

SANTIAGO CANYON COLLEGE

STUDENT PLACEMENT OFFICE
PROGRAM REVIEW

SPRING SEMESTER, 2010



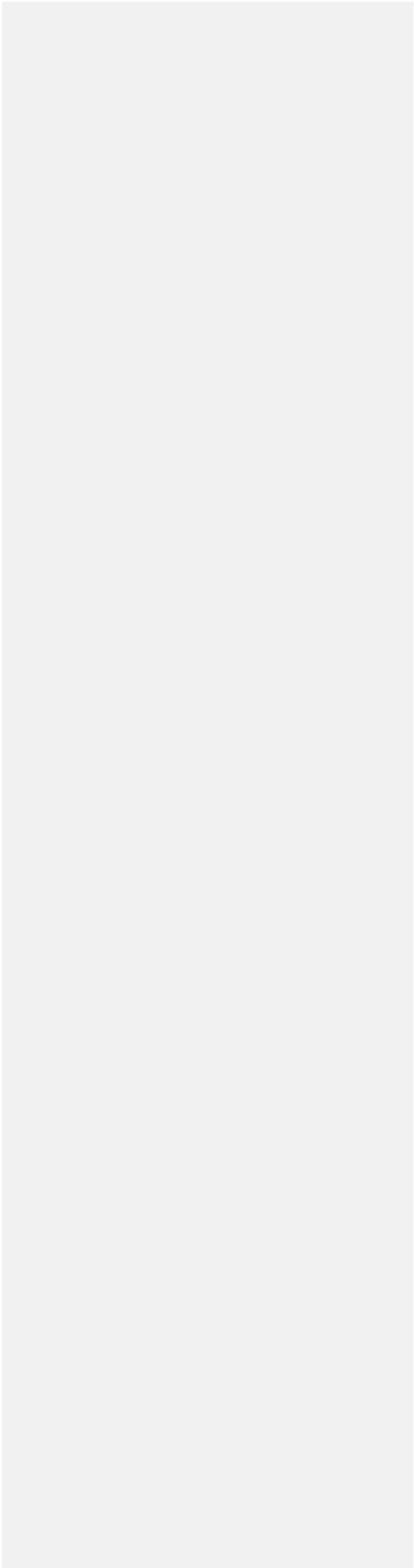
Section I. Signature Page

Signature of Program Leader

Syed Rizvi _____ Date: _____
Printed Name/Title

Signature of Vice President, Student Services

John Hernandez Ph.D. _____ Date: _____
Printed Name



Section II. Program Description

Mission:

The Student Placement Office serves as a link between employers and SCC students seeking to work on campus and become “work smart” through employment opportunities which integrate work with education, improve self-sufficiency skills, and enhance the student’s ability for long term employment (created: 01/01/2010, edited/revised 06/06/2010).

Comment [J1]: These date need to be added for both Mission and Vision.

Vision:

Empowering students for future employment, the Student Placement Office is a bridge connecting the educational process with mainstream employment. By providing varied campus job experiences, eligible students connect with potential employers and supervisors who are rewarded with future employees who have developed transferable skills in time management, professional development, multi-tasking, team work and communication. (created: 01/01/2010, edited/revised 06/06/2010).

Program Description:

Student Placement is dedicated in aiding students at Santiago Canyon College advance their leadership skills by placing them in on-campus student work programs. Student employment at Santiago Canyon College can assist with education cost and also develop desirable work attitudes and habits through valid work experiences. This work experience is intended to compliment the educational process and to enhance future employment.

Programs Offered

Currently the SCC Student Placement Office utilizes various funding sources to employ students. These funds include District/General Funds, Federal Work Study and CalWORKs Work Study as outlined below:

- 1) Federal Work Study: is a work program for students that allow them to work on campus, or off campus, or for a non-profit organization. Students may work up to 20 hours per week, usually at a minimum wage or above. These students have received a Federal Work Study Award from the Financial Aid office, which enables them to work an average of 12 – 15 hours per week for the school year.
- 2) District Work Study: these positions are filled by students looking for part-time work and/or are students who have been sent to the Student Placement Office to be hired to work at a specific pre-approved work assignment. These students are paid by District Funds or Special Project monies, and work an average of 10-19 hours per.
- 3) California Work Opportunity and Responsibility to Kids (CalWORKs): is designed to assist families as they become financially self-sufficient. The Student Placement Program provides

campus employment for eligible participants with the short-term goal of preparing them to move into unsubsidized employment, and the long-term goal of taking active control of their own lives and managing their work careers.

Comment [J2]: CalWORKS has their own Program Review, so why is it included here?

- 4) Child Development Centers: Coordinates the student assistant program for the district educational sites.

Comment [J3]: This needs more detail. I could not find any information on the website.

Services Offered

- 1) Coordinate efforts with Human Resources, Payroll, Accounting, and ITS
 - a. The Student Placement Office functions as a mini HR office. It orients and hires students using the RSCCD application policies and procedures.
 - b. Interviews and places students in on-campus jobs. Implements Federal and State and local laws affecting services.
 - c. Processes payroll paperwork related to the hiring and payment of student assistants.
- 2) Develop worksites and place students
 - a. Survey departments for need; allocate positions as needed
 - b. Students are required to be enrolled in six units.
 - c. Performs needs assessment for the student assistant program. Evaluates and makes recommendations of job slots for the Student Assistant program.
- 3) **Budgets**
 - a. Maintains the fiscal budget for the student assistant program.
 - b. Maintains records and files of students' employment in the private sector.
 - c. Create, maintain, update, and track to complete reports
- 4) **Maintain student timesheets; develop and coordinate tracking systems for record-keeping**
 - a. Performs specialized financial record-keeping duties
 - b. Distributes, collects, audits and signs student assistant monthly timesheets and enters data into Datatel student records system.

Comment [J4]: I don't see these as services to students, these are more like "job tasks" for staff.

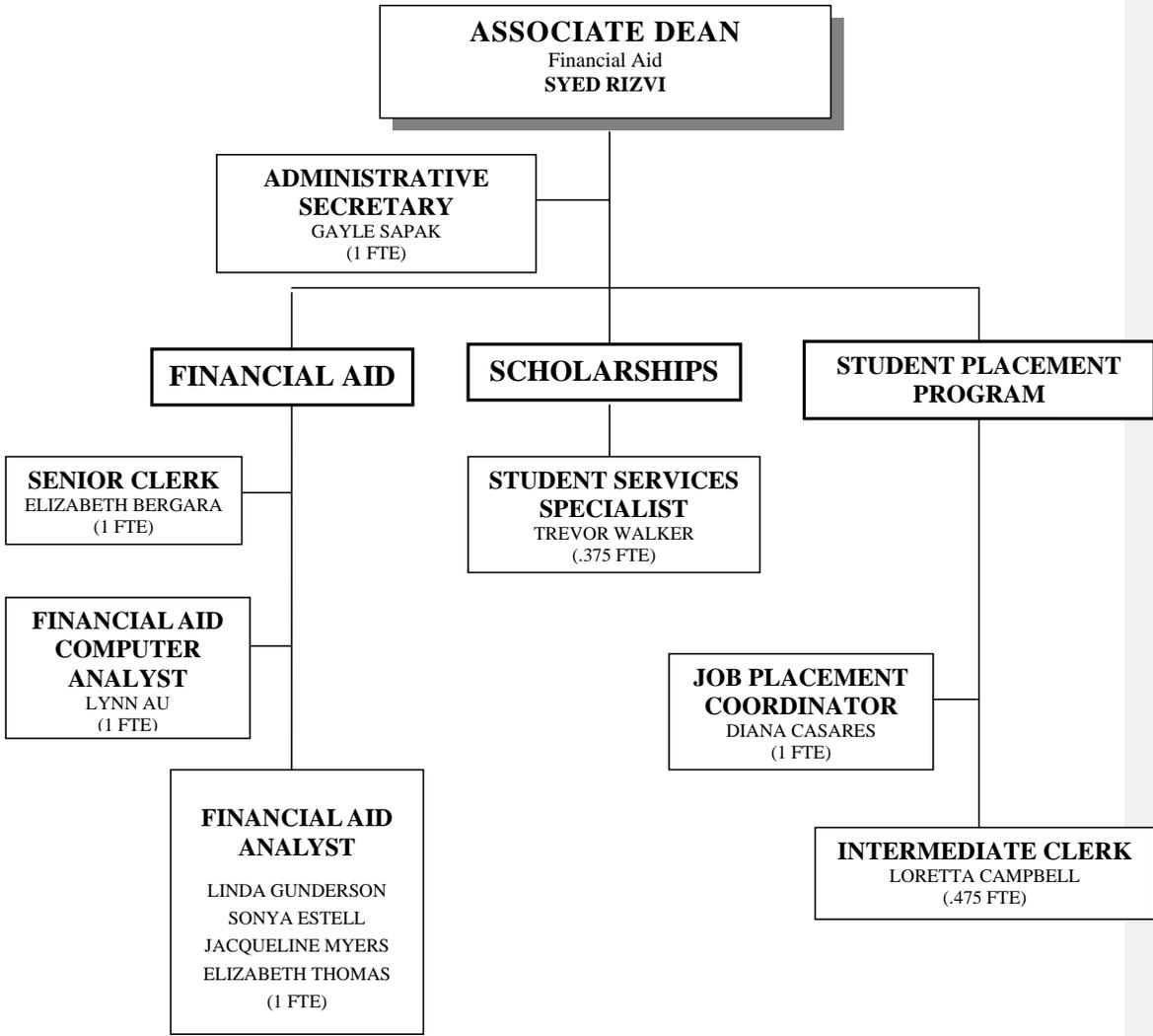
Facilities

The Student Placement Office is currently located in the A building, room A-206-A. Space has been allocated for present day activities and the current flow of students, but will need to increase as enrollment grows.

Funding Source

Currently, the Student Placement Office receives funding from the Financial Aid general fund and BFAP. It utilizes various funding sources to employ students. These funds include District/General Funds, Federal Work Study and CalWORKs Work Study. There are common guidelines that apply to all student employees at SCC, there are also specific elements pertaining to each program which must be followed.

Section III. Organizational Chart



Section IV. Student Learning Outcomes

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2008-2009

1. Program-Department Name

Student Placement Office

2. Program-Department Mission Statement

The Student Placement Office serves as a link between employers and SCC students seeking to work on campus and become “work smart” through employment opportunities which integrate work with education, improve self-sufficiency skills, and enhance the student’s ability for long term employment.

3. Student Learning Outcome(s)

As a result of working as a student assistant on campus students will learn to integrate work with education in order to improve self-sufficiency skills and enhance the student’s ability for long term employment including: Ability to multi-task; enhance communication skills in a professional environment; responsibility/follow-through; time management; understanding office protocol; professional development; attendance/punctuality; transferable skills; and team work.

4. Methods

The Job Placement Coordinator attached anonymous Student Placement Office/Student Surveys to the 12B Student Monthly Time Sheets which were distributed to student assistants working on campus. The students completed a brief questionnaire indicating whether the student received the opportunities to improve the confidence and skills needed for self sufficiency for long term employment, multi-task by balancing education with work, while advancing their time management, professional communication, and attendance.

Student participation was encouraged with the following instruments:

- a. A memo was created to encourage student participation
- b. Supervisors were asked to distribute the surveys to the student assistants working in their departments. The supervisors were also asked to collect and return the surveys to the Student Placement Office if the student assistant chose not to personally return the survey to the Student Placement Office.

5. Implementation of Assessment Process: Who? How? When?

- a. Through meetings between the job Placement Coordinator and the Associate Dean a survey was developed.
- b. The individuals involved in the assessment process included the Job Placement Coordinator, on-campus department supervisors and student assistants working on campus during the 12B payroll.
- c. This Student Learning Outcome was assessed during the payroll period of May 11 through June 10, 2009.
- d. Student assistants working on campus during the 12B payroll period were assessed.
- e. The surveys were collected by Job Placement and tabulated by Resource Development.
- f. The student assistants' identities were anonymous to the survey.

6. Results

To verify and validate the results: The survey gathered information of on-campus employment opportunities. A total of 55 students worked during the 12B payroll. 36 out of the 55 program participants responded to this survey and below are their feedback

Overall, respondents were extremely satisfied with the experience and skills acquired while they were part of the program.

- Most respondents (83%) "strongly agree" that working on campus gave them the confidence and skills needed to improve self sufficiency for long term employment.
- Most respondents (83%) "strongly agree" that the program gave them the opportunity to communicate in a professional manner.
- Three-quarters of respondents "strongly agree" that working with others in a professional environment helped them develop teamwork skills.
- 83% of respondents "strongly agree" that working on campus allowed them to multitask by balancing school with work.
- Most respondents report that while working on campus they developed or enhanced their employment skills: 89% in the area of professional communication, 83% in time management and 78% in punctuality.

7. Decisions and Recommendations

We will remain steadfast in our approach to Job Placement by demonstrating patience and understanding to our students. We realize that Job Placement, like any other process at the collegiate level is a learning process. To that end, staff will integrate training techniques to adapt effective communication strategies to our current and prospective students for exceptional service and effectiveness.

We will prepare students for post-collegiate life by hiring them to work on campus, allowing them to have confidence & skills needed to improve self sufficiency for long

term employment, follow-up, and correspondence. We believe that our SLO is already preparing students for four-year institutions and the professional career life where they will be taxpaying contributors to the society by learning how to work within a professional environment.

In discussion with between the Associate Dean and Placement Coordinator it was agreed that the small number of respondents (36) causes dramatic fluctuations in percentage distributions across response categories and should be considered with caution. We are hoping that over the next few years the size of cohort group will increase as our Federal Work Study (FWS) allocation is going up each year.

In order to improve the process for next year we are going to conduct this survey at the end of each term. We will come up with SLO evaluation by term and a single overall evaluation for the year.

We will keep the same outcome for next three years to have a better assessment of our efforts by comparing year to year.

Associate Dean will continue to work with Placement staff and Resource Development office to ensure ongoing monitoring of our current SLO process and enhance it as needed.

Section V. Data

A) Student Placement Program Survey, June 2009: Results Compiled by RSCCD Research Department

During Spring 2009, 36 out of the 53 program participants responded to this survey and below are their quantitative results. An analysis of the data is provided in Section VI. Data Analysis.

Detail of Results

	Strongly agree	Agree	Neutral/No opinion	Disagree	Strongly Disagree
Participants experience with Student Placement Program: working on campus, gave them confidence & skills needed to improve self sufficiency for long term employment.	83%	17%	0%	0%	0%
As a result of working on campus participants had the ability to communicate with a variety of students, staff and faculty in a professional manner.	83%	17%	0%	0%	0%
Participants learned how to work with others within a professional environment hence helping them develop teamwork skills.	75%	25%	0%	0%	0%
Working on campus allowed students to multitask by balancing school with work.	83%	17%	0%	0%	0%
As a result of working on campus participants have developed or increased their employment skills in the following areas: 89% Professional Communication 83% Time Management 78% Attendance					

Section VI. Data Analysis:

A) Analysis of Student Survey

Overall, respondents were extremely satisfied with the experience and skills acquired while they were part of the program.

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- 2) Most respondents (83%) “strongly agree” that the program gave them the opportunity to communicate in a professional manner.
- 3) Three-quarters of respondents “strongly agree” that working with others in a professional environment helped them develop teamwork skills.
- 4) 83% of respondents “strongly agree” that working on campus allowed them to multitask by balancing school with work.
- 5) Most respondents report that while working on campus they developed or enhanced their employment skills: 89% in the area of professional communication, 83% in time management and 78% in punctuality.
- 6) Note the small number of respondents (36) causes dramatic fluctuations in percentage distributions across response categories and should be considered with caution.

B) Analysis of 2008-2009 SLO Report

- a. To verify and validate the results: The survey gathered information of on-campus employment opportunities. A total of 55 students worked during the 12B payroll. 36 out of the 55 program participants responded to this survey and below are their feedback
- b. Overall, respondents were extremely satisfied with the experience and skills acquired while they were part of the program.
- c. Most respondents (83%) “strongly agree” that working on campus gave them the confidence and skills needed to improve self sufficiency for long term employment.
- d. Most respondents (83%) “strongly agree” that the program gave them the opportunity to communicate in a professional manner.
- e. Three-quarters of respondents “strongly agree” that working with others in a professional environment helped them develop teamwork skills.
- f. 83% of respondents “strongly agree” that working on campus allowed them to multitask by balancing school with work.
- g. Most respondents report that while working on campus they developed or enhanced their employment skills: 89% in the area of professional communication, 83% in time management and 78% in punctuality.

Section VII. Findings and Future Direction

A) Recommendations Based on Survey Data

- a. Overall, we found that most students are satisfied with the services provided by the Student Placement Office, and they feel that it will prepare them for employment after college has ended. They also With budget cuts continually looming, we must ensure students have access to jobs on campus. Many of the students we serve come from disadvantaged backgrounds and working on campus provides them with a some monetary support so that they can continue to study and work close by. If this service is not provided, many students will be forced to find employment off campus and this could lead retention issues and/or poor academic performance. Based on the surveys, we see that the services we provide are important, and seen as helpful. Resource allocations and considerations should be made for our department when leadership are making decisions based on funding.

Comment [J5]: I just spoke to the data here, but I have never worked on Student Placement and this could obviously use some work.

B) Recommendations Based on SLO Data

- a. We will remain steadfast in our approach to Job Placement by demonstrating patience and understanding to our students. We realize that Job Placement, like any other process at the collegiate level is a learning process. To that end, staff will integrate training techniques to adapt effective communication strategies to our current and prospective students for exceptional service and effectiveness.

We will prepare students for post-collegiate life by hiring them to work on campus, allowing them to have confidence & skills needed to improve self sufficiency for long term employment, follow-up, and correspondence. We believe that our SLO is already preparing students for four-year institutions and the professional career life where they will be taxpaying contributors to the society by learning how to work within a professional environment.

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Associate Dean will continue to work with Placement staff and Resource Development office to ensure ongoing monitoring of our current SLO process and enhance it as needed

Facilities

The Student Placement Office is currently located in the A building, room A-206-A. This office space is shared with the Scholarship Program. It is not adequate for the amount of student employees it serves, along with work space for the Scholarship Program. It is anticipated that as the economy changes the Student Placement Office will grow. Therefore, the office space will need to increase as enrollment grows. When the campus decides to build a new student services building, Student Placement would like to see a designated Student Placement Office, ensuring enough work, storage, presentation and waiting area accommodations.

Staffing

In order for the Student Placement Office to grow, it is imperative that there is a balance between the Coordinator and the support/clerical staff. The Student Placement Office clerical support is understaffed. The General Office Clerk's nineteen hours a week is not sufficient to process all the paperwork that is required for hiring purposes, budget tracking, and record keeping imperative for program compliance with the Federal Government. To obtain the healthy balance in staffing, one full-time position is needed to complete the duties currently at hand. Including:

- 1) Create student folders; handle the hiring clerical aspects; provide support with detailed components of program protocol.
- 2) Input data to handle the new hires into Datatel and print monthly timesheets.

Technology

In moving forward with the placement of students into the Datatel system, the goal is to input students into Datatel with a starting balance for each student and as each timesheet is input it records a declining balance. This would be ideal to ensure budgets are reconciled with payroll, accounting and the Student Placement Program. This would eliminate the spreadsheets monthly tracking and reconciliation through e-mail exchange.

To achieve the goal stated above, the automation of the communication and delivery of financial process is necessary. By utilizing Datatel the Student Placement Office would be able to electronically hire students and store documents in a secured electronic HR screen, thereby eliminating the need for storage cabinets with archived documents.