

COLLEGE TO CAREER TASKFORCE REPORT
July 2, 2020

TABLE OF CONTENTS

I.	Executive Summary.....	2
	a. Taskforce Charge	
	b. Timeline	
	c. Committee members	
	d. Taskforce Members	
	e. Subcommittee Members	
II.	Recommendations	3
III.	Subcommittee reports	
	a. Employer Engagement	4-5
	b. Alumni Career Development	6
	c. Student Employment.....	7-8
	d. Faculty Career Curriculum.....	9
IV.	Supplemental Data	1

I. EXECUTIVE SUMMARY

Taskforce Charge:

- The college to career task force was developed to think expansively about how to maximize every student's experience at CSUSB and position each student for a successful and meaningful life after graduation.
- The taskforce will assess and confirm that CSUSB is providing students with the support and resources to achieve the needed skills, experiences and co-curricular knowledge to achieve the goal of preparing students for life after graduation.
- The task force will also review our current student workforce at CSUSB and make recommendations to enhance the high impact practice.

Time Line:

July 2019	Taskforce Charge and call to action by Provost Shari McMahon
August 2019	Paz Oliverrez and Lesley Davidson-Boyd named as Taskforce co-chairs
September 2019	Call went out to faculty and staff for participation on Taskforce
December 2019	Taskforce Kick-off Meeting
December 2019	Sub-committees identified and formed
January-March 2020	Subcommittee work to identify college to career issues at CSUSB
February-March 2020	Survey instruments written and revised to collect current practice`e data
March - May 2020	Data collection of current CSUSB practices and best practices nationwide
June 2020	Analyze data, form recommendations and compile Taskforce report

Taskforce Members:

Rachel Beech	Rodrigo Mercado	Crystal Wymer-Lucero
Fadi Muheidat	Akira Kanatsu	Mike Arteaga
Diane Podolske	Carolina Meza	Jackie Gardner
Anissa Rogers	Joseph Ornelas	Denise Perez-Flores
Diana Minor	Tiffany Bookman	Carlos Ramirez
Ernie Silvers	Bea Larez	

Subcommittee Members:

<i>Faculty/Curricular</i>	<i>Student Employment</i>	<i>Alumni/Career Engagement</i>
Fadi Muheidat (co-chair)	Rodrigo Mercado (chair)	Crystal Wymer-Lucero (co-chair)
Diane Podolske (co-chair)	Akira Kanatsu	Jackie Gardner (co-chair)
Akira Kanatsu	Joseph Ornelas	Akira Kanatsu
Anissa Rogers	Tiffany Bookman	Tanya Gallegos
Diana Minor	Carlos Ramirez	Mike Arteaga
Ernie Silvers	Bea Larez	Denise Perez-Flores
Rachel Beech	Rachel Beech	Carolina Meza

II. RECCOMENDATIONS

STUDENT EMPLOYMENT

- Support the current efforts by the Student Employment Specialists in HR to develop and implement supervisor training. Going over dynamics of supervising student employees (Policy, mentoring, and other recommended areas of support)
- Implement campus-wide onboarding for new student employees. Going over fundamental professional expectations in the workplace.
- Conduct standardized exit surveys to assess the quality of student employment and address areas of opportunity.

ALUMNI/CAREER DEVELOPMENT

- We are currently working on updating the Alumni Mentorship Program. With the support of Faculty, ASI and other campus programs we can increase the number of Alumni to Student mentoring opportunities.
- Looking at ways that we can increase the ways we training of our students in Verbal communication, Analytical and interpersonal skills for the workplace (incorporate the NACE Career Readiness competencies)
- During onboarding for student employees, provide a comprehensive overview of university division information.

EMPLOYER ENGAGEMENT

- Increase cross collaboration efforts between campus colleges/departments and career center for networking and recruitment events
- Target employers by industry and connect them to campus/students/faculty through industry specific: branding, internships, classroom visits, networking and recruitment events, and company tours/networking opportunities held at their company site making sure to be inclusive of all majors and expanding CSUSB's reach toward industries/ companies that have been overlooked in the past
- Consider a college career specialist model that allows for career counselors to become an "expert" for a designated college for career counseling and employer relations (in collaboration with faculty/staff from their college and the employer relations team from the Career Center)
- The Career Center should work closely with the Office of Student Engagement to collaborate on the development of a leadership and professionalism program to help students enhance their career readiness skills in this area
- The Career Center and colleges/departments should consider creating a collaborative early career readiness program targeting freshmen and sophomores and focus solely on the following: NACE Career Readiness Competencies, resume and cover letter development, and career exploration

FACULTY AND CURRICULAR

- Encourage the use of the Career Center's Handshake program
- Promote Career readiness skills such as online presence, job search, resume writing, professional dress, interviewing, communication, and work ethic
- Develop career-readiness learning outcomes and assess them
 - use existing models and best practices in some colleges/departments
 - use external Accreditation outcomes requirements such as ABET, WASC.etc
- Promoting campus peer mentoring programs and Career Services programs/assessments.

III. SUBCOMMITTEE REPORTS

a. EMPLOYER ENGAGEMENT SUBCOMMITTEE REPORT

Companies are primarily recruiting for

- full-time employment (32)
- part-time employment (14)
- paid internships (11)

Top Industries Recruiting for

1. Healthcare
2. Government - Local, State & Federal
3. Manufacturing
4. Non-profit
5. Higher Education
6. Other - Public Education

Top Recruitment Methods

1. Job listings on online job listing websites
2. Job listings on your company website
3. Job listings on college websites
4. Direct on-campus recruiting
5. Contacting potential candidates through social media

% of Full-Time, Entry-level Position Hiring from Direct On-Campus Recruitment During the Last Year

- 87% (33) of employers who responded to this question either *did not hire or had a small % hired* for full-time employment

Top important recruitment practices to a company's college recruitment program

1. Focusing on diversity in recruitment and hiring activities
2. Branding your organization to campuses, including student organizations, administrators, and faculty
3. Branding your organization to career centers
4. Identifying talent early through programs such as internships and co-ops

Career Readiness Skills

- Students/alumni are perceived by employers as "Well prepared" or "Adequately prepared" overall
- Areas that fall a bit short include Leadership and Work Ethic/Professionalism

How many CSUSB students or Alumni have you hired in the last three years?

- 82% (32) of employers have hired less than 5 students/alumni in the last 3 years

a. EMPLOYER ENGAGEMENT SUBCOMMITTEE REPORT (Cont.)

Recommendations moving forward

1. Increase cross collaboration efforts between campus colleges/departments and career center for networking and recruitment events
2. Target employers by industry and connect them to campus/students/faculty through industry specific: branding, internships, classroom visits, networking and recruitment events, and company tours/networking opportunities held at their company site making sure to be inclusive of all majors and expanding CSUSB's reach toward industries/ companies that have been overlooked in the past
3. Consider a college career specialist model that allows for career counselors to become an "expert" for a designated college for career counseling and employer relations (in collaboration with faculty/staff from their college and the employer relations team from the Career Center)
4. The Career Center should work closely with the Office of Student Engagement to collaborate on the development of a leadership and professionalism program to help students enhance their career readiness skills in this area
5. The Career Center and colleges/departments should consider creating a collaborative early career readiness program targeting freshmen and sophomores and focus solely on the following: NACE Career Readiness Competencies, resume and cover letter development, and career exploration

b. ALUMNI CAREER DEVELOPMENT SUBCOMMITTEE REPORT

Positive outcomes

- Responses stated that their CSUSB education helped them secure a position post-graduation responding that 71% of their education was essential to very useful.
- Over 70% of alumni felt that CSUSB prepared them with the following skills either “very well”, or “extremely well”:
 - Analytical/critical thinking skills
 - Written communication skills
 - Information gathering skills
 - Specific knowledge and training in my academic major(s)
- 62% reported that based on alumni employability, they would encourage others to attend CSUSB. 30% responded with “probably yes”, Overall, 92% of respondents said that they either would or probably would recommend CSUSB to others.
- 74% of Alumni reported that they believe that student employment opportunities help you in your future employment.

Gaps in experiences

- Based on the skills alumni felt they were prepared for vs. the skill they felt they used, the following skills Verbal communication, interpersonal and analytical skills, with over 80% of alumni reported that these skills were required vs the 40% of alumni felt that they were prepared Extremely well in these skills after leaving CSUSB.
- Only 7% said they were part of a program that let them connect with an alumni mentor.
- 33% of the students who say they work on campus don’t know what division they worked in.

Recommendations moving forward

- We are currently working on updating the Alumni Mentorship Program. With the support of Faculty, ASI and other campus programs we can increase the number of Alumni to Student mentoring opportunities.
- Looking at ways that we can increase the ways we training of our students in Verbal communication, Analytical and interpersonal skills for the workplace.
 - Incorporate the NACE Career Readiness competencies into language used when training student employees and making it mandatory for student employees to attend Career Center workshops or have departments/offices request presentations from the Career Center for this educational component.
- During onboarding for student employees, provide a comprehensive overview of university division information.

c. STUDENT EMPLOYMENT SUBCOMMITTEE REPORT

Positive Results:

Student Employee Survey

Survey was shared with 2046 student employees, 247 responses – 12% response rate. Average response rate for most survey's is 10-15%.

96% of student employees strongly or somewhat agreed that they have been satisfied with their campus employment experience. Student Employees reported positive impacts of campus employment on various skills.

- My job has helped me improve my verbal communication skills (96% Strongly or Somewhat agree).
- Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures (94% Strongly or Somewhat agree).
- My job has helped me use critical thinking skills to form opinions and solve problems (94% Strongly or Somewhat agree).

Supervisor Survey

Survey was shared with approximately 400 supervisors, staff and faculty, 110 responses - about 28% response rate.

- I provide opportunities to use critical thinking skills to form opinions and solve problems (94% Strongly or Somewhat agree).
- I provide opportunities to work effectively with individuals with a variety of backgrounds, experiences, and cultures (91% Strongly or Somewhat agree).
- I assist them in the development of communication skills (89% Strongly or Somewhat agree).

Areas of Opportunity:

Student Employee Survey

My job has helped me improve my writing skills (81% Strongly or Somewhat agree).

My job has helped me learn more about career options (83% Strongly or Somewhat agree).

My job has helped me develop conflict negotiation skills (87% Strongly or Somewhat agree).

Supervisor Survey

I help them learn more about career options (68% Strongly or Somewhat agree).

I help them make connections between work and life as a student (72% Strongly or Somewhat agree).

- Supervisors are NOT trained on these, so we have to consider training supervisors on how to assist students with developing particular skills.

To the survey question "What tools do you believe your department would need to support career readiness for student employees?," about half of the supervisors responded that they need specialized supervisor training for career readiness, indicating that they recognize the need for additional training/information to increase career readiness.

c. STUDENT EMPLOYMENT SUBCOMMITTEE REPORT (Cont.)

Recommendations:

Support the current efforts by the Student Employment Specialists in HR to develop and implement supervisor training. Going over dynamics of supervising student employees (Policy, mentoring, and other recommended areas of support)

Implement campus-wide onboarding for new student employees. Going over fundamental professional expectations in the workplace.

Conduct standardized exit surveys to assess the quality of student employment and address areas of opportunity.

Additional items to consider:

Development of a campus-wide student employee database for employment info/ tracking development / hours. This is critical for state side vs auxiliary information for student employees.

It is concerning when the supervisor has ten+ students that they supervise. It would be too tasking to meet directly with all of their student employees AND have their regular work load on top of that. Perhaps we need to consider reverse engineering student positions so that supervisors have only a few students that they can dedicate time to / develop.

Provide adequate training to all staff supervisors in career readiness.

- This includes providing tools and assistance with the development of training manuals and department handbooks for successful student employment.
- Ensure staff to student employee ratios do not exceed 10. This gives staff the opportunity to dedicate time to development. Include team leads in trainings and in monitoring workload to completion.
- Ensure staff are engaged with student resources on campus, i.e.: writing center, career center, etc.

Develop a Student Employee Development Center, similar to the Staff Development Center or within SDC or Career Center.

Ensure student employees are developed in the areas critical to Career Readiness. Utilizing current models:

- NACE Core Competencies.
- Iowa GROW (Coyote GROW).
- National trends for Career Readiness (from employers) - critical thinking and problem solving.
- Career Center resources (i.e.: resume development, interview skills

Implement one time/annual/bi-annual trainings in CSU Learn for student employees and staff.

d. FACULTY & CURRICULAR CAREER DELIVERY SUBCOMMITTEE REPORT

The group has developed a quick survey to collect information about academic department/college-level career readiness activities, see appendix B for the survey questions. The Survey was developed, updated with the feedback from other working groups in the task force, and sent to the department chairs and associate deans. Data collection took 2 months (February 15 to April 15). The committee shared initial findings and continued discussion and analysis of the data. Below are the committee recommendations and key data points.

Best Practices

- Encourage Resume Development
- Promote participation in high impact practices
- Provide professional networking opportunities
- Have an active student internship program

Areas of growth

- Encourage students to use the Career Center's Handshake program
- Have career-readiness learning outcomes
- Promote mentoring programs
- Have a designated person to oversees career-related activities
- Encourage students to build an online presence through LinkedIn
- Encourage students to take a career assessment

Recommendations

- Encourage the use of the Career Center's Handshake program
 - department homepage
 - integration into departmental GE courses
- Promote Career readiness skills such as online presence, job search, resume writing, professional dress, interviewing, communication, work ethics
- Develop career-readiness learning outcomes and assess them.
 - use existing models and best practices in some colleges/departments
 - use external Accreditation outcomes requirements such as ABET, WASC..etc
- Promoting campus peer mentoring programs (there are several) and Career Services programs/assessments.
 - in-person activity,
 - posted flyers/ad on hallway TV screens, or
 - virtual through the department website, Blackboard, etc.

IV. SUPPLEMENTAL DATA

Alumni Career Development:

Quantitative - Alumni Survey Results

https://drive.google.com/file/d/1KmOji_8oFSu--qMlctoCS20qQwb7S3IH/view?usp=sharing

Qualitative - Alumni Survey Results

<https://drive.google.com/file/d/1ZvbQbJd72kT1sCKbsCQUZM6cFZeWMLrF/view?usp=sharing>

Student Employment:

Student Employee Survey Results

https://drive.google.com/file/d/1knax_Hh_k_VcOAg6fWRsmMoRxz3MHXlr/view?usp=sharing

Employer Survey Results

https://drive.google.com/file/d/1pLpwu_-6-G3A-LBd4ca4qH-gSWpWdidw/view?usp=sharing