

# CALIFORNIA STATE UNIVERSITY YACHT CLUB BAY

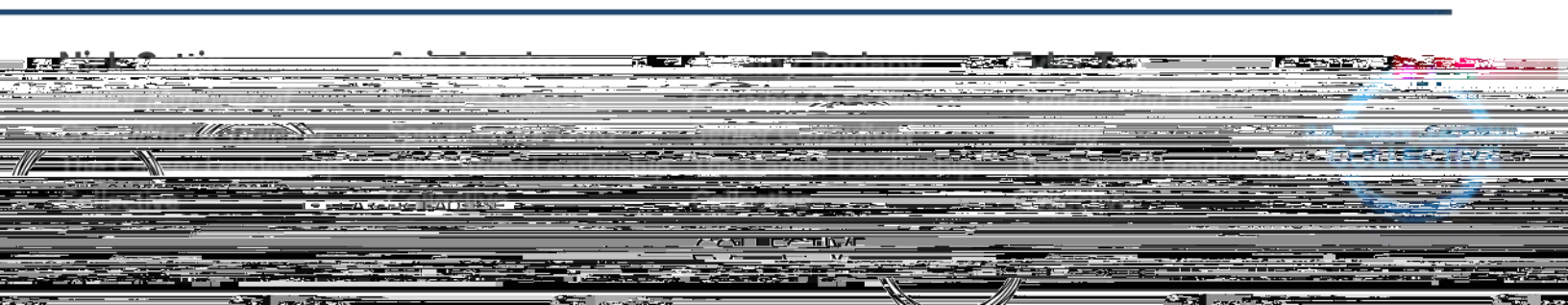
Strategic Landscape Analysis for Career Success

External Consulting Group Report

November 2022

PRESENTED BY

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## Charge & Process

Cathy Sandoen, President of California State University East Bay, charged The Career Leadership Collective with a strategic landscape analysis of the career and professional development culture. This project has resulted in recommendations that will lead to improved student career outcomes, student success, and the overall career experience across the student experience.

The review process included:

- A review of strategic plans, reports, and historical documents.
- An onsite Landscape Analysis, including interviews with multiple stakeholders internal and external to the campus. This was conducted in September 2022 (see Appendix).
- A comprehensive report providing observations of the campus career landscape and recommendations for future practice.

The Career Leadership Collective would like to appreciate the person who contributed their time and energy. The involvement and contribution of faculty and staff toward impacting students' futures is commendable. We identified strengths and growth areas by analyzing campus documents, reviewing relevant data, and conducting stakeholder interviews. A new vision and alignment can facilitate a premier career development experience and sustain career outcome success.

This report contains recommendations.

Below are the key findings for the report administration of campus, which are further detailed throughout the report.

This analysis process included:

Insights from:

30+

Students, Employers,  
Staff, Faculty, and Senior  
Administrators.

Analysis On:

- STRENGTHS
- GROWTH AREAS
- IDEALS FOR THE FUTURE



### 1. Create a strategic plan for High Impact Practices

- Establish new learning outcomes
- Develop a Communication for the new vision and priorities

with a new success...

new AVP level

new staffing and roles to meet vision and

### 3. Develop Career Data Collection Processes

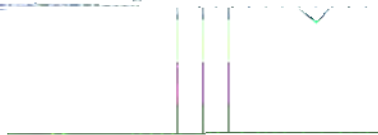
destination career data and multi-year alumni career data

Thank

U.S. to

all

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## Campus Career Services Scorecard

The scorecard below represents the cumulative overall assessment of our state last year's college-wide career success culture and effectiveness in light of our work with hundreds of colleges and universities in the following key areas: career development and future preparation. You can find a complete scorecard rubric in the Appendix.



**Insufficient Strategic Goals and Priorities for Career Success**  
1 - Blind Spot

No current college wide plan for career development; few systematic requirements of students; gaps exist in career exploration, employer relations, and

**Leveraging Data Effectively**  
1 - Blind Spot

Some career data is collected, but it is minimally used. Data collection focuses on engagement and usage rates but does not measure impact.

**High Quality Career Design through the Student Lifecycle**  
2 - Progressing

Differing levels of quality and breadth of career readiness offerings occur depending on campus size, or co-curriculars, or demographic

**Coordinated Career Ecosystem**  
2 - Progressing

Career development activities are embedded in some areas of campus, such as classroom presentations and programming partnerships with other offices

**External Engagement Strategy**  
2 - Progressing

Career Fair and networking takes place with minimal coordination between campus groups. Limited outreach to employers.



# Observations & Recommendations

The following reflections are observations which can lead Cal State East Bay to increase the impact and reach of quality career success for every student across the institution and to improve career outcome success.

## f. Create a Strategic Plan of Career Practices

This is a special programs across the country. Mobility Survey (CM). 55% of survey that career success was a top motivation for pursuing a college education. Intellectual development (42%) and even financial gain (39%). This indicates that prospective students and families increasingly make college decisions based on the career success of institutions.

Effective career practices can increase enrollment and retention, and create a larger story of success at an institution of higher education. Cal State East Bay for how it serves its students. Trends: the institutions' career success strategies have yet to align with a clear vision of how to provide career practices identified by the National Alumni Career Mobility Survey. As a result, career gaps throughout the college. Students attend Cal State East Bay for the career opportunities and financial gain via higher education, but they don't report seeing a coherent, institution-wide vision for how they can find career success.

In a world of changing demographics and shifting employer needs, a strategic plan for intentional career development is essential to ensure that all students have the tools they need to achieve their career goals. Career readiness cannot be left to chance. Nor can it be an initiative of

## Observations

- There is not at Cal State East Bay a campus-wide priority of student success. Everyone from faculty to students in the faculty and staff expressed a commitment to the success of the students at Cal State East Bay.
- Faculty and staff across the campus recognize that career advancement and increased economic opportunity are top priorities for their students. They realize the importance of career success as a central aspect of the Cal State East Bay experience.

1 <https://www.careerleadershipcollective.com/nacmreport>



Faculty and staff also recognize the unique challenges students at Cal State East Bay face. Students are largely first-generation. They often need to be made aware of the career opportunities afforded them by their major. Many have existing jobs or family commitments that prevent them from attending workshops or engaging in career-related activities and events.

Faculty and staff did not consensus on a definition of career readiness and on what career readiness outcomes or metrics define it.

## Recommendations

## Recommendations

### Develop Strategic Priorities Which Align with a New Campus-Wide Vision

Using the findings in this report, we recommend creating a set of clear strategic priorities. These priorities should be rooted in ensuring every Cal State East Bay student can have high-quality career learning experiences. These priorities should be scaled to reach all students and to integrate into existing campus practices throughout the student lifecycle - not just the responsibility of the career staff or academic colleges. Instead, these priorities and goals should involve engaging a large percentage of staff and faculty in embedding career learning and employer engagement.

### Establish Career Learning Outcomes

Career success must be clearly defined and understood by all Cal State East Bay. We recommend establishing institutional learning outcomes that span the four-year student experience. Consider the needs of students who are first-generation, low-income, and have the social capital of leaders from each academic college and the observed needs of students at Cal State East Bay. Come from High Impact Career Practices identified in the National Alumni Career Mobility Survey (NACM) found in the most recent NACM Annual Report, published August 2022!

### Establish Career Learning Outcomes

## HIGH IMPACT CAREER PRACTICES

04

Network with employers

01

Help students understand opportunities

02

Help students create a plan for their career

05

Encourage students to create internship opportunities related to career goals

03

Provide career advice (Faculty and Employers)

06

Address student problems





Alumni respondents engaged in High Impact Career Practices are more likely to

access with confidence have more positive success with career preparation, career exploration, career readiness and career assistance

- decide on their careers before their studies, before graduating with their degree
- and perceive their degree to be worth the tuition they paid

According to the survey, significant equity gaps exist in race, gender, first-generation status, and age. Cal State East Bay should pay particular attention to addressing these gaps by ensuring access for historically marginalized groups to three of the High Impact Career Practices: 1) Networking with employers 2) Career exploration 3) Understanding career opportunities, as listed above (\*).

The institution can leverage the NACM High Impact Career Practices to define specific Cal State East Bay Career Learning Outcomes. The East Bay CLOs will then measure and assess the High Impact Career Practices through each year of the student experience at an institution within specific colleges and majors. Cal State East Bay leadership should give strategic consideration to which CLOs should be implemented, assessed, and influenced.

Cal State East Bay should pay particular attention to three of the High Impact Career Practices, and these gaps by ensuring access for historically marginalized groups to three of the High Impact Career Practices:

1. Networking with employers
2. Career exploration
3. Understanding career opportunities

A sample framework is as follows:

to from work in as follows:









engage with the university, including giving back through their time, talent, and treasure.

Prospective students, create connections with Cal State East Bay and their connections to the Bay Area. Students with experience at Cal State East Bay and their connections to the Bay Area graduation.

## 2. Establish a New Career Success Initiative

Many faculty and staff members at Cal State East Bay expressed a commitment to preparing students for the workforce. In addition, career success initiatives exist at many levels, offices, and departments on Cal State East Bay's campus. These individual commitments and department-level initiatives, though, serve only a small portion of the student population, resulting in many students missing opportunities for career



## Recommendation

Create a new career success center located on campus and coordinate career development

The current career services structure does not provide equitable career guidance to every student, nor does it allow for engaging a higher volume of students. To meet these needs, Cal State East Bay should establish a new Career Success Hub that coordinates career readiness and development across the campus ecosystem via curricular and co-curricular avenues. More specifically, the Career Success Hub will be responsible for:

- Building relationships across campus with key faculty and staff to assist with career readiness implementation.
- Creating scalable solutions to meet the career development needs of all students.
- Developing data-informed interventions to impact career at-risk populations.
- Cultivating a cross-campus ecosystem that ensures all students are preparing for their future regardless of major or whether they choose to engage with a particular course.

The Career Success Hub should become the nexus of career related activities which impact all students, Cal State East Bay faculty and staff, and the broader community. Career preparation will be unavoidable, ensuring every Cal State East Bay graduate will achieve future career success, economic mobility, and positive community impact.

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Future consideration should be given to the physical space which hosts the Career Success Hub. The existing space is an old model of career development focused on one-on-one advising. Whether by repurposing

the existing space or creating a new space, the office for students, the new space should be designed to be similar to other

“Mezzanine” spaces on campus, which are designed to be engaging and collaborative. Career Success staff will likely also have satellite office space throughout the Cal State East Bay community.

The space should be designed to maximize the following aspects of the new office mission:

- Provide a space that is available to collaborate, equip, and engage with faculty and students. The space also provide opportunities for employers and alumni to engage with students and faculty, through experiential learning projects or networking events.
- The physical space should be designed to maximize flexible use that changes throughout the day, from hosting students, staff, and faculty during the workday to employer and networking events in the evenings.
- Space to leverage video technology to conduct virtual interviews, facilitate virtual career treks, create relevant career content, and videos for Canvas and other outlets.

- **Develop new staffing structure and roles to realize the vision and goals.**  
A new office with an innovative strategic vision and goals requires a new staffing structure to ensure success.

**Career Leader: Assistant Vice Provost:** An executive-level position at the AVP level should shepherd Cal State East Bay into a new era of career development and generate buy-in at colleges, the administration, and with external stakeholders. Cal State East Bay needs a position so that this leader can strategically integrate career efforts into the curriculum and co-curriculum, and partner with deans and other upper administrators to ensure every student can achieve career success goals.

The following characteristics will be key for this position:

- **System Architect:** Convenes key administrators and stakeholders around Cal State East Bay career readiness vision across campus.
- **Curator of Data:** Implements and maintains quality data, narratives, and analytics that East Bay can effectively share the story of career success.
- **Relational Connector:** Represents Cal State East Bay to corporate partners in the Bay Area.



- **Resource Gatherer:** Builds and sustains revenue and funding to support a vision that provides every Cal State East Bay student with a career pathway. Additional new staff positions should be aligned within the following functional teams. Each team should have a team lead for the efforts and will also serve on the office's leadership. Each team should have a sufficient number of staff to ensure the success of their efforts.

**Team 1: Career Education & Integration:** This team will work to increase students' career readiness by weaving career education and professional development into the fabric of the campus. Specifically, using data-informed goals, strategies, and solutions. This team will also work to increase the number of students who are career-ready. One of their primary tasks will be to develop and maintain a cross-campus team of Faculty & Staff Career Champions.

Their new work should focus on the following:

- Develop a data-informed set of student career interventions, including identifying which student populations should be targeted for their services.
- Seek to embed Career Learning Outcomes into curriculum, co-curriculum, and extra-curricular activities.
- Build relationships with faculty, departments, and staff to equip stakeholders to engage students with Career Practices.
- Create scalable services which students can access asynchronously, leveraging technology and online modules. Increase engagement with these services, including Handshake and CalState S4.

When this team, prioritize:

- Builders of partnerships with key stakeholders
- Creators of multi-modal career development initiatives
- Educators and Trainer-of-trainers
- Aptitude for leveraging technology, such as career management and online learning platforms

Suggested Position Allocation:

- Director of Career Education & Integration\*
- Assistant Director for Career Education & Integration (4)
- Assistant Director of Career Curriculum & Online Content\*
- Graduate Assistants (1-4)

**Members of this team** should be able to provide a wide range of scalable solutions in the areas of that given college. Efforts should focus on building connections between industries and career pathways that Cal State East Bay students can access. Because the data on industry destination and alumni pathway data, because it might differ from field to field, some liaison should be established on the industries connected to those programs.



**Team 2: External Partnerships & Engagement:** This team will ensure that recruitment activity and employer engagement are effectively coordinated across all colleges and divisions of Cal State East Bay. Their goal will be to build a pipeline of employers for engaging employers. As a result, all students can pursue the employment of their choice, regardless of major or demographic background. They will also contribute to grow and maintain a diverse set of employers who engage with the campus.

When hiring for this team, prioritize candidates who can:

- Build partnerships with key stakeholders, both internal and external
- Holistically manage the recruitment process
- Build consensus and buy-in
- Manage and coordinate Handshake
- Coordinate recruitment events, both in-person and virtual

Suggested Position Allocation:

- Director of External Partnerships & Engagement\*
- Associate for External Partnerships & Engagement
- Assistant Director for External Partnerships & Engagement

**Team 3: Operations & Communications:** This team will ensure that reports, technology systems, and communication functions are effectively coordinated to serve all students, employers, the campus community, and the general public. They will ensure the impact of the Career Success Hub, supporting the Career Success Hub as a career education and external partnership center. As part of the Career Success Hub, they will manage annual reports, program engagement, and other relevant domains, ensuring compliance and preparing for accreditation agencies. They will also develop and implement strategic communications plans that tell the story of Cal State East Bay students' success. This strategic communication will maximize the visibility of the Career Success Hub to students, employers, faculty, and other constituents.

Suggested position allocation:

- Associate Director of Operations & Communications\*
- Communication Specialist
- Office Administrative Support Specialist

While all three of the above areas will be responsible for driving change in their respective contexts, all of their work will be intricately linked. Priority hires are noted by an \*.

- **Launch a premier peer career advising program**

A robust Peer Career Advising Program should be implemented. The program should grow in size and responsibility. A new peer advising program will help the office with positive brand awareness, increase its reach, and serve more students more efficiently. The student peers do not need



to have the knowledge of masters level career counselors. Instead, they should help with basic resume reviews, resume reviews, opportunities and pathways for students, and help other students navigate nuances of the internship and job search process external to the university.

Research has shown that peer advising on university campuses is one of the most effective ways for students to achieve desired learning outcomes. Peer advising is considered a best practice by both NACE and NACADA. Leading such a program can be a highly sought-after leadership role on campus. Quality training must be part of this program.

For additional benchmarks, please refer to the following resources:

- NACE Starting a Peer Advising Program: <https://careerservices.richmond.edu/peer-advising-program>
- University of Iowa Peer Advisors: <https://careers.uiowa.edu/students/career-services/peer-advising-program>
- Ender, S. C., & Newson, F. B. (Eds.). (2010). Students helping students: A guide for peer educators on college campuses (2nd ed.). San Francisco: Jossey-Bass.

#### • Embed career success into the campus through cross-functional working groups

A newly hired leader and career team can build sustained trust among stakeholders enabling collaboration between departments and colleges as they work together toward achieving career readiness goals. We suggest creating the following working groups which the staff of the Career Success Hub can lead:

- Faculty & Staff Career Champions Steering Committee: This strategic group of faculty members should meet at least quarterly to discuss the implementation and administration of a Career Champions program at Cal State East Bay. For more information on this program, please contact the Career Success Hub.
- Experiential Learning & Internship Success Council: This council should develop best practices, standards, and resources for students' experiential learning. The council should meet quarterly.



## Work in tandem external

Secure the support of industry partners to Cal State East Bay students, faculty, and staff. This council should not compete with existing corporate sponsorship programs across campus but complement its work by engaging faculty and staff who already interact with companies and alumni. For more information on this council, please see the outline titled "Developing an external partnership strategy for external partnerships."

Secure adequate funding to support the career center. Adequate funding to support the career center and initiatives that are committed to equitably preparing all students for their future and careers effectively resource their career success efforts. Innovative campuses across the nation, including many within the Cal State system, have dedicated student fees for career success. Some have expressed support for a fee increase, even forgoing other services if it meant increasing career development and job opportunities.

Cal State East Bay should ensure that in its efforts to build a career center, it is not entirely dedicated to career success efforts. A starting place would be to increase the fee by small increments over three years. Additional funding can be sought from other Cal State campuses. Fees collected can be used to support all colleges, effectively engaging in employer development, providing financial support to faculty involved in career development such as Career Champions, and provide financial support to students to complete their externships.

- For an example of an institution building career development services through a fee model, see <http://lamoh.edu/news/top-stories/2017/12/trustees.html>

In addition to student fees, additional external funding can be secured once Cal State East Bay makes an initial investment. By demonstrating a strong commitment and vision for career success, Cal State East Bay will be in a position to seek external funding through alumni donations, grants, and other sources.

## 3. Develop a career development plan for career success

Universities that genuinely transform the lives of their students and graduates are thoughtful about each step a student takes along the career development journey, from prospective students to alumni. Such a journey is tailored to the career development needs of today's Cal State East Bay students differ from those of previous decades. To help graduates achieve their maximum potential, the university should remain committed to the career development expertise of students.

### Observations

- Career advisors expressed a prioritization for scalability, but the scope of their position does not allow for truly holistic, campus-wide, cross-department coordination of career development efforts.
- Some Cal State East Bay students report receiving educational information through various channels, including the career center, the student catalog and the AA&E website. However, the students that engaged with those resources often



happened upon them via time-intensive searching. Other students were not aware of the existence of such resources.

Students reported needing more education about how to use Handshake as a resource for finding internship opportunities. Some deferred to their advisors to verify taking the necessary independent or Gal State East Bay facility to find career development experiences.

Faculty and staff are dedicated to developing career education experiences for students including internship and research opportunities. However, much of this work is siloed by departments. While many of these opportunities are paid, it's difficult for students who work full-time jobs in addition to their academic positions. As one faculty member said, students make more at in-person than as researchers on campus.

## Recommendations

- **Establish a robust career readiness program**  
Faculty are crucial to creating a robust career readiness program. Helpful career advice from faculty is a High Impact Practice<sup>3</sup>. A Career Champions program can help educate and empower faculty and staff on how to interact with students on career success. This can be facilitated as a stand-alone initiative or built as part of UC East Bay's Faculty Learning Community model. Potential funding support can come from the Academic Access, Enhancement and Excellence Fee<sup>4</sup> (A2E2) as it would meet the qualifications of "Supporting courses and programs in academic programs" and "Supporting high-impact programs and services for students across the university."
- Overall, this program should engage faculty and staff toward increasing awareness of career pathways and supporting career readiness. The following recommendations are in the initial stages of the program:
  - Develop an initial steering committee to guide the development of the program. Identify potential Career Champions by first noting faculty and staff who are currently engaged in career conversations with students. Reach out to those who wish to participate, including student affairs staff, and faculty.
  - Hold listening sessions with these staff in order to ascertain training and resource needs as well as existing competencies and practices. Facilitate initial in-person training; offer additional asynchronous, online training via the university's course management system.
  - Career Champions should be trained for the following topics:
    - How to have effective career conversations with students
    - Understanding online career tools and how students can leverage them for career success
    - Designing in-class activities that encourage career thoughtfulness
    - Creating dynamic, experiential learning experiences
    - Disseminating career readiness information
    - Advocating for career data collection

3 <https://www.careerleadershipcollective.com/nacmreport>

4 <http://www.careerleadershipcollective.com/>



The Collective has highlighted the work being accomplished through a number of institutions, including the following:

**George Mason University's Career**

<https://www.gmu.edu/faculty-staff/career-influencers-network>

training

200 faculty

career conversations as they meet with

students. The result has been over

20,000 new

have occurred outside of the career

center.

**Ball State University's Skills Infusion Program**

<https://www.bsu.edu/administration/programs-services/skills-infusion-program>

Faculty work with career

advising staff, alumni, and employers

to map and integrate career-relevant

information into their syllabus. Faculty

are emp

their learning outcomes, which increases buy-in and generates a

significant in

extension of this program is the Faculty External

experience. In this paid experience, faculty participate in a work-based experience for 40

hours in the summer; upon completion of the internship, they can better integrate career

and skill in

**Develop integrated career learning solutions**

Through the efforts of the Career Success Hub, Cal State East Bay should embed key career development activities into multiple points through

programs and technological infrastructure.

the university's new

education initiatives. Specifically, we recommend the following:

**Upgrade Canvas to engage both students and faculty with career**

assessment of career development activities can identify content relevant to specific populations

or areas of study. These activities can be embedded into curricula and co-curricular spaces

Training modules

readiness. We suggest generating activities and content that can be embedded into the

curriculum in key classes such as those targeting first-year students,

underserved student populations. Examples of other institutions focusing on integration to meet

the needs of all students include the following:

**Carnegie Mellon enrolls all incoming first-year students into**

course using Canvas. Three modules are available to students before they arrive on

campus. In the first year, 95% of incoming freshmen had logged onto the course, 33% had

completed all three modules, and 35% had activated their Handshake account, all before

the first day of class.

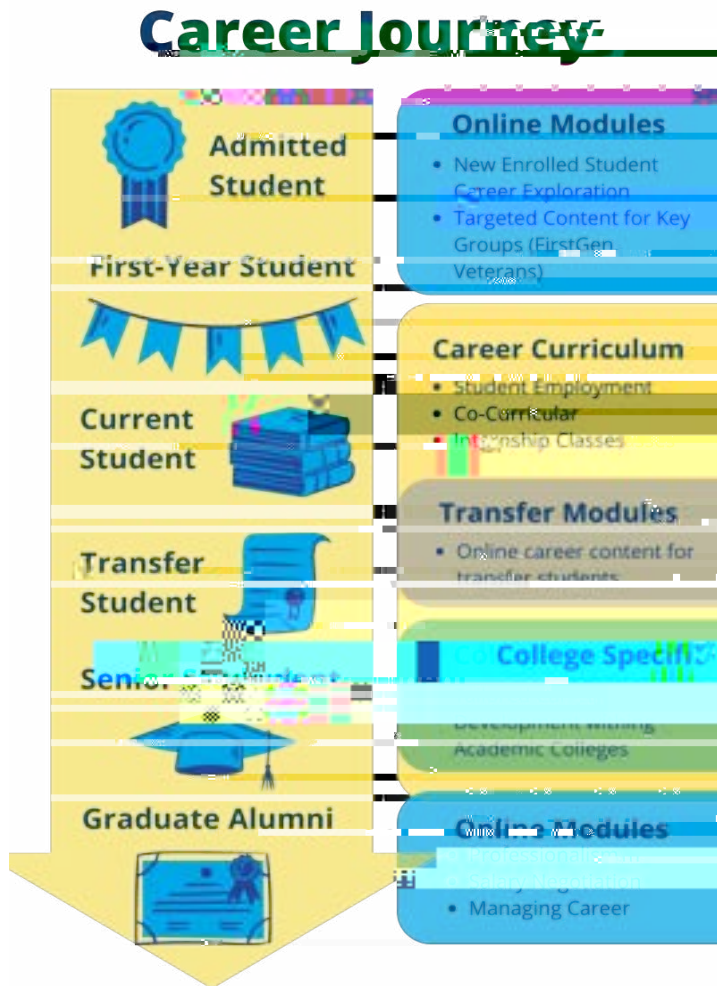


- DePaul University's Career Center recently developed an online library of digital resources that can be used to help students develop critical competencies and become career ready. The library features over 50 handouts created with a focus on micro-learning, scaffolding content, meeting students where they are, and making career development actionable. This project also resulted in a growing library of activities for use in classes and other non-traditional experiences that provide an engaging and approachable way

- Purchase the Career Launch microlearning curriculum. Career Launch (<https://www.careerlaunchacademy.com/en/usa>) is a scalable and effective faculty-developed product/course content from the University of Sarajevo that teaches students the skills and



While mapping career journeys, consider the following chart:

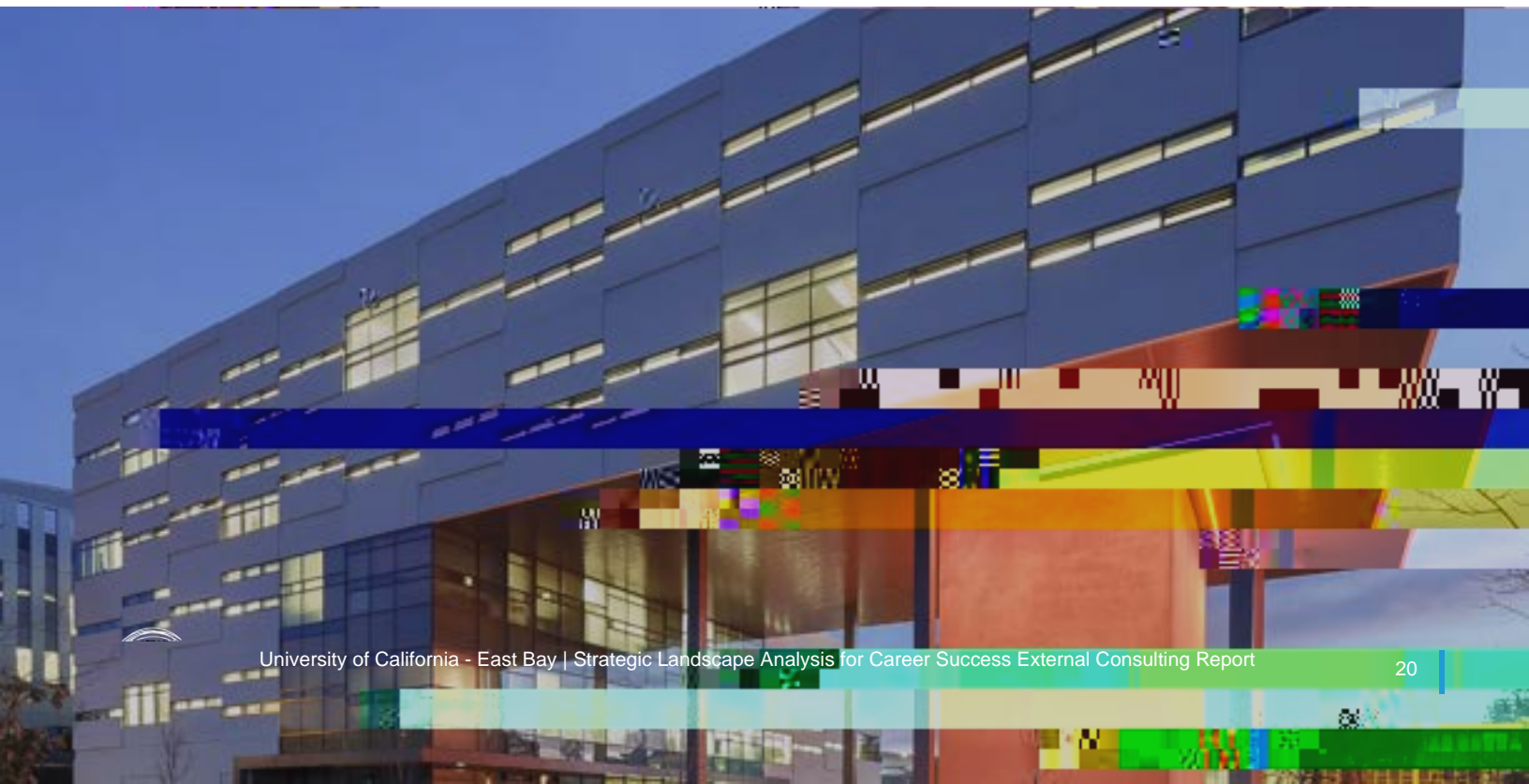


Students need to understand the professional pathways they can pursue based on their area of study. What professional paths can I pursue upon graduation if I pursue this major? Which employers, organizations, and graduate schools do students with my education and expertise continue onto?

Particular attention should be given to first-generation students, transfer students, racially minoritized students, and students from underserved majors. Pathways should be mapped to campus curricular and co-curricular activities for each stage of a student's career development journey. Cal State East Bay should collect and analyze student engagement data to identify gaps in current student contact points in order to craft new strategies and connect them to alumni data at the 1-, 5-, and 10-year mark.

#### 4. Develop Career Outcomes Data Collection Processes

Cal State East Bay's faculty and staff are deeply committed to serving the institution's diverse students. Its culture is





being and development

The university can

faculty and staff to serve their students' needs better. Specifically, career outcome data taken at multiple points along the journey of Cal State East Bay alumni will give the administration the tools to evaluate and assess the efficacy of career readiness education initiatives and to tell the story of success of Cal State East Bay students to various internal and external stakeholders including faculty and staff, potential donors, prospective students, and corporate partners and recruiters.

## Observations

- While many administrators, faculty, and staff believe it would be useful, Cal State East Bay does not collect alumni career data. This information about alumni salary and career satisfaction at the one-year, five-year, and ten-year marks.
- Administrators make judgments about the efficacy and success of career readiness initiatives. However, they don't have empirical, quantifiable data to confirm or disprove those judgments.
- The administration lacks the data to know and tell the story of Cal State East Bay students—where they go, what they do, how successful they are, and how satisfied they are with their education—whether to internal stakeholders such as faculty, staff, and students, or to external stakeholders such as prospective students, employers, and donors.

## Recommendations

- **Collect multi-year alumni career data.**

The collection of alumni career data by the university-wide and academic division administrators can aid in decision-making, planning, and trend analysis. Faculty and staff will have the opportunity to correlate career readiness practices to post-graduate career success and economic mobility. For this reason, we recommend outsourcing the gathering and reporting of 1-, 5-, and 10-year career outcome data to a third-party provider to ensure a consistent process. Start by collecting 1-year or first destination data for the Spring of 2023, then collect broader 5- and 10-year data in the Fall of 2023 as alumni contact information becomes available.

The Career Leadership Collective offers a robust set of data services that allow for collecting both 1-year/first destination and 5- and 10-year data.

- We recommend immediately purchasing EMBARK to ensure the robust collection, synthesis, and reporting of first destination data to showcase immediate alumni success. Visit [careerleadershipcollective.com/embark](https://careerleadershipcollective.com/embark) for more information.

Participate in the national Alumni Career Mobility Project in Fall 2024 to understand which career practices exist, jobs to reference throughout the long-term: <https://www.careerleadershipcollective.com/namc>

- **Create a career data team to maintain and explore effective career data practices.**

This group aims to understand career readiness trends at Cal State East Bay and to form





recommendations based on these trends. This task force can meet 4-6 times a year depending on goals and needs. This task force should create a program discussion around all aspects of Cal State East Bay career engagement data: career learning assessments, 1, 5, and 10-year career data, regional employer data, student career engagement, and employment data, benchmarks, celebrations, and areas for improvement.

- **Internal culture change:** The faculty and staff at Cal State East Bay have a student-centric interest in staying informed about student success. Faculty and staff in multiple sessions with us expressed willingness to advise students on their future careers, but also a desperate need for data related to career opportunities and career pathways. The career data collected can be a key part of the work of faculty and staff, and also help to nurture culture change toward embedded career success. This should include emerging areas of employment, such as the growing biotech and healthcare presence in the East Bay area. Because of this, we recommend sharing career outcomes data with the campus community regularly.

Faculty affix can in the appropriate sessions with us expressed willingness to advise students on their future careers, but also a desperate need for data related to career opportunities and career pathways.

- **Annual presentations on career outcomes:** This process should include presentations to the broader campus community, individual colleges, and academic departments. Information on "Where Do Our Graduates Go" should be curated for each audience.
- **Asynchronous access for students and campus community:** Key information around career opportunities and pathway mapping should be curated using technology. This information should be embedded on multiple channels within the institution, such as Career Success, the AACE website, individual college websites, and admissions. Examples of how other campuses are doing this include:
  - Virginia Commonwealth University's Major Maps (<https://majormaps.vcu.edu/>)
  - Binghamton University's Bing Career Destination (<https://www.binghamton.edu/crm/students/outcomes/index.html>)

## 5. Develop an engagement strategy for external partnerships

By developing a comprehensive strategy for external partnerships, Cal State East Bay can improve its ability to develop its students' career readiness. This will result in a broader range of opportunities and stronger career satisfaction outcomes for students.

While some external partnerships exist with local employers and recruiters, their reach is limited. The current approach leaves gaps throughout the university, and



participate in a variety of ways with a variety of organizations. This strategy will ensure that all members of the university are engaged in external relationships. A coherent and coordinated strategy for external partnerships will allow Cal State East Bay to more effectively engage with the university at multiple levels.

## Observations

- Cal State East Bay's location in the Bay Area allows for many of its students in direct competition with other high-prestige universities for internships, opportunities, and networking.
- Staff reported that certain employer relationships had soured due to the bureaucratic difficulties of creating and crediting employer internships. This phenomenon was worsened by the lack of staff available to assist employers as they underwent the process.
- Many faculty and staff from many different academic and administrative departments are working to develop external relationships, the ad hoc nature of this work results in a lack of institutional knowledge about the organization.
- The institution needs knowledge about where alumni go after graduation, what they do, and how to contact them.

## Recommendations

- **Develop Campus-Wide Priorities for External Partnerships and Engagement**  
A well-defined strategy and list of priorities regarding external engagement by the External Partnerships and Engagement team to direct their efforts in the management and impact of their work. This will also enable the campus to cohesively manage and coordinate interactions with alumni and employers, limiting unnecessary duplication of effort and breakdowns in communication. Ultimately, the result will be a more coordinated approach to post-graduation opportunity.
- **Assess the External Relationship Landscape**  
A broad and accurate view of the external relationship landscape will be necessary. We suggest assessing the following:
  - Alumni career outcomes and pathways, including data for key academic departments
  - Current internships available through the existing career office as well as those provided by other departments











# Appendices

## Appendix 4: Schedule of Virtual Campus

Tuesday, September 1, 2020

Time	Agenda Item	Participants
8:30 - 9:15 am, 45-min	Meeting	Joanna Cady Aguilar, Interim Director Academic Advising and Career Education
9:15 - 10:00 am, 45-min	Meeting	Harris, Academic Advising and Career Education
10:00 - 10:45 am, 45-min	Meeting	Walt Jacobs, Provost and VP of Academic Affairs
11:00 am - 11:30 am, 30-min	Meeting	Maureen Scharberg, Dean of Programs and Services
11:30 - 12:00 pm, 30-min	Meeting	Allison K... Director of Athletics, Balvinder Kumar, Director of Special Sessions Programs/University Extension, Vincent McCoy, Director East Bay Small Business Development Center
12:00 - 1:00 pm	Supper	
1:00 - 1:30 pm, 30-min	Meeting	Martin C... Equity, Belonging and Student Success, Krystie Tonga, Dir. Student Life and Leadership, Cookie Garrett, Dir. Diversity and Inclusion Student Ctr and Affinity, Student Center, Antonio Martinez, Dir. Student Equity and Success Advising, James Carroll, Executive Director, Association of Recreation & Wellness Services
1:30 - 2:00 pm, 30-min	Meeting	
2:00 - 2:30 pm, 30-min	Meeting	Fanny Yeung, AVP, Institutional Research and Chandra Khan, AVP, Office of Undergraduate Research



Tuesday, September 20, 2022 (continued)

2:30 - 3:00 pm, 30-min	Student Groups	
3:00 - 3:30 pm, 30-min	Student Groups	
3:30 - 4:15 pm, 45-min	Deans and Associate Deans	Chris Chamberlain, Interim Associate Dean College of Education and Allied Studies; Vish Hegde, Interim Associate Dean, College of Business and Economics; Patricia Jennings, Associate Dean, College of Letters, Arts and Social Science; Wendy Na. Dean, College of LeDuc, Associate Dean, College of Science; John Scharberg, Dean, Academic Programs and Services; John Wenzler, Dean of Libraries

Wednesday, September 21, 2022

Time	Participant	Agenda Item	Participant
9:00 - 9:45 am, 45-min		Deans and Associate Deans	Gangaram Singh, Dean, College of Business and Economics; Jason Singley, Dean, College of Science; Julie Glass, Associate Dean, College of Science
10:00 - 10:45 am, 45-min		Meeting	Bruce Simon, Director Institute for STEM; Brian Cook, AVP, University Extension; Travis Nelson, Director, Alumni Engagement
11:00 - 11:30 am, 30-min		Meeting	Cathy Sappgen, President
12:00 - 12:30 pm, 30-min		Meeting	Evelyn Buchanan, VP of University Advancement
12:30 - 1:00 pm, 30-min		Meeting	Mark Wilkay, Director, Center for Community Engagement



## Appendix 2: Campus Career Success Success Subindicators

Below is the Report as shown with the campus data entered into a spreadsheet to be completed, without the University of California's response to the questions. The Collective has based on their work with hundreds of colleges and future preparation.



	Blind Spot	Progressing	Emerging Success	Exemplary
<b>Campuswide Strategic Goals and Priorities for</b>	No current college-wide plan for career development.	Qualitative career development goals are un-	Upper administration and many department	College wide goals are clearly articulated.
<b>Leveraging Data Effectively</b>	Data may be collected and minimally used. Data measurements focus on engagement and usage rates but are not connected to impact.	Limited data use by a few individuals, but most data inaccessible, particularly to users outside of the office that collected data. Data is not well leveraged in informing overall strategic goals and activities.	Data is used in some areas. Some career activities are measured and assessed.	Data is consistently shared and used to relevant external users. There are common efforts to measure and assess meaningful career success.
<b>High Quality Career Design through the Student Lifecycle</b>	Career development is largely an "opt-in" activity, leaving career success to chance depending on students' major or demographic background.	Differing levels of quality, methods, and type of career readiness offerings occur depending on students' major, co-curriculars, or demographic background.	Quality and intentional career development exists within most established career development milestones.	Career development and key milestones are integrated through the student experience. Is mapped for first-generation students and minoritized students.
<b>Coordinated Campus Career Ecosystem</b>	Career development activities are siloed, with little communication or coordination between the physical office of the career center and other offices.	Campus, such as classroom presentations and programming partnerships with other offices.	Conversations. Career development content is readily available to the broader college community to use with students.	Career development is integrated with key communication channels. CMS is leveraged to embed career development in and outside classrooms.
<b>External Engagement Strategy</b>	Engagement with employer stakeholders is reactive as requests are made. Activities are uncoordinated across campus and divisions. Limited staffing support.	Minimal coordination between campus groups. Limited outreach to employers.	Employer engagement, but largely a sharing of information. Some coordination of employer activities. Employers receive information through various channels.	Employers, including a tiered approach towards external engagement. High coordination of communication and events. Employer engagement is a priority across campus.



## Appendix A | Consultant Bios

### Nick Cottin

Consulting, Fulbright Fellow  
The Career Leadership Collective

Nick Cottin has worked for over a decade in higher education from business to education. He was most recently the Director of Career & Professional Development in The Lanning School of Business at Miami University in Oxford, OH. He designed new curriculums, launched and led international internships, and consulted on hiring and executing their recruitment strategies. He is passionate about talent development, and community involvement, having served as a faculty member at Miami University. He has been integral to their strategic planning and recruitment efforts. He earned his Bachelor's in Business from the Kelley School of Business at Indiana University, and a master's in counseling and educational psychology from Indiana University. Nick lives in Indianapolis, Indiana, and is an avid hiker, bicyclist, and overall outdoor enthusiast.

### Avis London

Partner Success Specialist for Data  
The Career Leadership Collective

Avis London has been a dedicated and innovative Higher Education professional for almost a decade. She has spent the bulk of her career in housing, admissions, and operations focusing on project and operations management. She most recently worked as the Project Coordinator for The University of Houston - Downtown in the Marilyn Davies College of Business. She is passionate about data-driven initiatives, and their success. She earned a Bachelor of Social Work from the University of Houston - Clear Lake. She lives with her husband and two children. In her free time, she enjoys reading, exploring new restaurants, and fishing.

### Jeremy Podany

Founder, CEO, and Senior Consultant  
The Career Leadership Collective

Jeremy Podany is the Founder and CEO of The Career Leadership Collective, a national organization that provides an Alumni Career Mobility Survey and The New Forward, the first national survey of the career leadership of university career services. He has spent 10 years working inside higher education in career services and corporate education and has helped build six unique start-ups inside and outside of university systems. His consulting solutions have systemically helped thousands of university career services departments. Jeremy regularly writes, speaks, trains, and consults for universities, businesses, and tech start-ups. Jeremy lives in Fort Collins, Colorado with his wife and four children. He loves college basketball and driving his jeep thru, hiking in, or gazing at the Rocky Mountains.

### Tyler Toy

Content and Technical Writing  
The Career Leadership Collective

Tyler Toy is a writer where he earned his Master of Fine Arts in English and Creative Writing. Tyler's professional interests include rhetorical theory, cross-curricular writing, diversity, equity, and inclusion in writing pedagogy, and digital governance classroom integration. Tyler lives in Fort Collins, Colorado where he currently lives, runs, and hikes through the Rocky Mountains and writes. His fiction can be found on Amazon.