College of San Mateo

Student Services Program Review

Program Name: Career Center
Program Contact: **Newman, Autumn**
Academic Year: **2016-2017**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

Working within an educational equity framework, CSM Career Services provides programming, services, events, and resources to CSM and the local community.

CSM Career Services provides an array of services to help all students:

- Research career and educational opportunities
- Understand the connection between career and education
- Choose fulfilling, sustainable career and educational paths
- Identify and build skills necessary for employment
- Obtain employment, internships and volunteer opportunities while in school that will prepare them for success in their chosen field and increase their portfolio for competitive transfer

CSM Career Services supports staff, faculty and administrators through:

- Outreach to divisions, departments, learning communities, and other student support services and centers across campus to inform them on the presence and importance of Career Services for student success
- Class presentations and activities tailored to specific student populations and class needs
- Workshops on choosing a major/ career, practicing job skills to get through difficult classes, and how to write and update resumes
- A collaborative major fair that brings the entire CSM community together to share valuable major and career information with students
- Regular communication and partnership with staff, faculty, and administration about current job, internship, and volunteer opportunities for students

CSM Career Services partners with the community through:

- An online job board that connects students and alumni to local and national career, job, internship, and volunteer opportunities
- On campus recruiting events, which connect students to local employers and organizations
- Communication and partnership with local employers and organizations
- Regular marketing of current career, job, internship, and volunteer opportunities to students and alumni via social media

The above services, support, and partnerships synthesize to:

- Help create the "exceptional educational opportunity" mentioned in CSM's Mission Statement
- Help students across the spectrum of career and education, contributing to "a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve" that is vital to CSM's Diversity Statement

- Contribute to CSM's Strategic Goals 1 and 3: improve student success and develop responsive, high-quality programs and services
- Create Career Services vision for sustaining and improving student learning and success over the next three years.

2. Student Learning and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO assessment informs program development and changes to the program.

The Last SLO data saved for Program Review was the CRER Class SLOs. As of January 2016, Career Services no longer has purview over CRER classes. These are taught and run by CSM's counselors/ faculty. Career Services is now run by a staff member. While there is collaboration between counseling/ faculty and Career Services, especially in the CRER classes, there is no longer any overlap in CRER or COUN classes and Career Services.

The SLOs in TracDat were updated (retroactively in September) to a single Program Learning Outcome for 2015-2016: "Students will be able to accurately identify key services offered by the Career Services Center." To meet this goal, I accomplished the following from January to August:

- Had 86 one-on-one appointments with students
- (55 students signed up for pre-arranged workshops but none attended Spring semeser)
- Presented at approximately 10 classes
- Presented at 3 Division meetings
- Taught Career Services lessons for 3 CRER classes
- Began a weekly newsletter to targeted faculty, staff, and administrators
- Began collaboration with CSM's Marketing department to promote Career Services
- Updated the Career Services website
- Created a CSM Career Services Facebook page, Twitter account, and was added as an administrator to post information to alumni on CSM's existing LinkedIN account
- Switched to a new, easer to use, online job board
- Meet with learning community lead faculty and CTE administration
- Visited Skyline and Canada College's Career Center staff/ faculty to learn and collaborate
- Collaborated with Gabriel Duenas from Moffett Field/AMES Research Center to present to and recruit students for a NASA summer program
- Planned CSM's first Major Fair for fall semester
- Began a Program Services Coordinator monthly meeting to collaborate with other student services staff

I have written the following Program learning Outcomes, which can be evaluated next cycle:

1. The CSM community will make use of Career Services (students will make appointments, attend workshops and events, use resources; and staff/ faculty/ administrators will refer students to Career Services).
2. Students will declare an educational goal and career objective while at CSM.
3. Students will find jobs, internships, and volunteer opportunities that help them achieve their educational goal and career objective.
4. Students will know the skills expected of them as graduates/ entry-level career seekers.
5. As part of SSSP, Career Services will actively work to close opportunity gaps through its programming and collaboration with other campus programs and services.

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.

This only includes data from January 2016- September 2016 as many things were changed and not all previous data is accessible.

Direct student support

- 108 individual student appointments
- estimated 500 students via class presentations and lessons
- 25 students in fall semester workshops
- estimated 5 students via fall semester pop-up shop in College Center and inestimable amount of exposure
- Estimated 200 via email, phone call, and drop-in quick questions (does not include students who came in only to schedule appointments).

Campus Events & Resources

- Major Fair estimated 450 students in attendance (collected 389 surveys but served almost 500 lunches)
    - 177 students reported being "New" to CSM
    - 174 students reported being at CSM "A while"
    - 33 students reported "can't believe I'm still here"
- NASA summer program presentation estimated 30 students
- Transfer Fair estimated 50 students interested/ asked questions about Career Services
- Student Connections Fair workshop 10 students
- Employers recruiting on campus estimated 30 hiring events (inestimable student exposure)
- Students using computers and library resources (books, handouts, etc.) in the Career and Transfer Resource room, inestimable
- Students using physical job board, internship and volunteer flyers, and career/ job handouts in the counseling waiting area (inestimable student exposure)

Online Resources

- College Central Network (previous service, JobLinks, data unavailable)
    - Began August 1, 2016
    - 173 student accounts
    - 53 alumni accounts (I would like more alumni involvement)
    - 343 employer accounts
    - 335 jobs posted
    - Most students (34%) did not report ethnicity. Reported: 25% "Asian/Pacific Islander," 14% "Caucasian," 13% "Hispanic/ Latino," 8% "Other," 3% "Multicultural" and 2%"African-American/ Black." Student representation needs to be addressed by outreach/ presentations to learning communities and classes. Also, students need to know that employers do not see this information, which may make them more comfortable reporting.
- Eureka
    - 2,237 student accounts (we currently pay for 10,000 users and may be able to save money if we change our contract)
    - Student sign-ups by month are down from fiscal 2015 year, possibly due to fewer CRER and COUN classes which is where these are mostly used/ promoted. Also, possibly due to Career Services recommendations of different online personality/ career assessments in conjunction with Eureka (16 personalities and ONet Online Personality Profiler).
    - Students much more likely to report ethnicity, probably less reporting on College Central Network

as students may fear employers will see this information and be biased against them. However, of reported ethnicity, trends are similar to College Central Network with the vast majority being "Asian," then "Caucasian," then "Hispanic," then "Multiple Options," then "Pacific Islander," then "Other," then "Black/ African-American," and only 1 "Native American." Student representation needs to be addressed by outreach/ presentations to learning communities and classes.

- Male and female students using Eureka equally.
- Perfect Interview
  - No data avialble (waiting for administrator access)
- Career Services website pages
  - No data available as a major reconstruction was done so most of the pages/ websites are brand new and I am just learning Google Analytics
- Career Services Facebook
  - No data available as I am just now learning how to use FB Insights to observe and record data

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

- **Online Resources**: There seems to be more usage of online resources (College Central Network and Eureka) by Asian, Caucasian, and Hispanic/ Latino students. This might be due, in part, to the increase of international students from Asian countries at CSM. Still, Career Services needs to make an effort to promote these services specifically to Native, Black, and Pacific Islander students. Further contact with UMOJA, MANA, and the MCC is needed. Career Services should also make an effort to go where these students are located; having "office hours" in The Village is a possibility.
- **Evening Students**: Campus events are populated, mostly, by younger, daytime students. Career Services is limited in delivering services to night students, who are typically older and working more hours than daytime students, as there is only one (10 month) employee who works 8-4 M-Th. Possibilities for reaching evening students include: virtual appointments with students during evening hours, having Career Services open late one day a week, and planning evening events targeted to the evening student population--perhaps in the beginning of each semester have an open-house to advertise services available and promote inclusion online and via social media.
- **Workshops:** student attendance to workshops are low unless students are given an incentive from faculty/ staff. For example, There were 3 Undecided Major workshops scheduled for the Student Connections Fair. The only one that was attended, was filled with 10 students from the same class who were getting credit for being there. The regular workshops this semester are better attended than the Spring semester; however, they are mostly attended by Year One students who are required to attend workshops each semester. Better partnership and collaboration is needed between Career Services, staff and faculty to build student participation.

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.

- The workshops in Spring, which were previously scheduled, were not attended at all. They were 2 hours long and only offered in the afternoons. I changed the workshops for fall to be 30 minutes and take place in mornings and early afternoons on set days throughout the semester. I also included a pop-up shop, where I set up a booth in the College Center to answer questions and make students aware of our services. These workshops are better attended but still very few people show up "on their own." As mentioned in the previous section, students--even if they want/ need services--will only attend workshops/ events if they are required or incentivized in some way. Career Services can reach more students and be more efficient by connecting with the other student support programs, faculty, and staff to create more partnerships and programs that encourage student participation. Career

services also needs to go to where students already are: The Village, EOPS, MCC...

- Another change was to have a Major Fair in the fall and a Career Fair in the Spring to address the large population of students who are undecided on their major and/ or have not yet made the essential connection between their major and their career. This event was well attended and 385 of 389 students reported wanting similar events. This is reflective of an overall shift in direction for Career Services to be more focused on the major to career connection and less on resumes and job skills. A barrier to addressing how we are meeting student need is the fact that students cannot report "undecided" when they apply to the college. Changing this would be extremely beneficial for tracking and assessing the efficiency and usefulness of Career Services as we work to meet the needs of this large population of students.
- Efficiency of Career Services is hindered by lack of contact with faculty and counselors. Due to the difference in workflow and schedules, chances for contact and collaboration with faculty and counselors is extremely limited for all staff. For example, planning for staff often begins in summer when most faculty are not working. During the semester, faculty and counselors are often too busy with their regular workload to collaborate effectively with student services. This is not the fault of either group but simply a flaw in the design of higher education. A common hour or similar campus-wide event with mandated attendance by faculty and staff would be highly beneficial! Another solution would be to include programming release time for all or some faculty, where staff and faculty can come together to create efficient and effective programming for students.
- Efficiency of Career Services also relies on making connections and creating programs and pathways with local businesses and our academic programs. Due to limited staff, established internships, externships, mentorship programs, volunteer opportunities, and even entry-level job pathways are essential. Partnerships between Year One and Digital Media exist and are growing; a mentorship program for the Administrative Assistant certificate students and a career pathway for CSM students and JSI are underway.
- At the heart of all of this is the limitation of resources. So far, Career Services has been able to divide the workload of individual appointments, planning events, keeping contact with local employers/ organizations, and programming. However, less time has been spent on programming. It may be wise in future to add to Career Services staff so that more time can be spent on the programming that will make the entire center more efficient.

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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. 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. 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.

The following impact Career Services and Autumn Newman whose title is Program Services Coordinator for Career Services and SSSP:

- SSSP funding
- Adult Education Block Grant and newly hired Transition Coordinator
- CSM's Equity Plan and newly hired Equity Director
- Year One and its newly hired Program Services Coordinator
- The Multicultural Center's newly hired Program Services Coordinator
- Common Assessment, Basic Skills, and ACCEL initiatives

All of the above address, directly or indirectly, opportunity gaps for low-income students of color that are rampant in the CCC system in general and at CSM specifically. Therefore, educational equity must be a central component, not an afterthought or addition, to Career Services programming. Furthermore, research confirms that educational equity benefits all students and should therefore serve as best practices regardless of the presence of inequities at CSM.

4. Planning

A. Results of Program Plans and Actions

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

There are no results to describe as there was no previous plan for Career Services as it now exists. Please see section 1 and 2 for what has been achieved since January.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

1. Continue and improve upon work described in section 1
   1. Increase student participation in workshops
   2. Increase programs and services for evening students
   3. Increase outreach to at-risk and low-income students of color
   4. Increase student use of online resources, particularly focusing on closing the racial gaps.
   5. Identify and use tracking methods for all online resources (Perfect Interview, social media sites and website)
   6. Develop system for tracking undecided students and their progress
2. Work with the Directory of Equity, MCC, EOPS, VROC, UMOJA, Puente, MANA, Year One, Project Change, Student Life, DRC, BSI/ DIAG committee, and the counseling division to create integrated programs and pathways aimed at closing the opportunity gap at CSM.
   1. Identify the specific needs of different student populations
   2. Create programs to address those needs

These plans support CSM's Strategic Goals: 1 Improve Student Success; 3 Develop Responsive, High-Quality Programs and Services; and 6 Enhance Institutional Dialog.

5. 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. **Career and Technical Education courses must be updated every two years.**

> None, please see section 2 a.

B. Website Review

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

> Autumn Newman updated the Career Services website 2016.

C. SLO Assessment Contacts

> None, please see section 2 a.

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

> - Career Services changed in January. It is now staff run and has the following PLOs:
>   1. The CSM community will make use of Career Services (students will make appointments, attend workshops and events, use resources; and staff/ faculty/ administrators will refer students to Career Services).
>   2. Students will declare an educational goal and career objective while at CSM.
>   3. Students will find jobs, internships, and volunteer opportunities that help them achieve their educational goal and career objective.
>   4. Students will know the skills expected of them as graduates/ entry-level career seekers.
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> - As part of SSSP, Career Services needs to focus on closing racial achievement gaps through its programming.
> -