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Student Services Program Review

Program Name: **Career Center**  
 Program Contact: **O'Brien, Eileen**  
 Academic Year: **2013-2014**  
 Status: **Submitted**

## 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, 2008-2013, 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 -- we provide courses in:
  - **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 the job.

A majority of time is spent providing Individual career counseling.

- **Faculty** -- through 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, and presentations at division meetings

- **Employers** -- through job fairs, on campus recruitment, internship development, mentorship programs and special projects.

The Career Center also provides career counseling, career coaching, and the use of career tools and resources (Eureka, EDD LMI info, Perfect Interview, CA Career Café, ONET, etc.).

**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 and 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

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

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. Students in the 14 sections of CRER 126 and 127 courses that are taught each year were surveyed after participation in each course to measure their learning outcomes.

**CRER 126: Career Assessment Course**

Below is the assessment that was evaluated through an online survey:

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

- 86.5% of students reported that they learned new information about majors/careers that were a good fit with them.
- 87.7% of students reported that as a result of the class, they developed a few ideas about possible majors or careers to further research.

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

- It was a great opportunity to understand myself and my abilities. I had several career options, but was able to focus on one career after taking the class.
- This should be mandatory for all college and high school students.
- I left with new career options and major choices.
- I wish that the class could have been longer instead of just 4 meetings.
- The class was excellent, definitely a very big help.
- The career classes are instrumental for a student's future.
- The counselors (teachers) provided great support and even met with me individually after the class ended.

**CRER 127: Job Search Course**

Below is the assessment that was evaluated through an online survey:

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

- 84.6% of students reported that they were prepared for job search as a result of their participation in the course.

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

- Everything was very good. I really learned a lot.
- The booklet was very helpful.
- The class helped me decide which career I actually wanted.
- I was able to do my own resume and cover letter which I need for the future.
- This course gives you the steps needed to be successful in attaining a job within a month or two if the student is motivated.
- This class opened my eyes because I have never written a resume or cover letter before.
- I loved the Perfect Interview video/questions.

**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 nearly 8,386 students and community members/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 served:**

**Total of Student Appointments/Contacts: 3510**

- (O'Brien) Student Career Related Appointments: 154
- Two Interns' Student Career Appointments: 324
- Student Academic Counseling Appointments: 829
- Incoming Phone Calls (Students, Faculty, Community, Employers): 352
- Student E-mail correspondence: 3/day x 175 = 525
- Students Taught in 714 sections of CRER 126 and 127 Courses: 216
- Students attending Classroom Presentations: 260
- CSM Clubs Student Attendees: 150
- Connect To College (High School Night @ CSM): 300
- 2 Career Fairs: 400

**CSM JobLinks Program:**

- Students Registering on CSM JobLinks This Year: 615
- Student Job Applicants: 2,763
- Applicants by Major: Business = 364, Accounting = 319, International Relations = 185, Pre-Law = 186, Economics = 183, Math = 173, Biological Sciences = 63.

**Employers:**

- Employers Tabling/Recruiting On-Campus = 84
- Employers Attending 2 Job Fairs = 87
- Employers Posting Jobs/Internships: 1,327

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 Event Calendar
- 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 campus
- In-person classroom orientations - student clubs- department meetings
- Talking with informed faculty and administrators
- Visiting classrooms
- Individual counseling sessions.
- Alumni who seek career assistance after earning a bachelor degree

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 or in-person requests.

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 the lack of staff, services are provided as much as 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, 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.

### 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 but decide to attend CSM to earn a certificate to become employable, or those who are undecided about a career direction, those who have been laid-off and need to find a new career, mid-life career changers, those returning to the workforce after an absence, people with disabilities who are referred by Dept. of Rehabilitation or community agencies, and those 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 student needs, Eileen O'Brien often attends meetings where she can develop partnerships with community and government agencies in the area who make referrals to our office.

With the implementation of the Student Success Initiative over the next few years (and starting this fall), greater demands/emphasis will be placed upon the already limited resources of Career Services to assist new students in identifying a career and major direction 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 2013 program review for implementation and development during the past year with results of the outcome:

Goal	Description	Outcome
Update Career Website	<p>Review each page/screen of website looking 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>	Due to limited staff time, could only make limited changes. In Spring 2014, was able to make more substantial changes.

<p>Revise CRER 126 and 127 Course Outlines</p>	<p>Review both course outlines for possible changes</p> <p>Make changes on outlines, submit to Dean and counselors, and COI (and any other entities) for final approval</p>	<p>Unable to complete this task due to limited time. Will update two course plans by August 2014.</p>
<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>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>
<p>Even though these plans were not achieved, other unplanned achievements did occur. Instead of offering stand-alone workshops or presentations which are often poorly attended, we have found it more profitable to take a current course and invite students to attend a session of the course which addresses a particular topic and which already has an audience. We have used this strategy when offering resume workshops and employer career presentations.</p> <p>Although requests from past Program Reviews for a Program Services Coordinator have yet to be granted, with the addition more staff, the career program will be able to program a wider range of career services to a greater number of CSM students .</p>		

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 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. These plans depends upon the addition of at least a Program Services Coordinator and Career Technician.

- o Make more classroom presentations about career services and events.
- o Provide **targeted job fairs for various academic disciplines** e.g., for electric power or cosmetology programs to provide job placement to graduates.
- o 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.

- **Utilize more of the features** (surveys, email blasts, LinkedIn connections) that CSM JobLinks offers us, but which we don't have time to implement.
- Prepare **more professional looking student career "how to" materials** and **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 **5,000 employers** registered on CSM JobLinks. Mentors would be able to might make campus presentations and serve as resource 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, or careers in other campus disciplines.
- **Invite faculty to bring classes** to career center for presentation of services and training on resources.
- **Meet individually with students to guide them through use** of online career and 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 full range of Career Services during summer** months when there is no career presence on campus.
- Provide additional support services with the Learning Center and Student Services departments that we are unable to provide at this time due to limited staffing.

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.

Most faculty and counselors, especially if they have a long work history with the college, know little about the career process (e.g., the purpose of a resume and how to write a resume based entirely on course work that receives employer responses). **Providing 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., 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 would find in the workplace. Plus, incorporating work-based activities into academic courses would doubly benefit students.

(As an aside, I tell students that school closely mirrors the workplace since many of the same principles apply -- coming to class on time, being prepared, doing their work, participating and contributing to the class, etc.). As a matter of fact, during a recent presentation to the Language Arts division, they were shown the Perfect Interview program which presented several typical interview questions often asked by interviewers and how to answer those questions. After seeing the questions, faculty responses indicated that they were at a loss for how to answer the questions.

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 in an academic field of study (e.g., biology).

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.

The Language Arts division, specifically the English, Reading, and Communications instructors have been very receptive to career classroom presentations about resume and cover letter writing, informational interviewing and interviewing techniques. My plans are to team up with more of these instructors to make career-related presentations.

This year I made presentations to both the **Language Arts and Math-Science division** faculty about CSM JobLinks showing them the numerous internships and jobs posted there in their discipline. I also showed them how they might register as a student for CSM JobLinks so they might collect these job and internship openings to share with their students. Next year, the plan is to not only present career

services to these divisions, but also make a presentation to either the **Creative Arts or Social Science divisions**. Teaming up with the **Learning Center** to provide career information sessions or perhaps individual counseling sessions would be another way to improve connections and student success. One of the difficulties we have prior to a job fair is helping students to prepare or revise their resumes. Next year, we might station our interns at tables outside of the Learning Center a few weeks prior to our fair so that students can drop by for a resume development session.

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

None known at this time.

#### Equipment and Technology

The Career/Transfer Center needs **a replacement computer** for the one that was removed last year. We will need it to conduct the small group career assessment workshops for new undecided students that I plan to present there next year.

#### Instructional Materials

#### Classified Staff

Career Center is currently comprised of **one counselor** who performs both counseling/faculty services as well as classified services. Skyline College with the same size student population, by contrast, has **4 counseling/staff personnel in their center** -- a counselor, program services coordinator, career tech (who develops internships and jobs for students) and an office assistant. Because we have only one counselor, 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 (with facilities and event calendar) for employer tabling on campus, making classroom 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, addressing employer, community and student email requests and issues (about 40 per week), developing internships and mentorship programs between students and employers, when possible, updating the career website, other numerous clerical duties, and training and supervising two new career interns per year who provide 16 hours of counseling support per week.

Since most students attend college with the ultimate goal of finding a career and going to work, CSM students are not receiving the depth 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 technician**, the career program would be able to provide these additional services:

- **Make more classroom presentations** about career services and events.
- **Arrange for employer tabling** -- greet employer on day of recruitment and follow up later (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.
- **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 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 **nicer looking career "how to" materials** and **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 5,000 employers registered on CSM JobLinks. Mentors would be able to might make campus presentations and serve as resource 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 with students to guide them through use** of online career and 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 full range of Career Services during summer** months when there is no career presence on campus.
- Provide additional support services with the Learning Center and Student Services departments that we are unable to provide at this time due to limited sservices.

#### 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. 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, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

With the current staff level, these are the things I hope to accomplish next year:

- Create a 1-2 hour career assessment workshop for undecided students to be offered weekly so they make an initial major declaration.
- Make division presentations about career services to not just math/science and language arts divisions, but also one other division.
- Team up with the **Learning Center** to provide career information sessions or perhaps individual counseling sessions in their location.
- **Station our interns** at tables outside of the Learning Center a few weeks prior to our job fair so that students can drop or make a future appointment for resume assistance. This would also inform students about our job fair date.
- **Survey employers** attending our job fairs about recruitment outcomes.
- Make **website improvements** with assistance from Val Tyler.







