

Student Services
Departmental Goals and Assessment Report 2013-2014

Department Name: Career and Student Employment Services

Departmental Goals for 2013 -2014

1. Review Career Services Task Force recommendations and implement Career Services Task Force initiatives according to Task Force time table. **Ongoing: Accomplishments to date; building of the online career planning tab, building of the new online career exploration program.**
2. Market the new CSES Career and Student Employment initiatives to include Career Coach, Job Shadowing, and Career Exploration Counseling. **Ongoing: Accomplishments to date; marketing of Career Coach and Virtual Job Shadow to faculty and students has resulted in 910 visits to Career Coach with 41% bounce back rate, we have only had 82 visits on Virtual Job Shadow. Virtual Job Shadow is more restrictive and requires more from students, and faculty to access and use.**
3. Collaborate with Career and Academic Advising to facilitate a joint Career and Job Fair event for Fall Semester. **Done: Resulting in; Employers Registered: 90 Employers Attended: 85 697 students, alumni, and community documented as attending.**
4. Collaborate with Career and Academic Advising (CAA) to assess the critical thinking of students, CAA will identify, who have not made a career choice. CSES will provide career exploration services in an attempt to help those identified students make a career choice. **This goal was deleted in favor of CSES doing a critical thinking assessment of student's development and implementation of a Career ePortfolio. Results are contained in assessment projects 2.**

Project (Assessment) Title: Internship / Cooperative Education Enrollment Trends

Assessment Goal 2: Assess student, faculty, and administration perceptions of our Internship / Cooperative Education program in the face of diminishing enrollments.

Strategic Priority #3 - Advance a culture of evidence and accountability.

Assessment Plan/Timeline/Method:

Plan: CSES will utilize Campus Labs to survey, Students, Faculty and Staff to determine current perceptions of the SLCC Internship / Cooperative Education program to determine the reason for falling enrollment and to see what program improvements need to be implemented.

Timeline: Plans for surveys and / or focus group will be determined and implemented starting in October 2013 and completed by February 2014.

This project was not implemented. Instead CSES felt the need to pursue helping new Internship initiatives that were being developed throughout the college in an effort to inform the initiators about new Department of Labor rules effecting internships and legal issues. CSES was able to get the information out to three programs that were starting or contemplating starting new internship programs as well as getting the information out to the Provost. The three departments were, Automotive Collision and repair, Visual Arts and Design, Political Science.

Results / Findings: CSES is working with the SLCC Automotive Collision and Repair Program developing an internship program which will be implemented Fall Semester. CSES is working with the SLCC Visual Arts & Design program to review its present internship program and integrate it into the CSES program practices. CSES continues to work with the Social Science department looking for ways to more closely collaborate with the Political Science program. CSES facilitated two webinars concerning Department of Labor new rules concerning internships and legal issues attendance was light.

Project (Assessment) Title: 2013 – 2014 Assess Student Critical Thinking

Assessment Goal 2: Assess Student Critical Thinking in developing and implementing their professional online presence using a Career ePortfolio.

Strategic Priority: #II & III Improve Student Access and Success, Advance a Culture of Evidence & Accountability.

Assessment Plan/Timeline/Method:

Plan: Career and Student Employment Services will recruit a cadre of ten or more students who wish to create a Career ePortfolio. Career and Student Employment Services will seek the help of Tom Zane and Dave Hubert to create a Rubric to assess student critical thinking as they create their career ePortfolio.

Method: The method will be developed as the Rubric is developed.

Timeline: Career and Student Employment Services will begin recruiting the assessment group starting September 2013. We will begin developing the assessment Rubric also in September with the goal of completing the Rubric development by the end of October and then applying the assessment Rubric beginning October 2013 until the assessment group members finish their individual Career ePortfolio.

Findings / Results:

Career ePortfolio Assessment – *Data Analysis*

Assess Student Critical thinking in developing and implementing their professional online presence using a Career ePortfolio.

Assessment group: 11 students from the spring 2014 LE 1220.003 class – Instructor Robert Ameling

Students were assigned the task of creating a Career ePortfolio for their LE 1220 class. Career & Student Employment Services took advantage of this assignment to use these students as our first test group for the purpose of this assessment.

Students were taught the importance of a Career ePortfolio, its structure and about the content that should and could be included; as well as the Career ePortfolio Assessment Rubric.

All students used Weebly.com as the preferred platform for this assessment/assignment.

Students were given 16 weeks over the course of a single semester to develop and work on their career ePortfolios.

Assessment Areas:

Each area was worth a maximum of 20 points with a total of 11 Career ePortfolios assessed

1. Knowledge/Understanding

- a. $206/220 = 93.63\%$
- b. Average = 18.72

2. Thinking/Inquiry

- a. $203/220 = 92.27\%$
- b. Average = 18.45

3. Communication

- a. $195/220 = 88.63\%$
- b. Average = 17.72

4. Visual Aids

- a. $196/220 = 89.09\%$
- b. Average = 17.81

5. Overall Presentation

- a. $204/220 = 92.27\%$
- b. Average = 18.54

Analysis:

Based on the established rubric and findings of the submitted career ePortfolios it is concluded that the overall effectiveness of said career ePortfolios in helping to establish a more positive online presence thereby leading to improved chances of securing employment falls in the range of “Excellent” on the rubric scale.

Individual Career ePortfolio Analysis:

Assessment Areas/Student	1	2	3	4	5	6	7	8	9	10	11
Knowledge/Understanding	18	18	14	20	18	20	20	18	20	20	20
Thinking/Inquiry	12	20	20	19	20	20	18	18	16	20	20
Communication	12	18	18	20	18	20	18	19	16	18	18
Visual Aids	6	16	20	20	20	16	20	18	20	20	20
Overall Presentation	12	18	20	20	20	18	18	20	18	20	20

Results / Findings: Students were able to demonstrate a high level of critical thinking in developing their e-Portfolio in the areas of knowledge of and understanding the history and present use of marketing tools for employment. CSES will use this assessment to validate the curriculum used to teach students about developing the career piece of their e-Portfolio and developing a social media presence. This curriculum will be used in the workshops CSES provides for classes and individual student workshops.

Project (Assessment) Title: 2013 – 2014 on Campus Student Employment Student Learning.

Assessment Goal 3: 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 CSES 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.

ON-CAMPUS STUDENT EMPLOYMENT SUPERVISOR EVALUATION RESULTS

Summer 2013 – spring 2014

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

Performance Levels; Poor = 0 Satisfactory = 11 Exemplary = 17

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 Satisfactory = 10 Exemplary = 16 No
Response = 1

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

Performance Levels; Poor = 1 Satisfactory = 11 Exemplary = 16

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

Performance Levels; Poor = 0 Satisfactory = 13 Exemplary = 15

Punctuality:

Performance Levels; Poor = 1 Satisfactory = 16 Exemplary = 11

Attendance:

Performance Levels; Poor = 0 Satisfactory = 17 Exemplary = 11

Results / Findings: Supervisor surveys indicate that 97% of the students participating in the OCSE program demonstrated the acquisition and or the practice of the surveyed employment skills.

Project (Assessment) Title: 2013-2014 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

ON-CAMPUS STUDENT EMPLOYMENT STUDENT SURVEY RESULTS

Summer 2013 – spring 2014

****25 Student Surveys were received**

How did you find out about On-Campus Student Employment?

- | | |
|--|---|
| <input type="checkbox"/> _3_ Student Employment Services job board | <input type="checkbox"/> _8_ Student Employment Services Office |
| <input type="checkbox"/> _0_ College email | <input type="checkbox"/> _16_ College faculty / staff |
| <input type="checkbox"/> _0_ From other student | <input type="checkbox"/> _0_ Other |

****Two students marked more than one answer.**

Has your supervisor discussed OCSE competencies that you need to achieve while performing your work duties?

22 Yes

3 No

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

19 Work on-campus

0 Work off-campus

6 Does not matter

Has having an on-campus job helped you to become **more** connected with SLCC?

20 A lot more

3 a little more

2 Neutral

0 Not at all

How **knowledgeable** do you feel about SLCC as a result of working on-campus?

18 more knowledgeable

7 somewhat more knowledgeable

0 No more knowledgeable

Some Comments:

What factors led you to apply for this on-campus employment initiative? (Please be specific)

-Wanted a job on campus.

-I'm an international student and only allowed to work on campus.

-Job timings are flexible, can work in between my class schedule.

-It is on campus and teaches me skills that I will need for future jobs.

-It was exactly the job I wanted.

What new skills have you learned while participating in on-campus employment? (Please be specific)

-I learned to work with many different cameras, work as a floor manager during a studio shoot, became a better editor, and just became all around more familiar working in a studio; I felt I learned something new every day.

-Phone skills, analyze and solve different problems, tutor skills, and rationally deal with the relationship of colleagues.

-Communication skills with a variety of personalities.

-Welding, paint preparation, and aircraft transportation.

-Organization skills, ordering equipment, dealing with budgeting, classroom schedules and times for classes, and taking inventory of current equipment.

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

-It helped me become more comfortable dealing with people and doing whatever I can to help them and answer their questions.

-Yes, it strengthened my skills of editing shows and doing various production works in the studio.

-Yes, I took care of all the equipment and my knowledge about it improved a lot; during the time I was working as a lab aid my knowledge about NDT improved much more than attending regular classes.

-No really, my major is Business and I'm currently learning about audits.

-Yes, it gave me the office experience that I will need for future job positions.

Results / Findings

Supervisors interacted with their on campus student employee to provide guidance, training, and to set performance expectations. Students acquired knowledge and displayed practical competence and intrapersonal skills which will help them in their future employment endeavors.

OCSE Persistence Report for summer 2013 – spring 2014

Number of Students Hired – Summer 2013	9
Number of Students Hired – Fall 2013 (includes the 6 from Summer 2013 that persisted to Fall 2013)	34
Number of Students Hired – Spring 2014	23
Number of Students who persisted from Summer 2013 to Fall 2013 Number of Students who persisted from Fall 2013 to Spring 2014	6 22
Total Number of OCSE positions funded for Summer 2013 – Spring 2014	51
Total Number of Students Hired for Summer 2013 – Spring 2014	57

Results / Findings:

One of the major emphases of creating the OCSE program was to help students persist from semester to semester. CSES finds that persistence from semester to semester through an academic year continues to be successful.