



SACRAMENTO STATE

Career Center

ACADEMIC YEAR 2015-2016

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Executive Summary

The Career Center develops and delivers student experiential learning programs that include, but are not limited to the all Majors Career Fair, On-Campus Recruitment, Educator Expo, Resume Makeover, Speed Interview, the Arts & Letters Professional Seminar Series, Internship Awareness Week and numerous workshops and presentations that support the career development of our students. The Career Center provides comprehensive career services to its students which aligns with the university's strategic goals.

This academic year, the Career Center focused its main assessment efforts on two strategic campus goals: 1) Enhance student learning and success, and 2) Commit to engaging the community by building enduring partnerships.

Enhancing student learning and success:

1. Students will be "career ready" for the workforce
 - a. Students who completed the Career Readiness Course Modules (top 2)
 - i. 68% increase in students' understanding on the difference between chronological and combination resume.
 - ii. 42% increase in students' feeling confident in their ability to network in order to create new employer contracts.
 - b. Students who attended the Arts & Letters Professional Seminar Series (top 3)
 - i. 100% of students understood how pictures, posts, and outdated information on their social networking sites affected their professional image.
 - ii. 96.22% of students would recommend the Arts and Letters Professional Seminar Series to other students in the College of Arts and Letters.
 - iii. 94.34% of students were able to apply strategies, such as formatting and adding accomplishment statements, to upsell strengths and downplay weakness in their resume.
2. At least 85% of students/alumni increased their knowledge and readiness based on participation in the College to Career (C2C) Internship Boot Camp.
3. After graduation, 27% of graduates reported that they were employed full time while 18% of them reported that they were continuing higher education.

Commit to engaging the community by building enduring partnerships:

- Baseline data was established to determine the number of active and new employers moving forward.
- A new senior workforce relations and workforce analyst was hired to assist with strengthening relationships and partnerships with employers.

Engage students in a comprehensive university experience:

- 72% of students were satisfied/very satisfied with the services

Mission

Through career development, we engage, educate and empower our students to thrive and successfully contribute to today's economic workforce.

Career Center Services

The goal of career counseling at the Career Center is to help students learn how to make informed decisions in their educational and career choices. Those decisions should reflect students' personal goals, values, and interests, and should lead toward satisfying academic work in their major and a fulfilling career.

The Career Center assists students with:

- Choosing or changing a major or career path
- Finding and applying for internships and other experiential learning opportunities
- Learning job search strategies
- Writing, critiquing, and revising resumes and cover letters
- Learning and practicing interview skills, strategies and techniques
- Assessing skills, values and interests
- Overcoming obstacles to achieving educational and career goals
- Finding and applying for part-time jobs
- Networking with professionals in a field of interest
- Researching and personal statements for graduate school

Staffing

Beth Lesen – Associate Vice President for Student Engagement & Support (SES)

Melissa Repa – Interim Director

Shannon Ainger – Budget Analyst

Marissa Boyd – Student Career Development Coordinator

Val Herrera – Office Coordinator

Mary Kober – Senior Employer Relations & Workforce Analyst

Kate Lockwood – Employer Relations Coordinator

Emanuel Melgarejo – Career Counselor and Experiential Learning Coordinator

Candace McGee - Internship Manager

Michelle Okada - Career Counselor and Experiential Learning Coordinator

Voun Sa – Employer Relations Specialist

Nicole Zauner – Career Counselor and Experiential Learning Coordinator

Department Outcomes

This academic year, the Vice President of the Division of Student Affairs decided to align department goals with the university's goals. The structure of this section will include the university's goals, the department goals, strategies to achieve those goals, and the outcomes.

University Goal #1 – Enhance student learning and success

Department Goal 1: Students will be “career ready” for the workforce through: a) Career Readiness Course Modules that were designed to integrate career development into the classroom setting, and b) The Arts & Letters Professional Seminar Series.

Career Readiness Course Module

During fall 2015, three junior to senior level courses within the College of Arts and Letters conducted the Career Readiness Course Modules as part of their curriculum (COMS 183: Senior Seminar in Media Issues & Ethics, and 2 sessions of CPMS 187: Issue Management and Case Studies in Public Relations). The course modules assisted 92 students in becoming career ready for the workforce using multiple learning modalities, as well as homework or extra credit assignments.

The Career Readiness Course Modules have 5 Engagement Level Options. Below shows the different levels and the expected learning outcomes for each.

1. Do the Work You Love (One hour session)

Students will explore how their interests, natural talents and values can help them to identify occupations.

Learning Outcomes:

- Determine interests, natural talents and values to identify themes for potential careers
- Understand how self-exploration leads to identifying occupations and job fit
- Recognize how to locate a mentor or gain support from a trusted personal contact

2. Career Options for (Selected Major) Majors (One hour session)

Students will learn and apply strategies to research occupational titles related to their major, interests, natural talents and values. They will also participate in informational interviewing.

Learning Outcomes:

- Employ occupational research strategies to clarify occupational titles and duties
- Utilize informational interviewing to research occupational duties, trends and work environments
- Evaluate and decide on occupations related to the selected major, interests, natural talents and values

3. Job and Internship Search Strategies (One hour session)

Students will acquire and utilize tips and tools to search for internship and job opportunities related to their major, interests, natural talents and values. They will also learn how to network to make a lasting impression.

Learning Outcomes:

- Ability to utilize web-based search engines and networks to locate jobs and internships
- Find internship opportunities related to their major, interests, natural talents and values
- Network using the 30 second commercial technique

4. Resume and Cover Letter Writing (One hour session)

Students will learn the various resume and cover letter formats to highlight academic and experiential achievements.

Learning Outcomes:

- Compose a professional resume and cover letter
- Ability to write effective accomplishment statements

5. Interviewing Strategies (One hour session)

Students will discover strategies to prepare for and present in a professional manner during an interview.

Learning Outcomes:

- Utilize strategies, such as the STAR behavioral interviewing method, to answer interview questions
- Present in a professional manner during an interview

Students were asked to complete a pre- and post-assessment survey in order to evaluate the effectiveness of the Career Readiness Course Modules. Table 1 shows the positive responses (agree or strongly agree) of students who completed the survey. Data revealed that students' knowledge increased after completing the course module except for the item on the value in meeting with or job shadowing someone in a position that interest them (Question 4).

Table 1: Career Readiness Course Module

Questions	Pre-Assessment	Post-Assessment
1. I understand how my interest, natural talents and values can help me to select a position that I will enjoy.	88.16%	91.31%
2. I have a mentor or trusted personal contact I can speak with to discuss my career plans.	45.45%	62.32%
3. I am aware of the occupational titles related to my major and concentration.	58.44%	92.76%
4. I understand the value in meeting with or job shadowing someone in a position that interests me.	97.40%	95.65%
5. I know the occupational title or position I will focus on for my job search.	45.46%	75.36%
6. I am confident in my ability to locate job opportunities in my career field.	38.97%	81.16%
7. I am confident in my ability to network in an effort to create new employer contacts.	52.64%	82.60%
8. I understand the difference between a chronological and combination resume.	22.08%	90.20%
9. I am confident that my interviewing skills will lead to me landing the job of my choice.	58.44%	92.15%

The Arts and Letters Professional Seminar Series

The Arts and Letters Seminar Series is a student-focused event in collaboration with the College of Arts and Letters. The program features six seminars, each lasting two and a half hours. Students in the College of Arts and Letters have the opportunity to earn a certificate of completion and, at the discretion of the academic departments or college, one unit of academic credit for attending a minimum of five of the six seminars.

We partnered with eight speakers, including alumni, in helping students to become career ready through the seminar series. The topics and speakers for the seminars are as follows:

1. Personal Branding and Networking by Josh Johnstone (Alumnus), Corporate Marketing Director of POS Portal
2. Experiential Learning through Internships and Jobs by Martin Vo (Alumnus), Creative Director/CEO of CineCrown
3. Starting a Business by Robbin Yasso, Economic Development Specialist for Small Business Administration in the Sacramento District Office

4. Leveraging a Job Search through Social Media by Cameron Partridge (Alumnus), Director of Marketing for Roadtrip Nation
5. Linking you Major to a Career by Allison Cagley (Alumna), Director of Development; Jill Lane, Director of Production; and Gina Smith, Director of Education for California Musical Theatre
6. Effective Cover Letter and Resume Writing by Cindy Baker (Alumna), Freelance Journalist

Students dressed professionally and had an opportunity to interact with fellow students and five representatives from our featured sponsors regarding future job opportunities during the culminating reception.

Eighty five unique students attended the seminar series during spring 2016. The majority of attendees were seniors and more than 40% of students majored in Communication Studies. Table 2 shows the student attendance outcomes for spring 2015 and spring 2016.

Table 2. Student Attendance

Type of Attendance	Spring 2015	Spring 2016	Percent Change
Unique student total	92	85	7.6% decrease
1 unit of academic credit and certificate of completion	12	49	308% increase
Certificate of completion only	11	12	9% increase
Leadership Initiative credit	11	27	145% increase

Students who attended the seminar series were given a post-assessment in order to evaluate what they learned and 53 of them completed the assessment. The percentage of students who agreed or strongly agreed on the assessment are shown below (see Appendix B for more details)

- 100% of students understood how pictures, posts, and outdated information on their social networking sites affected their professional image.
- 62.27% of students have constructed a 30 second elevator pitch to utilize while networking with professionals.
- 92.45% of students have distinguished their strengths, weaknesses, opportunities and threats related to their personal brand.
- 92.45% of students understood how their experiences, knowledge, skills, and abilities gained in an internship can be transferable to the requirements of a future job.
- 69.81% of students were aware of the basics in preparing to open a business, as well as the resources the Small Business Administration offers to start a business.

- 49.05% of students have written one to two paragraphs to include in their LinkedIn “Summary” section.
- 84.91% of students have begun to relate their major, interests, skills and experience to explore occupations and work environments.
- 92.46% of students were able to evaluate basic formatting and content errors in their current resume.
- 94.34% of students were able to apply strategies, such as formatting and adding accomplishment statements, to upsell strengths and downplay weakness in their resume.
- 96.22% of students would recommend the Arts and Letters Professional Seminar Series to other students in the College of Arts and Letters.

Department Goal 2: Students/Alumni will be prepared for internship opportunities with Sacramento-area employers upon completion of the Boot Camp. Our goal is that 50% of students will increase their knowledge on strategies to get internship opportunities.

During the Internship Awareness Week (April 25-29, 2016) students and alumni learned what internships are, attended a variety of workshops and information sessions throughout the week, and participated in an internship fair where employers are looking for summer interns.

Students who participated in the College to Career (C2C) Internship Boot Camp were asked to complete a pre- and post-survey to assess student’s knowledge and readiness. Table 3 shows the positive responses (agree or strongly agree) of students who completed the survey. Data shows that more than 85% of them increased their knowledge after the Internship Boot Camp.

Table 3: C2C Internship Boot Camp

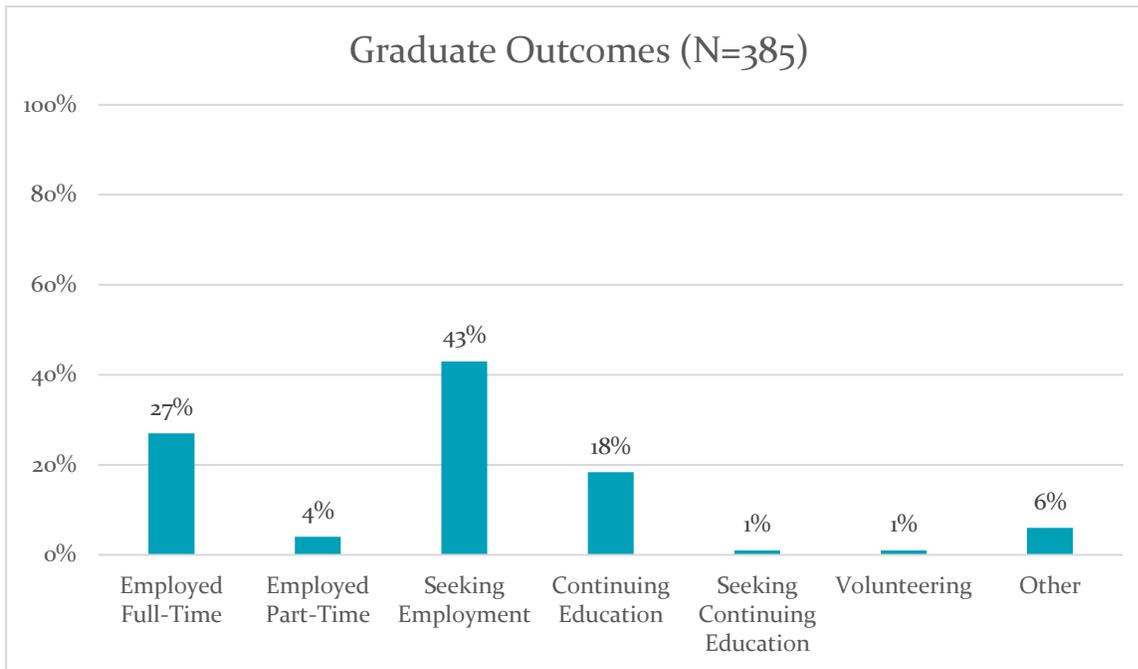
Questions	Pre-Assessment	Post-Assessment
1. I understand how to research employers utilizing online tools, publications and other available resources.	65.71%	100%
2. I have constructed a 30 second elevator pitch to utilize while networking with professionals.	10.00%	92.73%
3. I utilize a time management system to keep me organized and prevent procrastination while seeking employment.	40.00%	89.09%
4. I understand how my experiences, knowledge, skills and abilities gained in my academic program can be transferable to the requirements of my desired career.	77.17%	96.37%

Questions	Pre-Assessment	Post-Assessment
5. I am aware of the leading competencies employers expect new hires to demonstrate on the job.	57.14%	94.55%
6. I have written a qualifying statement to include in a professional social media account such as the LinkedIn "Summary" section.	21.43%	87.46%
7. I know how to interview and answer behavioral questions that demonstrate competency and hands-on experience.	44.29%	85.46%
8. I know the advantage and disadvantage of a chronological and functional resume.	45.72%	89.09%
9. I am able to format and write concise accomplishment statements to upsell strengths and downplay weakness in my resume.	41.42%	94.55%
10. I am knowledgeable about proper business and dining etiquette during a job interview or while attending a networking event.	48.57%	97.18%

Department Goal 3: Students will have future plans after graduation. The Career Center followed-up on graduates using an on-line platform called Career Outcomes and Employment Data (COED). This platform has the capability to survey, track, and report student outcomes.

During the academic year 2015-2016, 385 graduates completed the survey. Twenty-seven percent of them were employed full-time in typical work categories, freelance, or as an entrepreneur. The reported mean annual salary was \$50,011 and ranging from \$20,800 - \$159,240. Eighteen percent of graduates were going for professional schools such as Speech Language Pathology, Social Work, Business, Nursing, or Education. Figure 1 shows the graduate outcomes from the survey.

Figure 1



Note: Others include Caring for or starting a home or family, taking time off, performing arts auditions, and postponing job search.

University Goal #3 – Commit to engaging the community by building enduring partnerships

Department Goal 4: The Career Center will increase the number of new employer contacts and program partners. The center is the central hub for career and employment services at Sacramento State. Working with businesses and organizations of all sizes and from all sectors, it is committed to delivering the very best value for employers’ recruiting efforts. The University and employers share a common goal - to connect community business needs with the abundant and diverse talents of our student and alumni community.

A new Senior Employer Relations and Workforce Analyst was hired in Spring 2016 to build, strengthen and expand relationships with employers and to connect diverse community and workforce needs with the talents of our students and alumni. Based on current data from Symplicity (also known as Hornet Career Connection), the online career services system for students, alumni, and employers, showed that there were 1,906 active employers in Hornet Career Connection between July 1, 2015 and June 30, 2016. This number can be used as a baseline for calculating the percentage of increase in new and active employer activity moving forward. Employer engagement activities in 2015-2016 included thousands of job and internship postings in Hornet Career Connection, along with participation in On-Campus Recruitment (employer interviews), All Majors Career Fair, Educator Expo, Pathways to Public Service, Health Careers Expo, Internship Fun in the Sun, Resumes and Interviews that Get the Job, Stemposium, and many other events and presentations.

University Goal #5 – Engage students in a comprehensive university experience

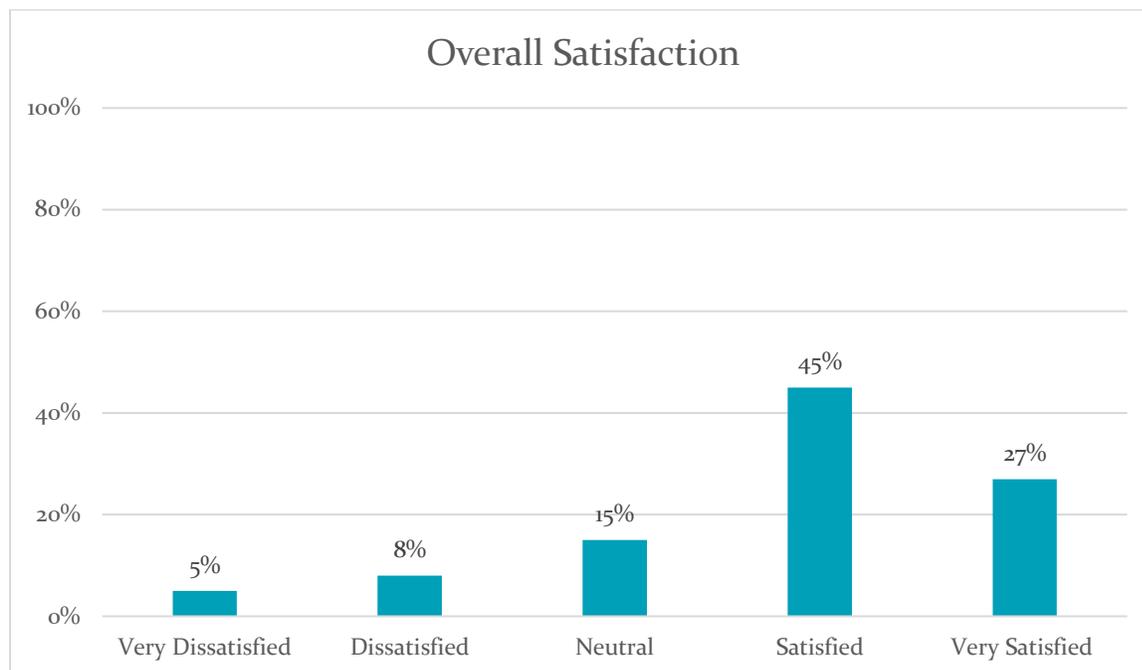
Department Goal 5: Students will be satisfied with the services they received from the Career Center.

During spring 2016, the CSU Chancellor’s Office invited campuses to participate in the annual campus functional area customer satisfaction survey. Participating in these surveys can help identify and prioritize opportunities for improvement and allow comparison to other campuses that participate in order to potentially identify and leverage best practices within the system. The Career Center is one of the functional areas in which a standardized survey is available.

From May 2 - 9, 2016, the web-based survey was distributed to 2,488 identified students using SNAP Survey Professional 10. One hundred and thirty eight respondents completed the survey – a 5.5% response rate.

Majority of the students who participated in the survey were females (68%), presently in Senior (43%) class levels, and living off campus (92%). The most common ethnicities were Hispanic/Latino (30%), followed by Asian (25%) and White (25%). Most of them were working less than 20 hours a week (36%). Students were between the ages of 21-25 (47%) and were taking 13-15 units (41%) during the spring 2016 term.

Figure 2 shows the students’ overall level of satisfaction with the Career Center services. Seventy two percent (72%) of students were satisfied/very satisfied with the services. See Appendix C for detailed results of the Career Center Services survey.



Source: 2015-16 Sacramento State University Career Center All Results Report – Office of the Chancellor. Note: 1) Don't Know/NA was not included in analysis.

Department Highlights

The Arts and Letters Professional Seminar Series connects liberal arts majors with highly sought after employers to engage students in the career planning process with an opportunity to earn elective academic credit approved by the College of Arts and Letters.

Arts & Letters Professional Seminar Series Testimonials

- *“The speakers were effective. The activities helped put what the speaker said into perspective.”* – English Major, Junior
- *“The speakers’ journey and knowledge was really useful for me, especially as a first year.”* – Journalism Major, First Year
- *“I enrolled in the series for the purpose of needing one unit to graduate; I never expected to gain the knowledge and preparation for future careers.”* – Communication Studies major, Junior
- *“I loved attending these seminars. I find them interesting and resourceful. It also provided clarity on future goals/paths.”* – Communication Studies Major, Senior
- *“I really liked this; aided me in getting an internship and interest by a lot of companies; I used the chatter box activity from the California Musical Theatre in my interview; and it really made me stand out.”* – History Major, Junior
- *“This was a life changing experience!”* – Communication Studies Major

As part of the annual Internship Awareness Week, *The Fun in the Sun Internship Fair*, is a popular high impact event that attracts top employers with summer internship opportunities, and engages students by linking their majors to today’s competitive job market.

The Career Center was the recipient of the Associated Students, Inc. External Grant for the Career Tracks program, a graduate internship program where students in the Counselor Education Department and the Higher Education Leadership program gain practical career counseling experience, creating a visible collaboration between Academic Affairs and Student Affairs, where students assist students.

Department Future Plans

Arts and Letters Professional Seminar Series

- 20% increase in the number of unique students attending the seminar
- 20% increase in the number of students attending for one unit of academic credit and a certificate of completion in order to provide more students the opportunity to participate in career development and gain academic credit toward degree completion
- 20% increase in the number of students attending from outside of Communication Studies and English departments to better serve students in all departments within the College of Arts and Letters

Appendix A

University Goals	Department Goals	What will be the standard of performance?	Department Outcomes
<p>Goal 1: Enhance Student Learning & Success</p>	<p>1. Students will be “career ready.” <small>(Baccalaureate Learning Goal: Intellectual and Practical Skills)</small></p>	<p>a. Students will increase knowledge after completing the Career Readiness Course Modules.</p>	<p>Students increased 8/9 skills after completing the Course Module.</p>
		<p>b. Students will learn strategies to obtain employment after attending the Professional Seminar Series.</p>	<p>Majority of the students learned different strategies after attending the seminar series.</p>
	<p>2. Students/Alumni will be prepared for internship opportunities with Sacramento-area employers upon completion of the Boot Camp. <small>(Baccalaureate Learning Goal: Intellectual and Practical Skills)</small></p>	<p>50% of students who completed the Boot Camp will be prepared for internships.</p>	<p>85% of students increased their knowledge and readiness based on the pre- and post-assessments.</p>
	<p>3. Students will have future plans after graduation.</p>	<p>AY 15-16: collect baseline data for number of graduates working full-time or attending graduate school</p>	<p>27% of graduates were employed full-time after graduation. 18% of graduates were continuing higher education. 43% of graduates were seeking employment.</p>
<p>Goal 3: Commit to engaging the community by building enduring partnerships</p>	<p>4. The center will increase the number of new employer contacts and program partners.</p>	<p>AY 15-16: collect baseline data for number of new and active employer program partners.</p>	<p>The center established that 1,906 is the baseline number of active employers to be used for calculating the percentage of increase of new and active employer activity moving forward.</p>
<p>Goal 5: Engage students in a comprehensive university experience</p>	<p>5. Students will be satisfied with the services received from the center.</p>	<p>AY 15-16: collect baseline data from the Office of the Chancellor – Career Center Services.</p>	<p>72% of respondents were satisfied/very satisfied with the services of the Career Center.</p>

Appendix B

Arts and Letters Professional Seminar Series Post Assessment Survey

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1. I understand how pictures, posts and outdated information on my social networking sites effect my professional image.	0 (0.00%)	0 (0.00%)	0 (0.00%)	10 (18.87%)	43 (81.13%)
Q2. I have constructed a 30 second elevator pitch to utilize while networking with professionals.	0 (0.00%)	5 (9.43%)	15 (28.30%)	23 (43.40%)	10 (18.87%)
Q3. I have distinguished my strengths, weaknesses, opportunities and threats related to my personal brand.	0 (0.00%)	1 (1.89%)	3 (5.66%)	30 (56.60%)	19 (35.85%)
Q4. I understand how my experiences, knowledge, skills and abilities gained in an internship can be transferable to the requirements of a future job.	0 (0.00%)	0 (0.00%)	4 (7.55%)	12 (22.64%)	37 (69.81%)
Q5. I am aware of the basics in preparing to open a business, as well as the resources the Small Business Administration offers to start a business.	1 (1.89%)	3 (5.66%)	12 (22.64%)	21 (39.62%)	16 (30.19%)
Q6. I have written one to two paragraphs to include in my LinkedIn "Summary" section.	4 (7.55%)	9 (16.98%)	14 (26.42%)	15 (28.30%)	11 (20.75%)
Q7. I have begun to relate my major, interests, skills and experiences to explore occupations and work environments.	1 (1.89%)	2 (3.77%)	5 (9.43%)	20 (37.74%)	25 (47.17%)
Q8. I am able to evaluate basic formatting and content errors in my current resume.	0 (0.00%)	1 (1.89%)	3 (5.66%)	14 (26.42%)	35 (66.04%)
Q9. I am able to apply strategies, such as formatting and adding accomplishment statements, to upsell strengths and downplay weakness in my resume.	0 (0.00%)	0 (0.00%)	3 (5.66%)	19 (35.85%)	31 (58.49%)
Q10. I would recommend the Arts and Letters Professional Seminar Series to other students in the College of Arts and Letters.	0 (0.00%)	0 (0.00%)	2 (3.77%)	8 (15.09%)	43 (81.13%)

Appendix C

2015-16 Sacramento – Career Students – Final Report (1 – Very Dissatisfied to 5 – Very Satisfied)

86 Responses

Satisfied/Very Satisfied Mean Score

Staff: How satisfied are you with the Career Center staff members in the following areas		
Knowledge and ability to help	79%	4.08
Willingness to help	79%	4.30
Timeliness in delivering services	71%	4.05
Courtesy	81%	4.29
Hours & Resources: How satisfied are you with the following aspects of Student Career Services?		
Availability of counselors/advisors	64%	3.76
Hour of operation	73%	3.89
Computers in Career Center for electronic resources	69%	3.92
Quality of career resources (publications, flyers, handouts)	73%	3.96
Classes & Workshops: How satisfied are you with the USEFULNESS of each of the following aspects of Student Career Services?		
Resume clinics	72%	3.91
Career & Life Planning classes	68%	3.83
Class presentations	61%	3.85
Career and employment-related workshops	65%	3.90
Fairs, Listings, Interviews: Please rate your level of satisfaction with the following items related to Student Career Services.		
Availability of graduate/professional school resources/assistance	57%	3.57
Graduate school fairs	55%	3.60
Quality of job listings (career, part-time, co-op, internships)	71%	3.86
On-campus employer interviews	63%	3.76
Career days and job fairs	84%	4.17

Source: 2015-16 Sacramento State University Career Center All Results Report – Office of the Chancellor. Note: 1) Don't Know/NA was not included in analysis.