



## Unit End of Year Report

### Report includes:

- 2015-2016 Annual Goals
- 2015-2016 Assessment Plan
- Key Performance Indicators
- 2015-2016 Points of Pride
- 2016-2017 Annual Goals
- 2016-2017 Assessment Plan

**Unit: Career Services**

**Director: Jill Wesley**

### UNIT OVERVIEW

This section corresponds with Administrative Unit Assessment Document 1

#### Unit Mission

To connect those we serve with their next step.

#### Alignment with College Mission

Demonstrate the high priority of student success by continuously improving student learning and co-curricular efforts and by demonstrating quality through meaningful assessments at the programmatic level.

Actively support significant co-curricular opportunities that will promote the development of the whole student.

Maintain strong student advisement and career services in support of our students' success in gaining level job placements in a desired field and/or admission to further education in graduate and professional schools.

#### Unit Functions and Services

##### Career Services

- Helps students with major selection
- Assists students with career choice
- Provides education and opportunities to develop job search skills
- Conduct outreach to employers
- Provides a range of programming and events to support our mission and goals

### SECTION ONE: 2015-2016 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

Unit Annual Goals	Outcome/Status
1. Revise online class and develop a related strategic plan (This goal is ongoing and will be assessed when more progress has been made)	In Progress
2. Provide more high-quality group programming resources (This goal is ongoing and will be assessed when more progress has been made)	In Progress
3. Encourage students to complete an Eagle Connect profile and upload a resume (Assessed)	In Progress
4. Improve website, create more user friendly site to increase traffic and provide better access to services and programs (Assessed)	In Progress
5. Redesign Career Services Physical Space (Assessed)	In Progress
6. Involve alumni as presenters/employer participants in programs. (Participation continues to grow and will be assessed further in future years)	In Progress
7. Create parents' council (This goal was put on hold this year and will be pursued in future academic years)	In Progress

## **SECTION TWO: 2015-2016 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

<b>Unit Goal #3</b>	<b>College Mission Alignment:</b> how does this goal support the College's Mission?
<b>Encourage students to complete an Eagle Connect profile and upload a resume.</b>	Maintain strong student advisement and career services in support of our students' success in gaining level job placements in a desired field and/or admission to further education in graduate and professional schools.

<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools used to assess (1, 2)	<b>Assessment Data:</b> summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ul style="list-style-type: none"><li>12% of active students will have resumes uploaded to Eagle Connect. (Currently at 7.92% as of 6/30/16.)</li><li>40% of students with complete profiles will have uploaded resumes.</li></ul>	Reports from Eagle Connect	In its second year of availability, adoption rates of Eagle Connect are climbing, but lower than expected. This likely has to do with the lack of awareness of the resource on campus. We are working to create an awareness campaign for Eagle Connect and will readjust our goals accordingly.

### **CLOSING THE LOOP**

**Resources Used:** describe what resources (human, financial, etc.) were used to pursue this goal

- Reports from Eagle Connect
- Staff Time

**Key Findings:** list key findings related to unit goal and outcomes (5)

- 7.92% (1082) active profiles have resumes uploaded to Eagle Connect. This number reflects 13655 profiles that were active in Eagle Connect as of June 30, 2016.
- Brockport enrollment for fall 2015 was 8,161 students. If this number is used instead of the active profiles the estimate of the population of students that has a resume in the system number increases to 13.25%.
- The actual number of students active in Eagle Connect is between 7.92% and 13.25%. In trying to determine the discrepancy in Eagle Connect between the number of students at Brockport as reported by SUNY central (8,161) and the number of active profiles in the system (13,655), we discovered that there were profiles in which the students were missing graduation date information and, therefore, are not being included when we change the state of graduated students to alumni. We will discuss this with the Registrar's office as well as the vendor to determine a more accurate method for tracking students and alumni in the system.

**Dissemination/Discussion of Key Findings:** how and with whom were key findings shared and what were the results of these discussions (6)

- Key findings were discussed with Jill Wesley (Director of Career Services), Chris O'Connor (Career Counselor), Claudia Pietrzak (Career Coordinator) and Adam Standish (Coordinator of Student Employment/Employee Relations). These discussions occurred in group format or one-on-one.
- The results of these discussions included the following:
  - Identifying that graduation dates in profiles were not included. This resulted in numerous students not being coded over to alumni from students.
  - Discussion with Registrar and vendor to determine steps to rectify issue.
  - Will get an upload from Registrar that contains Sophomore-Senior information. Will upload this to Eagle Connect.
  - Will reach out to freshman mid-semester to have them update their information in Eagle Connect.

**Summary Sentence for EMSA Briefing Book:**

Usage of Eagle Connect is up and our office will continue to work to build awareness of the resource on campus.

Unit Goal #4	College Mission Alignment: how does this goal support the College's Mission?
Improve website, create more user friendly site to increase traffic and provide better access to services and programs.	Maintain strong student advisement and career services in support of our students' success in gaining level job placements in a desired field and/or admission to further education in graduate and professional schools.

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ul style="list-style-type: none"> <li>Reduce bounce rate on page to below 55% (Recorded at 66.87% with data ranging from 9/1/2015-12/18/2015)</li> <li>Increase page rank of Resume page to the top 5 viewed pages (Recorded beyond top 34 from 9/1/2015-12/18/2015)</li> <li>Increase average session duration on site to 5min (Recorded at 00:01:26 Data ranging from 9/1/2015-12/18/2015)</li> </ul>	Google Analytics of <a href="http://www.brockport.edu/career/">www.brockport.edu/career/</a>	The college's website was completely revamped in May 2016. We are currently in the process of working with the college's web team to reorganize and update the content on our old web page to fit with our new web page, as well as improve ease of use and the look of the page. Because of this delay, our goals have not been met at this time.

## CLOSING THE LOOP

**Resources Used:** describe what resources (human, financial, etc.) were used to pursue this goal

- Staff time and student employee time to update content, and to create more visuals/video for the site.
- Collaboration with the Office of Marketing & Communication

**Key Findings:** list key findings related to unit goal and outcomes (5)

- Bounce rate dropped, but only to 62.95% (data from 1/25/2016 – 5/20/2016). This signals that users of our site are going there to find very specific information such as hours, location, and office contact information, but not staying explore additional resources.
- The resume page dropped out of our page rank entirely, signaling that the page was not viewed at all between 1/25/2016- 5/20/2016. Top pages within our website were- Homepage, Internship page, About Us, Employer page, Job Fair Page, and Alumni page.
- Average time spent on career services website increased to 00:01:40 on (data from 1/25/2016 – 5/20/2016 via Google Analytics).

**Dissemination/Discussion of Key Findings:** how and with whom were key findings shared and what were the results of these discussions (6)

Key findings were discussed with our office's assessment team (Jill Wesley, Director, Jeffrey Alston, Assistant Director, Chris O'Connor, Career Counselor, and Claudia Pietrzak, Career Services Coordinator) and the college's web team (Dave Tyler, Megan Asbeck, and Janet Roy). These discussions resulted in brainstorming sessions for new website content and a renewed focus to completing the redesign of our page.

**Summary Sentence for EMSA Briefing Book:**

Usage of our Career Services website has increased, and we will continue to work with the Office of Marketing & Communication to improve the look, feel, and content on the site.

Unit Goal #5	College Mission Alignment: how does this goal support the College's Mission?
Redesign Career Services Physical Space	Maintain strong student advisement and career services in support of our students' success in gaining level job placements in a desired field and/or admission to further education in graduate and professional school

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
<ul style="list-style-type: none"> <li>Measure year over year unique visits to career center. Use 2014-2015 as baseline.</li> <li>Increase number of repeat visits to career center. Use 2014-2015 as baseline.</li> <li>Establish number of baseline visitors to clothes closet for 2015-2016.</li> </ul>	Data collected in Eagle Connect from students swiping in with their Student ID's when they visit our office.	<p>With the partial redesign of the office and the addition of the Professional Clothes Closet, Career Services a total of 1,381 students visited the office during the 2015-2016 academic year. This number includes Career Xpress, Student Appointments, Professional Clothes Closet, and Internships and it excludes student employment traffic, which was significant. This is a 6.1% increase from 1,298 student visits in 2014-2015. Our unique student contacts increased from 829 in 2014-2015 to 883 in 2015-2016. In both 2014-2015 and 2015-2016 there was a 36.1% rate of repeat student visits to our office. However, the total number of repeat visitors increased from 469 in 2014-2015 to 498 in 2015-2016, this is a 6.1% increase in repeat visits.</p> <p>A baseline of 309 students was established for the professional clothes.</p> <p>The office needs to establish stronger and more consistent methods of tracking as there were some technical issues and low response rates that did not result in usable data.</p>

## CLOSING THE LOOP

**Resources Used:** describe what resources (human, financial, etc.) were used to pursue this goal

- Staff time and training
- Possible financial contributions to programming with club/campus partners
- Partnership with Institutional Research

**Key Findings:** list key findings related to unit goal and outcomes (5)

- The redesign of the physical space of career services was intended to provide a brighter and more welcoming office that included our own waiting area, the addition of a new service, the Professional Clothes Closet. As a result we saw a 6.1% increase in our total student contacts and a 6.2% increase in our unique student contacts.

However, compared to our numbers from 2014-2015 our percentage of repeat visitors held steady at 36.1% for the 2015-2016 academic year.

- A baseline of 309 students was established for the Professional Clothes Closet (PCC). This number will be used to track growth of the PCC for the 2016-2017 academic year.
- Our office needs to establish stronger, more consistent methods of tracking stakeholder satisfaction with Career Services. Technical issues with surveys and low response rates did not result in statistically valid data.

**Dissemination/Discussion of Key Findings:** how and with whom were key findings shared and what were the results of these discussions (6)

Key findings were discussed in the Career Services Assessment Team meetings with Jill Wesley, Jeff Alston, Claudia Pietrzak, and Chris O'Connor. As a result of these discussions, we determined that excluding student employment traffic from the office visits and use of professional clothes closet would establish the most accurate baseline for the use of career development related activities. Additionally, we were able to determine that a significant portion of our drop in student traffic was a result of streamlining the process for BCEC registration and redirecting non-resume questions in Career Express to one-on-one appointments. Data was summarized and shared with Jill Wesley for review and feedback. Relevant Student Appointment and Career Express information was shared with Phyllis Griswold, to help with planning for the 2016-2017 academic year.

**Summary Sentence for EMSA Briefing Book:**

The purchase new furniture and the addition of new services, such as the Professional Clothes Closet, lead to a 6.1% increase in student traffic to Career Services.



### SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Using charts from Baseline, display and analyze your key performance indicators

Key Performance Indicators and Benchmarks	Analysis										
<p><b>First Destination Placement Rate</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>93%</td> </tr> <tr> <td>2012</td> <td>95%</td> </tr> <tr> <td>2013</td> <td>96%</td> </tr> <tr> <td>2014</td> <td>94%</td> </tr> </tbody> </table>	Year	Rate (%)	2011	93%	2012	95%	2013	96%	2014	94%	<p><b>First Destination Placement Rate</b></p> <ul style="list-style-type: none"> <li>The placement rate (employed, continued schooling, or both) has remained relatively steady for Brockport graduates over the past 4 years.</li> <li>Although the placement rate is strong, additional work should be done in the future to examine the type of work that graduates are engaging in to make sure that it aligns with career goals.</li> <li>Obtaining data from graduate continues to be a struggle. We continue to increase our response rate, but it remains below our target. Additional investment should be made into data collection process as well as analysis.</li> </ul>
Year	Rate (%)										
2011	93%										
2012	95%										
2013	96%										
2014	94%										
<p><b>Student &amp; Alumni Touches</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Touches</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>6951</td> </tr> <tr> <td>15-16</td> <td>6829</td> </tr> </tbody> </table>	Year	Touches	14-15	6951	15-16	6829	<p><b>Student and Alumni Touches</b></p> <ul style="list-style-type: none"> <li>Student traffic held fairly steady from 15-15 to 15-16 despite significant changes in how the office interacts with students. Overall, students sought out career services event at a greater rate as a significant percentage of the drop in “touches” can be attributed to changes in how the office works with classes, such as APS.</li> <li>Numbers for this year and last do not include work with students which was conducted through email, which does constitute a significant avenue for career services work with students and alumni.</li> <li>Career Services continues to identify best practices related to improving data collection. Our data collection process has improved each year, but is still a work in progress.</li> </ul>				
Year	Touches										
14-15	6951										
15-16	6829										
<p><b>Employer Satisfaction</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>92%</td> </tr> <tr> <td>2016</td> <td>92%</td> </tr> </tbody> </table>	Year	Satisfaction (%)	2015	92%	2016	92%	<p><b>Employer Satisfaction</b></p> <ul style="list-style-type: none"> <li>Employer satisfaction numbers were captured through the Jobs and Internships Fair survey and the number is the number of employers who indicated that they would attend the event in the future.</li> <li>Career Services feels that 92% is a strong number and is representative of the overall success of the event as well as the strength of the employer relations program.</li> </ul>				
Year	Satisfaction (%)										
2015	92%										
2016	92%										

### SECTION FOUR: 2015-2016 POINTS OF PRIDE AND ACCOMPLISHMENTS

Identify up to 10 points of pride and accomplishments throughout the 2015-2016 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
<b>Programming: Fear and Career Series</b> – This series featured three speakers and was designed to help students explore career related anxiety.	Co-Curricular Programming and Support Services: Augment the educational enterprise
<b>Diversity Programming: Endia Beal and OSAD Networking Event</b> – These programs were designed to help create space to talk about diversity and social justice issues as they relate to the workplace.	Co-Curricular Programming and Support Services: Student development
<b>Jobs and Internship Fair</b> – We hosted over 120 employers and 950 students. Employer sponsorship of the event was strong.	Co-Curricular Programming and Support Services: Student development and A Culture of Philanthropy and Alumni Connectedness: Investment by stakeholders in the institution as a quality place.
<b>Employer Site Visits</b> – We hosted 80 students at 7 organizations in the past academic year.	Co-Curricular Programming and Support Services: Student development and Augment the educational enterprise
<b>Professional Clothes Closet</b> – Over 300 students utilized the clothing closet in the past academic year. Employers hosted clothing drives and alumni sent clothing as well as donations.	Co-Curricular Programming and Support Services: Student development, A Culture of Philanthropy and Alumni Connectedness: Graduates remain engaged in the life of the campus and Investment by stakeholders in the institution as a quality place.
<b>Business Cards</b> – Over 350 students purchased business cards during 15-16.	Co-Curricular Programming and Support Services: Student development
<b>Alumni Webinar Series</b> – In conjunction with Alumni Engagement, Career Services launched a webinar series – LIF101.	A Culture of Philanthropy and Alumni Connectedness: Graduates remain engaged in the life of the campus
<b>Major and Minor Fair</b> – Over 110 students attended. The time frame of the fair was condensed and it was moved to October to occur prior to registration.	Co-Curricular Programming and Support Services: Student Development and Augment the educational enterprise
<b>Career Services “Face Lift”</b> – Career Services purchased new furniture and pictures for the 15-16 academic year. The goal was for the office to look more professional as well as to arrange the common area to support office operations more effectively. The photos were picked to illustrate the range of majors and activities on campus as well as to highlight the diversity present in the community.	Learning Environment and Quality of Place: High quality facilities that support co-curricular programming.
<b>Awards/Recognition:</b> The year, Career Services was honored to receive the following awards - Supervisor of the Year (Chris O'Connor), EACE Research Grant (Jeff Alston), SUNYCDO President's Award (Jill Wesley), SUNY Outstanding Student Affairs Program Award – Certificate of Honorable Mention (Leadership Suite Initiative)	Co-Curricular Programming and Support Services

## **SECTION FIVE: 2016-2017 UNIT ANNUAL GOALS**

Identify the overall annual goals for the unit

<b>Unit Annual Goals</b>	<b>Action Plan and Timeline</b>
Increase number of students with completed profiles and uploaded resumes in eagle connect.	Develop marketing and programming to be rolled out in 16-17. (See section six for additional detail.)
Improve website, create more user friendly site to increase traffic and provide better access to services and programs.	During the 2016-2017 academic year, we will continue to work with Brockport's web team to redesign our website. After the redesign is complete, we will work to update and improve content so that it's easier to read and more relevant to students of the digital age. (See section six for additional detail.)
Continue to improve physical space to better support career services mission and goals.	Continue to make possible alterations to existing space during 16-17 while exploring options for improving space in future and gathering resources to do so. (See section six for additional detail.)
Career Development Programming	Plan programming more strategically by creating target programs and programming series with a unified theme and marketing them early to targeted populations. Initial planning will occur in July/August and marketing/programming will be rolled out throughout the academic year.
Advocate for comprehensive career education for students	<p>Continue to improve the one credit, online, Job Search course GEP 302 and explore the addition of content created by SUNY Central. The cover letter content will be expanded to next year we aim to have 80% or more of students enrolled in the course successfully communicating their skills in a cover letter by receiving a grade of 85% or higher.</p> <ul style="list-style-type: none"><li>• Continue to advocate for a more substantial credit based career curriculum that covers the Career Development life cycle including, Career Exploration, Career Planning, Job Search, and Professionalism.</li><li>• Conduct ongoing research on career services courses and best practices for a credit bearing career curriculum</li><li>• Add more multimedia content to GEP 302, specifically in regards to writing Cover Letters before the start of the Fall 2016 Semester</li><li>• Review career content created by Applied Learning at SUNY Central and add relevant materials to GEP 302 before the Fall 2016 Semester</li></ul>

Launch Internal Career Services Advisory Board	Finalize founding documents by August 15, finalize board composition and meeting schedule by September 15.
Improve assessment plan for office to make data driven decisions.	<p>Continue to improve our tracking mechanics to provide accurate counts of student traffic and resolve any technical issues.</p> <ul style="list-style-type: none"> <li>• Resolve technical issues with Career Express learning outcomes survey to collect accurate data prior to the lunch of Career Express in September of 2016.</li> <li>• Conduct Staff meetings and training in August 2016 to ensure that all student touches (Email, Phone, Skype, In-person) are tracked in a consistent manner and language.</li> <li>• Add a survey/feedback kiosk in Career Services for students to access surveys after receiving service.</li> <li>• Train students and front office staff to ensure students are completing the survey to increase response rate</li> <li>• Facilitate student focus groups to explore the Career Services image on campus and to explore career development needs of students.</li> </ul>
Build Employer Partnership Program	Launch program in June 2016. Program will have a “soft” close in July 2016. Related partnership activities will be conducted during 16-17 academic year.
Student Employment Strategic Plan	Review program to see where efficiencies can be gain in July/August 2016. Explore best practice modules July/August 2016. Propose possible changes and updates to program September 2016.

### **SECTION SIX: 2016-2017 Assessment Plan**

Select 3-4 unit goals to comprehensively assess. This section corresponds with the Administrative Assessment Documentation Document 2.

<b>Unit Goal</b>	<b>College Mission Alignment:</b> how does this goal support the College's Mission?
Increase number of students with completed profiles and uploaded resumes in eagle connect.	Co-curricular Programming and Support Services: Student Development

<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)	<b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal
<ul style="list-style-type: none"><li>• 30% of active students will have uploaded resumes</li><li>• 20% of active employers will use the student search feature</li></ul>	Eagle Connect usage reports	<ul style="list-style-type: none"><li>• Staff time</li><li>• Budget for marketing and incentives</li></ul>

#### **Action Plan:**

- Develop initial marketing/branding campaign by August 15, 2016
- Create list of programming/tabling activities to be engaged in during 15-16 academic year by August 15, 2016
- Roll-out marketing and programming initiatives during 16-17 academic year

#### **Goal Rationale:**

Eagle Connect is the main method that Career Services has for collecting student resumes and employer postings as well as for connecting the two populations. Better access to student resumes will allow the office to continue to increase employer involvement with the College at Brockport.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Improve website, create more user friendly site to increase traffic and provide better access to services and programs.	Co-curricular Programming and Support Services: Augment the educational enterprise and Learning Environment and Quality of Place: High quality facilities that support co-curricular programming

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<ul style="list-style-type: none"> <li>• Increase amount of sessions through 2016-2017 academic year by 10% (Number of sessions during 2015-2016 academic year were 22,508).</li> <li>• Increase average page depth (pages/session) to 3 (Average page depth during 2015-2016 academic year was 1.72).</li> <li>• Reduce bounce rate on site below 50% (Recorded at average of 66.87% during 2015-2016 academic year).</li> </ul>	<ul style="list-style-type: none"> <li>• Google Analytics</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and student employee time</li> <li>• Collaboration with Office of Marketing and Communication</li> </ul>

#### Action Plan:

- Work with Office of Marketing & Communication to have majority of our site's redesign complete by the start of the 2016-2017 academic year.
- Ensure that Career Services homepage includes vital office information- location, hours, career express hours, contact information, link to Eagle Connect login, career services calendar, information on how to make an appointment, and links to office social media by start of 2016-2017 academic year.
- Work with Career Services staff and student employees to update content on resumes, cover letters, job search, etc. and create more "sharable" visual content/articles that can be pushed out on social media. Implement by January 2017.
- Create weekly posts on social media that link to content on our web site.
- Utilize faculty/staff channels (college senate, internal advisory board, daily eagle) to inform faculty/staff about the changes on our site, and encourage them to direct the students they work with to it. Implement by February 2017.

#### Goal Rationale:

It is increasingly important for Career Services to have an engaging, user-friendly website to inform students of necessary information, draw them to career services events, and provide a 24/hour resource where they can continue career development. Our site competes for student attention with a variety of other career-related sites including The Muse and Career Addict (among others). We know from tracking our bounce rate on Google Analytics that users are interacting with our website in a very minimal way (to find contact info, hours, etc.), and are not exploring the additional resources on our page. This has only been exaggerated since the redesign of our page by the Office of Marketing and Communications began, and our site has not been in good working order since. We hope to have the redesign finished by the start of the 2016-2017 academic year, so we can begin to focus on updating content and promoting the site as a student resource.

<b>Unit Goal</b>	<b>College Mission Alignment:</b> how does this goal support the College's Mission?
Continue to improve physical space to better support career services mission and goals.	Learning Environment and Quality of Place: High quality facilities that support co-curricular programming.

<b>Outcomes and Criteria:</b> identify 2-3 specific outcomes related to goal and criteria for success (3)	<b>Data Sources and Methods:</b> resources and tools that will be used to assess (1, 2)	<b>Resources Needed and Individual(s) Responsible:</b> describe what resources (human, financial, etc.) are needed to pursue this goal
<ul style="list-style-type: none"> <li>• Increase year over year unique visits to career center by 5%.</li> <li>• Increase number of repeat visits to career center by 5%.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine appropriate baseline to be used.</li> <li>• Data will be sources using Eagle Connect</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Budget to continue to improve physical surroundings</li> <li>• Additional training/resources related to assessment</li> </ul>

#### **Action Plan:**

- Career services public space was refurbished in 15-16 and new pictures were added in the summer. An office assessment will be completed in July to determine additional changes to be made during the 16-17 academic year.
- Review data from past years to look for patterns and/or inaccuracies to establish baseline against which to measure improvement – August 15
- Review and improve process for collecting data during the 16-17 academic year – August 15
- Determine marketing, promotion, and programming strategy for encouraging students to visit career center – September 1
- Report monthly to staff on data and progress toward goal. Make adjustment toward goal.

#### **Goal Rationale:**

Students are more likely to visit a space which looks professional and in which they feel comfortable. Career Services staff will have an easier time working with visitors in a space that supports the work in which they engage.