

## BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Career Development & Education

Create Date: 02/04/2025

Due Date: 02/07/2025

Submitter Name: Dawn Williams

UW Email Address: dawnw1@uw.edu

Phone Number: 2536924835

Department Head Approval:

Department Head: Amanda Figueroa

Requested Amount: **\$86,066**

## Departmental Information

### STUDENT UTILIZATION

Career Development is requesting funding to sustain existing services and expand opportunities for students to enhance their learning in preparing for jobs, internships, grad schools and connecting with employers. Having Peer Career Coaches (PCCs) available for same day drop-ins and appointments helps students who have quick questions find immediate answers and support. PCCs provide quick response to resume reviews (in-person and via Handshake), helping students access faster service and improving their chances of moving forward in selection processes when they're applying for jobs & internships. It has proven very beneficial to have peer-to-peer opportunities for getting feedback as many students find it less intimidating, especially for an initial visit to the Career Development office. Professional staff also often consult with PCCs when designing services and programs to ensure student voice and perspectives are part of the planning process.

Students who attend UW Tacoma are concerned about the return on investment they will get from devoting their time and money to obtaining a degree, and access to career preparation varies across academic programs. There is a high need for students to have access to the co-curricular career education services Career Development & Education provides, yet there is little student awareness about the services and programs offered. The volume of employer activity on Handshake is high. Program support has sped up the employer and job approval processes, creating more bandwidth for proactive employer engagement, and exposing students to more professional opportunities.

### CORE VALUES/MISSION ALIGNMENT

Students – Career Development provides guidance and expertise to all campus stakeholders in improving post-graduation success, and supporting access to internships (a high-impact practice). We also manage the job board where campus jobs, paid student positions, internships, and off-campus jobs are posted for students and alumni.

Goal 2: Enhance student wellbeing

Success Indicator: Expand student support ecosystems. Increase student awareness of and satisfaction with the availability and accessibility of UW Tacoma resources, support and infrastructure

Success Indicator: Improve post-graduation success of our alumni, as measured by established indicators.

Equity –We have relationships and shared programming with First Gen Initiatives and the VMRC and are expanding work with economically marginalized students. We hope to expand connections to student organizations focused on serving underrepresented student populations. Additionally, through these relationships we will have our student Marketing Assistant develop targeted marketing materials to different groups to ensure equitable awareness and access to career services. We are also actively pursuing partnerships with employers who have diversity and equity-focused internship and employment programs.

Equity Goal: Promote and model inclusive excellence and social justice

Goal 10: Intentionally create spaces, programs and activities that encourage engagement with our campus.

Success Indicator: Create and expand opportunities to activate our campus.

Success Indicator: Reduce disparities in achievement, experience and opportunity across diverse groups of faculty, staff and students.

Success Indicator: Increase opportunities for students

## SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

Our goal for our Peer Career Coaches is to increase student awareness and utilization of the services they provide, and to continue to provide feedback to documents submitted on Handshake in a timely way. Approximately 3700 documents have been reviewed each for the the last 2 academic year by Career Development staff, most of which were reviewed by the Peer Career Coaches. These documents are resumes and cover letters that students are uploading into Handshake in order to secure on-campus jobs, off-campus jobs, and internships. In this competitive job market, it is crucial to help students create and submit the strongest application materials they can in order to stand out as a top candidate. In-person drop-ins were consistent with last year's number, approximately 100 drop-ins since October. If a student has an interview they need to prepare for, they likely won't have time to wait the 2 weeks it would take to get an appointment with one of our two full-time staff members who provide that kind of service, so having quick drop-in assistance available is essential. The Peer Career Coaches are also developing and leading workshops/events for Career Development during Winter quarter to facilitate more peer-to-peer interaction.

With increased activity on campus (and a continued hybrid of in-person and virtual instruction), it is important to develop marketing strategies to increase student awareness of how Career Development can help them navigate their career search and to help them connect with employers. Our Marketing Assistant helps to create clear, professional marketing materials to increase our visibility through campus platforms and on social media.

## STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

Approximately 3700 documents have been reviewed each for the the last 2 academic year by Career Development staff, most of which were reviewed by the Peer Career Coaches. Here is a snapshot of the documents reviewed so far this year:

- 935 documents were for First Generation students
- 395 documents were for Military-Connected students
- Ethnicity: 27% White/Caucasian, 26% Asian American, 19% Black or African American, 16% Hispanic/Latino, 7% International, 1% Hawaiian/Pacific Islander, 1% American Indian, 3% Other/Not Indicated

In 2022-23, Peer Career Coaches conducted 151 drop-in appointments. Last year, in 203-24, that number increased to 206 drop-in appointments. 103 drop-in appointments were held this academic year as of January 31, 2025, which puts us a little ahead of last years number at the same time.

Here is a snapshot of this year's drop-ins so far:

- 19 of those drop-ins were military connected students and 53 were First Generation students.
- Ethnicity: 31% White/Caucasian, 22% Asian American, 19% African American, 16% Hispanic/Latino, 4% International, 1% Hawaiian/Pacific Islander, 1% American Indian, 6% Other/Not Indicated

## COLLECTION OF FEEDBACK & IMPROVEMENTS

We handle registration for all events through Handshake and check students in for programming they attend. We regularly assess which groups of students (academic year, major) are engaging more frequently and increase outreach to programs that are not as represented. Additionally, we use Handshake to track PCC drop-ins allows us to capture more detailed demographics of who is utilizing our office.

We also check-in regularly with the Peer Career Coaches to gain their perspective of how students are feeling about the services we provide. We update our training materials to reflect changing needs of students and also industry trends for resumes, cover letters, and application practices.

## SERVICE BENEFITS TO STUDENTS

Having Peer Career Prep Coaches (PCC) available for same day drop-ins and appointments helps students who have quick questions find immediate answers and support. And when students use the drop-in services for those quick questions, it frees up the longer appointments with professional staff for students needing more comprehensive assistance. Additionally, it has proven very beneficial to have peer-to-peer opportunities for getting feedback as many students find it less intimidating, especially for an initial visit to the Career Development office.

Many UW Tacoma students struggle to effectively highlight their skills, strengths and experiences on their resumes, online profiles, and cover letters. We have found that on initial submission, approximately 3 out of 4 students need consultation to make their applications competitive. For example, many students that don't know how to structure their resumes to pass through the initial screen of an applicant tracking system, which immediately removes them from being considered for a position. Additionally, students are often working on short timelines to get feedback because they tend to apply for positions close to the application deadlines. Increasing the availability of PCCs to provide just-in-time quick consultations will help students be more competitive and successful in their internship and job searches, and will help ensure that students who are applying for positions close to a deadline will receive feedback on a timeline that allows them to make changes that will increase their chances of moving forward through employer screening processes

An additional benefit of the PCC role is to the students who take on that position. Career staff invest 60-70 hours in training PCCs, and as they progress through their position, they take on projects that add to their professional portfolio of work. PCC alum have shared their experiences in their roles set them up for success after graduation.

Students who attend UW Tacoma are concerned about the return on investment they will get from devoting their time and money to obtaining a degree, and access to career preparation varies across academic programs. There is a high need for students to have access to the co-curricular career education services Career Development & Education provides, yet there is little student awareness about the services and programs offered. The marketing efforts of the student position proposed here will ensure more students are aware of how to access our services, helping them to be competitive for jobs and internships.

Building and maintaining connections with employers allows Career Development to facilitate student access to jobs and internships. Managing Handshake and employer events is a big part of making those connections. Having Program support will make us more effective in getting employer opportunities in front of students.

## Staff Budget Requests

Category	Details	Amount Requested
Student Staff <sup>3</sup>	Peer Career Coaches: 20 hrs/week Summer 2025 and 60 hrs/week Fall 2025-Spring 2026 at \$16.66/hr. 4-6 students will be hired into the PCC role to meet the 60 hours of weekly staffing 2 Program Assistants: 15 hrs/week Fall 2025-Spring 2026 at \$16.66hr Marketing Assistant: 15 hrs/week Fall 2025-Spring 2026 at \$16.66/hr <span style="float: right;">E001</span>	
	Student Staff Wages:	<b>\$69,972</b>
	Fringe @ 23%:	<b>\$16,094</b>
PERSONNEL TOTAL:		<b>\$86,066</b>

## Other Budget Requests

Category	Details	Amount Requested
SUPPLEMENTAL TOTAL:		<b>\$0</b>

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SUPPLEMENTAL TOTAL:	<b>\$0</b>
<b>COMPLETE PROPOSAL TOTAL:</b>	<b>\$86,066</b>

## Supplemental Documents