

SANTIAGO CANYON COLLEGE

STUDENT PLACEMENT OFFICE
PROGRAM REVIEW

2009-2012



SIGNATURE PAGE
SANTIAGO CANYON COLLEGE PROGRAM REVIEW
STUDENT PLACEMENT

Signature of Program Leader

Date

Printed Name/Title

Date

Signature of Vice President of Student Services

Date

Printed Name

EXECUTIVE SUMMARY

Santiago Canyon College, Student Placement provides comprehensive employment assistance to students of the college and to members of the community in obtaining on-campus jobs. Our purpose is to act as the liaison between the student assistant and the campus employer to reach the goal of placing student assistants into positions where both the student and the employer will most benefit.

We provide campus placement, workshops, individualized appointments, updated resources, handouts, encouragement and guidance to prepare students in gaining useful employment skills. These services ultimately permit students to acquire professional work skills in an on-campus work experience that will enhance their future opportunities while simultaneously attending college. We are committed to an environment in which all student assistants are treated with respect and dignity. We believe that every employee has the right to work and learn in a professional atmosphere.

Student Placement is located in A-206-A, and is staffed with a full-time Job Placement Coordinator, and one part-time Intermediate Clerk to assist with complex clerical duties, reception, hiring aspects, and with complex budget tracking and recording.

PROGRAM DESCRIPTION

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.

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

OVERVIEW OF SERVICES-FUNCTIONS

FUNCTIONS

In Fall 2009, the Student Placement Center was reorganized under the direction of the Financial Aid Office. At that time Syed Rizvi, Associate Dean of Financial Aid, reviewed program protocol and provided suggestions of improvement to strengthen the present procedures to ensure program compliance. With his guidance and implementation plan, policies and procedures were established for participation of the Federal Work Study Program.

SERVICES

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

- Federal Work Study (FWS)
 - Federal Work Study is a work program for students that allows 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 10 – 15 hours per week for the school year.

- District Work Study
 - District: 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 week.

- California Work Opportunity and Responsibility to Kids (CalWORKs)
 - The California Work Opportunity and Responsibility to Kids (CalWORKs) program 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.

- Child Development Centers
 - The Child Development Centers are training schools for human development students and offer the position of Student Assistant as paid training experience. Student Placement coordinates the student assistant program for the district educational sites.

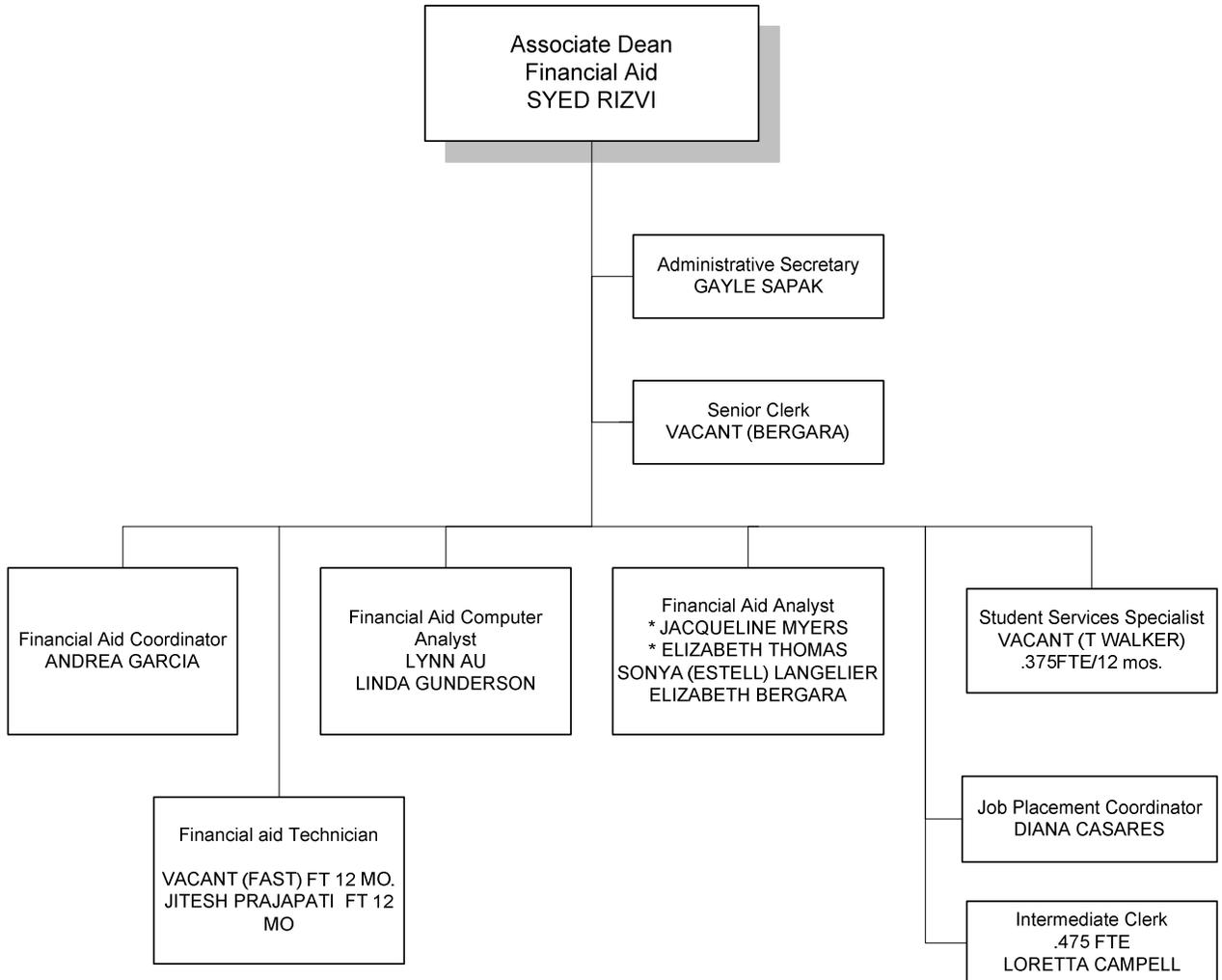
- Coordinate efforts with Human Resources, Payroll, Accounting, and ITS
 - Student Placement functions as a mini HR office. It orients and hires students using the Rancho Santiago Community College District (RSCCD) application policies and procedures.
 - It interviews and places students to work on campus and earn a paycheck.
 - Student Placement implements Federal, State and local laws affecting services.
 - It processes payroll paperwork related to the hiring and payment of student assistants.
 - Student Placement reconciles with Payroll and Accounting personnel to ensure postings in the general ledger are accurate.

- Develop worksites and place students
 - Students are required to be enrolled in six units during the Fall and Spring Terms and must be enrolled in at least one unit for the summer session.
 - Student Placement performs needs assessment for the student assistant program. Evaluates and makes recommendations of job slots to place student assistants.

- Budgets
 - Student Placement maintains the Federal Work Study fiscal budget for the Federal Work Study student assistant program.
 - It maintains records and files of students' employment, and creates, maintains, updates, and tracks activity for reporting purposes.

- Maintain student timesheets; develop and coordinate tracking systems for record-keeping
 - Student Placement performs specialized financial record-keeping duties: Distributes, collects, audits and signs student assistant monthly timesheets and enters data into Datatel, the student records system.
 - Coordinates the community service placement.

ORGANIZATIONAL CHART
Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
STUDENT SERVICES
FINANCIAL AID



SUMMARY OF PROGRESS 2009-2012

Key Accomplishments

- Performed hundreds of student in- reach and outreach activities since 2009. See Table 1.
- Expanded Employment Program at Santiago Canyon College (SCC)- Established a good-faith working relationship between the Student Placement Center’s Employment Program and non-profit, community and public service agencies seeking student assistants to work in a variety of disciplines. A Memorandum of Understanding was signed on behalf of SCC and Rancho Santiago Community College District.
- Instituted Successful Program Compliance in providing student employment for eligible Federal Work Study Program participants at Think Together. This non-profit agency provides students a paid position as Student Assistant to tutor Reading and Math within an elementary school setting.
- Supported by GLINK through the 2008/2009 award year, the implementation of the student timesheet processing through the Datatel system for 2009/2010 was established. Formulated plans and procedures with ITS and Student Placement to be trained on the new integrated system – Datatel.
- Coordinated with ITS for interfaces with Datatel to create new student time reports and computer reports that generate certain Student Placement functions on specific dates for program compliance. Integrated the Student Time Reports on-line.
- Developed a proficient Archive System for archived student files. This system is efficiently organized by academic year, and color coded by program. An annual running list is kept updated. These files are expunged upon seven years.

Table 1. Annual Comparison of the Number of Student Assistants served, key accomplishments and actions provided to ensure placement success. Students are allowed to work at one position on campus at a time although, once terminated may also be rehired into a different position within the same academic year.

Table 1. Annual Comparison	2009/10	2010/11	2011/12
Number of SCC Student Assistants	Total students hired at SCC:124	Total students hired at SCC: 130	Total students hired at SCC: 136

<p>Expand recruitment and participation</p>	<p>1). Challenged supervisors to create skillful jobs for a more productive work experience.</p> <p>2). Wrote quality job descriptions to provide skilled work for students which resulted in increased rate of pay.</p> <p>3). Increased Pay Rate; therefore more interest from students to work on campus.</p> <p>4). Sent FWS Award Letters with a program description flyer to students awarded FWS to generate interest in accepting the award.</p> <p>5).Scheduled and conducted New Student Assistant Orientations.</p>	<p>1). Created quality job sites with adequate job descriptions for students.</p> <p>2). Wrote quality job descriptions needed for skilled work, at a justified hourly pay rate.</p> <p>3). Increased Pay Rates. Levels range from \$8.00 - \$10.75 per hour.</p> <p>4). Sent FWS Award Letters with a program description flyer via e-mail and U.S. Mail to students awarded FWS to generate interest in accepting their award.</p> <p>5).Scheduled and conducted New Student Assistant Orientations.</p>	<p>1). Increased Pay Rates. Levels range from \$8.00 - \$10.75 per hour.</p> <p>2). Continued to write quality job descriptions needed for skilled work.</p> <p>3). Fin Aid provided a Fund Management Report prior to FWS Awards sent to Students.</p> <p>4). Sent FWS Award Letters with program description flyers to students awarded FWS to generate interest, in accepting their award.</p> <p>5). Scheduled and conducted New Student Assistant Orientations.</p>
<p>Reconciliation Process</p>	<p>6).Structured Student Placement using efficient spreadsheets for tracking purposes</p> <p>7).Created new FWS Reconciliation and Projection Spreadsheets to calculate student monthly earnings, projected earnings, and balance reports with Accounting's Student Pay Reports</p>	<p>6).Structured Student Placement using efficient spreadsheets for tracking purposes</p> <p>7). Strengthened the FWS Reconciliation and Projection Spreadsheets to calculate student monthly earnings, projected earnings, and balance reports with Accounting's Student Pay Reports</p>	<p>6).Structured Student Placement using efficient spreadsheets for tracking purposes</p> <p>7). Improved the FWS Reconciliation and Projection Spreadsheets to calculate student monthly earnings, and balance reports with Accounting's Student Pay Reports</p>

Data Description: Table 1. Represents program procedures and the improvements made from 2009/10-11/12. The total number of student assistants was calculated by adding the total number of students hired to work on campus including those that may have been rehired into a different position within the same academic year. This is significant because of the administrative procedures necessary. The improvements include the quality of job descriptions and type of work students do; an increase in pay rates, therefore more interest from students to work on campus; scheduled orientations with students regarding their positions, application and employment with SCC; budget tracking, reconciliation, and significant recruitment efforts.

Findings: Table 1. Indicates an increase in students hired to work on campus from 2009/10-2011/12. The increase in applicants represents that the program improvements made a positive difference each year to attract more students to accept their FWS awards and attracted more students wanting to work on campus through various funding after 09/10. From 2011/12 the Title V Grant was introduced to SCC and provided a number of work opportunities to students on campus which provided the increase of the number of students working on campus.

Recommendations:

A rising trend to work while attending college can be analyzed from Table 1. We will continue to offer the same top quality services provided over the last three years. As the campus population grows departments will need additional assistance to help with various duties. With the cost of education increasing yearly, students will need to seek employment as a way to cover educational expenses and to develop the employment experience needed in a competitive workforce. Student Placement will need to secure more funding to provide campus jobs to the influx of students projected to attend SCC.

Table 2. Budget Tracking

This Table shows the total amount earned from submitted student monthly timesheets between 2009/10-2011/12 by participating departments or programs at SCC. Each department and or program provided their own funding sources to hire students.

TABLE 2. DEPARTMENTS	09/10	10/11	11/12
ACCOUNTING	0.00	\$3,425	\$770
OUTCOMES&ASSESS	0.00	0.00	\$2,985
BOOKSTORE	\$41,136	\$70,612	\$70,957
BFAP	\$6,961	\$6,961	0.00
CTE/CIS	0.00	\$1,753	\$3,575
DSPS	\$7,160	0.00	0.00
FWS	\$93,540	\$79,038	\$71,197
EOPS	0.00	\$5,907	\$6,913
MASH	\$16,080	\$34,571	\$23,021
OEC/CDC	\$49,460	\$44,506	\$59,804
SCC/CDC	\$93,893	\$79,426	57,504
CALWORKS	\$7,662	\$7,519	\$13,236
CAMP	\$4,633	\$21,042	\$26,246
OUTREACH	\$1,720	0.00	\$5128
PHYSICS	0.00	\$688	\$0.00
SL&L	0.00	0.00	\$2,755
STEM COUNSELING	0.00	0.00	\$1,973
STEM 2MATH	0.00	0.00	\$4,111
SURVEY/MAP	\$1,188	\$396	\$0.00
TITLE V DEV HIS	0.00	\$0.00	\$16,884
MATRIC/ADM	\$1,935	\$430	\$698
WATER	0.00	\$4,238	\$7,656
TOTAL:	\$334,420	\$360,512	\$375,414

Data Description: Table 2. Shows how much money was earned each year from 2009/10-2011/12 from monthly student timesheets received in Student Placement. Those programs which specify zero dollar (\$0.00) funding represent when funding was not available, due to a decrease in the general funds or other fiscal changes. The programs that showed an increase in funds were made possible with the use of alternative funding sources. The uses of alternative funding sources are outlined by the RSCCD Board Goals for fiscal sustainability.

Findings:

Table 2. Shows there was an increase in the amount of dollars earned by submitted monthly student timesheets within participating departments from 2009/10-2011/12. Fortunately, Student Placement has been able to continue to operate within an uncertain economy. Due to fiscal budget cuts all other departments decreased in funding; however, Student Placement was able to continue to employ students with the use of alternative funding sources. In reviewing Table 2, I

conclude that everyone benefits from the participation of the Student Placement Program. Departments get the assistance needed to meet the goals of the department, and students develop valuable employment skills, experience, and earn a paycheck for the work that they perform.

Recommendations:

Table 2. Illustrates that Student Placement must continue to place students into jobs on campus as it benefits students, staff and faculty. Campus employment integrates valuable work experience with education as stated in our Vision and Mission statements. Additionally, Student Placement serves as a link between staff and faculty employers. Students, staff and faculty all benefit in that students are employed and staff and faculty receive needed student assistance within their departments. Eventually, the alternative funding will expire and there will be a reduction in funding available to employ students on campus. Continuing to seek alternative funding sources and including general funding, as it becomes available, to place students is recommended.

Challenges

Analysis of the data of the number of SCC student assistants, in contrast to the amount earned by each department, suggests that the apparent increases are due in part to newly contracted Grants awarded to SCC in 2011/2010. As these grants expire there will be a decline in funding to place students. Fortunately Student Placement was able to continue to operate within an uncertain economy, but recommends continuing to seek alternative funding and to include general funding to place students as it becomes available. Overcoming the funding challenge, although difficult, will truly benefit everyone on campus.

DATA ANALYSIS SECTION

Santiago Canyon College
Student Services
Student Learning Outcomes Assessment Report
2009/2010

1. **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.

2. **Methods**

The Job Placement Coordinator attached anonymous Student Placement Office/Student Surveys distributed to student assistants working on campus. The Survey was attached to the 6B and 12B Student Monthly Time Sheets (fall/spring terms respectively). 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.

3. **Results**

To verify and validate the results: The survey gathered information of on-campus employment opportunities. A total of 53 responded to the surveys each time when it was conducted during the 6B and 12B payroll. 53 out of the 76 program participants responded to this survey and below is their feedback. The breakdown of the response is listed by term for each survey question.

Following please find the assessment of responses; to offer a side by side comparison of responses for each survey question we are listing the fall response first followed by the spring response for the same question:

Question 1

Fall 2009

- Most respondents (96%) agree that working on campus has helped them build self-esteem and skills needed to improve self sufficiency for long-term employment.

Spring 2010

- Almost all respondents (99%) agreed that working on campus has helped them build self-esteem and skills needed to improve self sufficiency for long-term employment.

Question 2

Fall 2009

- As a result of working on campus, almost all respondents (98%) agree that they have developed the ability to communicate with others in a professional manner and to learn to work with others as a team.

Spring 2010

- As a result of working on campus, almost all respondents (98%) agreed that they have developed the ability to communicate with others in a professional manner and to work with others as a team.

Question 3

Fall 2009

- Most respondents (96%) agree that on-campus jobs helped teach them to multitask by balancing school with work.

Spring 2010

- Most respondents (96%) agreed that on-campus jobs helped teach them to multitask by balancing school with work.

Question 4

Fall 2009

- Almost all respondents (98%) reported that through on-campus jobs they have developed or enhanced their employment skills (time management, professional communication and attendance).

Spring 2010

- All respondents agreed that through on-campus jobs they have developed or enhanced their employment skills (time management, professional communication and attendance).

Additional respondents' comments:

Fall 2009

- Job Placement has truly been a blessing for me!
- Working at the SCC CDC has helped me improve how I interact with staff/students/children/parents.

Spring 2010

- The Student Placement Program was a great way to get on-the-job training while still keeping main focus on my school work. Thank you.

4. Decisions and Recommendations

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

The Student Placement Office is dedicated to aiding students at Santiago Canyon College advance their leadership skills by placing them in on-campus student work programs. The SLO is evidence that the student's work experience was positive. By integrating work with education, the student was better able to develop or enhance self-sufficiency skills and ability for long term employment.

In discussion between the Associate Dean and the Placement Coordinator it was agreed that the SLO Surveys will continue to be distributed at the end of each term, however the results will report a single overall evaluation for the year with both terms combined together.

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

Fall 2010/11 it was necessary to conduct the survey once per semester because I noted that generally the same students work throughout the academic year. Students were hired by late September and surveyed in November, limiting reliable feedback. I determined more reliable to survey students at the end of each semester; however the results would report a single overall evaluation for the year with both terms combined together. The surveys were administered in April and tabulated by Resource Development and this was the result:

***See Attachment 1.**

Santiago Canyon College
Student Services
Student Learning Outcomes Assessment Report
2010/2011

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- 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.

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

- a. Through meetings between the Job Placement Coordinator and the Administrator in charge 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 6B and 12B payrolls.
- c. This Student Learning Outcome was conducted during the payroll period of 6B (November11-December10, 2010) and 12B(May11-June10, 2011)
- d. In discussion between the Associate Dean and the Job Placement Coordinator it was agreed that the SLO Surveys would continue to be distributed at the end of each term, however the results would report a single overall evaluation for the year with both terms combined together.
- e. The surveys were collected by Student Placement and tabulated by Resource Development in July, 2011.

f. The student assistants' identities were anonymous to the survey.

4. **Results**

To verify and validate the results: The survey gathered information of on-campus employment opportunities, and both Fall and Spring Semesters were tabulated together. A total of 113 responded to the surveys when it was conducted during the 6B and 12B payrolls. 113 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. 2010-2011 respondents rated in each area more favorable than last year's respondents.

- Nearly all respondents (99%) agree that working on campus has helped them build self-esteem and skills needed to improve self sufficiency for long-term employment.
- As a result of working on campus, almost all respondents (98%) "strongly agreed" or "agreed" that they have developed the ability to communicate with others in a professional manner and to learn to work with others as a team.
- Most respondents (89%) agree that on-campus jobs helped teach them to multitask by balancing school with work.
- Most respondents noted that through on-campus jobs they have developed or enhanced their employment skills (92% developed time management, 89% professional communication and 81% attendance skills).

Additional respondents' comments:

Fall, 2010/Spring 2011

- This job has allowed me to build work experience and to attend school. I love working on campus! Thank you.
- Thank you very much for the opportunity.
- Multitasking work and school isn't a major problem because if needed time off, we were given time off to study.

5. **Results**

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***See Attachment 2.**

FUTURE DIRECTION & ANTICIPATED CHALLENGES

The Student Placement strives to connect students with meaningful employment on campus, attend to their coursework, and engage in employment within the community. There have been numerous research studies that show the importance of a student's initial college experience as it impacts their academic achievement and retention.

A rising trend to work while attending college has been seen over the years but research suggests that more and more students are engaging in paid work in order to meet the demands of a difficult economy, the rising cost of education and preparing themselves as skilled employees in a competitive work force. Employment through these channels benefits all and should be sustained.

As our population of student assistants grows, our goal is to improve access to employment and training programs in the form of workshops. It would be an advantage to students participating in the Student Placement Program to attend seminars held at varied time slots to participate in a valuable activity which would ultimately benefit them at work and in the future. Upon attending this activity the student would receive a certificate for successful completion which would ultimately benefit their career.

Funding

The down economy has brought many funding challenges to SCC. Prior to 2009/2010 Student Placement operated with an annual General Fund of forty five thousand dollars, (\$45,000). Today, the General Fund has been drastically reduced to zero. This funding was used specifically to hire and place students into entry level jobs serving as a bridge connecting the educational process with mainstream employment, as originally envisioned.

An organization thrives only when it is able to invest in itself – both in terms of infrastructure and human resources. As enrollment rises, programs face funding challenge which is always worrisome. The alternative funding sources used over the last three years have sustained Student Placement services; however, these alternative funding sources are due to expire without new committed funding in the future.

Staffing

Student Placement is currently understaffed in the support/clerical staffing area. Student Placement currently employs one full-time Job Placement Coordinator, and one part-time Intermediate Clerk. A full-time Student Services Specialist and a full-time Technician is needed based on growth calculations. I am confident that the next annual segments will bring continued development in student services. As the college's student population continues to grow, more students will need to be placed to work on campus and a healthy balance in staffing will be needed to:

- Coordinate SCC on-campus student employment opportunities, and Child Development Centers
- Provide professional employment skills
- Coordinate with Administrators, faculty, and staff to create quality on-campus work sites
- Continue to coordinate with staff in Human Resources, Payroll, Accounting, ITS and Financial Aid to implement Federal, State and local laws affecting services

- Provide services related to hiring and the payment of students, distribute, collect, audit and sign the student assistant monthly time reports
- Prep the student files for processing; Complete complex data input into the Datatel system
- Handle the increase in Federal Funding
- Update ever varying reporting
- Provide employment workshops
- Outreach / In reach; community agencies for placement

Facility

Student Placement is currently located in the A building, room A-206-A. A space has been allocated for present day activities, but will need to increase as enrollment grows. Currently Student Placement is located in a separate building from Financial Aid, which serves as a disconnect between the two areas. When the campus decides to build a new student services building, Student Placement would like to see a designated Student Placement Office within the Financial Aid Department, ensuring enough work, storage and waiting area accommodations. In addition, a counter design which is friendly to disabled students and area that would ensure student privacy during advisor/student discussions.

Technology

In moving forward with the Datatel system implementation, the goal is to design a system that fosters a service-oriented experience to the students and that emphasizes a student-centered environment for the staff.

To achieve the goal stated above, the automation of the communication and delivery of financial process is necessary. By utilizing the online resources to apply for financial aid, students will develop technological skills to communicate and process tasks via the web.

- Online completion of RSCCD Hiring Application
- Online submission of RSCCD Hiring Application
- Download and print Student Time Reports
- Online submission of Student Time Reports
- Online submission of Address Change Form with Authorization of Student Placement
- Online submission for Job Site Requests
- Access to other Financial Aid resources via web (i.e. Scholarship and Financial Aid websites)

This will result in:

- Empowering students to utilize technological resources available to them.
- Preparing students for future interactions at four-year institutions where students will receive less face time with the Student Placement Office.
- Increasing student responsibility in meeting timelines.
- Increasing responsibility while attending college and beyond by understanding the significance of responsibility.

The processes will include but not be limited to the following:

- Implementation of electronic processing enabling students to access the information online 24/7.
- Implementation of automated time report submissions to payroll

Streamlining the on-line application process would provide an efficient access to employment on campus. Students would be practiced at completing and submitting an application on-line, as

many companies are currently practicing and it would be more efficient for the Student Placement staff.

We will continue to provide SCC departments with student assistants as funding permits. In regards to our community, we will continue to provide assistance to ensure program compliance with the long term goal of preparing students to take control of their own lives and manage their work careers.