

Site Visit Review Team Report

Career and Student Employment Services

2014-15 Program Review

Salt Lake Community College

Prepared by

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Introduction

This site visit report for Career and Student Employment Services (CSES) was prepared by three external reviewers based on a two-day site visit and the department's self-study report. The observations based on the site visit are limited to information from those who were interviewed and may not reflect all points of view or perspectives. The self-study was received on March 16, 2015 and the site visit took place on March 31 and April 1, 2015. The report is organized by the program review standards outlined in the SLCC Student Services' Site Review Team Handbook.

During the site visit, the review team met with the following Salt Lake Community College administrators, staff, faculty, and student groups as well as employer representatives:

Dr. Nancy Singer, Interim Vice President of Student Services
Curt Larsen, Assistant Vice President of Student Planning and Support
Jack Hesleph, CSES Director
Phyllis Martinez-Seyler, CSES Career/Employment Advisor
Kevin Springer, CSES SAT Employment Advisor
Doug Thom, CSES Career/Employment Advisor
Janet Perschon, CSES Office Technician
Robert Ameling, CSES Career/Employment Advisor
Samantha Faupula, CSES Administrative Assistant
Angelita Florez, CSES Office Technician
Will Unga, CSES Career/Employment Advisor
Viviana Zumstein, CSES SAT Advisor
Judy Braun, Assistant Professor, Education
Barbie Willett, Associate Dean, Marketing
Rick Bouillon, Dean, School of Technical Specialties
Bob Lurker, Associate Dean, School of Technical Specialties
Rachel Lewis, On Campus Student Employment Supervisor (Curriculum)
Randy Cutliff, On Campus Student Employment Supervisor (Internal Audit)
Karlie Christensen, On Campus Student Employment Supervisor (Internal Audit)
Nancy Fillat, On Campus Student Employment Supervisor (International Student Services)
Paula Nielson-Williams, On Campus Student Employment Supervisor (Continuing Education)
Sonia Parker, Director, Academic and Career Advising
Cynthia Bonsall, Associate Director, Academic and Career Advising
LuAnn Furner, Career Advisor, Academic and Career Advising
Nick Burns, Associate Dean, Communication & Performing Arts
Bryan Griggs, Associate Dean, Visual Arts
Shirene McKay, Associate Professor, Communication
Dr. Michael White, Assistant Professor, English
Julie Jackman, Student Support Services TRIO Manager/Education Adjunct Faculty
Candida Darling, Director, Disability Resource Center
Eric Heiser, SAT Associate Dean
Franz Feierbach, SAT Enrollment Services Director
On-Campus Student Employment Employees (Students)
Student Peer Action Leaders
Student Panel

Tracy Belnap Harris, Department Workforce Services Program Specialist
Pablo Martinez, Employer Representative, Utah Transit Authority
Diana Khamthasithivong, Employer Representative, Sutter Physician Services
Jennifer Mejia, Employer Representative, Sutter Physician Services
Khang Vo, Employer Representative, Intermountain Healthcare
Rick Strehl, Employer Representative, Tool Design
Rebecca Banner, Employer Representative, Department of Workforce Services
Earvin Ford, Employer Representative UPS
Jennie Leggett, Employer Representative

Standard One: Department Mission, Goals, and Outcomes

The department has a mission and overarching goals/outcomes statements which are consistent with and which support the College's and Student Services' mission statements and goals.

CSES's mission and overarching goals 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
- Serve employers in the recruitment of employees to meet industry needs.

The mission statement and overarching goals of CSES is a well-written, specific statement that clearly defines the goals of the department. What is not obvious is what the mission is within the statement. Defining the mission statement apart from the goal should strengthen the statement and help any reader identify the difference.

The review of the CSES's programs and services demonstrate that they are consistent with the department's goals, as well as the goal of the institution. Many of the services are student- and employer-focused, evidenced by the numerous comments made by the participants during the site visit.

The team does recommend, however, that CSES begin thinking of the future of the department's operation and its ability to sustain its personalized employer-focused services. With the possibility of several staff retirements within the next five to seven years, there could be a void with employer relationships. Consideration should be given to creating a succession plan in preparation of such an event.

Standard Two: Programs and Services

The department provides a set of core programs/services which are central to and consistent with the department's mission and goals. These programs/services are responsive to the needs of the department's constituents, are cost-effective, and when appropriate, are supported by other departments or agencies both within and outside the College.

The program review focused on several programs and services with CSES:

Student-Focused Employment Assistance and Case Management

The team found that the School of Applied Technology's (SAT) use of the case management approach when working with students provides a prescriptive approach, which lead to results. There is intensive follow-up with program participants. Workshops are available for students, in addition to coaching students on the employment process. One SAT interviewee reported that 70 percent of the students who come in to the office do so for mock interviews and finding jobs. It was mentioned that the merger with CSES was nice, as it increased the resources, knowledge and motivation with the staff, with the successful outcome of employment for students.

One area for improvement is for the advising staff to receive cross-training to be able to support each other with the workload, including the distribution of caseload. There is also an opportunity for collaboration, especially when sponsoring activities and major events for students. This would help with the shortage of staff. The South City Campus does not have clerical support; advisors stop whatever they are doing to complete the student intake process, which have sometimes interrupted student appointments. There is a need for updated case management software. This would assist with tracking of students and managing data for reports. Lastly, new staff members would like more training and requested a procedures manual. This comes from the fact that a career/employment advisor will be leaving in June, and will be taking institutional memory with him. Both staff and review team find there is a critical need for succession planning.

Student-Focused Career Exploration and Development

The review team recognizes that the merger of career development services into CSES come with well-developed career exploration tools and knowledgeable staff. There are also personal relationships in place with staff in CSES. The staff is willing to adapt, change, and grow services to provide a holistic approach to career exploration and development and how it ties into job readiness. The Academic and Career Advising staff is willing to collaborate with CSES.

However, there is uncertainty with the career exploration and development function as it relates to programs and services. The review team recommends an intentional discussion take place as to which area (CSES or Academic and Career Advising) will provide which services, so there is not an unintentional duplication of services. Identify who has the skills, training, time and resources to deliver which services and define what services might be shared. Staff is looking to the leadership to determine how the functions will be delineated.

Departmental Workshops, Training and Skill Development

Students appreciate the information obtained during the resumes/cover letters and interviews workshops and mock interviewing sessions. Doug Thom was commended by the students for his engaging methods in his workshops and Wendy Potter was commended for the informative content of her workshops. Students believe workshop content is current and applicable. In fact, one of the students shared the skills they learned with their spouse, who now has a job as a result of the information. Many of the workshops from CAPS/PACE bring speakers with inspiring stories of their own personal challenges and the topics are relevant.

While workshops, training and skill development are overall beneficial for the students, they would prefer to be more actively involved (e.g., interactive vs. lecture style presentations), stating that the topic should determine delivery approach. For example, students would have liked to have been told to bring their resume to work on it in real time with the advisors so they could improve their resumes.

Students also need a bridge (next step) on how to take what they know and apply it to their job search, how to find a job that is directly related to schooling, and information on best practices for networking/establishing connections.

Faculty/Classroom Workshops

There were several positive comments regarding CSES's workshops. Faculty appreciate that they can contact someone and that person will conduct a workshop. The TRIO program commended Wendy Potter, Career/Employment Advisor, referring to her as an "unofficial" member of their staff. She does a lot at student conferences and always asks faculty "what is needed?" The faculty also like that CSES provides up-to-date information in their workshops and that they provide outstanding preparation for students entering the work force. Some faculty stated that they make assignments for students to attend CSES events as part of their curriculum.

The review team found several areas for improvement. Marketing of workshops and classroom presentations needs to be addressed. Not all faculty are aware of this service and are missing out on opportunities for their students. Visibility is also an issue, as heard numerous times during site visit. Moving CSES into the ground level of the Student Center building did not help with visibility.

With regards to presentations, there are no shared outlines of content, so workshops are conducted based upon advisors' preference and knowledge. One individual questioned whether data is being collected to determine whether workshops and presentations meet the needs of the students. Lastly, with increased availability of social media, presentations need to reflect effective uses for students (e.g. self-marketing via LinkedIn). Faculty also stated they would like step-by-step procedures on how to create LinkedIn profiles for students. Advisors should be current on available technology.

The review team recommends that CSES create a marketing campaign to promote workshops to faculty. CSES staff should attend faculty meetings and participate in faculty conferences to increase faculty awareness of services. Presentations during those meetings could include student success stories, workshop and presentation topics, how to arrange for a presentation, and CSES locations. Another recommendation is for CSES advisors to share best practices and presentation outlines as a means to create consistency with workshop content. In-house training should be conducted by staff comfortable with technology to assist those unfamiliar with available online resources so that everyone becomes familiar with them.

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

The review team determined that faculty think CSES advisors are very responsive and great to work with, staying consistent with the theme that CSES provides strong customer service to their constituents. Faculty think the staff is knowledgeable and have a passion for what they do. They believe the orientation is a valuable presentation and it is very well organized and well presented.

During the site visit, faculty pointed out that students would like to do CO-OPs but cannot afford to participate in them. Those that do participate struggle with writing learning objectives and are unclear about the number of hours they are seeking. Another issue is staffing. The ratio of students to advisors is a real challenge. There is pending staff turnover, which will add to the student/advisor ratio. The amount of paperwork involved with students participating in CO-OPs is overwhelming, with faculty preferring online, automated forms and review processes.

The review team recommends a discussion take place about the value of CO-OP and its role with today's students. Internships may be a better option for students, as they may provide a source of income. To determine whether the College should maintain both CO-OPs and internships, data should be gathered to identify student participation trends. Marketing of the program should be included in the department's overall marketing strategy. The amount of paper documentation required to run the program seems too much. To limit this, it is recommended that CSES research data management systems to meet all their record management needs for all programs, including CO-OPs and internships. Lastly, CSES and the institution could consider whether vocational students' internships or field experiences in employer settings, currently managed by academic departments, should be coordinated by CSES along with CO-OP and other internships. Centralizing this function within CSES might achieve some economy of scale and further strengthen relationships with employers as well possibly provide some FTE revenue.

Employer/Business Development and Relations

When looking for new hires, employers reach out to the CSES staff for assistance in putting them before students. Employers look to SLCC for basic, entry-level employment needs. Those who have the skills set are aging and young individuals are not bringing the needed soft skills. Employers do not want to give up quality for quantity. Another goal of employers, while on campus, is to brand their company.

The review team determined that employers are very well connected to CSES staff. They appreciate the attentive style when interacting with them. Employers commended Career/Employment Advisor, Phyllis Martinez, as someone who is very helpful. Employers appreciate calling CSES with job listings and the staff uploads the information. They value the programs and services that allow them to interact with students.

One concern for CSES to consider is sustainability; what will happen when the CSES Employment/Career Advisor at Jordan who develops employer contacts, Phyllis Martinez, is no longer at the College? Processes need to be organized to ensure that employer relations are maintained and improved. A succession plan needs to be in place for retirees. Another concern is that there is not enough personnel to meet the needs of all students. A review of the tasks performed by administrative support staff shows that much of their time is taken by utilizing manual processes. While employers appreciate that staff uploads job information, the current system is outdated. Utilizing current technology, such as a customer relationship management (CRM) system, would help free up staff time. Employers also mentioned that the website needs to be more visible and clear. It requires some drilling down into the site to find key items.

There was mixed reviews from employers regarding student involvement with events. Sometimes attendance is good; sometimes only one student shows up. Employers are challenged about their decisions for campus involvement because it's hard to determine if students have the necessary skills or if they can work full-time. Employers asked about inviting them into the classroom to increase awareness in the first year or for a capstone course to talk about the job market. Employers would love to speak to student clubs/organizations, helping to clarify what a good candidate might look like.

Employer opinions varied regarding the Program Advisory Committees (PACs). Some meetings spend too much time catching others up with information from previous meetings. There is a disconnect among PAC participants. While some have had positive experiences, one employer stated the meetings he attended were contentious, taken over by personal-interest companies and people, bringing down the momentum of the meetings. Employers would like to see PACs take the curriculum development needs of employers into consideration.

Employers who are also sponsors (via CSES's website) have no problem with their sponsorship; however, they were uncertain as to what their sponsorship provided them. They would like CSES to be more proactive and

contact them to say, "What can we do for you? This is how we can help." They want to stay engaged with CSES. Employers would like real time data, such as what does enrollment look like and what are the skill sets students possess; they would like to know what resources students use for job placement; when promoting sponsorship program, employers want metrics, such as data on students (number of graduates in various programs and their success after completion) and insight as to where the institution is going.

The review team recommends that CSES begin succession planning while Phyllis Martinez is still interacting with the employers to begin introducing employers to other CSES staff members. This will assist with the transition process once Phyllis determines her future with the College. It also recommends using this time to incorporate a CRM system to transition to online employer services. The review team also recommends that CSES clearly defines sponsorship benefits and include them into the strategic marketing plan. The review team also recommends that CSES maximize the employers' willingness to meet with students. A task force should be arranged to determine what employers would like to do in regards to students, calendaring CSES and classroom presentations, and scheduling company tours. This could also be a value-added benefit for sponsors.

On-Campus Student Employment (OCSE) Grant

During the site visit, on-campus employers who participate in this program indicated they are pleased with the outstanding support they receive from CSES. They stated that students are given the opportunity to get trained with skills they can use in future employment settings, are able to earn a salary while learning, and are better prepared than other students. The review team commends the staff for providing outstanding, hands-on service and support to their on-campus employers.

OCSE employers also stated they would like to see technology be put into place to improve the paperwork process. Technology could also be used to conduct online orientation for students via a Canvas course, addressing information for students on how to better prepare for the workplace, with issues such as professionalism, dress, etiquette, etc. While CSES staff provide great support, there is also uncertainty as to deadlines and what CSES needs from them. Marketing of the program is also needed. CSES could use departmental staff meetings, text opt-in for professors, MyPage and mobile apps to increase awareness of the program.

The site visit showed that students who participate in OCSE heard about it through various means, including parents, advisors, instructors, financial aid, friends, and passing by the CSES office. The hiring process varied: some participated in the CSES orientation and their supervisor provided training while others didn't receive specific orientation or training. Students had mixed reviews on the preparation they received from CSES. Students did not think ePortfolio was helpful and they were unclear as to its value. Students did understand the services available through CSES, stating information on resumes and cover letters, help with references, and general employment information. Some of the ideas students shared regarding OCSE included: offering direct deposit of their paychecks, providing more intense interview simulations, helping with tax questions, the ability to work more hours and updating the online information.

The review team recommends CSES create an orientation for both employer and student participants. Orientations should include requirements for participating, important deadlines, how students are prepared and screened for assignment and any required activities students should participate in throughout their employment. An additional section should address information for students regarding professionalism, dress, etiquette, etc., in the workplace.

The review team also recommends shifting to an online hiring process for the student workers, including the paperwork needed to hire students. This could be part of the CRM system for all of CSES technology needs. Finally, marketing of this program should be part of the strategic marketing plan for CSES.

School of Applied Technology Career and Student Employment Services

During the site visit, interviewees defined the role between CSES and the School of Applied Technology (SAT) for SAT students as: SAT refers employers to CSES, CSES receives the job information and posts it, then sends the information back to faculty to share with students. CSES has also conducted classroom presentations (resume writing, interviewing and mock interviews). Jack Hesleph runs a Career Taskforce, but SAT was unsure of its purpose and objective. Internships have been available through CSES and the automotive program recently engaged in the internship program. CSES has been helpful in the process of connecting SAT students with employers.

About two years ago, SAT Employment Advisors were integrated into the CSES department. The benefits included SAT advisors having a cohort to work with and the opportunity for skill building and cross-training now exists. However, some of the challenges to this integration include a different workflow from the SAT.

Processes are disconnected between CSES and the SAT. Coming to an agreement on how things are being and should be done would be helpful. . SAT Employment Advisors have used a case management process when working with students, which differs from CSES. The College as a whole needs to decide the role of career advisors and academic advisors. The communication between SAT leadership and the CSES director has not been as strong as it could be. There is a sense of frustration with no follow through on big issues and why things are not being done. However, there is the acknowledgement that there is little communication in both directions, with SAT not reaching out as well.

SAT believes CSES and SAT have interacted together through PACs; some staff members participate. Jack is a current member. CSES has been responsive to employer needs and communicates with them. One strength SAT can bring to CSES is their case management process. This is an item for collaboration between both areas. Relationships for students with employers need to start earlier while at SLCC, not at end of the students' program.

There seems to be uncertainty as to the effectiveness of what is available for students. For example, while SAT is aware of career advising, they are not sure what is in place at the program vs. general advising level. SAT uses Career Coach regularly but is not sure how much it is used. Job fairs are available for students, but there is uncertainty about their effectiveness. All this ties back to the need for a stronger marketing plan for programs and services.

The review team recommends that CSES and SAT set up a series of meetings to define who will be responsible for which tasks and to determine the best method for tracking student participation (e.g. case management). Roles and expectations should be clarified to maximize staff and resources and not duplicate efforts. Additionally, regular department meetings should take place to improve planning with both areas and for possible cross-training. These meetings will also improve communication between CSES and SAT.

The review team recommends that CSES utilize data to promote where students are obtaining jobs and internships, what types of companies are seeking SLCC students and where SLCC graduates are employed upon program completion. This will help track students and will help CSES share information on what is available for students. This can also be done through the use of a CRM system.

Outreach and Marketing

One look at CSES's website demonstrates the layers one must go through to find information on the department, which is embedded in several places on the web (future students, current students, employment). There is not a direct link to the department, which makes it challenging for viewers to find the information they want. However, the services one does find are useful and informative.

CSES's website lists their services for both students and employers. One service available for employers is sponsorships. Participating employers are able to promote their company with their logo, which links to their company website. There are currently five sponsors. The cost for sponsorship is \$1200.

Other means of outreach to students is through the use of Career Coach (purchased for recruitment purposes), which is managed by CSES (yearly contract, reports, enhancements, verification that links are accurate).

A weekly newsletter is available online for employers to identify what is happening through CSES (weekly, new content every month); the distribution list is collected from job fairs and employers can opt in to receive it. The newsletter is sent via email. Employers interviewed didn't find current value.

There is a recognition that technology needs to be utilized within CSES; however, leadership does have a valid concern about student demographics and students' access to technology; they do not want to leave anyone behind. Jack acknowledges that there is a need for mixed media and formats to present information to students and there have been strong discussions about it. Web traffic data is unknown, other than general info. Students do seek information online and suggested the best means to reach them are through text messages, Facebook (through SLCC profile) and Twitter.

Students stated other methods for marketing to them would be through FYE handbook, flyers in common areas, (reminders and multiple messages are important), classroom presentations and referrals by other departments. Students don't have much time to spend on other activities, they are thinking about education, not jobs; the ability to see available jobs within MyPage (new tab?) or other common places where student spend their time would be helpful. Departments and faculty are not directing to CSES (more specific and student focused). Outreach specialists need to bring new students downstairs (avoid tabling). It is not easy to find the website, it's easier to Google to find anything on the SLCC website. Reach out through other departments like the Learning Center or classes where there are captive audiences.

During the site visit, students were asked what they knew about CSES. One stated they saw the office, but weren't sure what took place in there, one stopped to learn about what goes on and one didn't know it existed. One did know that students can find out about CO-OP there. The students interviewed were asked about marketing posters or flyers regarding CSES and some reported they have seen marketing and flyers, some haven't. The majority of students interviewed have not attended job fairs.

The review team recommends that CSES meet with Institutional Marketing to discuss wants and needs for their website; the team highly recommends that consideration be given for CSES to have a direct link on the college's main home page. Current and future students need to see what programs and services are available at SLCC. Employers looking to hire SLCC students should be able to easily access employer resources within two clicks on the site.

In reviewing CSES's page, it is very text heavy. The team thinks there is nothing to attract students and students stated they have to drill down too many times to find what they are looking for. CSES could work with Institutional Marketing to add pictures from events, add event flyers, possibly staff pictures working with

students, to break up the text on the pages. In order to make things easier for employers and students to find information, a suggestion for CSES's website would be to consider separating employer content from student content – create separate links on CSES' front page with divided content on back pages.

Campus and Community Relations and Collaborations

Members of the review team met with campus constituents and identified a key strength of CSES as recognizing that advising includes conversations about both academic planning and career planning. However, this also poses a challenge for staff in terms of time, training and resources. Academic and Career Advising has personal relationships with staff in CSES, which helps in the willingness to adapt, change and grow services to best serve students. Staff within the Disability Resource Center (DRC) have worked with Robert Ameling, Career/Employment Advisor, as a referral source for students and he has met with the staff several times. Robert has also done some office hours in the DRC. Other areas that were interviewed and collaborate with CSES were TRIO and SAT, who all agree that the staff is very helpful and service-oriented. They do great work, given their limited time and resources.

During the site visit, it was evident that there needs to be an intentional meeting between Academic and Career Advising and Career and Student Employment Services to have the difficult discussion of determining who will perform what functions. Career exploration is critical for students throughout their journey at SLCC and students should learn how to weave career exploration through the entire process from self-discovery to obtaining employment. It is important for Jack to determine who has the training, time and resources to deliver this important function or to share the function and insure cross-training takes place among the staff. One department interviewed stated it is confusing to have Academic and Career Advising and CSES duplicating services. There is a need to clarify the mission of the department. DRC stated that CSES does a good job with fairs (with a lot of the marketing done by Academic Advising marketing specialist), but suggests the marketing materials tend to be verbose and could be simplified (less is more).

The greatest challenge for meeting the campus-wide need for CSES's staff expertise is time. In order to meet demand, the review team recommends that CSES and other departments intentionally seek out opportunities for collaboration. With the recent merger of SAT into CSES and the need for students to understand how career exploration plays into long-term career goals, there is opportunity to co-sponsor programming activities. This will also provide a good opportunity for cross-training for ACA and SAT staff members. Another excellent opportunity for collaboration may be the job and career fairs.

Standard Three: Leadership and Staffing

The department has a sufficient number of well-qualified employees (professional, support, student) to effectively provide the core programs/services offered by the department. Employees have clear and current job responsibilities. Employees are oriented to their roles, receive appropriate leadership and supervision, are provided with ongoing professional development opportunities, and are regularly evaluated.

The self-study indicates the CSES staff is comprised of one director, one administrative assistant, two technicians, and eight advisors located at various campuses and site. There is one part-time hourly position, who is a specialist. There is a good balance between new and seasoned staff and diverse ethnic backgrounds.

The review team was impressed by the numerous comments made by the various constituents regarding the attentive style and strong customer service on the part of the clerical support team. Jack is respected by his staff and peers; there is an acknowledgement of all the great work his staff is doing and its reflection on his

leadership. Employers appreciate that staff is well connected to them and assist with their employment needs. Faculty appreciate that advisors can conduct a workshop or give a presentation on short notice and that information is current and relevant. Employment/Career Advisors are well thought of by students, specifically commanding Doug, Wendy and Robert. It is obvious to the review team that staff members work hard, are very personable, and they complement each other well.

The review team recognizes that change to the reporting structure of the SAT Employment Advisors and the Advisor from the Multicultural Center has many looking at how to do things differently. The review team recommends that processes be reviewed to decide whether the case management method is going to be used and if so, to determine the most efficient way to utilize it. It is important for the director and advising team to identify the benefits and costs of using such a method and determine if case management will be fully implemented across the board.

With eight advisors on- and off-campus at several locations, it can be challenging for one director to visit and maintain effective communication alone. The team recommends strong consideration be given to the hiring of an Associate Director to provide support for the Director in the leadership of the overall CSES team. Specific leadership activities can be delegated to the Associate Director, freeing up the Director's time to focus on the higher-level management responsibilities, such as strategic planning, budgeting, marketing, relationship cultivating and evaluation of the staff, as well as increasing and maintaining communication among the various locations.

Consideration should also be given to increasing the clerical support team to assist at the various campus centers in order to provide consistent service at all centers. The review team recommends that the clerical procedures be reviewed in order to streamline or simplify the intake processes for students coming in to use the services and for employers wishing to post job listings through CSES. Many of the tasks are manual, which takes time. Using a Customer Relations Management (CRM) system would help manage many of the tasks the clerical team is currently doing with dated technology. However, from staff's perspective, there appears to be anxiety regarding the use of technology for employer services. Staff are concerned about losing the personal touch and customer service if online options are available for employers. Consistent comments were made about online services taking over tasks that staff perform, yet staff talk about not having enough time to focus on those tasks. It is recommended that leadership be mindful of staff concerns during the transition to more online processes.

With a sizable group of seasoned, experienced staff members who will eventually be leaving the College, the review team recommends developing a succession plan. The review team has serious concerns regarding employer relationships upon the retirement of the Career/Employment Advisor at the Jordan Campus. She is very well connected and employers will feel her loss once she is no longer a part of CSES. There is also an opportunity during the short time remaining with Doug Thom to capture some of his institutional knowledge and history as a foundation to continue building towards the future.

Finally, the greatest challenge the review team identified for Jack is how to clarify the role of CSES advisors within career advising. Both Academic and Career Advising and CSES need to sit down and define roles and functions and where they cross. The lack of clarity is causing confusion campus-wide. It is recommended that a discussion start off using "opportunities for collaboration" as a beginning point.

Standard Four: Financial Resources and Budget

The department has a well-defined and participatory budget planning process. This process results in sufficient resources to meet the department's core programs/services, staffing, faculty, equipment, and technology needs.

The budget overview and history provided in the self-study clearly describes the funding sources used to manage the overall operation and the various programs managed through CSES. There is a true sense of coordination between the Vice President of Student Services and CSES to effectively and efficiently run the office. CSES should be commended for their creative means of supplementing their budget by generating revenue through Job Fairs, sponsorships and CO-OP/internship/work-based learning facilitation. CSES should exercise caution when utilizing such fees that the budget does not become dependent on generating revenue to work outside their means, as such revenue may change based on economic conditions.

Standard Five: Facilities, Equipment and Technology

The department has safe, accessible, and current physical facilities, equipment, and technological resources to support its core programs/services and personnel.

Facilities

The self-study describes the facility history of CSES. During the site visit, the review team toured the facility and notes that the current space is insufficient for CSES's overall needs. While the current operation functions in the designated space, there is no opportunity for growth. Some of the space in the office is multipurpose, while other space is simply too small (e.g. the lobby and computer lab).

There does not appear to be enough space in the current facilities. One way to maximize the space could be to stagger staff schedules to include evening hours, which will also serve the evening students.

While the department is now in the Student Center, visibility continues to be a challenge. The students interviewed during the site visit stated that they didn't know that CSES existed, did not realize the services are free, and that the location is hard to find (not enough signage, e.g. in hallways, inside and outside of the building). Those students who have used CSES observed that the walls are white and unappealing. One student summarized a recurring theme by stating, "No one goes to the basement." Faculty members interviewed also believe that CSES's challenge is visibility—it is not there.

Equipment

The self-study indicates that CSES has adequate equipment to support its mission and goals. Regular evaluations take place to assess the functionality of the equipment and equipment is replaced as needed.

Technology

Based upon the self-study, CSES provides and uses adequate technology to support its mission and compiles with the institution's policies and procedures governing use of technology. Regular review and evaluation occur to determine if and when replacement is needed. CSES utilizes numerous online applications and software applications to operate the department, including the institution's website presence and various online resources, social media and the department managed database. While there are many resources available for staff, student and employer use, some of the technologies need to be reviewed to determine effectiveness.

Staff appears to be most affected by technology. There are valid emotions tied into the use of technology and the staff's desire to maintain the high level of customer service they are proud of providing. For example, while forms are available for student and employers to complete online, they are not fillable form. The user prints out the form, submits it to CSES and staff enter the information into their database. During the site visit, CSES staff

indicated that entering the data is time consuming, however, they believe that converting to a fully automated system may lead to losing the personal touch with constituents. Employers appreciate that they can call staff to upload the information; however, they think the system is outdated. Employers also mentioned that technology can be used for better communication between them and CSES and even though information is available on the website, it requires some drilling down to find key items; the website needs to be more visible and clear.

There are several key recommendations from the review team: 1) develop and implement a strategic marketing plan to assist with the visibility of CSES within the campus community; 2) conduct a needs analysis relating to facility needs and future growth and incorporate it into the department's overall strategic plan in an effort to increase administration's awareness heading into the future; 3) implement a CRM system to manage data and communication needs; consider including affected staff in the decision-making process to select an online tool and address concerns they may have with the impact on customer services; and 4) meet with Institutional Marketing to discuss CSES' presence on institution's website and how to best address department's visibility and access to information by constituents.

Standard Six: Ethical and Legal Responsibilities

The department is aware of and compliant with statutory and professional ethical and legal standards which apply to the department's core programs/services, personnel, facilities, equipment and technology.

Per the self-study report, CSES is compliant with professional and legal standards set by the National Association of Colleges and Employers (NACE). As a member of NACE, CSES adheres to the Principles for Professional Practices when interacting with students, faculty, employers and recruiters. Additionally, CSES follow FERPA guidelines when requiring students to disclose their student ID numbers to access CSES resources and services and protects all data through the department's secured computer database and in locked office drawers and cabinets. Lastly, the self-study describes the process employers follow to post job and internship listings, which includes screening of listings by CSES as well as employers and recruiters completing a job order form. Staff members stay current on employment practices by reviewing Department of Labor rulings, attending State Department of Workforce Services seminars and workshops conducted by SLCC's Human Resources department. It is impressive that CSES incorporates the various resources into their operations and stays current with laws and guidelines at the federal, state and college level.

Standard Seven: Assessment and Evaluation

The department has clearly defined and measurable core programs/services and student learning outcomes which are consistent with the department's mission and goal statements. These programs/services and student learning outcomes are regularly assessed through both direct and indirect measures, and the results of assessment are shared among constituents that are used for decision-making and planning.

As reported in the self-study, CSES consistently evaluates employers' experience with the job fairs in order to improve services as well as students' experience in attending career workshops or classroom presentations conducted by CSES advisors. Annual data is collected that reviews the three-year trend of students and employers accessing CSES. The self-study also indicated that three key areas were reviewed from 2011 – 2014 for their effectiveness, namely students' outcomes in using a Career ePortfolio, the assessment of On Campus Student Employment students' participation in campus resources and their persistence, and OCSE supervisors' perception of the learning and acquisition of job skills by their OCSE employees. The survey results of the Career ePortfolio are promising and should be evaluated with a larger group of students. OCSE supervisors' perception

of the learning and acquisition of job skills by their OCSE employees indicate they have increased. The self-study also indicated that workshops and fairs are evaluated regularly; however, the data has not been formally analyzed. The review team recommends the data be reviewed to determine possible areas for improvement to strengthen their effectiveness.

The self-study indicated a need to expand the types of assessments it conducts and it listed quite a few suggestions for future evaluation. The department and staff should follow through with prioritizing and assessing the areas they think need attention.

Conclusion

It is apparent that Career and Student Employment Services runs a strong program that is well thought of by employers, faculty, staff and the students who utilize the program. The staff is committed to providing strong customer service to all its constituents and take great pride in the knowledge and expertise they possess as a team. This is evidence of the leadership Jack Hesleph provides his team.

Below is a summary of the commendations and recommendations from the review.

Commendations

- Staff passion for and commitment to their work and constituents
- Long term leadership and vision; congratulations to Jack for his leadership
- CSES staff possess an uncanny ability to do more with less
- Staff respect and have an admiration of one another and the importance of their role
- Staff provide a personal touch with employers and students; employer relationships are amazing
- Faculty appreciates that CSES provides up-to-date information in their workshops and that they provide outstanding preparation for students entering the work force.

Recommendations

The review team compiled a thorough list of recommendations and suggestions for CSES to consider. There are four themes for consideration:

Staffing

- Create a key constituency list and divide amongst staff. Is the work load evenly distributed? Insure skills and fit of staff are matched to responsibilities.
- Define basic elements of workshop content to insure consistency in workshops and presentations for students
- Staff schedules - some might require flexible schedules. Consider the appropriateness of evening hours to serve evening students.
- Excellent customer services, however, processes overwhelm you. They are not scalable. May consider automated processes to ease up on staff demand.

Marketing

- Website update - a little text heavy and hard to navigate. Consider splitting links for employers and students to help with navigation. Meet with Institutional Marketing to discuss web presence, including direct access to CSES from homepage.
- Develop and implement a strategic marketing plan. Areas for consideration:

- Visibility - signage guiding students into office. Students just don't know where you're located. Refer to location as "Garden Level." Visibility at other locations are challenging as well.
- Marketing - people do not know what you do, where you are located and how to utilize services. Do not understand the benefit or know what you can do for them. Necessary for all constituents: students, faculty, administrators, employers, and other key decision makers.
- Your sponsorship program can be explored and developed more so employers better understand the purpose and benefits. Employers want data.

Strategic Planning

- Create an assistant or associate director level to manage daily operation and functional groups and build in accountability. Career ladders, both lateral and upward (e.g. for opportunities across campus sites). Create a succession plan.
- Academic and Career Advising and CSES - sit down and define roles and functions and where they cross. Use opportunities for collaboration as a beginning point.
- Consider bringing the function of the work study program into CSES. This would create partnerships with departments and add value for the students. All the employment prep you are great at will bring students into your office.
- Better assessment/evaluation - for example assess students' employability, retention, completion, in these CSES programs vs. students outside of these programs; as per self-study, use data collected from programs and events to determine effectiveness and opportunities for improvement.

Technology

- Providing online modules for all centers. Provide same opportunity for all students.
- Technology needs updating; consider using a CRM. An online job posting and networking tool (such as CSO) would help with current labor intensive intake, job posting, case management, and other processes—processes that might turn students and some employers away.