



Career and Student Employment Services

Program Review Self-Study Report

March 2015

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I. Introduction

Salt Lake Community College (SLCC) is a comprehensive community college serving more than 60,000 students at ten campus locations and online. It is the largest college in the state with the most diverse student body. It offers associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing. See Appendix A for SLCC's Mission and Strategic Priorities.

Student Services at SLCC has initiated a comprehensive evaluation of each of its departments (over a five-year cycle) through a program review process. Program review consists of a self-study conducted by the department, a site visit and report by a team of external reviewers, and the development of a three-to-five year plan of action. Program review is a reflective process that allows departments to describe and assess their functions and services and to identify areas that are performing well and areas that need improvement. External reviewers conduct interviews to obtain perspectives, feedback and suggestions from a variety of groups that work with the department such as SLCC administrators, faculty, staff and, where applicable, students, community and/or business members. The review team submits a report of findings, commendations, and recommendations that, along with the departments' own self-study, help guide developments of the department's plan of action.

II. Mission/Goals and Alignment with College Priorities and Learning Outcomes

The mission and overarching goals of Career and Student Employment Services are to:

- Provide and enhance student career exploration and career development,
- Facilitate opportunities for meaningful career-related learning experiences through work-based learning for credit,
- Teach job search and career development skills that make students competitive and marketable to employers,
- Assist students with immediate employment needs while attending school, and
- Serve employers in the recruitment of employees to meet industry needs.

SLCC Strategic Priorities

Our mission and goals align with SLCC's Core Strategic Priorities as outlined below. See Appendix A for SLCC's Mission and Strategic Priorities.

Enhance Quality Education

- CSES provides job skills workshops to help students utilize current resources such as social media and online applications to learn about job search techniques, job search documents, interviewing techniques, and workplace ethics and behavior to become more competitive in gaining employment.
- CSES supports workforce education by developing and facilitating work-based learning opportunities that enable students to apply their learning and training in the work environment, help prepare students with knowledge and skills for current industry needs, provide students with specialized training for business and industry, and create integrated pathways for academic and career mobility / advancement.

Improve Student Access and Success

- CSES administers the College's On Campus Student Employment (OCSE) initiative designed to support student persistence and success by providing employment opportunities on campus, increasing connections to campus resources, and helping students recognize and develop employment skills that will be valuable in gaining future employment upon completing courses at SLCC.
- CSES assists students to obtain financial resources to support their education by providing job listings and referrals to employment opportunities off campus.

Advance a Culture of Evidence and Accountability

- CSES conducts and reports yearly outcome assessments of CSES services and programs to evaluate their effectiveness and to determine future activities that support student success.

Advance Partnerships/Relationships within the Community and Business

- CSES facilitates economic and community development by developing strong partnerships with employers through job fairs, regular recruiting opportunities, and employment listings, which bring students and employers together to meet workforce and job seeker needs.

SLCC Student Learning Outcomes

SLCC has defined student learning outcomes that both Academic Affairs and Student Services use to guide their teaching and services (see Appendix B). Through interaction with students, CSES supports these learning outcomes by enabling students to:

Develop Cognitive Skills

- Think reflectively and critically about careers and employment
- Improve qualitative reasoning abilities regarding career decisions and employment
- Develop ethical thinking related to employment and employer expectations

Acquire Knowledge

- Demonstrate knowledge of employment processes and job search tools
- Learn how to use technology for their career development and in their employment preparation and job search
- Learn social and communication skills related to job searches

Display Interpersonal Development

- Demonstrate verbal communication skills used in employment search
- Demonstrate the use of technology in marketing themselves for employment

Engage Responsibly with the Employment Opportunities

- Learn to utilize employment resources
- Utilize social media in a responsible manner

Student Services Purpose and Values

CSES supports Students Services' Purpose and Values (see Appendix A). We provide services to students without regard to race, ethnicity, personal belief, disability, age or personal orientation. We strive to serve in a caring and ethical manner by assisting students with fairness, respect and integrity. Our staff not only assists students with departmental services but also connects students to other resources on campus. CSES works to establish an environment that supports Student Services values of diversity, community, honesty, people and services.

III. History

Employment service activities have taken place at the institution, now known as Salt Lake Community College, since its inception in 1948 under the name of Salt Lake Area Vocational School. Placement activities were part of the student services conducted in one department by one or two individuals. Employment Services was not part of a formal and intentional program until 1958 when a formal Placement Office was developed under the Dean of Students.

In 1959 the Salt Lake Area Vocational School became the Salt Lake Trade Technical Institute governed by the State Board for Vocational Education with the emphasis primarily on preparing students for employment rather than helping students transition to employment. In 1964 Salt Lake Trade Technical Institute hired its first Director of Placement and in 1970 that position was renamed Placement Counselor.

In 1970 Salt Lake Trade Technical Institute inherited a new partner, the Salt Lake Skills Center. The Skills Center brought with it a legislative mandate to track student employment success through a case management process. The addition of the Skills Center to Salt Lake Trade Technical Institute created a dual employment assistance system that reported separately through different organizational lines – one for the Skills Center based on case management and one for the existing placement system at Salt Lake Trade Technical Institute.

In 1967 Salt Lake Trade Technical Institute's main campus was renamed Utah Technical College (UTC) at Salt Lake. In 1973 a federal "work experience for academic credit" program, called Cooperative Education, was established by the Dean of the School of Business and Industry. The focus was still to prepare students for employment with an added, intentional focus on student placement. In 1980 the placement office's name changed to Student Placement and Cooperative Education with more emphasis on placing students into employment. The department was located in the Center for Business and Economic Development (CBED) building. One half of the CBED building contained outreach services (Custom Fit Training for Economic Growth, Short Term Intensive Training, Computer Integrated Training, Center for Entrepreneurship Training) primarily serving business, industry and government communities. The other half of the building contained the Student Placement and Cooperative Education office consisting of Cooperative Education, a State of Utah Job Service branch, general placement and vocational technical placement services. Collectively those offices were known as the Career Action Center (CAC). The close proximity of all of the employment/employer activities happening in the CBED created a synergistic effect for all of the offices located there. All CAC offices reported to the director of the CBED under the department of Continuing Education.

The CBED building was located in the northeast parking lot of the Taylorsville Redwood Campus and the CAC provided placement assistance to students of the institution as well as assistance to employers. Due to the office's involvement with Cooperative Education, an academically based credit earning program, the office was moved organizationally from the Student Services division to the academically-based School of Continuing and Community Education. The office would remain on the "academic side" of the College until being moved back to Student Services in 2002.

In 1986-87 the mission of the institution was changed significantly with the addition of a transfer

education function. The name was changed from Utah Technical College at Salt Lake to Salt Lake Community College (SLCC) and governance was transferred to the Board of Regents.

As SLCC expanded to numerous sites and to other campuses, an employment specialist was assigned to the South City Campus. A similar extension of services was eventually established at the Jordan Campus with itinerant services to other locations. In 1994 Student Placement and Cooperative Education Services was renamed Student Employment and Cooperative Education Services (SECES). The term “placement” was dropped from the department’s title due to legal implications.

The 2009 passage of House Bill 15, led to the consolidation of the Salt Lake County Applied Technology Center (SLTATC) and the SLCC Skills Center into the SLCC School of Applied Technology. This move also transitioned employment personnel from both entities into Career and Student Employment and Cooperative Education Services (SECES).

During the 2012-2013 academic year, the Assistant Vice President of Student Planning and Support formed the Career Services Task Force to develop and implement a plan for a more comprehensive career services program at SLCC. As part of the Career Services Task Force’s recommendations, Student Employment and Cooperative Services was renamed Career and Student Employment Services (CSES), emphasizing a more active role for the department in career development.

The department’s development and history has reflected changes in the institution’s mission and organizational structure. Although the focus has shifted over the years, the fundamental priority assisting students to identify and reach their career and employment goals has been a constant.

IV. Core Programs and Services

Career and Student Employment Services (CSES) consists of two collaborative services targeted to specific student audiences. The two services are distinguished as 1) CSES services for students in credit generating programs and 2) CSES services for students in the School of Applied Technology (SAT) short-term, non-credit generating programs. CSES advises all student participants in the development of individualized career goals and in addressing personalized employment needs, and it provides employment case management for SAT students. CSES on average works with 11,800 credit and non-credit students per year in a variety of career and employment-related activities. These activities range in modalities, including developing, posting and verifying employment opportunities; one-on-one student advising sessions; employment case management; scheduled departmental workshops; student group conferences/informational sessions, and classroom presentations.

CSES works throughout each year to research and develop employment opportunities and update job orders. We seek to develop and maintain leading edge employment resources and to research hiring trends for SLCC students to use in their personalized job and career readiness endeavors.

CSES collaborates with faculty and administrators to develop and facilitate a standard program for awarding students academic credit for their participation in co-curricular employment, internships or service learning volunteer positions. CSES actively partners with academic faculty in creating workshops and lectures to guide students to effective career related strategies

CSES works with student services departments including Academic Advising, School Relations, International Student Services, the Disability Resource Center, the Thayne Center and TRiO programs in providing employment readiness activities for their student constituents.

Strengths

- The credit generating CSES-related programs and the short-term, non-credit generating CSES/SAT-related programs share a common outcome, which is to help students gain employment.
- Both programs provide the same basic services regarding its clients (i.e., students and employers). Both programs work in partnership with all employers and provide similar job search skills training to students.
- Both staff share time, effort and resources (i.e., all staff members assist students eligible for either program).
- All staff members participate in professional learning experiences to increase their knowledge of state of the art approaches to assisting students.
- Interaction with employers representing all sectors of employment (including those targeted by credit and SAT programs) facilitates increased student employment opportunities to fulfill business and industry needs.

Weaknesses

- There is insufficient staff to effectively impact the number of students enrolled and that should make use of CSES services.

- The current locations of CSES offices on each campus and site do not aid in the visibility of CSES services.

Opportunities

- Develop a more holistic Career and Student Employment Service that helps students cultivate a deeper understanding of their own potential career trajectories.

Student-Focused Employment Assistance and Case Management

The core theme of CSES is to provide individual, group and classroom employment and career advising; these services are characterized by the following activities:

- Developing individualized employment plans with students based on immediate student need (e.g., financial, home, family, tuition, books, etc.);
- Providing students with a myriad of employment opportunities, utilizing department maintained electronic and standard job boards as well as a wide range of employment-based resources providing current labor market and employment information; and
- Using effective advising techniques to guide students in their personalized employment and/or career search.

Student-Focused Career Exploration and Development

The career exploration and planning resources and websites that CSES advisors use to assist students with career development and exploration are listed below:

- Career Advancement Program – offers a lecture series aimed at expanding student awareness and motivation by connecting them with speakers from diverse backgrounds who share their career paths, including their struggles and successes, in a variety of fields.
- Partnership in Accessing College Education Job Shadowing – develops and provides job shadowing opportunities for high school students participating in the PACE program.
- Career Coach - provides local occupational information related to specific majors offered by SLCC; utilizes the Holland type personality assessment when developing a career path.
<https://slcc.emsicareercoach.com/>
- Virtual Job Shadow – offers virtual job shadowing for exploring various careers.
<http://www.virtualjobshadow.com/?pid=B1DA066C7AE8>
- Occupational Outlook Handbook – provides national information on specific occupations.
<http://www.bls.gov/ooh/>
- Utah Futures – provides a one-stop career and college-readiness website with assessments, job search tips, and college and scholarship tools. <https://utahfutures.org/>

- What can I do with this Major? – outlines career and employment options related to specific majors. <http://whatcanidowiththismajor.com/major/majors/>
- Myers Briggs, Type Focus, Strong Interest Inventory – personal assessments available through Academic and Career Advising.
<http://www.slcc.edu/academicadvising/careeradvising/assessments.aspx>

In 2012 our department was charged with incorporating career development services as part of our mission. The department's name was changed from Student Employment and Cooperative Education to Career and Student Employment Services. While we have expanded career exploration resources, there is not a clear delineation regarding the nature of career development advising that CSES should deliver compared to what Career and Academic Advising provides. The CSES director serves as the chair of the Career Services Task force to develop a comprehensive career services model for the College.

Strengths

- One-to-one, individualized services are provided to students as well as student groups and classrooms.
- An expansive understanding of career development contributes to the department's working with and developing successful relationships with SLCC constituents (i.e., students, employers, faculty, and Student Services).
- Our trained and skilled workforce of advisors is capable of providing excellent service to students.
- The resources (particularly online resources) available to students to assist them in their job search and that advisors can utilize continue to expand (e.g., Career Coach and Virtual Job Shadow).
- Every semester CSES reinforces a network of individual staff contacts with faculty, staff, administration, employers, the community and students. Some networks have been developed over many years and continue to be of immense value, which facilitates the work and effectiveness of the CSES office and services.

Weaknesses

- We are understaffed in the advising area – there are not enough advisors to meet student needs.
- Faculty and administrators lack awareness or understanding of our department's services.
- We have an outdated system for displaying and providing job postings and referrals to students.
- The department lacks effective marketing strategies to promote awareness of services.
- A clearer delineation is needed for where career services of CSES and Career and Academic Advising start and stop.

Opportunities

- Continue to develop/research new opportunities and resources.
- CSES can effectively instruct students in developing successful career-related strategies to further advance and fulfill their future ambitions.

Threats

- Lack of knowledge that our department exists; location of our department.
- Decreased number of student contacts due to students' lack of awareness of the CSES department.
- Faculty members attempt to teach job searching strategies without proper training which can result in inconsistency of content and poorly prepared SLCC students.

Departmental Workshops, Training and Skill Development

CSES actively researches and develops the most current employment trends to better prepare SLCC students in gaining a competitive edge in their job search. This research and development utilizes information from the National Association of Colleges and Employers, the Mountain Pacific Association of Colleges and Employers, Cooperative Education and Internship Association and NASPA, focusing on skills, trends and resources such as the following:

- Resume Design and Development
- Employment Letters Design and Development
- Interviewing Strategies and Techniques (in-person and technology-based)
- Job Search Development and Resources
- Professional Online Presence and Self Promotion
- Career Electronic Portfolio (ePortfolio) Development

Strengths

- Our advisors keep their knowledge current regarding employment trends.
- Workshops are available to current students free of charge; the schedule of workshops is on our department web page.

Weaknesses

- Students are not aware of the workshops our department provides.

Opportunities

- Continue attending conferences to stay current on new trends.
- Develop innovative marketing strategies.
- Create more virtual workshop opportunities for students.

Threats

- Students are unaware of the importance of career services to their success in gaining the best possible employment and are not as competitive as they could be in securing the best employment opportunity.

Faculty/Classroom Workshops

In our continuing effort to maintain effective relationships with academic and technical programs, we regularly respond to faculty requests for presentations in their classes and to various student groups to present employment-related topics. We develop and present employment-related topics tailored to the classroom, based on faculty curriculum and student need.

Strengths

- The department has developed and implemented a “Request a Workshop” application on the CSES web page for faculty, clubs, and organizations.
- Presentations are tailored to classroom needs.
- A regular core of faculty continues to request CSES workshops each semester.
- Classroom presentations help ensure continuity of information going out to more students.

Weaknesses

- Our department is sometimes challenged to fulfill workshop requests with present level of staffing.
- Our services are not used by the vast majority of faculty.
- Very few people are aware of the service we offer to present in the classroom.

Opportunities

- Impact more classes with quality and updated career and employment workshop information.
- Work with faculty to schedule workshops for multiple classes to attend at one time.
- Develop and implement a better strategy to access more classrooms to deliver workshop information.
- Work in collaboration with faculty and/or other departments on campus to ensure that quality career and employment information is taught to students.

Threats

- Silos of academic programs teaching outdated career and employment information continue to exist.

Cooperative Education/ Internships (Work-based Learning for Academic Credit)

CSES has worked diligently to create, update and maintain an effective work-based learning for credit program. The terms “cooperative education” and “internship” embody work-based learning and experiential learning that translate to program-specific academic credit. Work experiential learning is the philosophy that education becomes complete when theory and experience are both part of the educational process. By integrating on-the-job and practical field experience with academic studies, the Cooperative Education / Internship course offers students an opportunity to extend the classroom into a workplace setting.

At SLCC, students can earn academic credit through Cooperative Education, Internships or the Curricular Practical Training (CPT) program for international students. These three programs are defined below:

- Cooperative Education provides students the opportunity to use traditional employment to gain new skills and knowledge related to their academic major by creating and completing program-specific learning objectives that are supported and evaluated by their current supervisor (and faculty advisor) and results in graded academic credit.
- Internship offers a short-term, program-related experience, where the student is assigned a supervisor or mentor and is provided occupationally-related training. The training and learning is directly related to the students’ academic major and results in graded academic credit. CSES works through the college academic and CTE programs to develop internships that they manage. For example, we are currently working with the automotive department to implement an internship opportunity for Automotive Technology Students.
- Curricular Practical Training (CPT) is a temporary employment authorization for F-1 visa non-immigrant foreign students in the United States while enrolled in a college-level degree

program, designed specifically for international students in an effort to provide real work experience related to their academic major. CPT permission is granted through the International Students office upon approval of the IS advisor, pursuant to regulations established by United States Citizenship and Immigration Services.

Strengths

- Experienced and knowledgeable advisors – with twenty plus years – work with the rules, regulations and administration of CO-OP, internships and work-based learning at SLCC.
- The department's membership in the national Cooperative Education and Internship Association (CEIA) is valuable to keeping abreast of new trends and resources.
- A core group of faculty has developed experience and knowledge working with CO-OP, internships, and work-based learning.
- CO-OP, internships and work-based learning provide students with integrated and flexible learning pathways.

Weaknesses

- Many faculty lack knowledge concerning the program due to their adjunct status and to faculty turnover.
- Some individual faculty members seek to control the administration of CO-OP, internships, work-based learning without understanding the rules, regulations and administration.
- These programs are underutilized by students and academic departments.
- The College has yet to support a college-wide, central administration of CO-OP, internships, and work-based learning programs.
- Marketing of CO-OP, internships and work-based learning to students throughout eligible degree programs is weak.

Opportunities

- Implement a college-wide central administration point for CO-OP, internships and work-based learning programs.
- Educate faculty concerning the development and benefits of having CO-OP, internships and work-based learning programs that students can participate in.

Threats

- College legal issues / problems may arise due to faculty lack of knowledge concerning the rules, regulations and administration of CO-OP, internships and work-based learning programs.
- College and faculty legal problems may occur related to the potentially litigious practice of selective referral of students to employment opportunities.

Employer/Business Development and Relations

CSES constantly connects with and develops professional rapport with up to 14,500 employers per year; these relationships sustain a continuous flow of employment resources and opportunities for SLCC students and alumni. CSES staff provides the following activities for employers:

- Posting and promoting employment opportunities for approximately 13,000 employers per year;
- Scheduling on-campus recruitment activities for approximately 380 employers per year; and
- Promoting employer recruiting efforts by hosting two large scale job fairs per year where an average 200 employers participate and 1800 students /alumni and community members are in attendance.

Strengths

- CSES has established strong working relationships with employers from various businesses and industries.
- Our systematic networking process engages new employers through city and county employer chambers and human resource groups.
- We maintain ongoing touch points with employers through the daily practice of position verification.
- CSES provides employers job posting opportunities for free.
- Employers can utilize space for recruiting purposes.
- CSES facilitates employer networking with training departments and faculty.
- Participation in all SLCC Program Advisory Committees (PACs) helps address issues PAC members might have concerning recruiting students for employment.

Weaknesses

- We are understaffed in comparison to the number of employers we must maintain contact with.
- The development of new employer relationships is challenged due to staffing limitations and budget constraints.
- The technical process for employers to post jobs needs to be updated.
- The department's visibility on the college web page needs to be enhanced to allow new employers to more easily access our information and services.

Opportunities

- Update technology to provide more automated responses to employers.
- Develop and facilitate program-specific job fairs and recruiting opportunities for employers.
- Develop more contacts and long-term relationships with viable employers.

Threats

- Employer connections may be lost resulting in a decrease of viable employment opportunities for SLCC students' success.

On-Campus Student Employment (OCSE) Grant

CSES developed, proposed and has been awarded yearly funding to create and manage the On-Campus Student Employment (OCSE) Program. The program is designed to assist eligible students to persist in the completion of their educational goals by providing them with flexible, on-campus positions, which increases the opportunity for students to become more engaged in student life and service activities. To participate, students must be enrolled in nine or more credits, must maintain a GPA of 2.0 or above and cannot also be participating in the federal work-study program. The program has been consistently funded since 2007, with an average of 54.5 students and 22 departments participating each year.

To participate, departments must offer viable positions with measurable learning outcomes. The positions must offer opportunities for students to develop employment-related skills and knowledge. Supervisors are expected to assess students' learning and development at the end of the year.

Strengths

- OCSE helps student participants gain real life employment experience while remaining on campus working where they attend classes.
- The program provides a viable opportunity for international student participation in employment.
- Participating students are provided the opportunity to become more involved in campus activities.
- Persistence of student participants has a demonstrated track record.
- The interaction and development of positive relationships between CSES and participating departments throughout SLCC have increased.
- The program provides a touch point for CSES to provide job-skill training to student participants.
- Transition of program students to permanent campus positions is enhanced.
- Departments are able to fund positions that aid in the administration of department services.

Weaknesses

- Marketing of OCSE to departments and students needs to be expanded.
- Department accountability in adhering to standards and evaluation of student performance can be challenging.

Opportunities

- Develop more department participation.
- Develop more student participation.
- Develop more workshop/training for departments hiring students.

Threats

- Department noncompliance with program requirement.
- Underutilization of program funds.

Overview of Service Contacts

The following table displays the number of contacts CSES has with students and employers through our various services / programs.

Three Year Trend of Students and Employers Accessing CSES, 2011 – 2014

| DASHBOARD INDICATORS | 2011/2012 | 2012/2013 | 2013/2014 | % CHANGE from 2012/13 |
|---|-----------|-----------|-----------|--|
| Students receiving employment services | 6,445 | 5,935 | 5,656 | 279 less students 4% decrease |
| New student registration for employment services | 2,122 | 1,331 | 1,353 | 22 more students 2% increase |
| Students registered in CO-OP | 244 | 185 | 157 | 28 less students 15% decrease |
| Job Orders | 4,351 | 3,892 | 5,384 | 1,492 more job orders posted 38% increase |
| Employers placing job orders | 1,141 | 1,186 | 1,372 | 185 more employers 7% increase |

Note: The student numbers provided for the dashboard indicators are collected from staff members' reports through the contact counter housed in the Microsoft CSES Access database.

Comparing trends over three years (2011/12 to 2013/14) indicates a much higher decline in student participation in employment services than comparing just the last two years. This is due largely to the improving economy that started in 2011/12 and before. SLCC enrollments also declined during this time period. Similarly, the increase in job orders and employers placing orders reflects the improving economy. When the job market is more robust students are able to find better work more easily, which results in fewer students seeking employment assistance. As mentioned previously, the steady decline in student involvement in CO-OP continues to be a concern.

School of Applied Technology Career and Student Employment Services

SAT employment services and staff were integrated in 2012-13 with the CSES department. The primary function of SAT advisors mirrors all services provided by CSES advisors, with the addition of more detailed case management for students participating in non-credit, self-paced programs.

SAT students receive on-going employment and placement support by their assigned SAT/CSES advisors who provide case management. SAT students are pursuing short-term, six months or less, training programs with a legislative mandate for employment outcome data that requires case-by-case management.

There are three SAT/CSES employment advisors who work exclusively with SAT graduating students. The intention of this effort is to help connect employers with a trained workforce that SAT program completers represent. Employment advisors facilitate mock interviews to prepare students before externships; collaborate with SAT faculty to assist students with assignments from the required Job Seeking Skills course such as developing resumes and employment letters, and provide students with appropriate job leads received directly from employers and other sources. Each SAT employment advisor has specific training program assignments so that they can track and perform case management on each program completer to assure positive employment outcome, which includes finding a job or a volunteer position in the related field of study, or upgraded employment, and/or continuing education.

Three Year Trend of Students Accessing SAT Career and Student Employment Services

| | 2011/2012 | 2012/2013 | 2013/2014 | % CHANGE from 2012/13 |
|---|-----------|-----------|-----------|--------------------------------|
| Completers receiving employment services | 560 | 422 | 426 | 4 more students 1% increase |

“SAT provides high-quality career and technical education to individuals seeking job skills for quick entry into the workforce. The SAT serves many students who vary in age, backgrounds, and interests with a wide range of career and educational goals. The SAT provides training opportunities to help students meet their own special career plan.” (SAT Catalog)

The SAT offers a wide range of training programs that offer:

Weekly Enrollments – Depending on program openings, students may start immediately.

Flexible Scheduling – Students arrange their class schedule around their own busy lifestyles.

Low Cost – Tuition is based on \$2.10 per clock hour. High school students attend tuition-free.

Job Readiness –Our programs are responsive to business and industry requirements, preparing our students to enter a challenging and demanding job market.

Strengths

- SAT training programs serve students seeking short-term training leading to employment.
- SAT offers weekly enrollment and flexible scheduling.
- SAT CSES employment advisors provide case managed employment services.

Weaknesses

- The preparation level of student applicants can be limited.
- The training program’s process for student job search preparation can be weak.

Opportunities

- Set pre admission standards to improve student success.
- Provide employment services to students from the start of the program to the completion of the program.
- Create a more cohesive contact between CSES advisors and SAT students to increase advisor follow-up success.
- The SAT is leading out on a national effort to rework its entire program to the Competency Based Education model. This will provide SAT the opportunity to embed employment services practices to improve student contact throughout students’ training program.

Threats

- Success in following up to determine student outcomes after training is completed can be diminished.

Outreach and Marketing

CSES uses a variety of channels and formats to communicate with students about services, resources and events, including:

- CSES Facebook Page
- CSES Linked In Page
- Work-Based Learning for Credit (Internship/ Cooperative Education) Semester Email
- SLCC Credit for Working-Interning Website
- CSES Web Page
- Classroom Presentations
- Student Services Departmental Presentations
- SLCC Blog and Twitter
- Various Print Media (brochures, posters, job boards)
- Emails, phone and direct contact

Campus and Community Relations and Collaborations

CSES actively participates with all student services programs to provide employment-related services to diverse student populations. CSES collaborates with many on-campus departments, programs and student groups, including:

- Academic and Career Advising
- Disability Resource Center
- Thayne Center for Service and Learning
- International Student Services
- First Year Experience and Campus Connect (Orientation)
- Multicultural Initiatives
- School Relations
- Student Life and Leadership
- TRIO Programs
- Veterans Services
- USA FUNDET Scholarship for SAT students
- SAT Program Advisory Committees (PAC)
- SAT Multicultural and Diversity Advisory Committee
- SLCC Staff Association
- Una Mano Amiga
- SAT Chefs Program (curriculum design with CO-OP element)
- Visual Art and Design Grant
- Graduate/Alumni Association
- Peer Mentor Project
- Black Student Association (BSA)
- Pacific Islander Unity Association (PUA)
- Program Advisory Committees (PAC)
- Career Services Task Force

CSES staff is directly involved with many community businesses, educational affiliations, state programs, national and local career development organizations, including:

| | |
|--|---|
| CAP – Career Advancement Program | Pacific Islander High School Conference |
| WEN – Wasatch Employer Network | SHRM – Society of HR Management |
| Department of Workforce Services | UCDA – Utah Career Developers Assoc. |
| NCDCA – National Career Developers Association | NACE - Nat'l. Assoc. Colleges/Employers |
| UACE – Utah Association of Colleges and Employer | University Neighbors and Partners |
| MPACE – Mt. Pacific Association of Colleges and Employers | Westside Leadership Institute |
| SSALC - Student Services Assessment Learning Community | Utah Diversity Connections |
| USOR - Utah State Office of Rehabilitation | UBET - Utah Business Employer Team |
| Multiple Chambers of Commerce | Hispanic Chamber of Commerce |
| AAEEBL - Association for Authentic, Experiential and Evidence-Based Learning | |

Strengths

- CSES's current online presence, job information and print media have improved.
- Department information about services is accessible through our web page, which is updated regularly; job opportunities are emailed to students on a daily basis.
- The department has expanded its utilization of social media as a marketing tool.
- Classroom presentations provide a marketing opportunity.
- Participation in SLCC Program Advisory Committees increases CSES contacts and visibility.
- College-wide job fairs increases student, faculty, administrator and staff awareness of our services.
- CSES participation in student services activities helps promote the department and other college resources; recently CSES has partnered with the DRC to strengthen career readiness offerings to students with disabilities—a population that is disproportionately underemployed.
- Staff has participated in and provided training throughout our network regarding career development and employment issues affecting SLCC students.
- CSES serves as a resource for community development.
- CSES staff actively accesses and researches hiring trends for SLCC students.
- Employer sponsors have been developed and help provide funds for programs such as the job fairs.

Weaknesses

- Institutional Marketing puts restraints on the development of our marketing materials.
- Staff time to make individual employer contacts is limited.
- Constant faculty turnover and the large number of adjuncts results in faculty being disconnected or unaware of campus resources.
- Faculty valuation of the importance of student services resources is not particularly evident.
- The department lacks a formal marketing plan.

Opportunities

- Reach out to and partner with student groups, such as Veterans, to reach our diverse population and share information about career and employment services and opportunities.
- Develop processes to make new faculty aware of our program as a resource for students.
- Continue to pursue the ever moving target of methods of marketing to students.
- Market program services to potential employers.

New Developments

CSES is currently developing a student self-referral process that will allow students to access thousands of employment opportunities listed on the CSES job boards. The process is designed to encourage students to be job search ready. Students will be required to pass job readiness competencies in areas such as professional appearance, employment letter development, interviewing and job research strategies. Passing these competencies can be through a CLEP- type test or by attending a series of workshops. If students do not complete the self-referral competencies they will need to continue using the current process of visiting an office to receive job referrals.

This process has a two prong approach for student success: 1) getting students into career services and 2) giving evening and online students greater access to Career and Student Employment Services.

CSES will also be changing employers' access to their online job postings. Once the web-based process is in place, employers will access and post their current positions directly to our job board. This has the potential to be a seamless and streamlined process, increasing employment opportunities to current students and alumni.

CSES is in the process of developing a student "Job Shadow" program designed to help students connect with potential employers and alumni to help students in their career exploration endeavors.

Student Career Success Strategies Pathway

CSES has proposed a strategy to help prepare students achieve career-related success by providing services and resources based on their progress at SLCC; the strategies are designed to help students align their academic training with their employment / career goals. The checklist below outlines a progression of activities semester by semester, and it encourages students to maintain contact with department services throughout their stay at SLCC.

Although some students currently access our services in a comprehensive manner throughout their educational journey, the vast majority do so in a sporadic, ad-hoc basis. Laying out a clear framework for developing a personalized career plan would greatly aid both workforce and transfer bound SLCC students. Additional observations and feedback are welcomed to the plan laid out below:

1st Year Freshman Career Plan Activities – 0-32 Credits Completed

First Year 0-32 Credits - Register for Services ▼

- ☐ View Career & Student Employment Services Website Job/Career Services Resources Video Clip
- ☐ Explore Salt Lake Community College Career/Employment Related Services
On-Line www.slcc.edu/seces
- ☐ Meet an Employment/Career Advisor; visit Career & Student Employment Services Office
Redwood Taylorsville – AD 195; South City – W134; Jordan HTC 164B

First Year 0-32 Credits - Review Career Options ▼

- ☐ Schedule One on One Appointment with Employment/Career Advisor to:
- ☐ Develop Job/Career Search Plan

First Year 0-32 Credits - Receive Professional Employment Resource Assistance ▼

- ☐ Walk-In View Current Available Jobs and Meet with Employment/Career Advisor to:

- ☐ Receive Job Search and Referral Assistance
- ☐ Complete One on One Resource Review (*resume, employment letter, master application, social media review*)

First Year 0-32 Credits - Develop Professional Job Search Tools ▼

- ☐ Attend Scheduled Workshop or Schedule One on One Appointment with Employment/Career Advisor to:
 - ☐ Create Master Application, Resume, Employment/ Cover Letter
 - ☐ Complete Master Skills Inventory Assessment
 - ☐ Develop Effective Interviewing Strategies

First Year 0-32 Credits - Create Professional On-Line Presence ▼

- ☐ Attend Scheduled Workshop or Schedule One on One Appointment with Employment/Career Advisor to:
 - ☐ Develop Your Personal Brand
 - ☐ Develop Linked In Social Media Profile

First Year 0-32 Credits - Create Professional On-Line Presence ▼

- ☐ Attend Scheduled Workshop or Schedule One on One Appointment with Employment/Career Advisor to:
 - ☐ Update Resume and Career Search Tools
 - ☐ Develop Professional Career E-Portfolio

First Year 0-32 Credits - Anytime During First Year – Attend Bi-Annual Employment Fair ▼

- ☐ Check www.slcc.edu/seces for dates and times
- ☐ Attend Scheduled Job Fair Strategies Workshop or Schedule One on One Appointment with Employment Career Advisor

2nd Year Sophomore Career Plan Activities – 32 to 72 Credits Completed

Second Year 32-64 Credits - Explore On-Site Career Opportunities ▼

- ☐ Schedule One on One Appointment Employment/Career Advisor to:
 - ☐ Develop Informational Interview Resources
 - ☐ Schedule Job Shadow (shadow a career professional)
 - ☐ Develop Internship or Cooperative Education (work for credit) opportunities

Second Year 32-64 Credits - Participate in Career Exploration Activities ▼

- ☐ Schedule One on One Appointment Employment/Career Advisor to:
 - ☐ Complete a minimum of three Informational Interviews
 - ☐ Shadow 1 to 2 Career Professionals
 - ☐ Develop Internship or Cooperative Education (work for credit) opportunities

Second Year 32-72 Credits - Explore Employer Career Opportunities ▼

- ☐ Schedule One on One Appointment Employment/Career Advisor to:
 - ☐ Review Application, Resume, Employment/Cover Letter, Social Media
 - ☐ Update all Job Search Tools i.e. resume, employment/cover letter, career e portfolio

Second Year 32-72 Credits - Explore On-Site Career Opportunities ▼

- ☐ Visit Career & Student Employment services throughout the final semester for assistance with:
 - ☐ Critical First Year on the Job /Professionalism in the Workplace
 - ☐ Salary Negotiations
 - ☐ Develop Networking Strategies beyond Social Media
(Do not rely on passive job hunting/get out there and network)
 - ☐ Receive referrals, networking and employment resources
 - ☐ Mock Interviews
 - ☐ Career Readiness Review (*final review of professional job seeking tools*)

Second Year 32-72 Credits - Anytime During Second Year – Attend Bi-Annual Employment Fair ▼

- ☐ Check www.slcc.edu/seces for dates and times
- ☐ Attend Scheduled Job Fair Strategies Workshop or Schedule One on One Appointment with Employment Career Advisor

Significant Changes

The most significant changes over the past five years (in chronological order of events) are outlined below:

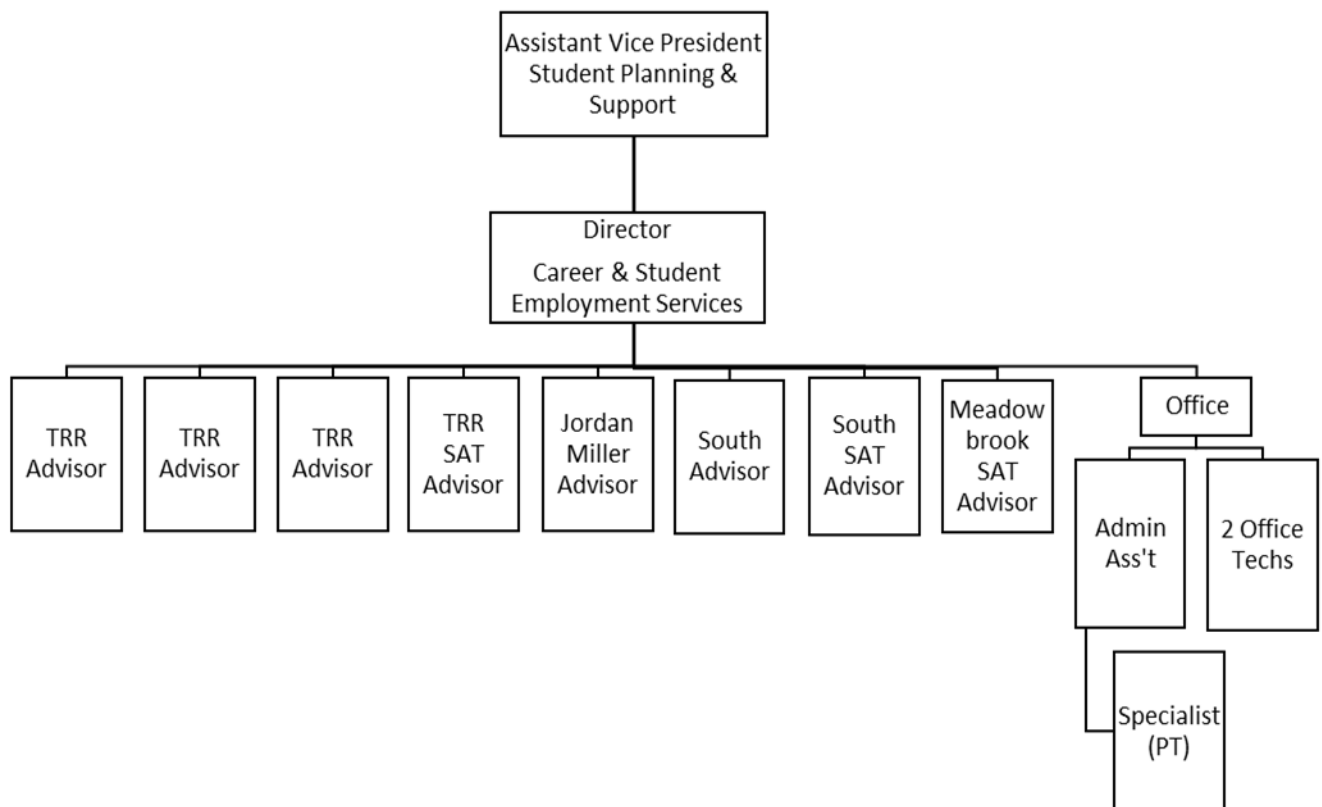
- A second full-time advisor was added at the Taylorsville Redwood Campus.
- The department's name was changed to Career and Student Employment Services with increased responsibility in the area of career exploration.
- New online applications (Career Coach, Virtual Job Shadow) were added to provide students with more comprehensive career development and assessments tools.
- The SAT/Employment Services office was integrated into the CSES department.
- The office moved from the old Administration Building to the Student Center, which physically aligned our department with other student services departments. A drawback to the move is that we are hidden in the basement level.
- Technological advancements and equipment have allowed CSES to reach more students and businesses using a virtual platform.
- Collaborations and partnerships with all Student Services departments have increased.
- An additional full-time staff position from the reorganized Multicultural Initiatives department was added to CSES.

V. Leadership and Staffing

Career and Student Employment Services reports to the Assistant Vice President of Student Services (see Appendix D for Student Services Organizational Chart). The CSES staffing pattern consists of twelve full-time staff members and one part-time, hourly staff member. The full-time staff positions include the director, administrative assistant, two technicians, and eight advisors located at various campuses and sites; the part-time hourly position is a specialist. In 2013, three SAT employment services advisors were transitioned to CSES. And in 2014 CSES absorbed an additional advisor from the reorganization of the Multicultural Center. The previous CSES staff advisors of four grew to eight.

The department's reporting structure is outlined below in the organizational chart; advisors' primary office locations are indicated.

CSES Organizational Chart



Position Responsibilities

Director

Plans, directs, coordinates, manages, and evaluates CSES for SLCC. Promotes a campus environment that results in multiple opportunities for students to integrate their academic studies with work experiences and career exploration. Promotes a greater awareness within SLCC of the world of work and the need for and nature of career development over the life span. Develops and continuously improves programs and services in response to the changing needs of students and the evolving institutional priorities. Oversees and provides supervision for full and part-time staff to ensure delivery of quality services in a multi-campus setting.

Career and Student Employment Advisors (Level 2)

Under general supervision, performs career and student employment tasks using established methods, principles, concepts and procedures related to area of assignment. Utilizes professional judgment on routine matters. Performs multiple functions in support of a wide range of professional activities to advise and enable enrolled and prospective students regarding career exploration and goals. Performs cooperative education / internship approvals and orientations, and employment referrals under general and limited supervision. Identifies student needs; makes referrals to internal and external resources; develops contacts with departments, faculty, external community resources and educational institutions. Supervisory responsibilities for support staff and/or peer leaders as assigned. Develops methods, principles, concepts and procedures related to area of assignment.

Career and Student Employment Administrative Assistant

Performs administrative duties for CSES. Provides support for CSES / Career Services web page content and employment software. Performs accounting procedures necessary for tracking departmental budget, including purchasing of supplies, making necessary travel arrangements, etc. Tracks inventory, equipment repair and replacement. Trains and provides supervision for student employees. Handles departmental (in/out) mail. Enters data into the CSES Access database system. Retrieves information from Access database to compile reports.

Career and Student Employment Technician (Level 2)

Provides reception duties for all incoming traffic for CSES and other CSES staff. Manages a multiple-line telephone system, takes job orders from employers, and verifies job order status; performs clerical duties involving data entry and word processing. Greets students, staff, employers and general public; registers new students, faxes resumes, and assists employers face-to-face with employment needs. Answers phones and provides information about CSES and SLCC campus, takes messages, and transfers calls to appropriate department or staff member. Enters data into the CSES system from new student registration forms and job openings received by fax, mail or email from employers. Sends job order forms to employers via fax or email; call employers to gather missing information about job openings they would like to list; verify job status and then faxes or emails verification letters to verify hire and document verification status into CSES system. Emails instructors and staff regarding new job opportunities. Tracks CSES numbers of walk-in patrons and prepares reports. Attends various meetings and departmental and/or college functions. Other duties as assigned.

Career and Student Employment Technician Cooperative Education / Internship (Level 2)

Inputs and proofreads all transactions into specific computer databases, researches and ensures accuracy of information, keeps pertinent records, assists all CSES staff with clerical and secretarial duties. Provides support to the Cooperative Education program. Keeps track of COOP numbers and prepares reports. Serves as backup receptionist as needed. Sends job order forms to employers via fax, or email; calls employers to gather missing information about job openings they would like to list; calls employers to verify job status and then fax or email verification letters to verify hire and document verification status into CSES system. Emails instructors and staff regarding new job opportunities. Attends various meetings and departmental and/or college functions. Other duties as assigned.

Specialist (Part-time; Level 1)

Performs receptionist duties (answering and directing phone calls, assisting students, staff, and/or faculty, etc.); provides front desk coverage; provides excellent customer service; answers questions about CSES services; posts job list on various job boards; helps market CSES sponsored job fairs; communicates effectively with employers, students, and other campus employees. Types / keyboards information into computer, calls employers and students, and other duties as assigned.

Training and Professional Development

All staff members are required to attend SLCC mandatory training covering: the Americans with Disabilities Act, Anti-Discrimination/Harassment, FERPA, OSHA - Emergency Procedures, and Workplace Violence. Training in these areas is required to be updated on a regular schedule.

In addition to mandatory training, CSES staff is encouraged to attend some of the numerous college-wide professional development opportunities ranging from technical skills development to interpersonal skills development. Staff members have had opportunity for professional development by being involved with SLCC's Staff Association, including serving as representatives and president

CSES encourages and supports staff attendance at affiliated association conferences such as those offered by the Mountain Pacific Association of Colleges and Employers (MPACE), Utah Association of Colleges and Employers (UACE), Cooperative Education and Internship Association (CEIA), National Association of Colleges and Employers (NACE), and National Association of Student Personnel Administrators (NASPA). Every staff member attends a local and/or national conference; staff have also been actively involved in presenting at and serving on committees and boards of professional associations. CSES also conducts three in-service training sessions a year aimed at program reflection and new program development and or implementation.

Communication and Information Sharing

CSES holds a weekly staff meeting to impart information to staff members and to share information among staff members. Typically information from the bi-weekly Associate Vice President of Student

Planning and Support meeting and the monthly Vice President of Student Services meeting is shared with staff. Staff members are requested to share any meaningful information about their particular program, events, or sites. Meetings are held at the Taylorsville Redwood Campus due to space and off-site staff members' need to pick up office supplies. Although the meeting is scheduled weekly, it is cancelled when there is no information to merit a meeting. The director attempts to make site visits each semester, some scheduled and some unscheduled as time permits.

Strengths

- Staffing reflects a good mix of seasoned and new practitioners, which allows for generation gaps to be addressed. See Appendix D for a staff profile showing the composition of the staff in terms of ethnicity, gender, and years of experience by position category.
- Staffing reflects a good mix of ethnic, cultural, and gender diversity with Black, Hispanic, Pacific Islander, Middle East and Caucasian members as well as a gender mix of four female advisors, and four male advisors. This allows for outreach to some of the various clubs and organizations such as the Disability Resource Center, Student Life and Leadership as well as ethnic, cultural and gender clubs to address diverse issues in career and student employment.
- CSES leadership has more than thirty years of experience in the field and in supervision.
- Training and organization affiliations for CSES are strong and provide up-to-date information and training
- CSES staff has compiled an impressive list of employers who have engaged and continue to engage with CSES to provide employment opportunities for SLCC students

Weaknesses

- Staffing is not adequate to serve the many SLCC academic and training programs and the large SLCC student population.
- Traditional and nontraditional (SAT) staff members are still being cross trained, and it will take six to twelve more months before cross training will be complete.
- Although the increase of advising staff has provided a better integration of services across the College it has also expanded the director's scope of supervision and the departments diversity and breadth of services, which has become challenging to supervise. There is a need to reassess the structure of supervision and possibly consider creation of an assistant director position for the department.
- There is not a clear definition for CSES advisors as to their role in career advising. Are they career advisors/counselors responsible for administering and interpreting career and personality assessments tests to help students with decision-making and goal-setting about career interests or are they career advisors who focus on investigating and exploring career options and information?
- Training and certification would be necessary if CSES advisors need to assist students with more personal exploration/goal-setting and with administering and interpreting career assessments.
- CSES outreach to various student groups, clubs, and organizations is not comprehensive due to staffing constraints. CSES has requested another Advisor Position to help address capacity to do outreach.

Opportunities

- Integrate CSES services across both traditional and nontraditional training programs enabling students to move between traditional and nontraditional training programs without lapses in services.
- Consider a different organizational structure of supervision as the department grows.
- Identify training and affiliations that relate more closely to Career and Technical Education and case management.

VI. Financial Resources and Budgets

Budget Overview

CSES has seven accounts to manage and budget. Three of the accounts are funded by Education and General (E&G) base funding allocated by state legislative funds. The four other accounts are funded by in a variety of ways. The revenue account is funded by monies collected through CO-OP/internship/work-based learning facilitation, job fair registration fees, and department sponsorship fees. The Vice President of Student Services funds a “servicing” account through student fees. The account for On Campus Student Employment (OCSE) is also funded by the Vice President of Student Services. The Career Coach account is supported with Perkins dollars.

The accounts funded through E&G are used to support facilitation of the overall department; they are broken down to support Cooperative Education/Work-Based Learning (DDCOOP), Student Employment Services (DDSTDP), and the School of Applied Technology (SKOPM and SKCARR). E&G funding is allocated for personnel salaries and benefits, current program expenses, and in and out-of-state travel.

The revenue account (12894) is used to cover expenses incurred by facilitating CO-OP/internship/work-based learning, staff professional development (i.e. conferences and training programs cost), job fair expenses, and department equipment shortfalls.

The servicing account (15120) is used for department mailings and marketing.

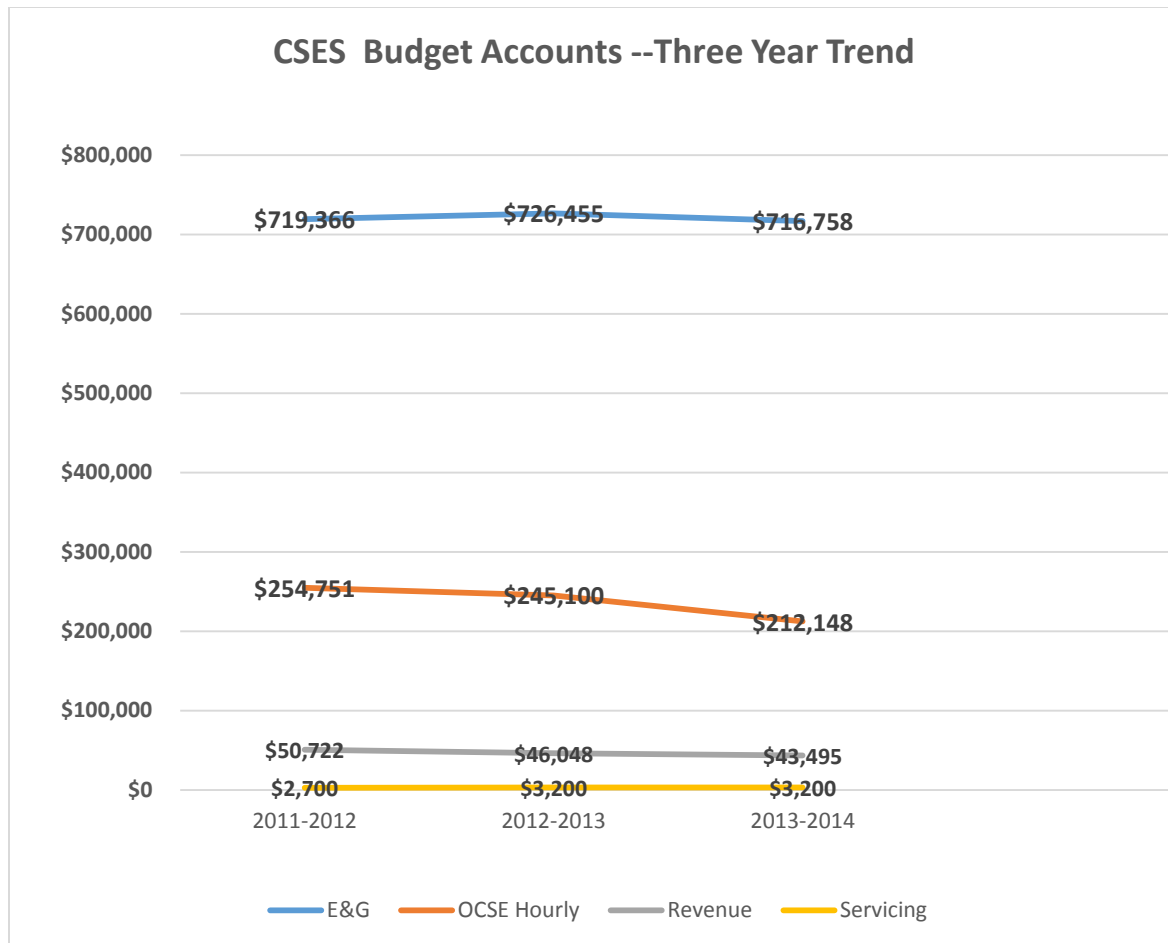
The OCSE account (DOCSE) funds hourly pay of eligible SLCC students to work on campus. All funds not expended return to the Vice President of Student Services. No additional funds are made available to the department for facilitating the OCSE program.

Perkins funding (20037) is used to purchase the yearly license for Career Coach, a software utilized by the entire college to market training programs, provide real time labor market information, and to provide career exploration information to perspective and current students.

Budget History

Historically CSES base funding from E&G dollars covers staff salaries and benefits with a sparse amount allocated for in and out-of-state travel and yearly department expenses. CSES has relied on discretionary funding from the Vice President of Student Services to fund the ever growing expense of mileage, in state and out-of-state travel, and conference costs. In 2007 CSES began hosting job fairs, which began generating revenue along with monies received from CO-OP/work-based learning funds. A campaign to solicit employer sponsors was initiated in 2010. CSES has now built a sustainable account to reduce department dependence on discretionary funding from the Vice President’s office. CSES continues to work on developing new sponsors and expanding the number of employers participating in our job fairs to generate more funding to meet some of our needs not covered by our E&G allocations.

The graph below displays CSES budget allocations for all E&G indexes as well as the allocation for OCSE, the balance forward in Revenue and the allocation for Servicing. CSES funds in all of these accounts has been essentially level for the past three years, except for a decrease OCSE funds. For an itemized breakdown of budget categories in each index see Appendix E.



Budget Needs

CSES participates in a yearly, campus-wide and highly competitive budgeting process through which budget requests can be made for E&G funding to support an increase in staffing, equipment, and remodel. Budget requests are submitted through Student Services.

Our priority for the future is to restructure following anticipated retirements to obtain an Assistant Director position to assist in the supervision of advisors, oversee and guide the expansion of career advising services and to oversee marketing and outreach strategies.

VII. Facilities, Equipment and Technology

Overview

CSES has had a history of “low visibility” at SLCC and has been an afterthought to student success. This relegation is reflected in the history of our facilities. Student Placement and Cooperative Education Services (SES)/CSES began in a portable building located in the northeast parking lot of the Redwood Campus, providing placement and internship assistance to students of the institution as well as assistance to employers. The building was designated as a “temporary” structure but it remained functioning for over 20 years. In 2003 the College upgraded parking so the portable was demolished and SES was moved to the first floor of the administration building. The remodel of space for SES services was designed for interaction with students and employers with room to expand staff. The suite was quickly compromised by the growing need for office space, and half of the space was reassigned to accommodate academic program personnel. In 2013 SES was moved to the Student Center on the Redwood Road Campus. The present office suite is located on the garden level (basement) of the Student Center. CSES currently also has staff offices located on the South City Campus, Jordan Campus and Meadowbrook site. At each of these locations office visibility is low.

Facilities

The Student Center at Taylorsville Redwood Campus houses the largest facility for CSES including space to accommodate office supplies and equipment, a student resource room complete with six computer workstations, and a multipurpose room that acts as a space for employers to meet with staff and with students to conduct interviews and present career workshops.

Additional rooms are available on the Taylorsville Redwood Campus which can support other CSES functions such as large meetings, workshops and job fairs. SLCC provides a number of multipurpose rooms that accommodate CSES staff, students, vendors, and employers wishing to utilize the CSES services on the Taylorsville Redwood Campus.

Workspace for staff at the Taylorsville Redwood location has been maximized leaving no room to grow the department. We are operating at maximum space capacity and are even overflowing at specific times in all areas. The back wall of the student resource room has been converted into a makeshift office for one of our student employees and our other student employee workstation has been placed at the front desk with our receptionist since there are no other offices.

CSES has a waiting room/lobby for students to view the job lists and to wait to see an employment advisor. On days when we are especially busy, it is standing room only.

The office space at Jordan Campus, South Campus and the Meadowbrook site are much smaller with less capacity to provide meeting and technological support for students, faculty and employers.

The table below lists CSES office locations and inventory.

| Campus | Office | Inventory | |
|------------------------------------|-------------------------------------|---|---|
| Taylorsville Redwood Campus | Student Center <u>002 002A-N</u> | 7 private offices, 1 workshop/interview room, 1 student resource room, 1 file/workroom, 1 storage closet, 1 lobby with reception area, 2 hallways, 2 entrance/exits | 67 chairs, 8 filing cabinets, 9 white boards, 10 desks, 8 tables, 6 student computer workstations |
| South City Campus | <u>1-061M-A</u> <u>1-061J-E</u> | 2 private offices, 2 desks, 2 filing cabinets, 6 chairs, 2 white boards | |
| Jordan Campus | <u>164B</u> | 1 private office, 2 desks, 1 filing cabinet, 6 chairs, 1 white board | |
| Meadowbrook site | <u>MBCB-201a</u> | 1 private office, 1 desk, 1 filing cabinet, 3 chairs, 1 white board | |

Recruiting Space for Employers

Adequate recruiting facilities are available for employers at the three campuses. Arrangements are made with employers prior to recruiting so CSES can make reservations with SLCC Auxiliary Services since CSES does not have oversight for these recruiting locations. This includes using the Lifetime Activities Center for the bi-annual job fair which is put on by CSES.

The table below lists the locations where CSES can reserve recruiting tables.

| Campus | Location | | |
|------------------------------------|---|---|--|
| Taylorsville Redwood Campus | Student Center <u>STC 100L STC 130</u> | Technology/Business Building <u>TB 297 TB 200A BB 100F</u> | Lifetime Activities Center <u>LAC 100 LAC 101</u> (For use in the bi-annual job fairs) |
| South City Campus | <u>C1-035</u> – West Foyer | | |
| Jordan Campus | <u>HTC 100</u> – Main Foyer | | |

Equipment

CSES has adequate equipment to support its mission and goals. This equipment is evaluated regularly to determine continued use and is replaced when it no longer continues to support its mission and goals.

The first table below lists computers assigned to different staff and students; the remaining tables list the equipment inventory at each location.

Computers: 22

| Advisors | Student Employees | Student Resource Room | Support Staff |
|-------------------------|-------------------|-----------------------|--------------------------|
| 9 (8 laptops 1 Desktop) | 3 (all desktops) | 6 (all desktops) | 4 (3 desktops, 1 laptop) |

| Taylorsville Redwood | South City | Jordan | Meadowbrook |
|-----------------------------|-----------------|-------------------------|--------------|
| 17 (5 laptops, 12 desktops) | 2 (all laptops) | 2 (1 laptop, 1 desktop) | 1 (1 laptop) |

Printers: 18

| Taylorsville Redwood | South City | Jordan | Meadowbrook |
|--|------------|------------------------|-------------|
| 13 (1 fax machine; 2 fax/scanner/printer combos) | 1 | 3 (1 fax, scan, print) | 1 |

Projectors: 2

| Taylorsville Redwood | South City | Jordan | Meadowbrook |
|--------------------------|------------|--------|-------------|
| 2 interactive projectors | N/A | N/A | N/A |

Phones: 15

| Taylorsville Redwood | South City | Jordan | Meadowbrook |
|----------------------|------------|--------|-------------|
| 11 (1 headset) | 2 | 1 | 1 |

Other Equipment

| Taylorsville Redwood | South City | Jordan | Meadowbrook |
|----------------------|------------|--------|-------------|
| Paper shredder | N/A | 1 | N/A |
| 2 mobile web cameras | N/A | N/A | N/A |
| 2 flat screen TV's | N/A | N/A | N/A |
| 1 video camera | N/A | N/A | N/A |

CSES staff members are trained and regularly re-trained on OSHA and emergency procedures, workplace violence, and proper building safety and evacuation procedures. Each individual CSES staff office is equipped with a flashlight and each CSES campus office has a first aid kit. As increasing percentages of students bring their own devices to campus, the functionality and arrangement of the student resource room could evolve.

Technology

CSES provides adequate technology to support its mission and it complies with institutional policies and procedures. These technologies are frequently kept up to date and regularly evaluated by CSES staff to determine if and when they need replacing.

The table below lists the online applications and software resources utilized by the department.

| Tech | Location |
|--|--|
| Website | www.slcc.edu/seces |
| Our website attracts thousands of visitors each year and is primarily maintained by the administrative assistant with occasional contributions from advisors who have had proper Cascade training. | |
| Job Database | Database originates in Microsoft Access |
| The Access Job Database is used daily but the technology is somewhat limiting and is maintained by a 3 rd party contractor. It is our hope that we will be able to integrate the Access Job's Database with SLCC's Banner system in the near future for great user functionality and accompanying IT support, which SLCC currently does not provide to our Access database since it is maintained by a 3 rd party. | |
| Social Media | Facebook LinkedIn YouTube |
| Our social media efforts are in their infancy, but show a great deal of promise moving forward, with our LinkedIn group being the most popular. We have been able to utilize our YouTube channel to share "How To" videos directly on our website and our Facebook page has allowed us to show the lighter side of CSES as well as reach a unique audience. The biggest challenge in using social media is marketing it. We have a small following and would like to increase it. | |
| Career Exploration | Career Coach Virtual Job Shadow |
| Career Coach is college purchased software monitored by CSES and maintained by EMSI. This program allows students to explore careers with information about how much they pay, what degree they need, what jobs are available, how many openings are available and how many are employed in our area for specific jobs. It also offers a simple career assessment test. The information is all geographically localized to the Northern Wasatch region. Virtual Job Shadow provides similar information but on a national scale; its main feature are the career videos, which are interviews of professionals working and talking about their careers. This software resource is purchased and monitored by the CSES department and maintained by VJS. Just like with social media, our biggest challenge is marketing these tools and getting students to utilize them. For example, we purchased 1500 accounts for VJS and currently less than 100 accounts are being used by students. | |
| Career ePortfolio | Sample Career ePortfolio for instructional purposes |
| Career ePortfolio is CSES's effort to take the SLCC general education requirement of a reflective ePortfolio to the next level. This site is a template sample of what students can do to their ePortfolios to help them in their job search. Again, the biggest challenge is getting the word out about this great tool. We offer workshops regularly on how to set up a Career ePortfolio, yet they are poorly attended if at all. | |
| Employer | www.slccsesnewsletter.weebly.com |

| |
|---|
| Newsletter |
| This newsletter is distributed once a month in an effort to inform CSES's community partner employers about the "goings on" in our department that might affect them directly, such as upcoming events like the job fair or information about posting jobs or becoming sponsors. |
| Forms Cooperative Education Student Registration Employer Job Order |
| Printable copies of CSES forms are available on our website. The forms allow our administrative staff to properly document and keep track of students and employers utilizing our services. Having digital fillable forms would surely expedite the amount of time it takes to fill out these forms and would make processing easier. |
| Share Point |
| Share Point is a file sharing site which allows us to collaborate with other departments on joint projects. It is rarely used. |
| MyPage/Banner |
| MyPage and Banner house student information, staff personnel information and a myriad of other college information and resources. Both sites are operated and maintained by the College. |
| Microsoft Outlook |
| This is the College email system and is used daily by the department. CSES staff members utilize individual calendars, a shared calendar and the appointment scheduler and notifications. |
| Cascade |
| Two associates in the office are trained in using Cascade, the software tool used to manipulate and modify SLCC's websites. |
| Cisco Jabber |
| Jabber is the College's new instant messaging software. It is not really used among department associates but could be if all associates in the department regularly logged into it, but few do. |
| SIMS |
| The SIMS data base is used by the School of Applied Technology and is distinctly different from the CSES ACCESS database. It is designed to facilitate case management and open-entry open-exit case management. The database was developed to accommodate open-entry/exit enrollment and clock hour records in SAT. As the SAT rolls out its Competency Based model, SIMS will be retired in favor of a new, more flexible system. |

Technology Policy

Staff

CSES abides by the SLCC Technology Policy found on its policy website (slcc.edu/policies).

Students

The CSES Student Resource room at the Taylorsville Redwood Campus, which holds six student workstation computers, provides students with access to the CSES student technology use policy when they log in. These workstations are accessible to those with disabilities. If students have difficulty accessing the computers, assistance is provided by CSES staff, namely the receptionist.

Access Database

The Microsoft Access database holds all CSES employer contact information and job postings. This database also holds contact information for all SLCC students and alumni that have ever utilized the CSES services. It is regularly updated, maintained, accessed and backed up on the SLCC remote server desktop. The database is accessible only with proper authorization, which includes SLCC employment in CSES and proper login (username/password) credentials.

Security

Each CSES staff member has access to a key to their respective office. All CSES staff members have a key to the Taylorsville Redwood office suite location and the CSES director and administrative assistant have master keys to all CSES offices. Each staff member has access to their own locking filing cabinet thereby being able to secure sensitive documents. Additional cabinets are provided for all the Cooperative Education files and are kept for three years before being shredded.

Each computer is password protected, each voicemail requires a pin number and access to the remote server, where the CSES employer/student database is located, requires authorizing credentials.

VIII. Ethical and Legal Responsibilities

NACE Principle Guidelines for Professional Practices

Career and Student Employment Services (CSES) is a member of the National Association of Colleges and Employers (NACE). As such, CSES has adopted and regularly reviews NACE's Principles for Professional Practices as our main guideline for interactions with students, faculty, staff, employers and recruiters. NACE's Principles for Professional Practices are listed below:

- Maintain an open and free selection of employment and experiential learning opportunities in an atmosphere conducive to objective thought, where job candidates can choose to optimize their talents and meet their personal objectives.
 - It is a CSES practice to only list employment opportunities that are open to all students who wish to apply.
- Maintain a recruitment process that is fair and equitable.
 - All employment opportunities are screened to make sure their recruiting instructions reflect ethical, fair, and equitable access to employment.
- Support information and responsible decision making by candidates.
 - CSES seeks to meet with all candidates to help them understand the requirements and process for application and to make responsible decisions about employment opportunities.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) outlines what student data may be released and to whom. All SLCC employees are required to complete FERPA training on a regular schedule.

CSES staff follows FERPA guidelines by requiring that students utilize institution student identification numbers as their identifier within our department. All CSES staff has keyed drawers or file cabinets to store private student information. Student contacts and notes are recorded in the department's secure database for which staff login is required. Staff does not discuss individual student academic records with prospective employers.

Employment Law

CSES continually screens recruiting documents and processes before listing employment and internship opportunities for SLCC students. To that end CSES requires employers and recruiters to complete a Job Order form before we will list their employment or internship opportunity. To maintain current knowledge about legal employment practices, CSES reviews Department of Labor rulings and cases and attends State Department of Workforce Services seminars on legal issues impacting employment. CSES alerts academic deans, faculty, staff and administrators about legal issues involving student recruitment as those issues arise throughout the College.

As mentioned under the section on Leadership and Staffing, CSES staff participates in mandatory training provided by Human Resources on ethical and legal responsibilities in the workplace. Training is required on the Americans with Disabilities Act (ADA), Sexual Harassment, and Anti-discrimination.

Section IX. Assessment and Evaluation

CSES conducts assessments every year to measure effectiveness of services and students' learning outcomes. CSES's assessments over the last three years, from 2011 to 2014, consisted of the following:

- Assessment of student critical thinking in developing and implementing their professional online presence using a Career ePortfolio (2013-2014),
- Assessment of On Campus Student Employment (OCSE) students' participation in campus resources related to persistence by having OCSE students complete the OCSE Student Engagement Survey (each year), and
- Assessment of OCSE supervisors' perception of the learning and acquisition of job skills competencies of their OCSE student employees (each year).

These assessments utilize qualitative and quantitative methodologies separately and/or combined to generate results and include responses from students, faculty, staff and employers where appropriate. See Appendix F for a table of CSES assessments from 2011-2014 and Appendix G for detailed data on assessments conducted in 2013-2014.

In addition to the assessments listed above, CSES regularly

- Conducts an employer job fair survey in an effort to continually improve the services of the bi-annual job fairs,
- Issues student surveys after a career workshop or classroom presentation is conducted by a CSES employment advisor, and
- Collects yearly dashboard indicators consisting of quantitative measures. See Section IV Services and Programs for three year dashboard data.

The assessment of students' critical thinking skills in establishing an online presence through a Career ePortfolio was a new assessment last year that proved useful. Based on the established rubric and findings of the submitted Career ePortfolios, the overall effectiveness of Career ePortfolios in helping to establish a more positive online presence (thereby leading to improved chances of securing employment) fell in the range of "excellent" on the rubric scale.

In order to participate in OCSE, departments are required to define learning experiences for the students they hire. The learning experiences need to fulfill six areas of competency that include: 1. Acquire Knowledge (ability to learn the applications of the job and job duties), 2. Problem Solving (ability to recognize a problem, analyze the problem, and determine the best and appropriate way to resolve the problem), 3. Communication (ability to explain, listen and understand verbal, written and demonstrated information), 4. Collaboration (ability to work and interact with others working toward the same goal/goals), 5. Attendance and 6. Punctuality.

For the past three years, CSES has conducted an OCSE supervisor survey to assess student learning in the defined competencies. The most recent (2013-2014) survey completed by OCSE supervisors demonstrates that they perceive student learning and student acquisition of job skills competencies to have increased.

Further analysis of OCSE and its effectiveness will continue every year although a closer look at the results would be useful to determine whether any changes are needed in the way OCSE is administered. While the department has conducted surveys of job fairs, classroom presentations and workshops, the data has not been formally analyzed. The results have only been informally analyzed and informal conclusions have been drawn. A closer look at the survey data is needed to make more accurate conclusions and decisions on what can be done with the results and how these services might be impacted.

Some of the data collected from the CSES assessments and surveys are compiled into Annual Highlights for Student Services and are then used to determine departmental and program changes to improve services. See Appendix H for CSES Annual Highlight Report.

Institutional Research (IR) conducts a Graduate Student Satisfaction Survey to determine how satisfied graduates were with their experience at SLCC. CSES has a 3.6 rating on a 1-5 scale; 62% of students rated CSES as good to very good and 17% rated CSES as poor to very poor with 24% of respondents rated CSES as average. See survey results at <http://www.slcc.edu/ir/graduate-student-report.aspx> and http://www.slcc.edu/ir/docs/2013-2014_FactBook.pdf table 36.

Until 2011-12, CSES was responsible for conducting a Career and Technical Education (CTE) employment outcome survey (which included mailings and calling) that was conducted to determine whether CTE graduates had obtained (or upgraded to) jobs related to their field of study. This responsibility was moved to IR; IR has begun to use Department of Workforce Services data to measure the number of CTE graduates employed with a living wage.

Significant emphasis has been put on a select few assessments year after year with little variation, with the exception of the new assessment of Career ePortfolios in 2013. In 2012, three employment advisors from SLCC's School of Applied Technology joined CSES. In the last three years assessments have not been conducted by the SAT advisors in their areas of responsibility. It is the plan of CSES to expand beyond the typical OCSE assessments to include a variety of assessments in other areas of CSES including the SAT. Below is a list of potential areas for future assessment and evaluation that CSES is considering.

Potential Areas for Future Assessment and Evaluation

We have identified a number of areas within CSES that would benefit from future assessment and evaluation.

Workshops and Presentations

- A closer look needs to be taken at the overall consistency of class presentations and workshops that are conducted by different advisors. Everyone in the office that conducts workshops and class presentations has their own style, which is fine, but CSES needs to standardize content for main areas to be covered; more specialized content may be developed when presenting to students in the same field.
- Data has been collected from various career workshops, class presentations, and the job fair. However, surveys are not consistently administered by advisors presenting workshops or in classes. We need to conduct surveys more consistently and analyze this data more closely to determine how it can impact the services we provide.

Cooperative Education

- Assess why enrollments for CO-OP are in decline and how CSES can increase those enrollments.
- Analyze the nature of and outcomes for students who participate in CO-OP. Are students who enroll in CO-OP better students? Are they more successful because of CO-OP? Do they do better academically than other non-CO-OP students? Is the retention rate higher? Is it more cost effective for students to take CO-OP?

School of Applied Technology

- Assess SAT case management system.
- Assess SAT student needs and satisfaction.

Student Needs and Experience

- It would be value added to know what the student experience is like when they visit a CSES office.
- Survey academic advisors to find out how many of them refer students and what these advisors are hearing back from students about their CSES experience. Is there a better way of referring and tracking students?
- Are students in need of CSES? Conduct a needs analysis/survey to determine students' needs and interests.

Outcomes

- Survey students that participate in job fairs to find out how many of them had an interview or were offered a job.
- Assess the effectiveness of our services (employment assistance, referrals, etc.) on the students' ability to secure employment.
- Survey the employers in the SECES database to find out how many of their employees are SLCC students or alumni.

X. Summary of Self-study

Over the past five years, CSES has adapted to many changes that have significantly expanded its mission and organization. As listed in the Section IV on Programs and Services, the department's name and mission was changed to Career and Student Employment Services to emphasize an expanded function in the area career services. Staffing has increased considerably: a part-time employment advisor position was funded to full-time, three SAT employment advisors were integrated into the department (this change added a case management approach for students in SAT's open-entry, open-exit noncredit training programs), and another advisor from the reorganization of Multicultural Initiatives joined the department. In addition to several location changes of offices at other campuses/sites, the main office moved to the lower level of the Student Center. While these changes have been challenging, they have also added to the strength of the department.

Accomplishments/Strengths

The self-study lists many strengths of the department, which can be broadly categorized in the areas of staffing, partnerships, program/services and resources.

Staffing

CSES staff represent a rich diversity of ethnicities and backgrounds, and as a group have many years of experience. The department's staff is highly knowledgeable on employment trends and skilled in assisting students with job search and job readiness strategies. The addition of advisors from other departments (SAT and Multicultural) has facilitated sharing of and collaboration on strategies and resources to serve students.

Partnerships

CSES has built strong working relationships with employers by maintaining frequent contact and by providing opportunities to connect with students through job fairs, job orders, recruiting space and connections with academic and CTE programs. We actively collaborate with Student Services departments as well as student groups to promote our services.

Programs and Services

CSES offers a variety of services and programs that range from individual career/employment advising, case management and job referrals to job fairs, workshops and classroom presentations as well as opportunities for on-campus employment and work-based learning through CO-OP and internships.

Resources

Online resources for career exploration and research have been expanded considerably in the past several years.

Challenges and Areas Needing Improvement

The program review process requires a self-reflective analysis of the department's mission, functions and resources. As a result of the process, the items listed below surfaced as areas that need more attention.

Staffing

The number of advisors is insufficient to expand outreach to students, faculty and employers and to expand services. The demands on supervision and leadership with the increased numbers of advisors and the addition of service responsibilities as well as locations need to be addressed. Staff training for our expanded service functions needs to be enhanced. Cross training of newly incorporated SAT and CSES advisors to maximize services for SLCC students – without regard to program affiliation and while maintaining the integrity of case management – continues to be a challenge.

Career Advising/Services

There continues to be discussion about the definition, duties, and responsibilities for career services for Career and Academic Advising and for Career and Student Employment Services. Clearer institutional delineation of the differences in activities of “career services” within each of these departments needs to be developed so that students can be appropriately referred, marketing can be tailored and staff can be properly trained.

Student and Faculty Participation

Student participation has declined, in part because of the improving economy. Student and faculty (and academic department) participation in CO-OP in particular has declined. It is important to assess students’ needs and expand marketing and outreach to involve more students in our services.

Marketing and Visibility

Although CSES has greatly expanded its communication channels, the results aren’t what they should be. A more strategic marketing and communication plan (for both students and faculty) would be helpful. The various mediums (e.g., website, social media sites, and printed materials, etc.) need to be evaluated to determine effectiveness and how they might be improved.

Technical

An online process for posting job orders and providing automated responses to employers needs to be developed. Paper forms need to be converted to fillable online forms. The process for posting employment opportunities and making student referrals needs review and suggestions for improvement.

Assessment

Finding time to develop and conduct assessments of our diversified (and expanding) services has been a challenge. Except for the recent study of students’ online presence with Career ePortfolios, CSES has conducted the same assessments for several years. Results from workshop and presentation surveys need to be analyzed more regularly for possible improvements. The staff has developed a list of different areas to be considered for future assessments.

Location

Four of the five CSES offices have been relocated within the last five years with impact on CSES visibility within the College. The Taylorsville Redwood Campus suite in the basement of the Student Center does not allow for future growth and demands more effort to generate student traffic. The South Campus and Highland offices were relocated to suites located with Career and Academic Advisors. The

Meadowbrook office was recently relocated from a building to a portable building in preparation for SLCC's to extract from that location. The new home location for the Meadowbrook office is yet to be determined.

Key Issues for the Site Visit Team

The CSES self-study report identifies quite a few issues for the site visit team to consider. The broad areas that we believe need particular attention are listed below.

- Scope of Career and Student Employment Services
- Staffing and department organization
- CSES marketing and visibility

CSES looks forward to the site visit and to the reviewers' feedback regarding the issues raised in the self-study as well as by the site visit interviews. We value the expertise of these colleagues and welcome recommendations.

Salt Lake Community College Mission Statement

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

SLCC Strategic Priorities

Strategic Priority I: Enhance Quality Education

Strategic Priority II: Improve Student Access and Success

Strategic Priority III: Advance a Culture of Evidence and Accountability

Strategic Priority IV: Strengthen Institutional Support

Strategic Priority V: Advance Partnerships/Relationships with the Community and Business

Student Services Purposes and Values

STUDENTS, FIRST AND ALWAYS, ARE OF UTMOST IMPORTANCE TO US.

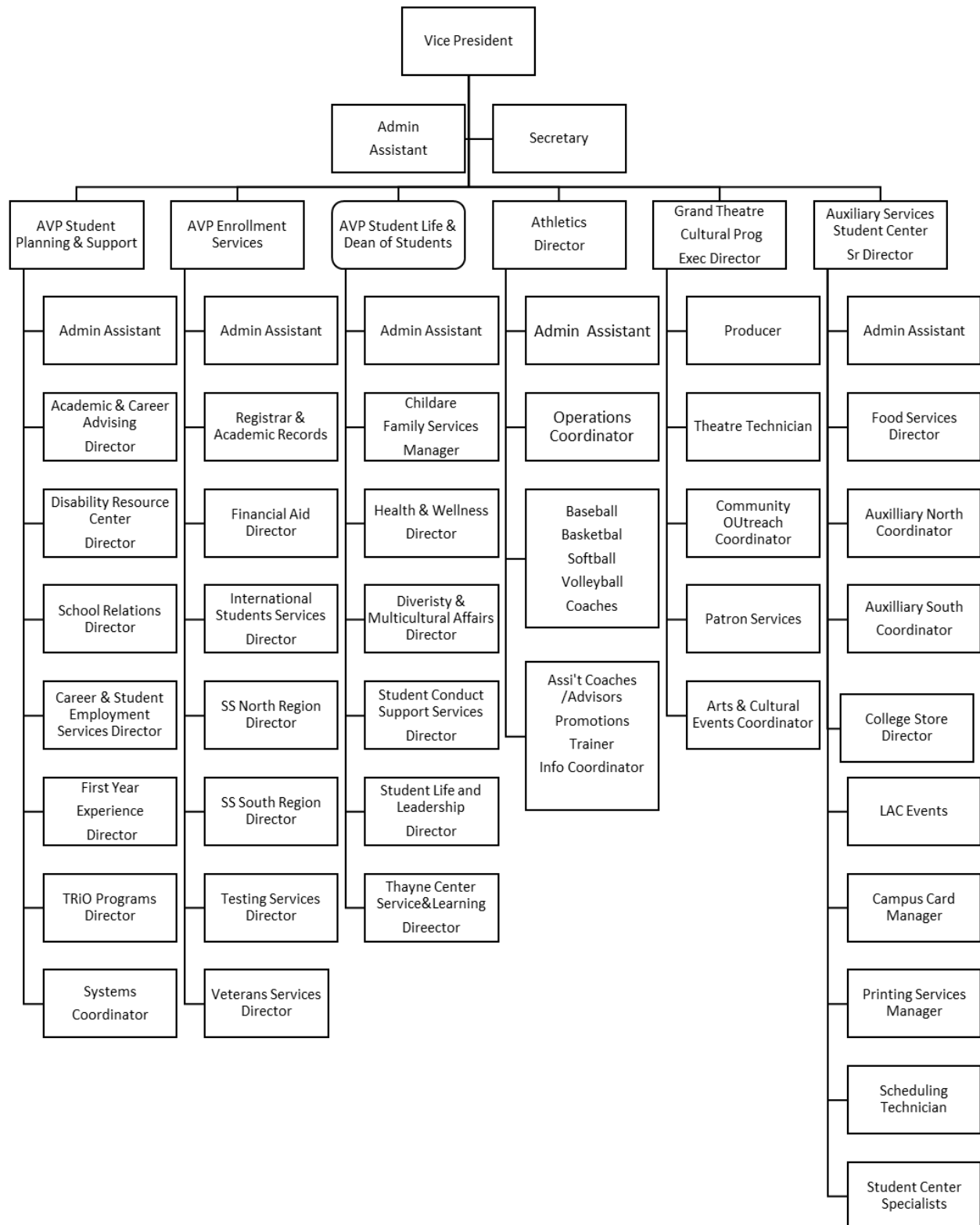
- We provide, in a caring and ethical manner, service, support and personal growth for students.
- We are a personal bridge between the process of the College and the needs of our students.
- We assist students and each other with fairness, respect, integrity and care.
- We serve people without regard to race, ethnicity, personal belief, disability, age or sexual orientation.
- Our commitment to students directs the way we make decisions, create programs and hire staff. We will maintain within Student Services an environment that nurtures our values: diversity community, honesty, people and service.

Appendix B SLCC Learning Outcomes

| Salt Lake Community College's Learning Outcomes | |
|---|------------------------------------|
| <u>College-wide Outcomes</u> | <u>General Education Outcomes</u> |
| 1. Acquire substantive knowledge in major. | 1. Communicate effectively. |
| 2. Communicate effectively. | |
| <p>A. Develop critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts.</p> <p>B. Organize and present ideas and information visually, orally and in writing according to standard usage.</p> <p>C. Understand and use the elements of effective communication in interpersonal, small group, and mass settings.</p> | |
| Develop quantitative literacies necessary for their chosen field of study. | |
| <p>A. Approach practical problems by choosing and applying appropriate mathematical techniques.</p> <p>B. Use and interpret information represented as data, graphs, tables, and schematics in a variety of disciplines.</p> <p>C. Apply mathematical theory, concepts and methods of inquiry appropriate to program-specific problems.</p> <p>D. Develop financial literacy.</p> | |
| 3. Think Critically and Creatively. | |
| <p>A. Reason effectively using available evidence, and are aware that knowledge is dynamic and builds on new evidence and alternative perspectives.</p> <p>B. Demonstrate effective problem solving.</p> <p>C. Engage in creative thinking, expression, and application.</p> <p>D. Engage in reflective thinking and expression.</p> <p>E. Demonstrate higher-order skills such as analysis, synthesis, and evaluation.</p> <p>F. Make connections across disciplines/departments or services.</p> <p>G. Apply scientific methods to the inquiry process.</p> | |
| 4. Develop the knowledge and skills to be a community engaged learner and scholar. | |
| <p>A. Understand the natural, political, historical, social and economic underpinnings of the local, national, and global communities to which they belong.</p> <p>B. Integrate campus and community-based experiential learning.</p> <p>C. Identify and articulate the assets, needs, and complexities of social issues faced by local, national, and global communities.</p> <p>D. Evaluate personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities.</p> <p>E. Draw upon campus and community-based learning to develop professional skills and socially responsible civic behaviors.</p> <p>F. Engage in service-learning for community building and an enhanced academic experience.</p> | |
| 5. Develop the knowledge and skills to work with others in a professional and constructive manner. | |
| <p>A. Engage with a diverse set of others to produce professional work.</p> <p>B. Interact competently across cultures.</p> <p>C. Understand and appreciate human differences.</p> <p>D. Understand and act on standards of professionalism and civility, including the requirements of SLCC Student Code.</p> | |
| 6. Develop computer and information literacy. | |
| <p>A. Use contemporary computer hardware and software to effectively complete college-level assignments and navigate student systems.</p> | |

| | |
|---|---|
| B. Gather and analyze information using technology, library resources, and other modalities. | |
| Lifelong wellness is not a college-wide learning outcome, but is a General Education learning outcome for AA and AS students. | 8. Develop attitudes and skills for lifelong wellness. (For AA and AAS students only) |
| | <ul style="list-style-type: none"> A. Understand the importance of physical activity and its connection to lifelong wellness. B. Learn how participation in a fitness, sport, or leisure activity results in daily benefits including stress reduction, endorphin release, a sense of well-being. |

Appendix C SLCC Student Services Organizational Chart 2014-2015



Appendix D CSES Staff Profile

Career and Student Employment Services

Staff Profile (2015)

| | Managerial | Professionals | Administrative Ass't, Technicians | Students |
|------------------------------|------------|---------------|--------------------------------------|----------|
| Total | 1 | 8 | 3 | 1 |
| Gender | | | | |
| Female | | 4 | 3 | 1 |
| Male | 1 | 4 | | |
| Ethnicity | | | | |
| African American/Black | 1 | | | |
| American Indian | | | | |
| Asian | | | | |
| Caucasian | | 5 | 1 | |
| Hispanic/Latino/a | | 2 | 1 | |
| Pacific Islander | | 1 | 1 | |
| Middle Eastern | | | | 1 |
| Other | | | | |
| Years of Experience in Field | | | | |
| None | | | | |
| Less than 5 | | | | 1 |
| 5-10 | | 2 | 3 | |
| 11-15 | | 1 | | |
| 16-20 | | 1 | | |
| More than 20 | 1 | 4 | | |
| Status | | | | |
| Full-time | 1 | 8 | 3 | |
| Part-time | | | | 1 |

Form modified from Northwest Commission on Colleges and University (2008).

Appendix E CSES Budget Allocations

| Career and Student Employment Services: Three Year Budget Allocations | | | |
|---|---------------------|---------------------|---------------------|
| Index | Fiscal Year '12 | Fiscal Year '13 | Fiscal Year '14 |
| CO-OP | | | |
| Payroll-Salaries | \$246,180.69 | \$244,799.17 | \$243,234.96 |
| Payroll-Benefits | \$167,308.81 | \$152,117.20 | \$132,508.40 |
| Hourly Non-Teaching | \$4,416.78 | \$4,478.11 | \$4,522.89 |
| Benefits Other | \$162.19 | \$447.81 | \$452.29 |
| Current Expense | \$7,506.65 | \$7,506.65 | \$7,506.65 |
| In-State Travel | \$45.10 | \$45.10 | \$45.10 |
| Out-State Travel | \$194.25 | \$194.25 | \$194.25 |
| Total | \$425,814.47 | \$409,588.29 | \$388,464.54 |
| Student Employment Services | | | |
| Payroll-Salaries | \$41,981.28 | \$66,039.12 | \$79,585.92 |
| Payroll-Benefits | \$21,627.13 | \$38,668.50 | \$45,599.90 |
| Hourly Non-Teaching | \$33,514.98 | \$16,680.95 | \$10,809.54 |
| Benefits Other | \$1,966.03 | \$1,668.10 | \$400.24 |
| Current Expense | \$4,228.46 | \$4,228.46 | \$5,728.46 |
| In-State Travel | \$0.00 | \$0.00 | \$0.00 |
| Out-State Travel | \$0.00 | \$0.00 | \$0.00 |
| Total | \$103,317.88 | \$127,285.13 | \$142,124.06 |
| SAT (SKCARR) | | | |
| Payroll-Salaries | \$106,139.43 | \$109,311.71 | \$109,898.19 |
| Payroll-Benefits | \$50,099.56 | \$46,791.68 | \$45,721.68 |
| Hourly Non-Teaching | \$0.00 | \$0.00 | \$0.00 |
| Current Expense | \$3,608.83 | \$2,387.38 | \$2,498.41 |
| In-State Travel | \$415.07 | \$350.00 | \$384.77 |
| Out-State Travel | \$0.00 | \$0.00 | \$0.00 |
| SAT (SKCOPM) | | | |
| Payroll-Salaries/Benefits | \$29,971.57 | \$30,741.00 | \$27,667.00 |
| Total | \$190,234.46 | \$189,581.77 | \$186,170.05 |
| TOTAL E&G | \$719,366.81 | \$726,455.19 | \$716,758.65 |
| | | | |
| Servicing (15120) | \$2,700.00 | \$3,200.00 | \$3,200.00 |
| Revenue (12894) | \$50,722.75 | \$46,048.23 | \$43,495.51 |
| OCSE | | | |
| OCSE Payroll | \$254,751.43 | \$245,100.00 | \$212,148.82 |
| OCSE Benefits | \$67.51 | \$5,000.00 | \$1,000.00 |
| Career Coach (20037) | \$0.00 | \$0.00 | \$23,750.00 |

Appendix F CSES Assessments

| Assessment Title | Timeline | Method | Results/Findings | Use of results |
|---|--|--|---|--|
| Assess student critical thinking in developing and implementing their professional online presence using a Career ePortfolio 2013-14 | Begin recruiting the assessment group and developing the rubric starting October 2013. Have the assessment group begin their Career ePortfolios no later than January 2014. Begin assessment of completed Career ePortfolios no later than May 2014. | CSES will recruit a cadre of ten or more students who wish to create a Career ePortfolio. CSES will create a rubric to assess student's critical thinking as they create their career ePortfolio | Based on the established rubric and findings of the submitted Career ePortfolios, the overall effectiveness of 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. | CSES continues to implement Career ePortfolio workshops and conduct presentations to instruct students on the effective use of Career ePortfolios in their job search. |
| Assess students' basic employment skills development through participation in the On Campus Student | 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 | OCSE position requests will be required to contain specific competencies that the OCSE employee will be exposed to in order for the position request to be accepted and posted by the OCSE program. These competencies are: <ul style="list-style-type: none"> • Acquire Knowledge • Problem Solving | Supervisor surveys (2013-14) indicate that 97% of the students participating in the OCSE program demonstrated the acquisition and or the | CSES will continue to require supervisors to identify learning competencies for their OCSE positions. |

| | | | | |
|--|---|---|---|---|
| Employment project (OCSE) 2013-14 (every year) | the OCSE program. | <ul style="list-style-type: none"> • Communication • Collaboration • Punctuality • Attendance OCSE supervisors will participate in a training provided by CSES to define the competencies students will need to develop and demonstrate while working as an OCSE 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. | practice of the surveyed employment skills. | |
| A Student Engagement survey will be administered to students in OCSE jobs to determine their participation in advising, learning support and non-curricular activities related to student persistence. 2013-14 (every year) | Administer survey upon student's termination or from OCSE employment or at the end OCSE fiscal budget year, after workshop. | <p>Students will participate in a post workshop survey to determine if specific points of learning have occurred.</p> <p>CSES 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.</p> | In the 2013-14 survey, 74% students indicated they felt a lot more connected to the campus. 100% feels more knowledgeable about SLCC. 88% indicated their supervisors had reviewed the competencies they expected to achieve. | Supervisors appear to interact with their on OCSE employee to provide guidance, training, and to set performance expectations. Students acquired knowledge and displayed practical competence and intrapersonal skills. |

| | | | | |
|---|--|--|--|---|
| Job Fair Survey Every Year | Issue a survey to employers and students at the Fall and Spring Job Fairs annually | Employers will receive a survey when they arrive at the job fair. Students will receive a survey as they turn in their prize registration forms. | Results have indicated that both students and employers are overall satisfied with the job fair. | Results from this yearly survey help CSES to identify how to improve on the success of future job fairs. Recent implementations based on survey results have led to CSES moving its job fair from the STC to the LAC to accommodate more employers, students, and community members. It also has led to the collaboration of CSES and Career and Academic Advising to combine the Majors Fair and the Job Fair. |
| Class Presentation Survey Every Year | Every time a class presentation is conducted | Brief survey issued at the end of the class presentation. | Results have indicated that students typically have not used CSES prior to the presentations but find the material presented to them to be beneficial. | Results from these surveys have helped CSES to identify that additional marketing of our services is required to reach more students. The popularity of these presentations has also led CSES to begin |

developing an
online sign up for
faculty to
schedule these
presentations for
their classes.

Appendix G Departmental Goals and Assessment Report 2013-2014

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*

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. $204/220 = 92.73\%$
- 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 |

Use of Results: 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.

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?

3 Student Employment Services job board

8 Student Employment Services Office

0 College email

16 College faculty / staff

☐_0_ From other student

☐_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

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) Number of Students Hired – Spring 2014 | 34 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.

Appendix H Annual Highlights 2013-2014



Student Services Annual Highlights 2013-2014

Department Name: Career and Student Employment Services

Dash Board Indicators: (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

Dash Board Indicators:

| | | | | |
|--|--------------------|--------------------|--------------------|--|
| Students receiving Employment Services * | 2011/2012 6,445 | 2012/2013 5,935 | 2013/2014 5,656 | 279 less students 4% decrease |
| New Student registration for Employment Services | 2011/2012 2,122 | 2012/2013 1,331 | 2013/2014 1,353 | 22 more students 2% increase |
| Students Registered in CO-OP | 2011/2012 244 | 2012/2013 185 | 2013/2014 157 | 28 less students in COOP 15% decrease |
| Job Orders | 2011/2012 4,351 | 2012/2013 3,892 | 2013/2014 5,384 | 1,492 more job orders posted 38% increase |
| Employers Placing Job Orders | 2011/2012 1,141 | 2012/2013 1,186 | 2013/2014 1,372 | 185 more employers 7% increase |

Programming or Service Highlights: (Please use bullet format)

- On Campus Student Employment continues to increase in popularity for student and SLCC departments. The goals of persistence, student learning, and student engagement continue to be accomplished.
- CSES successfully hosted a fall and spring "Job Fair". Turnout for each job fair was estimated to be over 600 students and community members.
- CSES is participating in developing the new "Comprehensive Career Services" initiative to develop a pathway for student access and success.

Assessment Highlights: (Please use bullet format)

- CSES had an overall increase in each of the dashboard indicators. The increases reflect student employment needs and CSES efforts to connect students to employers.
- CSES initiated OCSE supervisor survey is in its third year. The survey clearly demonstrates student learning and student acquisition of job skills competencies.