1. Support Services Report Template

Report Info
- Name of the person completing this report: Lawrence Bliss
- Title of the person completing this report: Director, AACE
- Supervisor/dean reviewing report: Linda Dobb
- Service: Career Education

3. Mandated Service

Link to Scoring Rubric

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

   Campus Policy: Yes

Provide a brief explanation, if necessary, in < 60 words.

Although we like to think of ourselves as an educational institution, most of our students see us as a vehicle to assist in improving their job prospects and career aspirations. We recognize this in our Shared Strategic Commitments (“... enhancing each student’s educational experience and prospects for success ...”) Career education is critical to our institution’s role.

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words

Career Education is an area that includes assisting students to understand how their education can be translated into employment opportunities, career counseling with students, outreach to employers interested in hiring students, and developing ways to prepare students to make the transition from the educational environment to the workplace. We work with undergraduates and graduate students, as well as alumni. It is perhaps the only department on campus apart from Advancement that has one foot on the campus and the other foot in the community. As technology advances, and the economy shifts, helping students make their way through the career decision making process and toward employment becomes more important at any educational institution.

Link to Scoring Rubric

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

   Students: 60%
   Alumni: 25%
   Community outside University: 15%
   Total: 100%

Link to Scoring Rubric

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
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<tbody>
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</table>
Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Potential students, and their parents, are acutely interested in how the institution will assist them in moving from student to member of the workforce. We provide workshops and presentations, and offer advice to parents and students at Preview Days, Open Houses, community colleges, and New Student Orientation programs.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>We offer workshops (resume writing, interviewing, networking, etc.); provide listings of part-time, seasonal, and temporary employment; bring employers onto the campuses (on campus interviews, career fairs, industry job panels); and have individual appointments with students to discuss major choice and change, career choice, salary negotiation, or other career-related issues. Our work with graduate students focuses on job search in their chosen career, and has been singularly successful since we brought in our career counselor specifically to work with graduate students.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>We offer workshops on career preparation skills (resume writing, networking, interviewing, etc.) for new graduates and for alumni. We provide individual appointments to discuss career decision making or career change. We provide databases with listings of employers hiring interns, part-time, full-time, or seasonal employees. We work with the Alumni Association to bring alumni back to campus to talk with students about their careers, and how to find a way into the system. This link is, we believe, an important part of the offerings that the Alumni Association provides to our graduates.</td>
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</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
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Provide a brief narrative (<60 words each) explaining your choice.

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<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Parents particularly are acutely concerned about spending their money smartly, and ensuring that there is employment assistance following graduation is part of that concern. By being available at Preview Days, Open Houses and similar events, we can assuage that concern, and facilitate the enrollment process.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Students often need to talk about their future, and if there is a path from their major to work. We provide an</td>
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</table>
helping students succeed while they are at Cal State East Bay

Important opportunity to clarify goals, and to design a career pathway. Also, our work with employers helps our students find employment while they are students; the vast majority of our students also work part-time while taking classes. Our PioneerJobs database is critical for these students.

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

Many of our students leave without knowing how to find employment. Our post-graduate "Career College" workshops provide them with information and skills. Our PioneerJobs database provides them with leads for employment. And after they have been out in the world for a few years, our individual appointments are often critical to their plans to change careers or return to school for graduate work. And our graduate students also rely on our services to help them develop their career strategies; our graduate career counselor is almost always fully-booked with appointments.

Link to Scoring Rubric

2.4 Alignment with Shared Strategic Commitments
How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
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<tbody>
<tr>
<td>We reinforce academic quality through encouragement of internships and cooperative education experiences, that link student classroom learning with real-life experiences. This is truly engaged learning.</td>
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<table>
<thead>
<tr>
<th>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</th>
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<tbody>
<tr>
<td>We promote academic, professional, and personal development through appointments, workshops and events that broaden students’ experiences and knowledge of available opportunities. We help students understand how to take their knowledge and put it to work for the future.</td>
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<table>
<thead>
<tr>
<th>Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner</th>
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<tbody>
<tr>
<td>Our outreach to employers and the broader community expands the educational experience for every student, and increases their prospects for success by linking them to potential employers and teaching them how to network successfully with them.</td>
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<thead>
<tr>
<th>Foster a vibrant community through enriched student services and student life that support student engagement and learning</th>
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<tbody>
<tr>
<td>We enrich students’ lives through our career fairs, our networking events, and our programs that bring employers to the campuses. Our workshops are all about student engagement with the outside world.</td>
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<table>
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<tr>
<th>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</th>
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<tr>
<th>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</th>
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<table>
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<tr>
<th>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</th>
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</table>

<table>
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<tr>
<th>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</th>
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</table>

We actively cultivate relationships with employers around the Bay Area, throughout California, nationally and internationally, to provide our students with the widest possible set of opportunities. These partnerships help the employers grow, and help our students become active members of society.

Link to Scoring Rubric

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase
Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

As technology advances, changes in the workplace follow. And as the economy shifts, demand for specific skills or abilities also shift. These positively impact career education. According to Gordon (2006) “Advising that offers career information and actively supports career planning can and should play a more important role in the future.” Career advising is a dynamic, interactive process that helps students understand how their personal interests, abilities, and values might predict success in career fields, and how to form academic goals accordingly. This important program will continue to grow as the institution grows and society changes.

5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Every few years, we assess the degree to which working with our staff assists students in moving toward graduation and into graduate school or a career. Our most recent study (2/20/13), with analysis by Gary Moser of the Office of Planning and Institutional Research, showed that “Among Juniors and Seniors enrolled from Summer 2010 to Summer 2012, those who visited AACE at least once were about 10% more likely to be retained or graduated by Fall 2012 than Juniors or Seniors who did not visit AACE during the same period.” This is consistent with the previous study (8/8/07), which showed that 87% of students who visited us graduated or continued compared to 64% who did not.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

We have made several changes in the last three years to improve the quality of our service. We have hired a full-time Employer Relations Coordinator, who spearheads our efforts to bring employers onto the campus to interact with students. We have made material (written and on-line) available to students regarding “Job Seeking Skills,” “Career Planning Timetables,” “Resume Writing and Cover Letters.” We have hired a full-time career counselor specifically to work with graduate students. We have changed vendors, to provide a more student-friendly jobs database experience (“PioneerJobs”). We have supplemented our bi-monthly staff meetings with counselor case study meetings, to examine specific issues related to student success. We regularly participate in professional development opportunities as funding permits.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in <120 words.

We do a good job of continually checking our information and our methodology currently. We would continue to hold our counselor case study meetings, and continue to attend professional development opportunities as funds permit. We already compare our work with the Assessment Guide for Career Services from the Council for the Advancement of Standards, and we would continue to do so. We are also developing a series of focus groups, expected to be held in the upcoming winter quarter, to give us an opportunity to hear from current students about ways to better share our information with them.

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe
Several of our sister institutions (San Diego State, San Luis Obispo, Long Beach) have hired job developers whose primary function is to be out visiting employers, as opposed to seeing students. These job developers work with the Employer Relations Coordinator, and broaden the reach of the institution, increasing job opportunities for students. I believe that we should move in this direction. Also, we should do a better job of coordinating the institution’s internship and Cooperative Education process. I’d like to see a for-credit course offered through AACE, that would combine all students from all majors pursuing Co-op experiences. They could share information and compare experiences, and offer reflections on their work experiences.

**Link to Scoring Rubric**

**3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?**

Yes

**If yes, describe the process and most recent results in <120 words. If no, please explain.**

Every few years, we implement a Student Satisfaction Survey, to measure how students feel about the information they receive, the work that our counselors do, and the way that they are treated in AACE. In the most recent survey (4/9/12) ninety-one point eight percent (91.8%) reported that they were Extremely Satisfied or Somewhat Satisfied. In that same survey, ninety-nine percent (99%) reported that they thought it was Extremely Important or Somewhat Important to have this service available to students, and ninety-seven point nine percent (97.9%) would recommend our services to other students.

**Link to Scoring Rubric**

**3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.**

In the university customer satisfaction survey, ninety-two point eighty-four percent (92.84%) of the responders rated our department as a 3, 4, or 5 in "Overall Quality," with a mean score of 4.17 out of 5.0, and ninety-six point seventy-five percent (96.75%) rated our department as a 3, 4, or 5 in "Overall Importance," with a mean score of 4.44 out of 5.0. These numbers are consistent with the scores reported in our own Student Satisfaction Surveys, as noted in 3.5 above.

**Link to Scoring Rubric**

**3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?**

Yes

**If yes, please describe in <120 words. If no, please explain**

We have a written policy for ways that our front-desk student workers should interact with people who come into or telephone our offices. We also have a written policy for graduate interns. And we talk regularly at staff meetings about issues of customer service, confidentiality, and privacy.

**Link to Scoring Rubric**

**3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?**

Yes

**If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.**

We regularly collect data from students who use our services, to determine if we are providing the information that they expect and deserve. In our most recent survey, ninety point seven percent (90.7%) of respondents said that they would rate their understanding of the information provided as "excellent" or "very good."
3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in < 120 words. If no, please explain.

We periodically review the numbers of appointments that each counselor takes per week, and ensure that the numbers of students who request appointments are being served satisfactorily. On an annual basis, each of our counselors sees about 1,000 students in individual appointments (about 30 per week), not counting workshops, classroom presentations, on-line or email responses, and other contacts. We also look at the economy, and try to project the numbers of employers we should expect for each of our career fairs, as well as the frequency with which we should present career fairs. While this is somewhat of a moving target, we believe that we are providing the service that our students ought to receive.

6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

281821

Attach your allocated spreadsheet here.

AA - AACE - Distributed Expenses.xlsx

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

66802

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

2522

Attach your allocated spreadsheet here.

Space AA AACE.xlsx

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes
If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

Our change in appointment policy has definitely resulted in more efficiency, as has our hiring of an Employer Relations Coordinator. In addition, programs revolving around workshop presentations allow us to present more information to groups of students that would have been presented individually. Our "Career College" series of workshops, offered each summer for new graduates, are among our best-attended workshops, allowing us to talk with dozens of students in groups, on topics ranging from "Personal Branding" to "Job Search Strategies" to "Using LinkedIn and Social Media."

4.5 What idea(s) do you have for improving the **efficiency** (cost effectiveness) of this service **within existing resources** (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

As mentioned, we have changed vendors for our password-protected jobs database, in order to move to a more user-friendly system. We are still learning about the available options for this system, and expect to become more efficient as well as more effective over the next few months. We are increasing the number of job panels, and making them more academic department specific, which should focus them more sharply, and increase efficiency. And we are considering adding a career fair for the Oakland Center, which would certainly increase efficiency for students who live and attend classes at that site.

4.6 What idea(s) do you have for improving the **efficiency** (cost effectiveness) of the service **if additional resources were provided**. Please describe your idea(s) in <120 words.

As indicated above, we would like to add at least one, and perhaps two, job developers to our staff. These employees would not see students, but spend their time cultivating employers, and encouraging them to attend our events, list their vacancies on our database, and interact with our students.

4.7 Do you have any plan(s) to improve the **efficiency** (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

We are always looking for ways to reach our students in a more efficient manner. Technological advances have allowed us to provide outreach and immediate answers to quick questions by using email, Twitter, Facebook and LinkedIn. As technology improves, we'll work to expand our network and increase availability of information. This, we think, will keep costs within reason while still providing this important and necessary service for students.

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

Each counselor has about 30 individual appointments with students and alumni each week, for a total of about 1,000 student appointments per year. In addition, counselors offer workshops on topics ranging from resume writing to salary negotiation. We offer three career fairs each year (one per quarter), with at least one or two specialized career fairs added. Each career fair brings forty to eighty employers onto the campuses to interact with students and alumni. We also hold informal "meet the employer" events at least once each month when classes are in session. And we try to bring employers into the classroom when applicable to the instruction going on.
7. Other

Link to Scoring Rubric

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

Yes

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.

We try to encourage academic departments to bring employers into the classroom. We think it helps students see the relationship between what they are studying and what the "real world" is about. Occasionally, a Business faculty member will invite a speaker to campus. The Computer Science and Engineering departments are very good about sharing job opportunities with their students.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

Our department is one of only a few that actively reach out to the community to interact with our students. We have a clear responsibility to help educate our students about career decision making and career preparation, but we also have a responsibility to bring employers to the campus to list their vacancies, to talk with students, to share their knowledge. This dual responsibility is unique, and the outreach to employers is also unique.

Link to Scoring Rubric

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

We believe that we perform an important and critical service for our undergraduate and graduate students, and for our alumni. For many of them, we are their link to correct and definitive information about their journey from student to employee. We are accessible to them, careful with their information, and concerned with their welfare, and we believe that they understand our importance to them. We are also the link to this institution for many employers. They may see us as a source of workers, but we help them understand how important it is to create a closer bond to the institution.