

CCSA Breakout Groups

Data, Outcomes and Assessment:

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What are your institutions top two most challenging projects or initiatives you are currently handling?

Best way to capture and report first destination data, then making it actionable

- Tableau software
- How to capture first destination data
- How to present it
- How to integrate with other data sources such as student appointment data
- How to best capture student use and satisfaction data
- Use this to push out to departments to build credibility

How do they relate to your breakout group?

What information can you take from Phil's presentation that will help solve these challenges?

Employer Relations:

Info Sessions: Games/tabling outside, technology with 24/7 office

Events: Focus Groups, timing of the year, newsletter, social media, text but text back

Career Fairs: Boutique fairs, reverse fairs

Employer: Active vs not-active, not updated regularly

Employer Relations:

- CU Boulder's counseling team is becoming more industry focused. We are making a concerted effort to meet students where they are. Example: new engineering team consisting of 2 counselors, 1 employer relations and student advisor. Will split time at engineering and career services office.
- University of Wyoming: focused on more specified customer service for employers (esp. engineering). Needs help posting jobs on database as many organizations want them to post it for them. Idea is to persuade them to post on their own, one to highlight the benefits and be consistent. This is what CSU and CU Boulder does.

- A challenge is to get more students to apply to postings. Need to encourage employers to write better job descriptions
- CSU has many initiatives: different smaller events. Getting students to look at industry instead of major. Have a variety of students in one community with employers.
- CU Boulder hosted smaller networking events, focused on industry. About 7 focused on different industries (business, tech, non-profit). Challenges in beginning but ultimately well received.
- CU Boulder still educated students about career fair prep through workshops. In the fall we will have a big traditional fair but spring will be smaller networking events. Fall: technical day and all campus day
- CSU- MPACE innovation award- hire six students who will focus on employers need more help building on-campus presence; Will be a charge for it. Branding success will differ among companies. Great internship for students. "Campus recruiting specialist"
- Grad Schools seem to need their own event and not be integrated with career fairs.
- CU Boulder trying to partner with other departments on campus for events.
- Reaching international students can be challenging in finding them internships. CSU is trying to compile a list of employers that do sponsor visas or hire. Challenges keeping international students as they leave after getting H1. Are recruiters telling international students false information?
- Info sessions seem to be obsolete. Need to reframe the events and provide alternative options.

Employer Relations

Participants:

- Karen Adducci, Regis University
- Amy Bechtum, Metropolitan State University of Denver
- Katie Flint, Colorado State University
- Jamie Guilford, University of Colorado Denver
- Dylan Mark, University of Colorado Boulder
- Stephanie Vanucci, University of Colorado Denver

Discussion:

We all started the conversation by generally commiserating over how we're all having difficulty attracting students to come to events and use the technology we have available to engage them.

CU Denver - Jamie asked if anyone else was familiar with the Buzzfile database since CU Denver was looking into it. No one else seemed to be familiar. Stephanie & Jamie explained how ELC & CC are split, but work together, at CU Denver.

Regis – They are looking into using chat in their career center; CU Boulder uses Twitter Drop-In Hours; it seems to be working for them.

Regis – Karen reported that the Broncos marketing team was at their career fair and used Twitter during the fair, which brought a bunch of Regis marketing students to the venue. Regis would like to do an intense marketing campaign for their available technology and social media.

CSU – They have 20 students on staff, including 6 campus recruitment specialists because they've found that peer to peer outreach is key for their events/services.

MSU – Amy asked if anyone had tried a virtual career fair. They are going to participate in a demo day for a virtual fair platform that includes chat and Skype capabilities. It doesn't seem that any of the other offices at the table have tried a virtual fair.

- Per Dr. Gardner's talk, how do we change the career fair?

CU Boulder – Technology is good, but one-on-one interaction is key (particularly in regards to retention). During their ballroom renovations, they held 6 smaller networking nights ("Meet Buff Employers"). Employers paid \$50/event, and there were about 40-50 employers at each event. They used high-top tables and had a more casual environment. The 6 themes were: Non-Profit, Help Go Green, Business, Creative Fields, and 2 Tech (Computer/Software and Engineering). They also had a veteran focused event and 2 spring fairs (one all majors, the other technical). Some employers attended multiple fairs. Student turnout was good – 800 students in 2 hours for 50 employers at the Tech events – (but the business fair was held too early in the year). They held the fairs in 6 consecutive weeks and provided light snacks and drinks. Employers had mixed reactions but were mostly happy. They marketed the usual ways (e.g., social media, newsletter, email).

CSU – Holds "connect" events that are niche-specific. They usually have a panel spanning an industry and then high-top tables for networking afterwards with 20-30 employers. Students and employers have given great feedback on the events. CU Boulder's "Buff Talks" are similar.

CSU – Trying to move to a model of 13-15 career communities but there are a lot of questions about how to proceed. How to get students to participate and change their thinking (culture change) is a big concern. Can students join more than one community? How do you channel employers into only 1 community and make sure it's the right group for them?

Regis – Karen can get into classrooms to talk about the career fair and how students shouldn't stereotype employers (i.e., hospitals look for business majors, not just nurses).

MSU – Amy is working on developing faculty relationships and seeing student referrals from faculty. They struggle to convey to students that career issues and goals should be a priority; there needs to be a huge culture shift in the business school (e.g., some of the business professors come to class in shorts). Katie suggested that Phil's weak links – strong links could be helpful in building those bridges between faculty, career services, and students.

CSU – Katie talked about the mobile career fair app that they use. They know that there were 1800 downloads of the app, but were the students actually using it?

CSU & Regis – No more info sessions! CSU wants to drop them, Regis doesn't do them anymore. CSU has "repurposed" their info sessions into mixers. Employers do pay for these to cover costs of food and table rental.

CU Denver – Stephanie asked if employers were interested in going to restaurants near campus to meet with students. Most of the group agreed that the happy hours could make things problematic for students who aren't 21 to attend.

Regis – Had very good success with a women's executive panel of leaders during women's month. Karen is taking advantage of the various month celebrations (i.e., STEM, women, etc.) to plan specific events around them. CU Boulder – Did an Executives Tell All panel in conjunction with the Parents' Association.

- Per Dr. Gardner's proposal of Career Services becoming more consultants:

Regis – We already are in so many ways. CSU – We have to create boundaries, but we all do different parts and approach things in a holistic way.

CU Boulder – Remarked on Dr. Gardner's trend of employers not training now but expecting higher ed to train the students. It would be so helpful to Career Services if higher ed would stop fighting this and just change its perspective.

CSU – Katie connected with Dr. Gardner's comment on connecting students to the why. She said that they are trying to make a conscious effort to look at the why and how of their services and offerings as they go into strategic planning mode. She referenced Simon Sinek's TED talk about connecting people to the why.

CU Denver – Jamie mentioned how connecting with the why ties in perfectly with Dr. Gardner's assertion that employers will start to move away from behavioral interviewing and into values interviewing.

CU Boulder – They are rebuilding their mission statement so that they offer the best total solution, making services very individualized. Make it less about the numbers of students and employers.

CSU – Conducted 6 industry tours (about 30 students each) which gave them the best net promoter scores of all their events. Students made real connections to the “real world.” They rented a bus to transport students. Students had to put down a refundable deposit to hold their spot. The tours usually happened on Fridays, and students usually went to 3 different sites/employers on the day-long tour.

Counselors/Coaches Group

Participants:

Jessie Czerwonka, Negin Moallem, Toni Gabrielli, Pam Henderson, Shelle McLean, Jennifer Duncan, Jenn Long, Laura Flanagan

- Boulder is doing drop-in Twitter hours
- Regis is looking at a chat feature
- CSU Business: let students take over insta on the weekends
- Marketing is a challenge
- Pinterest: resumes, what to wear, etc.
- Online scheduling
 - Time trade- connects to outlook
 - Appointment plus- connects to outlook
 - CSO- lots of issues with it
 - Handshake has that feature
 - Online, some students will overbook, no-show or cancel at the last minute
- CU Boulder did receptions and panels based on industry instead of career fairs
- Lots of schools do employer panels/alumni panels
- Interview with a Buff- mock interview days
- Regis brought in alums- speed networking
- CSU Business doing employer panels with placement success
- Cocktail rounds instead of career fair
- Careers in Beer: CU Denver: panelists, not advertised as job fair
- CU Denver entrepreneurship panel, also not advertised as job fair
- Resume books vs. students creating profiles for employers at career fairs
- System that matches students with employers for job shadows- handshake does some of that.
- Would students just stop there?
- DU: city treks and rocky mountain treks
- International students
 - Especially on grad side
 - Making a long term game plan before getting into job search
 - Going global
 - Undocumented students: DOCA
 - Uniworld
 - American city business journal-books of lists for students

- Giving employers more informational on visas/cpt/opt
 - Trying to find more international student alums
- 2 hour job search (LAMP list): Steve Dalton

Career Counselor Table

Participants:

Aga Sypniewska, University of Colorado – Boulder

Jason Radman, Colorado State University

Patty Hickman, University of Denver

Amanda Nicksic, Colorado Mesa University

Emily Kolm, Aspiring Career Services Professional

Xiaowen (Mary) Xu, Colorado Heights University

Notetaker: Xiaowen (Mary) Xu

We mainly discussed Q1 and Q3, and mixed Q2 in the conversation.

Q1:

Aga:

- The number one challenge is the growing international students' population and how to support international students. STEM major students are hot, but what about other majors? Also, the CPT and OPT regulations (students' work should be directly related to their majors) make it even harder. For example, how do you help an international student who is studying Japanese History?
- Also, employers don't know about the procedures of hiring international students. They don't think the ROI is worth it, and they don't think the students are prepared (such as communication skills).
- The second challenge is that the career office is trying to assess the feasibility of assigning the career counselors to specific industries and make them the liaisons of the industries. Would this industry model work? What would be the impact on students?

Jason:

- One big challenge is also the international students. At CSU, there is a third-party program called "Program INTO" and it is targeted international students who want to study a degree program in the US but are not quite prepared. That program helps to attract a lot of international students to CSU but they are not well prepared. How to prepare international students? If international students can't find a job in the US, then where? His office is working with employers to educate them and also conducting a survey with employers to understand the employers' hiring process regarding hiring international students.
- The other one is how to reach more students?

Patty:

- One challenge is that it is very hard to connect with students and engage them on a regular base when a lot of students are not utilizing the career services. How to get students to use career services early on?
- The second one is how to use data to drive decisions.

Amanda:

- One of the biggest challenges for her office is that she doesn't have a physical office. It's really hard to get students plugged-in and build up relationships.
- The second one is regarding the internship program. The university requires students to take internships, so her office needs to build better relationships with local employers to find more opportunities for students. Since she is very new to the office, it has been difficult to foster the relationships.

Emily:

- From what she has heard from other career counselors during informational interviews, she found that the two common challenges are student engagement and short staffing in the career office.

Mary:

- One of the main challenges is the collaboration in the university. It is really hard to do programs if the Academics and faculty are not on board. Her office had to end a very successful classroom integration program because of that.
- How to reach out to students and engage them more? It seems that some students just don't see the benefits of the career services and networking opportunities.

Q3:

Aga:

- She thought that the presentation is helpful. She talked about her experience of connecting with students and the best way is to connect with them through networking with other departments (such as the International Scholar Center and English Center) on campus. She is also on the International Student Orientation to connect with students early on.
- Back to the first question about the challenge, she was wondering if the industry model would work and what is the best way to serve students. Or maybe bring in alumni on campus as peer, coach, and mentor for specific industries and help students to gain deeper industry knowledge that way?
- We are dealing with generation "ME" and should we involve parents? Should we do something for the parents?

Jason:

- Get and engage students early on.

Patty:

- The presentation was insightful and high level, and it would be helpful when a career service is creating strategic goals, but it didn't provide much information to implement right away. She thought it would be helpful and informative when her office holds conversations with other shareholders on campus.
- She believes that resume critique can't be outsourced because the one-on-one opportunity is more than resume, and it actually gives career counselor an opportunity to get to the students and discuss career interests, industry, and build the connection.
- Staffing has to fit into the strategy.
- The presentation showed us a new and different model for career services to adopt.

Amanda:

- The presentation mentioned that nowadays the training is on individuals not companies. She was talking about her experience working with adult learners who may come into a new job thinking that s/he will be trained and on the other side, companies expect them to come in with the required skills and knowledge.
- For college students, they need an intro class to prepare them because for a lot of them, GPA is everything and they are not connected to the real world expectation.

Mary:

- She thought the presentation was very informative and insightful and it provided all the data and trends that we can use when we advise students. Students need to know the reality they are facing and be better prepared for the workforce and real life.
- Also, we can use the presentation to better prepare students especially international students. Employers complain that the international students are not prepared in communications, networking, leadership and other skills, as career office, how can we improve those transferable skills?
- In her office, they use UniWorld database to help students to look for international employment.
- Also, internship classes are required at her university and students have to complete a mandatory online career course before the internship class. The online course includes lessons on resume, cover letter, reference, LinkedIn,

- STRONG Interest Inventory, career goal and many more, and it prepares students with all the job search documents. It is very helpful and they are seeing a better engagement rate from students.
- She also shared her knowledge on the Chinese hiring culture and practice.

Student Development:

- Communication disconnect between faculty and staff, creating tensions within university.
- Internship requirement:
 - Not prepared to enter workforce
 - Ignorance about job market, students believe it is easier that it really is
 - Struggling to enter workforce
 - Getting students engaged into class, career
- Getting students engaged in programs
 - What is the student voice? What do they need and how can we engage with them and their needs?
 - How do we get meaningful feedback?
- Do we engage with them in the classroom?
 - No. is that the faculty responsibility?
 - Barrier between faculty and staff
- We can't make them engage, they are not developmentally mature in relation to career
 - {Emerging Adulthood- Arnett}
- Making real world experience in classes or additional services
 - Exploring students to industry in the first two years
- Success looks like me {Additional Programming}
 - How do we get students to attend these programs/events?
 - Do we make these events mandatory? Students will not attend "optional" programs
 - Partner with faculty