

**Title III 5- Year Proposal**  
Covering October 1, 2017 – September 30, 2022

**Project Director:** *Tracy Simmons Williams*

<b>1. Name of Institution:</b> Albany State University	<b>2. Activity Title:</b> <i>Providing Student Professional Development for Career Success through Awareness, Persistence and Completion of Academic Choice</i>  <b>3. Activity Number:</b> <i>To be completed by the Office of Title III</i>
<b>4. Focus Area:</b> <i>Improvement of Student Outcomes</i>	<b>5. LAA Category:</b> <i>Tutoring, counseling, and student service programs designed to improve academic success</i>

**Budget Request Amount:** \$ 300,640.00 (For 5 year cycle = \$ 1,503,200.00)

**6. Narrative**

**A. INTRODUCTION**

*Enter Narrative (Included intended purpose, serving population, demonstration of need and general expected outcome)*

The grant proposal, ***Providing Student Professional Development for Career Success through Awareness, Persistence and Completion for Academic Choice***, is designed to improve employability for underrepresented students, specifically African American first generation college students, in high-demand career fields. Of specific interest, this grant initiative is aligned with the universities overarching tenets: **Enrollment** – to provide awareness for student major alignment through ubiquitous services for on-land and on-line students; **Persistence**—a) to support efforts through career events and unique “***pre-workships***” to introduce underrepresented students to the demands and competitive nature of the business professional environment for interpersonal skill development to achieve success in the competitive internship process; b) faculty offered the opportunities for externship(s) to support academic success for students in majors that fall in high-demand careers; and **Graduation/completion**— to enhance partnerships with the employer community that lead to internships and job placement collaboratively with faculty for student career success. Leadership development will be embedded in programming

for seniors with business community partnerships. There will be five overarching objectives that career services staff will execute across two campus locations which culminate in:

1. assisting students in assessing their career interests and selecting majors that fit their career interests, making support resources available to support development through smart devices for both on-land and on-line students;
2. preparing students to compete through professional development activities, programs, events, and through *pre-workship* experiences to become more competitive; strengthening soft or interpersonal skills that have been reported as lacking by employers across all business sectors;
3. inviting and strengthening relationships with local and national/global employers, branding the institution as a choice university for student employer recruitment.

This grant proposal supports the career services' vision and mission, which are embedded within the institutional strategic plan objectives. This grant proposal supports the current demographic make-up of the student body, which exceeds 50% African American, for alignment with the Title III guidelines. While all student classifications will benefit from the grant, of special focus are freshmen and sophomores student categories supporting student retention and/or persistence in their academic choice. This proposal seeks collaboration across the university community to include faculty and staff. (i.e. Academic Affairs units: the Colleges, Enrollment Management, Academic Advising and Transitional Services, the Graduate School and other departments that comprise the university along with Student Affairs and Institutional Development). The activity objectives focus on awareness, engagement, and co-curricular and experiential learning.

Objectives are designed to realize the University's mission to positively impact placements across all degrees for infield or related field employment. Faculty and staff across the campus, the business experts and career services staff will collaborate in activities to present career information and create developmental opportunities to support student career success and employment.

The Association of American Colleges and Universities (AACU), in a 2015 survey, questioned employers about the career preparation of their recent college graduate employees. Consistent with past AACU findings, the survey found that employers were concerned that the recent graduates lacked a range of skills. Employers were also concerned that the new hires lacked

internship experience, work-ready skills through certifications that demonstrate competency in the degree field, as well as professionalism preparation. When asked whether it was more important for new hires to have training in specific skills for a job instead of a “range of knowledge”, or both, specific skills and a range of knowledge, employers responded, “both.”

According to US DOL, as of 2012, unemployment trends for African Americans continues to lag; almost twice as high as for whites. The unemployment rate as of December 2016, was 4.7%, whereas for Blacks, 8.7 %. The Atlantic, 2015, suggested while employment opportunities for all seekers improved, and, despite college attendance for minority students skyrocketing in the past twenty years, black students are still less likely than their white counterparts to gain opportunities to network with employers that may give them connections or a leg up in the career world. And once at college, blacks are less likely to graduate in six years than their white peers. But the numbers show that even when blacks are successful in attending and completing college, they’re still less likely to be gainfully employed than their white peers.

The ASU College of Business Executive Advisory Board chairperson, Mike Turner, UPS-VP of Global Operations— Logistics, Marketing and Enterprise Services, polled membership of the 30 member group in 2014, and determined the critical need skills for local and regional employers to substantively impact success for ASU graduates mirrored those national findings. Key among these skills include: a lack of knowledge about the work environment and performance expectations, critical thinking, problem-solving, professional presentations/communication skills, a lack of knowledge in-field from academics to application, teamwork, virtually no networking relationships within chosen career field and limited knowledge on current on (business) trends. Mike Turner and the advisory group recommended to require students to participate in structured internships that give students real-world work experiences.

Through Career Services surveys for 2015 and 2016, more than half of the current student population are first generation college students. A significant percentage have extremely limited familial networks who can offer navigational assistance within the business community to assist with career planning that prepares future graduates for competitive employment opportunities. Students are grossly underprepared to compete competitively for internship opportunities if they are not aware of selection requirements, application periods, or companies that are seeking

underrepresented students' participation. Students are not aware of high-demand career fields within Georgia that offer above average salaries, which also fall into STEM fields such as mathematics and computer science. According to several research studies conducted by the National Science Foundation (NSF) college students at Historically Black Colleges and Universities (HBCUs) enroll in STEM fields less than all other majors, averaging around 3%, however these fields are in the greatest demand for new talent.

ASU students typically visit the career services office during their last semester as a senior before graduation and less than 20% of all students on campus attend career related workshops, seminars, employer visits, employer onsite interviews. To increase ASU graduate employment potential for underrepresented and first generation college students, focused efforts from the university community must be collaborative, with a student's first perspective using action-based approaches, and proactively preparing students earlier in their academic career with resources and events to strengthen exposure to business environments, professional etiquette, and business skills. These types of services are routinely offered however, students are hesitant to attend and would benefit from encouragement from those they come in contact with frequently such as faculty members.

Expected outcomes include:

- significant increase in traffic to Career Services offices through referrals from faculty and the campus community;
- utilization of resource sites by students at every classification;
- significant participation in career related events by student classification to prepare students for career paths that align with career interest engaging ubiquitous resources;
- expose 30% of students to professional work environments to increase the likelihood of attracting successful paid internship experiences that lead to employment;
- stronger relationships with employers, local and national/global, increasing annually by 25%;
- become a choice institution, as recognized employers, for underrepresented graduate placements;
- significant impact student career success in retention/persistence and graduation.

**B. ALIGNMENT WITH INSTITUTIONAL STRATEGIC PLAN** (Demonstrate how the proposed activity will assist the institution in achieving institutional goals)

The office of career services, through this grant opportunity, will have staff and financial resources to execute five activity objectives and departmental vision and mission that align with three of seven institutional strategic goals.

ASU Strategic Initiatives	Realization of Initiatives and Objectives	Grant Proposal Performance Objectives
Realize the Power of Together	<p>All students, specifically underrepresented students, will benefit from informed career planning efforts, using resources that can be institutionalized over the life of the grant.</p> <p>All students (and faculty), specifically underrepresented students, gain access to employer and career resources using systems and networks within career services.</p>	<p>Objective #1 Inform Students Career Planning ...</p> <p>Objective #5 Student usage and connectivity to career related resources ...</p>
Elevate Historically Underserved Populations	Underrepresented students are benefitted to level the field in the competitive employment community through introduction to business skills that faculty can embed within their respective curriculum within (all) degree programs through collaborative participation with career services and the business community. A significant amount of the information can be institutionalized over the life of the grant with Dean, Department Chair, and Faculty participation.	<p>Objectives #2 Establish strong connections with employers...</p> <p>Objective # 3 Develop pre-workshops and programming to support student success...</p> <p>Objective #4 Facilitate faculty externships with employers ...</p>
Promote Economic Development	Underrepresented students have direct networking opportunities with employer community facilitated by career services and faculty partners.	Objective #2 Establish strong connections with employers ...

**C. ALIGNMENT TO TITLE III PURPOSE**

- Demonstrate how the proposed activity will assist the institution improve in the areas of enrollment, retention and graduation.

According to U.S. News and World Report, many students wait until their senior year to build a relationship with a Career Services counselor. As a result, students are not provided with aptitude

and diagnostic tests to identify vocational traits, career pathways and preferences to decide which career path best matches their interests. Since many students fail to take the assessments during their freshman or sophomore year, an ill-suited major is frequently chosen and deep knowledge and application based skills are not within many students' toolkits or students consistently change majors seeking a career fit.

Currently, when deciding on a career path underrepresented, first generation college students engage fluid approaches, resulting in frequent changes in selecting a major. Without career advisement and counseling, students add semesters or additional years to the college experience due to changing majors, overcoming failing grades and having to repeat courses to improve GPAs to be competitive. Significant numbers do not take advantage of internship opportunities that could greatly improve early offers of employment. These delays interfere with the four-year year graduation milestone and contribute significantly to increased student debt.

This grant offer an opportunity to create interventions that supply students with relevant information to increase success students as they realize their career potential during academic preparation. Many students come away with incredible experiences which significantly improves employment after graduation. Objectives for this grant offer a counter to the current state of student major meandering and provide services to prepared students for employment opportunities significantly earlier in their academic career providing ample time for student strategic employment planning prior to their least semester.

Title III Foci	Grant Focus	Grant Proposal Performance Objectives
Enrollment	Student Awareness	
	Student Connectivity using ubiquitous resources upon acceptance to begin career awareness	Objective #1 Inform Students Career Planning ...  Objective #5 Student usage and connectivity to career related resources ...
Retention	Persistence through development	
	Student connections begin early in academic career with employers  Engagement through targeted programming networking with employer community improves campus connections and improves academic interest	Objectives #2 Establish strong connections with employers...  Objective # 3 Develop pre-workshops and programming to support student success...

	Student, Faculty and Employer Community relationships deepen and soft skills development to include leadership development	Objective #4 Facilitate faculty externships with employers ...
Graduation	Internships and Employment offers	
	Student/Employer networking beginning earlier in the academic career with support from the university community to increased career success with local/national/global employers	Objective #2 Establish strong connections with employers ...  Objective #5 Student usage and connectivity to career related resources ...

- Identify and demonstrate how this project will improve one or more of the following areas for the institution: (Academic Quality, Student Services and Outcomes, Institutional Management, and Fiscal Stability).

Improvement of Student Services and Outcomes		
This grant project initiative purports to significantly prepare targeted population of underrepresented students in preparing for internships that lead to employment and/or direct employment offers that align with university strategic plans, Title III foci, and the vision & mission of the Office of Career Services		
Attainment of Career Services Function on Campus	Performance Indicators to measure success of the Activity Objectives	Realization of University Strategic Goals and Title III Foci
<p><b>Vision:</b> To positively impact career success through opportunities for career awareness and connection that support student potential</p> <p><b>Mission:</b> Career Services provides focused advisement to current students and alumni through ubiquitous resources, student centered programming and events to increase awareness, career exploration, student engagement, and employability to positively impact student success and career progression.</p>	There are quantifiable metrics to demonstrate the level of compliance to achieving each activity objective that aligns with the improving student outcomes for underrepresented populations.	Each of the activity objectives align with the targeted strategic objectives and Title III foci to support student outcomes for underrepresented student population(s).

- Identify and demonstrate how this project support one or more Legislative Allowable Activities (LAA's) as defined by the U.S. Department of Education to strengthen the institution. (see attached listing)

Legislative Allowable Activities	(6) Tutoring, counseling, and student service programs designed to improve academic success	Activity Objectives: Obj (1). Career Awareness Obj (2). Strengthening Networking opportunities between students and employers to improve academic success Obj (3). Pre-workshops and professional business interpersonal skills Obj. (5) Student usage of career related resources	Activity Title:  Providing Student Professional Development for Career Success through Awareness, Persistence and Completion of Academic Choice

	(3) Support of faculty exchanges, faculty development, and faculty fellowships	Obj (4). Faculty-to-Employer Externship opportunities to support faculty development and faculty exchanges	
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#### E. KEY PERSONNEL

- Identify activity director
- Provide a summary of personnel needed and a justification

Staff Plan	Position	Summary of Role/Responsibilities
Career Services Director  FT position (1)	Tracy Simmons Williams Activity Director  Certified. Strong Inventory, MBTI, Academic Career/Life Coach, Situational Leadership, Strategic People Resourcing, Post Masters Advanced Certificate in Enrollment Management for Higher Education, <i>Ruffalo Noel Levitz</i>  ABD, (PhD) Leadership for Higher Ed. With 28+ yrs professional experience in HR, Training & Org. Development, Operations; 10 years in Higher Ed., teaches in College of Business – Management	Oversight of all programming and execution of all activity objectives to include budget management.  Serves as Employer Relations interfacing with employers
Career Development Coordinators  FT positions (2) East / West	Ali'yah Martin Career Dev. Coordinator-east BA and MPA - Albany State University Certified. Strong Inventory.  Career Dev. Coordinator – west OPEN	Provides certified counseling/advisement on career related resources to campus for individual or groups bases to prepare students for career success; manages internships by colleges
Career Relations Coordinator  FT position (1)	Bruce Colvin Career Relations Coordinator BS Albany State University, MPA in progress Certified. Strong Inventory	Plans employer visits, campus recruitment, fairs and coordination with Student Affairs on other campus events to promote student career success
Office Manager (1) FT	Patricia Hicks	Manages office
Student Ambassadors (3) positions – PT by college	DiaSha Shavers, Junior – Political Science Paris Brown, Senior - Business Info Systems Open  To assist Career Services in connecting with students and serving as student advisory members	Promotes student related programs and events across campus through social media and workshops within each college/degree program



## F. ASSESSMENT PLAN

- Identify methods assessment of the project to determine effectiveness.
- Identify methods used to determine achievement of programmatic objectives.

Activity Objectives	Assessment Methods		Achievement of Programmatic Objectives
Objective 1: Inform students' career planning efforts through identification of pathways to career fields that align with majors that begin when students arrive on campus		Career Services visit and/or Kuder Journey assessment for all students in FYE courses as a course assignment  Student Survey	Registration and usage in Career Services portals through system analytics  Target 50% of Freshmen and 50% of Sophomores  Attendance increases at all planned programs and events by semester, annually
Establish strong connections between campus career services and local and national/global employers that will lead to an increase in job placement within a year of graduation for underrepresented student populations		Log of employers registered from employer portal  Employer Survey	Annual growth by 25% over previous year  Favorable responses at least 75% annually
Objective 3: Develop pre-workshop ( or pre-internship) experiences and targeted sessions led by the business/HR professionals to strengthen and improve selection opportunities for first generation college students and/or underrepresented students with national/global employers for paid internships and employment		Employer Survey  Student Survey	Completion and return rate of at least 75%  Completion and return rate of at least 75%
Objective 4: Facilitate <i>Faculty-to-Employer Externship</i> opportunities with local and national/global employers to reduce knowing-doing gap from academics to employment in high-need career fields to better inform student placement, work experience and employment		Employer Survey  Faculty Survey	Completion and return rate of at least 75%  Completion and return rate of at least 75%
Objective 5: Support students' usage and connectivity to career related resources to improve visibility with employer community		Portal registration	Analytics from system on student usage of services

## G. INSTITUTIONALIZATION PLAN

- Provide a plan demonstrating how the project will be institutionalized by the end of the five-year grant.
  - Provide a yearly plan of institutionalization which includes Title III personnel reduction.
  - Funding or collaboration for continued services on a yearly basis.

Activity Objectives	Institutionalization Plan		Funding or Collaboration for Continued Services
Objective 1: Inform students' career planning efforts through identification of pathways to career fields that align with majors that begin when students arrive on campus		Cost for resource portals can be transitioned to state budget or increase in student fees.	Continued function of the Office of Career Services. Cost of business.
Establish strong connections between campus career services and local and national/global employers that will lead to an increase in job placement within a year of graduation for underrepresented student populations		Continued function of Office of Career Services.	Cost of business in travel to connect with business community.
Objective 3: Develop pre-workshop ( or pre-internship) experiences and targeted sessions led by the business/HR professionals to strengthen and improve selection opportunities for first generation college students and/or underrepresented students with national/global employers for paid internships and employment		Continued function of Office of Career Services.	Cost of business.
Objective 4: Facilitate <i>Faculty-to-Employer Externship</i> opportunities with local and national/global employers to reduce knowing-doing gap from academics to employment in high-need career fields to better inform student placement, work experience and employment		Faculty develop relationship with employers.	Sponsorships developed with employers, fully funded externships matched with employer partnerships.
Objective 5: Support students' usage and connectivity to career related resources to improve visibility with employer community		Cost for resource portals can be transitioned to state budget or increase in student fees.	Cost of business.

<p><b>Personnel</b></p> <p>Director position funded at 25% (1) \$ 21,350.00</p> <p>Career Development Coordinator (west) funded at 41.8 % (1) \$15,588.00</p> <p>Career Development Coordinator funded at 100% (1) (east campus) \$ 38,000.00</p> <p>Career Relations Coordinator 100% (1) \$35,350.00</p>	<p><b>Year 1:</b> Director salary transitioned to state budget.</p> <p>Career Development Coordinator (west) transitioned to state budget</p> <p><b>Year 2:</b> Career Development Coordinator (east) transitioned to state budget</p> <p><b>Year 3:</b> Career Relations Coordinator transition to state budget</p>	<p>Cost of business.</p> <p>Increase in student fees for services or reallocation of student fees as this is a cost of business.</p>
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**ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS**  
**Grant Period: October 1, 2017 – September 30, 2022**

*(Objectives and performance indicators must be stated in measurable terms)*

<b>1. Name of Institution:</b> Albany State University	<b>2. Activity Title:</b> <i>Providing Student Professional Development for Career Success through Awareness, Persistence and Completion of Academic Choice</i>  <b>3. Activity Number:</b> 1 (Title III, Part B)
<b>4. Activity Objective(s)</b>	<b>5. Anticipated Results to Measure Success (Performance Indicators):</b>
<b>Objective 1:</b> Inform students' career planning efforts through identification of pathways to career fields that align with majors that begin when students arrive on campus	<b>Performance Indicator 1:</b> <ul style="list-style-type: none"> <li>a) At least 50% of freshmen and 50% of sophomore students visited Office of Career Services for assessments to align interest by self-referrals, faculty referrals, or student support department referrals for underrepresented students</li> <li>b) Increased student interactions in Career Services programming, by 25% annually for underrepresented students.</li> <li>c) Student referrals by faculty and student support departments to Career Services, by 25% annually, for underrepresented students.</li> </ul>
<b>Objective 2:</b> Establish strong connections between campus career services and local and national/global employers that will lead to an increase in job placement within a year of graduation for underrepresented student populations	<b>Performance Indicator 2:</b> <ul style="list-style-type: none"> <li>a) Increased number of relationships with local, national/global employers that have significant campus presences</li> <li>b) Increased number of internships of graduates that lead to employment conversions</li> <li>c) Attendance at conferences or meetings with overwhelming employer participation.</li> <li>d) Increased alumni participation from national/global employers on-site/electronic medium events</li> <li>e) Collaboration with business community to improve overall interpersonal skills of students to improve student placement</li> <li>f) Collaborated activities with Faculty and other offices to connect employers to ASU graduates</li> </ul>
<b>Objective 3:</b> Develop pre-workshop ( or pre-internship) experiences and targeted sessions led by the business/HR professionals to strengthen and improve	<b>Performance Indicator 3:</b> <ul style="list-style-type: none"> <li>a) At least three (3) Informational sessions conducted by employer representatives to improve selection opportunities for underrepresented students (Fall, Spring)</li> </ul>

selection opportunities for first generation college students and/or underrepresented students with national/global employers for paid internships and employment	b) MOUs developed and executed with national/global employers for experiential learning events for targeted underrepresented students
<b>Objective 4:</b> Facilitate <i>Faculty-to-Employer Externship</i> opportunities with local and national/global employers to reduce knowing-doing gap from academics to employment in high-need career fields to better inform student placement, work experience and employment	<b>Performance Indicator 4:</b> a) Executed MOUs with Employers for Faculty externships b) At least (2) Seminars held for faculty conducted by employer representatives explaining business trends and future talent management per academic year
<b>Objective 5:</b> Support students' usage and connectivity to career related resources to improve visibility with employer community	<b>Performance Indicator 5:</b> a) Career Services employer portal(s) operational and utilized by (underrepresented) students at 50% of student population b) Student career support portals operational and utilized by (underrepresented) students at 50% of student population c) Media boards / equipment for employer connections operational and utilized by students in high traffic areas or designated locations

GRANT ACTIVITY FOR THE TITLE III PART B OR PART F PROGRAMS				
IMPLEMENTATION STRATEGY AND TIMETABLE FORM				
<b>1. NAME OF ACTIVITY COORDINATOR AND OFFICE:</b> <i>Tracy Simmons Williams – Office of Career Services</i>			<b>2. Activity Title:</b> <i>Providing Student Professional Development for Career Success through Awareness, Persistence and Completion of Academic Choice</i>	
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
1.1 Retain Kuder Journey, existing support service agreements, secure employer portals and make operational.  Create visible presence using technology interfaces on webpage and student locations	IT Career Services staff	Technology Integration  Student promotion	100% student connectivity and usage	10/1/2017 to 9/30/2022
2.1 Employer Events planned annually Coordinated events by major/degree field	Career Services staff Employers Students, Alumni Faculty	Technology boards Career Services /Employer portals and Systems	Student attendance at planned levels for events	10/1/2017 – 9/30/2022
3.1 Various Workshop sessions planned for students by semester Career Fairs Informational Sessions <i>Pre-Workshop</i> events lead by employers Mock Interviews by employers	Career Services staff Employers Students Faculty and Staff	Technology boards Social media	Student attendance at planned levels for events	10/1/2017 – 9/30/2022
4.1 Faculty Externships planned with Employer community in high need career fields  Site visits to companies/business in high need career fields	Career Services Employers Faculty	Relationship building by degree program/college with Faculty and Career Services	Annual increase of Faculty participation by 25% annually	10/1/2017-9/30/22
5.1 Secure agreements for career related portals	Career Services vendors	Technology connections to webpage	Services secured and student usage at 75% or greater	10/1/2017-9/30/22

