

2014-2015 Student Services Program Review

Program Name: **Career Center**

Program Contact: **O'Brien, Eileen**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **04/04/2015 12:31 AM**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Career Development Center (CDC) provides a full-range of career services to CSM students, staff/faculty, counselors, instructional departments and divisions, high school students, community members and employer organizations. Some of the student groups that receive support are international students, EOPS, DSP&S, Office of Student Life & Development, Campus Clubs, and Student Senate all in an effort to assist students in planning their career goals and major selection. The Career Services Center provides assistance to:

- **Students** individually and in groups --
 - **CRER 126** -- career assessment: assists students in the identification and selection of a career direction and major through individual assessments in -- personality, values, skills and interests and careers that are a good match, researching careers and majors, and developing a plan for completing the assessment process.
 - **CRER 127** -- job search: developing results-oriented resumes and cover letters, finding job leads through a variety of methods, interviewing techniques and strategies for securing a job or internship
 - We provide individual counseling sessions on single topics or as an individualized version of CRER 126 and CRER 127.
 - **Individual counseling appointments** about major and career selection, resume development, internship and job search, career exploration, career transition, retraining issues, career changers, return to work seekers, etc.
 - Career tools and resources such as Eureka, EDD LMI info, Perfect Interview, CA Career Café, ONET, etc.
 - **Classroom, club, and other outreach presentations** about our services or specialized topics.
- **Faculty** services:
 - **Classroom presentations** about career services and topics such as: informational interviewing, identifying career goals and possible majors, finding internships and jobs, career tools and resources available through the career center.
 - Presentations at division and advisory committee meetings.
 - Assistance in developing internship and job placement programs.
- **Employers** services:
 - Through job fairs, on campus recruitment, internship development, mentorship programs and special projects.

The Career Center also has worked with the **Employment Development Dept.** for about 6 months by providing office space and collaborating with them on a few projects and job fairs.

Events: the center provides career fairs, internship and job development assistance, and collaboration with community businesses and agencies about employment programs.

The center also supports the mission of the college by preparing students for transfer or the attainment of a certificate or associate degree by helping them decide upon a career/major direction, through work preparation, and providing work opportunities that support academic programs.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

Career Services provides a full-range of career and employment related educational services to students looking for a career direction and major selection as well as employment assistance. CRER 126 and 127 students are surveyed after participation in each course to measure their learning outcomes.

CRER 126: Career Assessment Course

Below are the results of an online survey taken by students who completed the course:

1. Student will be able to **use self-reflection techniques** to help validate career and educational choice

- 84.3% of students reported that they learned new information about majors/careers that were a good fit with them.
- 87.6% of students reported that as a result of the class, they developed a few ideas about possible majors or careers to further research.

2. **Sampling of self-reported outcome statements include:**

- Before coming to the class I always thought that I was the odd man out when it came to my career. I had failed at engineering and lost all hope for a respectable future. Having attended CRER 126, I got a new outlook that I had not embraced before .
- I enjoyed the class and am planning on following up on the ideas that I learned.
- Great class, maybe should be mandatory.

CRER 127: Job Search Course

Below are the results of an online survey taken by students who completed the course:

1. **Student will be prepared to look for and find work.**

- 82.1% of students reported that they were prepared for job search as a result of their participation in the course.

2. **Sampling of self-reported outcome statements included:**

- I ended up appreciating this class more than I expected.
- I felt confident enough to apply for some jobs. Already one company is interested in me. Thank you very much.
- Thank you! I discovered my career path. I changed my Ed Plan and feel relieved that I will be doing something I enjoy!
- I feel more confident when submitting my resume and cover letter. This course helped me understand my weaknesses and strengths and what I need to keep working on. Thank you!
- Love this course and recommend it to all students. It should be a requirement for graduation at CSM.
- I especially liked the Perfect Interview as it walks you through a stimulated interview and explains the purpose of the questions.
- Thank you for helping to improve my resume.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

N/A

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, **Planning, Research and Institutional Effectiveness (PRIE)** reports and other data sources as appropriate.

Career Services served about 8460 students, community members and employers this past academic year in a variety of areas both on and off campus. The following is a summary of the number of services provided as well as the number of students and employers served:

Total of Student Appointments/Contacts: 3058

- (O'Brien) Student Career and Academic Related Appointments: 358 (only includes app'ts attended)
- Two Interns' Student Career Appointments: 239 (only includes app'ts attended)
- Incoming Phone Calls (Students, Faculty, Community, Employers): 400 (estimate)
- Student & employer e-mail correspondence: 5/day x 175 = 875
- Students registered for CRER 126 and 127 Courses: 161 (loss of registration due to requiring minimum class size of 20 students)
- Students attending Classroom Presentations: 200
- CSM Clubs Student Attendees: 150
- Connect To College (High School Night @ CSM): 300
- 2 Career Fairs: 500

CSM JobLinks Program:

- Students Registering on CSM JobLinks This Year: 622
- Student Job Applicants: 2562

Employers:

- New Employer Registrations on CSM JobLinks: 531
- Employers Posting Jobs/Internships on CSM JobLinks: 1,456
- Employers Tabling/Recruiting On-Campus = 95
- Employers Attending 2 Job Fairs = 135

2. Discuss any differences in student program usage across modes of service delivery.

Students access Career Services programs and information through a variety of methods including:

- Career Website
- CSM JobLinks announcements and emails to students and employers
- Electronic publicity boards both in College Center and on Hillsdale Blvd
- Printed and sandwich board signage in Counseling Center and around campus
- In-person classroom orientations - student clubs- department meetings
- Talking with and informing faculty and administrators about services
- Visiting classrooms
- Individual counseling sessions.
- Alumni who seek career assistance after earning a bachelor degree or having work experience

It appears that most students prefer to access services in groups, although individual appointments, if offered at preferred times, are also highly sort after. Most younger students appear to use web-based services more frequently to learn about and access services while older students may seek services more directly through phone, email or in-person.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Given our low-level of human resources, we provide as many services as is possible in group settings. Career Services makes every effort to use a broad number of service delivery modes to address the varied needs of our students. For maximum efficiency, group delivery methods are frequently used -- short courses, mini-workshops, group activities, classroom presentations, etc. In addition, we produce several "how to" packets for independent student use when preparing their resumes and cover letters, finding job leads and for interview preparation,

Career Services makes every attempt to accommodate student needs by offering hybrid, individualized services, or evening appointments

when a group format doesn't work.

One concern about the use of group activities is that although they may be a more efficient way to deliver services, students don't receive as thorough and personalized career assistance as they would during an individual session. Students with language barriers, disabilities, or basic skills issues are often at a disadvantage in a group setting and often don't speak up or seek the help they need. Career counseling is the type of service that is best provided on an individual basis since each person has a unique set of skills, interests, and needs that can't be completely addressed in a group setting.

3. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

Career Services continues to see an increase not only of traditionally-aged students, but of those:

- who have recently earned a bachelor degree and decide to attend CSM to earn a certificate to improve employability
- alumnae of CSM who have completed their formal education and are unclear about their future direction
- who are undecided about a career direction
- who have been layed-off and need to find a new career
- who are mid-life career changers
- returning to the workforce after an absence
- with disabilities who are referred by Dept. of Rehabilitation or community agencies
- seeking internships to improve their transfer admission odds or prospects for employment after graduation

Since Career Services serves the career and employment needs of such a wide range of students, Eileen O'Brien often attends community and employer events to develop partnerships that may result in employment and other benefits for students.

With the implementation of the Student Success Initiative over the next few years, greater demand/emphasis will be placed upon the already limited resources of Career Services to assist new students in identifying career and major directions at an earlier point in their academic career.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

These are the plans that were outlined in the Spring 2014 program review for implementation and development during the past year with results of the outcome:

Goal	Description	Outcome
Update Career Website	Review each page/screen of website looking	In Spring 2014, worked with Karen Sukle, Val Tyler, Bev Madden and Symplicity utilization staff to learn more about features of the Symplicity program that may be useful to us. With the help of Val Tyler, Karen Sukle

	<p>for areas needing improvement.</p> <p>Research additional content as well as things to revise/remove.</p> <p>Begin making changes (w/help of Web Master).</p>	<p>and I made substantial formatting/layout changes to the career website. Would like to add other resources to site including the revamp of the "What Can You Do With a Major In...?"</p>
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Revise CRER

126 and 127 Course Outlines

Review both course outlines for possible changes

Make changes on outlines, submit to Dean and counselors, and COI (and any other entities) for final approval

Did not make changes to course outlines -- will do it prior to Dec 2015 and submit to COI.

<p>Convert CRER 127 to an online version (Will begin working on this goal depending upon whether a counseling assistant is hired in FA 2013 to take over some of my other responsibilities)</p>		<p>Unable to do this, not enough time. This was an ambitious undertaking. It assumed that I would have additional staff to take over some of my less demanding responsibilities which would free up time for me to develop this course.</p>
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Even though some of these plans were not carried out, I did develop a 2 hr. mini-career workshop for undecided students.

Although requests from past Program Reviews for a Program Services Coordinator have yet to be granted, with the addition of more staff, the career program will be able to provide a wider range of career services to a greater number of CSM students .

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

These are some of the ideas and visions for Career Services that I feel are necessary for the operation of a full-service career center. The implementing/realization of these plans depends upon the addition of a Program Services Coordinator and Career Technician.

- Make more classroom presentations about career services and events.
- Provide **targeted job fairs for various academic disciplines** e.g., for electric power systems or cosmetology programs.
- Coordinate and organize one **career information day per year similar to the ones that Skyline holds**. These events might cover several disciplines within a division and would bring together both employers and faculty in the sharing of career information -- types of work performed, duties and qualifications along with presentation of academic requirements. This could have the advantage of not only informing students about career fields, but would also put faculty and employers in touch with each other for possible future partnering.
- Prepare **more professional looking student career "how to" materials** and an **employer brochure** which is lacking now.
- **Collect data from employers** who table on campus and those who attend job fairs to find out how many students were interviewed and hired and for which jobs. This information would provide necessary data to see the effectiveness of our services and where we might improve.
- **Develop employer mentors** through frequent communication with **7,700 employers** registered on CSM JobLinks. Mentors would be able to make campus presentations and serve as resources for student informational interviews and job shadowing with the eventual development of internships.
- **Frequent email communication with the 7,000 students** registered on CSM JobLinks by offering resume and interviewing assistance and special workshops (that are tagged with current courses).
- **Hold brown-bag employer panels** which would cover careers in STEM, liberal arts, or careers in other campus disciplines.
- **Invite faculty to bring classes** to career center for presentation of services and training on resources.
- **Create a LinkedIn workshop** that covers the various features of LinkedIn and how to best use it for maximum effect.
- **Provide full range of Career Services during summer** months when little if any career services are offered.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

I would like to see at least one other career counselor (or two adjunct career counselors) (as Skyline has) dedicated to career counseling on a full-time basis to handle the number of career appointments that are provided with the help of two unpaid interns.

In addition, I would like to better educate faculty and counselors about career practices so that more career/work-related activities can be incorporated into courses. **Providing training workshops for faculty and counselors** about the steps in the job search process and encouraging faculty to incorporate more "real world" and work-based practices (e.g., organize group or team projects as found in the workplace) into their courses would better prepare students for the world of work and types of experiences they will find in the workplace. This training would be particularly important for those faculty who have worked in a college setting for most of their work-lives which may put them at a disadvantage in understanding the employment process.

Having faculty and counselors write their own resume, find job leads (other than through the Internet which is the worst method), and practice answering interview questions would give them first-hand experience with the job search process and the types of concerns students have when seeking work.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that

would help the program to improve student success.

I would like to see more interaction and project work between career services and the instructional programs and even employers -- particularly in the creation of targeted job fairs and career events for students in an individual academic program or division.

For these types of activities to take place, we need to have a program services coordinator and other staff to head up and coordinate the particulars of the events.

The Language Arts division, specifically the English, Reading, and Communications instructors have been very supportive and participative in student service activities.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

Eileen O'Brien will be leaving CSM at the end of December 2015 and officially retiring in June 2016. As a result, there will not be an experienced career counselor at CSM to maintain current career services and programs and to create new ones as described previously. The replacement counselor(s) need to be individuals with a strong background in employment.

Most career counselors often enjoy helping clients/students during the career assessment phase of career counseling and the discovery of their career direction. Equally important is the need for career counselors with a strong background in employment practices, resume development, job lead generation, interviewing strategies and understanding the employment process from the employer perspective. This is not something that can be accomplished if the counselor has only worked in a college setting or had little employment experience of their own. It needs to be someone with a well-rounded background and a broad understanding of various careers and career paths.

Equipment and Technology

The Career/Transfer Center needs **a replacement computer** for the one that was removed in 2014. We will need it to conduct the mini-career assessment workshops for undecided new students. Staff computers will need to be replaced during the next few years.

Instructional Materials

It would be beneficial to undecided students to purchase major selection pamphlets that could help students identify a major more quickly.

Classified Staff

Career Center is currently comprised of **one counselor** who performs both counseling/faculty services as well as classified duties. Skyline College, by contrast, with the same size student population, has 5 **counseling/staff personnel in their center**:

- a career counselor/coordinator,
- program services coordinator
- counseling tech/aide
- two adjunct career counselors

Because we have only one counselor and no other staff (except for an office ass't who provides 10 hrs a week) we are unable to provide the level and breadth of services to CSM students that Skyline students receive.

As the only person who provides career services at CSM, Eileen O'Brien provides these services:

- individual counseling
- teaching 2-3 career courses per week
- arranging and coordinating two career fairs a year
- arranging for employer tabling on campus

- making classroom/club presentations
- making fliers and signage about services and events
- participating in campus-wide events like Connect to College
- providing tech support to employers and students with CSM JobLinks problems/issues
- addressing employer, community and student email requests and issues (about 5 per day)
- developing internships and mentorship programs between students and employers (i.e., L3 Communications with electronics division, and McKinsey and Co. mentorship program)
- updating the career website
- training and supervising two new career interns per year who provide 16 hours of counseling support per week
- other clerical duties

Since most students attend college with the ultimate goal of finding a career and going to work, CSM students are not receiving the depth and breadth of services that will assist them in exploring/finding a satisfactory career direction and major. **With the addition of a program services coordinator and career assistant**, the career program would be able to provide these additional services:

- **Make more classroom presentations** about career services and events (see a greater cross-section of students)
- **Arrange for employer tabling** -- greet employer on day of recruitment and follow up later about their results (not done now).
- **Arrange and prepare all details of job fair** (registration, collection of fees, prepare signage and advertising, prepare employer packets, prepare list of participating employers for students on day of event, arrange for parking, secure Ambassadors for assistance on day of event, arrange for food and drink with Pacific Dining for employers and students, help with arrangement tables night before, prepare all employer table signs, make copies of other materials for registration table, etc.).
- **Provide targeted job fairs** for various academic disciplines e.g., for electric power or cosmetology programs to provide job placement. Coordinate employer invitations, secure fair location, prepare and send invitations, and attend to all logistical details with academic department.
- **Collect data from employers who table on campus and those who attend job fairs** to find out how many students were interviewed and hired and for which jobs. This information would provide necessary data to see the effectiveness of our services and where we might improve.
- **Coordinate and organize 1-2 career information days per year.** These events might cover several disciplines within a division and would bring together both employers and faculty in the sharing of career information -- types of work performed, duties and qualifications along with presentation of academic requirements. This could have the advantage of not only informing students about career fields, but would also put faculty and employers in touch with each other for possible future partnering.
- **Developing internships and jobs** with local employers for CTE students and those planning to transfer.
- **Coordinate and manage CSM JobLinks** and all tech support issues from employers and students.
- Work with Community Relations and Val Tyler to **update career website** on regular basis,
- Prepare **more professional looking career "how to" materials** and **employer brochure** which is lacking now.
- **Develop employer mentors** through frequent communication with 5,000 employers registered on CSM JobLinks. Mentors would be able to make campus presentations and serve as resources for student informational interviews and job shadowing with the eventual development of internships.
- **Frequent email communication with 7,000 students** registered on CSM JobLinks by offering resume and interviewing assistance and special workshops (that are tagged with current courses).
- **Prepare brown-bag events** of employer panels which discuss careers in STEM, liberal arts, and careers in other campus disciplines.
- Invite **faculty to bring** classes to career center for presentation of services and resources.
- **Meet individually or in small groups with students to guide them through use** of online career and other resources such as Eureka, Perfect Interview, OnetOnline, taking online assessment tests (MBTI and Strong), completing online job applications, and helping students with career assignments from various classes to find the needed info.
- **Provide range of Career Services during summer** months when there is no career presence on campus. Students' career needs do not disappear during the summer.
- Provide collaborative services with the Learning Center and other Student Services departments by pairing career services with another student service (e.g., financial aid).

Facilities

The Career Center needs **window screens** to be placed on the windows (similar to the ones in the offices in the area) opposite the Career/Transfer Center, Since the Career Center has a western sun exposure, it is bathed in very bright light almost all day making it impossible to see the computer screens that face the windows. Even an IT tech commented upon how difficult it is to see the computer

screens with such bright light. We purchased rolling white board/screens, but since they are not very tall, they don't reduce the glare from the windows. When we need to provide career training that involves the use of computers we usually have to conduct the training sessions in other locations where it is easier to see the screens. Window screens would be required on 2-3 of the windows opposite the center.

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Given the current staffing levels, there are no additional services that can be provided.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
FT Career Counselors -- can be 1 FT and 2 PT career counselors	2-3

Equipment and Technology

Description	Cost
1 PC for the Career/Transfer Center to replace the 1 that was removed previously	\$1500

Instructional Material

Description	Cost
Major Selection Pamphlets	\$1000

Classified Staff

Description	Cost
1 Program Services Coordinator	\$50 - 70,000
1 Career Technician	\$35 - 50,000

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
3 full length sun screens for windows opposite Career Center	@ \$250 - \$300

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.

Courses to be updated	Faculty contact	Submission month
CRER 126	Eileen O'Brien	August 2015
CRER 127	Eileen O'Brien	August 2015

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Eileen O'Brien, Karen Sukle, Val Tyler	Ongoing modifications - FA 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Eileen O'Brien	Spring 2016