Office of the Vice President for Enrollment Management & Student Affairs

Unit End of Year Report

Unit: Career Services/Academic Success Center

Director: Thomas Chew

Assessment Team Representative: Stephanie A. Learn, Associate Director

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.

Unit Functional Goals:
- 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 the next steps for career success. (Divisional Goal 1 & 2, College Goal 1.1, 1.8. 2.1. 2.2)
- Develop and support a range of high-quality applied learning opportunities for students focusing on internships and student employment. (Divisional Goal 1, 2, College Goal 1.1, 1.5)
- Build a supportive and engaged career community focusing on retention and alumni involvement. (Divisional Goal 1, 3, 6, College Goal 1.1, 1.5, 2.4)

Section One: 2021-2022 Unit Strategic Annual Goals

Unit Strategic Annual Goal 1: Develop an inclusive and equitable Clothes Closet that meets the needs of the diverse student population. (Divisional Goal 2, 3, 6, College Goal 1.1, 1.4, 1.7, 2.1, 4.2)
- Outcome/Status: Met

Unit Strategic Annual Goal 2: 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. (Divisional Goal 1, 2 College Goal 1.1, 1.5, 2.1)
- Outcome/Status: Met/Ongoing

Unit Strategic Annual Goal 3: Using the CHIPS process, assess student engagement, retention, satisfaction, and learning in student employment. (Divisional Goal 1 College Goal 1.1, 1.5, 1.8)
- Outcome/Status: Met/Ongoing

Section Two: 2021-2022 Assessment Plan

Unit Goal: Develop an inclusive and equitable Clothes Closet that meets the needs of the diverse student population.

College Mission Alignment: Creating an inclusive resource like the Clothes Closet will provide support and engagement to the student population, strengthen student learning, and anticipate student needs while enhancing the quality of the learning environment.
1.1, 1.4, 1.7, 2.1, 4.2

Outcomes and Criteria:
- Partner with campus stakeholders, including Basic Needs Committee and Hazen (Prevention and Outreach).
- Redesign presentation of clothes based on industry best practices.
- Meet with stakeholder student organizations for feedback on needs.

Data Sources and Methods:
- Clothes Closet Inventory System
- SWOT analysis-Student Survey

Assessment Data:
- **Partner with campus stakeholders, including the basic needs committee, Hazen (Prevention and Outreach) (PARTIALLY MET)**
  Career supported the development of a new Basic Needs website by offering information about the Clothes Closet. Career Services worked with Prevention and Outreach to promote and incorporate the Clothes Closet and Queer Closet. Two students were directed to and utilized the Clothes Closet after losing items in fires. 50 items were donated to the Queer Closet in the Spring of 2022.

  Following SWOT analysis and research of best practices, a revised mission statement was developed for the Clothes Closet:

  "The Brockport Professional Clothes Closet provides undergraduate and graduate students FREE access to professional attire for interviews, career fairs, networking events, and other career-oriented activities and occasions. Designed as an inclusive space, items include suits, jackets, pants, shirts, and more. Our goal is to help students look their best throughout their job search to make a positive impression as they enter the professional world!"

- **Redesign presentation of clothes based on industry best practices (MET)**
  After meeting with students, Directors, and Administration and conducting a SWOT analysis, research was conducted on best practices for making the Clothes Closet a more equitable and inclusive space. The SWOT analysis revealed that strengths of the resource are that it is free and availability is open to all students and alumni. Since the closet is run with donated items, we can expect good-quality items. Conversely, weaknesses included a perceived lack of inclusivity, an unwelcoming environment, a lack of awareness on campus, and a lack of smaller-sized items. Opportunities included partnering with the Prevention and Outreach Queer closet, along with marketing to the campus community for both donations and usage. Threats included the lack of awareness and understanding of the clothes closet affecting its growth in the future, along with relying on donations.

  Intentional reflection about the best practices and usefulness of the resource allowed us to see that multiple opportunities were available to meet the objective of a more diverse and inclusive Clothes

Closet. We were able to capitalize on this reflection through increased partnerships with student orgs, including BSG, and marketing for increased awareness. We also utilized this opportunity to share how the Clothes Closet could assist in the development of a sense of belonging to underrepresented populations, advancement of EDI initiatives, and developmental learning opportunities were all recognized as action steps and resulted in changes in appearance, marketing, and outreach.

The 1st annual Fashion Show and Open House event was offered in the Spring 2022 semester. This coincided with the Jobs and Internship Fair and had 15 student volunteers serving as models. Attendance for the event was not specifically tracked, but we know between 20 and 30 students, as well as the models, attended and engaged. This event sparked an increase in clothes closet usage, and over 100 items were taken from the closet in the spring semester.

As part of the restructuring of the Clothes Closet, new racks and storage items were purchased using the Clothes Closet Foundation account. The new racks offer guests the ability to browse items more easily and create accessibility to mobility-impaired students.

At the completion of the Spring 2022 semester, organization of the clothing items was completed. Using a non-binary approach, clothes were separated by type and size. Student feedback has shown that this organization has created a more inclusive and safe space for students. New racks were ordered and

Continued use of the inventory system created by Dr. Sandeep Mitra and his students has shown to be an effective way to track donations, organize items, and use data to inform processes. In FY 21-22, 240 items and counting have been taken by students. Discussions are being had with Computer Science on the creation of a website for increased access.

- **Meet with Stakeholder student organizations for feedback on needs (MET)**
  SWOT analysis feedback from LBTQIA+ and Cisgender population resulted in people expressing that the clothes closet felt exclusive and unwelcoming. It was also noted that the access for those with mobile disabilities was poor.

  Career Service staff and Peer Educators have been trained to use the clothes closet, including inventory systems, design, and communication with guests.

- **Purchase new inclusive mannequins (NOT MET)**
  Upon further research, it was determined that purchasing mannequins was more difficult than expected. Currently, there is not a retailer that sells the product we are looking for. In response, the office utilized clothing items to represent inclusivity.

- **Incorporation of a fitting room (NOT MET)**
  Facilities were waiting for the intersession break between Christmas and Spring semester to install. Follow-up has not resulted in any updated information.

Closing the Loop
Resources Used:
- Budget-purchase of racks, promotional materials
- Clothes Donations

Key Findings:
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 Department's 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 the next steps for career success. A review of the resource found that significant gaps existed in the design and function of the closet regarding equity, diversity, and inclusiveness. A redesign made the closet more reflective of the student population as well as that of Brockport's EDI goals and initiatives.

Dissemination/Discussion of Key Findings:
Results were shared with stakeholders (ASC, FA, Res Life, Hazen, Com Dev, and Career Services Staff, EMSA Directors, and Academic Departments) via email, committee meetings, and in debriefs. Work continues to create a resource that offers more breadth and depth to serve students' needs best.

Summary Sentence for EMSA Divisional Report:
Intentional thought and research were placed into redesigning the Professional Clothes Closet to create an inclusive, equitable, and safe space for a diverse student population.

Unit Goal: 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.

College Mission Alignment: High-quality internships 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 (College Goal 1.1, 1.5, 2.1)

Outcomes and Criteria:
- Develop a communication plan to be shared via EMSA admin with academic affairs regarding Internship data collection.
- Develop an employer relations plan that parses out how each arm of the office engages with Career and includes an ongoing communication plan
- Implement a robust data collection tool to track the number of experiential learning opportunities and participating employers to be used as retention and persistence by the college and departments.
- Update Internship Website and resources
- Utilize employer relations to establish new experiential learning opportunities
- Partner with staff and faculty to involve them as content experts and experiential learning supervisors

Data Sources and Methods:
- Mach Forms
- Institutional Research-Tyler Moesle
- AIC/Experiential Learning Committee
- Faculty and Staff feedback
- Handshake

Assessment Data:
- **Develop a communication plan to be shared via EMSA admin with academic affairs regarding Internship data collection. (PARTIALLY MET)**
  Data Collection documents are prepared and ready in the form of a shared Teams Excel document.

  Despite work through the Academic Internship Committee (AIC), there was still a lack of buy-in from campus partners. This resulted in a low number of responses from departments.

  Despite multiple requests from the AIC and before the increased partnership with the Experiential Learning (EL) Workgroup, only Psychology and Kinesiology have added data to the forms.

  Documents were utilized to collect data on experiential learning opportunities (mostly internships). This was completed in partnership with the Experiential Learning Workgroup (Adam Rich).

  To date: Approximately 1,300 EL opportunities were gathered on the forms.

- **Develop an employer relations plan that parses out how each arm of the office engages with Career and includes an ongoing communication plan (PARTIALLY MET)**
  An actionable plan was created that included the wants and needs of individual employers. This plan is very hands-on and assesses the varying needs of each employer we work this. Because of these variances, the plan is not a step-by-step repeatable action but rather a fact-finding assessment. Based on what is learned, our staff determines how to move forward and engage with the employer. This still needs to be fleshed out in a way that can be shared and explained, along with a communication

plan that can be mapped out. Then, we will be able to better engage with our campus partners and learn how to support their needs through our partnerships.

Based on Community Service Federal Work-Study and Job Location and Development (JLD) 's pre-determined goals, most off-campus outreach was initiated in nonprofit and part-time employment. We have approached this outreach through existing partnerships on campus (Alumni, Advancement, Academic Departments) and through technology (Handshake, LinkedIn). Additional outreach and relationships are developed through external partnerships as well.

- **Implement a robust data collection tool (Power BI) for stakeholders using a data collection tool. (ONGOING)**
  At the current rate of collection, Excel and Mach Forms are appropriate for data collection. Institutional Research has begun looking at how to collect data through Banner.   The Employer Relations Coordinator, with the facilitation of the AIC, utilized a shared Teams Excel document designed for each of the schools on campus.

  With the increased engagement of the Experiential Learning Workgroup and the addition of Tyler Moesle (Institutional Research), there will be increased collaboration between EMSA and Academic Affairs.

- **Update Internship Website and resources (MET)**
  The website was updated in the summer of 2021 and the spring of 2022. Updates included:
    - Streamlining of contact information for listed internships.
    - Information flow on the site to include the moving/shrinking of the picture on the page
    - Reasons why internships are important
    - Statistics on how many students engaged in internships over the past year
    - Ongoing goals for tracking this data include designing an Experiential Learning Planner, which will help track a student's opportunities while at Brockport.

- **Utilize employer relations to establish new experiential learning opportunities (PARTIALLY MET)**
  Strategy is based on the needs of departmental majors. Partnerships for experiential learning or Co-Op opportunities were created with Flower City Union, the PGA Championship, Odoo, Paychex, and Excellus. Four Computer Science students were placed at Paychex in a newly designed Co-Op. The Town of Parma, Sweden, and Nativity Preparatory Charter School all hired students for experiential learning opportunities through CSFWS.
   Plans for next year will include utilizing experiential learning data by department to recognize "deserts" and areas of growth

- **Partner with staff and faculty to involve them as content experts and experiential learning supervisors (PARTIALLY MET)**
  Made connections/partnered within multiple departments to engage faculty in experiential learning opportunities. Examples include: Odoo/Computer Sciences; D1/Kinesiology; Sunnking/Journalism-Broadcasting

- **Engage with employers to develop career development expectations for students, i.e., what competencies are essential to employers? (MET)**

Employers from the Partner Program were engaged to offer professional workshops that included career competencies. Suitable will be a tool that will be used to help facilitate this portion of the goal.

Closing the Loop
Resources Used:
- Staff resources
- Handshake
- AIC/Experiential Learning Committee
- ROC 2025

Key Findings:
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 are also associated with academic strength, and involvement in multiple college experiences helps students secure employment or enter graduate school. Our role in internship options is on a broad scale, based on the operational structure of the campus. As we develop further growth within Experiential Learning opportunities and data collection, we can continue to base programming decisions on data and faculty feedback

Dissemination/Discussion of Key Findings:
Work continues to create resources that offer more efficiency for expanding internships. Plans for next year will include utilizing experiential learning data by department to recognize "deserts" and areas of growth as well as connecting with specific departments, including computer science, criminal justice, and history, that lack built-in experiential learning opportunities. Additionally, workshops will be designed based on NACE's Career Competencies and continued connections with key stakeholders. Results will be shared with stakeholders (Career Services Staff, AIC members, and necessary leadership) via email, committee meetings, and debriefs.

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: Using the CHIPS process, develop and implement strategies that cultivate employment opportunities for students.

College Mission Alignment: Student employment is an essential tool to ensure that all undergraduate and graduate students have the opportunity to improve their competence, skills, and leadership capacity. (College Goal 1.1, 1.5, 1.8)

Outcomes and Criteria:
- Explore technological improvements for processing student employment
- Update Student Employment webpages – assist with communication to students and supervisors
- Expand on training and professional development for supervisors; offer sessions for student employees
- Ensure on-campus jobs are posted in Handshake; begin campus conversation on salary bands
- Beginning in year two, this chips assessment will start to analyze data on the following metrics:
  - GPA vs. Employed/Unemployed
  - Hours worked vs. GPA
  - Data by Demographics (All Students)

Data Sources and Methods:
- Mach Forms
- Banner
- Demos of other tools/processes
- Microsoft Teams
- EAT-Student Engagement Committee

Assessment Data:
- **Explore technological improvements for processing for student employment (NOT MET)**
  Outreach to the Banner team was done in August and January to discuss report creation, waiting on IT progress.

- **Update Student Employment webpages – assist with communication to students and supervisors (PARTIALLY MET)**
  Some training and edits have been completed for editing the website. Website complete overhaul/redesign is on hold as the college is transitioning to a new website vendor.

- **Expand on training and professional development for supervisors; offer sessions for student employees (PARTIALLY MET)**
  11 sessions of supervisor training have been attended by 32 supervisors so far this year. Sessions included Supervising – The Basics, Supervising Highlights, Handshake, and Timesheets. Over 100 Night Desk Attendant student employees in the fall were trained virtually as a large group on new hire paperwork. Additionally, four training sessions were conducted in the Career Services office for staff and student employees as a refresher/introduction to taking in new hire paperwork. Previous training was edited as needed regarding COVID processes and refined to better explain common errors. The Supervisor Teams Group was organized and filled with content for supervisors to view, which has been well-received by supervisors.

  Not completed: the expansion of efforts like the Iowa GROW pilot.

- **Ensure on-campus jobs are posted in Handshake; begin campus conversation on salary bands.**

272 students were hired without a corresponding job number in Handshake. Some of this may be due to the job being posted or due to the student returning to work in the office another year (and not having the student reapply). This number is down by approximately 50% from the previous year, so more supervisors understand the need to post jobs. Of the 272, 203 student employees had previously worked on-campus before (indicating that they might be returning to their previous on-campus). At the same time, only 69 were hired as never worked on-campus before. More investigation of the data is needed to uncover the reasons for the number this year.

Supervisors that failed to put a job number in Handshake this year will be notified and offered training during summer 2022 to try to improve the number for next year. A campus policy is being drafted for student employment, which includes the need to post jobs in Handshake.

Conversations began about student employee salary bands. An outline of a policy has been drafted, but additional time is needed to research and plan out the salary band amounts and corresponding job duties.

A summary of best practices for student employment has been completed, and data has been collected and provided to campus partners. Data for the 2020-21 school year includes outcomes on persistence and GPAs for work-study and temp-services employees as compared to full-time undergraduates not employed. Overall, students who work have a 6% higher GPA than those who do not work. The data also looked at on-campus and off-campus housing in relation to students' persistence. Results showed that students who worked and lived on campus or off campus maintained an almost 14% higher GPA than non-employed students. Continued comparison and further breakdown of data will occur in year two of the CHIPS process.

Closing the Loop
Resources Used:
- Staff time
- Collaboration with BITS, WebTeam, Procurement, Payroll, and Financial Aid

Key Findings:
We want to continue to enhance the student employment program to shift to an experiential 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. The second year of the CHIPS data will allow us to analyze student employment data to inform processes and policy.

Dissemination/Discussion of Key Findings:
Discussed at Student Employment Committee Meeting, JLD & Community Service WS Strategy 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.

Section Four: Student Learning Outcomes

Institutional Student Learning Outcomes

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

Departmental Learning Outcomes:

1. Students will be actively involved with resources to participate in an internship and demonstrate intercultural sensitivity.
   a. 2021-2022
   b. ISLO # 3, 4
2. Students will explore/evaluate career pathways and develop competencies/skills needed to be successful in chosen field
   a. 2022-2023
   b. ISLO # 3, 4

3. Peer educators will develop clear and compelling delivery techniques using a variety of supporting materials to present career development material to a diverse audience.
   a. 2022-2023
   b. ISLO # 3, 4

4. Students will engage with on and off-campus experiential and employment opportunities to increase their worldview and prepare for post-graduation prospects.
   a. 2023-2024
   b. ISLO # 3, 4

Departmental Learning Outcome Measured in 2021-2022:

> Students will be actively involved with resources to participate in an internship and demonstrate intercultural sensitivity.

Strategies/Programs:
1. Brockport Career Exploration Course (BCEC) Enrollment
2. Collection of Departmental Internship participation
3. 1:1 Appointments for Internship assistance
4. Enrollment in Departmental Seminar, Internship, or Career-related classes

Assessment Tools/Data Sources:
- Results from BCEC and Handshake appointments.
- Event/Presentation requests
- Responses to Academic Internship Committee survey on departmental internship participation.
- Enrollment data for Records and Registration

Results:
- Results from BCEC and Handshake appointments.
  - There were 90 career planning appointments, 27 part-time job search, 19 Internship, and 10 BCEC appointments from July 1, 2021-June 30, 2022. This is a 52% increase in these types of appointments from the previous year. These appointments are directly correlated to student learning as we focus on connecting student questions and projects to opportunities and individualized learning outcomes. The primary outcomes of these meetings are questions being answered related to Career and major exploration, internship opportunities, and transferable skills.

- Event/Presentation requests
    - There was a 259% (32 FY 2021 vs. 115 FY 2022) increase in event and presentation requests from FY 2021. This is due in part to the return to face-to-face instruction. Compared to FY 20, which was a more traditional year, there was a 5% (109 FY 2020 vs. 115 FY 2022) increase in faculty engagement in the form of presentation and events requests.

    - Responses to Academic Internship Committee survey on departmental internship participation.
        - The response rate for this information was low. Only two departments voluntarily submitted information. Interim Provost Dr. Deline incorporated this information in a faculty/department survey which led to the development of the Experiential Learning Committee.
    - Enrollment data from IR for BCE and Capstone classes
        - Waiting to get numbers for here

Summary of Findings and Next Steps:
With the return of full-time on-campus classes, there was an uptick in BCE participants this year. With the creation of the Experiential Learning Committee campus is moving closer to creating a robust data collection process that will allow us to better track Internship, Co-Op, and Experiential Learning opportunities across campus. This data, in turn, will inform our programming, outreach, and placement for students and departments.

# Section Five: Unit Key Performance Indicators

Key Performance Indicator: Alumni Touchpoints
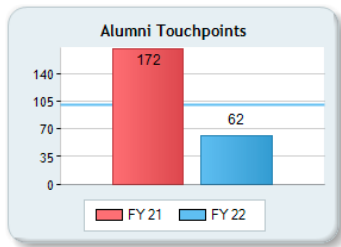
Analysis:
There was a 64% decrease in alumni appointments from the previous year in part due to the increase in hiring in all labor industries and the reopening of the economy regarding COVID restrictions.

Key Performance Indicator: Professional Clothes Closet Usage
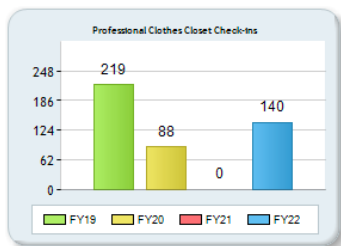
Analysis:
The Professional Clothes Closet reopened in Fall 2021. Significant revisions on the inclusivity of the Clothes Closet were completed and resulted in an increase in usage from FY 20 of 37%. The Clothes Closet was also the subject of an Annual Goal and underwent a significant redesign and intentional outreach.

Key Performance Indicator: Jobs & Internship Fair Attendance
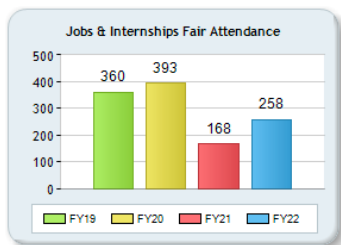
Analysis:
There was a 54% increase in attendance to the Jobs & Internship Fair in 2022 as one of the largest in-person events in the academic year. The intentional marketing done to engage students through departments and the EMSA division manifested in increased engagement from students.

Key Performance Indicator: BCEC Participation
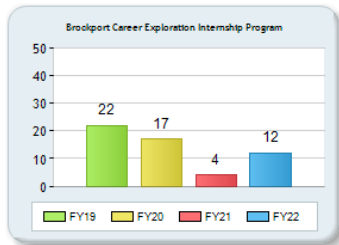
Analysis:

The Brockport Career Exploration Course (BCEC) allows the student an opportunity to receive academic credit for an experiential internship. With the return of face-to-face classes and the intentional outreach to departments about this opportunity, we saw a 67% increase in participation in the BCE and Disney internship programs. This increase indicates that faculty and students are seeing the benefits of this best practice.

Key Performance Indicator: Part-Time Job Fest (PTJF) Attendance
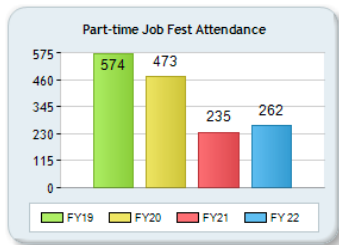
Analysis:

Post-COVID, the PTJF was one of the first campus events offered face to face, with attendance showing a slight increase from the year before. This event allowed students their first interactions with off-campus and on-campus employers and was a good introduction to employment and hiring practices.
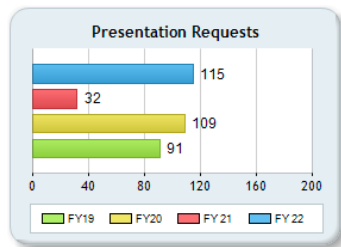
Key Performance Indicator: Student Appointments
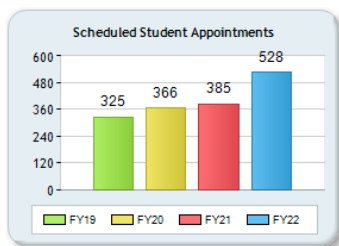
Analysis:

Student appointments for career development saw a 27% increase from FY 21 to 22. This increase can be attributed to the intentional outreach and partnerships with faculty and departments, who are adding into their class syllabus and assignments that students meet with the office. Many of these initial student appointments resulted in repeat visits to the office both virtually and face to face.
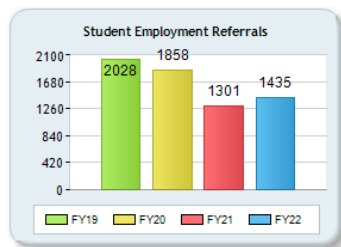
Key Performance Indicator: Presentation Requests

Presentation Requests

115 (FY22)	
32 (FY21)	
109 (FY20)	
91 (FY19)	

Scale: 0, 40, 80, 120, 160, 200

Legend: FY19, FY20, FY21, FY22

Analysis:
With a return to face-to-face classes, there was an increase in presentation requests from faculty. Series-long presentations for departments increased, including Mid-Semester Conference for Adolescent and Childhood and PE majors, and seminars for Psychology, Computing Sciences, HigherEd, and Counseling were added this year. Mock interviewing and job search, as well as resume and branding, were the most sought-after content areas.
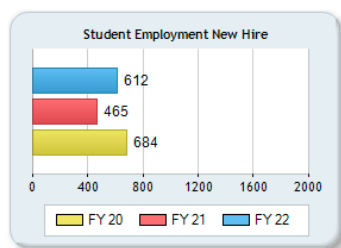
Key Performance Indicator: Total Student Employment Referrals

Student Employment Referrals

Values: 2028 (FY19), 1858 (FY20), 1301 (FY21), 1435 (FY22)

Scale: 0, 420, 840, 1260, 1680, 2100

Legend: FY19, FY20, FY21, FY22

Analysis:
Total student employment referrals for the campus for the fiscal year 2022 saw a slight increase from the year before. CHIPS assessment will continue to look at best practices to maintain a steady workforce.

Key Performance Indicator: Student Employment New Hires

Student Employment New Hire

Values: 612 (FY 22), 465 (FY 21), 684 (FY 20)

Scale: 0, 400, 800, 1200, 1600, 2000

Legend: FY 20, FY 21, FY 22

Analysis:
New hires for student employment increased by 24% from the previous year. This data will continue to be analyzed during the student employment CHIPs assessment.

Key Performance Indicator: Student Employment Rehires

Student Employment Rehires

FY 22	790
FY 21	781
FY 20	1079
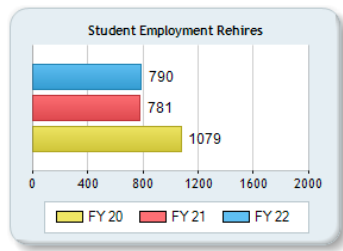
Analysis:
A goal of student employment is to offer environments conducive to rehiring. This creates less strain on the office of student employment in terms of processing and training of both supervisors and students. Students who remain in service to SUNY Brockport also benefit from the consistency of the professional setting they are in.

Section Six: 2022-2023 Unit Strategic Annual Goals

Strategic Annual Goal 1:
Establish comprehensive institutional policies regarding best practices for student employment, including supervisor expectations, appointment procedures, and career development integration. (Divisional Goal 2,3,4 College Goal 4)

Action Plan
- Creation of supervisor handbook with included checklists; before, during, and after hiring
- Creation of campus wage band policy
- Visit the faculty senate to (propose) state new policies. (Get buy-in from key stakeholders.)
- Create mandatory supervisor training modules (more rigorous with accountability)
- Market and promote policies to stakeholders
- Create a checklist for student employees that includes resume completion, sign up for Suitable, etc.
- Creation of policies that are equitable, diverse, and inclusive to all stakeholders
- Update student employment website

Timeline
- Departmental Check-ins for action items will be held in August 2022, November 2022, and March 2023

Strategic Annual Goal 2:
Redesign/ establish departmental policies and procedures related to better tracking, collaboration, and efficiencies when it comes to supporting student engagement and campus partnerships. (Divisional Goal 3 College Goal 1.c, 2.b, 3.a, 4.b)

Action Plan
- Creation of communication plan to disseminate mission, opportunities to partner, and goals of department to campus stakeholders.
- Utilize process mapping and checklists to better establish departmental policies and procedures in order to assist staff and campus partners in collaboration and understanding their impact. This will include student employment and clothes closet procedures as well as Handshake usage policies and Mentoring opportunities.
- The reinstitution of a Data Dashboard to track student engagement initiatives listed above.

Timeline
- Departmental Check-ins for action items will be held in August 2022, November 2022, and March 2023

Strategic Annual Goal 3:
Engage with employers to facilitate experiential learning opportunities and employment pipelines for students. Facilitate strong relationships with employers to maximize opportunities for student placement. (Divisional Goal 1-4, College Goal 1D, 2B, 3A)

Action Plan
- Develop an employer relations plan that parses out how each arm of the office engages with Career and includes an ongoing communication plan
- Update Internship Website and resources
- Utilize employer relations to establish new experiential learning opportunities

- Keep on track through departmental Check-ins for action items will be held in August 2022, November 2022, and March 2023

Section Seven: 2022-2023 Assessment Plan

Annual Goal 1: Establish comprehensive institutional policies regarding best practices for student employment, including supervisor expectations, appointment procedures, and career development integration. (Divisional Goal 2, 3, 4, College Goal 4)

Outcomes and Criteria:
- Creation of supervisor handbook with included checklists; before, during, and after hiring
- Creation of campus wage band policy
- Create mandatory supervisor training modules (more rigorous with accountability)

Data Sources and Methods:
- Mach Form requests
- Supervisor training attendance
- Pre/Post Survey-Student and Supervisor
- Handshake Data

Resources Needed and Individual(s) Responsible:
- Career Services and ASC Staff
- Financial Aid-Diedre Strutz

Action Plan:
- Creation of supervisor handbook with included checklists; before, during, and after hiring (July 2022)
- Creation of campus wage band policy (August 2022)
- Visit the faculty senate to (propose) state new policies. (Get buy from key stakeholders) (Sept 2022)
- Create mandatory supervisor training modules (more rigorous with accountability) (August 2022)
- Market and promote policies to stakeholders (Ongoing 2022-23)
- Create a checklist for student employees that includes resume completion, sign up for Suitable, and additional engagement with the office (July-Ongoing)
- Creation of policies that are equitable, diverse, and inclusive to all stakeholders (Ongoing 2022-23)
- Update website (Nov/Dec 2022)

Goal Rationale:
We want to continue to enhance the 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.

Annual Goal 2: Redesign and establish departmental policies and procedures related to better tracking, collaboration, and efficiencies when it comes to supporting student engagement and campus partnerships. (Divisional Goal 3 College Goal 1C 2B, 3A, 4B)

Outcomes and Criteria:
- Creation of communication plan to disseminate mission and goals of department to campus stakeholders.
- Creation of checklist; student employment procedures, clothes closet procedure, Handshake, and Peer mentoring.
- The reinstitution of a Data Dashboard to track student engagement initiatives.

Data Sources and Methods:
- Handshake data for creating and tracking events
- Checklist completion
- Mach Forms-presentation, alumni, event requests

Resources Needed and Individual(s) Responsible:
- Career Services and ASC staff
  - Stephanie A. Learn
  - John Sheible
  - Student Employment Lead
  - Thomas Chew
  - Tara White
- Suitable
- Handshake
- Machforms
- SUNY Brockport Faculty Senate
- Newsletters/emails/social media outreach

Action Plan:
- Creation of communication plan to disseminate mission and goals of department to campus stakeholders. (July/Sept 2022)
- Creation of checklist; student employment procedures, clothes closet procedure, Handshake, and Peer mentoring. (July 2022)
- The reinstitution of a Data Dashboard to track student engagement initiatives. (Ongoing 2022)

Goal Rationale:
With retention and persistence at all-time lows, increasing student engagement is a priority. Student engagement is widely recognized as an important influence on achievement and learning in higher education and, as such, should become a focus of a student-ready campus. This goal will allow for a shared understanding of career services student engagement efforts to support future student employment and career development policies and programming.

Annual Goal 3: Engage with employers to facilitate experiential learning opportunities and employment pipelines for students. (Divisional Goal 1-4 College Goal 1D, 2B, 3A)

Outcomes and Criteria:
- Employer relations plan that parses out how each arm of the office engages with Career and includes an ongoing communication plan is developed.
- Update Internship Website and resources
- Utilize employer relations to establish new experiential learning opportunities with 20 employers and 100 students in non-Internship majors.
- Onboarding of new Career Development and Internship Specialist

Data Sources and Methods:

- Banner

- Financial Aid, Payroll
- Student Employment CHIPS assessment
- Mach Forms and Attendance to training

Resources Needed and Individual(s) Responsible:
- Career Services and Student Employment Staff
- SUNY Brockport Web team
- Financial Aid, Payroll
- Student Employment CHIPS assessment

Action Plan:
Action Plan:
- Facilitate strong relationships with employers to maximize opportunities for student placement. Develop an employer relations plan that parses out how each arm of the office engages with Career. (July-Sept 2022)
- Creation of a communication plan for Employers when advancing partnerships. (July-Sept 2022)
- Update Internship Website and resources (Sept-Nov 2022)
- Utilize employer relations to establish new experiential learning opportunities (Ongoing 2022-23)
- Onboarding of new Career Development and Internship Specialist (July 2022)
- A definitive list of experiential opportunities by department (i.e., Clinical, capstone, internship class, career class, BCE credit) (August-Ongoing 2023)

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 are 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.

Section Eight: 2021-2022 Points of Pride and Accomplishments

Goal 1: To be a Great College at which to Learn Points of Pride
- Redesign of Clothes Closet to be fully inclusive to all students.
- Completed year of CHIPS assessment for Student Employment
- Employed 1402 students in on-campus employment

Goal 2: To be a College Engaged with its Community Points of Pride
- John joined Brockport Merchants Association and engaged with ROC 2025 and Campus ROC.
- Ran two Face-Face Job Fairs with over 500 students engaged.

Goal 3: To be a Sustainable and Thriving Institution for the 21st Century Points of Pride
- Provided student engagement opportunities that were hybrid in nature.
- Cut physical copies by utilizing digital tools for marketing, and promotion

Goal 4: To be a Great College at which to Work Points of Pride
- Joined ASC
- Hired a new Career Development and Internship Specialist
- Participated in relevant professional development, allowing us to serve stakeholders best.