OhioHigherEd
Department of Higher Education

High-Impact Practices at Ohio 4-Year Institutions

Developing Student Career Readiness
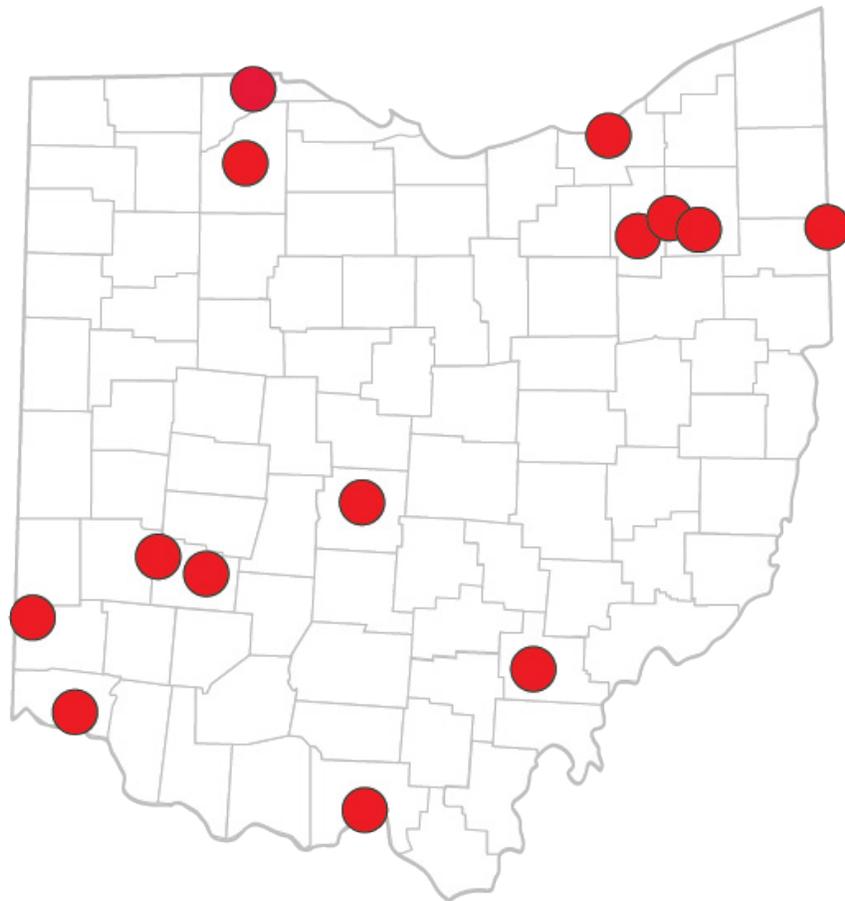for Academic, Personal, and Professional Success

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Project Overview

Background: Ohio's Enduring Priority on Student Success

Ohio has been a national leader in establishing a state-wide priority for student learning outcomes that equip graduates with the skills required to contribute in their communities and succeed academically, personally, and in an everchanging, competitive workforce. The *High-Impact Practices Project* sustains this priority by providing a forum for Ohio institutions to share what's working around the shared purpose of developing student competencies for academic and career success.

Since 2014, Campus Completions Plans at Ohio public institutions have outlined strategies for supporting students through degree completion. Alumni surveys and outreach have increased awareness of graduate outcomes, and employer relationship building has strengthened partnerships with business and industry. Employer feedback, and the rapid pace of change in the workplace, have revealed a growing skills gap and increasing demand for new talent sets. This awareness has further propelled Ohio campuses to lead with curricular and co-curricular innovations that integrate intentional learning experiences mapped to career competency development.

Recent, state-led initiatives to enhance graduate career readiness have generated increased levels of campus responsiveness. In 2014, the Ohio Board of Regents issued the "Seventh Report on the Condition of Higher Education in Ohio: Pre-K to Jobs: Higher Education's Role in Developing Students for Careers".

In 2015, the Ohio Department of Higher Education (ODHE) established the "*Innovation Pillars for Ohio Career Service Operations and Delivery*" (Appendix G) to guide the delivery of high-touch, student-centered career exploration and development services. The Innovation Pillars highlighted the importance of promoting Ohio Means Jobs resources along with aligning key institutional strategies and resources including the: 1) mission and vision, 2) people and partnerships, 3) curriculum and requirements, 4) career data and measurement, 5) access and marketing, and 6) funding and advocacy.

ODHE staff have actively and regularly engaged campuses in a variety of conversations, campus outreach activities, surveys and training events designed to:

- Better understand and advance career services operations and delivery,
- Support faculty/staff professional development and networking,
- Promote campus assessment and advancement of policies, practices, outcomes and goals for improving student-centered, career development services.

These efforts have revealed a multitude of ongoing campus innovations, ambitious goals, a committed faculty and staff, and executive leadership that are highly committed to student and graduate success.

Goal: Identify High-Impact Practices for Student Career Readiness & Success

To showcase high-impact practices at Ohio's thirteen public universities, the ODHE invited institutions in Spring 2018 to submit *one, high-impact initiative* that has had an exceptionally positive impact on student development of career readiness competencies and achievement of educational goals.

High-impact practice details provided by institutions include:

- Purpose/intended outcome, compelling reason for change

- Benefits to students, faculty/staff, institution, external stakeholders
- Success factors and lessons learned
- Impact on policies, processes, facilities, organization of services, jobs
- Measurement of success strategies and performance goals/outcomes
- Communication strategies to inform and engage students, faculty/staff, other stakeholders
- Executive level support for initiative at mission, vision, strategic planning level
- Career readiness competencies enhanced (Appendix A and B)
- Student success services/administrative support strategies enhanced (Appendix C)

High-impact practice criteria guiding student services delivery (Appendix F):

High-Impact Practice Criteria in Student Services Delivery	
Student Focused	A culture shift that provides services from a student perspective rather than an internal/institutional perspective
Technology Enabled	Technology is applied to improve processes only after they have been redesigned
Systems Integrated	Barriers to information are removed by integrating access to systems for students/faculty/staff
Value Added	Added value with each person-to-person interaction
Quality Ensured	Consistency and excellence of the service experience at each touch point (in person, by email, phone, web, intranet, social media, etc.)
Customized Services	Services shift from transactional to experiential (personalized, customized, interactive, proactive, enhanced community)
Access Options	Choice of service access – time, place, service contact
Faculty/Staff Empowered	Empowered, skilled frontline faculty/staff
Partners Engaged	Cross-functional teams and collaborations
Messaging Consistent	A consistent institutional brand image/message across all media
Culturally Aligned	Services are aligned to the culture and values of the institution
Strategies Evolve	An institutional strategic service model evolves to meet changing student expectations and needs of faculty/staff
Executive Support	Executive commitment and participation

High-impact practice initiatives included in this guidebook:

Institution	High-Impact Initiative
The University of Akron	Connecting UA Majors to In-Demand Jobs in Ohio Resource Guide
Bowling Green State University	Deciding Student Program
Central State University	Teacher Education Advisement & Partnership Center (TEAP-C)
University of Cincinnati	Career Education Initiative
Cleveland State University	On-Campus Internship Program
Kent State University	Discovering Purpose
Miami University	Data-Driven Advising & Student Success
The Ohio State University	Buckeye Careers: A Hybrid Approach to Career Services
Ohio University	Brain Based Career Development
Shawnee State University	Online Career Development
The University of Toledo	Success Coaching
Wright State University	Student Academic & Career Success Partnership
Youngstown State University	First Year Experience Course Career Planning Module

Career readiness competencies targeted for enhancement by the number of projects submitted:

Career Readiness Competency	Institutional Initiatives Targeting Competency
Career Management	13
Critical Thinking/Problem Solving	13
Oral/Written Communications	11
Professionalism/Work Ethic	11
Teamwork/Collaborations	10
Digital Technology	8
Leadership	8
Global/Intercultural Fluency	7
Other: Self-Efficacy/Reflection	2

Student success services targeted for enhancement by the number of projects submitted:

Student Success Services/Administrative Support Strategies	Institutional Initiatives Targeting Service Area
Career exploration and development	13
Academic advising, mentoring, coaching	12
Curricular enhancements	11
Academic support services	10
Admissions and recruiting efforts connecting major to career	10
First-year orientation programs	10
Experiential and service learning	9
Outcomes assessment and program evaluation	9
Targeted student population needs (i.e. veterans, international, etc.)	9
Degree planning improvements and removal of administrative barriers	7
Early-warning tracking and intervention	7
Financial literacy and debt management	6
Student life and community enhancements	5

Outcomes: Highlights and Observations

1) Institutional Values Inspire, Empower and Sustain High-Impact Practices

Ohio campus initiatives are aligned with the culture, mission, vision and values of each institution and incorporate many of the high-impact practice characteristics. Upon review of these guiding, foundational statements at Ohio university websites (Appendix E), common values emerged that reveal a compelling picture of what's important at Ohio institutions. Institutional values guide the daily behaviors and decision making of all members of these campus communities. Each faculty and staff member contribute to creating the student experience. Implementing endeavors shaped by the following shared values helps to build collegiality, an action-orientation and a common sense of purpose:

Institutional Values Guiding Ohio Universities

- **Community engagement and service** (by faculty, staff and students within local communities, regions, state, nation, world)

- **Partnerships and collaborations** (across disciplines, among colleagues, universities, K-12 community)
- **Student-centered** (student success is a central value with university missions supporting student personal development, professional careers, discovering purpose, and improving society)
- **Excellence** (culture of continuous improvement, innovation, learning, research, discovery and scholarship)
- **Inclusive** (diversity of culture, beliefs, identity, and ideas)
- **Caring and respect** (dignity, integrity, civility, transparency)
- **Creativity and innovation** (curiosity, entrepreneurism, thoughtful risk-taking)
- **Accountability and responsibility** (fiscal, affordability, sustainability, relevance)

2) Institutions Share Common Student Success Goals and Employ Customized Attainment Strategies

A comprehensive review of the high-impact practices reflects common goals for student career development with many shared strategies as well as a multitude of creative initiatives reflective of institutional culture. Initiatives ranged from a comprehensive strategy impacting all students to those targeting specific student populations that have the potential for expansion to a larger student audience.

Highlights of High-Impact Practices

Purpose of Initiative

- To create a comprehensive model that ensures that all students receive early and ongoing access to the staff, and career/academic preparation resources and experiences necessary to acquire the appropriate skills, knowledge and abilities to actualize their major/career development plans
- To design structural and leadership models that further unite key partnerships (academic and career experts) supporting student success
- To customize early interventions that promote long-term student ownership of career/major decision making and online access to personalized resources
- To enable hands-on student learning experiences and employer partnerships that develop student career/leadership competencies aligned with workforce needs

Benefits to Students/Stakeholders

- Students, families and faculty/staff benefit from an expanded vision of workforce needs and career preparation requirements
- Campus faculty/staff and offices are linked productively to promote student success (career services, academic advisors, faculty, leadership activities, success coaches, etc.)
- Employers benefit from earlier student connections and access to talent pools, and the ability to provided expert insights and feedback to the campus community

Success Factors/Lessons Learned

- Focusing on a shared priority to develop student career competencies early on and throughout the student life-cycle helps unite campus efforts (both at a comprehensive campus level and to support targeted student population initiatives)
- Incorporating use of campus-wide systems that support faculty/staff collaboration and tracking of student activities (i.e. experiential learning, advisor contacts, etc.) is key to success

- Increasing mandatory/required student activities is an ongoing priority

Impact on Policy/Process and Organization/Jobs

- New "major connected to career" content has been incorporated into admissions/recruiting events and orientation courses
- New units and staff roles have been created through strategic mergers and reorganizations to increase collaboration, effectiveness and efficiency
- New curricular innovations and requirements have been implemented (i.e. course focused on Career & Life Planning, FYE module, Gen Ed course content, supplemental instruction, cooperative education coursework, student professional development plan, etc.)
- New processes for engagement have been implemented to meet students where they are, and academic policies have been streamlined to facilitate student success
- New faculty, staff, and student training initiatives (in-person and online) have been implemented
- Campus enterprise systems continue to evolve and are key to supporting analytics, early alert, multi-term scheduling, faculty/staff collaboration, and delivery of academic and career planning content to all concerned

Success Outcomes/Performance Goals

- Increased, early engagement with career services staff and career/leadership development activities, along with increased student satisfaction levels
- Increased student persistence/completion rates (1st to 2nd semester, 2nd to 3rd semester, admission to desired program and graduation rates)
- Enhanced student skills development (professional/leadership) and knowledge (career/self, etc.)
- Increased focus on using data-driven analytics to build personalized student outreach regarding action-oriented success tasks
- Increased focus on post-graduation outcomes surveys
- Increased use of a universal brand for career development enabling internal messaging and broad support
- Increased collaboration between faculty and career/student services staff

Success Factors

- Institutions utilize a variety of established and publicized annual assessment methodologies that incorporate feedback from multiple stakeholders (i.e. participation in national surveys including the National Survey of Student Engagement, Faculty Survey of Student Engagement, Your First College Year, Collegiate Learning Assessment, College Senior Survey, etc.)
- Measurement outcomes are shared, discussed and reviewed among key stakeholders to create awareness and inform strategies for improvement and new initiatives

What's Measured

- Student satisfaction levels with career advising, presentations, outreaches, workshops, courses, etc.
- Student engagement levels including tracking peak periods of activity and concerns discussed
- Student declaration of major
- Student performance (i.e. in class/on job) and the ability and intent to take motivated action steps
- Correlation of student success against a control group (i.e. those working on campus, participating in internships, etc.)

- Employer engagement levels
- Faculty/staff utilization of early alert systems, etc.

Methods of Measuring

- Quantitative – National survey participation and institutional online methodologies (Handshake platform for student/employer engagement, Educational Advisory Board's Student Success Collaborative, Blackboard course management system and learning environment, Qualtrics experience management software, Starfish enterprise success platform, institutional outcomes dashboards, etc.)
- Qualitative – Course evaluations, focus groups, post-appointment surveys, customized feedback forms, assessment committee, etc.

Communication Strategies

- Targeted audiences (recruitment events, mandatory orientation programs, selected coursework, etc.)
- Print media/give-a-ways (marketing materials including brochures, flyers, posters, hot cards, pens, water bottles, flash drives, t-shirts, admissions check-lists, handbooks)
- Online media (real-time web updates, emails, video, YouTube, social media, commercials, local media, calendar of activities, degree planning information)
- Personalized approach (outreach by career/advising/success coaching staff at faculty/staff meetings, receptions, campus-wide events, staff training programs, and Provost driven messaging)

Executive/Strategic Commitment

- Annual strategic planning, along with executive level leadership and champions (President, Provost, V.P., etc.) are key to driving change at every level. The institutional mission, vision, and values provide a unifying framework for faculty/staff and support daily-decision making and long-term planning
- Completion and Affordability plans along with Ohio's performance-based funding model frame and support campus efforts
- Explicit support at the Presidential level serves as a catalyst for actualizing resources and innovations

3) Observations Inspired by the High-Impact Practice Initiatives

The initiatives described in this guidebook reflect institutional strategies designed to equip students with the ability to make early, informed, academic and career planning decisions. Institutions have also placed a significant priority on ensuring that students acquire the hands-on experiences that foster the development of professional, leadership, and career-readiness skills that employers seek. These combined efforts support Ohio's comprehensive completion and student success agenda and serve to further integrate education outcomes with meeting local, regional, national and global workforce needs.

Future considerations:

1. While NACE published its current list of competencies in 2017 (Appendix A), NACE has surveyed employers for years to determine the transferrable skills they seek in college graduates. These skills, abilities and personal attributes contribute to enhanced employee performance and ultimately organizational success.

   Ohio's implementation of the OhioMeansJobs - Readiness Seal (an earned designation for Ohio high

school students to validate professional skills) is an important example of aligning student preparation, mentoring and measurement efforts to support student career readiness at all levels.

How are institutions objectively measuring student career competency development?

How are institutions mapping the student learning experience for career competency development?

2. Partnerships, collaborations and communities of support expand the breadth and depth of student impact by integrating career/leadership development activities within the curriculum and broader set of student support services.

How are institutions defining and explicitly promoting the career readiness priority?

How are institutions expanding campus partnerships for implementing high-impact practices?

3. Responsibility for post-graduation outcomes and student employability falls well beyond the walls of a singular office. The importance of professional skills development is now imbedded in many national conversations, reflected in course requirements and co-curricular activities, and encouraged by faculty, academic advisors, and staff mentors throughout our campuses.

How are institutions working to better understand, communicate, and act upon post-graduate employability outcomes, employer feedback and changing workplace practices?

4. As colleges and universities are increasingly held accountable for the value their education provides to students for life after graduation, the voice of executive officers is paramount to seeing the whole, asking the right questions, and establishing organizational structures, priorities and processes for good decision making and planning.

How does executive leadership engage to promote the importance of both academic rigor and a student professional development mindset throughout the university?

5. Institutional websites and broader online technologies and systems are critical to marketing, communicating, and collaborating with students and multiple internal and external constituents

How do institutions effectively utilize technology to enable access to resources and services?

How do institutions use technology to monitor progress and share outcomes?

Success Highlights

	The University of Akron	Career Services engagement levels increased 2/17 – 2/18: - Student appointments ⬆ 60% - Number of employers recruiting UA students ⬆ 134% - Faculty presentation requests ⬆ 256%
	BGSU.	The Deciding Student Program initiatives increased 1st to 2nd year retention rates for undecided students: 68.8% (Fall 2013) ⬆ 78.3% (Fall 2017)
	Central State University	The Teacher Education Advisement and Partnershp Center's initiatives to develop pre-education majors academic skills, professional dispositions, and classroom readiness increased eligible student admissions to educator programs to 36%.
	UNIVERSITY OF Cincinnati	All students participate in at least one experiential education learning opportunity before graduation. Career education learning outcomes will be included in general education requirements for all 12 UC colleges in 2019.
	Cleveland State University *engagedlearning·*	The On-campus Internship Program has helped 41 student employees develop professional skills and employer contacts while also earning one-hour of course credit.
	KENT STATE. UNIVERSITY	The Discovering Purpose initiative increased student contact with Career Exploration & Development: ⬆ 15% (career fairs) ⬆ 45-50% (freshmen/sophomores) and revealed an 18% higher retention rate among students employed on campus.
	MIAMI UNIVERSITY OXFORD, OH · EST. 1809	80% of incoming students enrolled in a new first-year experience course that supports career/degree planning. 1st to 2nd year retention rates increased for declared majors: 88.9% (2011) ⬆ 91.3% (2016)
	THE OHIO STATE UNIVERSITY	First-Destination Survey results in FY 2017: 76% of students participated in an internship/work experience during college and 48.9% accepted a position with the same organization where they completed their internship.
	OHIO UNIVERSITY	Brain-Based Career Development (BBCD) coaching feedback from students indicates that 96% are very/extremely motivated to complete their action steps. BBCD was integrated as a best-practice in NACE's career coaching certification curriculum.
	Shawnee State UNIVERSITY	All in-person, career-development workshops are now available online for convenient student, faculty, staff and employer access. Student participation levels have increased by 300% in one, online workshop alone.
	THE UNIVERSITY OF TOLEDO	In Fall 2017, 14,753 undergraduate students were assigned to one of 20 full-time success coaches. First-year retention rates rose: 70% (2013/14) ⬆ 74.9% (2016/17)
	WRIGHT STATE UNIVERSITY	The emerging Division of Student Success (combining Academic Support & Foundation Studies, University Academic Advising, University Career Center) and new Raider Academic Progress System are creating more seamless ways for supporting students.
	Youngstown STATE UNIVERSITY	The new Exploratory major and First Year Experience course - Career Planning Module enabled the Office of Career & Academic Advising to increase student contacts re: self/career awareness activities from 1,242 (2016-2017) to 2,671 students (2017-2018).

High-Impact Practice Summaries by Institution

University of Akron: *Connecting UA Majors to In-Demand Jobs in Ohio Resource Guide*

High Impact Practice: Connecting UA Majors to In-Demand Jobs in Ohio Resource Guide

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Participants: Career Services, Academic Colleges, Academic Advising, University Communications and Marketing Department, Provost, Vice Presidents and President

Execution Timeline: Spring 2014 - Spring 2015 (1st edition created) – Spring 2018 (4th edition published)

Online Information: "Connecting UA Majors to In-Demand Jobs in Ohio" Resource Guide

Purpose

The University of Akron Career Services was seeking additional resources to help students make educated decisions regarding majors and career paths. These decisions can help them persist to completion and secure a job in their chosen field or continue their education. We were also seeking ways to align with state initiatives to help bridge the workforce gaps that employers are experiencing and to retain new graduates in jobs in Ohio. The OhioMeansJobs.com web site provides easy access to the "In-Demand Occupations in Ohio" report generated and periodically updated by the Ohio Department of Job & Family Services. The decision was made to develop a cross-walk of In Demand Jobs in Ohio with majors offered at UA as a tool to share with prospective and current students and families.

Compelling Reason for Change

As students and families began to focus more on the cost of college in relation to student loan debt, families began to show an increased interest in career outcomes and the return on investment of a college degree. This led to students and families placing a higher importance upon choosing a major and career path in the early stages of college attendance.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

With career conversations centered around the In-Demand Resource Guide, students can evaluate which majors and career paths are likely to provide the most job opportunities in Ohio when they graduate. If students have a strong interest in a major or career path that is not currently in-demand, Career Services will work with them to set career goals, explore experiential learning and additional ways to build their resume, and develop a strategy to help them attain their career goals. Once a student is confident in their choice of major and career path, they are more likely to remain focused on the attainment of their degree.

The In-Demand Resource Guide helps faculty/staff stay abreast of hiring trends in their programs. This helps ensure that they have up-to-date and beneficial career conversations with students. Career Services also provides faculty with links to a "real-time" list of the 200 most current jobs available, by major, on our job board (Handshake). Faculty and staff are better able to collaborate by sharing this common resource.

From an institutional perspective, UA is able to provide students and families with the resources they need to make educated career decisions as they are exploring majors and career paths. Building confidence in a college degree and career path can help attract new students. This confidence also improves retention because students become more committed to their career path, engaged with career services, and connected with experiential learning opportunities early in their college experience.

For employers, when students are encouraged to pursue degrees within the in-demand fields, talent pools will be more aligned with employer hiring needs. This helps bridge workforce gaps and helps retain talent in Ohio.

Success Factors

A number of factors made this initiative successful including: 1) each career advisor, who serves as a college liaison, is now knowledgeable regarding the in-demand career paths within specific college majors; 2) OhioMeansJobs continues to support updates for the In-Demand occupations list; 3) the connection of students to majors and in-demand jobs was readily supported by faculty and advisors because it aligns with UA's retention and completion initiatives; 4) support from UA's leadership team helps promote the initiative to families/students and employers.

Lessons Learned

The In-Demand jobs reports are updated frequently so early decisions need to be made regarding protocols for regularly updating the In-Demand Resource Guide. Including a wide group of faculty members to cross-walk the in-demand jobs with UA's majors to ensure that we encompass as many majors as possible has been highly beneficial.

Making the Resource Guide widely available, in print and online, to a broad on-campus audience along with families and students at recruiting and orientation events, has been very useful. Securing more economical publishing solutions for this document early on would have been helpful for print distribution demands.

Ongoing goals include revising the Resource Guide bi-annually (instead of annually), further promoting the resource with employers and other community organizations to encourage them to open their positions to a broader group of majors and offering training to academic advisors on how to best utilize this resource.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

The In-Demand Resource Guide is now introduced consistently through existing career services resources and programing including recruitment events and career advising appointments and outreaches. The entire Career Services staff was involved in the creation and implementation of the Resource Guide and new staff are trained on how to use this resource.

Measures of Success and Performance Goals

Success Measures: Career Services measures engagement with families/students, employers, and faculty. We have shown the following overall increases in engagement with these constituents over the last two years partly due to this initiative:

1) Families/students are initiating more frequent, meaningful engagement with Career Services at admissions events and new student orientations;
2) Student appointments with Career Services have increased 60% in February 2018 over last year at this time;

3) Employer recruitment on our campus has increased 134% in February 2018 over last year at this time; 4) Faculty/campus requests for Career Services classroom presentations/outreaches have increased 256% in February 2018 over last year at this time which shows an increase in faculty/campus support of Career Services.

Methods: 1) Family satisfaction is gauged through contacts initiated and feedback received at Admissions events, New Student Orientations, and other family events. 2) Student contacts/appointments are tracked in our job board, Handshake, along with overall student engagement with Career Services. 3) Employer contacts are tracked in our job board, Handshake. 4) The number of Career Services classroom presentations/outreaches are tracked monthly.

Results/Goals: The current level of student engagement with Career Services is at 23%. Our current target goal is to increase the level of student engagement to 25 - 30%.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

The In-Demand Resource Guide was introduced to students at recruitment/admissions events, new student orientation sessions, career advising appointments, presentations/workshops and other programs. Students were provided both hard copies and easy access to a downloadable electronic copy at the Career Services web site. Faculty were introduced to this resource in "Faculty LinkUP" sessions in Career Services and hard copies were shared with academic advisors. Additional marketing of the Resource Guide included adding the URL to targeted marketing literature for online access to the document.

Executive/Strategic Commitment

This initiative helps promote student enrollment, retention, completion and post-graduation success in their chosen career fields and/or graduate studies. UA's president promotes the value of the In-Demand Resource Guide across campus and with employers and the community.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving		Professionalism/Work Ethic
	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

Bowling Green State University: *Deciding Student Program*

High Impact Practice: **Deciding Student Program**

Submitted by: Jeffery Jackson, Assistant Vice President of Student Career Success
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Participants: Career Center leadership and staff and Dermot Forde, Director, and staff of Undergraduate Advising and Academic Services

Execution Timeline: Fall 2015 (Planning) - Fall 2016 (Launch)

Online Information: Deciding Student Program

Purpose

The Deciding Student Program is designed to: 1) increase the persistence and retention rates of undergraduate students entering the University without a selected major, and 2) provide students with academic major information and career interactions that will assist them with declaring a major during their first year at the University.

Compelling Reason for Change

The motivation for creating the Deciding Student Program was to improve the retention rate for undecided students which in 2013, from fall to fall, was 68.8%. After implementing this program, the retention rate for the 2016 - 2017 undecided student cohort was 78.3%.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students benefit from:

1) Immersion in career and major exploration in their first semester on campus;
2) Opportunities to meet with faculty and staff across all University programs to learn about major career connections, program content, and top industries related to their areas;
3) Enrollment in the career/major exploration class (2 credit hours) UNIV 1310 Career and Life Planning;
4) Ability to complete the FOCUS2 career assessment and have their results processed by their academic advisor or a Career Center staff member;
5) Support in navigating the major declaration process through academic and career advising;
6) Regular meetings with academic advisors to ensure they are on track with major exploration and academic planning;
7) Creating a resume for use during their job and internship searches;
8) Required scheduling and completion of informational interviews with individuals in career related occupations to learn more about such careers.

Faculty/staff are provided with opportunities to create co-curricular activities that can help deciding students select a major and positively influence their career trajectory.

Families can save money by reducing the number of times their student changes a major or takes courses that do not count towards final major selected requirements.

The institution has experienced an increase in persistence and retention rates and is able to offer an "added value" for students entering college without a major by providing an intentional support program.

Employers can meet first-year students during the "Job and Internship EXPO" and benefit from connecting with students who have validated their work interests and are more career ready.

Success Factors

According to course evaluations from the UNIV 1310 Career and Life Planning course, 94.83% of students have evaluated academic majors that are a "best-fit" with their skills, values, and interests using a career decision-making model, self-analysis, and academic major research.

In addition, 97.41% of students have identified career clusters, academic majors, and specific occupations that match their interests, skills, and values.

Lessons Learned

We continue to place a priority on marketing the program to prospective students during the recruiting and admissions process so that they are aware of the resources available for undecided students at Bowling Green State University. We learned that first-year students enter college at different developmental stages and that we need to use a variety of creative strategies to meet these students "where they are" to best support their major and career exploration.

In the future, we would like to also require mandatory academic advising for students who are still undecided in their second year at the University.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Program marketing materials are now included in student admissions packets and ongoing training and program updates are provided to participating faculty and staff. Students in the Deciding Student Program are required to take the UNIV 1310 "Career and Life Planning" course and meet regularly with academic and career advisors.

Measures of Success and Performance Goals

Success Measures: We assess:

- Students' ability to examine their values, interests, personality, and skills for making decisions regarding majors and occupations
- The number of students that: 1) declare their major, 2) enroll for the following fall semester (retention), and 3) persist from fall to spring (persistence).

Methods: We utilize the UNIV 1310 Course Evaluation, Pre- and Post-Vocational Assessment (My Vocational Situation), and the Student Success Collaborative (SSC) from the Education Advisory Board (EAB).

Results/Goals: The results for our 2016 - 2017 cohort include 78.3% retention, and our goal was 78%. In addition, of the 78.3%, 50.53% of students declared their major by the start of fall 2017.

Our target performance goal for the 2017-2018 academic year is 93% persistence and 82% retention rate.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Our communication to prospective students included updated marketing materials in admissions packets that emphasized program features and benefits of participation. Faculty and staff were provided program information during University Academic Support Council meetings and individual department meetings on campus. Ongoing, frequent updates to students and participating staff within collaborating departments are key to ensuring program awareness and information consistency.

Executive/Strategic Commitment

The Deciding Student Program is a result of the University's strategic commitment to helping first-year deciding students choose a major, which also supports a current strategic plan goal to "Engage undergraduate students in a unique BG learning experience that fosters engaged citizenship, global leadership and career preparedness which will lead to life-long success."

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

Central State University: *Teacher Education Advisement & Partnership Center (TEAP-C)*

High Impact Practice: Teacher Education Advisement and Partnership Center (TEAP-C)

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Participants: College of Education

Execution Timeline: 2013 - Present

Online Information: Teacher Education Advisement and Partnership Center (TEAP-C)

Purpose

The Teacher Education Advisement and Partnership Center (TEAP-C) was created in 2013 and functions on behalf of the College of Education (CoE) and as a support unit within the CoE. TEAP-C works collaboratively with the Undergraduate Student Success Center, the Registrar, and Enrollment Services to design and provide pre-education majors advisement, supplemental instruction and support based on and informed by policies of the College of Education, Ohio educator program approval and national accreditation requirements.

In addition to developing and coordinating internal partnerships needed to support the transition of pre-education majors, TEAP-C will be further developing external partnerships for enhancing the quality of field and clinical experiences of both pre-education and education majors.

Compelling Reason for Change

TEAP-C was created to specifically respond to the needs of pre-education majors who needed targeted preparation and guidance for meeting the requirements for full admittance to Educator Preparation Programs.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students are provided academic advising and supplemental instruction to improve time to degree and the ability to demonstrate proficiency in basic academic skills, professional dispositions, and classroom readiness.

Faculty are assisted with supporting the student admission interview process and reinforcing pre-admitted students' knowledge, skills and dispositions in order to gain full admission to upper level coursework in teacher education programs. TEAP-C also supports faculty in helping student prepare for licensure examinations, field work experiences, the student teaching experience, and graduation.

TEAP-C initiatives assist the University in achieving higher retention rates and developing graduates with the knowledge, skills and dispositions for professional careers in education. School districts will benefit from future involvement in creating a pipeline for students pursuing teaching careers

Success Factors

Student admission rates were increased through TEAP-C oversight and enforcement of the admission policies established by the College of Education. Intrusive academic advising along with supplemental instruction were particularly effective as part of the program's overall student academic and professional development support strategies.

Lessons Learned

To further enhance program success, we are exploring ways to increase the active support and involvement of faculty. Finding more ways to make student involvement in support services mandatory, rather than voluntary, would be beneficial, especially participation in academic and licensure test preparation activities.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: The College of Education admission requirements and processes are acknowledged and followed by the TEAP-C.

Organization of Services: The College of Education established new admission policies and guidelines which were provided to the Center to enforce with students and document.

Facilities: Prior to TEAP-C, the College did not have an office or unit that was primarily charged with communicating and enforcing admission procedures, or helping students navigate the guidelines.

Jobs: The TEAP-C office was staffed with an experienced director and coordinators for program administration.

Measures of Success and Performance Goals

Success Measures/Methods: TEAP-C tracks student contacts for academic advising, the number of students admitted to educator preparation programs, and conducts surveys regarding student satisfaction with offerings.

Results:

- 36% of eligible students were admitted to educator preparation programs
- Completed revisions to the College's admission procedures to meet new standards for the Council for the Accreditation of Educator Preparation national accreditation process
- Connected with 599 students to provide advising and information regarding teacher education and the admission process
- Provided 18 students with admission interview training
- Forwarded videos of students who successfully completed training for faculty review
- 38 students attended basic skills workshops in preparation for tests starting in Fall 2017
- Made presentations to 58 potential pre-education students

Goals: At least 40% of eligible students admitted to educator preparation programs

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

TEAP-C communicates resource information to students (i.e. regarding workshops, supplemental instruction, meetings, online resources and more) through social media accounts, emails, brochures, calendars of activities, admission checklists, flyers and posters.

Faculty and staff outreach is conducted through personal and group emails.

Executive/Strategic Commitment

Improving the academic experience of Central State's students is one of our compelling priorities and is embedded in our strategic plan. Every department and academic college must address and include this priority as part of the activities for program review.

The TEAP-C initiative is in line with increasing student retention and graduation rates and assists the University with a sustainable funding model based on Ohio's performance-based funding.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

University of Cincinnati: *Career Education Initiative*

High-Impact Practice: Career Education Initiative

Submitted by: Gigi Escoe, Vice Provost for Undergraduate Affairs
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Participants: Provost's Office, Experience-Based Learning and Career Education, University General Education Committee, all UC Colleges offering undergraduate degree programs, 1819 Innovation Center, Learning Commons, Exploratory Studies, Advising, Orientation, Student Affairs, CET&L

Execution Timeline: Summer 2015 - Present

Online Information: Revising GenEd

Division of Experienced-Based Learning and Career Education (ELCE)

Purpose

The University of Cincinnati has a long tradition of requiring integrated work and other real-world, career-relevant experiences into our curriculum to prepare students for not only their first job after graduation but for robust and dynamic careers that span a lifetime. The purpose/intended outcome of the career education initiative is to build on this strong foundation by developing a holistic and integrated approach to career education through:

1) The development of career education learning outcomes which will be incorporated into the general education requirements and applied appropriately within the contexts of the twelve UC colleges (to be implemented in 2019).
2) The establishment of a Career Education-Focused Division through the merger of the Division of Professional Practice and Experiential Learning (ProPEL) and the Career Development Center (CDC).
3) The development of a centralized infrastructure to support every UC undergraduate student in developing an individual professional development plan (ongoing).
4) The development of new, innovative models of experiential learning (ongoing).

Compelling Reason for Change

At UC, we believe that a university education should include the development of professional identity and cross-cutting skills in order to help students achieve post-graduate success. This belief is consistent with the increased demand from both students and parents that a college education launches students' careers and prepares them for sustained success (Young, 2016). Additionally, as evidenced by the findings of an extensive employer survey (Hart Research Associates, 2015) reported by the Association of American Colleges & Universities (AAC&U), employers perceive college students to be lacking proficiency in interdisciplinary skills and knowledge that cut across majors. Employers cite these skills as essential to workplace success, with emphasis on written and oral communication skills, teamwork skills, ethical decision-making, critical thinking skills, and the ability to apply knowledge in real-world settings (Hart Research Associates, 2015). All goals and efforts associated with the Career Education Initiative are intended to bridge this gap and strategically support students in their professional development to position them for success post-graduation.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students benefit from an increased focus on professional preparation, practice and planning which is integrated into their general education requirements. Employers benefit from students who graduate better prepared to enter the workforce.

Success Factors

UC's long history of experiential learning has resulted in a culture which is generally supportive of student professional development. Experiential learning and career education is valued and prioritized, and we have strong institutional support without which this initiative would not be possible. Additionally, we already have significant resources invested in experiential learning and all students are already required to participate in at least one experiential learning opportunity before they graduate. The career education initiative is essentially building on this foundation.

Lessons Learned

Given the current progress with the initiative and tremendous positive impact it will have on students, we would certainly take on this initiative again. In terms of what we might have done differently, from the onset of the initiative we would have hired a dedicated project manager to oversee all facets of the initiative.

Impact on Policies/Processes, Organization of Services, Facilities, Jobs

Policies/Processes: General education requirements are being changed to incorporate the career education learning outcomes. Degree programs will be required to specify the courses, pathways and mechanisms through which students will meet these outcomes. This will require an addition to an existing process and system. As we determine exactly how students will create an individual development plan, it is likely new processes will be needed.

Organization of Services: Through this initiative, we created the Division of Experience-Based Learning and Career Education (ELCE) which is comprised of 65 faculty and staff who are dedicated specifically to career education. ELCE now serves as a centralized unit focused on experiential learning and career education and services. The merger was a result of recommendations made by the initial career education committee which was charged by the provost's office to begin this undertaking. The Division is an academic unit housed in Undergraduate Academic Affairs which serves as tangible evidence of the university's commitment to make career education an academic, integral part of students' education.

Facilities: There is a need to relocate and redesign a space which is dedicated to the growing ELCE Division. Research and considerations of this matter are ongoing.

Jobs: As a result of the merger, some ELCE staff members' roles have changed as the services we provide have changed. Directly after announcement of the merger, all service offerings and associated roles were evaluated and staff members were consulted. Job descriptions were modified based on need, skills and preferences of affected staff members.

Measures of Success and Performance Goals

Success Measures/Methods/Results: Once the career education outcomes have been incorporated into the general education requirement, they will be assessed by faculty in the degree-granting program through

the capstone experience as is the case with other general education requirements. For all ELCE programs and services we measure engagement/participation levels and assess student learning. We collect and report post-graduate outcomes annually.

For ELCE programs and services, a variety of online methods are utilized to assess program, course and service outcomes.

Goals: All degree programs will have a career education plan and input their plans during 2018-19.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

The creation of the ELCE Division was communicated by the Provost's Office. Students were informed that a new, centralized unit was created to support this initiative. As the new career education general education requirement is implemented in 2019, all degree program guides and degree audits will be updated to show students the courses, pathways and mechanisms available to meet this new requirement and mandatory advising will support this message.

All communication to faculty, staff and campus partners has come from the Provost's Office. External partners and employers were informed of the newly formed ELCE via email.

Executive/Strategic Commitment

Building on our long history of cooperative education and experiential learning, the career education initiative is the next phase of UC's development in this area. Experiential learning is already a core component of our mission with every student being required to participate in one experiential learning opportunity prior to graduation. Additionally, President Pinto has revealed his new strategic direction, Next Lives Here, of which creation of new models of experiential learning (referred to as Co-op 2.0) and integration of professional development and career planning into degree programs (Bearcat Promise) are central components.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

Cleveland State University: *On-Campus Internship Program*

High Impact Practice: **On-Campus Internship Program**

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Participants: Student Employment, Career Services, College of Science & Health Professions

Execution Timeline: Fall 2016 (Planning), Spring 2017 (Pilot Launched), Fall 2017 (Program Roll out)

Online Information: The current pilot phase includes Career Services communication with the campus community via email and closed social media groups. Student employee participants and supervisors access the On-Campus Internship Level I course syllabus and learning modules in Blackboard. The On-Campus Internship Program Guides and Student Employment Handbook are provided to students and supervisors that outline internship expectations, requirements, timelines and evaluation tools.

Purpose

The On-Campus Internship Program was created to maximize the on-campus work experience for students by providing engaged learning opportunities that: 1) assist students with developing personal and professional interpersonal skills and core competencies, 2) teach students career-planning skills in resume-building, interviewing and networking, and 3) support faculty/staff supervisors in providing mentorship and career-focused internship experiences.

Compelling Reason for Change

This initiative provides professional development opportunities for both students and supervisors and capitalizes on existing on-campus student jobs to provide a rigorous, meaningful, and "real" internship experience. Students fulfill weekly position responsibilities, a semester project, course requirements, and gauge core competency development. Supervisors are provided training and resources to strengthen the overall experience and outcomes for students.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: Students benefit from faculty who serve as mentors, not just supervisors. Students enroll in one of the following four, graded, one-credit hour courses for supplemental instruction on professional and career development: CSC 291 (Level I), CSC 292 (Level II), CSC 391 (Level III), CSC 392 (Level IV). These courses provide additional hands-on, professional experience including use of project management tools, participation in a mock interview, establishing a LinkedIn account, attending networking events, and résumé writing. The program culminates with the student delivering a presentation to a roundtable of senior administrators and industry leaders who provide real-time feedback. Students who matriculate through this program have more in-depth skills and knowledge about the world of work.

Faculty/Staff: The pilot phase reflected appreciation for additional structure and rigor for selected on-campus jobs and faculty feedback included appreciation for a project management tool and performance

evaluation criteria that extends the student experience beyond a list of tasks that needed to be completed.

Institution/Employers: CSU benefits from providing students with a meaningful, on-campus work experience if students are not able or quite ready to complete an off-campus internship. Students who complete the internship experience and course hone professional skills that improve their work-readiness.

Employer partnerships with Cleveland State have been enhanced and have been integral to building this program's success.

Success Factors

By all measures, this has been a very successful initiative for both students and faculty. The Student Employment Program Manager worked with college representatives and area employers throughout the entire process. Since student participants in the pilot program expressed a desire for course credit and multi-level courses building on previous learning, a four-level, one-credit hour each, course structure was developed and approved by the University Curriculum Committee, effective Spring 2018. While the pilot began by invitation-only, additional departments are now requesting to participate.

Lessons Learned

Students desired course credit for their ongoing, on-campus internship through consecutive courses that would build on each other throughout the internship/employment experience.

Career Services is exploring ways to better market this program and recruit faculty and students from other colleges. In addition, it would be optimal to further dedicate resources to support the staff person developing and administering this program along with teaching the course.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

There were no policies changed; however, the measurement and rigor of the on-campus jobs that are part of this program have increased. While job titles and compensation did not change, the Program Manager went above and beyond current work duties to collaborate with college committee members to develop a rigorous course syllabus and navigate the university process to gain course credit. The Program Manager also guided faculty through the new process and taught the pilot CSC 291: On-Campus Internship Level I course.

Measures of Success and Performance Goals

Success Measures: Students are evaluated based on project and time management abilities, interpersonal and professional skills development, and a final presentation to an employer roundtable. Faculty are not evaluated. Students are required to provide a program evaluation that includes articulating what they have learned from the course.

Methods: There are midterm and final evaluations. Students complete assignments throughout the semester and are graded on those assignments.

Results: Participants in the Spring 2017 pilot included: 9 students and 2 faculty/staff. The roll-out in Fall 2017 included: 14 students and 3 faculty/staff and Spring 2018 includes 18 students and 5 faculty/staff. Leadership staff in the College of Science & Health Professions have become enthusiastic supporters of Career Services and faculty are encouraged to participate in this program.

Employers who have participated in the end of program presentation have offered to continue to participate in other course levels to support students' professional development.

Goals: The goals for the On-Campus Internship Program include: 1) having students and faculty from every college participate to increase the number of student employees who can benefit from this experience and are work ready, and 2) exploring additional compensation and/or staff support (i.e. graduate assistant) for the Program Manager assuming additional position duties (i.e. teaching coursework, etc.).

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Student outreach was conducted via a Facebook group, email, and Blackboard. Exploration of additional communication strategies to target individual students is ongoing. Faculty outreach was conducted via email and hosting a coffee/cookie information reception.

Executive/Strategic Commitment

Cleveland State's mission and vision, along with the CSU Career Services mission, strongly support and align with the commitment to "Engaged Learning". This program is a quintessential example of CSU living out its' mission. Participating in an on-campus job or internship is a well-known and proven retention strategy. Securing faculty buy-in and participation has only increased the enthusiasm of those faculty, demonstrated by their continued participation each semester. Including external committee members as part of an internal, campus program is truly innovative and demonstrative of community engagement. Many of these individuals are also university benefactors and employers of CSU students. These stakeholders now see first-hand how CSU supports the professional development of students and how much faculty care about student success.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
	Academic support services	✓	Experiential and service learning
	Academic advising, mentoring, coaching		Financial literacy and debt management
	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

Kent State University: *Discovering Purpose*

High Impact Practice: **Discovering Purpose**

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Participants: University-wide initiative, launched through the President's Strategic Vision

Execution Timeline: December 2015 - Present

Online Information: Discovering Purpose and Career Exploration and Development

Purpose

The outcomes included in the Kent State University Discovering Purpose initiatives are to increase the number of students participating in experiential learning, Career Exploration and Development initiatives, and leadership activities designed to engage students in and outside the classroom.

Compelling Reason for Change

Students who engage in experiential learning are preferred hires, being sought by employers 65% of the time (NACE, JobOutlook 2017). When these experiences are tied to intentional goals and learning outcomes, they help students reflect and discover their purpose and achieve the success they desire.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Student Benefits	
Career Exploration and Development	**Leadership Development**
The Discovering Purpose initiative helped to transform career services at the University. Student benefits include a focus on industry information and the skills required for desired post-graduation outcomes (full-time work, continuing education, etc.) versus the mindset of major equals career. We shifted our service paradigm to engage students earlier and often through the Discovering Purpose initiatives which prompted a name change to Career Exploration and Development - connoting that career planning is an ongoing process.	There has been an intentional reframing of student leadership development linked to the Discovering Purpose initiative. Student leadership development is at the core of helping students become their best selves with the leadership skills to help them discover their purpose and ability to contribute to society. The Student Leadership Advisory Group (SLAG) was formed to examine the co-curricular student leadership development efforts on the Kent campus.

Faculty/Staff Benefits	
Career Exploration and Development	**Leadership Development**
Faculty and staff are integral in the career exploration and development process and are increasingly integrated into our offerings including connecting with internship and	Faculty and staff working collaboratively play a significant role in facilitating blended, curricular and co-curricular, student leadership development experiences. The SLAG is co-chaired by a staff member in the Center for Student Involvement and a faculty member from the College of Education, Health, and

cooperative education employers. This expands our outreach and helps to inform and impact in-class projects and curricular activities.	Human Services. This partnership is designed to expand innovative ways to connect inside and outside the classroom experiences and engage faculty and staff in the implementation of student leadership initiatives.

Institutional Benefits	
Career Exploration and Development	**Leadership Development**
The Discovering Purpose initiative situates career exploration and development alongside academic and co-curricular endeavors. This focus prioritizes students' holistic needs and brings "finding purpose" to the forefront of the student experience.	Kent State strives to ensure that its' core values of respect, kindness, and purpose are always evident. The SLAG crafted an institutional leadership framework and set of learning domains and outcomes that will guide the development of student leadership experiences around the University.

External Constituents/Employer Benefits	
Career Exploration and Development	**Leadership Development**
Our external partners and employers are benefitting from strategic efforts to connect students with their organizations earlier. Several new "early exposure" programs include employer partners hosting students for visit days, tours, and micro-internships.	Several student leadership development events have been planned in collaboration with Career Exploration and Development to assist students with developing leadership capacity that aligns with employer needs.

Success Factors

Career Exploration and Development	**Leadership Development**
We saw early success because of a University-wide campaign that shifted the language and focus to purpose. A new video series featuring University leaders and alumni sharing their stories evolved into first-year students engaging in a video contest to share their stories and visions of their future. Our career exploration and development model evolved from a centralized unit to a hub-and-spoke model where staff are distributed across campus to meet students where they are both developmentally and physically. Customized engagement strategies like bringing students together around mindfulness activities (Coloring in Your Career) coupled with a career conversation have been quite successful.	Our efforts around student leadership development have seen initial success largely due to the University identifying its goal of helping students discover their purpose. Additionally, the collaborative efforts between faculty, staff, and students to ensure a comprehensive framework and set of outcomes for student leadership development contributed to the success of the initiative.

Lessons Learned

Career Exploration and Development	**Leadership Development**
To make it easier for students to locate activities related to this initiative, we would create tagging options for searching the University calendar. We are also engaging new campus partners including Underrepresented Students, Student Accessibility Services, and the Women's Center. Exploring ways to address financial barriers to participation for high-needs students (i.e. to job shadows, company visits, co-ops, and internships) is a priority.	Establishing a cross-functional team of faculty, staff, and students to develop a comprehensive leadership development framework has been highly beneficial. We would incorporate even more students into our planning process to ensure that the needs of all students are included.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: **Career Exploration and Development:** We are currently realigning our cooperative education course and enrollment requirements with graduation requirements. This will allow students to participate in a cooperative education experience, with approval, so long as they meet the minimum graduation requirement. **Leadership Development:** We are using this year as a benchmark with the goal of using the data from our assessment to inform any policy or procedural revisions.

Organization of Services: **Career Exploration and Development:** Career Exploration and Development reorganized our service model to "meet students where they are" with the intent of increasing our utilization levels. We created a model to provide drop-in career advising in many campus locations and applied this same concept to our liaison partnerships and are now working to co-locate career advising staff in collegiate units, student services offices, etc. **Leadership Development:** More emphasis has been placed on designing student leadership programs that help students discover their purpose (i.e. Leadership Week, the Student Leadership Institute, and leadership workshop series).

Facilities: **Career Exploration and Development:** Tangent to the Discovering Purpose launch, space was reconfigured to house the offices of Career Exploration and Development, Academic Engagement and Degree Completion, and Community Engaged Learning in the Academic, Community, and Career Engagement Center. This merger leverages required academic advising to promote career development and community-based learning. **Leadership Development:** The Kent State Leadership Center opened this semester and serves as the central hub of student leadership development on the Kent campus. The Center is a premiere student-centered space dedicated to developing the next generation of leaders, thinkers, and innovators. The newly renovated center is complete with a leadership library, collaborative workspaces, lounge and study areas, innovative technology, and multifunctional furniture.

Jobs: **Career Exploration and Development:** While job titles have not changed, we have shifted our advising and liaison model from college-centered to industry-clustered. We are adding 11 staff (career advisors, employer relations, executives in residence) to our career team. Staff will continue to be mobilized to support academic and student services units and locations across campuses. Staff training requires immersion in industry through employer visits, job shadows, and informational interviews. **Leadership Development:** Funding from University Level Initiatives supported a new position in our Center for Student Involvement that focuses solely on student leadership development. We will also be repurposing another full-time position to enhance student leadership development efforts.

Measures of Success and Performance Goals

Success Measures/Methods/Results: **Career Exploration and Development:** We measure 1) counts of utilization/engagement (attendance), 2) correlation to retention/persistence against a control group, and 3) surveys of satisfaction/engagement (self-reported). Success measures demonstrate:
- 45-50% increase in freshmen/sophomore student engagement
- 15% increase in attendance at large-scale fair events
- 18% higher retention rate among students who participate in on-campus student employment
- 80% satisfaction rating (would recommend/highly recommend to a peer) from participation surveys

Leadership Development: During this benchmarking year, we created the leadership development model comprised of competencies in three domains: *intrapersonal, interpersonal, and community*. The domains and competencies will be measured through participation in student leadership development initiatives, qualitative student experiences (e.g. focus groups, reflection journals), and retention.

Goals: **Career Exploration and Development:** Our goals are to: 1) increase freshmen/sophomore engagement with career exploration and development services, 2) increase retention and persistence of students who participate in experiential learning as compared to those who do not, 3) deliver developmentally appropriate services that positively impact satisfaction with offerings. **Leadership Development:** Our goals associated with our domains and outcomes are: 1) Intrapersonal (Self-Awareness, Personal Behavior, Learning and Reasoning), 2) Community (Civic Responsibility, Social Justice), 3) Interpersonal (Relational Dynamics, Diversity, Inclusion, and Cultural Competence).

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Career Exploration and Development	Leadership Development
The Discovering Purpose campaign was launched through an institutional brand revision that included commercials, videos, website overhauls, etc. The campaign reflects the core values of the University and helps to synergize efforts and propel initiatives forward with the collective participation of all stakeholders. Tangent to the campaign, the Career Services Center revealed a name change to Career Exploration and Development which connotes a process of transformative development. Multiple channels were used to reach students utilizing faculty, staff, and students to spread the word systematically and organically. We reached our faculty/staff/campus partners by meeting with campus groups including the Academic Leadership Group (Deans), Academic Chairs and Directors, Academic Advising Leadership, Student Affairs Leadership, and the Board of Trustees to communicate the changes. We communicated our vision and goals with external partners during visits and through electronic communications.	The Student Leadership Advisory Group has planned a campus-wide event, including a notable leadership scholar, to unveil the Kent State Leadership Center and relevant definitions, frameworks, and core competencies. There have also been collateral materials developed for the Kent State community to serve as consistent reminders of our framework and associated domains and outcomes.

Executive/Strategic Commitment

The mission, vision and strategic priorities of Kent State University strongly support the Discovering Purpose initiatives and are the foundation of unit-level work.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

Miami University: *Data-Driven Advising & Student Success*

High Impact Practice: **Data-Driven Advising & Student Success**

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Participants: Associate Provost, Assistant Deans in all academic divisions and on all campuses, Director of Student Success Center, Associate Dean of Student Affairs, department chairs and faculty advisors, professional staff advisors.

Execution Timeline: Fall 2015 - present

Online Information: Miami's 2016 College Completion Plan

Miami's Affordability & Efficiency Plan Five-Year Goals (See 7D)

Miami 2020 Plan (See description under Unifying Goal)

Academic Advising at Miami Webpage

OneStop Webpage on Finding Your Advisor

Purpose

The strategic plan for Miami University, the Miami 2020 Plan, has as its first goal: "*Miami will achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%)."* Toward that end, Miami agreed to undergo a significant transformation of its approach to academic advising and student success beginning in 2015.

Advising System Goals	Advisor Outcomes	Student Outcomes
• Academic advising is grounded in a clear advisement philosophy (defined goals, objectives) • Learner-centered advising goals and learning outcomes are advanced across the institution • Roles and contributions of different types of advisors and academic support personnel are clear; appropriate training and ongoing evaluation is in place • University-wide advising system is easy to navigate, sustainable and collaborative across advising units. • Advising is assessed on an on-going basis to promote continuous improvement of the advising system.	• Understand the Miami advising philosophy and best practices • Understand how individual students learn and how social context affects the learner's understanding of their education • Understand critical resources for student success and provide a seamless advising process for students • Understand University and Miami Plan requirements, advising policies and protocols • Leverage critical data from e-tools (Student Success Collaborative, Degree Audit Reports, Civitas) to evaluate, monitor student progress	• Know graduation requirements for graduation and use advising tools to proactively manage timely degree completion • Craft a coherent educational plan based on an understanding of their abilities, aspirations, interests and values, leading to realistic academic and professional goals • Understand how/where to find answers to questions • Understand roles of advisors and have a personal connection with at least one advisor • Integrate co-and extra-curricular activities that enhance the collegiate experience and prepare students for a global society

Compelling Reason for Change

Although the academic profile and completion rate of Miami's Oxford campus students are very strong overall, our data show that, for new, full-time Oxford students, the following factors are correlated to a higher risk for attrition: gender, first generation, and high financial need. A gap exists between male vs. female six-year graduation rates (81.9% for females vs. 76.2% for males). First generation students have lower graduation rates and students with high need (defined as students with an Expected Family Contribution (EFC) < $5,000) have the lowest graduation rates.

Additionally, through its partnerships with the Student Success Collaborative from the Education Advisory Board (EAB) as well as analytics provided by Civitas Learning, Miami has identified another factor as a significant variable for retention: *first term Grade Point Average (GPA) is the most powerful predictor of retention for incoming cohorts*. In fact, students with a first semester GPA of 2.2 or lower graduate at a 42.7% rate.

Miami participates in several national surveys (National Survey of Student Engagement, Your First College Year, College Senior Survey). Data from the 2014 and 2015 surveys show that Miami students are generally less satisfied with academic advising than students at other institutions of the same Carnegie classification. As a result, Miami decided to examine and revise its approach to student success and advisement, with emphasis on the student's first term at Miami. The new model includes:

- Clear advising philosophy and outcomes, grounded in best practice
- New organizational structure for advising
- Mandatory and comprehensive training for all academic advisors
- A predictive analytics platform for academic planning, advising, progress monitoring, and support
- Annual assessment, including quantitative and qualitative methods
- Strategic, customized, electronic communication and record-keeping among advisors and advisees
- First-year experience/transition course available to all incoming students that includes career development, financial literacy, degree planning, intercultural understanding, etc.
- Annual review and revision of policies that relate to student success
- Development of program maps
- Awards and recognition for excellence in advising.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

The aim of this initiative is to promote student success through: (1) better trained academic advisors; (2) a shared advising approach so that students have a similar experience even when they change majors; (3) greater overall satisfaction with the advisor-advisee relationship; (4) targeted interventions and customized student communications; and (5) higher college completion rates and time to degree. Because our advising is focused on helping students make informed decisions about academic and life plans, we hope that our graduates will gain self-efficacy in purposeful choices to promote both personal and professional success.

Success Factors

Factors that have led to the successful implementation of this initiative are: charge from the President with support from the Provost and Vice Presidents of Enrollment Management & Student Success and Student Affairs; clear vision and goals; ambitious but manageable timeline; dedicated and tireless set of advising leaders from each academic division; and willingness to revise the model as needed to accommodate the available resources and address assessment findings.

Lessons Learned

Because of the quick timeline, we did not engage in as much communication and consultation (particularly with faculty) about the model as would have been optimal. Regular presentations and discussions at University Senate and other faculty venues would have been helpful in securing faculty buy-in earlier. Because our model relies on both professional staff and faculty advisors, we have learned that some faculty do not have the attributes to be effective advisors, particularly with students who are in their first year or two and have higher needs. A greater number of professional staff advisors (who could be leveraged to work with appropriate populations of students) would help advance the goals of this initiative.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Multiple policies and processes were altered as a result of this initiative, including:
- Shifting the responsibility for advising of first-year, first-semester students from Student Affairs to Academic Affairs. As a result, all first-year students met with a faculty member or professional academic advisor at orientation to register for their first semester and with a faculty member in their second semester to prepare for the following fall;
- Implementing the Education Advisory Board's Student Success Collaborative which provides data analytics and predictive modeling to generate risk assessments for each Miami student as well as easily accessible dashboards for advisors;
- Instituting required training of advisors which consists of six online and on ground modules, focusing on the advising approach, general education and University requirements, key advising-related policies and issues (e.g., career development, financial aid), learning the Student Success Collaborative platform, working with all class levels and special populations of students (e.g., student athletes, transfer students, high-ability students, students with disabilities);
- Launching a new first-year success transition course (offered in every academic division and on all campuses and enrolling 80% of our incoming students);
- Initiating multi-term scheduling, an online wait-listing course registration system as well as new software platform and rules that increases course availability.

Because we review all student success-related policies each year, we have developed or revised over 30 policies in the past three years, including grade forgiveness, Credit/No Credit, transfer credit, academic dishonesty, terminal residency, credit hour requirement for graduation, and Fresh Start. We have also revised intervention strategies and procedures for withdrawing from the University.

Measures of Success and Performance Goals

Success Measures/Methods: Each year, an assessment report focusing on advising, retention and completion is created. This report articulates findings from multiple methods of measurement, including retention rates, college completion rates, national surveys such as NSSE and YFCY, advisor usage of Student Success Collaborative, transition survey of first-semester students, qualitative summaries of mini focus sessions with advisors and first-year students (conducted in 2017), and advisor training completion rates. A separate annual assessment report is also created which focuses on the UNV 101/FYE transition courses and includes data from course evaluations, first to second semester GPA rates, and a short survey of and reflection session with instructors. Data are discussed among key stakeholders (Undergraduate Academic Advising Council, FYE/UNV 101 coordinators, Student Success Committee) and used to inform strategies for improvement and new student success initiatives.

In 2016-2017, focus sessions were held with advisors and advisees in their first year to glean insights into the strengths and areas for improvement of the new advising model. Advisors reported that the new model has helped to improve advising and training, with challenges including uneven advising loads, working with students not admitted to their chosen major, and connecting with struggling students. Over 90% of

students reported meeting with their advisor and over 85% reported that the advising session was helpful. The most common student concern was with advisors from high-enrollment departments who did not respond in a timely manner to email inquiries, or at all. Students seemed most satisfied when their advisor assisted them with developing a four-year, term-by-term academic plan.

Results/Goals: The target performance goal is the first metric of the Miami 2020 Plan to "achieve a 6-year graduation rate of 85% (4-year graduation rate of 75%)." In the 2017 report, First to Second-Year Retention Rates for students with a declared major increased from 88.9% in 2011 to 91.3% in 2016. (Retention rates reflect the number of first-time, full-time degree-seeking undergraduates who are enrolled at Miami one year later (first year to sophomore year.) Four- and Six-Year Graduation Rates ranged from 79.8% (2006 cohort) to 79.1% (2011 cohort). (Graduation rates refer to the percentage of cohorts of first-time, full-time degree-seeking undergraduates on the Oxford campus who complete a degree within six years.)

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Students learned about this new advising model through onboarding orientation, the Guidebook for New Students, UNV 101 or FYE transition course and the OneStop virtual portal. These efforts connected students with their academic advisor and support for realizing their academic plans. Faculty and staff were informed through public presentations, at Faculty Assembly and University Senate, as well as through the fourth module (one of six advisor training modules) which is delivered in a face-to-face format.

Executive/Strategic Commitment

Miami's mission states that we are "a student-centered public university" with "an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life" as well as a deep commitment to "student success." These tenets tie to the new advising model and are part of Miami's College Completion and Affordability & Efficiency plans.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving		Professionalism/Work Ethic
	Oral/Written Communications	✓	Global/Intercultural Fluency
	Teamwork/Collaborations	✓	Other: Self-Efficacy/Reflection
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

The Ohio State University: *Buckeye Careers: A Hybrid Approach to Career Services*

High Impact Practice: Buckeye Careers: A Hybrid Approach to Career Services

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Participants: Office of Student Life, Office of Academic Affairs, Office of Undergraduate Education,
Graduate School, 10 College Career Services Offices, 5 Regional Campuses,
Department of Athletics and the Office of International Affairs.

Execution Timeline: In 2009, Ohio State convened a university-wide Task Force on Student Success
Outcomes titled the Student Success Career Implementation Committee. One outcome was a call to better
understand the career needs of students at The Ohio State University. The committee compiled a report
outlining strategies to create universally accessible career services, the staffing needed to expertly serve
students in an evolving career market, and the connections between curricular and co-curricular
experiences needed to assist in career development. Each of these strategies contained a mix of on-
demand and strategically placed services designed to holistically support the career development of
students. These approaches became the Buckeye Careers initiative. The initial Career Implementation
Committee plan continues to evolve based on the needs of students and has included the creation of a
University-wide Career & Internship Fair in response to student and employer requests.

Online Information: Buckeye Careers

Purpose/Overview

The goal was to ensure that all students would have access to the necessary staff, resources and
experiences to acquire appropriate skills, knowledge and abilities to achieve their professional aspirations
post-graduation.

Buckeye Careers is a comprehensive, university-wide initiative designed to support students' academic
success, professional development and career exploration, with a strong focus on connecting them to
internship and employment opportunities and preparation for applying to graduate school. Buckeye
Careers was developed to serve as an umbrella for all university career services, creating strong
connections between the colleges and a complementary portfolio of support available to all students.

The Ohio State approach is a hybrid that features specialized, career services offered by individual colleges
complemented by Student Life's Career Counseling & Support Services and Buckeye Careers departments.
This ensures support for all students, particularly those not yet enrolled in a college, who are transitioning
between colleges or who need additional support.

The Buckeye Careers program is comprised of three components: Buckeye Internships, Buckeye OnPACE
(Personalized Actionable Career Experience) and Buckeye Careers Network. Each of these pieces of Buckeye
Careers are interconnected and work in collaboration with university career services in academic colleges
to offer customized resources and services. The need for these overarching services rests on The Ohio State
University's distributed career model for career services that ensure both a consistent career development
experience for our more than 66,000 students, while attending to the unique needs of five campuses and

15 colleges at the undergraduate, graduate and professional student levels. Below is a summary of each of the components of Buckeye Careers:

    Buckeye Careers Network: Ohio State's university-wide online resource to connect all Ohio State students with employers for jobs, internships, co-ops and career opportunities.

    Buckeye OnPACE: A series of self-guided online career modules covering topics such as choosing a major(s)/careers, applying to graduate school and preparation for entry into the workforce. These modules assist students in learning more about themselves.

    Buckeye Internships: A university-wide resource connecting students with employers for internships and co-op positions, as well as helping organizations best craft internship experiences.

Compelling Reason for Change

Ohio State wanted to make certain that students have career development opportunities that facilitate post-baccalaureate success in a career field that aligns with their interests and skills. Buckeye Careers creates an integrated and comprehensive system of coordinated career services with multiple access points and a broad array of services to assist students at every level of career development.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: Buckeye Careers provides multi-pronged, streamlined, student-friendly access to multiple career resources to support their career development needs. Centralized collaboration also makes it easier for students to connect with employers through a university-wide career and internship fair, on-campus networking events, on-campus and virtual interviews and professional development workshops.

Faculty/Staff: Buckeye Careers and its sub-components are known universally by faculty and staff as the providers of general, student career services (i.e. not college-specific). Buckeye Careers facilitates collaborative programming with other units, aiding the efforts of faculty and staff to provide career development to their student constituent populations. One partnership with the Office of Military and Veterans Services has allowed Buckeye Careers to host a Student Veteran Community Advocate, part-time, to coordinate career workshops and employer outreach for approximately 1,800 student veterans.

Institution: Buckeye Careers gives the institution a consistent universal brand for career development, enabling consistent internal messaging and showcasing for comprehensive support.

External Constituents/Employers: Having a hybrid model like Buckeye Careers creates a clear channel of communication with external employers and agencies, coordinates efforts with employers to provide access to future employees and creates an environment that facilitates long-term, productive partnerships that are mutually beneficial to Ohio State and its external partners.

Success Factors

Buckeye Careers is a strong model because of its intricate coordination across the university, its breadth and depth of services, and its use of technology, programming, engagement and outreach. The comprehensive support, engagement and commitment of university leadership and other stakeholders, particularly among the University Career Services Committee, has also been extremely important. Convening an implementation committee that was comprised of representatives from across the institution created buy-in that was beneficial to the ongoing success of Buckeye Careers. Success factors include:

1) Buckeye Careers Network is the university's first unified, comprehensive career services data management system. By creating this network of shared information, critical gaps were addressed to streamline access to career resources for all career services offices, students and employers.

2) Buckeye Internships is Ohio State's university-wide resource to educate students about internships and employers about developing a successful internship program and recruiting Ohio State interns.
3) Buckeye OnPACE is a series of self-guided online career modules that assist students in self and career exploration, applying to graduate school and preparing to enter the workforce.
4) The University-wide Career & Internship Fair and Programming Events is a week-long, fall event that culminates in a two-day career fair open to all Ohio State students across all majors, campuses and degree levels. Numerous events are planned in conjunction with the career fair to support career readiness and success including a USAJobs.gov tutorial to help students apply for government positions and the Career Closet to provide professional interview clothing free of charge.
5) With support from Student Life's Center for the Study of Student Life, the University-wide First Destination Data Collection Process and Reporting is now centrally collected, and career data outcomes are reported for each college and the university as a whole.

Lessons Learned

It is important to build productive and positive relationships across the university and it takes time to build trust with partners when sharing a common platform. Communicating and reiterating a common goal that mutually benefits all involved was critical to Buckeye Careers' success. Likewise, creating implementation work groups with cross-university representation was helpful in ensuring that multiple perspectives were considered, including university collaborators outside of career services units.

For the future, we would strongly consider incorporating a mechanism for incentivizing students to report back about internship experiences, including creating the ability to track acquisition of positions.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: New systems, online tools and processes were changed, including the university-wide career management system. University-wide events for students and employers were created. The university was able to provide a holistic view of recruiting at Ohio State to employers. The collection of university-wide First Destination data, metrics and reporting has been helpful.

Organization of Services/Jobs: Initially, a department of three employees was created to facilitate the university-wide components (management of career services system, support for internships, and overall direction).

Facilities: Facilities were not impacted, and career services continued to be offered through colleges.

Measures of Success and Performance Goals

Success Measures/Methods: Satisfaction and engagement levels are assessed via student surveys including the Graduation Survey, OnPace student satisfaction survey, University-wide Fall Career & Internship Fair student and employer satisfaction survey; data on student outcomes at graduation are aggregated across college career offices into First Destinations dataset. We use Qualtrics online surveys, paper surveys, a Graduation Survey, college career offices' First Destination datasets and focus groups.

Goals: Target performance goals include the percentage of students completing an internship or experiential career learning experience at graduation and percentage of students and employers satisfied with the University-wide Fall Career & Internship Fair.

Results: University-wide First Destination Data Collection Process and Reporting: FY17: 76.6% of students participated in an internship or work experience during their degree program, and of those who participated in an internship, 48.9% accepted a position with the same organization where they completed their internship. Students who completed an internship or practicum during college are 2.8 times more likely to have accepted a job at graduation. University-wide Fall Career & Internship Fair Student & Employer Satisfaction levels: FY17 Student: 96% rated the event Good/Excellent, FY17 Employers: 90% rated the event Good/Excellent

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Students: Communication was leveraged using university-wide, Student Life and college communication channels; printed marketing materials (hot cards, pens, water bottles, flash drives, t-shirts, etc.); social media: Twitter and Instagram; emails; digital signage across campus; banners on buildings; emails and blog posts from University leadership; partnerships with student organizations; careers.osu.edu website. Seeking student input on how best to communicate with them has been beneficial as well as including student employees to work on the campaign alongside marketing/communication and career content experts. Focus on simplicity to make it as easy as possible for students to receive the services they need.

Faculty/Staff: Many in-person meetings were held, and road-show style presentations were given at existing faculty and staff meetings. Communication was accomplished through emails and messages from University leadership, printed materials, OnCampus Today (daily email communication to all faculty/staff) and the careers.osu.edu website.

Executive/Strategic Commitment

The core purpose of Buckeye Careers is to ensure that all students have access to ample career services, regardless of major or year. Given this access goal, it fits nicely within the university's Access and Excellence goals that are prevalent in the mission/vision/strategic plan for the university. Buckeye Careers is also an example of operational excellence and resource stewardship as it has helped increase career service efficiency, particularly through the Buckeye Careers Network.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

Ohio University: *Brain Based Career Development*

High Impact Practice: **Brain Based Career Development**

Submitted by: Imants Jaunarajs, Assistant Dean of Students for the
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Participants: CLDC staff, students, alumni, employers

Execution Timeline: Fall 2012 - Present

Online Information: Brain Based Career Development Theory – NACE Monograph (2017)

                            Career and Leadership Development Center

Purpose

The Career & Leadership Development Center (CLDC) developed the Brain Based Career Development (BBCD) model to guide students in taking ownership for their career development and implementing manageable action-steps to actualize their career goals.

Compelling Reason for Change

"For most individuals, the career development process is inherently overwhelming due to the sheer amount of information and future-based thinking that goes along with making life altering decisions" (NACE BBCD Monograph). It is imperative for practitioners to understand the brain's biological limits and its impact on career development. Current theories and methodologies are not as effective because they fail to acknowledge how our brains impact career development.

BBCD is not a career services program, but a cutting-edge career development theoretical model that was created to provide practitioners with new strategies for how to think about and complete their day-to-day career development work with clients. BBCD helps clients more effectively navigate the career development process which leads to more meaningful outcomes.

Research in neuropsychology has highlighted limitations in the processing power of specific areas within the human brain. The prefrontal cortex, which is responsible for decision making and imagining the future, is easily "overwhelmed". Decision making is negatively impacted when the brain is overloaded with information; imagining the future, something you have not experienced, also takes a lot of mental effort. People spend more time thinking of problems (what they have seen) than solutions (what they have never seen). Knowing that decision making gets difficult when the prefrontal cortex is exposed to too much information, especially with future based decisions, career development practitioners can be strategic about how they provide services and resources to clients across the career development lifespan.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students can more effectively engage in the career development process. Faculty/staff can use a career development model that is effective at engagement, is action orientated, sets up realistic goals, promotes

decision making, improved self-awareness and career knowledge, and career-based decision making while also decreasing negative career thoughts. The institution benefits from a cutting-edge, career development engagement model and recognition (nationally, regionally and across the state). Employers benefit from students who are career ready.

Success Factors

Since the fall of 2012, the Career & Leadership Development Center staff have received national and state level best-practice recognition and have made 29 presentations at national, regional, and state conferences. The *Brain Based Career Development Theory* developed by CLDC staff was published by NACE in 2017 as a 46-page monograph. BBCD was also integrated as a best-practice in NACE's career coaching certification curriculum. CLDC staff serve as "Coaching Faculty" for NACE, as co-chairs of the leadership advancement committees for both NACE and the National Career Development Association (NCDA), and in editorial positions for national association online publications.

CLDC staff have consulted and trained advisors and career services staff on the BBCD model at over 20 institutions, including many with career services offices ranked as best in the industry. Staff also currently serve on 19 national and regional career services boards, committees, and task forces.

In the summer of 2017, the CLDC was featured in a career panel presentation during a chief academic officer/chief business officer workshop in Washington, D.C., sponsored by the American Council on Education and the National Association of College and University Business Officers.

The CLDC was awarded $389,000 by the [Academic Innovation Accelerator grant](#) at Ohio University for a Student Employment Micro-credentialing Project that incorporates elements of BBCD coaching.

Lessons Learned

The CLDC would engage in the entire process again. It has been valuable to numerous stakeholders, especially students and alumni. The BBCD philosophy of coaching is forward thinking and action oriented. Students and alumni are more engaged in career development when using the BBCD model than traditional career development theoretical practices.

Impact on Policies/Processes, Organization of Services, Facilities, Jobs

Ohio University was one of the first institutions of higher education to combine "leadership" with "career" when the Division of Student Affairs merged Career Services and the Amanda J. Cunningham Leadership Center in 2012. BBCD aligned philosophically with this merger and the infusion of leadership development into career services has become a cutting edge national theme. Employers and other stakeholders want students to have leadership skills, typically defined as transferable or soft skills.

The Career & Leadership Development Center changed their approach with students to a coaching model that teaches and coaches students and alumni with acquiring and developing leadership skills, in addition to the career development process. The skills identified by employers and aligned with national standards were integrated into CLDC services including the [leadership certificates series](#) and the curriculum for [eight career and leadership courses](#).

During the re-organization in the fall of 2012, new job descriptions were created, and new and ongoing training occurs in the unit.

Measures of Success and Performance Goals

Success Measures/Methods/Results: The CLDC has an assessment expert on staff and all staff have been trained to incorporate assessment best practices into core initiatives to gauge learning outcomes and engagement/ satisfaction levels. Qualitative and quantitative data collection has improved services and better enabled staff to demonstrate the positive impact CLDC resources have on college student success.

The BBCD Career Coaching Assessment is a mixed-methods survey designed to assess students' perceived learning, motivation, satisfaction, and behavior after each career coaching session. The survey was conducted on an iPad post-session with 469 students. 165 students completed a follow-up survey emailed one-week post-session to track completion of action steps developed during their career coaching session. Results indicated that 83.6% of students reported learning very much or an extreme amount, 96% reported being very much or extremely motivated to complete their action steps, 94.7% reported being very much or extremely confident they will successfully be able to complete their action steps.

Goals: Performance goals include increasing student learning outcomes, engagement levels, motivated action-steps, goal setting, and decision making, as well as improving career self-awareness, career knowledge, and career decision making while also decreasing negative career thoughts.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Student outreach is guided by a formal marketing and communications plan. Communication with faculty, staff, and other stakeholders occurs through a marketing and communications plan, Five-Year Impact Report, annual reports, articles, social media, one on one dialogue, and conference sessions.

Executive/Strategic Commitment

With strategic level support and as part of the Campus Completion Plan, the integration of BBCD engages students in a more enhanced manner in the career development process. The CLDC intentionally interacts with more first-year students than any other class year to start the career development process early and ensure students are on a 4-year plan.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

Shawnee State University: *Online Career Development*

High Impact Practice: Online Career Development

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Participants: Career Services, Shawnee State University (SSU) Students and Alumni

Execution Timeline: One semester (with online career presentation updates ongoing)

Online Information: Career Services

                            Online Career Development Presentations (Including Narration & Learning Quiz)

Purpose

The SSU Career Services staff wanted to make career planning presentations more accessible to all students and alumni, as well as faculty and staff, employers, and community members. The voiced-over, PowerPoint presentations, and alumni guest speaker lectures, via YouTube, are available on a wide variety of career development topics (see below).

Each career development presentation closes with an optional quiz of 10-15 questions to assess learning mastery for the viewer and to document participation details for Career Services. Students who complete the optional quiz also have the benefit of entry into a raffle to receive a career-planning related professional item.

Career Development Presentations	
Applying for Federal Jobs & Internships	Networking 101
Budgeting 101	Preparing for Career Fairs
Choosing a Major	Resume and Cover Letter 101
Dining Etiquette	Transitioning from College
Dressing for Success	The Value of LinkedIn
Conducting a Full-Time Job Search	Weighing the Job Offer
Getting a Part-Time Job	What is Career Development
Graduate School 101	Your Career Development Starts Now
Interviewing 101	
Alumni Guest Speaker Lectures	
Critical Thinking	Communication

Compelling Reason for Change

Career Services presentations were often not well attended, but there was campus wide interest in supporting students with the development of career readiness skills. The most frequent comment from students regarding non-attendance was "I wish I had time to go."

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students can view the presentations at their convenience -- of time, place, and frequency. They can also benefit from feedback at the end-of each presentation by completing a quiz regarding learning take-a-ways.

Faculty and staff can incorporate the presentations into career-related programs and lesson planning and can customize content specific to their disciplines and related job market trends. Faculty and staff can also benefit from viewing the presentations for their own professional awareness and development. By delivering career development content online, SSU benefits from a cohesive, campus-wide team with a consistent message regarding career-planning strategies that everyone can use and access.

External constituents, including employers, can access the presentations, including the end-of-presentation quizzes, to assess learning. Employers are welcome to provide feedback regarding quiz content and can contact Career Services regarding student participant information.

Success Factors

Sharing links to the online presentations in ongoing outreach to students, faculty/staff and external partners via e-mails and social media has been key to promoting visibility for and engagement with the career development presentations. Career Services has recognized the value of including an audio component with each presentation, as well as promoting presentations as they are created, rather than waiting until all are competed to undertake marketing efforts.

Lessons Learned

Students are interested in and value career-planning support, but desire flexibility, convenience and ease of access to resources and information. Starting the conversation with students early on is critical to sustaining their long-term engagement with career development activities in preparation for the job search and post-graduation success.

Faculty are interested in working with Career Services but desire a more convenient way to implement career content into the curriculum. Promoting the importance of combining faculty subject-matter expertise and awareness of workforce needs with Career Services resources and employer contacts is critical to helping students succeed pre- and post-graduation.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Career Services delivers both in-person workshops as well as online presentations using current facilities and staff resources. Staff developed and recorded an audio component for each of the twenty, online career-topic presentations. In addition, an interactive quiz, using Google Docs, was developed and inserted at the end of each online presentation to assess learning outcomes and track participation. In just one semester, one presentation alone has increased from 10, "in-person" participants to 300 "on-line" participants.

Measures of Success and Performance Goals

Career Services records the number of students who take the learning quiz at the end of each presentation through Google Docs, along with student names, e-mails, and scores. Current results indicate 900 students, to-date, have engaged in viewing the online career presentations. This is exciting in that it is a 75% increase in attendance from the "in-person" workshops indicating that online services are needed. Of those who viewed the presentations, 47% took the quiz. The average score on the presentation quizzes was 80%

correct. The online presentations most attended were "Choosing a Major" and "Your Career Development Starts Now". Least attended presentations were "Conducting a Full-Time Job Search, Weighing the Job Offer, and Networking 101". Lowest scores on the quizzes were also topics that are important to the job search such as "The Value of LinkedIn".

The Career Services staff intends to evaluate the presentations and update content and messaging for clarity and relevancy. Our goal is to engage the entire student body (i.e. approximately 3,000 students) in learning from at least one career development presentation each year. For this pilot, we unfortunately did not have a way to determine unique participants in viewing the presentations. We do know that 73% of those who took the quiz (426) were single sign-on participants.

Future goals to increase student awareness and engagement include: 1) reviewing and revising presentation content, quizzes and branding, 2) developing new presentations on priority topics (i.e. facilitating student major exploration and virtual job shadowing with alumni, 3) outreaching to faculty to promote utilization of online presentations in class or as assignments, 4) enhancing marketing efforts by using the SSU App and Hootsuite to maximize outreach through social media, 5) placing presentations in BlackBoard to better track individual student participation and outcomes.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Career Services sent e-mails to students, faculty and staff indicating that the weekly, in-person workshops are highly beneficial (where students tangibly create a resume, cover letter, LinkedIn profile, etc.), but that the career workshop content is also available online for the convenience of all. Ongoing promotion of the online career topic presentations is conducted through email, social media and web-based outreach to students and alumni, faculty and staff, and employers.

Executive/Strategic Commitment

Campus completion plan goals place a priority on academic advisors and career development staff meeting with students to develop a career plan aligned with their major and to provide student friendly resources that blend online and live delivery of career development tools, including resume writing, mock interviews, internship and co-op searches, alumni and workforce networking resources, and lessons on lifelong career satisfaction.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career		First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

University of Toledo: *Success Coaching*

High Impact Practice: Success Coaching

Submitted by: Dr. Julie Fischer-Kinney, Assistant Provost for Student Success & Retention
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Participants: The President's Office, Provost Office and Division of Academic Affairs including all
academic colleges; Center for Success Coaching; Division of Enrollment Management;
Division of Student Affairs; Career Services, Auxiliary Services/Finance Dept.; Alumni Assoc.;
UTPD; Title IX Office; students; parents/families; campus community; employers; and more.

Execution Timeline: The success coaching program was implemented in August 2013 and continues to
evolve to meet the needs of the institution and students.

Online Information: Center for Success Coaching

Purpose

The university wanted to positively impact student success, retention, progression, and graduation.
Students were encountering barriers to success, attrition was high, and graduation rates were low.

Compelling Reason for Change

With declining retention and graduation rates, the university wanted to implement a program to provide
students with one constant contact person to navigate barriers to success and improve student outcomes.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students: All undergraduate students are assigned a success coach who is with them from orientation to
graduation. While the student may change academic majors/colleges and academic advisors, their Success
Coach will not change during their academic journey. Success Coaches provide holistic support and
empower students to thrive academically, personally, and professionally. Students can expect a non-
judgmental sounding board who will provide honest feedback, guidance and support from where they are
now and where they want to be at the end of their journey. Success coaches assist students in areas such
as career exploration/development; budgeting/navigating financial processes (financial literacy); time
management, study strategies, and stress management; goal setting; referrals to academic support services
and other resources; connections to student involvement and experiential learning opportunities; help with
course related concerns such as navigating technology and communicating with instructors; and more.

Faculty/Staff: Success coaches are retention specialists and student advocates with assigned student
caseloads. They act as liaisons with/for special student populations and academic colleges. They work
closely with faculty/staff to improve student success and preparation to meet employer/workforce needs.

Success Factors

This powerful recruitment, retention and graduation program includes a significant investment in hiring,
training, professional development, and ongoing training of the Success Coaches; strong leadership and

support; and significant investment in technology (Starfish Early Alert and Connect) to support the program. The university continues to see gains from the program each year.

Lessons Learned

It is important to carefully think through all phases of implementation, resource allocation, long-term goals, and communication of new programs and strategies before rolling out university-wide initiatives.

Planning beyond the first two years of implementation to ensure a budget model to lower coach-to-student ratios is advisable. The original budget model was a ratio of 600 students to one coach. Current caseloads are as high as 1,200 for some coaches now 4+ years into the program, as all undergraduate students at the institution have an assigned success coach. The original premise was a focus on years 1-2, but the need exists to serve students holistically during the entire student life-cycle to ensure on-time graduation and preparation for life after college (workforce and/or further study). Initial communication to the campus community could have been more effective, but the program was developed and implemented simultaneously, thus there was some initial confusion regarding the role of the coach and differences between coaching and academic advising. The original model was decentralized by student type and physical locations of coaches, which proved to be challenging for ensuring consistency, accountability, and effectiveness of the program.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: The university did not modify any policies as a result of this initiative; however, many process workflows have been modified to incorporate success coaches. Success coaches educate students on policies and procedures at the university. They also proactively outreach to advocate for students, aid in navigation of barriers, and are the key communicators to students about matters affecting retention and college completion. Coaches are now part of the process workflow with many departments to ensure the completion of forms, steps, and processes. Examples of integration include: identification and outreach to students who may be eligible to appeal the removal of a college scholarship or financial aid (SAP appeals); communicating important dates and deadlines such as registration and re-enrollment outreach campaigns for students who stop out of college; working closely with Residence Life on the completion of housing contract release forms and housing appeals; identification and outreach to students who may have incomplete grades from prior semesters on their transcripts; working closely with the Registrar's Office on administrative adjustments or medical withdrawal processes and appeals; and more.

Organization of Services: The university re-designed the student experience and advising model to holistically support students both inside and outside of the classroom.

Facilities/Jobs: Office space was renovated/created to support success coaches who had been decentralized in four locations. We now have a centralized Center for Success Coaching that is branded and communicated. Jobs were not changed, but new ones were created. Significant resources were invested in the program and continue to support the Center for Success Coaching.

Measures of Success and Performance Goals

Success Measures: We measure first to second semester persistence, first-to-second year retention, number of FAFSA filings, student satisfaction and engagement, number of coaching outreach efforts per student, number of coaching appointments per week/semester, peak coaching times of year, number and types of coaching topics covered with students each month/semester, and coaching workshop success.

Methods: We utilize Starfish Early Alert and Connect to assess impact and document many of our outcomes. We work with Institutional Research to review enrollment and retention reports. Each semester we survey students and hold student focus groups on success coaching, and all coaching workshops are evaluated through a coaching assessment committee, and more.

Results/Goals: Since the implementation in Fall 2013, the first-year retention rate rose from 68% to 70% in year one, 70% to 72% in year two, 72% to 74% in year three, and 74% to 74.9% in year four. The six-year graduation rate is expected to increase in one year from 43% (2017) to more than 46% (2018) now that we are completing a full student cohort cycle under the coaching model. As an institution, we hope to improve UT's first-year retention rate to 80% by 2022, and the 6-year graduation rate to 50% by 2022. Success coaching is an instrumental component to meeting these metrics as part of a larger, comprehensive strategic plan to improve student success, retention, and graduation.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

Utilizing all available forms of communication modes/mediums is advisable to educate students about key resources including proactive outreach expectations. We communicated with students via email, text, phone, Mailchimp newsletters, social media, flyers, outreach events, workshops, etc. Coaching is communicated to students at the point of new student orientation via a success coaching break-out session. Parents/families learn about coaching at orientation, through Parent & Family newsletters, etc. A university-wide communication was sent to faculty and staff from university leadership when coaching began in Fall 2013. There were news stories published in our university employee newspaper, blogs, online write-ups, local media news stories in print/TV, etc.

Executive/Strategic Commitment

The number one strategic priority of the institution is student success. Success coaching supports this vision and is a core component of UT's Completion Plan and Affordability and Efficiency Plan as it relates to student success, retention, and graduation. The mission of the Center for Success Coaching embodies the mission of the institution, focused on improving the human condition and ensuring a world-class education, which values student-centeredness, diversity, excellence, leadership, and professionalism.

Career Readiness Competencies Enhanced			
✓	Career Management	✓	Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications	✓	Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements	✓	Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

Wright State University: *Student Academic & Career Success Partnership*

High Impact Practice: Student Academic & Career Success Partnership

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Participants: Division of Student Success, Academic Support and Foundation Studies, First Year Seminar, University Academic Advising, University Career Center, Student Employment, University College, Degree-Granting Academic Colleges, Undergraduate Admissions, Transfer Transition & Orientation, Financial Aid, IT/Computing Services, University Marketing Team

Execution Timeline: Fall 2017 - Present

Online Information: Division of Student Success

University Career Center

Purpose

Our goal is to develop a comprehensive model of student academic and career success collaboration.

Compelling Reason for Change

We wanted to build on successful partnerships to expand opportunities that effectively and efficiently help students define and achieve their academic and career goals. These efforts include creating more seamless avenues for assisting students with exploring majors, navigating University resources, understanding degree requirements, and making plans to achieve degree completion.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Aligned with the institutional mission, students are encouraged to develop as individuals by utilizing academic & career success resources that empower them to: 1) develop meaningful educational plans, 2) cultivate personal networks, and 3) achieve meaningful work and a professional journey that will ultimately contribute to a lifelong connection with the University.

Communication campaigns were developed to inform faculty and staff of academic and career success offerings. Employer relationships are fostered to support mutually beneficial relationships that meet both students' academic and career goals as well as employer recruitment needs.

Success Factors

The Student Academic & Career Success Partnership has helped students move smoothly into a degree program that fits their interests while pairing students with academic and career advisors who understand their potential career paths. Implementation of the Raider Academic Progress System (RAPS) has also been a key success factor. This integrated technology platform encompasses academic and career exploration, academic risk assessment, academic progress indicators, an early alert system and case management for

students exploring alternate academic and career goals. Utilization of the Career Portal has been highly beneficial for delivering career education resources and opportunities to students for exploring student employment, internships, and career opportunities.

Ongoing monitoring and evaluation of the "University *Academic Advising* Model: Centrally Coordinated, Locally Delivered" is a priority and has resulted in valuable process improvements.

Lessons Learned

Building the proper organizational infrastructure is critical to ensuring the seamless delivery of services that are both efficient and high-impact. Identifying resources to fully implement the parallel program designed to integrate the "University *Career Center Advising* Model: Centrally Coordinated, Locally Delivered" remains a priority.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: As a result of our broadened scope and addition of campus-wide academic and career success services, a proposal has been supported to rename University College as the Division of Student Success. This division resides in the Office of the Provost and supports the academic mission of the university through three major departments: 1) Academic Support and Foundation Studies, 2) University Academic Advising, and 3) University Career Center. Additionally, it will house the Student Success Research and Planning unit. Through these units, the Division of Student Success will work with students, faculty and staff with a focus on major selection, career development, career education, course completion, retention, degree attainment, and job and/or graduate school fulfillment.

Organization of Services: The adoption of a proactive academic advising model was implemented with the support of a student success grant. This new model required an increase in advising staff and utilized integrated technologies that facilitate more targeted, systematic interventions.

Proactive student support strategies also included assigning career advisors to students through a partnership with the University Career Center to help students connect their career interests and goals to their academic success plans. These high-impact practices began to show how academic and career advising across the campus would increase student outcomes if there were consistent processes across all advising staff and an equity in advisor caseloads. In Spring 2017, the Provost determined that academic advising across campus would be centralized administratively under the University Academic Advising unit, reporting to the Executive Director for the Division of Student Success, and achieve implementation by Spring 2018. The organization of the new University Academic Advising unit and the proposed parallel reorganization of University Career Center unit also reflect recommendations put forth by the Faculty Senate to "reform duplicative student services to increase efficiency and effectiveness and identify opportunities to consolidate/reorganize units strategically."

Facilities: There was minimal impact on facilities; however, reallocation of space and resources was easily achieved.

Jobs: Academic and Career Advisors have Masters' degree credentials and receive professional training. University Career Center Advisors maintain GCDF (Global Career Development Facilitator) credentials. Academic Advisors have training in Appreciative Advising. Academic & Career staff have cross-trained and co-presented at prospective student and orientation programs. Academic & Career staff have attended RAPS: Appointment Center Training.

Measures of Success and Performance Goals

Success Measures/Methods: Resource utilization and engagement levels are tracked including student appointments, workshops and event participation. Various assessment methods are utilized including data analytics, surveys, focus groups, and our Customer Relationship Management (CRM) database tools.

Results/Goals: Our goal is to learn from data-driven analytics to build highly targeted, personalized, academic and career success e-communication campaigns that increase student completion of both required and recommended action-oriented success tasks. This has been a baseline year that will inform next year's planning and goal targeting. The university-wide strategic planning underway will also guide those goals.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

A communication plan was developed and implemented over a series of weeks to inform students regarding new or updated advisor assignments. Successful partnerships and collaborations facilitated the recommendation to centralize the University Career Center under the emerging Division of Student Success. This new structure was communicated to the entire campus community and the Provost will be finalizing the reorganization by July 2018. Ongoing, inclusive communication regarding the additional phases of the reorganization will be critical to the continuing success of this initiative.

Executive/Strategic Commitment

The institutional mission expects faculty and staff to transform the lives of our students and the communities we serve. The Student Academic & Career Success Partnership influences institutional value elements including people, learning, partnerships, relationships, and sustainability.

The Campus Completion Plan includes goals for supporting new and undecided students with career assessment/exploration activities**,** in-demand career information, student success strategies, and connections with learning communities and other students to begin the career development process.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
✓	Teamwork/Collaborations		Other
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services	✓	Experiential and service learning
✓	Academic advising, mentoring, coaching	✓	Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development		Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
✓	Degree planning improvements and removal of administrative barriers	✓	Targeted student population needs (i.e. veterans, international, etc.)
✓	Early-warning tracking/intervention		Other

Youngstown State University: *First Year Experience Course Career Planning Module*

High Impact Practice: First Year Experience Course Career Planning Module

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Participants: Provost, Associate Provost for Student Success, Deans and staff from the College of Health
& Human Services, Williamson College of Business Administration, and the STEM college.
Faculty and academic advisor representatives from all colleges, Career & Academic Advising
staff, IT and Registrar's office.

Execution Timeline: 2015-2018 (Changes include integrating career and academic advising under a
new Office of Career & Academic Advising, creating the Exploratory major and
First Year Experience course with Career Planning Module, and decentralizing
career services functions to three of the six colleges.)

Online Information: Office of Career & Academic Advising

First Year Experience (FYE) Course - Learning Goals and Outcomes

Self-Assessment Video to Help Students Determine Interests and Preferences

Purpose

The Career Planning Module was created as a component of the new, First Year Experience course to
provide holistic, career development support for students beginning their freshman year. Students
participate in activities to build self- and career-awareness while also receiving academic course credit.

The FYE Career Planning Module learning outcomes include helping students: 1) learn about one's interests,
personality and values; 2) understand how one's level of self-awareness connects with the level of
satisfaction in a person's professional life; 3) increase career awareness by exploring career fields of
interest through online research; 4) create a resume; 5) learn about the State of Ohio's in-demands careers;
6) develop self-reflection skills through assessments, research, writing and in-class discussions.

Compelling Reason for Change

Career staff recognized that one of the key reasons students were not completing their college education
was due to the lack of career awareness, which led to a disconnect between students' academic pursuits
and career goals. The Ohio Department of Higher Education's priority for engaging first-year students in
the career planning process was also a supporting factor for change.

Benefits to Students, Faculty/Staff, Institution, External Stakeholders

Students now gain career awareness during their first year to better prepare them for academic and post-
graduation success. Faculty and staff can broaden their understanding of careers beyond their own
discipline. The institution benefits from students who can set realistic career goals, understand how they
are a match for their chosen career, and are more likely to complete their education and attain professional

goals. Employers benefit from candidates who are better prepared to compete for positions, understand the competencies required, and are confident and committed in their career choice.

Success Factors

As a required component of the FYE course, the Career Planning Module (with resources accessible in Blackboard) focuses on strategies to help students learn more about themselves and careers. Activities include utilizing the MyPlan assessments and viewing videos of students engaged in conversations about how their personality type relates to their study, work and classroom learning preferences. In-class discussions help students build awareness of their interests, personality and values and how these relate to setting realistic career goals, which also builds student confidence.

Lessons Learned

Increasing student participation in the assessment component of the career planning module from 70% (2017-2018) to 100% would be highly beneficial to students. Stronger efforts are recommended to educate faculty (i.e. via individual outreach vs. group presentations) to ensure that the assessment component is incorporated into all FYE classes and students benefit from consistent learning experiences.

Impact on Policies, Processes and Organization of Services, Facilities, Jobs

Policies/Processes: The creation and implementation of the new, required FYE course and Career Planning Module was supported by the General Education Committee and Faculty Senate. This initiative coincided with the launch of the "Exploratory" major and addition of academic advising responsibilities and new procedures for the Office of Career & Academic Advising.

Organization of Services/Facilities: The Office of Career Services was renamed the Office of Career & Academic Advising (C&AA). Career services were decentralized across three colleges (Business, STEM, and Health & Human Services) requiring some reorganization within the colleges that was facilitated by college deans. Office space was also made available for the newly hired First Year Experience director and graduate assistant staff.

Jobs/Training: Two, new Career & Academic Advisor positions were created in the Office of Career & Academic Advising and training was provided regarding career assessments, resume development, interview and job search strategies. Faculty also provided guidance to staff regarding career paths tied to majors within their disciplines. A Career Management Coordinator was moved to the College of Health and Human Services to conduct advising from within the college, and the Business and STEM colleges hired career management directors and designed new career management procedures for their offices.

Measures of Success and Performance Goals

Success Measures: Student engagement levels are measured to: 1) determine how many students completed the assessments, career research, and reflective/integrative classroom discussions and, 2) identify and outreach to students who do not have a major or are unsure about their major choice.

Student learning outcomes are measured to assess student understanding of: 1) how individual interests, personality traits and values relate to career choices and, 2) what careers are in high demand in Ohio.

Methods: The First Year Experience program distributes a pre-class survey to all FYE students during the first week of classes and a post class survey during finals week.

Results: Student contacts by C&AA staff increased from 16 classes (399 students) in 2016-2017 to 81 classes (2,350 students) in 2017-2018. Outreach to students unsure of their major was conducted via emails, phone calls and text messages resulting in 261 students (15%) meeting with C&AA advisors in 2017-2018.

Student feedback regarding learning outcomes in 2016-2017 indicated lower levels of career-awareness vs. self-awareness resulting in expanded career research activities in the 2017-2018 FYE course.

Goals: Future goals include achieving 100% student understanding of: 1) the three components of the career planning assessment module (developing self-awareness, career-awareness and integration of insights when choosing majors and careers, and 2) the in-demand careers in Ohio and the OhioMeansJobs website for conducting career research, and 3) the C&AA resources available for guidance if undecided or uncertain regarding major/career choices.

Communication Strategies to Inform and Engage Students, Faculty/Staff, Stakeholders

The campus-wide implementation of the new FYE course, including the Career Planning Module, created exceptional opportunities for communicating course benefits to academic advisors, faculty, and students.

The Director of C&AA initially met with each FYE faculty instructor to explain the Career Planning Module and distribute a rubric regarding Learning Outcomes, Pre- and Post-Class Assignments, and In-Class Activities. In 2017-2018, the Director met with FYE faculty as part of a larger FYE instructor training program, with the option of inviting career staff to give in-class presentations.

Executive/Strategic Commitment

For the first time in YSU's history, the FYE Career Planning Module brings career reflection and discussion into the student's first-year academic experience and supports the institutional priority for enabling students to graduate in four years

This initiative has been championed at the highest levels and is a component of the university's Strategic Plan Cornerstone, Theme 3: Readiness for Post-College Success.

Career Readiness Competencies Enhanced			
✓	Career Management		Leadership
✓	Critical Thinking/Problem Solving	✓	Professionalism/Work Ethic
✓	Oral/Written Communications		Global/Intercultural Fluency
	Teamwork/Collaborations	✓	Other: Self-Reflection
✓	Digital Technology		

Student Success Services/Administrative Support Strategies Enhanced			
✓	Academic support services		Experiential and service learning
✓	Academic advising, mentoring, coaching		Financial literacy and debt management
✓	Admissions/recruiting efforts connecting major to career	✓	First-year orientation programs
✓	Career exploration and development	✓	Outcomes assessment/program evaluation
✓	Curricular enhancements		Student life/community enhancements
	Degree planning improvements and removal of administrative barriers		Targeted student population needs (i.e. veterans, international, etc.)
	Early-warning tracking/intervention		Other

Appendices

Appendix A: NACE - Career Readiness Competencies Definition

National Association of Colleges and Employers: CAREER READINESS for the New College Graduate (2107):

http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

DEFINITION: Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

COMPETENCIES:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership: Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Appendix B: Ohio Universities - Summary of Selected Student Career Readiness Competencies

National Association of Colleges and Employers (NACE) Career Readiness Competencies for the New College Graduate									
	Career Management	Critical Thinking/Problem Solving	Oral/Written Communication	Teamwork/Collaborations	Digital Technology	Leadership	Professionalism/Work Ethic	Global/Intercultural Fluency	Other (Self-Efficacy/Reflection)
The University of Akron	✓	✓		✓					
Bowling Green State University	✓	✓	✓		✓	✓	✓		
Central State University	✓	✓	✓	✓			✓		
University of Cincinnati	✓	✓	✓	✓		✓	✓	✓	
Cleveland State University	✓	✓	✓	✓	✓	✓	✓		
Kent State University	✓	✓	✓	✓	✓	✓	✓	✓	
Miami University	✓	✓						✓	✓
The Ohio State University	✓	✓	✓	✓	✓	✓	✓	✓	
Ohio University	✓	✓	✓	✓		✓	✓	✓	
Shawnee State University	✓	✓	✓	✓	✓	✓	✓	✓	
The University of Toledo	✓	✓	✓	✓	✓	✓	✓	✓	
Wright State University	✓	✓	✓	✓	✓		✓		
Youngstown State University	✓	✓	✓		✓		✓		✓
Total	13	13	11	10	8	8	11	7	2

Appendix C: Ohio Universities - Summary of Selected Student Success Services & Support Strategies

	Academic Support Services	Academic advising, mentoring, coaching	Admissions & Recruiting	Career Exploration & Development	Curricular Enhancements	Degree Planning Improvements	Early-Warning Tracking & Intervention	Experiential & Service Learning	Financial Literacy & Debt Management	First-year Orientation Programs	Outcomes Assessment & Program Evaluation	Student Life & Community Enhancements	Targeted Student Population Needs	Other
Student Success Services & Administrative Support Strategies														
The University of Akron		✓	✓	✓		✓		✓	✓	✓			✓	
Bowling Green State University	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Central State University	✓	✓		✓			✓			✓	✓		✓	
University of Cincinnati		✓		✓	✓			✓						
Cleveland State University				✓	✓			✓			✓			
Kent State University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Miami University	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	
The Ohio State University	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	
Ohio University	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	
Shawnee State University	✓	✓	✓	✓	✓	✓			✓			✓		
The University of Toledo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Wright State University	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Youngstown State University	✓	✓	✓	✓	✓					✓	✓			
Total	10	12	10	13	11	7	7	9	6	10	9	5	9	

Appendix D: Ohio Universities - High-Impact Practice Report References

University of Akron

Connecting UA Majors to In-Demand Jobs in Ohio (pdf): http://www.uakron.edu/career/docs/OMJ-in-demand.pdf and at Career Services website: https://www.uakron.edu/career/students-and-alumni/

OhioMeansJobs.com - In Demand Occupations by Wages, Openings, Degree Required: http://omj.ohio.gov/OMJResources/In-DemandOccupations.stm

Ohio Department of Job & Family Services – Labor Market information: http://ohiolmi.com/

Bowling Green State University

Deciding Students Program: https://www.bgsu.edu/deciding-student-program.html

Student Success Collaborative (EAB): https://www.bgsu.edu/academic-advising/student-success-collaborative.html

Central State University

Teacher Education Advisement and Partnership Center (TEAP-C): http://www.centralstate.edu/academics/education/index_t.php

University of Cincinnati

Revising GenEd: http://www.uc.edu/gened/revising.html

Experienced Based Learning and Career Education: http://www.uc.edu/careereducation.html

Next Lives Here: http://www.uc.edu/strategicdirection.html

Hart Research Associates (2015). Falling Short? College Learning and Career Success. Washington, DC: Association of American Colleges and Universities retrieved from https://aacu.org/leap/public-opinion-research/2015-survey-results

Young, Jeffrey R. (2016, October 23). Reinventing the Career Center. The Chronicle of Higher Education. Retrieved in January 5, 2017 from https://www.chronicle.com/article/Reinventing-the-Career-Center/238107?cid=at&elq=03ec871a0b93483d8ec5a5d0bdc52b97&elqCampaignId=4331

Cleveland State University

Career Services: https://www.csuohio.edu/career-services/career-services

On-Campus Student Employment: https://www.csuohio.edu/career-services/campus-student-employment

On-Campus Internship Course Descriptions in Undergraduate Catalog: CSC 291 (Level I), CSC 292 (Level II), CSC 391 (Level III), CSC 392 (Level IV:

http://catalog.csuohio.edu/search_advanced.php?cur_cat_oid=23&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=csc+&filter%5Bexact_match%5D=1

Kent State University

Discovering Purpose: https://www.kent.edu/discoveringpurpose

Career Exploration and Development: https://www.kent.edu/career

Strategic Roadmap to a Distinctive Kent state: http://strategicroadmap.kent.edu/message/

Center for Student Involvement – Leadership Development: https://www.kent.edu/csi/leadership

National Association of Colleges & Employers (NACE) Research Reports (i.e. JobOutlook): http://www.naceweb.org/research/reports/

Miami University

2016 College Completion Plan: https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/completion/plans/2016/Completion%20Strategy%20Update%202016.pdf

Affordability & Efficiency Plan: Five-Year Goals (See 7D): https://regents.ohio.gov/efficiency/2016-Efficiency-Reports/Miami5YearGoals.pdf

Miami 2020 Plan - See description under Unifying Goal: http://miamioh.edu/2020plan/university-level-plan/index.html

Academic Advising: http://miamioh.edu/academics/advising/index.html and OneStop Webpage on Finding Your Advisor

Educational Advisory Board Student Success Collaborative: https://www.eab.com/technology/student-success-collaborative

Institutional Research Student Surveys: http://miamioh.edu/oir/surveys/student-surveys/index.html

National Survey of Student Engagement: http://nsse.indiana.edu/

Your First College Year Survey: https://heri.ucla.edu/your-first-college-year-survey/

College Senior Survey: https://heri.ucla.edu/college-senior-survey/

The Ohio State University

Buckeye Careers: http://careers.osu.edu/

Buckeye Careers Network: http://careers.osu.edu/students/buckeye-careers-network/

Buckeye OnPACE: https://onpace.osu.edu/

Buckeye Internships: http://careers.osu.edu/students/buckeye-internships/

Graduation Survey: First Destinations for Undergraduate Students - Center for the Study of Student Life: https://cssl.osu.edu/research-projects/graduation-survey/

The Ohio State University-wide Career & Internship Fair: http://careers.osu.edu/students/ohio-state-university-career-and-internship-fair/

OnCampus Today (faculty, staff, student publications): http://oncampus.osu.edu/osutoday/submitnews.php

Ohio University

Brain Based Career Development Theory – NACE Monograph (2017): http://www.naceweb.org/store/2017/brain-based-career-development-theory/

Career and Leadership Development Center: https://www.ohio.edu/careerandleadership/

Career and Leadership Courses: https://www.ohio.edu/careerandleadership/courses/index.cfm

Leadership Certificates: https://www.ohio.edu/careerandleadership/leadership/certificates.cfm

Academic Innovation Accelerator Grant: https://www.ohio.edu/compass/stories/16-17/02/2017-aia-proposal-selected.cfm

Shawnee State University

Career Services: http://www.shawnee.edu/offices/career-development/index.aspx

Online Career Development Presentations: http://www.shawnee.edu/offices/career-development/Borrow-a-presentation.aspx

University of Toledo

Center for Success Coaching: http://www.utoledo.edu/successcoach/

Starfish Early Alert and Connect: http://www.utoledo.edu/offices/provost/starfish/

Wright State University

University College - Student Success Services: https://www.wright.edu/university-college

The University Career Center: https://www.wright.edu/career-center

Raider Academic Progress System: https://www.wright.edu/academic-advising/raider-academic-progress-system-raps

Global Career Development Facilitator (GCDF): http://www.cce-global.org/GCDF

Appreciative Advising (National Academic Advising Association):
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Appreciative-advising-bibliography.aspx

Youngtown State University

Office of Career & Academic Advising: http://ysu.edu/career-academic-advising

First Year Experience Course – Learning Goals & Outcomes:
https://catalog.ysu.edu/undergraduate/general-information/academic-policies-procedures/first-year-experience/

Self-Assessment Video to Help Students Determine Interests and Preferences:
https://prezi.com/sbcedpnrdrzb/spr18-for-fye-presentations/?utm_campaign=share&utm_medium=copy

YSU 2020: Strategic Plan – Student Success Cornerstone: http://www.ysu.edu/strategic-planning/4-cornerstones/student-success

MyPlan Career Assessment Tests: https://www.myplan.com/assess/index.php

Appendix E: Ohio Universities - Mission, Vision and Value Statements

The University of Akron - http://www.uakron.edu/contentAsset/raw-data/1344142/fileAsset
Mission: The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences, and professions; and provides service to the community. The university pursues excellence in undergraduate education and distinction in selected areas of graduate instruction, inquiry, and creative activity.

Bowling Green - https://www.bgsu.edu/strategic-plan/vision-mission-core-values.html
Mission: Bowling Green State University provides educational experiences inside and outside the classroom that enhance the lives of students, faculty and staff. Students are prepared for lifelong career growth, lives of engaged citizenship and leadership in a global society. Within our learning community, we build a welcoming, safe and diverse environment where the creative ideas and achievements of all can benefit others throughout Ohio, the nation and the world.

Vision: In the spirit of innovation Bowling Green State University (BGSU) will be a national model for a premier learning community that develops, transforms, and impacts individuals and communities by shaping their futures through learning, discovery, and collaboration. BGSU will meet the educational, economic, and social challenges of our region, the State of Ohio, the nation and the world.

Values: We respect one another and foster diversity and a culture of inclusion; We collaborate with each other and our community partners in the region, the State of Ohio, the nation and the world; We promote intellectual and personal growth through curricular and co-curricular efforts; We foster an environment of creativity, innovation, and entrepreneurism; We expect excellence in all we do.

Central State University - http://www.centralstate.edu/elearning1/StrategicPlan/
Mission: Central State University, an 1890 Land-Grant institution, prepares students with diverse backgrounds and experiences for leadership, research and service. The University fosters academic excellence within a nurturing environment and provides a strong liberal arts foundation leading to professional careers and advanced studies.

Vision: Central State University aspires to be a premier institution of excellence in teaching and learning that embraces diversity and produces graduates with the knowledge, skills, and dispositions to make valuable contributions in a global society.

Values: Service, protocol, civility, honesty, hard work, caring, excellence

The University of Cincinnati - http://www.uc.edu/about/mission.html
Mission: The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research.

We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish.

Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our University, city, state and global community.

Vision: Leading urban public universities into a new era of innovation and impact. ([From "Next Lives Here"](#) [strategic direction.](#))

Cleveland State University - http://www.csuohio.edu/compliance/csu-mission-and-vision-statement
Mission: Our mission is to encourage excellence, diversity and Engaged Learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

Vision: We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration – both internally and externally – with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community.

Values: Relevance, accessibility and affordability, inclusive excellence, fiscal responsibility and responsiveness, accountability, freedom of expression. ([From "Path to 2020" Recommendations Report](#))

Kent State University - http://strategicroadmap.kent.edu/message/
Mission: We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.

Vision: To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.

Values: A distinctive blend of teaching, research and creative excellence; Active inquiry and discovery that expands knowledge and human understanding; Life-changing educational experiences for students with wide-ranging talents and aspirations; A living-learning environment that creates a genuine sense of place; Engagement that inspires positive change; Diversity of culture, beliefs, identity and thought; Freedom of expression and the free exchange of ideas; A collaborative community.

Miami University - https://miamioh.edu/about-miami/leadership/president/mission/index.html
Mission/Values: Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all

students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

The Ohio State University – https://oaa.osu.edu/mission-vision-values-and-core-goals
Mission: The University is dedicated to creating and discovering knowledge to improve the well-being of our state, regional, national and global communities; educating students through a comprehensive array of distinguished academic programs; preparing a diverse student body to be leaders and engaged citizens; fostering a culture of engagement and service. We understand that diversity and inclusion are essential components of our excellence.

Vision: The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

Values: Excellence, diversity in people and of ideas, inclusion, access and affordability, innovation, collaboration and multidisciplinary endeavor, integrity, transparency and trust.

Ohio University - https://www.ohio.edu/president/vision/
Mission: Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is also known for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

Vision: Ohio University will be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders.

Values: Strong undergraduate programs; strong graduate and professional programs; research, scholarship and professional activity; creating a community of students, faculty and staff who come from diverse backgrounds; advising, mentoring, personal interaction, and active engagement; activities both inside and outside the classroom; shared governance; selective investment in initiatives that will advance our mission; accountability.

Shawnee State University - http://www.shawnee.ed/information/mission.aspx
Mission: We prepare today's student to succeed in tomorrow's world.

Vision: We will be a best-value university offering a wide range of high-quality signature programs.

Values: Student-focused service, community engagement, authentic dialogue, thoughtful risk-taking, culture of continuous improvement

University of Toledo - http://www.utoledo.edu/campus/about/mission.html
Mission: The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

Vision: The University of Toledo will be a nationally ranked, public, research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

Values: Excellence, student-centeredness, research and scholarship, professionalism and leadership, diversity

Wright State University - https://www.wright.edu/about/mission-vision-and-values
Mission: We transform the lives of our students and the communities we serve. We will build a solid foundation for student success at all levels through high-quality, innovative programs; conduct scholarly research and creative endeavors that impact quality of life; engage in meaningful community service; drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

Vision: Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

Values: People: Success, diversity; Learning: Discovery, innovation, scholarship; Partnerships: Regional, entrepreneurial, global; Relationships: Collegial, professional, ethical; Sustainability: Social justice, economic opportunity, environmental protection; Stewardship: Fiscal, intellectual

Youngstown State University - http://www.ysu.edu/mission
Mission: Youngstown State University, an urban research university, emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

Vision: Youngstown State University will become a national model for university-community engagement that enhances teaching and learning, student and faculty research, and community well-being. The University will expand its regionally focused mission to include national and international emphases, while working with other colleges and universities, business and industry, and the K-12 community to stimulate the economic, technological, and cultural rebirth of Ohio.

Values: Centrality of students, excellence and innovation, integrity/human dignity, collegiality and public engagement.

Appendix F: ODHE - References & Additional Information

Ohio Department of Higher Education

Ohio Public Universities Affordability and Efficiency Plans:
https://www.ohiohighered.org/affordability-efficiency/public-university-plans

Ohio Public Colleges and Universities Campus Completion Plans:
https://www.ohiohighered.org/campus-completion-plans

Ohio Board of Regents "Seventh Report on the Condition of Higher Education in Ohio -
Pre-K to Jobs: Higher Educations' Role in Developing Students for Careers":
https://www.ohiohighered.org/board/condition-report

OhioMeansJobs-Readiness Seal (Earned designation for Ohio high school students to validate professional skills: http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal

High Impact Practice Criteria References:

Beede, Martha, and Darlene J. Burnett, 1999. Planning for Student Services: Best Practices for the 21st Century, Ann Arbor, Michigan, Society for College and University Planning.

Burnett, Darlene J. and Diana G. Oblinger, 2002. Innovation in Student Services: Planning for Models Blending High Touch/High Tech, Ann Arbor, Michigan, Society for College and University Planning.

This criteria is also informed by the Education Criteria for Performance Excellence established by the Baldridge National Quality Program which considers seven categories of institutional performance: 1) leadership, 2) strategic planning, 3) student/stakeholder focus, 4) measurement, analysis and knowledge management, 5) faculty/staff focus, 6) educational and support process operations/management, and 7) organizational performance results.

Innovation Pillars - Ohio Career Service Operations and Delivery

Increasing the number and percentage of Ohioans achieving degrees, certificates, or credentials will assist them in discovering relevant career pathways, enabling them health, well-being, and overall quality of life for themselves, their families, and their communities. Our goal is that 60 percent of Ohioans will have achieved these various credentials by 2025. The career services area plays a large role in that vision. Ohio has spent the last three years focused on an innovation dialogue for and improvements to career services delivery. The Ohio Department of Education has written into law that all districts adopt a local policy on career advising beginning in the 2015-2016 school year. Additionally, in the Governor's new biennial budget, there is a requirement that all public institutions of higher education will be required to have a career counseling program in place by December 31, 2015, as well as a link to Ohio Means Jobs as part of that service structure. This is coupled with an implementation plan to embed work experiences, including co-ops and internships, into the curricula of degree programs.

Ohio is committed to connecting students with in-demand careers to further the success of individuals and support the economic development goals of the state. Furthering work in the post-secondary completion agenda requires the fundamental implementation of a strategy to support students at the earliest possible point as they make education-to-career-pathway choices. Early selection of a pathway can help students reduce time to completion and favorably impact student debt. We believe that an overarching state strategy in the delivery of career services is imperative to consistently and effectively support Ohio students in this way.

This guidance document highlights six innovation pillars for the delivery of career services in Ohio. The Ohio Department of Higher Education will work with institutions of higher education to enhance the career services function and/or delivery through a method of ongoing innovation that accumulates in high-touch, student-centered career service exposures.

Data (Career and Measurement)
Career Information, Service Quality and Impact, OhioMeansJobs, Labor Market Information, In-Demand, Surveys, Employment Placement, Wage, Staff Performance, Social Media Platforms (LinkedIn)

People/Partnerships
Counselors, Advisors, Alumni, Faculty, Employers, Campus Leadership, Coaches, Community Members and Organizations, Economic Development Agencies, Business Associations

Funding
Education Institution, Grants, Foundations, Employers, Community Organizations, Economic Development Agencies, Business Associations

Requirements
Academic, Registration/Graduation Blocks, Enhanced Student Experience

Access/Marketing
Campus Location, Online, Social Media, Personalized, Technology enabled

Mission/Vision/Key Performance Indicators
Campus Mission or Vision Statement, KPIs as developed by Trustees, Campus Strategic Plan

◎hioHigherEd
Department of Higher Education

FUNDING

Overall Strategy
- Develop the career services story detailing need, impact and effectiveness
- Determine populations for outreach and create annual plan to conduct that outreach

Campus Leadership
- Strategy for articulating the value and need for investment in career services to institution leadership
- Annually stated goals with supporting data for leadership discussions about continued or increased investment

Business and Economic Development Investment
- Stated strategies for engaging business monetary investment in career services (does not include in-kind or volunteer activities)
- Identification of partners for conducting outreach
- Recorded activity on challenges and successes

Community Investment
- Stated strategies for outreach to identified community partners
- Recorded activity on challenges and successes

Foundations/State/Federal
- Strategy to identify ongoing opportunities for grants to fund R&D in career services delivery and impacts on student success

Students
- Research approaches for student investment in career services delivery and institute those most appropriate for servicing the population diversity, culture, etc.

MISSION/VISION/ KEY PERFORMANCE INDICATORS (KPI)

Mission integration
- The degree to which career services is incorporated as a part of the strategic mission of the education institution separate from the mission of the actual unit or department

Key Performance Indicators
- Student employment placement tracked as a KPI for the institution
- Undecided student transition timeframes
- Number of student career transitions
- Additional career service delivery components that demonstrate the strength of goal attainment for the unit/function are tracked as a KPI for the institution

ACCESS/MARKETING

Clarity and Coordination
- Decentralized structures conduct monthly meetings across the various career service delivery or advising areas with a clear leadership coordination strategy
- Decentralized structures have an office or person dedicated solely to undecided students

Access
- Location of career services is marketed to students through various mediums and is physically accessible
- Hours of service include drop in opportunities
- Student wait times for one-on-one counseling services are no more than 72 hours

PEOPLE / PARTNERSHIPS

Coaching/Advising/Mentors
- Development and deployment of strategies that enable students to have one-on-one coaching, advising or mentor relationships conducted by institution staff, faculty or contractors
- Development and deployment of strategies that enable students to receive one-on-one coaching, advising or mentor relationships through the use of expanded partnerships with the community: alumni, chamber of commerce, business associations, appropriate volunteers, student affairs activities

Campus Collaborations
- Collaboration with other functional units across campus to deliver career service learning activities

Cultural Appreciation
- Specific goals and objectives based on the cultural need of the student population
- Service deliveries offered that address cultural needs or differences
- Staffing structure that mirrors student population demographics and culture

REQUIREMENTS

Student Impacts
- Engage students with career services earlier and longer
- Engagement that eliminates the "optional" usage of career services by students
- Delivery of career service information in required coursework
- Delivery of career service activity that carries credit application

Innovation Pillars for Ohio Career Service Operations Delivery

DATA

CAREER

OhioMeansJobs
- Link on campus website
- Used as a resource in career selection advising and job search strategy discussion with students
- Educate faculty regarding OMJ data and tools via campus delivered professional development sessions
- Educate students regarding OMJ data and tools through incorporation into student learning through academic classroom delivery
- Link to OMJ website on all campus computers accessed by students

In-Demand List
- Share with students as a resource for decision making
- Incorporate data into career/major selection activities

Career Pathways
- Adopt state definition and display with connection to OMJ link to career pathway maps
- Innovation in how majors are presented to students: display of offerings and delivered activities in a career language
- Translate liberal arts coursework into careers and/or skill level language for later use in resume development and job search efforts as desired

Career Selection
- Every undecided/undeclared student receives an interest or career assessment
- Every student failing their current education program receives an interest or career assessment
- Every student receives an interest or career assessment during their first year on campus (two year institution), or second year on campus (four year institution) or first 600 clock hours (Ohio Technical Center) .
- Develop presentations faculty can access for classroom use on relevant career service topics, services and/or career pathways

MEASUREMENT

Service Delivery Effectiveness
- Student, customer, faculty, alumni, community, business and other

Post Graduate Outcomes
- Students served demographic data
- Graduate education placement (school/focus area)
- Continuing education placement (school/focus area)
- Employment placement, wage at placement, industry sector placement, occupation placement, full or part-time placement, military service, seeking employment, volunteer service
- Alumni ongoing services: type of service, number served, effectiveness
- Entrepreneurial (number starting a business, NAICS code)

Pre-Graduate Outcomes
- Students served demographic data
- Experiential Learning – listing and number of internships, co-ops and other experiential learning activities or exposures offered, experiences for credit and not for credit, number and type of student explored experiential learning activities, wage if applicable
- Menu of career service activities offered to students, effectiveness ratings on service delivery activities (outside of CCSSE survey), number of services deployed, number of students
- Career Services Staffing – number of professional FTEs, part-time staff, support staff, student staff, graduate assistants, career coursework instructors, alumni, dual-role profession staff (academic and career advising), student population served, students served to FTE staff ratio, all institution enrolled students to FTE staff ratio, all students served to all staff ratio, all students enrolled to all FTE staff ratio, student to staff ratio on all service delivery support personnel
- Partner Interactions – number of career service partnerships, service areas supported (descriptive), industry sectors represented, type of organizations or people partnering (faculty, alumni, chambers, SNAP, etc.)
- Knowing the number and percentage of staff that are dependent on grant funds, and when those funds expire.
- Staff Performance – performance ratings with clearly defined metrics that support career services delivery
- Entrepreneurial Activities

Community Outcomes
- Menu of services, number of services delivered, effectiveness of services, type of community member served, demographic data where appropriate/available/applicable

Economic Development Outcomes
- Menu of services, number of services delivered, effectiveness of services, NAICS code of businesses served

Continuous Improvement
- Record of integrated, continuous improvement process
- Total operational budget
- Breakout of operational budget into strategies deployed to service students
- Type and total of investments into career services function from outside campus resources
- Percentage of career services budget against total campus operational budget and other departments/functions
- Trend budget data since inception of career services unit or revised delivery strategy