

Student Success Initiative Year Three/Summative Report

For Career Center, Division of Student Affairs

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to **your respective vice president or dean by April 15**. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at joxendin@csusb.edu.

CONTACT INFORMATION

Department/Unit Receiving Funding: Career Center

University Division: Student Affairs

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities: Larry Burns, Director

Email Address and Extension: lburns@csusb.edu x73254

Name and Title of Person Preparing Report: Larry Burns, Director

Email Address and Extension: lburns@csusb.edu x73254

SSI PROGRAM/PROJECT OVERVIEW: (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

NOTE: Specifics regarding goals/outcomes/measures/activates can be found in section below titled "Accomplishments/Progress Towards Outcomes". Elected not to duplicate those bullet points here.

Original Goals: Increase students served, employer engagement, job and internship opportunities, expand the STEM Coyote Career programs into all the colleges. Develop an effective assessment plan.

In year one, the original purpose of the SSI fees was to address the staffing and budget limitations in the Career Center. Prior to funding, the department consisted of an Office Admin, one Career Counselor and one Career Counselor/Employer Relations and a part-time Acting Director. Money was primarily assigned to hiring a full time Director, Internship Coordinator, Employer Relations Specialist and Career Counselor. With those positions in place, work could begin on expanding services to meet the original goals. Year one could be considered our Forming Stage.

In year two, that original purpose was expanded with the purpose of increasing programs and services to students created by the new staff and informed by our investment in new training and professional development. We also started gathering student, employer and campus partners feedback through one on one meetings, surveys, advisory boards and solicitations to request ideas for needed services. Year two could be considered our Storming & Norming year.

In year three, our refined goals and outcomes were then aligned with our tracking and assessment tools. Starting with a few programs in Spring 2013, then improving in Summer and Fall 2013, our department had nearly all of their outcomes aligned with appropriate measurements and activities by Winter 2014. One large piece coming online in Spring 2014 will be the Graduate First Destination Survey (aka graduate placement). Year three could be considered our Norming & Performing year.

SSI-FUNDED ACTIVITIES: (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

Year 1 – Plan to hire multiple positions in the career center with the goal to increase activity is put into place. Without staff in place year one, the needed programs could not be developed and delivered to students. First hire under SSI for Director made in July 2012.

Year 2 – Detailed activities are outlined in section below, “Accomplishments/Progress towards outcomes” in year two. Most of the measurements concerned usage by students of various services and programs put in place by the Career Center. Staff is hired and programs to increase activity are reviewed and implemented. Staff is able to travel and take part in professional development for the first time in memory and each staffer attends at least one personal development training or national conference for their field. Because funding was so closely aligned with development of staff, all programs and activities engaged by the Career Center utilized SSI funds in some way.

Year 3 – Programs enjoy their first year of full service by a staff of trained professionals. Evaluation and measurement now turns to using measurements beyond usage to capture results and feedback from employers regarding the career readiness of our students and graduates starting with Winter 2014.

ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES: (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.)

Year 1 – AY 2011-12 - Goals established to staff the Career Center, identified key positions to hire: Director, Career Counselor, Employer Relations, Internship Coordinator.

Year 2 – AY 2012-13 -

- ✓ 6 Goals and related outcomes, activities and measurements established.
- ✓ Increased size of department from 3 ½ full time staff to 8 from July-December 2012.
- ✓ Established training program and processes to manage larger workforce and began planning office remodel to accommodate new staff and ensure office met ADA and Facilities guidelines.
- ✓ Purchased new office and computer equipment, added phones.
- ✓ Increased number of student workers to support new roles and engage campus regarding new efforts and services.
- ✓ Began remodel of website.
- ✓ Created quarterly Career Fair schedule and placed a college emphasis for each fair.
- ✓ Added new workshops to address new issues in career preparation such as social media and how to use new services introduced such as CareerLaunch job board, CareerShift and Goinglobal for international job search and internship.
- ✓ Extensive restructuring of CareerLaunch, the job board and search support database used by students and alumni.
- ✓ Created regular walk in hours for appointments.

- ✓ Established best practices for marketing events and creating promotional materials to standardize brand and be consistent with our new outreach efforts. Focused on student assistant marketing teams and advertising on campus boards.
- ✓ Established methods to receive feedback through a suggestion box and links to share experiences through our social media channels and website.
- ✓ Student success was enhanced by our improved processes and office structure. The creation of private offices facilitated more advising sessions and we started post advising session assessments to increase students' involvement in their career development and help them identify next steps for them to take to be successful.

SLO 1: Students will assess, articulate, and acknowledge personal skills, abilities, and growth areas in order to make decisions related to development.

Measurements & Activities so far –

1. MBTI, Strong Inventory, and StrengthsFinder assessments and evaluations completed: 170 formal evaluations and 693 informal.
2. Attendance at workshops approx: 212 workshops to 8887 attendees.
3. Workshop Survey started Spring 2013. On the statement, "This event assisted in my career development", approx 90% indicated YES.

SLO 2: Students will develop and/or demonstrate skills and abilities that contribute to career readiness.

Measurements & Activities so far –

1. Attendance at workshops approx: 212 workshops to 8887 attendees.
2. Unique log-ins to CareerLaunch: 3262 unique visits per month.
3. Number of students who created CareerShift accounts: 64
4. Number of students attending Business Meet Up approx: 240
5. Number of walk in visits approx: 1217
6. Number of scheduled appointments: 553
7. Resume rubric: in development, Winter 2014
8. Number of students who merge LinkedIn and CareerLaunch profiles: in dev. for Fall 2013

SLO 3: Students will learn how to conduct themselves professionally during mock or actual interviews.

1. Number of mock interviews approx: 200
2. Number of attendees at interview skills workshops approx: 549.
3. Employer evaluations from Career Fairs: average of 70% interview candidates they met at the career fair.

SLO 4: Students will learn and demonstrate appropriate behavior in the work setting.

1. Number attendees at Etiquette Luncheon: 135.
2. Etiquette Luncheon Survey. On the statement, "this event assisted in my career development" 80% indicated YES.
3. Feedback from employers post internship: in development for Winter 2014.
4. Feedback from employers post hiring of graduates: in development for Winter 2014.

SLO 5: Students will access opportunities to make meaningful connections with employers and educators. **This is where employment outcomes will be measured.**

1. **Post-graduation destination survey (aka Placement): will begin with the 2014 Winter graduation cohort.**
2. Career Week attendance approx: 2707.
3. Career Fair attendance approx: 1704.
4. Number of students attending Business Meet Up approx: 240.
5. Number of students who created CareerShift accounts: 64.
6. Jobs posted to CareerLaunch: 3011.
7. Unique job views in CareerLaunch: 9749.
8. Applications through CareerLaunch: 6829.
9. Attendance at Alumni Panels: 66

SLO 6: Students will access internship, service learning, and volunteer opportunities that contribute to career readiness.

1. Number of internships and volunteer opportunities posted to CareerLaunch: 681.
2. Intern job views in CareerLaunch approx: 1950.
3. Number of intern applications processed through CareerLaunch approx: 1365.
4. Career Week attendance approx: 2707.
5. Career Fair attendance approx: 1704.
6. Students at Business Meet Up approx: 240.
7. Number of internship stipends awarded: 26.
8. **Post-graduation destination survey (aka Placement): will begin with the 2014 Winter graduation cohort.**

Year 3 – AY 2013-14. **Note, data and outcomes reported below only cover Fall 2013 and Winter 2014.**

- ✓ Career Center started and completed office remodel to accommodate new staff over Summer 2013.
- ✓ Team continued to improve the tracking of outcomes to capture better student and employer feedback.
- ✓ Career Fairs were evaluated and we retained the Education/Non-Profit Fair but elected to place “all colleges” career fairs in each quarter. Continued to support specialty fairs such as the Criminal Justice fair in Winter quarter with resume reviews and pre-career fair workshops.
- ✓ Placed emphasis on improving the training to prepare students for career events and internships and increased the number of career events where students could interact with employers because those events increased student success in securing employment.
- ✓ Expanded and rebranded “Business Meet Up” to 4 locations each month and renamed them “CareersONDEMAND”. This was done to address student feedback that they want to engage with employers that are hiring right now and also engage the non-business majors who thought these events were only for business students.
- ✓ Having an event for students to attend and meet employers each week increased student success by creating more hiring opportunities. It also addressed a common student concern about readiness and confidence. These events are smaller than a career fair with 4-6 employers and 10-20 students attending. We also held two of these events at the PDC to increase engagement with those students and employers. The employer relations manager serves as host and facilitated introductions between students and employers to increase number of interviews and expected hires.
- ✓ Established a weekly newsletter highlighting key job openings and upcoming career related events.
- ✓ Established weekly newsletter highlighting specific issues and opportunities and success stories related to internship as well.

- ✓ Our marketing and outreach efforts changed to reflect the fact that marketing teams of student workers, mass email and printing flyers were doing ok but not getting the job done. We began by making all of our documents electronic. This permitted us to save printing costs but also create a student accessible location within CareerLaunch for students to retain information related to their career search and development. Based upon feedback from colleges in our quarterly feedback sessions with our partners, we began to market our events and programs through monitors in the colleges and faculty channels by sending information to deans and department chairs for distribution by faculty to students in the classroom.
- ✓ We also began working with clubs and organizations to partner on our quarterly campus career fairs to increase participation within those groups and leverage non-department resources.
- ✓ We began to take reservations for career events and advising sessions and started pre-appointment calls. This increased student participation in events which gave students more chances to be successful. We believe it also taught students the value of following through on their actions.
- ✓ In Winter 2014, we started making post advising calls to students who came in for internship advice in order to lead students to the next step in their career development. We believe this process improvement will increase students' engagement in their own career development by holding them accountable to the issues and activities they raise during their advising session.
- ✓ Progress related to tracking employment outcomes: Goal was to establish parameters and begin a survey process out of the career center that incorporated the existing efforts in Institutional Research and Advancement to track student employment post-graduation. There are a number of programs that conduct their own employment tracking as it relates to their accreditation. For example, the College of Education has a system in place as required by their accreditation. The Career Center sought a system that would track undergraduate employment post-graduation across all colleges. Our research aligned with NACE (National Association of Colleges and Employers), the standard setter for professionals in Career Readiness and College Employment. Their recommendations from an 18 month student of this challenge were released in January 2014 and adopted by this Career Center. Emphasis placed upon early success and branding this process as a "Graduation Destination Survey" rather than a "Placement Report". The main reason for this is that early post-graduation employment will often reflect the first step in a career development process and for many graduates, that first job will be part of a long term lifelong process of career and professional development. Limiting the tracking to the first six months following graduation aligns with that expectation. Due to the complexity of the process and a desire to align our process with other colleges around the country in order to do better long term students of our outcomes, we elected to use a consultant and third party vendor to establish our tracking program. The program currently in development through the career center will utilize the graduation survey data filled out when a student petitions to graduate. The survey process will start about 30 days prior to graduation and run through a six month period. The first survey will be conducted with the Spring 2014 graduating class.

SLO 1: Students will assess, articulate, and acknowledge personal skills, abilities, and growth areas in order to make decisions related to development.

1. MBTI, Strong Inventory, and StrengthsFinder assessments and evaluations completed: 172 formal evaluations and 910 informal.
2. Attendance at workshops approx: 212 workshops to 8887 attendees.

3. Workshop Survey. On the statement, "This event assisted in my career development", approx 90% indicated YES. A new workshop survey is developed and put into use starting with the Spring 2014 Quarter.

SLO 2: Students will develop and/or demonstrate skills and abilities that contribute to career readiness.
Measurements & Activities so far –

1. Attendance at workshops approx: 179 workshops to 6089 attendees.
2. Unique log-ins to CareerLaunch: 5956 unique visits per month.
3. Number of students who created CareerShift accounts: 41
4. Number of students attending CareersONDEMAND (formerly Business Meet Up) approx: 310
5. Number of walk in visits approx: 570
6. Number of scheduled appointments: 968
7. Resume rubric: No complete, project for Summer 2014.
8. Number of students who merge LinkedIn and CareerLaunch profiles: 221

SLO 3: Students will learn how to conduct themselves professionally during mock or actual interviews.

1. Number of mock interviews approx: 67
2. Number of attendees at interview skills workshops approx: 377.
3. Employer evaluations from Career Fairs: average of 65% interview candidates they met at the career fair. For the Winter 2014 Career Fair, that translates into 118 expected interviews based upon employer feedback. That number goes to nearly 100% for employers attending CareersONDEMAND. For Sept 2013 through March 2014, CareersONDEMAND generated an average of 40 student interviews each month.

SLO 4: Students will learn and demonstrate appropriate behavior in the work setting.

1. Number attendees at Etiquette Luncheon: scheduled for Spring 2014
2. Etiquette Luncheon Survey. Scheduled for Spring 2014
3. **Feedback from employers post internship: in development for Winter 2014. See final page of report for chart related to employer feedback.**
4. Feedback from employers post hiring of graduates: Data collection will start June 2014.

SLO 5: Students will access opportunities to make meaningful connections with employers and educators. **This is where employment outcomes will be measured.**

1. **Post-graduation destination survey (aka Placement): Initial data using social media scans identified 30% of graduates from AY 2012-13 currently employed or in graduate school. Metrics to track this data will be in place for June 2014 graduating class.**
2. Career Week attendance approx: This metric was rolled into the presentations and workshops and no longer able to separate out attendance at Career Week because we no longer hold large outdoor events with give-aways. Tried this outreach for 2012-13 AY but stopped due to limited value and cost.
3. Career Fair attendance approx: 753.
4. Number of students attending CareersONDEMAND (formerly Business Meet Up) approx: 310.
5. Number of students who created CareerShift accounts: 41.
6. Jobs posted to CareerLaunch: 2043.
7. Unique job views in CareerLaunch: 10,427.
8. Applications through CareerLaunch: 6603.

9. Attendance at Alumni Panels: Due to low turnout and restructure in Alumni Development, this measurement was not used this academic year. We brought in alumni speakers to host workshops leading up to career events instead.

SLO 6: Students will access internship, service learning, and volunteer opportunities that contribute to career readiness.

1. Number of internships and volunteer opportunities posted to CareerLaunch: 479.
2. Intern job views in CareerLaunch approx: 1535.
3. Number of intern applications processed through CareerLaunch: 654.
4. Career Week attendance approx: This metric was rolled into the presentations and workshops and no longer able to separate out attendance at Career Week because we no longer hold large outdoor events with give-aways. Tried this outreach for 2012-13 AY but stopped due to limited value and cost.
5. Career Fair attendance approx: 753.
6. Students at CareersONDEMAND (formerly Business Meet Up) approx: 310.
7. Number of internship stipends awarded: 75.
8. **Post-graduation destination survey (aka Placement): Initial data using social media scans identified 30% of graduates from AY 2012-13 currently employed or in graduate school. Metrics to track this data will be in place for June 2014 graduating class.**

CUMULATIVE FINDINGS: (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

Most of the results are noted in the previous section so I will focus here on what has taken place generally. Overall, the SSI funds were used to expand the size of the department in order to increase the number of career development related interactions with students and alumni. The first 1 ½ years were spent building up the department and the last 1 ½ years were spent on developing new programs and improving existing programs. As a result, all students could reasonably expect to be able to meet with a member of the Career Center or explore their career development independently with the variety of new programs and services put into place under SSI funding. Prior to this, with a staff to student ratio of nearly 9000:1, very little in the way of consistent support of student learning as it relates to career readiness could be accomplished. While the following may sometimes seem like very basic services, they were new to the CSUSB campus due to SSI.

- General
 - Re-wrote the mission & vision of the Career Center.
 - Re-engineered/remodeled the jobs database (CareerLaunch), website, office space, support staff
 - Moved from a re-active to a pro-active service delivery model. Meaning, we started to reach out to desired partners where we previously worked with partners who reached out to us.
 - Designed and implemented tracking tools to measure student engagement in quantitative and qualitative ways. This is primarily achieved by using CareerLaunch properly and implementing Qualtrics to conduct surveys related to services.

- Implemented regular contact with leaders at each of the five colleges and the PDC to improve alignment of our services with varied goals of each college.
- Established Goals, Outcomes, Measurements and Activities related to our Mission.
- Identified and established ways to engage our campus communities and established best practices for email, print and social media outreach.
- Set up social media outreach efforts through Facebook, Tumblr, Instagram, LinkedIn, Twitter.
- For the first time, set aside money for staff to attend professional development events and national conferences.
- Made jobs database accessible and useable for all campus partners (originally limited to 10).
- Created kiosks and check in stations for virtually every student interaction with the career center.
- Replaced email surveys with in person & phone surveying. Standardized surveys across workshops and all career related events that engage employers for consistent reporting and comparison.
- Went mobile – all staff now carry i-Pads that can be used to provide services and stay up on workload from any location. Permits us to deliver and track services anywhere on or off campus.
- Advising & Counseling
 - Implemented Assessment and self-evaluation for students. This included training to certify all counselors to interpret MBTI tests for students without charge to students. One of our most popular services.
 - Implemented on-line 24/7 appointment scheduling
 - Established standard walk in hours, Mon-Thu from 1-4 PM to increase consistency
 - Began tracking of types of appointments and established parameters concerning length, purpose and delivery of appointment materials.
 - Implemented 24/7 access to mock interview recording and review materials
 - Put all content and student support materials formerly printed into a searchable electronic database.
 - Shared career advising best practices, conducted training with academic advising teams around campus.
 - Established primary points of contact for each of the five colleges.
 - Creation of custom workshops to address new issues in employment
 - Creation of tailored classroom presentations based upon faculty requests
 - Implementation of pre AND post appointment phone calls to hold students accountable to their commitments.
 - Laying the foundation to transition to a Career Coaching model that recognizes progressive development of students towards their personalized career and educational goals.
- Internship
 - Established an internship program in the career center.
 - Created policies and procedures to train students, process stipend payments, approve sites, define terms and track results from the student and the employer.
 - Began process to implement EO 1064 in April 2014.
 - Developed materials to effectively market internships, promote success stories and engage new employer partners.
 - Created process to manage the San Manuel Internship Scholarship through UEC.
 - Established first comprehensive overview of the courses and departments that utilize internships based upon PeopleSoft data.
 - Started series of quarterly meetings designed to bring together campus partners that coordinate internships at the college department level.
- Employer Relations & Related Events

- CareersONDEMAND – Weekly series of off-campus career events to facilitate employment and learning. The only career event of its kind in the region.
- Creation & implementation of the first campus wide effort to systematically track graduate destination outcomes (aka Placement) and a database that can be used by all campus partners including students to support their job search.
- Established standard schedule of campus career events around colleges and quarterly Career Weeks.
- Development of Career Fairs to address specific constituents. This includes current fairs for student athletes, educators, STEM disciplines. Events for 2014-15 will include part time jobs, campus student employment and industry specific fairs such as careers in beer and careers in logistics which are based upon local employment trends.
- Cleaned up database of employers, increasing the number of employer partners, job leads, campus employment opportunities, and internships available to students and alumni.
- Established sponsorship program for employers to support Career Fairs.
- Increased the preparation workshops related to Career Fair preparedness utilizing employer partners instead of department staff.
- Began proactive development of employer partners based upon student and college needs. For example, we increased outreach to entertainment employers in the Los Angeles area to support the job search needs of the Arts & Letters College.
- Going forward, continued funding of these efforts will improve the following
 - Continue to refine outcomes and goals to ensure alignment with campus and division strategic plans.
 - Improve database to track additional engagements with students. This would include improvements to the evaluation of resumes, career planning documents and workshops.
 - Starting with June 2014, graduate outcomes will be tracked. Continued funding will ensure that effort is completed and aligned with the goals of each college as well as the students themselves. Further, this investment will ensure that we can then compare our results to other colleges across the nation and provide useable data for items such as the College Scorecard.
 - Expansion of team to address continued limitation of resources. For example, we are typically booked at least one month out on advising sessions and more staff advising hours are needed.
 - Increased specialization of job duties – Career Centers of similar size and scope have specialists for such things as event planning, on campus recruitment, student employment, Workability, internship programs, co-curricular training programs and community engagement. Currently, each staff members shares parts of those burdens or the career center does not currently have oversight of these functions.
 - A larger more diverse staff could incorporate these programs which are sometimes housed outside of the department. For example, the student employment piece is managed out of Financial Aid but a majority of incoming calls from students concern student employment because the expectation is that we would manage this operation. Plans to transfer this in AY 2013-14 did not materialize and the hope is that this could be accomplished with new funding going forward.

CHALLENGES: (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

The biggest challenge faced was getting the required staff in place in order to supply the desired services. While fees began in 2011, the Director position was not filled until July 2012. Between August and December 2012, the three outlined positions were filled (Internship Coordinator, Employer Relations, Career Counselor) and a fourth was identified and hired on an emergency basis (Database manager/graphic designer). With the positions in place, the next step was to review current services on and off campus, then work with new staff to develop appropriate programs and services to address the goal of student success. That process started in the Winter of 2012 and continued through the Summer of 2013. It was not until Fall 2013 that the staff and services were in place along with a complete assessment plan. Tracking of activities and outcomes was sometimes delayed by issues with the database and changes to the understanding of what the SSI funded departments should be accomplishing and how the funds should best be utilized. When those issues came up, we worked with campus departments to ensure our use of funds were appropriate and properly documented.

The primary purpose of the original funding was to grow the department to a level where they could provide the basic services of a Career Center. Because services were not provided in the past, this led to programs and services specifically related to career development being created outside the department. As our new programs came on line in 2012-13, they ran up against similar programs in place around the campus. For example, our services to Palm Desert students often had to compete with programs already in place at the campus. This led to confusion in the Summer of 2013 when the Palm Desert campus noted Career Services was closed for the summer when in fact the Career Center was holding regular office hours at least once per week. Similar challenges to organizing and standardizing internship programs in services were due to the fact that dozens of different programs developed and at times could be seen as competing for similar resources on the campus.

The challenge of competition in services was addressed using a partnership or hybrid Career Center model where appropriate. This meant that the Career Center would offer services and then work with partners who chose to use those services. For the most part, if a partner preferred to work with their current system or way of doing things, we would not fight that and instead focused our energies in areas that wanted and needed our services. For example, we put a variety of services in place to promote internships, train students, promote job openings and track results but did not make them mandatory to follow by departments. We only required compliance with Career Center policies when we provided a stipend to pay for an internship. By doing so, we could begin to develop a world class product based upon the parts of the puzzle that we could control and improve. Implementation of a comprehensive Internship Program was delayed so we could study how internships are utilized on campus. This review started in the Spring of 2013. By Fall of 2013, we had a program in place and conducted what we believe to be the first campus wide review of internship programs. We identified nearly 4000 students engaged in an internship-related course. This led to our development of tracking and data collecting on all stipend funded internships with the hope to begin a comprehensive report of internship placements and community impact in 2014-15. Implementation of something at this scale must be preceded by the creation of a campus wide internship program as required by EO 1064. In April 2014, we were approved to move forward in the creation of that policy.

To effectively deliver services to students at the Palm Desert campus, staff from the campus would visit the campus at least once a month to meet with staff, provide training, and hold office hours for students. In order to facilitate good working relations, all of our programs and tools were provided to students and staff just as they would to any other

student. Training was provided to staff so they could use the same tools as our staff such as CareerShift, CareerLaunch and Qualtrics.

Another challenge faced by the department was determining how to best track and report activities. It was decided that we would use the database employed by Coyote Careers to engage and track student activity. However, once we began to use the database, we identified several issues that delayed our full use of the system. First, the database had a good amount of outdated account information and had not been purged or improved for several years. We addressed this program by contacting the vendor to be trained on how to utilize the system. We also identified a new position required in the career center that could manage the database and keep it up to date with improvements as we brought new services on line. For example, once we cleaned up our database, the number of student records went from over 32,000 to under 20,000. This cleaned database included an accurate count of students on campus and alumni engaged in job search actions. This permitted new reports to be created that allowed us to track students according to the outcomes created in the SSI process. Using the database in this way was new for this campus and it required significant improvements to most of the fields in use. These improvements now permit us to track students by school year, update their information monthly, and create reports that track students by ID number and college/major so we may better understand who uses our services and how often. The training and dedicated staff working on the database led to several improvements. One was the automated counseling appointment feature. With that in place, the Career Center could move closer to its vision to be a 24/7 on demand career center where a student could review a calendar of events, get training or make an appointment for direct services at any time. For the first time, the career center had the resources to build and improve a database based upon specific outcomes for the department.

LESSONS LEARNED: (Please share any additional information you'd like regarding this area not covered above.)

SUSTAINABILITY: (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

The department is looking at a variety of sources to maintain our current service level and provide additional services as new challenges arise.

1. Continuously improving our assessment planning and outcomes to ensure SSI dollars are used to support student success with the hope that we will receive a greater share of those dollars going forward.
2. Work with leadership in Student Affairs to make permanent and fund through baseline funding the positions hired on a temporary basis through SSI.
3. New Grants and Programs – Identifying grants and related programs on and off campus that can supplement current programs. Examples include the Vital Technologies Initiative and review of a state jobs program that can permit the career center to derive revenue from the placement of people into employment. Working with ASI to enhance programming started by SSI with a proposal to fund some career development activities with ASI support.
4. Campus Partnerships – Reviewing feasibility to share career advising staff and budgets to fund additional advising positions for specific colleges or campuses.
5. Sponsorships
 - a. Structured Sponsorship Programs designed to generate more revenue supporting career events.
 - b. Created a PayPal account make payment for sponsorships faster and easier to process.
 - c. Identify new programs that address students' needs and are desirable to employers. An example of this is the Student Athlete Career Fair on 4/17/14. Employers expressed a willingness to pay a premium for a targeted career fair and a partnership was formed with the Athletics department to craft a fair that could be attended by all student athletes and included some preparation workshops with employers.
6. Development – Working with Development to put together fundraising goals and projects that area employers can support through philanthropy. Current project includes a plan to find alternative money to fund internship scholarships and staff currently funded by SSI. We are working on a long term plan to build a \$5MM endowment to fund internship stipends and related internship development activities.

2013-2014 Budget Summary: (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

Expenditure Description	Outcome(s) Supported	Supported Activities	FTE	Amount
Student Assistants	<p>Student assistants support each staff member in the department, by extension, this affects all six SLO's.</p> <p>SLO 1: Students will assess, articulate, and acknowledge personal skills, abilities, and growth areas in order to make decisions related to development.</p> <p>SLO 2: Students will develop and/or demonstrate skills and abilities that contribute to career readiness.</p> <p>SLO 3: Students will learn how to conduct themselves professionally during mock or actual interviews.</p> <p>SLO 4: Students will learn and demonstrate appropriate behavior in the work setting.</p> <p>SLO 5: Students will access opportunities to make meaningful connections with employers and educators.</p> <p>SLO 6: Students will access internship, service learning, and volunteer opportunities that contribute to career readiness.</p>	Peer Advising, outreach and marketing of services, answering phones, designing materials and surveys, inputting data into CareerLaunch, making phone calls to students and employers, conducting presentations at workshops, managing social media channels.	4.0	48,000
Internship Stipends paid to students upon completion of their internship	<p>SLO 5: Students will access opportunities to make meaningful connections with employers and educators.</p> <p>SLO 6: Students will access internship, service learning, and volunteer opportunities that contribute to career readiness.</p>	Student access to internships with pay.	n/a	\$93,500

Staff Salaries	<p>All programming delivered under SSI was created or is managed by current staff so all SLO's are impacted.</p> <p>SLO 1: Students will assess, articulate, and acknowledge personal skills, abilities, and growth areas in order to make decisions related to development.</p> <p>SLO 2: Students will develop and/or demonstrate skills and abilities that contribute to career readiness.</p> <p>SLO 3: Students will learn how to conduct themselves professionally during mock or actual interviews.</p> <p>SLO 4: Students will learn and demonstrate appropriate behavior in the work setting.</p> <p>SLO 5: Students will access opportunities to make meaningful connections with employers and educators.</p> <p>SLO 6: Students will access internship, service learning, and volunteer opportunities that contribute to career readiness.</p>	<p>All activities of the career center, broadly speaking, this is Career Advising, Internship Program management, Employer Relations and Student Training via classroom and workshop presentations.</p>	4.5	\$242,000
Travel & Mileage Reimbursement	<p>SLO 5: Students will access opportunities to make meaningful connections with employers and educators.</p> <p>SLO 6: Students will access internship, service learning, and volunteer opportunities that contribute to career readiness.</p>	<p>Travel to conferences for staff training and development.</p> <p>Reimbursement of mileage for area travel by career counselors, internship coordinator, and employer relations coordinator</p>		\$9,200
Printing and Duplicating	<p>SLO 1: Students will assess, articulate, and acknowledge personal skills, abilities, and growth areas in order to make decisions related to development.</p> <p>SLO 2: Students will develop and/or demonstrate skills and abilities that contribute</p>	<p>Printing of student resources related to quarterly event calendar, and tip sheets for: Resume, Job Search, Graduate School search, Interviewing Techniques</p>		\$2,500

	to career readiness.		

TOTAL: 395,200

For SLO #4, Measure 3

