

## STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Career Services Center  
Program Contact: Eileen O'Brien

Academic Year: 2011-2012  
Program Review Submission Date: 3/25/2013

### I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Career Development Center (CDC) provides career services to students, CSM staff/faculty, community members and employer organizations. The Career Services Center provides assistance to students individually and in groups, through classroom presentations about career services, and in collaboration with faculty. The CDC also provides career counseling, career coaching, and assistance with the use of career tools and resources (Eureka, EDD LMI info, Perfect Interview, CA Career Café, ONET, etc.). In addition, the center provides general career fairs, limited internship and job development assistance, and limited collaboration with community businesses and agencies on employment programs. The CDC also is responsible for teaching two courses:

- CRER 126 -- Career Choice – Career Assessment consists of a career assessment class
- CRER 127 – Career Choices – Job Search provides a job search strategy class about strategies for finding work

The CDC supports the college's mission and priorities of:

- preparing students for employment, especially in the CTE program
- assisting students in transferring by helping them obtain internships to strengthen their applications
- helping students select a major and career direction to improve student success especially with the implementation of the Student Success Act

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

**Career Program SLO:** Students will complete a brief test about CSM's Career Services after meeting with a counselor or listening to a service briefing. At least 75% of students will be able to complete the survey with at least an average score of 70%. Assessment was administered during the fall 2011 and spring 2012 semesters.

Based upon the results of the assessment, of **189 students** who took our assessment an average score of **74.4%** was earned, which is within our definition of success. One of the areas appearing to need more attention is better instruction on the purpose of CSM JobLinks and how it benefits students.

**CRER 126 SLO:** No SLO activity for this year. Completed in previous years and will test students next year in all areas not previously tested from course outline.

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**CRER 127 SLO:** Students will be able to write an effective resume. A rubric will be used to assess student resumes. An average score of at least 70% will be achieved. **Results:** Of the 15 student resumes reviewed, an average score of 78% was achieved. To improve this score and student resume success in the future, we will strongly encourage students with resumes that are below standard to meet with a counselor to prepare an effective resume.

### 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.

Unfortunately, we don't have demographic data about students who use our services. We will look into whether this is a feature that is available through SARS or can be added to the SARS program or through BANNER. If this doesn't work, we will check with PRIE to see if they can easily obtain this information. We'll also inquire through WebSMART about accessing demographic information about the students who enroll in our CRER 126 and 127 classes.

The Career Services program delivers its services on an individual and classroom basis.

- According to SARS data, in terms of individual student appointments, between August 17, 2011 – May 25, 2012: **678 students** were seen on an individual basis (by 1 FT career counselor and two career interns). This represents a 35% increase in student appointments from the previous year. At least 30 other appointments were made with community members (non-students) who were provided career appointments to learn about and eventually enroll in CSM's services and programs.
- In terms of classroom usage, 144 students participated in CRER 126 and 87 students participated in the CRER 127 courses for both semesters.
- In terms of small group delivery, very few presentations were offered. We provided approximately 10 classroom presentations during the year. (With only 1 counselor and 2 PT interns, it's difficult to do much more than that.)

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

Students are offered services on either an individual or classroom basis and then select the mode of delivery that is most advantageous to them. More students are using individual services (678) rather than classroom instruction (231) in career assessment and job search. Almost three times as many students prefer individual services as opposed to group services.

### 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.

Although more of our services are presented on an individual basis, we are looking for ways to further streamline services. I expect that more of our program services will be delivered on a group basis due to staffing shortages and the need to be more efficient. With the implementation of the Student Success Act in fall 2013, we are looking into providing small group workshops to help first-year students, in particular, to begin identifying career and major directions. This would be a more efficient use of our time and resources. We might also offer resume workshops by inviting students to attend the first session of our CRER 127

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course which deals specifically with resume development. This would reduce the number of individual appointments made specifically for resume review.

### D. Course Outline Updates(if applicable)

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.

Courses to be updated	Faculty contact	Submission month
CRER 126	E. O'Brien	Aug – Sept 2013
CRER 127	E. O'Brien	Aug - Sept 2013
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### E. Website Review

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

Program contact(s)	Date of next review/update
Eileen O'Brien	June – August 2013
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## III. Student Learning Outcomes Scheduling and Alignment

### A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

**CRER 127:** Although the SLO results for the preparation of an effective resume were met with a score of 78% success, there is room for improvement. We will start strongly encouraging students with less effective resumes to meet with a career counselor to work on improving their resume. I am also going to prepare test questions for students to answer at the end of the course which will assess their knowledge of the SLO topics listed on the course outline (and may imbed them in the online course survey they are required to take).

**CRER 126:** I am going to prepare test questions for students to answer at the end of the course which will assess their knowledge of the SLO topics listed on the course outline (and may imbed them in the online course survey they are required to take).

### B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Currently, we administer the program SLO assessment to students whom we meet with briefly in small groups which is difficult to administer given the limited amount of time we have. On the other hand, we see many students on an individual basis. Next year, I plan to identify one or two items about our program that we will discuss during student appointments and then have the student take an online survey/manual questionnaire, demonstrate their knowledge about the item, or use some other assessment tool depending upon the item(s) taught. Since not all app'ts deal with the same subject, we may only be able to assess a portion of the students whom we meet with.

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### C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

The CRER 127 SLO which assesses a student's ability to write an effective resume, supports the program SLO indirectly. Although resume effectiveness was not specifically assessed on the program SLO, it contributes to our program goal of helping students to prepare for job search and being able to write an effective resume. Both types of SLOs support Institutional SLOs (not GE) in terms of contributing to critical thinking and communication skill development.

### IV. 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.

As mentioned earlier, the Student Success Act will begin implementation in fall 2013, which may impact the limited resources of our program by requiring that incoming students identify a career direction or major shortly after enrolling. If this is true, we will need to provide small group workshops and tools to help students assess their interests, personality, skills, and values to identify an initial career and major direction. We may need to redefine how we provide our services.

### V. Institutional Planning

#### A. Results of Plans and Actions

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

Goals set for 2011-12:

Goal	Result	Comments
Upgrade career website	Maintained website and added a few additional resources	Will review website during SU 2013 to improve usability
Prepare an employer brochure	Did not create one	Would be very helpful, but with limited staff, it may be unrealistic now
Provide two targeted job fairs/career days or employer presentations	Tried to plan job fair for Cosmetology dept. Planned all major aspects of it, but dept. couldn't get organized.	Will try again next year.
Target 2-3 instructional faculty (CTE preferably) to develop partnerships with	Presented resume and other info to Steve Gonzales's ELEC class.	

Looking at this list of goals and results for 2011-12, I realize that my expectations were greater than the resources available for implementation. For 2012-13, I plan to set more modest goals that can be attained by one person. If I receive additional support, I'll add to the goal list.

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### 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, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

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

With the addition of more staff, these are the programs/activities that I would expect to see implemented **within six years**:

- Develop complete internship development program.
  - Dedicated position to assist students, particularly in CTE programs, in finding internships and job opportunities
  - Outreach to the business community on regular basis to arrange for informational interviews, shadowing, internships and jobs.
  - Reinstatement of the Cooperative Work Experience program which provides more structure and accountability to student internships/jobs. In addition, students will receive credit for their internship and other work experiences. These goals are listed in the Institutional Priorities documents.
  - Better student usage of the Career Center. The center is barely used. The location is very remote and not accessible to most students. Students can't see it, and therefore unaware of its existence. The doors next to the center need to be opened as was agreed to when the building was being planned. Or the center needs to be relocated to a more prominent location.
  - More targeted career/internship fairs/events for various academic groups (DGME, Business, Electronics, Biotech, etc.).
  - More employer panels and class presentations about careers in various fields.
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.
- As counseling and classified staff are hired, they and all staff will need regular training in:
- outreach to business community to secure student work opportunities (attending business events, Chambers events/activities, networking with County and other resources, etc.)
  - arranging and preparing students for informational interviews and internships (contacting employers, securing job orders, arranging interviews, prepping students, following up with both employer and student to ensure successful placement, etc.)
  - informational interviewing including how to conduct them as well as conduct a few themselves
  - event planning – how to put on large and small events – budget planning, menu planning, parking, facilities usage, logistics planning, setting up a registration and confirmation process, etc.
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.
- Better communication with and support of faculty in CTE programs which can assist with job search prep and placement (in future)

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- Coordination of services with the Learning Center by making referrals and coordinating complementary services as they develop
3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

**Faculty:** During the next six years, we'll need additional career counselors to assist with program development and expansion.

**Equipment and Technology:** Since our computers are two years old now, within the next six years, we'll need minimally three staff/counselor computers and possible replacement computers in the Career Center.

**Instructional Materials:** 4T

**Classified Staff:** We'll need a program services coordinator to develop, expand, and support career programs and events, PT/FT job development coordinator, and office assistant.

**Facilities:** We'll need additional office(s) for a program services coordinator and other support staff.

### 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, 2008-2013](#). For each plan, list actions and measurable outcomes.

#### Plan 1

Title:

Update Career Website

Description

Review items on website, adding new content to better assist students.

Action(s)	Completion Date	Measurable Outcome(s)
Review each page/screen of website looking for areas needing improvement		SU 2013 – Print out of each web page
Research additional content as well as things to revise/remove		SU 2013 – Gather research materials together in one location
Begin making changes (w/help of Web Master)		SU 2013 – Will be able to view changes

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### Plan 2

Title:

Revise CRER 126 and 127 Course Outlines
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Description

Update/revise both course outlines
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Action(s)	Completion Date	Measurable Outcome(s)
Review both course outlines for possible changes		FA 2013 – Mark ups on outlines
Discuss both outlines and gather feedback from Dean and other faculty about possible changes, especially to SLOs		FA 2013 – notes from conversations and feedback about changes
Make changes on outlines, submit to Dean and counselors, and COI (and any other entities) for final approval		FA 2013 – Revised outlines will appear on COI website

### Plan 3 (Optional)

Title:

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)
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Description

Convert the .5 unit CRER 127 course into an online course that can be accessed by those who can't attend one of the other sessions. Expected implementation: SP 2014
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Action(s)	Completion Date	Measurable Outcome(s)
Review/assess the course content for possible conversion to online mode		SU 2013 -- Develop content outline for each of the 4 sections of course
Discuss conversion process with DE staff to learn how best to do this		SU 2013 -- Set date to meet with Alexis.
Request a course DE shell and begin populating with course content		FA 2013 Shell begin entering content for Section 1 of course

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

*[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]*

## VI. Resource Requests

### A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete [Full-Time Faculty Position Request Form](#) .

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Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

### Equipment and Technology

Description (for ongoing program operation)	Cost
Continuation of programs such as: Eureka	@ \$1000
Perfect Interview	@ \$700-800
Symplicity (CSM JobLinks)	@ \$1500

Description (for prioritized plans)	Plan #(s)	Cost

### Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

### Classified Staff

Description (for ongoing program operation)	Cost
Office Assistant, Program Coordinator, or Career Counseling Ass't	@ \$40 – 60K

Description (for prioritized plans)	Plan #(s)	Cost

### Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost



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*B. Cost for Prioritized Plans*

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	