

Career Services
Annual Report

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Division of Student Affairs
Career Services
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EXECUTIVE SUMMARY

When you consider Salisbury University's dimensions of student wellness, Career Services seeks to foster occupational and financial wellness through the delivery of programs and services designed to prepare students for successful, satisfying, and engaged citizenship after they graduate.

The Career Services team at Salisbury University also supports the Enrollment Management team's efforts to promote enrollment and retention at the University by demonstrating an unwavering commitment to preparing students for healthy, productive, successful lives after college.

Regardless of a student's goal (enter the workforce, take a gap year, volunteerism, or graduate school), the Office of Career Services supports students through all phases of their career discernment and preparation process. In addition to Career and Professional Development, the Office also oversees the campus Volunteer Center which exists to connect students with local organizations that need volunteers.

Like all student support services at Salisbury University, Career Services operates with extremely limited resources and works diligently to deliver the best possible level of service to students, employers, faculty/staff, alumni, and the local community.

The 2019-2020 Academic Year was on track to be our strongest year to date in terms of overall performance, including financial, prior to COVID-19. We were on track to generate record revenue of \$65,383. COVID forced the cancellation of our "in person" Education Job Fair which reduced our final gross revenue to \$55,433.

Section I: Department Overview

Vision

As a part of the Student Affairs Health and Wellness team, the Office of Career Services is also a highly student-centered team focused on innovation that cultivates student wellness with regard to occupational and financial wellness. Career Services also helps the University attract, enroll, financially support, and professionally prepare students by demonstrating a strong commitment to professional development as one of the hallmarks of a Salisbury University education. The office helps Salisbury University achieve its enrollment and retention goals by demonstrating to prospective students and their families, a strong focus on return on investment and through excellence in customer service, application of professional best practice, and consistent stewardship of resources.

Mission

Our mission is to empower students to identify and maximize the connection between what they learn and how they make a living. Ultimately, it is crucial for students to self-manage their own lifetime career development. To that end, we offer comprehensive services to facilitate self-assessment, skill identification, career exploration, decision-making, career preparation and graduate school selection. Partnering with faculty, staff, alumni and employers we seek to guide students toward active citizenship in an interdependent world through productive and satisfying work.

Goals

Career Services seeks to:

- Support the life discernment and professional development of a diverse, academically talented, and motivated cohort of incoming students each year.
- Prepare all students for future employment or educational opportunities through professional preparation and career development.
- Orchestrate a fully integrated student experience that fosters active engagement in student life both inside and outside of the classroom by introducing students to the must have skills and experiences and then connecting them with a wide variety of applied learning opportunities and all of the campus resources in place to help them succeed.

Scope of Practice – Services Provided

The Career Services Team consists of a Director that serves a dual role as both Director and Career Coach, 2 Career Coaches, and a Manager of Employer Relations. We serve the entire student population including on-campus and remote students at the undergraduate and graduate level as well as alumni. We provide services and programming to help them explore and prepare for the next step in their professional development whether it is employment or continued education and even volunteerism.

Student Learning Outcomes

Through Career Services, students are encouraged to take ownership of their career exploration process starting at new student orientation. (You could even make a case for how we encourage them to do so as high school student prospects when they attend Open House due to our segment of the Open House presentation.) Then we guide them to acquire and translate their educational and co-curricular experiences into outcomes valued by employers and graduate/professional schools, and then present themselves as professionals ready for the next step of their development.

Section II: Service Delivery

Students Served (July 1 – June 30 time period)

Enter "N/A" if data are not available for this reporting period.

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	See Comment 1 below
Total number of "visits" (includes repeat visits)	1,484
Total number of service contact hours across all service types	1,601
Graduates	Outcomes
Total unique number served (do not include repeat visits)	See Comment 2 below
Total number of "visits" (includes repeat visits)	See Comment 2 below
Total number of service contact hours across all service types	See Comment 2 below
Overall	Outcome
Total unique number of undergraduates and graduate students served	4,344 (Comment 3)

Comments:

1. As of August 2020, the reporting functionality within the Career Connections management platform did not discern between unique and repeat visits. We are working with the vendor to create the ability to track this going forward. There is no definite commitment or timeline from the vendor at this time.
2. As of August 2020, the Career Services reporting practices did not discern between graduate students and undergraduates. We have implemented practices to track this going forward starting on July 1, 2020.
3. This includes appointments as well as student participation in classroom visits, workshops, job fairs and networking nights.

Examples of Major Events, Services, Activities, and Initiatives are listed on the next page.

Examples of Major Events, Services, Activities, and Initiatives¹

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Gross Revenue	Total Expense	Net Profit
Fall “Meet The Firms” Job Fair for Accounting and Information Systems	Perdue School of Business Accounting and MIS Students, Henson Computer Science students	105 students 31 Employers	\$ 10,500	\$ 1,918	\$ 8,582
Fall Job Fair	All students (undergraduate and graduate) from all schools and alumni	435 Students 89 Employers	\$ 20,620	\$ 3,763	\$ 16,857
Spring Job Fair	All students (undergraduate and graduate) from all schools and alumni	596 Students 137 Employers	\$ 30,225	See Note 1 Below	See Note 1 Below
Health and Human Services Job Fair	Nursing, Respiratory Therapy, Medical Lab Science, and Social Work	56 Students 26 Employers	See Note 1 Below	See Note 1 Below	See Note 1 Below
Education Job Fair <ul style="list-style-type: none"> ▪ Hosted in partnership with UMES. ▪ This event will be held at UMES in March 2021 and we will not receive any revenue or have any expenses for the event. ▪ COVID forced the cancellation of the in-person event and a virtual job fair using Zoom was hosted instead. 	Job seekers interested in careers in teaching	42 Students 15 Employers	\$ 300	\$ 0	\$300

Note 1:

COVID has delayed our ability to collect and finalize the data necessary to calculate net profit but this data can be prepared by December 31, 2020 if necessary. All of our events with the exception of the Education Job Fair generated profit in excess of \$ 5,000. The Education Job Fair generated approximately \$300 profit.

¹ Contact the Associate Vice President for assistance in completing this section if needed.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2019 – June 30, 2020 Allocations

Budget Category	Allocation
01	\$ 389,182
02	\$ 47,451
03	\$ 39,135
Total	\$ 475,768

July 1, 2019 – June 30, 2020 Expenditures

Budget Category	Expenditures
01	\$ 387,025
02	\$ 43,915
03	\$ 32,106
Total	\$ 463,046

July 1, 2019 – June 30, 2020 Revenue Generated

Initiatives or Purposes	Revenue Generated
Job Fair and Sponsorship Revenue	\$55,433
Total	\$55,433

Comments related to budget decisions, concerns, cuts, reallocations, etc.

- The 2019-2020 Academic Year was on track to be our strongest year to date in terms of revenue generation prior to COVID-19. We were on track to generate record revenue of \$65,383.
- COVID forced the cancellation of our “in person” Education Job Fair which reduced our final gross revenue to \$55,433.
- Career Services again demonstrated sound fiscal practices and proper stewardship of financial resources by preparing an accurate budget and completing the year on target without going over budget.
- Prior to the start of the fiscal year, Career Services was forced to reduce its budget resulting in the loss of the Graduate Assistant position for the Volunteer Center. Career Services also lost funding from Clifton Griffin and the Graduate Programs office. (In previous fiscal years the Graduate Programs office supported 1 Graduate Assistant position in Career Services.)

Section IV: Collaborations and Partnerships (Internal and External)²

Examples of Collaborations and Partnerships	Outcomes and Impact
Internal: Henson Dean's Office	<ul style="list-style-type: none"> ▪ This year we partnered with the Dean of the Henson School to pilot weekly office hours in the Henson School lobby. ▪ This created a visual physical presence that led to 157 student interactions. ▪ It also led to the creation of additional events for this student population. For example, Career Services was invited to the "Chem Lounge Chat" series where we met with Chemistry majors to discuss options for after graduation and how to prepare.
Internal: Fulton School of Liberal Arts	<ul style="list-style-type: none"> ▪ We expanded the Fulton Career Peers program and set up a satellite "Career Studio" in Fulton Hall. ▪ The Fulton School was the number 1 student population for Career Services appointments.
Internal: Faculty across all disciplines	<ul style="list-style-type: none"> ▪ We were invited by Faculty into their classrooms and delivered 77 Classroom presentations and workshops reaching over 1,378 students.
External: Wicomico County Public Schools	<ul style="list-style-type: none"> ▪ Delivered a series of interviewing skills workshops to local high school students from all of the Wicomico County high schools Fall 2019. ▪ Presented to career planning content to local high school students as a part of a university program led by the University's Human Resources Department in January 2020. ▪ Visited Wicomico High School to conduct mock job interviews.
External: Junior Achievement	<ul style="list-style-type: none"> ▪ Continued to support Junior Achievement programming. ▪ This year we provided student volunteer transportation for the entire day during "JA Inspire" at the Ocean City Convention Center.
External: Bay Area Center For Independent Living "BACIL"	<ul style="list-style-type: none"> ▪ Career Services partnered with Bay Area Center for Independent Living, Inc. and coordinated various campus entities such as Dining Services and Physical plant to offer a work-Based Learning Experience program on Salisbury University's campus for approximately 8-10 students, with special needs.

² Contact the Associate Vice President for assistance in completing this section if needed.

Section V: A Summary of Achievements Related to Student Affairs Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals. Please use bullet or numerical formatting to provide examples of **significant** outcomes.*

Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.

- The staff is 100% Safe Space and Green Zone trained.
- Each year we complete NACE (National Association of Colleges and Employers) webinars related to serving students with special needs such as “Coaching Students on the Spectrum.”
- We are in the process of creating “virtual” services (for example, videos) on key topics like resumes, interviewing, etc. and exploring the use of artificial intelligence powered “chat bots” to provide answers to frequently asked questions 24 hour per day, 7 days per week.
- We established a “learning transcript” that captures data that will enable us to report the amount of time invested in staff professional development, for example: Cultural Competence training.

Goal 2: Student Affairs aims to educate students for campus, career, and life.

- Career Services does not just focus on helping students search for and secure jobs and internships.
- Career Services focuses on a broader message centered around building and preparing for a successful, happy, engaged life after college.
- Our services are designed to help all students, regardless of where they stand in their personal professional development, and coach them to success at the next level.
- Career Services was recognized this spring as the best public university in the state of Maryland for getting a job.

Goal 3: Student Affairs aims to embrace innovation.

- Each year, Career Services launches new programs and initiatives based on the latest research and student input.
- This year we continued our partnership with Academic Advising and The Fulton School Dean to expand the Career Peers Network and established our first “satellite office” in the Fulton School of Liberal Arts.
- This year we partnered with the Dean of The Henson School to establish a regular physical presence in Henson Hall via a weekly information booth in the lobby as Phase I of a 3-year plan to expand our presence.
- Since August 2015, Career Services has consistently demonstrated a “continuous improvement” and innovation mindset by rolling out new services and programming aligned with student and faculty/staff feedback. This year we hosted our first Sociology Networking Night and prior to COVID, had plans for a History Networking Night.

Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.

- Career Services continuously updates technology and implements process improvements to increase effectiveness and efficiency. This year we launched 2 key initiatives (that have been delayed due to COVID): “Website 2.0” and a “Career Tools By Major” resource in Career Connections. We also upgraded the department’s reporting capabilities both within Career Connections and within the University’s financials in GullNet.

Section VI: A Summary of Achievements Related to University Strategic Plan

*The following are examples of ways in which the Unit is assisting the University achieve its goals. Please use bullet or numerical formatting to provide examples of **significant** outcomes. Units may cut-and-paste as appropriate from above Section. Do not say, "See above."*

Goal 1: EDUCATE Students for Campus, Career and Life

Career Services hosts dozens of events per semester to help students explore and prepare for "life after Salisbury" – and assessment related details are included in Appendix 1.

- Careers In Public Service Week – a full week of programs and workshops including one of our most popular events, Government Careers Panel
- The Health and Human Services Job Fair
- Environmental Studies Career Networking Night
- Sociology Networking Night **NEW!**
- CMAT Networking Night
- Psychology and Social Work Career Networking Night
- STEM Mini Job Fair
- STEM Networking Night
- Women in STEM panel **NEW!**
- Math and Computer Science Job Fair **NEW!**
- Education Job Fair (our first ever Virtual Job Fair)
- Meet The Firms Luncheon Panel and Job Fair (for Finance, Accounting, and IT Careers)
- General Job Fair (Fall and Spring)
- Dozens of workshops and classroom visits on resume and cover letter writing, interviewing, and job/internship search

Goal 2: EMBRACE Innovation of the Salisbury University Experience

- Career Services continuously partners with Dr. Heather Holmes and the Academic Advising team to develop synergies and expand use of the EAB Navigate App.
- Career Services partners with Admissions, CSIL and Orientation to weave Career and Personal/Professional Development into the Salisbury Experience "from Day 1."
- As a part of the newly formed Health and Wellness area, Career Services help students develop personal strategic plans that align all of the dimensions of health and wellness with the support resources on campus to drive student retention and student success.

Goal 3: FOSTER Community

- Each member of the Career Services team engages in campus-wide initiatives and goes out into the local community to serve organizations such as BACIL, Junior Achievement, Wicomico County Public Schools, the Maryland Career Consortium, The United Way, and The Chesapeake Housing Mission.

Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community

- Career Services enjoys strong relationships with faculty and student group leaders that lead to the creation of events and programs every semester that help students explore and prepare for "life after Salisbury" including classroom visits across all colleges / academic majors, student club workshops, and residence hall programming.

Section VII: Measuring Up – Research, Assessment, and Evaluation³

2019-2020 Goals and Outcomes July 1, 2019-June 30, 2020

Department Goals	Summative Outcomes
Identify relevant activity reporting metrics and create a monthly report that leverages data to communicate the impact of Career Services	Complete. The report was reviewed and approved by Dr. Wallace Southerland Spring 2020.
Update the previous 3-5 year strategic plan for the Career Services staffing model given the addition of a Career Coach in the Perdue School (and serve on the search committee)	<p>At the request of the Dean of the Perdue School of Business, the Director of Career Services served on the search committee until internal candidates applied and at that point all parties agreed there would be a conflict of interest.</p> <p>The Director did participate in the evaluation of the finalists' presentations on campus.</p> <p>At the request of the Dean of the Perdue School of Business, the Director of Career Services delayed any analysis of the staffing model and business process architecture until after the Spring 2020 semester.</p>
Continue the evolution of the new Career Services website and related on-line delivery of services	Progress against this goal continues. A blueprint for "Career Services Website 2.0" has been created and is currently under review by the Publications office. The estimated "go live" date for the new site is September 30, 2020 but delays should be anticipated due to COVID related issues.
Explore new revenue sources for the department	For the performance year covered by this report, we successfully implemented several revenue enhancement strategies that had the department on track to achieve the highest revenue to date. Prior to COVID we were set to book \$65,383 in gross revenue. After COVID forced the cancellation of our "in person" Education Job Fair which reduced our final gross revenue was reduced by 15% to \$55,433.
Help the University improve the collection and use of outcomes data	We partnered with the AVP EM and Kara Owens to transition the graduate exit survey to Qualtrics and form a campus-wide committee of key stakeholders to develop an institutional strategy and approach for outcomes information. COVID forced the collection of data on-line which resulted in a decrease in the amount of data collected from 84% to 54% (which is still 20+ points above the national average.)

³ Contact the Associate Vice President for assistance in completing this section if needed.

**Examples of Other Research, Assessment, or Evaluation Projects (if applicable)
July 1, 2019-June 30, 2020**

Project	Key Result(s) or Outcomes	Organizational Changes
<i>Example: Three-Year Student Satisfaction Survey with new math instructional software.</i>	<i>80% of student users indicated new software was helpful to understanding math concepts.</i>	<i>Two additional math sessions using the new software will be added.</i>
The Career Services 5 Year Financial “Pro forma”	We completed the creation of a tracking tool that allows us to analyze all of the data from our events to determine profitability and assess return on investment based on student participation	<p>We will be able to assess the effectiveness of each event and decide if the event is a prudent use of financial and human capital</p> <p>For all of the events held to date, the student engagement justifies the financial investments. Most events are profitable enough to support the events that do not generate revenue.</p> <p>For example: Job Fair profits are used to produce Networking Nights which do not generate revenue and involve expenses for catering and advertising.</p>
The Career Services Monthly Reporting Dashboard	We completed the software updates and shell report creation that will enable us to pull monthly activity reports that include all relevant metrics.	We can now provide monthly activity reports that help us understand which students are utilizing our services and what services the value the most.

Section VIII: Strategic Plan-Related Goals (July 1, 2020 – June 30, 2021)⁴

The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended. Please use new University Strategic Plan 2020-2025 goals for this section.

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
<p>Enrich Academic Success and Student Development by:</p> <ul style="list-style-type: none"> ▪ Connecting with students as early as possible (Open House > Orientation > within the first 60 credits) ▪ Introducing them to key experiences and must have skills and connecting them with the opportunities to acquire them at open house, orientation, in a first-year seminar, and online via our website ▪ Demonstrating all of the ways they can engage in Experiential or Applied Learning beyond the traditional credit-bearing internship and then making it easy for them to take the first step 	<p>Goal 1</p> <ul style="list-style-type: none"> ▪ 1.1.4: Strengthen opportunities for student participation in creative activities, research, outreach, experiential learning ▪ 1.2: Robust student support services ▪ 1.3: High Impact Practices, specifically: 1.3.1 First Year Seminar, 1.3.2 Experiential learning, and 1.3.5 Service Learning 		<ul style="list-style-type: none"> ▪ Completion of “Career Services Website 2.0” ▪ Implementation of AI powered chatbot ▪ Creation of a first-year career services workshop measured by number of first year students reached ▪ Reinvigorated Volunteer Center measured by student participation
<p>Enhance Student Development and the Student Experience through Community Engagement</p>	<p>Goal 4</p>		<p>Reinvigorate the Volunteer Center to be measured by number of volunteer opportunities and students participating (will be a challenge given directive from Karen Treber and Eli Modlin.)</p> <p>Partner with PACE to develop a medium to long range plan for increasing student community engagement.</p>
<p>Develop a long-term plan for economic sustainability through sound fiscal stewardship and creative fundraising.</p>	<p>Goal 5</p>		<p>Maintain a healthy reserve/ “rainy day fund” balance and protect it from Admin and Finance practices.</p> <p>Solicit major gifts and utilize Giving Day measured by amount raised.</p>

⁴ Contact the Associate Vice President for assistance in completing this section if needed.