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.


   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.