



CALIFORNIA STATE UNIVERSITY - EAST BAY

Strategic Landscape Analysis for Career Success
External Consulting Report
November 2022

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Executive Summary

Charge & Process

Cathy Sandeen, President of California State University East Bay, charged The Career Leadership Collective with a holistic 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- A review of strategic plans, reports, and historical documents.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 community, was conducted in September 2022 (see Appendix).
- A comprehensive report providing observations of the campus career landscape and recommendations for future practices, delivered November 2022.



The Career Leadership Collective would like to applaud each person in the Cal State East Bay community who contributed their time and insights. The investment and passion of the Cal State East Bay staff, administration, and faculty 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 strategic vision and alignment can facilitate a premier career development experience and sustain career outcome success.

This report contains recommendations for the entire campus community, from the university president to individual advisors. Below are the top three immediate needs for the upper administration to consider, which are further detailed throughout the report.

This analysis process included:

Insights From:

30+

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

Analysis On:



BRIGHT SPOTS



GROWTH AREAS



IDEALS FOR
THE FUTURE

Top Three Immediate Needs



1. Create a new strategic plan focused on High Impact Career Practices.

- Establish new career learning outcomes.
- Develop a Communications Plan for the new vision and priorities



2. Establish a new Career Success Hub.

- Hire a new AVP level leader of Career Success
- Develop new staffing structure and roles to realize the vision and goals



3. Develop Career Outcomes Data Collection Processes

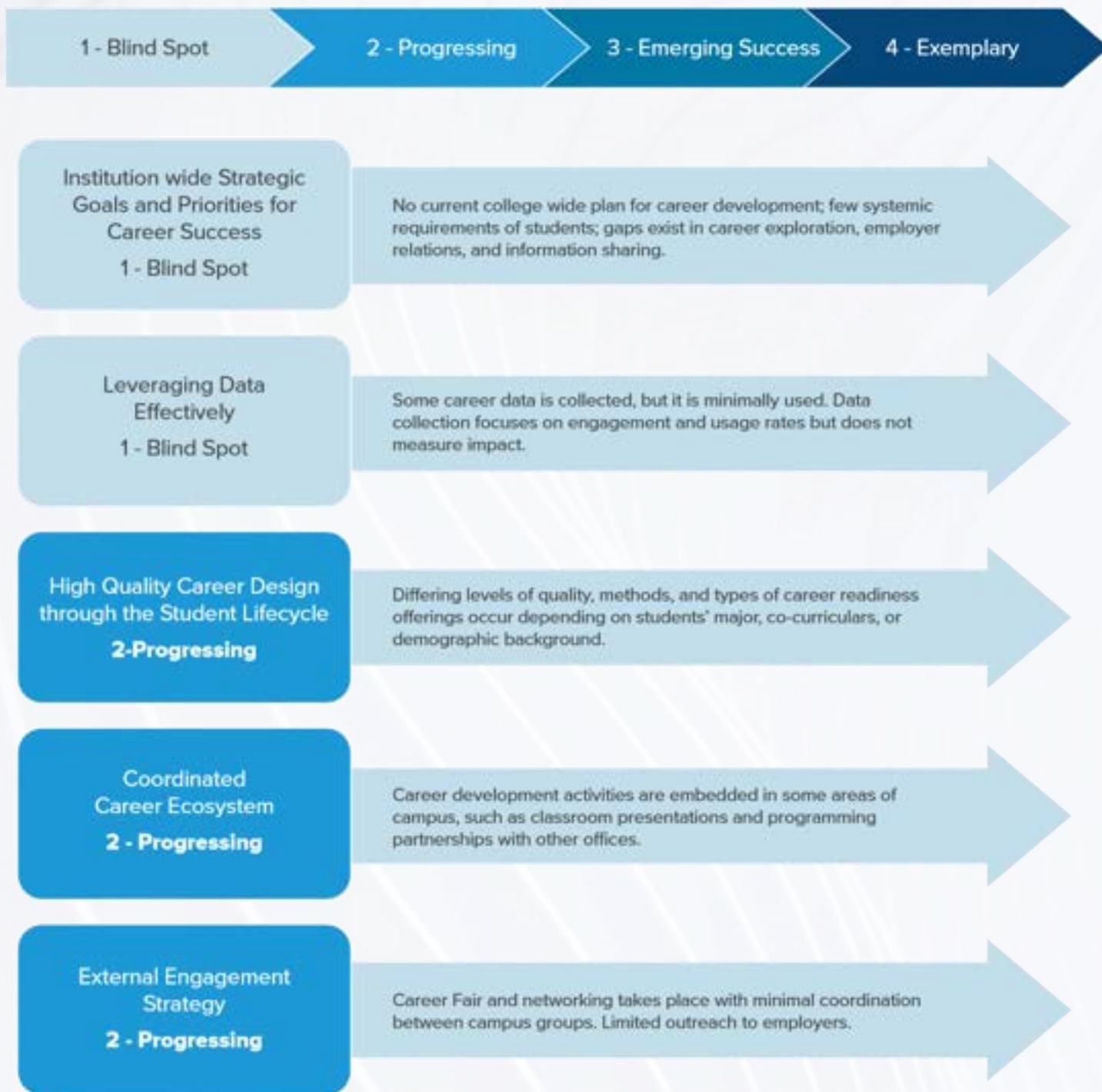
- Collect first destination career data and multi-year alumni career data

Throughout this report, you will find references to the National Alumni Career Mobility Survey (NACM). NACM is an annual, national survey for US colleges & universities on alumni career mobility at the 5- and 10-year mark. The National Alumni Career Mobility (NACM) research has identified six High Impact Career Practices. These practices influence return on investment, career mobility and equity, while at the same time providing clarity on how to integrate career preparation into the student experience. For more information on the survey, please visit <https://www.careerleadershipcollective.com/nacm>.



Campus Career Services Scorecard

The scorecard below represents The Collective's overall assessment of Cal State East Bay's campus-wide career success culture and effectiveness in light of our work with hundreds of colleges and universities in the following key areas of career development and future preparation. You can find a complete scorecard rubric in the Appendix.



Observations & Recommendations

The following reflect innovative recommendations which can lead Cal State East Bay to increase the impact and reach of quality career success for every student across the institution and sustain their career outcome success.

1. Create a Strategic Plan for Implementing High Impact Career Practices

This is a pivotal time for career service programs across the country. According to the National Alumni Career Mobility Survey (NACM¹), 55% of surveyed alumni report that career success was a top motivation for pursuing a college education. That percentage is higher than intellectual development (42%) and even financial gain (39%). This indicates that prospective students and families increasingly make college enrollment decisions based on the career success outcomes of their 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 is working toward a more equitable and compelling vision for how it serves its students. The institution's career success strategies have yet to align with a clear vision of High Impact Career Practices identified by the National Alumni Career Mobility Survey. As a result, career development is simultaneously disjointed and duplicative, with significant gaps throughout the college. Students attend Cal State East Bay for the career opportunities they might gain via higher education. Yet 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 integrated career development will create stronger and more equitable career outcomes. This plan has the potential to provide every student with the tools they need to achieve their career goals. Career readiness cannot be left to chance. Nor can it be contingent on academic status, the requirements of a specific major, the personal initiative of a student, nor a student's background or lived experience.

Observations

- There exists at Cal State East Bay a campus-wide priority of student success. Everyone interviewed, from the President to the faculty and staff, expressed a commitment to the success and well-being of the students at Cal State East Bay. It is clear that Cal State East Bay is a student-centered University.
- 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 development as a central aspect of the Cal State East Bay experience.

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

- Faculty and staff also recognize the unique challenges students at Cal State East Bay experience. 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 taking on unpaid internships or engaging in career readiness activities and events.
- Faculty, staff, and students needed consensus on a definition of career readiness and on what outcomes or metrics define career success.

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, employer interactions, and access to diverse opportunities. The tactical goals associated with 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 into their context for students.

- **Establish Career Learning Outcomes**

Career success must be clearly defined and understood to create a culture of career readiness at Cal State East Bay. We recommend establishing institution-wide career learning outcomes that span the four-year student experience. Consistent learning outcomes will ensure all graduates are prepared for their careers and have the social capital to achieve their goals. In addition, a working group composed of leaders from each academic college and administrative division can tailor these outcomes to the observed needs of students at Cal State East Bay. A foundational piece of these learning outcomes can 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 2022.¹



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

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

- have more positive success with career preparation, career satisfaction, and economic mobility;
- decide on their career 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 planning 3) Understanding career opportunities, as noted 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 institutional level and within specific colleges and majors. Cal State East Bay leadership should give strategic consideration to which CLOs should first be tracked, assessed, and influenced.

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 planning
3. Understanding career opportunities

A sample framework is as follows:



- **Implement a Career Success Scorecard**

Assessment of career readiness success at Cal State East Bay will be crucial to its career education program's successful, dynamic growth. It's an inefficient deployment of resources to spend money, time, and effort toward developing career learning outcomes and new career development initiatives without measuring their effects on students in an ever-changing career landscape.

For that reason, we recommend that Cal State East Bay also develops an assessment scorecard that reflects student career outcomes across multiple stages in a student's academic career. Administrators, staff, and academic departments can then use that information to adjust strategic goals and to adapt to an ever-shifting economic, social, and corporate environment. Finally, Cal State East Bay should consider leveraging already utilized technology to track these efforts, such as EAB Navigate.

We suggest assessing the following items as a part of the career success scorecard:

- Gauging certainty of career goals and understanding of career pathways related to academic areas of study.
- The number of students engaging in career development experiences such as internships, job treks, and educational modules.
- Levels of alumni career satisfaction and success at the one-, five-, and ten-year marks.
- Metrics related to external engagement, for example, the number of corporate partners or alumni which Cal State East Bay is engaging in developing student career readiness.

- **Develop a Communications Plan for the New Vision and Priorities**

Straightforward storytelling of the strategic plan for career development at Cal State East Bay will allow various internal and external stakeholders to understand the larger picture of career development growth at the university. Current career development efforts are often disjointed, siloed by departments, or uncoordinated. Clearly and regularly communicating a broader vision and strategy will benefit administrators, leaders, and decision-makers a stronger understanding of how their work integrates with the broader institutional mission to create equitable career opportunities for Cal State East Bay graduates. In addition, Cal State East Bay should develop communication plans for the following external audiences:

- Recruiters, employers, and area organizations: conveying ways that deeper engagement with the university can benefit those organizations and employers, the institution, and the students.
- Alumni and donors: providing a vision for the specific ways by which alumni might continue to



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

- Prospective students: creating a solid narrative of the opportunities and possibilities prospective students will experience at Cal State East Bay and their connections to the Bay Area upon graduation.

2. Establish a New Career Success Hub

Many faculty and staff members at Cal State East Bay expressed a commitment to preparing students for their future careers. 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 development experiences and coaching.

The establishment of a new office, the Career Success Hub, will coordinate various career development efforts and enable the implementation of a scalable career education model that can impact all Cal State East Bay students. This office will facilitate faculty and staff training across academic and administrative divisions. This training will enable everyone, including instructors, advisors, program directors, support staff, and administrators to discuss career education topics with students in a manner appropriate to their contexts.

Observations

- Faculty and staff at Cal State East Bay display a remarkable commitment to preparing students for their future. However, this preparation must be coordinated across academic units or the campus. There are pockets of success in some areas, with other areas needing much improvement. There is no campus-wide coordination, creating duplication of effort and resulting in students who are confused or unaware of how to navigate various career readiness opportunities.
- Career development at Cal State East Bay has largely remained unchanged over the past few decades, and changes have been incremental. The career staff work hard to serve students but are constrained by the current model, which limits the ability to scale and increase the impact on a higher volume of students.
- The combination of career services and academic advising in AACE allows for cross-trained, individual counseling and advising sessions that connect career questions to academic ones. This model also results in domain redundancies between departments and focuses career readiness efforts on one-on-one interactions rather than a scalable, campus-wide model.
- Some students reported participation in career development activities such as internships, job fairs, and career treks. However, most engagements were developed within individual academic departments and colleges rather than through a centralized, coordinated office. Because of this, many students were unaware of the opportunities available or missed out entirely on career development opportunities because their academic department didn't offer them. Others expressed that activities were largely geared toward "traditional students," or those who were full-time and aged 18-22. This lack of centralization creates less-than-equitable access to Cal State East Bay career development activities.

Recommendations

- **Create a new “Career Success Hub” focused on scaling and coordinating career engagement**

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 office.

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 built to serve an old model of career development focused on one-on-one advising. Whether by repurposing the existing space, or strategically moving the office closer to students, the new space should be designed similarly to the idea of a “Makerspace,” having an open, inviting, and engaging impact on students. 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’s mission:

- Flexible areas to collaborate, train, equip, and engage with faculty and staff; the space can 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 its success.

Career Leader: Assistant Vice Provost*: An executive leader at the AVP level should shepherd Cal State East Bay into a new era of career development and generate buy-in across the academic colleges, the administration, and with external stakeholders. Cal State East Bay should elevate the 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’s new career readiness vision across campus.
- **Curator of Data:** Implements and maintains quality data, narratives, and reporting so Cal State East Bay can effectively share the story of career success.
- **Relational Connector:** Represents Cal State East Bay to corporate partners in the Bay Area, California, and the nation.



- **Resource Gatherer:** Builds and sustains revenue and funding to support a vision that provides every Cal State East Bay student with high quality career preparation.

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 team. In addition, 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, they will integrate career development into the curriculum. This team will empower staff and faculty across the campus to educate students toward career readiness. 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:

- Design data-informed solutions and interventions, including determining which student populations should be targeted for their services.
- Seek to embed Career Learning Outcomes throughout the student lifecycle within the curriculum and co-curriculum.
- Build relationships with faculty, departments, and staff to equip stakeholders to engage students with High Impact Career Practices.
- Create scalable services which students can access asynchronously, leveraging technology and online modules. Increase engagement with these services, including using tech platforms such as Handshake and CalState S4.

When hiring for 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 Canvas and other online learning platforms

Suggested Position Allocation:

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

Members of this team should work closely with each college to provide scalable solutions to the students of that given college. Efforts should focus on building connections between industries and career pathways that Cal State East Bay students pursue, drawing from information gathered by first destination and alumni pathway data. Because the number of students served by a particular college might differ from field to field, some liaisons will collaborate to serve larger academic populations based 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 not be to control or centralize but to coordinate and implement a more cohesive strategy for engaging employers. As a result, all students can pursue the employment opportunities they desire, regardless of major or demographic background. They will lead the effort 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 existing relationships
- Build consensus and buy-in
- Manage and coordinate Handshake engagement
- 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 other constituents. They will streamline the impact, effectiveness, and efficiency by supporting the needs of the career education and external partnerships teams. Together with staff outside the Career Success Hub, they will manage annual reports, program engagement, and other relevant domains, ensuring compliance and preparing reports 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 engagement of office programs, initiatives, and events for students, employers, faculty, and other constituents.

Suggested position allocation:

- Associate Director of Operations & Communications*
- Communication Specialist
- Office Administration 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 Advisor Program should be developed as the professional staff is established and grows 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 and educate students on career opportunities and pathways. They should also be chief ambassadors of career professionalism 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: University of Richmond Peer Advisors:
<https://careerservices.richmond.edu/students/peer-advisors/index.html>
- University of Iowa Peer Advisors:
<https://careers.uiowa.edu/students/career-peer-advising-program>
- Ender, S. C., & Newton, 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 see the section titled “Develop a Scalable and Equitable Model of Career Success.”
- **Experiential Learning & Internship Success Council:** This council should develop best practices, standards, and processes for internships and experiential opportunities. These best practices can include better management of MOUs and other processes. This council should determine baseline standards and objectives that ensure effective internship experiences for students and employers, maximize intern-to-hire opportunities for students.
- **Employer Engagement Council:** This cross-campus council should focus on multi-faceted value propositions and strategic relationship engagement with key external partners. This group should



work to engage external partners in multiple areas across the institution, increasing the overall exposure 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 section titled “Develop an engagement strategy for external partnerships.”

- **Secure adequate funding to support the career office and initiatives**

Campuses 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 student success². Cal State East Bay students expressed support for a fee increase, even forgoing other services if it meant increasing career development and job opportunities.

Cal State East Bay can establish a student success fee that is mostly, if not entirely, dedicated to career success efforts. A starting place would be to consider a fee of \$150 a semester - phased in at \$50 increments over three years. Additional fee scenarios should be considered based on benchmarking with other Cal State campuses. Fees collected should fund increasing career staff to adequate levels to support all colleges, effectively engaging in employer development, providing financial stipends for faculty involved in career development such as Career Champions, and provide financial support for students to complete High Impact Career Mobility activities, such as internships.

- For an example of an institution building career services through a fee model, see Miami University: <http://miamioh.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 position itself well to seek external funding through alumni donations, grants, and employer partnerships. For more information on securing resources from fundraising, please see the recommendation “Create a Donor Wish List” in the last section of this report.

3. Develop a Scalable and Equitable Model of 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 student to engaged alumnus. Such a journey allows for common goals, yet flexibility in deployment based on areas of study and students’ developmental needs. The career development needs of today’s Cal State East Bay students differ from those of previous decades. Yet the career development experience has largely remained the same. To help graduates achieve their maximum potential, the university must modernize and transform the career development experience 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 reported engagement with resources, learning modules, and educational information through various campus communication avenues, specifically the university catalog and the AACE website. However, the students that engaged with those resources often

² <https://www.calstate.edu/attend/paying-for-college/csu-costs/student-success-fees/Pages/about.aspx>

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 students have resorted to using LinkedIn entirely independent of Cal State East Bay facilitation to find career development experiences.
- Many 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 studies, to take on these temporary, lower-compensation positions. As one faculty member said, students make more at In-n-Out than as researchers on campus.

Recommendations

- **Establish a robust Faculty & Staff Career Champions Program.**

Faculty are crucial to creating a robust career ecosystem at Cal State East Bay as students receiving helpful career advice from faculty is a High Impact Career Practice according to the National Alumni Career Mobility Survey³. 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 Cal State East Bay's Faculty Learning Community model. Potential funding support can come from the Academic Access, Enhancement and Excellence Fee⁴ (A2E2) as it would meet the qualifications of "Supporting courses and programs in academic colleges" 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 developing career readiness. The following considerations should be prioritized 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 already have a large number of career conversations with students, then communicate a broader call out to those who wish to participate. Other participants might include academic advisors, 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, then 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 trips
 - Disseminating career readiness information
 - Advocating for career data collection and dissemination

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

⁴ <https://www.csueastbay.edu/a2e2/>

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

- **George Mason University's Career Influencers Network** (<https://careers.gmu.edu/faculty-staff/career-influencers-network-Archived>) This innovative training model has equipped over 200 faculty and staff to engage in career conversations as they meet with students. The result has been over 20,000 new career conversations that have occurred outside of the career center.
- **Ball State University's Skills Infusion Program** (<https://www.bsu.edu/about/administrativeoffices/careercenter/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 empowered to accomplish this work in a way that aligns with their learning outcomes, which increases buy-in and generates a more significant impact for students. An extension of this program is the Faculty Externship experience. In this paid experience, faculty participate in a work-based experience for 40 hours in the summer; upon completion of the externship, they can better integrate career and skill information into their class.



- **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 throughout the student experience by leveraging scalable programs and technological infrastructure. This will ensure that all students access and experience the university's new career education initiatives. Specifically, we recommend the following:

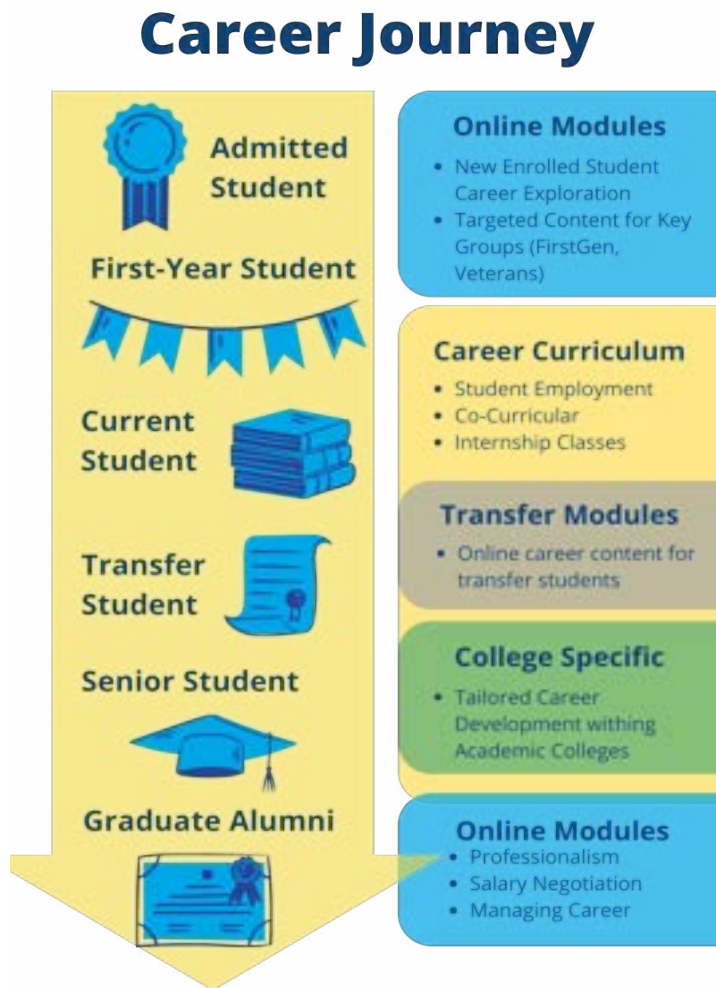
- Leverage Canvas to engage both students and faculty with career education. A cross-campus assessment of career development activities can identify content relevant to specific populations or areas of study. These activities can be embedded into curricula and co-curricular spaces. Training modules can teach staff and faculty the skills they need to support student career readiness. We suggest generating activities and content that can be embedded into the curriculum in key classes such as those targeting first-year students, liberal arts majors, and 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 a voluntary, zero-credit, career 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 get career ready. This 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 co-curricular experiences and 15 videos introducing career readiness topics in an engaging and approachable way.
- Purchase the Career Launch micro-learning curriculum. Career Launch (<https://www.careerlaunch.academy/homepage>) is a scalable and effective faculty-developed product/course content from the University of Santa Clara that teaches students how to build social capital and employment connections, especially when they have no existing employment connections. Over 80% of jobs are found through networking. Students need to be taught skills to develop employment connections, rather than simply rely on a job board. The Career Launch product can be easily embedded into the classroom experience. Cal State East Bay should seek to become a 'Career Launch Campus' so that every Cal State East Bay student can receive training on this topic. (Note: The Career Leadership Collective is an advising partner to Career Launch because we believe in the intent and results of the Career Launch mission.)
- **Create data-driven career pathways and opportunity maps.**
To ensure each Cal State East Bay student finds career success upon graduation, their career education needs to be thoughtful, intentional, and systemic from the first days they engage with the campus. A career pathway map will illustrate how a newly enrolled Cal State East Bay student will learn about and consider career paths available to them as they choose their field of study and progress through their university experience. A career pathway map will also teach students to navigate their vocational life, developing professionalism and career readiness competencies relevant to their aspirations and goals. In addition, a career pathway map will enable students, faculty, and staff to align a student's academic and career journey with the Career Learning Outcomes developed in the campus-wide career development strategic plan.

As you create and assess career pathways, ask the following questions:

- What does a student experience once admitted, but before classes begin? How does this differ for transfer and returning students?
- What career learning outcomes should students achieve in general education classes?
- What career learning outcomes should students achieve in upper-level experiences and classes, particularly once a student has moved into core major-specific coursework?
- How can students use non-credit-bearing online modules as modes of education that are tailored to their needs, backgrounds, and academic interests?
- How will workplace professionalism, career pathways, professional writing and communication, and job search strategies be woven throughout students' career journeys?
- How can on-campus student employment improve the students' career readiness?
- What role can alumni and employers play in students' career journeys?

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

uniquely and especially student-centric, with stakeholders and employees at every level dedicated to the well-being and development of the student body.

The university can leverage the collection and analysis of data to create targeted strategies that will allow 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 includes 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 will give university-wide and academic-division administrators an accurate, statistics-driven, big-picture view of career readiness outcomes at the university which can aid in decision-making, planning, and brand development. By collecting data, Cal State East Bay 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 success data for at least the next three years to ensure a consistent process. Start by collecting 1-year or first destination data for graduates this coming spring, 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 outcomes: <https://www.careerleadershipcollective.com/embark>
- Participate in the National Alumni Career Mobility Survey in Fall 2023, to understand which career practices are most likely to influence the career mobility of Cal State East Bay graduates over the long-term: <https://www.careerleadershipcollective.com/nacm>

- **Create a career data task force 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. The group should create an ongoing discussion around all types of Cal State East Bay career engagement data: career learning assessments, 1, 5, and 10- year career data, regional employer data, student career engagement data, employer CRM data, student campus employment data, benchmarks, celebrations, and areas for improvement.

- **Capitalize on data to shape internal culture change and information sharing.**

- 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 help inform 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 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.

- **Annual presentations on career outcomes:** This process should include presentations to the broader campus community, individual colleges, and key academic departments. Information on “Where Do Our Graduates Go?” should be curated for each audience.
- **Asynchronous access for students and campus community:** Key data around career opportunities and pathway mapping should be curated using technology. This information should be embedded on multiple websites throughout the institution, such as Career Success, the AACE office, 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 Destinations (<https://www.binghamton.edu/ccpd/students/outcomes/index.html>)

5. Develop an engagement strategy for external partnerships

By developing a campus-wide employer and alumni engagement strategy, Cal State East Bay will 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, efforts are uncoordinated and their reach is limited. The current approach leaves gaps throughout the university, providing students of

particular disciplines opportunities for internships and networking, yet excludes many students in other disciplines. A coherent and coordinated strategy for external partnerships will allow Cal State East Bay to provide broader and more equitable career development experiences. This will also ensure that employers can easily engage with the university at multiple levels.

Observations

- Cal State East Bay's location in the Bay Area allows for many opportunities for engagement with world-class, large-scale corporations, foundations, and organizations. At the same time, its location puts it and its students in direct competition with other high-prestige universities for internships, opportunities, and networking relationships.
- 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 decentralized nature of this work results in a lack of institutional knowledge about the organizations with which the university is engaged and how it is engaged.
- 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 Engagement

A well-defined strategy and list of priorities regarding external engagement will allow the External Partnerships and Engagement team to direct their efforts in ways that increase the effectiveness and impact of their work. This will also enable the campus to cohesively manage and coordinate interactions with alumni and employers, limiting unnecessary redundancies of effort and breakdowns in communications. Ultimately, the result will be strong relationships with the people and organizations that best serve Cal State East Bay's graduates regarding career readiness and post-graduation opportunity.

A broad and accurate view of the external relationship landscape will be necessary. We suggest assessing the following:

- Alumni career outcomes and pathways, including gaps for key academic departments
- Current internships available through the existing career office as well as those that individual academic departments facilitate
- Regional employers, especially those who often recruit Cal State East Bay alumni
- Student career interest areas by industry and geography

Familiarity with these domains will allow Cal State East Bay to identify gaps and areas of opportunity in a list of target employers to recruit and cultivate for long-term relationships. A strategic alignment of recruitment and engagement activities will prevent employers and alumni from receiving disjointed, uncoordinated, redundant, and ineffectual communications. In addition, it will highlight opportunities for growth within the Career Success Hub and the institution at large. The final product will create a coordinated systemic, and ever-improving strategy for interacting

with individual alumni, donors, and employers. A strategic approach will result in a robust employer and alumni network and a vast array of co-ops, internships, career opportunities, and professional experiences.

- **Create an Employer Engagement Council**

The primary goal of this group will be to create a more strategic and seamless experience for employers and external partners. This council should include representation from each academic college and departments managing alumni engagement, corporate relations, advancement, athletics, and employer relations. The council's goal should be to create networking engagements, recruitment and philanthropic opportunities, and academic partnerships with employers. Meeting quarterly at a minimum, this group should consist of representatives from each college and key stakeholders from advancement and government relations. They should be tasked with the following:

- Identify top employers for each college: Each college should identify key employers who engage with their students. Engagement includes the number of students hired into internships and full-time opportunities, research and experiential learning engagement, alumni connections, and financial giving.
- Identify top campus-wide employers: The assessment of top employers will highlight which employers are highly invested in recruitment campus-wide at Cal State East Bay and potentially highlight new opportunities for employer development. Top employers engage across multiple areas of the institution and could be further leveraged to develop new partnerships and recruit more students across the institution.
- Data sharing, best practices, & new employer leads: The Employer Engagement Council should also serve as a space for data sharing, highlighting best practices and opportunities for new employer development. Each representative should share college-specific career data including internship and full-time placements. They can then use data to identify majors and schools that need more support and highlight career-development partnerships and collaboration opportunities.

The work of the Employer Engagement Council will create an awareness and shared understanding among employer relations staff across campus. It will alert them to who the key employers are and create a space for a coordinated response to the key employers' recruitment priorities.

- **Create a Donor Wish List**

Donor giving toward career success initiatives is trending upward. We recommend that the President and Vice President of University Advancement outline career success priorities to solicit donations to alumni and area organizations. By casting a strong commitment and vision for career

Despite being a High Impact Career Practice, only 41% of respondents to the National Alumni Career Mobility Survey report their institution helped them Network with Employers.

success, Cal State East Bay will position itself well to seek external funding through alumni donations, grants, and employer partnerships. Significant gifts toward Experiential Learning have been secured at multiple institutions in recent years, including the following:

- The EPIC Advantage at Earlham College: <https://earlham.edu/academics/epic/>
- Carthage College's Aspire Program: <https://www.bizjournals.com/milwaukee/news/2016/12/09/carthage-college-lands-record-15-million-donation.html>
- Indiana University Kelley School of Business: <https://www.insideindianabusiness.com/articles/alumni-gift-to-support-kelley-school-career-center>

In addition, smaller gifts can be pursued which further increase student engagement in High Impact Career Practices. We recommend the following targets:

- **Experiential Projects:** Multiple and continuing \$5-10K level gifts to stimulate hands-on course projects related to Career Learning.
- **Career Treks:** Employer-facilitated trips for faculty- or staff-led groups of students to job sites, offices, and facilities so that students may learn about employment opportunities and career practices occurring in the workplace.

Closing Thoughts

Over the next three years, we believe Cal State East Bay should strategically focus on the key themes outlined in this report, specifically those detailed on page #: Create a new strategic plan focused on High Impact Career Practices, Establish a New Career Success Hub, and Develop Career Outcomes Data Collection Processes.

In support of the above efforts, The Career Leadership Collective can further assist and empower Cal State East Bay through the following services:

- Provide full cycle Executive Search services, leveraging our network of innovative and strategic thought leaders to find the next leader of career success⁵.
- Lead the campus and career team through Design Days and Training to operationalize Career Learning Outcomes and other strategic priorities⁶.

We firmly believe Cal State East Bay is well positioned to grow equitable access to career development activities throughout the student experience. Pursuing these goals will require a consistent focus and resource investment in the new strategic plan. The investment will ensure all students are able to achieve career success upon graduation from Cal State East Bay.

5 <https://www.careerleadershipcollective.com/search>

6 <https://www.careerleadershipcollective.com/campus-services>

Appendices

Appendix 1: Schedule of Virtual Campus Visit

Tuesday, September 20, 2022

Time	Agenda Item	Participants
8:30 - 9:15 am, 45-min	Meeting	Cathy Sandeen, President
9:15 - 10:00 am, 45-min	Meeting	Joanna Cady Aguilar, Interim Director Academic Advising and Career Education
10:00 - 10:45 am, 45-min	Meeting	Jesse Foster, Aaron Placke and Matt Harris, Academic Advising and Career Education
11:00 am - 11:30 am, 30-min	Meeting	Walt Jacobs, Provost and VP of Academic Affairs
11:30 - 12:00 pm, 30-min	Meeting	Maureen Scharberg, Dean of Academic Programs and Services
12:00 - 1:00 pm, 60-min	Lunch	
1:00 - 1:30 pm, 30-min	Meeting	Allison Kern, Director of Athletics, Balvinder Kumar, Director of Special Sessions Programs/University Extension, Vincent McCoy, Director East Bay Small Business Development Center
1:30 - 2:00 pm, 30-min	Meeting	Martin Castillo, AVP Equity and Belonging and Dean of Students, Krystle Tonga, Dir. Student Life and Leadership, Cookie Garrett, Dir. Diversity and Inclusion Student Ctr. and Affinity Student Ctr. , Antonio Martinez, Dir. EOP and Student Equity and Success Advising, James Carroll, Executive Director, Associated Students Inc, Jennifer Luna, Dir. Recreation & Wellness Services
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 Ng, Dean, College of Letters, Arts and Social Science; Danika LeDuc, Associate Dean, College of Science; Maureen Scharberg, Dean, Academic Programs and Services; John Wenzler, Dean of Libraries

Wednesday, September 21, 2022

Time	Agenda Item	Participants
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 Sandeen, President
12:00- 12:30 pm, 30-min	Meeting	Evelyn Buchanan, VP of University Advancement
12:30- 1:00 pm, 30-min	Meeting	Mary D'Allewa, Director Center for Community Engagement

Appendix 2: Campus Career Success Scorecard Rubric

Below is the rubric associated with the campus score card. As mentioned in the report, the scorecard represents the overall assessment of the college from The Collective based on their work with hundreds of college and university campuses and comparing the campus' effectiveness in the following key areas of career development and future preparation.

	1 - Blind Spot	2 - Progressing	3 - Emerging Success	4 - Exemplary
Campuswide Strategic Goals and Priorities for Career Success	No current college-wide plan for career development; few systemic requirements; gaps exist in career exploration, employer relations, and information sharing.	Qualitative career development goals are understood by some staff. Goals and priorities are individually set and not connected to broader college goals. College level priorities are not broadly understood.	Upper administration and many departments and divisions understand overall college career goals. Key campus partners are aware of High Impact Career Mobility Practices.	College-wide goals are clearly articulated and assessed across departments and divisions. High Impact Career Mobility Practices are integrated and tracked throughout the student experience.
Leveraging Data Effectively	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 by a core group of people. Sharing of data has begun in some areas. Some career activities are measured and assessed.	Data is consistently shared and used by most internal users and to relevant external users. There are common efforts to measure and assess meaningful career success.
High Quality Career Design through the Student Lifecycle	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 academic schools, with most students reaching established career development milestones.	Career development and key milestones are integrated through the student journey; key career education content is mapped for first-generation students and minoritized students.
Coordinated Campus Career Ecosystem	Career development activities primarily focus on workshops and advising that occur within the physical office of the career center.	Career development activities are embedded in some areas of campus, such as classroom presentations and programming partnerships with other offices.	Many faculty and staff are highly engaged in career development conversations. Career development content is readily available to the broader college community to use with students.	Career Champions are equipped to impact students. Career development is integrated into key common experiences. CMS is leveraged to embed career development in and outside classrooms.
External Engagement Strategy	Engagement with employers and external stakeholders is reactive as requests are made. Activities are uncoordinated across campus and divisions. Limited staffing support.	Career Fair and networking takes place with minimal coordination between campus groups. Limited outreach to employers.	Good communication across the college for employer engagement, but largely a sharing of information. Some coordination of employer activities. Employers report strong connections across the college.	A clear strategy exists for engaging with employers, including a tiered approach towards external engagement. High coordination of communication and events. Employers embedded in activity across campus.

Appendix 4: Consultant Information

Nick Cattin

Consulting & Training Lead

The Career Leadership Collective

Nick Cattin has worked for over a decade in higher education, focusing on liberal arts and undergraduate business education. He was most recently the Director of Career & Professional Development in The Farmer School of Business at Miami University in Oxford, OH. Throughout his career, Nick has expanded the reach of career services, developed new curriculums, launched and led international internships, and consulted with employers about developing and executing their recruitment strategies. He is passionate about solving complex organizational problems, talent development, and community involvement, having served on the boards of local nonprofit organizations, where he has been integral to their strategic planning and executive search efforts. He received a Bachelor of Science 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 served as the Project Coordinator for The University of Houston- Downtown in the Marilyn Davies College of Business. Throughout her career, Avis has been known for driving admission growth, maximizing student satisfaction with data-driven initiatives, and having a laser focus on the promotion of campus connectedness and success. She earned a Bachelor of Social Work degree from Texas A&M-Commerce and received a Masters of Higher Education with a special emphasis in conflict resolution from Abilene Christian University. Avis lives in Houston, Texas 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, and the brains behind The National Alumni Career Mobility Survey and The New Forward, the first and only online news show for college career services. Jeremy is an innovation, leadership, and organizational growth connoisseur with unique expertise on the confluence of university career services, systems thinking, leadership, and organizational growth. Jeremy enjoyed nearly 20 years working inside higher education in career services and corporate education and has helped build six unique start-ups inside and outside of universities. His inventions and consulting solutions have systemically helped thousands of university leaders and hundreds of thousands of college students with career education and social mobility. 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 an educator and writer. He is a faculty member of the English Department at Colorado State University where he earned his Master of Fine Arts in English and Creative Writing. Tyler's professional interests center around rhetorical theory, cross-curricular writing, diversity, equity, and inclusion in writing pedagogy, and career development classroom integration. Tyler lives in Fort Collins, Colorado, where he regularly skis, runs, and hikes through the Rocky Mountains and writes. His fiction can be found in The Emerson Review and High Desert Journal.