: none"> <li>• Handshake data</li> <li>• Mach form data – new hire referral Mach form and others used to track workflow and processing for student employment</li> <li>• Survey to supervisors before and after supervisor training</li> <li>• Instituting a student employee new hire survey to be completed after paperwork.</li> </ul>	<p style="text-align: center;"><b>1. Goal Met</b></p> <ul style="list-style-type: none"> <li>• Encouraged supervisors to post all student employment positions in Handshake to allow for equal opportunity and access. Reminders in supervisor communications, training sessions, and addition of Handshake Job number field to our Student Employment Referral Mach Form.</li> <li>• Revamped student employment new hire paperwork processes in fall in response to covid. 458 new student employees were hired, and we conducted 2 appointments for each, the first being virtual (created in Handshake, and meeting held via Microsoft Teams) to review the new hire forms, direct deposit, payroll calendar, and then assisted them to schedule the in-person appt with I-9 documents. This helped streamline (no lines or crowds) and limit each students' time in-person in the office. We had 2-3 document review stations set-up in the office to review documents for I-9. Additionally, we worked with Res Life to hold 4 virtual sessions (Fall &amp; Spring) for the newly hired Desk Attendants to review the new hire paperwork as a large group.</li> <li>• Due to staggered schedules in-person across campus, we created new ways of sharing Authorizations with Payroll, to ensure customer services for students and supervisors with timesheets being created according to our established timelines.</li> <li>• To preserve temp services funds and track the number of student employees working in-person, we needed to add additional steps to student employment processes. We implemented new Mach forms to gather information, VP Approval/Denial, educate supervisors, provide lists for pool testing, and for our documentation and tracking. We handled 243 Mach form entries over the course of the year. We worked with Financial Aid to add work-study awards to eligible students to maximize work-study spending wherever possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• FWS – Community Service % - spreadsheet used to monitor student earnings and estimates to hit 7% goal of community service spending</li> <li>• Surveys to track off-campus part-time jobs created (student earnings) through JLD Program to report for FISAP (federal report)</li> </ul>	<ul style="list-style-type: none"> <li>• Handshake was utilized for all scheduling of student appointments for Student Employment. As well as, advertising internships, full-time, and part-time jobs on and off-campus. We utilized Handshake for employer and student registration of all 3 virtual job fairs, as well as registration for career conversations and other career focused events for student.</li> </ul> <p style="text-align: center;"><b>2. Goal Met</b></p> <ul style="list-style-type: none"> <li>• Supervisor Training sessions were all offered virtually due to Covid. 14 Sessions were offered including: Basics of Supervising Student Employees, Handshake for Student Employment, and special topics: Monitoring Work-Study, and Conducting Student Employee Interviews. 56 Supervisors attended the training sessions, which consisted of 22 supervisors – most attending 2 or more sessions.</li> <li>• PowerPoints and handouts were created and shared with supervisors before/after the training and are being stored in a Team for Supervisors.</li> <li>• Implemented a new process with the Scholarships &amp; Grants Office to streamline approvals, provide additional oversight, and address repeated errors on the Referral Mach form for faculty (new supervisors) who can hire student employees with their grant funding. Created a 30-minute training for new faculty supervisors.</li> </ul> <p style="text-align: center;"><b>3. Goal Partially Met</b></p> <ul style="list-style-type: none"> <li>• Brockport spent 3.5% of the federal requirement of 7% spending of work-study funds in Community Service, however institutions were offered a waiver for academic year 20-21.</li> <li>• Community Service Work Study Partnered with 5 partners in the community hiring 23 SUNY Brockport students in total. At the time of this reporting students earned a total of \$30,054.28 (\$24,432.11 from work-study funds, \$5,622.17 as employer contribution).</li> <li>• Per FWS requirements, Community Service Federal Work Study hired 1 student for the America Reads Program.</li> <li>• In partnership with Education Dept and SUNY Research Foundation we started and ran a virtual tutoring program, Leap Ahead Tutoring, for elementary and middle-school aged students, to both address a need in the community and to create more community service positions for our students. We received assistance with training, ideas, and guidance from ASC and EOP Tutoring Programs, Financial Aid, Procurement, and Monroe2-Orleans BOCES. We</li> </ul>
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		<p>hired 13 SUNY Brockport students as tutors with 9 ultimately taking on families. The program registered 28 families for the program with 15 families receiving services. The remaining families were unable to be serviced due to lack of family/tutor availability or insufficient technology in the home.</p> <ul style="list-style-type: none"> <li>• A portion of work-study funds was used to administer the Job Location &amp; Development Program (JLD). Part-time jobs and internships were advertised weekly to connect students with off-campus opportunities. New surveys were implemented to work towards gathering better data.</li> <li>• At the time of this report, JLD serviced 48 students helping to earn approximately \$176, 930 over the year.</li> </ul>
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**CLOSING THE LOOP**

**Resources Used:**

Human Resources: Career Services team, Payroll, Financial Aid, Career Services student employees cross-trained to assist during busy times, student employees hired for student employment/JLD work.

**Key Findings:**

We were able to adapt student employment new hire paperwork processes to address Covid-19 restrictions/requirements. The amount of time to process each hire increased, but it was offset by a fewer number of students being hired overall. There are elements of the process that we will continue to refine and use going forward. Training sessions allowed for relationship building with campus supervisors. Supervisors know who to reach out to for help, and as a result we see fewer errors on the Student Employment Referral submissions. Although, it was tough to find enough non-profit employers to participate in community service work-study this year, the pandemic did provide new opportunities for work-study students to complete off-campus work in a remote capacity. This has not been available before, and hopefully we can keep some of it in the future, so we can combat conflicts with transportation.

**Dissemination/Discussion of Key Findings:**

Discussed at Student Employment Committee Meeting, JLD & Community Service WS Strategy Team Meeting, and Leap Ahead Tutoring Team Meeting.

**Summary Sentence for EMSA Divisional Report:**

Student Employment is moving forward in a positive direction with a focus on customer service, access, and compliance.

Unit Goal		College Mission Alignment:
Increase efficiencies, partnership and communication within the department, across departments and with academic affairs.		To foster a diverse community within the department and wider college will ensure an inclusive and sustainable environment in which to learn, work, and live thus creating optimal learning for students. 1.1, 1.5, 2.6, 3.2, 3.4
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<ol style="list-style-type: none"> <li>1. Walk in hours established and coordinated so the office is accessible, welcoming and responsive to student needs.</li> <li>2. Develop and implement a departmental training program for professional and student staff.</li> <li>3. Assess and support placement of students (FDS)</li> <li>4. Establish vision, team goals and working agreement. Re-brand.</li> </ol>	<ul style="list-style-type: none"> <li>• Handshake Appointment Data</li> <li>• Microsoft Teams</li> <li>• FDS data analysis</li> </ul>	<p style="text-align: center;"><b>1. Goal Not Met</b></p> <ul style="list-style-type: none"> <li>• Due to Covid-19 restrictions, the office did not participate in walk-in hours for students. Instead, we transitioned all services to appointment only.</li> <li>• Student Employment was redesigned for students to meet in the two locations within the office to complete student employment paperwork.</li> </ul> <p style="text-align: center;"><b>2. Goal Met</b></p> <ul style="list-style-type: none"> <li>• Staff members participated in cross trainings for resumes, covers letters, internships/BCEC, making appointments on Handshake, and student employment. A Microsoft Teams channel was created, and overview resources were developed for easy access.</li> <li>• Staff participated in 15 EDI related professional development opportunities, including; Safezone training, Title IX training, Diversity Inclusion, Kirwan Modules, Unconscious Bias and Inclusion, Supporting students with Disabilities, Reflective Conversations (NACE), and Gender Equality (NACE).</li> </ul> <p style="text-align: center;"><b>3. Goal Met</b></p> <ul style="list-style-type: none"> <li>• The 2020 First Destination Survey was administered and distributed starting in September 2019. Analysis and dissemination will be concluded during the summer of 2021.</li> <li>• First Destination Survey included questions related to “professional preparedness” and was sent to all alumni (including graduate students). Data is collected from multiple sources including Grad Wages (payroll), the National Student Clearing House and HEP Data which gives us up-to-date alumni information and enriches the data points that we get from the First Destination Survey.</li> </ul>

		<ul style="list-style-type: none"> <li>• Class of 2019 First Destination Survey specifically questions students about employment, continuation in school, military service, volunteering, future plans, and annual salary information. Skip logic is used in the survey to create multiple branching paths to acquire more detail about student’s primary and secondary activities without forcing all students to read all questions. Students were also questioned regarding internship activity and whether they had any advice for current Brockport students. FDS data was also made public by the creation of a landing page on the Career Services webpage. <a href="#">Link to Data</a></li> <li>• Presented FDS overview and data to EMSA EAT team.</li> </ul> <p style="text-align: center;"><b>4. Goal Partially Met/Ongoing</b></p> <ul style="list-style-type: none"> <li>• Staff met in bi-weekly Team meetings and participated in Student Ready College and EDI training.</li> <li>• Working Agreement made in July of 2020.</li> <li>• Mid-Year evaluation of annual goals December-March.</li> <li>• Mid-Year evaluation of Individual Performance Plans November-January</li> </ul>
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**CLOSING THE LOOP**

**Resources Used:**

The resources used for this goal include a student training manual, and Onboarding Manual (staff)the First Destination Survey (FDS) in Qualtrics, and personnel from the Institutional Research Department.

**Key Findings:**

Clear progress was made in communication both in the department and outside the department in the past year. The implementation of consistent meetings, training, and professional development opportunities allowed the staff in the office to have increased communication. Training early on in the year allowed us to share resources and the full-time staff is well equipped to answer initial questions on any area of the office and then pass individuals align to the proper channel. The First Destination Survey continues to grow and with help from IR data analysis has become more robust. Next steps include intentional engagement with faculty to increase departmental involvement. While significant work was done with academic affairs this goal was revised to focus more on inter-departmental development and was adjusted due to Covid restrictions.

**Dissemination/Discussion of Key Findings:**

Results were shared with stakeholders (ASC, FA, Res Life, Hazen, Com Dev, and Career Services Staff, Deans, Department Chairs, Faculty. via email, committee meetings, and in debriefs.

**Summary Sentence for EMSA Divisional Report:**

Intentional promotion of a department culture that engages across divisions, departments created partnership and communication and advanced the department's goals related to inclusion, making an environment where all members of our community are respected, valued, and included.

**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       |   |

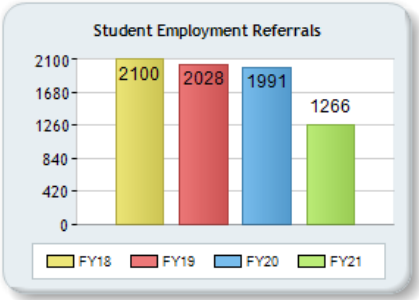
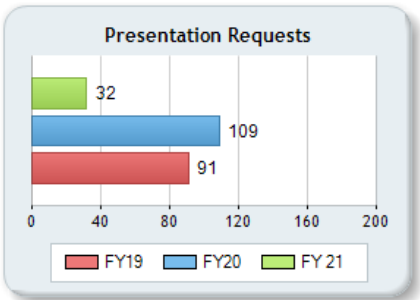
Departmental Learning Outcomes		Institutional Learning Outcomes					Assessment Year
		1	2	3	4	5	
1. Students will be able to effectively communicate in professional settings.		X					2018-2019
2. Students will be able to utilize available resources to make career decisions and plan for post-graduate success.					X		2019-2020
3. Students will be able to identify the role of diversity and inclusive practices in the workplace				X			2020-2021
<b>Departmental Learning Outcome Measured in 2020-2021:</b>							
Students will be able to identify the role of diversity and inclusive practices in the workplace.							
Strategies/Programs		Assessment Tools/Data Sources		Results			
Uncensored Career conversations Employer Career Conversations Student focus group-Clothes Closet		Handshake Registration Data		<ul style="list-style-type: none"> <li>• In conjunction with Hazen, Community Development, and Milo Obourn from the Department of Women &amp; Gender Studies a series of Uncensored Career Conversations were designed to prepare students for the experience of entering the workplace.</li> <li>• Inaugural series included Black in the Workplace, Disability in the Workplace, LGBTQIA+ in the Workplace.</li> <li>• Total of 29 individuals registered</li> <li>• LGBTQIA+ in the Workplace event was aligned with the 2021 Diversity Series.</li> </ul>			
<p><b>Summary of Findings and Next Steps:</b>                      The experience of entering the workplace can look different for everyone, and we all can face unique challenges. In partnership with various departments across campus a series of events were created to provide students access to ally's and subject matter experts for an open discussion of what the job search process looked like for diverse alumni, as well as the challenges faced in the workplace. Based on the start of</p>							

the semester as well as the remote nature of events the committee decided that for this inaugural series, we would focus on three areas of need on campus. Events were recorded for asynchronous access by stakeholders.

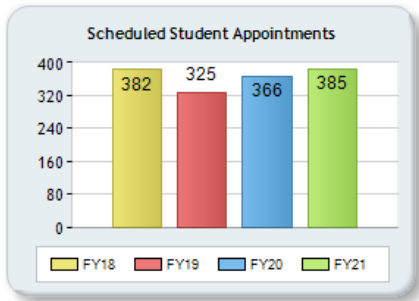
Next Steps include an increase of topics, such as: First Year in the Workplace, Asian in the Workplace, Women in the Workplace, LatinX in the Workplace, and Veterans in the Workplace. With the return of face-to-face programming more outreach to student organizations will occur. A post-survey will begin to be incorporated into future sessions to gain feedback from stakeholders

**SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS**

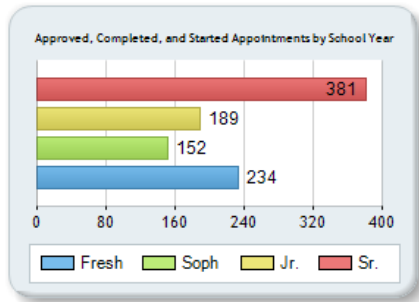
\* Due to Covid-19 restrictions and remote work no **drop-in appointments** were conducted after March 18, 2020. All Career education and student employment related sessions required a scheduled appointment.

Key Performance Indicators and Benchmarks	Analysis										
 <p><b>Student Employment Referrals</b></p> <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Referrals</th> </tr> </thead> <tbody> <tr> <td>FY18</td> <td>2100</td> </tr> <tr> <td>FY19</td> <td>2028</td> </tr> <tr> <td>FY20</td> <td>1991</td> </tr> <tr> <td>FY21</td> <td>1266</td> </tr> </tbody> </table>	Fiscal Year	Referrals	FY18	2100	FY19	2028	FY20	1991	FY21	1266	<p>There was a 36% decrease in student employment hiring for FY 20-21. SUNY Brockport was limited to only hiring work-study eligible students due to Covid-19 restrictions.</p>
Fiscal Year	Referrals										
FY18	2100										
FY19	2028										
FY20	1991										
FY21	1266										
 <p><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> <tr> <td>FY21</td> <td>32</td> </tr> </tbody> </table>	Fiscal Year	Requests	FY19	91	FY20	109	FY21	32	<p>Due to COVID-19, there was a significant drop in faculty presentation requests. 13 requests were canceled early on due to Covid-19. While one-time presentation requests declined, series-long presentations for departments increased, including Mid-Semester Conference for Adolescent and Childhood majors, Senior and Junior events for the School of Arts and Sciences, and Senior events for Athletics. Mock interviewing and job search was the most sought-after content areas.</p>		
Fiscal Year	Requests										
FY19	91										
FY20	109										
FY21	32										

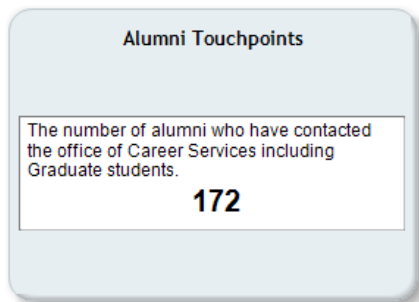




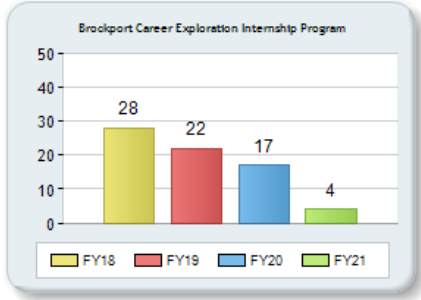
The remote nature of the office did not have an effect of the number of appointments made with the office. In fact, there was a 5% increase in career development appointments and a decrease in the number of no-shows.



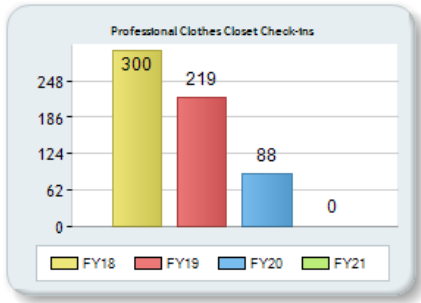
Looking at appointments by student year shows that most students who seek assistance from the office are in their senior year. Followed by Freshman, Juniors and then Sophomore's. This trend is not surprising and supports the theory that career development should begin in the freshman year and continue 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.



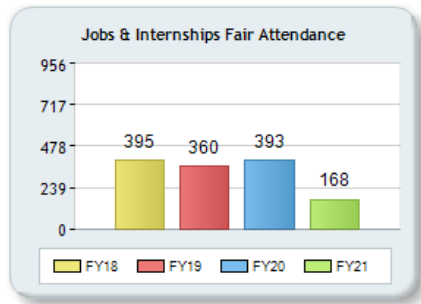
SUNY Brockport, Office of Career Services currently offers all services to Brockport alumni. This includes, but is not limited to, free attendance to events, career counseling appointments, resume and cover letter services, job search tools, use of the Professional Clothes Closet, access to our online resources. There was a 48% increase in alumni appointments from the previous year that can be attributed to career transitions and job searching through Covid-19.



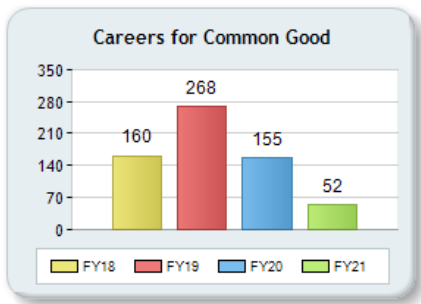
The Brockport Career Exploration Course (BCEC), allows student an opportunity to receive academic credit for an experiential internship. The lack of internships opportunities due to the pandemic, combined with student uncertainty resulted in lower participation for FY 20-21.



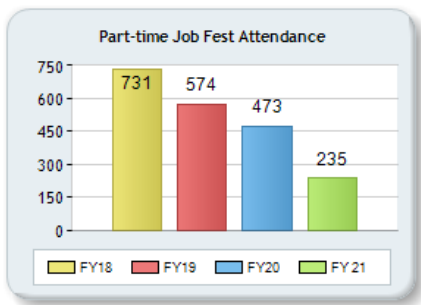
Due to Covid-19 restrictions and remote work, no Clothes Closet appointments were conducted after March 2020. Significant revisions on the inclusivity of the Clothes Closet are being completed and are intended to counter the downward trend.



There was a 57% decrease in attendance to the Jobs & Internship Fair in 2021. This can be attributed to the virtual nature of the fair due to Covid-19. Intentional marketing was done to engage students through departments and the EMSA division, however, student engagement with the event did not manifest in higher attendance.



This event was run virtually through Handshake. As such there was a 66% decrease in attendance which can be attributed to the change in venue as well as students' feeling of uncertainty during the Covid-19 restrictions.



The Part-Time Jobs Fest was the first large, virtual event that was offered by the Department after Covid-19 restrictions started. It was the office's first time using the Handshake virtual fair platform which was new and still working through its own growing pains. The Part-time Job Fest is also largely attended by on campus employers and during this time there was hesitancy from departments to hire students because of budgetary restrictions.



Employer engagement did see a decrease in the 20-21FY. However, even with the remote nature of the academic year employers continued to engage with students across campus. Participating in career conversations, panel discussions, and mock interviewing sessions.

**SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOAL**

Strategic Annual Goals	Divisional Goal Mapping	Strategic Plan Operational Objective(s)	Action Plan	Timeline
Develop an inclusive and diverse Clothes Closet that meets the needs of the student population.	1, 2, 6	1.4, 1.8, 2.1, 2.4, 4.2	<ul style="list-style-type: none"> <li>• Partner with basic needs committee, food insecurity committee, Hazen, POS and the Intercultural Center</li> <li>• Redesign presentation of clothes based on industry best practices</li> <li>• Meet with stakeholder student organizations for feedback on needs</li> <li>• Purchase new mannequins</li> </ul>	<ul style="list-style-type: none"> <li>• July</li> <li>• July-August</li> <li>• Sept-Ongoing</li> <li>• September</li> </ul>
Engage with employers to develop experiential learning opportunities and employment pipelines and opportunities for students. Facilitate strong relationships with employers to maximize opportunities for student placement.	1, 2	1.1, 1.5, 2.1	<ul style="list-style-type: none"> <li>• Develop a communication plan to be shared via EMSA admin with academic affairs regarding Internship data collection.</li> <li>• Develop an employer relations plan, that parses out how each arm of the office engages with career, and includes an ongoing communication plan</li> <li>• Implement a robust data collection tool (Power BI) for stakeholders using a data collection tool.</li> <li>• Update Internship Website and resources</li> <li>• Utilize employer relations to establish new experiential learning opportunities</li> <li>• Partner with staff and faculty to involve them as content experts and experiential learning supervisors</li> <li>• Engage with employers to develop career development expectations for students i.e. what competencies are important to employers?</li> </ul>	<ul style="list-style-type: none"> <li>• Jul-Aug</li> <li>• July</li> <li>• Sep-Oct</li> <li>• Jul-Aug</li> <li>• Jul-Ongoing</li> <li>• Jul-Jun</li> <li>• Jul-Ongoing</li> </ul>

<p>Using the CHIPS process, assess student engagement, retention, satisfaction and learning in student employment.</p>	<p>1</p>	<p>1.1, 1.5, 1.8</p>	<ul style="list-style-type: none"> <li>• Complete year 1 of the CHIPS assessment for student employment</li> <li>• Look at the usage of Power BI as a data collection tool.</li> <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>• Revise supervisor training with updated content</li> </ul>	<ul style="list-style-type: none"> <li>• July – June</li> <li>• July-August</li> <li>• July</li> <li>• July-Ongoing</li> <li>• July-Ongoing</li> </ul>
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**SECTION SEVEN: 2021-2022 Assessment Plan**

<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Develop an inclusive and equitable Clothes Closet that meets the needs of the diverse student population.		The creation of an inclusive resource like the Clothes Closet will provide support and engagement to the student population will strengthen student learning and anticipate student need while enhancing the quality of the learning environment. 1.1, 1.4, 1.7, 2.1, 4.2
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. Partner with basic needs committee, food insecurity, Hazen (LBTQIA)</li> <li>2. Redesign presentation of clothes based on industry best practices</li> <li>3. Meet with Stakeholder student organizations for feedback on needs</li> <li>4. Purchase new mannequins</li> <li>5. Incorporation of a fitting room</li> </ol>	<p>Handshake appointment data</p> <p>Student Surveys</p>	<p>Stephanie A. Learn Renata Labonte</p> <p>Student Orgs Student Union Hazen Center for Integrated Care Student Engagement Committee Budget-purchase of mannequins, promotional materials Clothes Donations</p>

**Action Plan:**

- Initial assessment of Clothes Closet goals and mission (July)
- Redesign of clothes closet (June-August)
- Dressing Room Installation (June-August) \*dependent upon facilities
- Meet with Student Union Representatives regarding partnership with Basic Needs Committee (July-August)
- Meet with Hazen regarding inclusive clothes closet design (July-August)
- Meet with appropriate student organization leaders (September)
- Create new marketing materials for updated Clothes Closet (July-September)

**Goal Rationale:**

The Clothes Closet is a unique space on campus for students to get professional clothing. The goals of the Clothes Closet directly correlate to the Departments Functional goal of providing 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. Review of the resource found that significant gaps existed in the design and function of the closet in regard to equity, diversity, and inclusiveness. A redesign will be more reflective of the original goal as well as that of Brockport’s EDI goals and initiatives.

<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Engage with employers to develop experiential learning opportunities and employment pipelines and opportunities for students. Facilitate strong relationships with employers to maximize opportunities for student placement.		High-quality internship and experiential experiences are increasingly understood to be an integral part of an excellent undergraduate education. Engaging with the community and developing robust partnerships offer a pathway to career success for undergraduate students. 1.1, 1.5, 2.1
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. Develop a communication plan to be shared via EMSA admin with academic affairs regarding Internship data collection.</li> <li>2. Develop an employer relations plan, that parses out how each arm of the office engages with career, and includes an ongoing communication plan</li> <li>3. Implement a robust data collection tool for stakeholders using a data collection tool.</li> <li>4. Update Internship Website and resources</li> <li>5. Utilize employer relations to establish new experiential learning opportunities</li> <li>6. Partner with staff and faculty to involve them as content experts and experiential learning supervisors</li> </ol>	<p>Mach Forms Power BI Data Faculty and Staff feedback Handshake</p>	<p>John Sheible Handshake Power BI ROC 2025</p>

**Action Plan:**

- Review current partners (Jul-Aug)
- Training with Microsoft on Power BI (July)
- Identify areas of need by academic department (Sep-Oct)
- Research, identify and meet with potential partners (Nov-Jun)

**Goal Rationale:**

High-quality internship experiences are increasingly understood to be an integral part of an excellent undergraduate education. Employers play a pivotal role in this process. Internship participation and experiential learning is also associated with academic strength and participation in multiple experiences in college helps students to secure employment or enter graduate school within six months of graduation.

<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Using the CHIPS process develop and implement strategies that cultivate employment opportunities for students.		Student employment is an important tool to ensure that all undergraduate and graduate students, have opportunity to improve their competence, skills, and leadership capacity. 1.1, 1.5, 1.8
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<ol style="list-style-type: none"> <li>1. Begin CHIPS assessment for student employment</li> <li>2. Explore technological improvements for processing for student employment</li> <li>3. Update Student Employment webpages – assist with communication to students and supervisors</li> <li>4. Expand on trainings and professional development for supervisors; offer sessions for student employees</li> <li>5. Ensure on-campus jobs posted in Handshake; begin campus conversation on salary bands</li> </ol>	<p>Mach Forms Banner Demos of other tools/processes Microsoft Teams</p>	<p>Jane LoMaglio Stephanie A. Learn Collaboration with BITS, WebTeam, Procurement Payroll</p>

**Action Plan:**

- CHIPS Committee meetings (June – December)
- Outreach and meet with interested supervisors on Iowa GROW pilot (July & August); check-in regularly throughout year (on-going)
- Edit webpages (July – December)
- Plan slate of trainings and professional development for students and supervisors (July & December)
- Develop campus procedure/policy about posting on campus jobs & educate supervisors (November)
- Begin conversations about student employee salary (January -April)

**Goal Rationale:** We want to continue to enhance student employment program to shift to an applied learning environment for each student that works on campus. Engaging supervisors in more training, adding professional development for students, ensuring equity, and looking for solutions to improve customer service will keep us moving forward.



**SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS**

<b>Point of Pride/Accomplishment</b>	<b>College Mission and Priorities Alignment</b>
Maintained full services while working remotely	To Be a Great Place to Work
Taught two Career Development courses with Psychology and History Departments.	To Be a Great Place to Work
Developed and ran a series of Uncensored Career Conversations	To Be a Great College at which to Learn
Successfully ran 3 virtual job fairs	To Be a College Engaged with its Community
Participated in Half-Way Day with the ASC	To Be a Great College at which to Learn
Developed Leap Ahead program to utilize Community Work study monies	To Be a College Engaged with its Community
Participated in presentations to campus via CELT	To Be a Great Place to Work
Tabled at first annual Accepted Student Last Look Event through admissions.	To Be a College Engaged with its Community
Assisted with volunteering with Covid-19 campus compliance and activities.	To Be a Great Place to Work
Renata Labonte was recognized as EMSA Support Staff member of the year	To Be a Great Place to Work