

2018-21

University of California, Santa Cruz

CAREER CENTER

Strategic Plan



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ABOUT THE University of California, Santa Cruz CAREER CENTER

In recent years, several fundamental changes have impacted the Career Center's primary constituents: students and employers. The evolution of technology, high cost of education, and generational differences have redefined career development for today's college students and institutions of higher education. These same changes have inspired prospective students and their parents to compare and shop for colleges based upon outcomes and career development support. Students are also seeking more from work: a salary that will allow them to pay back large school loans, a career position with potential for advancement, and ultimately a calling that will inspire their life's work.

Career Centers must now compete with technology which provides much of the generic information that was previously their domain and promises to connect students directly with employers. Campus Career Centers must leverage technology and collaborations with existing campus ecosystems to reach students where they are and deliver customized information to even more students and do it early in the student's time at the University. The Career Center must be a knowledge hub sharing unique and customized expertise with the campus; and, career development in general must be integrated into the academic mission and a responsibility of the campus as a whole.

The time has come for a revolution in career development. And, this is the year to do it with the release of the Academic Advisory Task Force Report and a Strategic Academic Plan underway. In recent years, the Career Center has set the stage for this change by introducing a First Destination Survey in partnership with Institutional Research, implementing multiple on-line services, launching themed career fairs by industry, and partnering with Alumni Engagement to launch the Career Advice Network connecting students directly with alumni for on-line career conversations. Taking it to the next level, preparing students for life after college will be everybody's business. Working together, collaborating across and beyond the institution, the impact will be much greater.

S.W.O.T

INTERNAL TO CAMPUS

STRENGTHS

What do we do well?
What unique resources can we draw on?
What do others see as our strengths?

- Diverse student body among top 12.5% in the state
- Staff expertise and fresh perspectives
- Programs: unique events, collaborations and courses
- Structure reporting to Vice Provost
- UCOP attention to Career Services
- UCOP data collection regarding alumni destinations
- Facility centrally located on campus

WEAKNESSES

What could we improve?
Where do we have fewer resources than others?
What are others likely to see as weaknesses?

- 45% of students not engaging in career development with Career Center (Fair, Workshop, Coaching - FDS 2017)
- Geographic barriers to part-time job and internship opportunities
- Gaps in integration of career development into curriculum
- Lack of central coordination of campus career development efforts
- Diminishing resources and declining fundraising opportunities (budget cuts and employer migration to internet recruitment)
- Lack of programming resources (people and program budget)
- Staffing turnover (campus-wide especially in advising positions)
- Facility constraints (lack of large fair venues)
- Need for new technology and website redesign

EXTERNAL TO CAMPUS

OPPORTUNITIES

What opportunities are open to us?
What trends could we take advantage of?
How can we turn our strengths into opportunities?

- National, system-wide, and campus attention on Career Centers
- National conversation about changing career services paradigm
- Alumni eager to help students
- Availability of destination and utilization data to drive innovation
- New technology
- Partnering with student government and organizations
- Employer desire for engagement opportunities on campus

THREATS

What threats could harm us?
Who is competing for our resources and what are they doing?
What threats do our weaknesses expose us to?

- Ever changing student expectations, needs, and preferences
- Growing international and graduate student population with unique needs
- State budget and economy including cost of living in Santa Cruz
- Competition from internet and new technology platforms
- Employer shift away from engagement in on-campus events (traditional Career Center funding source)

As students make dramatic changes, so must the Career Center. Recognizing that reinventing the Career Center starts with updating the guiding principles, staff worked together to redefine the purpose, mission, vision and values guiding the work of the Career Center and the Strategic Plan.

PURPOSE

Prepare students for what they want to do with their lives.

MISSION

Prepare students for what they want to do with their lives by developing relevant career skills

VISION

Banana slugs changing the world, wherever they are, however they can.

CORE VALUES

GUIDING OUR STRATEGIC PLAN

MEANINGFUL WORK

Do and provide work that has a purpose and/or significance

EXCELLENCE

Pursue the highest level of optimal performance

INNOVATION

Introduce new solutions that meet emerging needs

DIVERSITY

Appreciate and respect individual differences

AUTONOMY

Place importance on freedom, independence and individual discretion

INTEGRITY

Adhere to a moral code or values, walk the talk



INSPIRE



BRIDGE

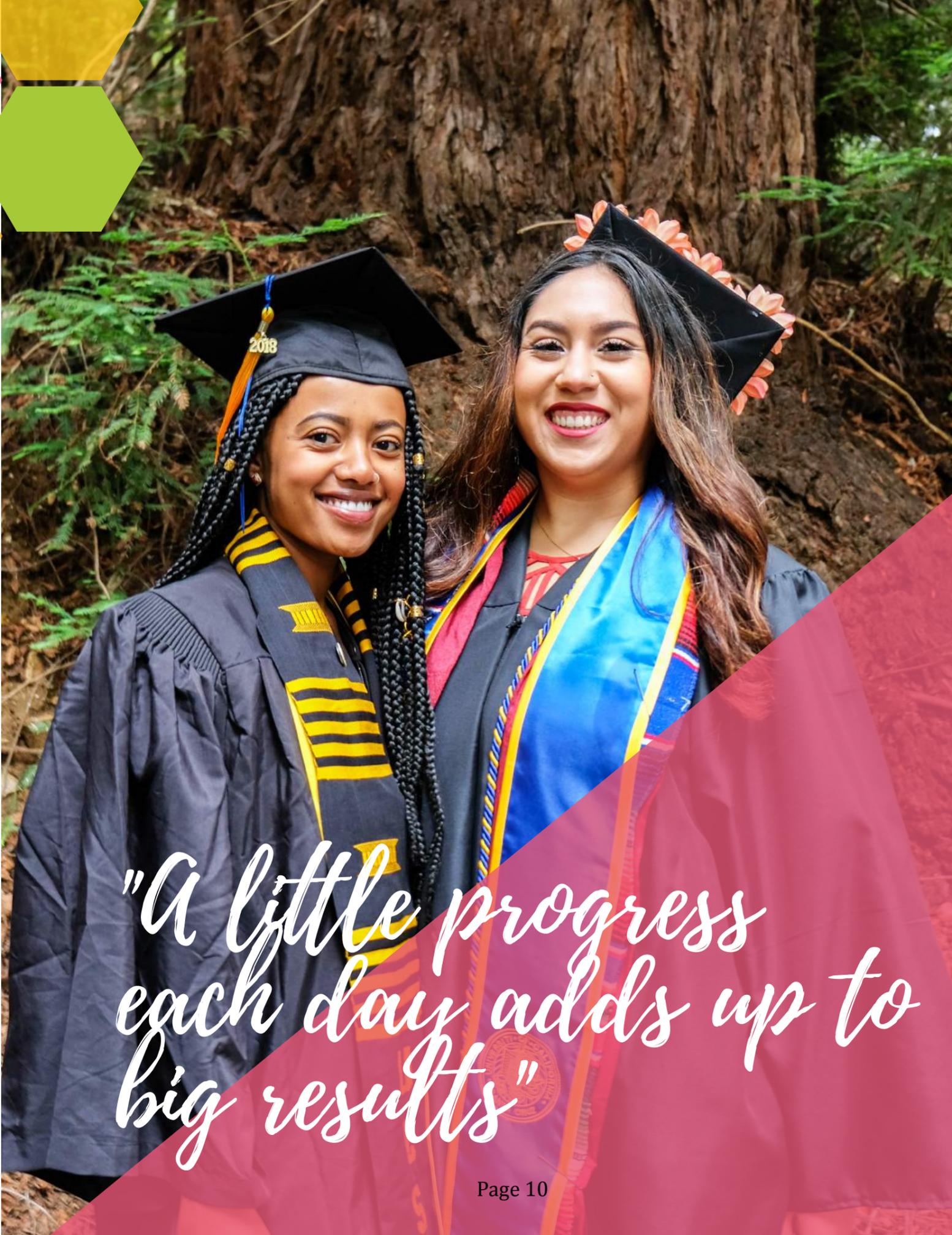


SCALE



THE 3 STRATEGIC PRIORITIES

Placing students at the center of the planing process, 3 Strategic Priorities emerged. The Priorities are the vision guiding what we do to reach students. This plan is a living document open to input from students, staff, faculty, and partner stakeholders.



"A little progress each day adds up to big results"

INSPIRE

ELEVATE CAREER CENTER AS CAREER READINESS RESOURCE & KNOWLEDGE HUB FOR THE CAMPUS.

BUILD STUDENT CONFIDENCE

- Introduce career-development and career-readiness to all first-year students with special emphasis on first-generation, low-income, foster-youth, and EOP students. (Year 1)
- Increase Career Center student engagement and user experience through new peer outreach and follow-up program (Year 1)
- Re-invent traditional workshops to enhance engagement through:
 - Using less lecture and more meet-up formats (Year 1)
 - Increase co-sponsored workshops with employers, alumni, and departments (Year 1)
 - Making workshops 100% co-sponsored (Year 2)
 - Incorporating different venues on campus including use of Zoom (Year 2)

STORY TELLING WITH DATA

- Work with Institutional Research to develop an assessment plan including:
 - Continue to measure Career Management outcomes for the campus (Year 1)
 - Identify Career Readiness outcomes for the campus (Year 1)
 - Continue to identify Career Center programs to be measured in terms of satisfaction, usage, and career readiness learning outcomes (Year 1)
 - Pilot program and strategic initiative assessment implementation (Year 2)
 - Implement full assessment plan (Year 3)
- Create communication strategy leveraging data points essential to campus narrative regarding career development (Year 2)
- Continue to share Career Center innovations and student employability data with stakeholders
 - Continue Academic Adviser Fall Open House (Year 1)
 - Continue with Deans or their designees (Year 1)
 - Continue with Student Success Steering Committee (Year 1)
 - Admissions, Provosts, and Academic Advising Coordination (Year 1)



MEASURES

- Partnerships with colleges and orientation program to introduce career development and career readiness to first year students increasing number using Focus2
- Increased co-sponsored programs to 100% (including alumni, employers, academic departments and student organizations)
- Increased career readiness competency of UCSC graduates as measured by Institutional research through First Destination Survey
- Increase staff and faculty knowledge of career readiness competencies and interventions

BRIDGE

CONNECT STUDENTS WITH EMPLOYERS AND ALUMNI.

ALUMNI

- Co-present educational programs and workshop campaign with alumni promoting career decision making and professional development
 - Begin with Humanities majors based on comparatively low career management competency as measured by 1st Destination Survey (Year 1)
 - Secure funding to expand to other divisions (Year 2)
 - Target new student populations indicating low career management competency (Year 3)
- Work with Alumni Engagement to co-brand and market career-related mixers, lectures, and other Alumni events
 - Leverage UCOP Initiatives (Year 1)
 - Leverage Career Advice Network platform (Year 1)

EMPLOYER CULTIVATION & COLLABORATION GOALS

- Focus employer engagement on those who are not accessible in the local community and are new to the campus. (Year 1)

MEASURES

- Increased number of alumni and employers engaged in programs and events
- Increased number of partnerships with employers



SCALE

MAXIMIZE STAFF IMPACT & EFFECTIVENESS THROUGH ACADEMIC INTEGRATION & TECHNOLOGY.

TECHNOLOGY

- Handshake launch (Year 1)
- On-line class (Year 1)
- Expand touch points with students by overhauling careers.ucsc.edu (Year 1-2)
- Establish standing work team to focus exclusively on online career services delivery including evaluating and implementing new online career development platforms (Year 2)



ACADEMIC INTEGRATION

- Career Readiness Competencies defined and mapped with campus opportunities.
 - Partner with Institutional Research and academic leaders to establish UCSC Career Readiness Competencies on the foundation of the NACE Career Readiness Competencies. (Year 1)
 - Establish central campus website mapping competencies to campus opportunities for use by students, faculty and staff in guiding career development including resources for maintaining the website. (Year 2)
- Leverage partnerships with academic advisers, faculty, and existing programs to reach more students
 - Launch online version of Crown 185, Career and Internship Preparation.
 - Pilot (Year 1)
 - Secure resources to expand capacity (Year 3)
 - Collaborate with Academic Advising to provide staff development workshops in the area of basic career exploration and development for students. (Year 2)
 - Collaborate with departmental academic advisers to add career development milestones to Major Maps as outlined in recommendation 5.4 of the Advising Task Force report.
 - Pilot in Humanities (Year 2)
 - Secure resources to expand capacity (Year 3)
 - Explore value and feasibility of tracking referrals from academic advisers to the Career Center through the Slug Success system with Academic Advising and SSERC. (Year 2)
 - Develop curriculum outlines and videos available for inclusion in core, capstone, practicum, and first and second year experience courses. (Year 2)

MEASURES

- Increase partnerships with academic units and departments through Career Readiness Competencies, major mapping and curriculum development projects
- Continue to measure and increase Career Management Competency as defined by NACE and self-reported by students in First Destination Survey
- Launch of new technology platforms like Handshake and increased service utilization based on web analytics



2 FOUNDATIONAL BUILDING BLOCKS

Through an efforts inventory and resource analysis, 2 Foundational Building Blocks emerged. The foundation outlines what needs to be in place to implement the priorities.



CAMPUS CULTURE SHIFT

CAREER DEVELOPMENT IS EVERYONE'S BUSINESS

STRATEGIC DIRECTION

- ▶ Create clear, substantial, and visible change to accelerate campus cultural shift
 - Launch national search for Assistant Vice Chancellor for Career Success (Year 1)
 - Leverage University Advancement to communicate change and launch a development campaign (Year 2)
- ▶ Develop steering committee of high-level stakeholders chaired by Assistant Vice Chancellor champion to drive academic integration (Year 2)



RESOURCE DEPLOYMENT & DEVELOPMENT

REINVENTING & REINVESTING

ORGANIZATIONAL CAPACITY

- Prepare to remove transactional responsibilities in favor of transformational activities (Shift student employment to SHR and/or UE HR) (Year 1)
- Reorganize Career Center staffing structure to support high impact programs that create career communities (Year 2)
 - Seek funding for upgrade of staff positions from generalists to assistant director level managers with autonomous responsibility for career community building, employer relations in a specific industry, and educational programming (Pilot in Humanities)
 - Rewrite job descriptions of key employer relations and career coaching staff that clearly articulate responsibility for creating communities of interest by industry and in collaboration with academic divisions and alumni with Career Center staff as catalysts
 - Seek funding for operations manager, graduate student coach, international coach, pre-health coach, pre-law coach, instructor for online course, alumni catalyst, internship program manager, marketing and webmaster specialist, corporate partners catalyst, and receptionist

FACILITY

- Use student input, revitalize facility to be more welcoming (Year 1)
- Assess facility needs with input from all stakeholders (Year 2)
- Define new facility needs with alumni, student, staff, faculty, and employer partners (Year 3)

MEASURES

- Visible evidence of campus culture shift
- Reorganization plan and new job descriptions
- Rebranded and updated Career Center facility



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SANTA CRUZ

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