

Student Services
Departmental Goals and Assessment 2011-2012

Department Name: Student Employment and Cooperative Education Services

Departmental Goals for 2011 -2012

1. Explore and implement ways to automate Our Student Employment and Cooperative Education database to provide better service to employers, students, faculty and staff.

Goal is ongoing; SECES has automated the acquisition of Cooperative Education forms on its web page to accommodate students and faculty. An Employer survey is underway to assess the value of the present practice of manual student referral.

2. Develop and implement a plan to revitalize and develop new employer relationships leading to enhanced partnerships and employment opportunities for students.

Goal is ongoing; SECES has purged its employer data base and contacted employers who have listed jobs with SECES within the last two years in an effort to market our services to viable employers. We believe that this marketing is reflected in the 18% increase in job orders received by SECES this year.

3. Enhance partnerships with CTE programs leading to better participation in Job Fairs and SECES Services.

Goal is ongoing; SECES continues to engage CTE programs through job skills workshops, job fairs, and job postings, in an effort to enhance partnerships. Evidence of enhanced partnerships is demonstrated in the request for participation. Health Science programs have extended an invitation to SECES to market our services to their students.

Project (Assessment) Title: 2011 – 2012 SLCC Graduate Survey

Assessment Goal 1: To determine the success of SLCC graduates with AAS, Diplomas and Certificates in gaining employment.

Strategic Priority: #3A- Through the implementation of a data storage and executive management reporting system make accurate, understandable, and useful data available to all functional units of the college.

Assessment Plan/Timeline/Method:

SECES will send out request to faculty to gather employment information from students who have applied for graduation. SECES will then follow up by mailing out the survey information to graduates three to four months after they graduate. SECES will then follow up on information

not gathered from the mailings with a telephone contact. The information will be gathered throughout the Summer 2011 through Spring 2012 school year.

Employment Outcomes of Graduates with AAS, Diplomas, and Certificates 2011

Results / Findings: Student response to the graduate survey continues to decline. SECES initiated some evening calling but the response numbers continue to decline. SECES will continue the present method of surveying and will seek additional help to make more calls to non responding student in an effort to increase the response rate.

	SPRING 2011		SUMMER 2011		FALL 2011		2011 Totals		2010 Totals	
Total Students	397		300		254		951		694	
Number contacted	125	32%	136	45%	78	31%	339	36%	343	49%
Number unable to contact	272	68%	164	55%	175	69%	612	64%	351	51%
Contacted, refused to answer	39	31%	15	11%	12	15%	66	20%	49	14%
Contacted, working	72	58%	79	58%	50	64%	201	59%	217	63%
Contacted, not working	14	11%	41	31%	16	21%	71	21%	77	22%
Contacted, working, related	50	69%	53	67%	41	82%	144	72%	171	79%
Contacted, working, not related	22	31%	26	33%	9	12%	57	28%	46	21%
Working full-time	50	69%	64	81%	37	74%	151	75%	156	72%
Working part -time	22	31%	15	19%	13	26%	50	25%	61	28%

Actions Taken:

SECES will increase attempts to contact graduates both by daytime and evening calling for the next reporting period. Survey information will be shared with the SLCC Institutional Research Department and with the Deans of the departments surveyed.

Project (Assessment) Title: 2011 – 2012 On Campus Student Employment Student Learning.

Assessment Goal 2: Assess student basic employment skills development through participation in the On Campus Student Employment project.

Strategic Priority: #1A- Implement the college-wide student learning outcomes assessment program that integrates assessment of student learning outcomes in academic programs, student services, and general studies.

Student Services Outcomes Supporting Student Learning:

- 1: Develop cognitive thinking skills.
- 2: Acquire knowledge.
- 3: Display interpersonal development.

Assessment Plan/Timeline/Method:

Plan: Students participating in the OCSE program will demonstrate competence in employment skills areas as defined by their OCSE supervisor.

Timeline: OCSE participants will be assessed by their supervisor at the conclusion of the current fiscal year or upon termination of the student’s participation in the OCSE program.

Method: OCSE position requests will be required to contain specific competencies that the on campus student employee will be exposed to in order for the position request to be accepted and posted by the OCSE program. OCSE Supervisors will participate in training provided by SECES to define the competencies the students will need to develop and demonstrate while working as an on campus student employee. Supervisors will be required to review expected learning outcomes with their student employees at the beginning of employment. The supervisor’s assessment will be based on concrete examples of student behaviors demonstrating the competencies.

Results / Findings:

45 supervisors evaluated 59 on campus student employees. 44 evaluations were completed and submitted to our office. Survey results indicate supervisors rated students fairly evenly between satisfactory and exemplary. The most exemplary ratings were student acquisition of knowledge and student collaboration. Punctuality received the lowest competency rating.

The competencies are as follows:

Acquire Knowledge: Ability to learn the applications of the job and job duties.

Performance Levels: Poor _____ Satisfactory 13 (30%) Exemplary 31 (70%)

Problem Solving: Ability to recognize a problem, to analyze the problem, and determine the best and appropriate way to resolve the problem.

Performance Levels: Poor 1 (2.2%) Satisfactory 23 (52.3%) Exemplary 20 (45.5%)

Communication: Ability to explain, listen and understand verbal, written and demonstrated information.

Performance Levels: Poor 1 (2%) Satisfactory 18 (41%) Exemplary 23 (52%)
No Response 2 (5%)

Collaboration: Ability to work and interact with others working toward the same goal/goals.

Performance Levels: Poor 1 (2%) Satisfactory 13 (30%) Exemplary 30 (68%)

Punctuality:

Performance Levels: Poor 1 (2.2%) Satisfactory 23 (52.3%) Exemplary 20 (45.5%)

Attendance:

Performance Levels: Poor 2 (5%) Satisfactory 19 (43%) Exemplary 23 (52%)

34 Supervisors completed and submitted their evaluation form. The eleven supervisors who did not complete and return their evaluations will be informed that their department cannot participate in future OCSE until they have completed and returned the evaluations for their 2011 / 2012 OCSE participation.

Action Taken: This is the **second** supervisor evaluation attempt. We will look to further help the supervisors define criteria that reflects student learning.

Project (Assessment) Title: 2011-2012 On-Campus Student Employment Initiative Student Survey

College Priority & Objective: #2D – Implement best practices to improve student participation in advising, learning support and non-curricular activities that are related to student persistence.

2E- Improve student completion of desired educational goals, certificates, degrees and successful transfer to four year colleges and universities.

Student Services Outcomes Supporting Student Learning:

2. Acquire knowledge.
3. Display practical competence and intrapersonal skills.

Methodology (Plan/Timeline/Method):

SECES will conduct mandatory job skills workshops for students participating in the “On Campus Student Employment” initiative. Students will participate in a post workshop survey to determine if specific points of learning have occurred. SECES will also conduct a student engagement survey during spring to assess the level of student engagement with SLCC as a result of participating in the OCSE project. The number of students participating in OCSE and their persistence rate will also be reported

Time line: Job skills workshops will be scheduled within a week of the students’ hire. The Student Engagement survey will be conducted upon the termination of the student from employment or at the end OCSE fiscal budget year.

Job Skills Workshop Assessment Results / Findings:

Forty-three **new** students participated in the Fall 2011 – Spring 2012 OCSE job skills workshops 40 of 43 / 93% of those respondents scored 100% on the job skills workshop assessment survey questions.

OCSE Student Engagement Assessment Survey Results / Findings:

Of the 59 students participating in OCSE, 35 completed the Student Engagement Survey. Survey results indicate that the goal, to enhance student engagement at SLCC through OCSE is being achieved.

89% of the students who participated in the survey indicated that their participation enhanced their major or career related knowledge or skills.

74% of the students who participated in the survey indicated that having an on-campus job helped them to become more connected with SLCC.

89% of the students who participated in the survey indicated that having an on-campus job helped them to become more knowledgeable about SLCC.

OCSE 2011-2012 Student Engagement Survey Results

1. How did you find out about On-Campus Student Employment?
 - Student Employment Services job board 6 (17%)
 - Student Employment Services Office 7 (19%)
 - College E-mail 3 (9%)
 - College Faculty/Staff 13 (37%)
 - From other student 3 (9%)
 - Other 3 (9%)

2. Has your supervisor discussed OCSE competencies that you need to achieve while performing your work duties?
35 (100%) Yes 0 (0%) No

3. What factors led you to apply for On-Campus Employment?

Answers sampling:

Wanted a formal graphic/web design experience on my resume and the formal experience under my belt.

International student status only allows me to work on campus while attending SLCC.

I was looking for a job on campus, so I could be involved with the school and have an employer that was considerate of the demands of class work.

It was a wonderful opportunity for me to expand my range of knowledge; working on campus would help me understand the college better.

I enjoyed working for my supervisor the first year and was asked to continue the second year.

I ran out of work-study funds because I was given a very low amount and then I was encouraged by a faculty member to apply for this job.

4. What new skills have you learned while participating in On-Campus Employment?

Answer sampling

The ability to multitask and to finish projects in a timely manner; computer skills and communication skills for future employment opportunities.

Working with web pages, having a supervisor, dealing with such a variety of people.

I've learned how to use the Microsoft program Outlook and how to manage phone calls, appointment scheduling, and customer service.

I was able to learn the importance of proper channels of communication.

Auditing, statistical sampling and testing, reporting, planning and communication among others.

Working a "business" phone, scanning multiple documents on the computer, using an industrial size printer, speaking on the phone better, and learning a lot about banner.

5. Did the duties assigned to you help you to enhance your major or career related knowledge or skills? (Please be specific)

Yes 31 (89%) No 4 (11%)

6. While attending Salt Lake Community College, would you prefer to:

31 (89%) Work On-Campus 0 (%) Work Off-Campus 3 (9%) Does not matter
1 (2%) No Response

7. Has having an on-campus job helped you to become More connected with SLCC?
26 (74%) A lot more 6 (17%) A little more 2 (6%) Neutral 1 (3%) Not at all

8. How knowledgeable do you feel about SLCC as a result of working on-campus?
31 (89%) More knowledgeable 4 (11%) Somewhat more Knowledgeable
0 (0%) No more knowledgeable

Action Taken: 59% of the students enrolled in the OCSE initiative responded to the survey we have improved from the 52% response of last year but SECES will implement a more comprehensive effort to have more participating student complete the survey.

OCSE Student Persistence:

Results / Findings:

- OCSE data indicates that the goal of persistence is being demonstrated.

OCSE Persistence Report for Summer 2011-Spring 2012

Number of Students Hired for Summer 2011	6
Number of Students who persisted from Summer 2011 to Fall 2012	5 1 transferred
Number of Students Hired for Fall 2011 (32 plus 5 from Summer 2011)	37
Number of Students who persisted from Fall 2011 to Spring 2012 (25 persisted to the next semester, 9 graduated)	34
Number of Students Hired for Spring 2012 (12 replacements / 8 new positions)	20
Number of Students who persisted through Spring 2012	19
Total Number of OCSE positions funded for Fall 2011 - Spring 2012	45
Total Number of Students Hired for Summer 2011-Spring 2012	59

- **Actions Taken:** OCSE data indicates that the goal of persistence is being demonstrated SECES will continue to track student persistence.

Project (Assessment) Title: 2011-2012 SECES will collect Dashboard Indicator Numbers.

College Priority & Objective: #3A: Through the implementation of a data storage and executive management reporting system make accurate, understandable and useful data available to all functional units of the college

Methodology (Plan/Timeline/Method): SECES will gather data through our student employment data base to measure the number of students, and employers served in order to track and if needed, to change our marketing and delivery of services to students, and employers. The data to be collected will be: single head count of students receiving employment services, new registrations for employment services, students registered for Cooperative Education, number of job orders, single head count of employers placing job orders.

Timeline: SECES will gather data from June 16, 2010 through June 16, 2011

Results:

SECES had an increase in new student registration of 8.3% over last year

- SECES had an overall increase of students receiving services of 193.5%%
- Student registration in Cooperative Education was up by 14.3%
- Total job orders were up by 23.3%
- Employers placing job orders were up by 18.2%

Action Taken: We will continue to market our services to student while trying to increase employer participation.