

California State University, Chico

# **CAREER CENTER**

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## **CHICO STATE**

*Division of Student Affairs*  
**Departmental Annual Report**  
**2017/2018**

### **I. Departmental Mission Statement**

The Chico State Career Center assists students and alumni through all phases of career development to bridge the gap between the academic environment and the world of work.

#### **Department Goals:**

- **Assist the University in attracting, retaining and matriculating students through** (*University Strategic Priority #1 & #6 and Student Affairs Goals #1 & #2*)
  - Providing career assessments and career counseling early in their college career
  - One-on-one appointments to identify career goals and to help build confidence and understanding in how to achieve their goals
  - Assisting with graduate school application processes
  - Meet with the Admissions team to share student success stories and useful placement statistics
  - Assist students with finding part time employment to support their educational and living expenses while they are in school
- **Promote and provide extraordinary professional accessibility and highly effective services to students and alumni through** (*University Strategic Priority #1 and Student Affairs Goals #1 & #2*)
  - Individual career counseling and advising services
  - Class, club, and community presentations
  - On-campus recruiting for full-time and internship positions
  - Career fairs for part time, full time and internship positions
  - Seminars and webinars
  - Drop in advising
  - Job and internship listing services
  - Comprehensive career selection assessment programs
- **Serve the hiring needs of employers by providing outstanding internship and career services through** (*University Strategic Priority #4 and Student Affairs Goal #2*)
  - Well-organized and effective on-campus recruiting
  - Affordable and well-attended career fairs
  - Free job listing services
  - Excellent customer service
  - Promotion of campus academic programs and departments
  - Provide access to campus clubs, organizations, and interested faculty
  - Targeted outreach to local employers to recruit students and grads for part time, internship and career positions

- **Provide leadership to the University in the area of career development, internships, and placement by partnering with faculty, support services, and other university programs.** (*University Strategic Priority #1 #2 & #7 and Student Affairs Goals #1 & #2*)
  - Represented on a variety of campus committees
  - Bring subject matter experts to campus to present to students, faculty and staff
- **Stay current on professional hiring practices by researching and adopting appropriate solutions.** (*University Strategic Priority #1 & #3 and Student Affairs Goal #1*)
  - Attend national, regional and local trainings
- **Administer an active and assertive program of financial development as an avenue to encourage corporate donations.** (*University Strategic Priority #5*)
  - Promote our Premier Partnership Program to employers recruiting on campus and work hard to put on numerous revenue generating career fairs each semester.
- **Continually evaluate current services for relevance and effectiveness.** (*University Strategic Priority #1 and Student Affairs Goals #1, #2 & #3*)
  - Utilize online and in-person surveys throughout the year to assess programs and needs.

## II. Career Center Accomplishments

### Highlights:

- First Destination Survey response rate increased to over 43% for 2016/2107 year with 1639 responses from recent grads. This is up 6% from the previous year
- Increased the number of jobs posted in our job database from 5,998 in 16/17 to 15,458 in 17/18. This was over a 257% increase!
- Expanded the Career Center Volunteer Team to 125 participants, up 35 members from last year
- Grew the Premier Partnership Program (sponsorship program) to 10 sponsors for a total of \$25,000
- Career Center Internship Program sponsored by Kohl's for 7<sup>th</sup> year in a row
- Partnered with Student Life & Leadership and Alumni & Parent Engagement to put on the third annual "Adulthood 101" Life skills series
- Increased drop in appointments by over 32% from the previous year (from 2177 in 16/17 to 2885 in 17/18)
- Put on the 12<sup>th</sup> annual EdShop one-day seminar for teaching credential students to connect with administrators throughout northern California
- Collaborated with the College of Business Advising team to co-present for the "Wild About Business" series which focused on helping students graduate on time with a clear idea of their future career path
- Continued our College of Business Seufferlein Sales Program partnership
- Held 9<sup>th</sup> annual Professional Etiquette Dinner and Networking Know How events
- Partnered with the Men of C.H.I.C.O program to host three workshops to 17 men of color. These conversations included resume and cover letters, professionalism and a career assessment
- Provided an undeclared workshop series for TRiO students
- Partnered with the Multicultural and Gender Studies department in hosting a career seminar in the Career Center, including an alumni panel, Career Center presentation and Q&A
- Decreased student employment timesheet violations for all campus student employees by 12%
- Partnered with the Academic Advising office to present to undeclared students in their fourth semester

- Partnered with Student Life & Leadership during Summer Orientation to present to both parents (over 1000) and transfer students (over 1000) about Career Center services
- Partnered with the Alumni Association to hold Corporate Engagement event at Salesforce in San Francisco
- Partnered with the Alumni & Parent Relations Office to bring members from both the Parent Advisory Council and the Chico State Alumni Association on campus to conduct mock interviews with students

### **First Destination Survey Data increased to over 43%**

Working hard to provide the University with meaningful placement data, we were able to collect over a 43% response rate from the 16/17 graduates (1639 responses). In addition to emailing and calling each graduate at graduation and six months following, we sent out a mass mailing paper survey. This data is becoming more and more relevant with increased pressure for departments to fundraise and increased attention on placement rates.

### **Increased jobs posted by over 257%**

With the implementation of our new job database system, Handshake, we were able to increase the number of jobs posted from 5,998 in 16/17 to 15,458 in 17/18. This has been a great resource for students as jobs posted in many non-technical fields have increased significantly.

### **Implemented the Premier Partnership Program (sponsorship program)**

Expanded our program to include 10 sponsors of \$2500 each (this is max capacity for this program). This single-tiered employer donation program has been a huge success, and the employers involved are very happy with their partnerships. The list of sponsors include:

- |   |                              |
|---|------------------------------|
| 1. Chevron Corporation                  | 6. Sedgwick                  |
| 2. Young's Market Company               | 7. Enterprise Holdings       |
| 3. Federated Insurance                  | 8. Northwestern Mutual       |
| 4. Consolidated Electrical Distributors | 9. California Highway Patrol |
| 5. Cintas Corporation                   | 10. Fastenal                 |

### **Diversity Efforts:**

- Partnered with the Men of C.H.I.C.O. program to host three workshops to 17 men of color. These conversations included resume and cover letters, professionalism and a career assessment
- Provided an undeclared workshop series for TRiO students. To further enhance the experience for those attending, we provided a Strong Interest Inventory and interpretation to four undeclared students
- Partnered with REACH to provide five presentations (160 students) to introduce Career Center services for these second semester freshmen URM students
- Partnered with the Multicultural and Gender Studies department in hosting a career seminar in the Career Center, including an alumni panel, Career Center presentation and Q&A
- Brianna Ellis, Career Advisor, served as a mentor to the Black Excellence Retreat and is the advisor to the Just Unity Sistas student group. Brianna works to have a presence in the CCLC and at their events throughout the year
- Sent one of our advisors to attend the Hispanic Association of Colleges and Universities to learn ways to best serve this student population

- All student staff attended in-person half-day diversity training on campus
- Career Center Volunteer Team - targeted 1st and 2nd year students, specifically first-generation and under-represented students (e.g. EOP, TRIO, former foster youth, etc.; early career services engagement is particularly critical for these populations) to join this team.
- Held mock interviews for CSSC and MESA students here in the Career Center
- Participated in the 6<sup>th</sup> Annual Wildcat Transfer-mation, to support incoming transfer students
- Coordinated outreach for the Etiquette Dinner to several departments on campus working with diverse populations. This resulted in over 50% of the students in attendance coming from a diverse background
- Partnered with the following organizations/programs that promote diversity:
  - Chico Student Success Center (CSSC)
  - Educational Opportunity Program (EOP)
  - Cross Cultural Leadership Center
  - Mathematics Engineering Science Achievement Program (MESA)
  - Latinos in Technical Careers student organization
  - Veterans Education Support Team (VEST)
  - Raising Educational Achievement in Collaborative Hubs (REACH)
  - Student Support Services
  - PATH Scholars
  - Men of C.H.I.C.O.
  - TRiO

### Gender and diversity of students using the Career Center

Number of students using Career Center services from S2014 – S2018: **6930**

(Does not include all career fairs, class presentations, alumni without ID cards, etc.) These numbers seem to mirror those of the University.

Gender totals	
Female – 3858 (56%)	Male – 3072 (44%)

Ethnicity	Totals	Percentage	Gender per Ethnicity	
			Female	Male
American Indian/Alaska Native	28	<1%	14	14
Asian	404	6%	229	175
Black/African American	210	3%	118	92
Hispanic/Latino	2220	32%	1308	912
Non-Resident Alien	297	4%	121	176
Pacific Islander	18	<1%	11	7
Two or More Races	335	5%	192	143
Unknown	489	7%	256	233
White	2929	42%	1609	1320

### III. Changes in Policies and Procedures

- No significant changes were made during the 17/18 year.

### IV. Resources Summary

#### Resource Allocation:

- **State Support / General Funds**

This year we were able to balance our budget. We have again been able to continue to pay for all other OE; travel, training, and the like from our university trust and foundation funds.

- **University Trust Fund**

Unfortunately due to a shortfall in the VPSA budget, most of our trust fund balance will be moved over to the VPSA account. We will continue to work hard to build our reserves back up in the coming years.

- **Foundation Gift Fund**

We ended the 16/17 year with an account balance of \$73,948. With the launch of our Premier Partner Program, we were able to bring in \$25,000 in unrestricted funds and \$11,000 of restricted funds. We have been able to use these funds for intern wages, conference expenses, speaker fees and our etiquette events.

#### Human Resources:

We have had a few moves within the department in the last year.

**Jodie Rettinhouse** retired as a SSP III Career Advisor in August of 2017

**Jeff Harrington** was hired as a SSP III Career Advisor in October of 2017.

*Please see attached organizational chart.*



Career Center Org.  
Chart

#### Facilities/Equipment:

Reception area refresh – Began redesign of our front reception area with an expected completion date of summer 2018.

### V. Program Assessment of Past Year

#### Program Objectives:

1. Roll out Phase 1 of the Local Job Development Plan: Broad employer outreach to introduce Career Center and Student Employment Office services.  
Met: Mailed over 3000 postcards to local employers in August of 2017 to promote our services and the hiring of Chico State students and grads locally.
2. Implement a new job database system, Handshake.  
Met: Implemented Handshake database with a go-live date of January 2018
3. Create programming for the Student Success Centers on campus that can be translated to each college.  
Met: Worked with the Student Success Center in the College of Engineering, Computer Science and Construction Management to create workshops on resumes, interviewing and LinkedIn
4. Pilot a Professional Development program for student employees working on campus.

In progress: Created and piloted an online professional development program for the Student Assistants working in the Career Center. Due to feedback from both students and staff, this program has been put on hold.

5. Implement an assessment plan for the fall semester to assess students' needs and interests regarding their career and professional development needs.

Met: Advisors surveyed over 350 students during their appointments here in the Career Center asking questions about current and desired career development needs and the best ways to communicate. Used the data from this survey to shape our programming for the spring and to increase our outreach to faculty.

6. Hire a new SSP II/III.

Met: Hired Jeffrey Harrington in October 2017.

### **Ongoing Assessment Efforts:**

#### **Demographic Reporting**

##### Students:

- 14,332 Student/Alumni Users for the 17/18 year
- 6,097 student appointments (one-on-one and drop in advising)
- Students met with advisors one-on-one for the following reasons:
  - 38% - Resume and Cover Letter Review
  - 31% - Job/Internship Search
  - 10% - Other
  - 7% - Mock Interview
  - 6% - Grad School Search/Application Assistance
  - 8% - Major Search/Career Assessment

#### **Service Usage Summary**



Career Center stats  
17-18

#### **Student Assessment of Satisfaction, Quality and Student Learning Outcomes**

We conducted the following surveys using Campus Labs in the 17/18 year:

- a) First Destination Data Survey (1639 respondents)
- b) Strategic Plan Survey (14 staff respondents)
- c) Strategic Plan Survey (386 students)
- d) Etiquette Dinner Survey, Spring 2017 (56 respondents)
- e) Networking Know How Survey, Fall 2017 (46 respondents)

## Outcomes

### • **First Destination Data Outcomes**

#### CSU, Chico

We received just over a 43% response rate from the 16/17 graduates. We emailed them a survey at both graduation and six months following, sent a letter to all grads and called each graduate that did not respond to the survey. Of these responses:

- 76% Either employed full time or enrolled in grad school (623% Employed full time, 14% Enrolled in grad school)
- 9% Still seeking employment
- 6% Employed part time
- 9% Other/Not reported

The average starting salary for graduates from the 2016/2017 class was \$49,624.

#### National data

According to the National Association of Colleges and Employers – First Destinations for the College Class of 2016

<http://www.nacweb.org/uploadedfiles/files/2017/publication/report/first-destinations-for-the-college-class-of-2016.pdf>

- 71% Either employed full time or enrolled in grad school (53% Employed full time, 18% Continuing education)
- 16% Seeking/Not Seeking
- 10% Employed Other
- 2% Service/Military

The average starting salary for graduates from the Class of 2016 was \$49,525.

### • **Strategic Plan Student Survey, Fall 2017**

- 24% of students heard about our office through word of mouth (professor)
- 21% of students heard about our office through a Career Center staff member or presentation
- 19% of students heard about our office through word of mouth (staff)
- 66% of student want to be communicated with via email

We also asked questions about group advising, career fairs and additional ideas for new services, but the percentages above were the biggest take-aways.

### • **Etiquette Dinner Survey, Spring 2018**

- 95% of respondents said they felt more confident about their dining etiquette after attending the Etiquette Dinner.
- 98% of respondents said they felt more confident about how to act in a professional setting after attending the Etiquette Dinner.
- 98% of respondents rated the program content of the Etiquette Dinner as either “Excellent” or “Good”.

#### Comments:

*“This dinner was a great learning experience for me. I was a little nervous about the dinner, but this gave me a really good introduction to how to eat at a professional setting. Thanks for the opportunity!”*

*“Great networking event. The structure of the event flowed very smoothly. The presenter was extremely knowledgeable. The event is beneficial both personally and professionally.”*

*“Great speaker! Great Night! I highly recommend to others, it was a great experience.”*

*“The etiquette dinner was very good. The information provided was helpful and incredibly well explained. It was also made to be fun and a good night out. It was wonderful to meet new people and experience a professional setting without the pressure of waiting for a real business meeting.”*

- **Networking Know How Survey, Fall 2017**

- 100% of respondents rated the program content of the Networking Know How event as either **“Excellent”** or **“Good”**.
- 100% of respondents have ideas about how to engage in conversation with others after attending the Networking Know How event.

Comments:

*“I think he should speak to the WHOLE campus. Everyone should be able to hear and be inspired by him. like me.”*

*“Amazing speaker! Felt like I genuinely took quite a bit from the program.”*

*“Entertaining, energetic, love his anecdotal references, made me laugh and his approach to the awkwardness of networking really helped ease the tension or nerves one might have when walking up to a complete stranger and asking them “if you could be any piece of furniture what type of furniture you would like to be and why?” Lol :) He really connected with the audience and I'm glad I attended!”*

*“I thought that Lain was a great facilitator, and the event challenged me to go outside of my comfort zone.”*

*“Mr. Hensley was energetic and funny. Gave great tips on how to enter a conversation professionally. I'm glad I went to this event, Great experience overall.”*

## **VI. Analysis**

In analyzing the objectives and assessment outcomes from this past year, the following is a summary of the issues and services requiring more strategic consideration in the next academic year.

### **Career Center Student Survey**

What we realized in seeing the results from this student survey is what a critical part the faculty play in referring students to our office. Utilizing these results, we made a significant effort to present at department meetings during the spring semester. Collectively, we presented at almost 10 department meetings and met with many more faculty one-on-one.

### **Etiquette Events**

In assessing these events, it is clear students are leaving them more prepared and confident to enter the professional world. We will continue to offer these events and work to include more faculty and staff on campus to further the impact on our campus community.

### **First Destination Data Outcomes**

Chico State has made some great developments this year in regard to where our grads are going after graduation. Only 9% of the graduates that reported indicated they were still seeking employment compared to the national average of 16%. We used this outcomes data to compile a new Highlights flyer and will be promoting this data to all colleges on campus this year.

### **Service Usage**

In assessing our usage statistics, our drop-in advising numbers are up significantly; 32% over last year. With these numbers increasing, we will be assessing our program offerings to develop new ways of meeting this increased demand.

## **VII. Program Objectives for Next Academic Year**

1. Increased focus on sophomores with the intention to help them with their major and career planning earlier on in their academic career.
  - a. Present to classes with large #s of sophomore students
  - b. Explore the possibility of partnering with campus departments to put on a “sophomore event” on campus to help with major and career exploration, involvement, etc.
2. Explore Handshake “experiences” module to see if the campus can use this tool to manage all academic internships.
3. Create an exit survey for students leaving drop-in advising to assess the effectiveness of this service.
4. Starting in the fall of 2018, begin using the Clifton StrengthsFinder Assessment in place of the Myers Briggs Type Indicator.