Santa Rosa Junior College
Program Resource Planning Process

Career Center and Student Employment 2016

1.1a Mission

Career Development Services (Career Center and Student Employment) at Santa Rosa Junior College promotes career development as a lifelong learning process. Through self-assessment, career exploration, job search assistance, on-campus jobs and the implementation of a career action plan, our programs and activities seek to assist and support enrolled students, alumni and community members in learning about career choices, enabling them to participate more fully in a global society.

1.1b Mission Alignment

The District's Mission and Stragetic Plan place great emphasis on promoting student learning, increasing knowledge and skills and enhancing the lives of those who participate in our college's activities. As the Career Development department, these goals are at the very heart of what we do and why we provide services to Students and Alumni.

Career Development is a constellation of interventions for students. The Career Center is the link to providing students and community members access to career information and employment in the community. Through its programs and services, students and community members are better able to integrate what they learn at an institution of higher education in order to function successfully in the world. Outreach by way of JobLink, Career Expo and school presentations, helps to bring students to campus in order to pursue careers and re - train for new employment. Assisting students in obtaining their career goals also opens up lifelong learning experiences for them as they acquire skills which they will be able to transfer over into other areas of their lives.

Through the services of the Career Center at Santa Rosa Junior College, students are able to learn more about themselves, refine their own life missions and goals, and begin to manifest those goals. The Career Center maintains a high level of awareness regarding constantly changing societal, global, educational, and employment trends, making it easy to support a diverse population in pursuit of success. We strive to offer seminars and current information that serve the varied needs of the SRJC community as it evolves through time.

The career pathway concept recognizes that people frequently shift between education and work throughout their lives. A pathway approach can be the most appropriate avenue for attaining a bachelor's— or even a master's or doctoral degree—for the community college student who must work full time or nearly full time to meet family obligations. As working

students' levels of educational attainment increase and their effectiveness in managing the educational/career process improves during their lives, they can achieve successes that might have seemed impossible based on standard assumptions about the necessity of continuous, full-time engagement in successful postsecondary education.

1.1c Description

The California Community College system has as its core mission to provide academic and vocational instruction at the lower division level. Ancillary to that is the primary mission to "Provide education, training, and services that help to continuously improve California's workforce" according to the California Education code (**Section 66010.4(a)(2))**. Here at SRJC, that primary mission is delivered in part by the programs and services of the Career Development Services department.

Career Development Services (Career Center and Student Employment) at Santa Rosa Jr. College promotes career development as a lifelong learning process. Through self-assessment, career exploration, job search assistance and on-campus jobs, our programs and activities seek to assist and support enrolled students, alumni and community members in learning about career choices.

Career Development Services (CDS) serves students at multiple locations in the district, Santa Rosa campus M- Th 8 – 5, Fridays 8 – noon, as well as the Public Safety Training Center and Petaluma campus with variable hours and provides outreach services and workshops in the community. Between the two locations last year we served 3500 students, helping them to find employment, select careers, choose majors and identify career trends in the Sonoma County area. The number of users of CDS seems to reflect the economic trends of the county with a decrease in employment services in 2009-2011. The economy has recoverd and with the expectations put forth in the Student Success Act, and with Career Development Services operating at multiple locations, there is an increased need for career services as it is reflected in the increase of use of the program, particularly for the student who is undecided on a career path.

1.1d Hours of Office Operation and Service by Location

Career Development Services & Student Employment Hours of Operation:
- Santa Rosa
Monday 8:00-5:00 PM
Director, Career Development Services (co-located in the CalWORKs office)
Career Advisor
Student Employment Coordinator
Career Counselor 10 - 2 PM (by appointment)
Student employee receptionist

Tuesday 8:00 - 5:00 PM
Director, Career Development Services
Career Advisor
Student Employment Coordinator
AAII (8 am - 3 pm)*
Student employee receptionist

Wednesday 8:00-500 PM
Director, Career Development Services (co-located in the CalWORKs office)
Career Advisor
Student Employment Coordinator
Career Counselor 10 - 2 PM (by appointment)
Student employee receptionist
AAII (8:00 - 3:00 PM)*

Thursday 8:00 - 5:00 PM
Director, Career Development Services
Career Advisor
Student Employment Coordinator
AAII (8 am - 3 pm)*
Student employee receptionist

Friday 8:00 - 12:00 PM
Director, Career Development Services (co-located in the CalWORKs office)
Career Advisor
Student Employment Coordinator
Student employee receptionist

* AAII is a 9 month employee, 18 hours / week.

Career Resources Center - Petaluma:
Monday &Tuesday: 8:30 - 4:30 PM
Staffing rotation by Career Advisor, Student Employment Coordinator on an as needed basis and/or by appointment.

1.2 Program/Unit Context and Environmental Scan

Now more than any time in recent history, the services being offered by Career Development Services are critical to the community served by the Sonoma County Junior College District. On January 23, 2012, the Economic Development Board presented the State of the County Annual Report. Executive Director, Ben Stone stated the 4.9% Job Growth rate between 2011 and 2012 places Sonoma County 1st in of California for job growth.

With the implementation of the Student Success Act it is imperative for students to identify an educational goal and stick with it. The entire campus will be working hard to assure student are clear in both their educational and career goals. Mandated by SB-1456 (Student Success Act), Section 78212 (C) Counseling and other education planning services, Section (i) states:

(i)   Assistance to students in the exploration of educational and career interests and aptitudes and identification of educational objectives, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses.

(ii)   Development of an education plan leading to a course of study and guidance on course selection that is informed by and related to, a student's academic and career goals.

The Career Center and Student Employment can play a key role in helping students identify career goals and link them with their educational plan. The Career Center offers students the opportunity to assess their aptitude for such a career and then help guide them in a direction that will assure academic and career success. Students visit the Career Center for career guidance, job training and employment assistance. Working with a career counselor early in their college career allows them to make better-informed decisions about choice of study. This alignment of their career goals with the appropriate transfer or career and technical education program will lead to a higher completion rate and prepare students for jobs to support growing industries and meet future labor demands.

2.1a Budget Needs

Budget Needs

➢ Staffing is a primary need – see sections 2.2d and 2.2e

➢ Career Development Services Libraries

    o   Currently there is a career library on the Santa Rosa and Petaluma campuses. There is no budget to purchase materials such as books, journals and periodicals, digital screens for the career libraries in Santa Rosa and Petaluma.

    o   Shone Farm, Windsor Training Center and the Southwest Center have no career materials available for students. Students in the Southwest Center need access to materials in Spanish.

➢ Career Development Services Computer Lab Santa Rosa

- o See Tech Plan requests

➢ Career Development Services Speaker Program

- o It is vital for each student's personal career development to be able to have access to individuals who are engaged in emerging careers or high demand careers, and have knowledge of current employment trends.

➢ On-campus Student Employee Supervisor Training Materials

- o Student Employee Supervisors need training in multiple areas when supervising student employees. This includes but is not limited to hiring practices, team building, customer service and confidentiality training, how to handle difficult situations with students, students with time management and other employment issues. Supervisors also have requested support from Student Employment in how to develop effective training materials for their specific department job requirements.

➢ On-campus Employment Soft Skills Workshops for Student Employees

- o Student Employees need ongoing training to be successful in their current jobs. Work Experience Program Adjunct Faculty are available to offer Student Employment funds to be able to pay for workplace skills workshops for student employees. These would include Customer Service, Time Management, Communication, Teamwork, Technology, Professionalism/Work Ethic and Leadership.

➢ Professional Development for Career Development Services Center and Student Employment Staff

- o Membership fees and travel funds within the State of California.
    - ▪ National Career Development Association
    - ▪ National Student Employment Association

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	02	$72,000.00	The Career Center and Student Employment have been understaffed since the budget crisis in 2005. We lost a full time AAII, a full time Career Counselor, and STNC funding. There was also a proposal for a .5 Student Employment Specialist which was approved but never went out for recruitment. The Student Success Act underscores the importance of students linking an educational goal to a career. This department has been limping along for several years and will not be able to meet the increased demand for services with current staffing levels.

0002	ALL	02	01	$1,000.00	The current book budget for the Career Center Library is $130.00 If the Library is to remain a viable resource for students it needs to be stocked with up to date materials and possibly offer students the option of checking out some of the resources.
0003	ALL	02	04	$1,800.00	There is no money in the budget for professional development for either Career Center staff or Student Employment. Membership fees total approximately $600 and travel funds are needed to attend yearly and quarterly conferences.
0004	ALL	02	01	$500.00	Career Workshops: This request is for funds to pay speakers from emerging or high demand careers.
0005	ALL	06	06	$500.00	Student Employee Supervisor Trainings: This request is to purchase materials for training Student Employee Supervisors.
0006	ALL	06	06	$500.00	Student Employee Workshops: This request is to purchase training materials or to pay for workshop speakers for student employees. Supervisors have requested that Student Employment offer soft skill training particularly in the areas of Customer Service and Time Management.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Career Advisor	40.00	12.00	Under the direction of the Director, Career Development Services and CalWORKs, the Career Advisor meets with students to assist them with career research, job trends in the area, interviewing, and other job-related activities. She attends key advisory board meetings to stay current on needs of the employer community and then builds seminars or resources for students from that information. She coordinates career seminars, makes presentations to classes relating to job search, career planning and Career Development Services. Chairs the committee for the annual Career Expo on both the Petaluma and Santa Rosa campuses and co-ordinates all aspects of the Expos, markets job board and center services, plans and maintains resource library for the Center.
Student Employment Coordinator	40.00	12.00	Under the direction of the Director, Career Development Services and CalWORKs, coordinates activities of the Student Employment Office for Santa Rosa Junior College District, all locations. This includes proceesing hiring packets for aprox. 300 new student employees a year, including verification of identity and work eligibility, review of I-9, W-2, International Student documents and all other forms required for employment. The coordinator assists new employed International students in procuring a restricted social security card for on-compus jobs. She supports the Federal Work Study Program by processing payroll and reports. and monitoring department budgets to ensure funds are available. On a monthly basis, prepares timesheets for payroll to ensure students get paid in a timely manner and works closely with Payroll and Human Resources in processing paperwork for student employees. Responsible for the on line Job Board, approval of employers, job listings and on line reume posting. Ensures that student employee supervisors complete 200 & 600 hour reviews and that raises are awarded for student employees. Communicates with supervisors on budgets, hiring and on campus job posting. Monitors students unit load to ensure they remain enrolled at correct number of hours. Develops training programs for student employee supervisors. Maintains contract for online job board software. Interfaces with the Work Experience program regarding student requirements for 600 hour raises and the posting of Internship positions with the online job board. Coordinates activities with the SRJC Foundation and approval of the alumni resumes for the online student job board. Meets with students who have self-declared conviction information. Approves appropriate students for on- campus employment. Supervises STNC's and student workers and

Position	Hr/Wk	Mo/Yr	Job Duties
			oversees Student Employment office front reception activities.
AA II	18.00	9.00	Under the direction of the Director, Career Development Services and CalWORKs, the AAII supports the department by ordering and processing career tests for faculty and students, is responsible for collection of SLO data, and providing back up supervision for student employees. The AAII supports the resource center and lab for the Career Center and Transfer Center, assists with database management for the Career Expos and handles the processing of requisitions and supplies. The current AAII works a limited schedule 3 days a week and does not work during the months of June and July.
Student Employment Assistant	20.00	12.00	THIS POSITION IS CURRENTLY VACANT: Under the direction of the Student Employment Coordinator, the Student Employment Assistant supports all activities related to Student Employment.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Career Development Services and CalWORKs	16.00	12.00	The Director is responsible for the activities and budget of Career Development Services (including Student Employment, Career Center and Career Lab), on both the Santa Rosa and Petaluma campus, and has responsibility for overseeing Career Assessment testing. The Director is also the onsite supervisor of the administrative assistant in the Transfer Center.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Employee Career Development Services	25.00	12.00	Provides customer service at Career Development Services and the Transfer Center counter, performs data entry, schedules appointments, assists usersin the Career Center, enters data regarding jobs into online database, intake of employment packets, prints and posts jobs to binders, answer phones and assist students looking for jobs helping them with on line job board, application packets. Keeps on-line job board up to date, communicates with employers on job orders and job openings. May assist with time sheet preperation, processes and maintains student employee files. Helps students in computer lab, distributes promotional materials for seminars. Inputs SLO data, sells career tests, keeps hand outs stocked, books shelved and reference materials up to date.
Student Employee Career Development Services	25.00	12.00	Provides customer service at Career Development Services and the Transfer Center counter, performs data entry, schedules appointments, assists usersin the Career Center, enters data regarding jobs into online database, intake of employment packets, prints and posts jobs to binders, answer phones and assist students looking for jobs helping them with on line job board, application packets. Keeps on-line job board up to date, communicates with employers on job orders and job openings. May assist with time sheet preperation, processes and maintains student employee files. Helps students in computer lab, distributes promotional materials for seminars. Inputs SLO data, sells career tests, keeps hand outs stocked, books shelved and reference materials up to date.
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2.2d Adequacy and Effectiveness of Staffing

The Career Center has been in a period of transition for several years. While many colleges were closing their Career Centers the Administrators of Santa Rosa Junior College were careful to keep the Career Center open in spite of severe economic hardships for the State. This showed significant foresight now underscored by the mandate outlined in the Student Success Act. The identification of a career goal is integral to student retention and completion.

Current Staffing
.4 FTE Director, Career Development Services and CalWORKs
1 FTE Student Employment Coordinator
1 12 month Career Advisor (83.34% Career Development Services and 16.66% Student Success)
1 .4 18 hr/week   AAII - Does not work from mid-May to mid-August and again from mid-December to mid-January
1 4hr/wk Career Counselor (during the spring and fall semesters only)
5 Student Employees

This level of staffing does not allow the department to serve all the of the needs of students on the Santa Rosa campus, and cannot begin to address the needs of the entire District. There is a lack of continuity and a reduction in efficiency because of the temporary nature of the current staff and staff with limited hours.

Recommended Staffing and Restructure
Administrative Support
1 FTE AAII with Graphic Design Skills
Assigned 50% to Career Center and 50% to Student Employment
Increase the current Transfer Center Admin position from 11 month to 12 month (1 FTE)
The Career Center and the Transfer Center both offer workshops for students which are not listed in the Schedule of Classes. In addition both the Career Center and the Transfer Center are asked to participate in Outreach events. There is a strong need for a permanent staff person who can create attractive materials and who is familiar with Adobe programs to market Career Center workshops in the form of flyers, web pages and online announcements in addition to providing administrative support for student time sheet tracking and production and the online job board.
Pro: Same types of job duties. The Transfer Center Admin already oversees the front reception for both areas and supervises the student workers. Both area services are related to student retention and completion, counseling and academic programs.

Con: Currently there is a different reporting structure between CDS/Student Employment and the Transfer Center Admin. The Transfer Center Admin reports to Transfer Center Coordinator (faculty) but is supervised by the Director, Career Development Services; the Career Center. It's generally not considered healthy for an employee to have more than one supervisor assigning work. It can cause confusion and reduced productivity.

1 .4 FTE AAII Student Employment
Keep current AAII Career Center Admin and reassign duties to back up Student Employment.
Currently there is no permanent staff able to back up the Student Employment Coordinator. The Coordinator provides services critical to the District. The work is time sensitive and revolves around Payroll deadlines.
Pro: The Student Employment Coordinator will continue to perform current tasks and have the same reporting structure.
Con: The employee currently filling the .4 AA II position will need to learn new job duties.

1 FTE Career Advisor
The District has students with multiple needs at 5 main locations, Santa Rosa, Petaluma, Shone Farm, Public Safety Training Center and the Southwest Center. The Career Advisor has developed a selection of workshops which could be offered at multiple sites. In addition Shone Farm and the Sountwest Center have indicated the desire for their students to be able to access career services through more employer contacts and a need for a Career Expo on site for their students.

.25 FTE Career Expo Coordinator
the District currently provides only one Career Expo, on the Santa Rosa campus in the spring. with the addition of this position, a second event would be possible at the Petaluma campus in the Fall. this position would coordinate the two events with oversite from the Career Advisor.

1 FTE Career Counselor, bilingual Spanish speaking
1 .5 FTE Career Advisor bilingual Spanish speaking
The District has become a Hispanic Serving Institution which requires spanish speaking, culturally competent staff. The need for Career Development Services to provide appropriate services at the Southwest Center and for the District at large will continue to grow.

4 Student Employees
Student employees will continue to provide valuable peer to peer counseling while providing front desk reception services.

The use of STNC and student employee labor to provide core department services such as learning the student employment hiring process, document verification, communicating department processes accurately to staff and students, creating student timesheets, learning computer network and folder configuations or performing complex department assignments continues to cause inefficiencies. This slows down an already understaffed department when the demand for services has increased dramatically.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	02	AAII 9 month	AA II 1FTE	Classified
0003	ALL	03	02	Career Advisor	Career Advisor Bilingual Spanish	Classified

2.3a Current Contract Faculty Positions

Position	Description

| N/A | |

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description

2.3c Faculty Within Retirement Range

None

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Petaluma	00	00	Career Services	

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

All previous Instructional Equipment needs have been met. Currently there are no requests for Instructional Equipment.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	02	desk top computer and monitor	3	$1,500.00	$4,500.00	LHunnemeder-Bergfelt	Career/Transfer computer lab	Lily Hunnemeder-Bergfelt

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

Current location is ADA compliant; furniture and layout have addressed any of the prior challenges.

3.1 Develop Financial Resources

N/A

3.2 Serve our Diverse Communities

At the present time, there are no faculty positions or classified staff openings. If we were to recruit faculty or classified staff, guidelines for outreach to a diverse population would be followed and would meet SRJC standards. Recruitment is coordinated through the Human Resources Department for all positions and includes recruitment outreach to bilingual publications.

In what other ways does the program/unit promote sensitivity to diversity?

- The District has become a Hispanic Serving Institution which requires bilingual Spanish speaking and culturally competent staff. The need for Career Development to provide culturally competent services at the Southwest Center and for the District at large will continue to grow. We are requesting funding for a **50% FTE bilingual Spanish speaking Career Advisor.**
- Students employed through the Student Employment program for all District locations reflect greater diversity than the general student population.
- The Career Center and Student Employment have a history of hiring bilingual and bicultural, student employees from diverse socioeconomic backgrounds.
- Students and staff are trained to be sensitive to cultural differences.

3.3 Cultivate a Healthy Organization

Classified staff are encourageod to attend professional development workshops and enroll in courses to enhance their professional development. Release time is given in accordance with SEIU contract guidelines for taking classes. In addition, all staff goals will include staff development plans. This year staff were able to attend PDA Day and enhance their skills in the areas of their choice.

Staff would benefit from joining professional organizations related to their fields. The National Career Development Association and National Student Employment Association offer pertinent guidance and continuing education pertinent to the work. The current budget does not have travel funds or other monies to support participation in these programs.

3.4 Safety and Emergency Preparedness

Emergency Preparedness

JoAnn Olsen, DRD Administrative Assistant ll, is the current Safety Leader for the Bertolinit Student Center, 3rd Floor, east wing. To date Environmental, Health and Safety has not had the resources to plan an Emergency Preparedness training for this area, though several staff have taken stair chair training.

Safety

- Emergency preparedness refresher information is discussed each semester at a staff meeting.
- Spring 2014 Doug Kuula, Environmental Health & Safety manager, attended a department meeting to discuss his evaluation of our file room/storage room for earthquake safety.
- Ergonomic Office Equipment Training: Environmental Health & Safety staff offered ergonomic office equipment training at a Spring 2014 staff meeting. All staff members received individualized work station assessments.
- Spring 2014 there was an East Wing area discussion about cleaning supplies, allergies, and chemical sensitivities. It was decided that all departments would change to non-toxic cleaning supplies.
- The 3rd Floor had Air Quality testing in Spring of 2014. Several staff members were experiencing respiratory symptoms.

3.5 Establish a Culture of Sustainability

The Career Center and Student Employment are committed to the following sustainable practices:

1) ONet files have always been downloaded from the computer, printed and placed into files in the Career Center. It was decided to discontinue this practice and we have moved to a paperless, on line process, saving both staffing resources and multiple reams of paper per year.

2) All non-confidential one sided paper work, copies, flyers etc that are not in use are donated to the tutorial center for scratch paper to be used by students and tutors.

3) Paper recycling recepticals are placed at every work station.

4) The online Student Employment job board allows students to create online resumes and apply for posted jobs electronically.

4) In Summer Semester 2014 a pilot program of online career assessment testing for the Career Development courses was launched on the Petaluma campus. The online service is available for in person classes and online courses. Students taking online Career Development courses did not have access to career assessment testing prior to the pilot program. This is a first and essential step towards phasing out all paper career testing and move to an online forum.

5) A future goal is to explore programs which will facilitate online timesheets for student employees. A secondary goal for the software is the processing of student employee hire paperwork.

4.1a Course Student Learning Outcomes Assessment

N/A

4.1b Program Student Learning Outcomes Assessment

Career Development Services Student Learning Outcomes

The following SLO's were identified in 2010:

Career Development

1.   As a result of participation in Career Development workshops, students will be better able to:
   - align careers with education goals,
   - become self directed learners in career search
   - be able to identify career fields compatible with their major

Student Employment

2.   As a result of on campus student employment, students will become proficient in the 21st Century Employment skills needed to be successful in the workplace.

Career Development SLO Assessment Summary

Access The Career Expo is an event open to all students, alumni and high school seniors. This year we invited organizations with volunteer and internship opportunities in addition to employers with job openings.

Retention and Completion By virture of attending the Career Expo students are exposed to volunteer and internship opportunities, which provide important steps towards developing skills integral to career employment. Career development research indicates that students who link a career goal with an educational goal have greater completion rates. SRJC Student Services, Academic and CTE programs were in attendance to assist students with questions related to linking a major to a career, or counseling and financial aid questions.
Students were given a questionaire upon exiting the event. Information was collected from students as to why they attended the Expo.

Assesment Method
Students were given a post event survey.

Criteria for Success
75% of participating students will be able to identify exployment, volunteer or internship opportunities related to their career goals.

Results
Career Expo April 20, 2016

Employers: 53
(Some employers offered volunteer or intership positions in addition to employment.)
munber of Survey's returned: 325
Type of attendee:

SRJC Alumni	83	25.5%
SRJC staff	14	4.3%
Community member	124	38.2%
Blank	12	3.7%
SID# only	52	16.0%
Write in Student	39	12.0%
Write in High School Student	1	0.3%

Survey questions:

SLO # 2 After attending the Career Expo I am more aware of career opportunities.	308	94.8%	11	3.4%	5	1.5%	1	0.3%
SLO # 1 After attending the Career Expo I am more aware of the skills and education required by employers.	294	90.46%	22	6.8%	8	2.5%	1	0.3%

%

SLO #3 After attending the Career Expo I plan to:	Continue in my current career path.	232	71.4%
	Start on a new career path.	59	18.2%
	Checked both	12	3.7%
	Blank	18	5.5%
	Write in	not sure
		here for students
		Network / Benchmark

Comments or Suggestions:

Great job! A wide variety of employers. I encouraged my students to attend :)
very well organized a lot of information
I would like to see more agricultural job/companies represented. Not many of these companies are in my field of study or interests (horses)
Excellent Resource for Campus!
it was great!
continue on my own a career path
WHY SO MANY "SECURITY" AND POLICE TABLES? CAN YOU OUT REACH TO ALTERNATIVES? THE ARMY IS A VIOLENT CULT.
Very nice Impressive # of employers

Looked very good to me. Students seemed very interested.
Really fun!
I took my class which enjoyed the experience
it was great! I liked that there was a good mix of employers
Great for any job seekers!
AWESOME + INFORMATIVE!
It was a good event to attend to obtain information on different job opportunities.
* only Parks & Recreation representing fitness related employment…

Assessment Findings Communication

- Department dialogue

Response to Results

- No change. Describe effective practice(s) confirmed by results:

A significant number of students indicate a beneficial learning experience from attending the Career Expo. In addition the Career Development Services Needs Asseessment (see Section 5 Performance Measures) offers confirmation that students are interested in communicating with employers about career and job information.

Recommendation: Expand the recruitment of employers to include a greater variety of industry sectors.

Student Employment SLO Assessment Summary

"As a result of on campus student employment, students will become proficient in the 21st   Century Employment skills needed to be successful in the workplace."

After completion of 600 hours of employment and completion of a Work Experience course 25% of student employees will have demonstrated competency in the following 21st Century work skills:
➢ Time Management

- ➤ Professionalism/ Work Ethic
- ➤ Communication/ Customer Service

Students must earn a minimum of 1 unit and can choose from the following courses:
- ➤ General Work Experience WRKEX 97
- ➤ Occupational Work Experience WEOC 99
- ➤ Work Experience Intern WEOC 99I

Assessment Method

In Spring 2014 a group of 18 student employees met the SLO criteria of having worked 600 hours and earned 1 unit of Work Experience. They were assessed for competency using a pre-employment self-evaluation and an evaluation given by their supervisors after having worked a total of 600 hours. Students typically reach 600 hours after 6-8 months

Criteria for Success

The criteria for success will be 25% of the students demonstratingan improvement in the listed 21st Century work skills from a pre-employment self-evaluation and the post 600 hours of work supervisor evaluation. The unit of measurement will be the student receiving a "2" or higher ("1" being the highest) on a 5 point scale on their 600 hour evaluation, given by their supervisor.

Results

Assessment Summary

Skills	Communication	Customer Service	Time Management	Professionalism/Work Ethic
Same	39%	56%	50%	72%
Improved	39%	39%	33%	22%
Decreased	22%	11%	11%	6%

Assessment Findings Communication

g Department dialogue

Response to Results

g Change. Explain changes:

A. Results are inconsistent. Some students improve and others are rated lower after 600 hours of work.
B. A consistent methodology is needed for the pre and post assessment of student employee work skills. In the pretest students use a self-evaluation tool upon hire. Results from the pretest show students overstate their skills. The post test is given by the supervisor. The supervisor might have rated the student's skills lower upon hire.
C. There is no assurance that students have taken one of the Work Experience course workshops in Customer Services, Time Management or Work Ethic. The students are not specifically exposed to material which would assist them in improving their skills. Supervisors do provide feedback and mentoring.

Recommendation:
Change Student Employment Student Learning Outcomes
offer online Job Board workshops

New SLO's for Student Employment

1. As a result of utilizing the services offered through Student Employment students will:

Be able to demonstrate how to identify and pursue employment leads:
   a. Know how to register for the online student job board.
   b. Understand how to apply for on-campus employment.
   c. Demonstrate the ability to use online resume and portfolio development software to apply for off-campus employment.

Assessment Method: Student Employment Job Board Statistics

2. As a result of on-campus employment students will:

Be able to identify and demonstrate 21st Century work skills needed to be successful in the workplace including,
   a. Customer Service
   b. Communication
   c. Time Management
   d. Teamwork

Assessment Method: Student Employees will complete a self-assessment after 1 year of employment. They will rate their progress comparing their skill level when they were first hired and where they are after one year.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Career Expo & Job Fair S.R.	Spring 2011	Spring 2011	N/A
Service/Program	Career Expo & Job Fair S.R.	Spring 2012	Spring 2012	N/A
Service/Program	Career Expo & Job Fair S.R.	Spring 2013	Spring 2013	N/A
Service/Program	Student Employment	Spring 2012	Spring 2012	N/A
Service/Program	Student Employment	Spring 2011	Spring 2011	N/A
Service/Program	Student Employment	Spring 2013	Spring 2013	Summer 2013
Service/Program	Student Employment	Fall 2010	Spring 2010	N/A
Service/Program	Career Center Orientation	Fall 2008	Fall 2010	Fall 2010
Service/Program	Career Expo	Spring 2016	Spring 2016	N/A
Service/Program	Great Careers with 2 years of	Fall 2009	Fall 2009	Spring 2010
Service/Program	Student Employment	Spring 2016	Spring 2016	N/A
Service/Program	Student Employment	Spring 2014	Spring 2015	Summer 2014
Service/Program	Writing a Cover Letter	Fall 2006	Spring 2007	Spring 2007
Service/Program	Career Expo & Job Fair S.R.	Spring 2014	Spring 2014	N/A
Service/Program	Careers in the Health Care	Fall 2007	Fall 2007	Spring 2010
Service/Program	Career Day - Petaluma	Fall 2009	Fall 2009	Spring 2010
Service/Program	Internet Job Search	Fall 2008	Fall 2008	Spring 2009
Service/Program	Resume Writing Seminar	Spring 2011	Spring 2011	Fall 2009
Service/Program	Career Expo & Job Fair SRJC	Spring 2010	Spring 2010	Spring 2010

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Counseling 162.1 Career Assess. Research		X	X	X	X		X	X	X	X	X	X	X				X
Counseling 62 Career Development		X	X	X	X	X	X	X	X	X	X	X	X				X
Student Employment Online Job Board		X	X	X	X			X	X	X			X				X

4.2b Narrative (Optional)

Foundation skills: Utilizing Technology

Career Development and Student Employment Services have been innovators in the development of web-based resources for students and the community.

Career Development Students using the Career Center are taught how to use computerized career guidance programs and the internet to research occupations, majors and perform self-assessment exercises. As part of the Career Development course, students become self-aware of their skills and build confidence and develop skills in technological resources (Web based jobs and other tools, web-based career interest inventories, etc.).
The Career Center has a "Virtual Career Center" with annotated links to career assessments and other valuable resources.

Student Employment The department hosts a one-stop online job board, that students can easily access from home, or any District computer. Students can watch career and job search videos web and podcasts, create online resumes and portfolios, contact employers and search for employment opportunities. They can also connect to social media such as Facebook and Twitter through the job board.

Foundation skills: Read and write at the college level

Career Development In the Resume Writing seminars students are taught how to read a job description and how to write a resume and cover letter.

Student Employment On-campus employment requires that student employees communicate effectively with individuals utilizing the services of the department where they are working. They must demonstrate proper speaking and writing skills to secure a position on campus. Students continue to improve their reading and writing abilities as a result of working for the District.

Personal Development and Management: Self-awareness and confidence

Career Development Students are taught how to assess their skills and preferences in relation to previous work and life experience and as a result develop self-awareness and confidence. Students have a range of assessments available to them, from the traditional paper self-scored career assessments to computer scored and interpreted by a counselor to the on line computer based modules. This range allows students of different learning styles to find a method that works best for that works best for them.

Student Employment Students interested in earning a raise to $9.70 must take the Work Experience course and learn about 21st Century Workplace Skills including communication, time management, customer service, teamwork, work ethic, technology, and leadership.

**Personal Development and Management: Manage resources
such as time and money.**

Career Development Every Career Center orientation or class presentation, includes a presentation on the use of California Career Zone (web site) and the "Reality Check" tool. Through Reality Check, they are introduced to future budgeting, based on career selection, lifestyle and location. This exercise gives students a clear picture of the relationship between income, career and life goals.

Student Employment   Through on-campus employment opportunities students earn money to support their education. Effective time management is critical to success in the workplace.

Communication: Listen coherently and effectively, and speak coherently and effectively

Career Development Students are encouraged to participate in workshops by listening, speaking and demonstrating some of the principles being taught such as: the 30 second interview introduction and mock interviewing.

Student Employment Student employees are hired because of their ability to communicate effectively. Their communication skills improve on the job. Student employees can attend the Work Experience department workshops on 21st Century work skills. They can also attend the "How to handle difficult people" workshop offered on campus each semester. This workshop is offered either through Disability Resources department, District Police or Student Health Services.

Critical Analysis: Locate, analyze, evaluate and synthesize relevant information and draw reasonable conclusions in order to make decisions and solve problems.

Career Development Students are taught how to locate occupational information, evaluate that information and draw conclusions about the future of that occupation in relation to their academic and career goals. Students are also taught how to analyze and locate web-based information and how to evaluate what personal information they should post on a resume web site. Students are taught how to locate jobs and identify the hidden job market in order to solve their own unemployment problems and make decisions.

Student Employment Many students find their first job on campus at SRJC. Most departments hire student workers from Academic programs to Student Services, Facilities and District Police. Students employees learn a wide range of new skills relevant to their current position.

Intercultural Literacy and Interaction: Recognize and acknowledge individual and cultural diversity.

Career Development Students are taught in Career Center workshops about diversity in the work place. They are also introduced to the concept that while working and looking for a job, awareness of cultural differences is important.

Student Employment Students who are employed on campus are exposed to a wide range of individual and cultural differences. Student supervisors provide mentoring for student employees to assist them in expanding their understanding and awareness.

5.0 Performance Measures

Performance Measures Career Center and Student Employment

The Career Center has gone through several changes in leadership over the past few years. As an interim manager one of my goals was to collect data that could be useful as the department moves towards stability.

Career Center and Student Employment Persistence and Course Completion
Cohort Groups
  1. Career Center Users
  2. Student Employees 2012-2013 - All
  3. Student Employees 2012-2013 - Federal Work Study recipients
Career Center Additional Performance Measures
  1. Student Access -Environmental Scan Career Development Services Districtwide

2. Career Development Needs Assessment Results
3. Career Expo Petaluma - Employer Evaluations

Student Employment Additional Performance Measures
1. PDA Day Spring 2014 Student Employee Supervisor Workshop Evaluations
2. Student Employment Online Job Board Student Utilization Statistics

2012-2013

Career Center Contacts*   2184

Visits to Student Employment*   2642

*duplicated

Career Center and Student Employment Persistence and Course Completion**

The 2012-2013 data confirms that students utilizing the Career Center resources, Student Employees working on campus, and Federal Work Study program have a higher persistence rate, and a higher percentage of course completion as compared to the general population of students. Students being served represent a diverse population. This trend is apparent across all cohort groups studied for this review, Student Employment, Federal Work Study recipients and Career Center contacts. The Career Center and Student Employment also serve a younger population than the College as a whole, the majority of the students served are under the age of 25 (72.92% vs. district 50.71%).

Data used for this analysis was compared to the districts credit (plus non credit labs) population, in order to filter out students who are taking non credit or leisure classes.

** Persistence – Defined as a student continuing from Fall to Spring

** Course Completion – Refers to degree applicable only courses

Persistence and Course Completion Summary

Persistence and Course Completion
Student Employees
FWS Recipients
Career Center Users
District

	Persistence	Course Completion
Student Employees	92.71%	77.63%
FWS Recipients	97.10%	81.31%
Career	88.03%	78.88%
District	69.21%	73.84%
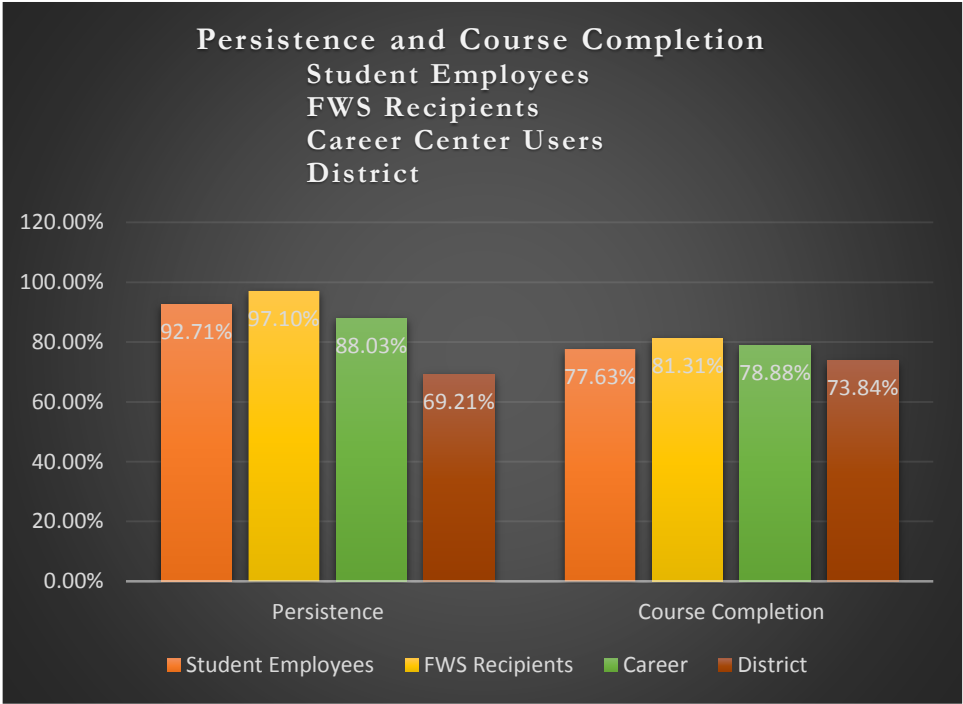
1. **Career Center Drop in users:**

	Career Center Users vs.	**General Student Population**
Persistence	88.03%	69.21%
Course Completion	78.88%	73.84%

Persistence is higher in students who use the career center. Students are exposed to career exploration resources and planning workshops. Student who need more assistance can meet one on one with a Career Advisor. Referrals are made to Academic Counselors when students are ready to link their career goals with their educational plan.

2. Student Employees

	Student Employees	**vs.**	**General Student Populationn**
Persistence*	89.40%		69.21%
Course Completion**	74.44%		73.84%

Again, persistence is higher in students who are connected to the school through an on- campus job. Student employees work for all departments throughout the District. This is most ethnically diverse group, exceeding the District's percentage of representation in all areas except "unknown".

3. Federal Work Study Students:

	Federal Work Study	**vs.**	**General Student Population**
Persistence*	94.38%		69.21%
Course Completion**	74.56%		73.84%

As noted in the other cohort groups, those students in the Federal Work Study program have persistence and completion rates which are significantly higher than the district as a whole. Additionally the persistence and completion rates are higher for Federal Work Study vs Non Federal Work Study Student Employees.

Persistence and Course Completion Details

2012-13 PRPP Data

Career Center Contacts Drop In Users and Class Visits - Unduplicated

General Data

	Total	%	District Total	District %
Total Students Enroll.	1858	100	37,431	100.00%
Enrolled in Credit	1844	92.25%	32,359	86.45%
Enrolled in Non-Credit	898	48.33%	13,425	35.87%
Total FTES	1482.13	7.90%	18,760.51	100%
Credit FTES	1423.09	8.77%	16,208.92	
NC FTES	59.04	2.31%	2,551.59	
Non-Credit Category				
Elementary and Secondary Basic Skills	835	44.94%		
English as a Second Language (ESL)	7	0.38%		
Health and Safety	28	1.51%	427	1.14%
Persons with Substantial Disabilities	79	4.25%	1,443	3.86%
Short-Term Vocational	18	0.97%	206	0.55%
Eng. Primary Lang.				
Yes	1610	86.65%	29,896	79.87%
No	248	13.35%	7,535	20.13%
Enrollment Location				
1 Online ONLY	9	0.48%	1,887	5.04%
2 Santa Rosa ONLY	1370	73.74%	19,645	52.48%
3 Petaluma ONLY	40	2.15%	3,562	9.52%
4 Other ONLY	12	0.65%	5,671	15.15%
5 Santa Rosa & Petaluma	318	16.95%	4,657	12.44%

6 Santa Rosa & Other	110	5.92%	1,747	4.67%
Petaluma Breakdown	**371**	**100%**	**8,735**	**100.00%**
Zero Units	12	4.52%	566	6.48%
3.0 OR LESS	150	40.20%	2,814	32.22%
3.5 - 6.0	73	27.64%	2,032	23.26%
6.5 - 9.0	35	10.55%	1,097	12.56%
9.5 - 12.0	19	8.54%	652	7.46%
12.5 - 15.0	20	3.02%	522	5.98%
15.5 - 18.0	17	1.51%	324	3.71%
18.5 - 21.0	15	2.01%	263	3.01%
21.5 - 24.0	10	0.50%	207	2.37%
24.5 - 27.0	12	1.01%	146	1.67%
27.5 - 30.0	5	0.50%	80	0.92%
12.0-21.0	51	7.54%	1220	13.97%
21.5+	33	2.51%	519	5.94%

Access

Gender	Total	%	District total	Dist. %
Male	800	43.06%	16,747	44.74%
Female	1021	54.95%	19,866	53.07%
Unknown	37	1.99%	818	2.19%
Age Group				
< 20	608	36.30%	7,911	21.13%
20-24	594	31.97%	11,368	30.37%
25-29	190	10.23%	5,298	14.15%
30-34	114	6.14%	3,243	8.66%
35-39	86	4.63%	2,099	5.61%

40-50	125	6.73%	3,334	8.91%
50+	141	7.59%	4,178	11.16%
Ethnicity				
White	533	1.24%	19,757	52.78%
Asian	72	4.41%	1,399	3.74%
Black	82	4.20%	906	2.42%
Hispanic	410	33.75%	11,033	29.48%
Am.Indian /Alaskan	7	0.86%	308	0.82%
Pacific Islander	9	0.48%	153	0.41%
Filipino	8	1.24%	294	0.79%
Multi-Ethnicity	85	4.41%	1,417	3.79%
Unknown	42	2.98%	2,164	5.78%
Disability				
Primary Disability	284	15.29%	2,062	5.51%
Secondary Disability	134	7.21%	884	2.36%
Dept of Rehabilitation	14	0.75%	75	0.20%
Financial Aid				
Not Received	715	38.48%	24,137	64.48%
Received	1143	61.52%	13,294	35.52%
BOG Waiver	1120	60.28%	13,072	34.92%
PELL Grant	555	29.87%	4,774	12.75%
Other	194	10.44%	1,672	4.47%
Progress				
Persistence				
Enrolled in Fall	1646	88.59%	26,441	70.64%

Persisted to Spring	1449	88.03%	18,300	69.21%
Did not Persist	197	11.97%	8,141	30.79%
Course Completion				
Degree Applicable				
Attempted	11708	78.99%	128,756	78.45%
Failed	2475	21.14%	33,687	26.16%
Successful	9233	78.88%	95,069	73.84%
ESL				
Attempted	81	0.55%	1,813	1.10%
Failed	7	8.64%	384	21.18%
Successful	74	91.36%	1,429	78.82%
English				
Attempted	270	1.82%	1,705	1.04%
Failed	88	32.59%	595	34.90%
Successful	182	67.41%	1,110	65.10%
Math				
Attempted	280	1.89%	2,211	1.35%
Failed	99	35.36%	730	33.02%
Successful	181	64.64%	1,481	66.98%
Academic Success				
Degrees	117	6.30%	1,531	4.09%
Certificates	108	5.81%	572	1.53%
Workforce Development				

Advanced Occupational (SAM = B)				
Attempted	182	1.23%	1,512	0.92%
Failed	18	8.89%	202	13.36%
Successful	164	90.11%	1,310	86.64%
Clearly Occupational (SAM = C)				
Attempted	3156	21.29%	30,696	18.70%
Failed	546	17.30%	6,725	21.91%
Successful	2610	5.58%	23,971	78.09%
Possibly Occupational (SAM = D)				
Attempted	827	5.58%	9,552	5.82%
Failed	198	23.94%	2,811	29.43%
Successful	629	76.06%	6,741	70.57%

2012-13 PRPP Data				
Student Employees				
General Data				
	Total	%	District Total	District %
Total Students Enroll.	596	100.00%	37,431	100.00%
Enrolled in Credit	596	100.00%	32,359	86.45%
Enrolled in Non-Credit	346	58.05%	13,425	35.87%
Total FTES	588.24	3.13%	18,760.51	100%
Credit FTES	549.44	3.38%	16,208.92	
NC FTES	38.8	1.52%	2,551.59	
Non-Credit Category				
Elementary and Secondary Basic Skills	340	57.05%		

English as a Second Language (ESL)	8	1.34%		
Health and Safety	8	1.34%	427	1.14%
Persons with Substantial Disabilities	11	1.85%	1,443	3.86%
Short-Term Vocational	2	0.34%	206	0.55%
Eng. Primary Lang.				
Yes	86	14.43%	29,896	79.87%
No	510	85.57%	7,535	20.13%
Enrollment Location				
1 Online ONLY	10	1.68%	1,887	5.04%
2 Santa Rosa ONLY	43	67.62%	19,645	52.48%
3 Petaluma ONLY	22	3.69%	3,562	9.52%
4 Other ONLY	1	0.17%	5,671	15.15%
5 Santa Rosa & Petaluma	106	17.79%	4,657	12.44%
6 Santa Rosa & Other	53	8.89%	1,747	4.67%
Petaluma Breakdown	**141**	**100%**	**8,735**	**100.00%**
Zero Units	3	4.52%	566	6.48%
3.0 OR LESS	37	40.20%	2,814	32.22%
3.5 - 6.0	30	27.64%	2,032	23.26%
6.5 - 9.0	21	10.55%	1,097	12.56%
9.5 - 12.0	10	8.54%	652	7.46%
12.5 - 15.0	9	3.02%	522	5.98%
15.5 - 18.0	8	1.51%	324	3.71%
18.5 - 21.0	3	2.01%	263	3.01%
21.5 - 24.0	10	0.50%	207	2.37%
24.5 - 27.0	7	1.01%	146	1.67%
27.5 - 30.0	1	0.50%	80	0.92%
12.0-21.0	22	7.54%	1220	13.97%

21.5+	20	2.51%	519	5.94%

Access

Gender	Total	%	District total	Dist. %
Male	261	43.79%	16,747	44.74%
Female	324	54.36%	19,866	53.07%
Unknown	11	1.85%	818	2.19%
Age Group				
< 20	136	22.82%	7,911	21.13%
20-24	273	45.81%	11,368	30.37%
25-29	64	10.74%	5,298	14.15%
30-34	35	5.87%	3,243	8.66%
35-39	27	4.53%	2,099	5.61%
40-50	30	5.03%	3,334	8.91%
50+	31	5.20%	4,178	11.16%
Ethnicity				
White	280	46.98%	19,757	52.78%
Asian	40	6.71%	1,399	3.74%
Black	39	6.54%	906	2.42%
Hispanic	157	26.34%	11,033	29.48%
Am.Indian /Alaskan	10	1.68%	308	0.82%
Pacific Islander	4	0.67%	153	0.41%
Filipino	3	0.50%	294	0.79%
Multi-Ethnicity	36	6.04%	1,417	3.79%
Unknown	27	4.53%	2,164	5.78%
Disability				

Primary Disability	64	10.74%	2,062	5.51%
Secondary Disability	25	4.19%	884	2.36%
Dept of Rehabilitation	2	0.34%	75	0.20%
Financial Aid				
Not Received	182	30.54%	24,137	64.48%
Received	414	69.46%	13,294	35.52%
BOG Waiver	411	68.96%	13,072	34.92%
PELL Grant	222	37.25%	4,774	12.75%
Other	107	17.95%	1,672	4.47%
Progress				
Persistence				
Enrolled in Fall	549	92.11%	26,441	70.64%
Persisted to Spring	509	92.71%	18,300	69.21%
Did not Persist	40	7.29%	8,141	30.79%
Course Completion				
Degree Applicable				
Attempted	4519	79.10%	128,756	78.45%
Failed	1011	22.37%	33,687	26.16%
Successful	3508	77.63%	95,069	73.84%
ESL				
Attempted	49	0.86%	1,813	1.10%
Failed	9	18.37%	384	21.18%
Successful	40	81.63%	1,429	78.82%

English				
Attempted	46	0.81%	1,705	1.04%
Failed	19	41.30%	595	34.90%
Successful	40	58.70%	1,110	65.10%
Math				
Attempted	57	1.00%	2,211	1.35%
Failed	21	36.84%	730	33.02%
Successful	36	63.16%	1,481	66.98%
Academic Success				
Degrees	78	13.09%	1,531	4.09%
Certificates	13	2.16%	572	1.53%
Workforce Development				
Advanced Occupational (SAM = B)				
Attempted	41	0.72%	1,512	0.92%
Failed	13	31.71%	202	13.36%
Successful	28	68.29%	1,310	86.64%
Clearly Occupational (SAM = C)				
Attempted	846	14.81%	30,696	18.70%
Failed	190	22.46%	6,725	21.91%
Successful	656	77.54%	23,971	78.09%
Possibly Occupational (SAM = D)				
Attempted	279	4.88%	9,552	5.82%
Failed	84	30.11%	2,811	29.43%
Successful	195	69.89%	6,741	70.57%

2012-13 PRPP Data

Federal Work Study/Student Employees

General Data

	Total	%	District Total	District %
Total Students Enroll.	146	100.00%	37,431	100.00%
Enrolled in Credit	146	100.00%	32,359	86.45%
Enrolled in Non-Credit	92	63.01%	13,425	35.87%
Total FTES	163.96	0.87%	18,760.51	100%
Credit FTES	153.23	94.53%	16,208.92	
NC FTES	10.74	42.09%	2,551.59	
Non-Credit Category				
Elementary and Secondary Basic Skills	89	60.96%		
Health and Safety	3	2.05%	427	1.14%
Persons with Substantial Disabilities	3	2.05%	1,443	3.86%
Eng. Primary Lang.				
Yes	23	15.75%	29,896	79.87%
No	123	84.25%	7,535	20.13%
Enrollment Location				
2 Santa Rosa ONLY	102	69.86%	19,645	52.48%
3 Petaluma ONLY	30	1.37%	3,562	9.52%
5 Santa Rosa & Petaluma	12	20.55%	4,657	12.44%
6 Santa Rosa & Other	53	8.22%	1,747	4.67%
Petaluma Breakdown	**35**	**100%**	**8,735**	**100.00%**
Zero Units	1	2.86%	566	6.48%
3.0 OR LESS	11	31.43%	2,814	32.22%

	Total	%	District total	Dist. %
3.5 - 6.0	7	20.00%	2,032	23.26%
6.5 - 9.0	3	8.57%	1,097	12.56%
9.5 - 12.0	5	14.29%	652	7.46%
12.5 - 15.0	1	2.86%	522	5.98%
15.5 - 18.0	1	2.86%	324	3.71%
21.5 - 24.0	3	2.86%	207	2.37%
24.5 - 27.0	1	8.57%	146	1.67%
27.5 - 30.0	1	2.86%	80	0.92%
12.0-21.0	3	8.57%	1220	13.97%
21.5+	6	17.14%	519	5.94%
Access				
Gender	Total	%	District total	Dist. %
Male	65	44.52%	16,747	44.74%
Female	80	54.79%	19,866	53.07%
Unknown	1	0.68%	818	2.19%
Age Group				
< 20	27	18.49%	7,911	21.13%
20-24	71	48.63%	11,368	30.37%
25-29	14	9.59%	5,298	14.15%
30-34	8	5.48%	3,243	8.66%
35-39	9	6.16%	2,099	5.61%
40-50	12	8.22%	3,334	8.91%
50+	5	3.42%	4,178	11.16%
Ethnicity				
White	60	41.10%	19,757	52.78%
Asian	6	4.11%	1,399	3.74%

Black	15	10.27%	906	2.42%
Hispanic	47	32.19%	11,033	29.48%
Am.Indian /Alaskan	3	2.05%	308	0.82%
Pacific Islander	1	0.68%	153	0.41%
Multi-Ethnicity	8	5.48%	1,417	3.79%
Unknown	6	4.11%	2,164	5.78%
Disability				
Primary Disability	21	14.38%	2,062	5.51%
Secondary Disability	3	4.11%	884	2.36%
Dept of Rehabilitation	1	0.68%	75	0.20%
Financial Aid				
Received	146	100.00%	13,294	35.52%
BOG Waiver	145	99.32%	13,072	34.92%
PELL Grant	129	88.36%	4,774	12.75%
Other	68	46.58%	1,672	4.47%
Progress				
Persistence				
Enrolled in Fall	138	94.52%	26,441	70.64%
Persisted to Spring	134	97.10%	18,300	69.21%
Did not Persist	4	2.90%	8,141	30.79%
Course Completion				
Degree Applicable				
Attempted	1241	76.79%	128,756	78.45%
Failed	232	19.69%	33,687	26.16%

Successful	1009	81.31%	95,069	73.84%
ESL				
Attempted	26	1.61%	1,813	1.10%
Failed	3	11.54%	384	21.18%
Successful	23	88.46%	1,429	78.82%
.				
English				
Attempted	16	0.99%	1,705	1.04%
Failed	8	50.00%	595	34.90%
Successful	8	50.00%	1,110	65.10%
Math				
Attempted	30	1.86%	2,211	1.35%
Failed	8	26.67%	730	33.02%
Successful	22	73.33%	1,481	66.98%
Academic Success				
Degrees	27	18.49%	1,531	4.09%
Certificates	2	1.37%	572	1.53%
Workforce Development				
Advanced Occupational (SAM = B)				
Attempted	14	0.87%	1,512	0.92%
Failed	2	14.29%	202	13.36%
Successful	12	85.71%	1,310	86.64%
Clearly Occupational (SAM = C)				
Attempted	206	12.75%	30,696	18.70%
Failed	41	19.90%	6,725	21.91%
Successful	165	80.10%	23,971	78.09%

Possibly Occupational (SAM = D)				
Attempted	62	3.84%	9,552	5.82%
Failed	12	19.35%	2,811	29.43%
Successful	50	80.65%	6,741	70.57%

Career Center Performance Measures

Student Access Environmental Scan Career Development Services Districtwide

The anecdotal evidence was collected in December 2013 from managers at five District locations. Student Services is hiring new Counseling staff in 2014 and the information should be updated accordingly.

The Career Center is located at the Santa Rosa campus. There is a small center at Petaluma. The other locations do not have on site career development services through our department. Both Shone Farm and the Southwest Center would like career development activities at those sites. Current staffing levels and budget constraints prohibit in person services at those locations.

Recommendation

- Work with management at the Southwest Center and Shone Farm to provide career and employment materials for students. This could be in the form of handouts, digital screens with career information, employer visits, workshops and seminars.

Student Employment hosts an online job board which can be utilized by students at all locations. Students can use resume templates, create online portfolios, watch career and job search videos and search jobs. The Career Center also has online activities, career assessments and the Virtual Career Center. This is a good start but research confirms that in person contacts have a greater impact on student retention and completion

Environmental Scan Career Development Services by District Location							
Location	Career Information available on site i.e. handouts, books etc.	Career Testing	Career Counseling	Career Workshops/ Seminars	Career Advisor Appointments	Career Advisor Class Visits	Career Expo

Santa Rosa Campus	Yes	Yes	4 hrs/wk	Yes	Yes	Yes	Yes
Petaluma Campus	Yes	Need to travel to SR	No	Yes	2 half days/month	Yes	Yes
Windsor Training Center*	Yes (WTC staff)	Yes (WTC staff)	No	No	No	Yes	Yes (WTC staff)
Shone Farm	No	Need to travel to SR	No	No	No	No	No
Southwest Center	No Bilingual Spanish or English career services offered.						

* The Windsor Training Center (WTC) staff provides career information to students in their programs.

Future Goals Student Access
- Special Programs: Continue with the assessment of student access to career information in special programs such as, Veterans, Basic Skills, Undecided students, ESL classes, College to Career, Workability, and other students with disabilities, Foster Youth
- CTE certificates: Assessment of CTE programs for career development information to identify gaps and where the Career Center can provide information and support to students.

Career Development Services is in the process of revitalization and is poised to provide leadership and support to programs and students throughout the District.

Career Development Student Needs Assessment
The survey was opened to students in Summer Semester 2014, with a total of 50 responses.
Future Recommendation: Review the survey questions and repeat during the Fall 2014 or Spring 2015 semesters to gather a larger pool of responses. Counseling classes would be a good place to give the survey.

Question One Summary: Please tell us a little bit about yourself.
The majority of responders stated their anticipated year of graduation was 2016. They had earned 15 or less units or more than 60. They had 1-3 years of work experience or 16-20 years. This would indicate that the students were newly graduated from high school or older students returning to school for more education. The education goal for half the responders was to earn an AA, with the goals of Transfer or a Certificate being equal at 18 each.

Questions Two and Three Summary:
How important do you feel it is to possess the following career skills?
How would you rate your competency level on the following career skills?

Survey Question Commentary

All students indicated that the career skills listed in question two were important. In question three they rated themselves as having low competency in the same list of career skills, particularly in the following four areas.

Ability to link with alumni, employers, faculty peers, professional organizations and others
Ability to explore career options through volunteering, internships, externships, and job shadowing experiences.
Marketing yourself in the workplace.
Analyzing the impact of your decisions about geographic mobility on your career goals.

This underscores the chronic trend of college graduates being unemployed or underemployed. The Career Center to date has not had a history of emphasizing volunteer or internship opportunities. The Work Experience program is collocated with the Career Center in the East Wing of the Bertolini Student Services building. Students who travel to the third floor and take the time to explore all the resources offered do reap the benefit of cross referrals among the Work Experience Program, Transfer and Career Centers and tend to be more successful in identifying a career and university transfer opportunities. This is a small segment of the student population.

How is the Career Center addressing this identified need?

One step forward was to open up the Career Expo to organizations and employers with volunteer and internship opportunities in addition to employment in Spring 2014. The Career Expo was resurrected on the Petaluma campus in addition to Santa Rosa thus expanding our reach to more students. one component of the Resume Development workshop covers the importance of internships and volunteerism.

Future Recommendation
1. Develop an awareness campaign to students highlighting the importance of volunteering, internships, job shadowing, informational interviews and developing relationships with professional organizations as part of the process of landing a job in their field. We have seen the success of such campaigns in the areas of quitting smoking, designated drivers, breast cancer awareness etc. This would be an add-on not a substitute for our current services. "Engage the Senses!"
2. Consider developing the concept of "Career Communities" for the Certificate Programs. The community would be comprised of one or more faculty members in the specific certificate program, one or more employers and one or more students in the program, or alumni. This trio would severe as mentors and peer counselors and could provide a bridge between the student's educational goal future employment.

Question Four: How do you prefer to receive career related information or services?

Survey Question Commentary

Students overall preferred to receive their career services in person. Either in the form of career workshops, appointments with a career advisor or from their department or program which scored highest. Students also indicated they like to receive information from friends and family. Online information and books scored lowest. One conclusion would be that students want to receive information that is relevant and personal to them. Students need assistance in moving beyond the classroom to develop relationships with employers and professional organizations.

How is the Career Center addressing this identified need?
The Career Center offers services both in person, online, and in the form of workshops. The Career Advisor meets one on one with students and provides Career Center orientations for the Career Development Counseling 62 classes.

Future Recommendation
1. Resurrect the job search counseling course.
2. Partner with the CTE programs to offer more career specific workshops.

Question Five: What types of online career services do you prefer?

Survey Question Commentary
Students were overall divided in their preferences. There was a strong preference for online career research, job posting and resume development tools and email as the preferred method of communication.

Future Recommendation
This question should be retooled for future surveys with a request for more detailed information in each of the online areas.

Question Six: What services have you utilized in the Career Center or Student Employment?

Survey Question Commentary
This survey was given through the online student job board. Most responders have not used in person career services offered through the Career Center.

Future Recommendation
This question should be retooled for future surveys with a request for more detailed information for each of the Career Center services.

Question Seven: Are you undecided about your education and career goals?

Survey Question Commentary

The response was 79.2% of the students surveyed had decided on a career goal; 20.8% of students were undecided. This is a bit concerning in light of the responses to question 3 where students responded that they were not clear on how to link their career goals with career employment.

Future Recommendation

Current trends tell us that students should be linking education with a career. One step further is needed in linking a career with employability. Career workshops and Career Development courses should begin to emphasize strategies to enhance career employability in addition to career goals and help students understand the difference.

Survey Details

Career Development Services
Student Survey

Question 1Please tell us a little bit about yourself.					
Number of Units					
Answer Options	**1-15**	**16-30**	**31-45**	**46-60**	**more than 60**
Education & Work Experience	11	6	8	5	17

Degree			
Answer Options	**AA**	**BA**	**MA**
Education & Work Experience	25	6	3

Transfer Student		
Answer Options	**Yes**	**No**
Education & Work Experience	18	22

Anticipated Year of Graduation

Answer Options	2015	2016	2017	2018	2019	2020
Education & Work Experience	11	16	6	5	1	1

Years of Full Time Work Experience

Answer Options	0	1-3	4-10	11-15	16-20
Education & Work Experience	5	15	7	5	15

	Question Totals
Certificates	18

	How important do you feel it is to possess the following career skills?					
Question 2						
	Answer Options	Not at all important 1	Not very important 2	Important 3	Very Important 4	N/A	Rating Average
	Ability to link with alumni, employers, faculty, peers, professional organizations and others	0	6	13	28	1	4.34
	Ability to explore career options through volunteering, internships, externships, and job shadowing experiences.	0	2	16	30	0	4.54
	Ability to make career choices based on accurate self knowledge and information about the world of work.	0	0	10	38	0	4.79
	Ability to assess your interests, strengths, skills, talents and values that relate to your career goals.	0	1	11	36	1	4.71
	Knowing how to develop a career plan to meet your career goals.	0	1	16	31	0	4.60
	Understanding your personal decision making style and can use it to make effective career decisions.	0	4	15	29	0	4.44

Answer Options	1	2	3	4	N/A	Rating Average
Identifying your short and long term career goals.	0	2	14	33	0	4.59
Knowing where to access and how to use accurate, current, unbiased career information.	0	3	12	31	2	4.54
Writing a resume and cover letter.	0	2	11	34	1	4.64
Interviewing for a job.	0	2	8	37	1	4.70
Finding and pursuing employment leads.	0	0	8	38	2	4.83
Marketing yourself in the workplace.	0	4	11	33	0	4.52
Analyzing the impact of your decisions about geographic mobility on your career goals.	3	4	16	24	0	4.15
Integrating changing employment trends, societal needs, and economic conditions into your career plans.	0	5	15	27	0	4.36

Question 3	How would your rate your competency level on the following career skills?					
	Answer Options	Not at all 1	Slight 2	Moderate 3	Great 4	N/A	Rating Average
	Ability to link with alumni, employers, faculty peers, professional organizations and others	6	10	22	10	0	3.42
	Ability to explore career options through volunteering, internships, externships, and job shadowing experiences.	2	13	16	17	0	3.69
	Ability to make career choices based on accurate self knowledge and information about the world of work.	0	5	22	22	0	4.24
	Ability to assess your interests, strengths, skills, talents and values that relate to your career goals.	1	6	19	22	0	4.15
	Knowing how to develop a career plan to meet your career goals.	2	7	20	19	0	3.98
	Understanding your personal decision making style and can use it to make effective career decisions.	2	3	25	17	1	4.11

Identifying your short and long term career goals.	0	3	24	20	1	4.30
Knowing where to access and how to use accurate, current, unbiased career information.	0	6	26	16	0	4.08
Writing a resume and cover letter.	0	9	17	22	0	4.08
Interviewing for a job.	2	8	21	17	0	3.90
Finding and pursuing employment leads.	3	10	18	17	0	3.75
Marketing yourself in the workplace.	6	13	22	7	0	3.23
Analyzing the impact of your decisions about geographic mobility on your career goals.	6	12	16	11	2	3.31
Integrating changing employment trends, societal needs, and economic conditions into your career plans.	3	12	19	12	1	3.54

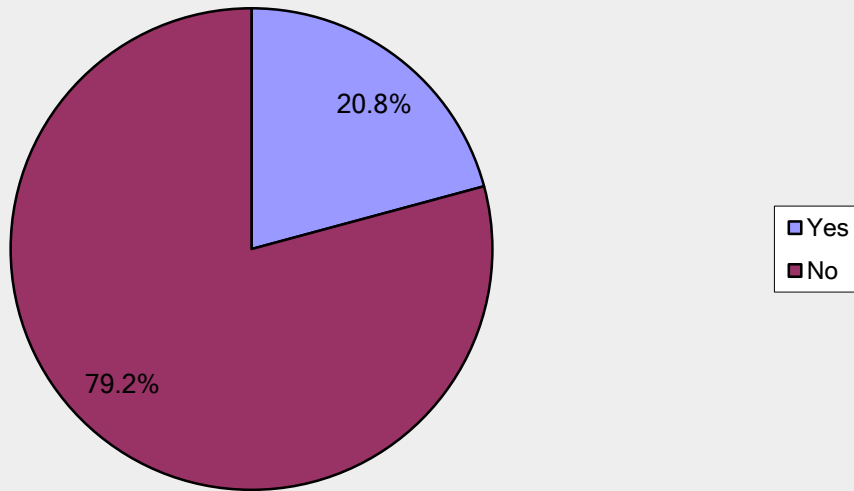How do you prefer to receive career related information or services?
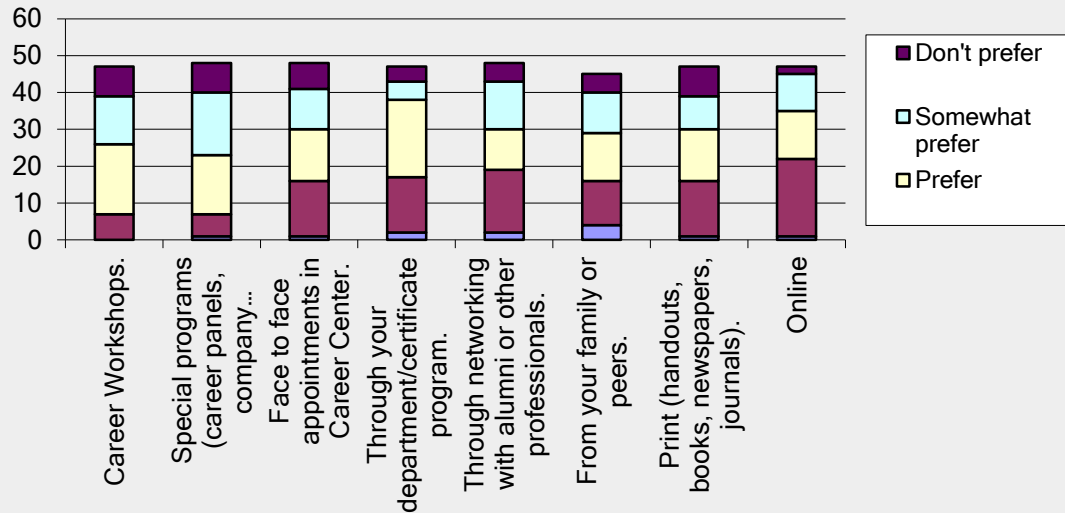
	Question 5	What types of online career services do you prefer?				
		Answer Options	Don't prefer	Somewhat prefer	Prefer	Very much prefer	N/A
		Online job posting system.	3	3	15	26	1
		Direct email	5	7	13	22	1
		Online career planning/job search tutorials	5	17	14	11	0
		Online career assessments	9	10	13	16	0
		Virtual Career Fairs	14	11	10	10	2
		Electronic career counseling	17	9	10	8	4
		Electronic portfolios	14	15	8	9	2
		Podcasts of workshops and programs	17	9	8	11	4
		Online career and company research tools	4	9	14	20	1
		Online career-related discussion boards, blogs, chat	14	9	12	12	2

Online resume development software system	7	10	12	17	1
Online career appointments	10	13	9	15	2
					1

What services have you utilized in the Career Center or Student Employment

Bar chart with legend:
- Yes (dark red)
- No (light blue/purple)

Y-axis: 0, 10, 20, 30, 40, 50, 60

Categories (X-axis):
- Career Counselor Appointment
- Career Testing
- Career Center Workshop
- Resume Review Appointment
- Career Center Orientation
- Student Employment Online Job Board

Are you undecided about your education and career goals?

20.8%

79.2%

- Yes
- No
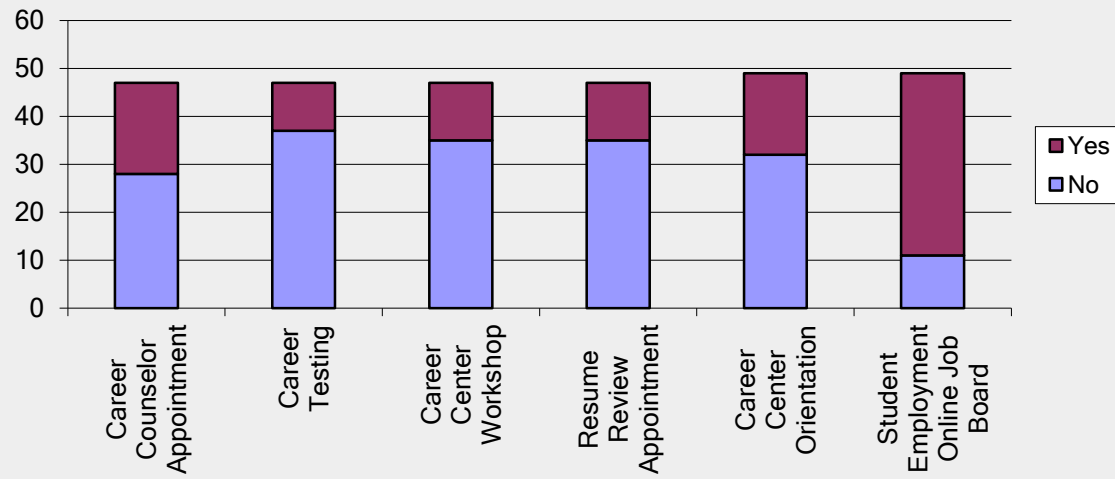
Career Expo & Job Fair Employer Evaluation Summary

Petaluma Campus

Employers expressed glowing appreciation for being able to attend the Petaluma Expo. Across the board they found the staff extremely helpful and the event well organized. A few expressed the desire for more student attendees. Most employers understood that the Petaluma campus is

much smaller than Santa Rosa and were grateful for the student contacts. Many expressed that they interviewed "quality" students for their businesses.

We collected useful data for students from local employers as to whether they used Facebook or Linked In for recruitment. Most utilized Linked In. We also responded to employer requests to move the Expo to the Fall. The Fall 2014 Expo will be held October 1st.

Career Expo Petaluma Employer Responses

Customer Service

Have you attended a Career Fair Event at SRJC in the past?			Would you participate in the future?			Did you find the staff helpful?			Was attending this Fair a positive experience?		Did you arrange for any interviews with attendees?		
Yes	No	Maybe	Yes	No	Maybe	Excellent	Fair	Poor	Yes	No	Yes	No	How many
7	11	0	15	0	3	18	0	0	17	1	7	10	26

Communication

Do you use Facebook/Linked-In?						Preferred method of communication about the Expo		
Yes	No	Please explain				Email	U.S Mail	Phone
9	7					16	0	2

Please explain

Use Linked-In, more professional

Use Facebook, advertising events

We use Indeed.com and Craigslist as well as several college career board sites

Facebook

Facebook

I use Linked-In to evaluate profiles including recommendations

Both

We use both to look at whatever info is available on the internet about candidates as part of our screering
process

Use Facebook to promote our program

Facebook - We often do social media checks

Comments

What did you find most helpful about your experience at the Career Expo & Job Fair?

Friendly - Spacious area - Helpful staff

Parking, unloading and your staff assisting

Learned about the culinary career program @SRJC

Meeting others

The set up was minimal as signs + table cloths were provided. Staff was amazing, hospitable and helpful. Positive interaction with students and other attendees.

Access to students who are looking for work

A few business owners that had knowledge of the agency

The staff's customer service was excellent. The event itself was organized and not so large that it could be overhelming

Good conversations with SRJC staff, other exhibitors and some possible candidates for positions

Constant flow of potential employees

Meeting intern potential as well as SRJC staff + professors

Some students don't know what career can they choose. No gave them some information clear some of their thoughts

I spoke with "Quality" students - not necessarily quantity - wish more students had come through

The variety of employers

A lot of students had never heard of calSERVES before, so we were able to get the word out about our program. I also had a teacher ask if I would be willing to present to his classes.

I spoke with "Quality" students - not necessarily quantity - wish more students had come through.

What suggestions do you have for improving the fair in the future?

Attendance seemed fairly low…

Better advertising, direct contact (via phone) from a representative

Maybe going from 10am - 1pm, otherwise everything was well done!

I'd love to know in advance how the fair is promoted & how many students we may expect to meet

Having a fair in the fall helps our applicants as spring is late in the application prucess for our programs

An opportunity to advertise presence to graphic design students to plan meet while on site might be useful

An evening/late afternoon session would be great as an addition

Bring more students

Perhaps a more central location? There was light-moderate fast traffic, so if it was out in the open and clearly visible , more students might be able to walk through.

**Additional
Comments**

Great Job - Wish more Students/Employers were here - A lot of work for amount of students

Great time! Thank for lunch

Thanks

Thank you for having us!

Student Employment Additional Performance Measures

Professional Development Activities-PDA Workshop (Leadership)Spring 2014
Best Practices for Supervising Student Employees
Attendance – 42

Classified staff requested that Student Employment host a workshop for classified employees in supervising student employees. It was determined that the workshop would contain useful and engaging information for supervisors, opportunity for group discussion with a student panel at the end. It was not meant to deliver comprehensive information because of the time limitation of 1.5 hrs. The presenters determined that supervisors could contact Student Employment directly for information about paperwork and listing a job opening and other questions. Most responders requested more time for future workshops and more Student Employment workshops.

Presenters for the workshop included the Student Employment Coordinator and 3 classified employees.

Participant Comments

Briefly state how this activity contributed to your professional development.
1. Greatly! Great job! It makes me feel I want to be the best supervisor I can be.
2. Since I supervise student employees the info. Was material I can directly use.
3. "Best Practices" weren't really shared with any depth.
4. Gained knowledge that will enable me to be a better supervisor/leader.
5. It was great to hear directly from student employees.
6. Basic, needed training.
7. I currently am new to supervising students & learned <u>a lot</u>!
8. Huge help.
9. More yes.
10. I am new to hiring/supervising students.
11. Gave me insight how to better supervise students.
12. Valuable because I work with student employees.
13. Would have helped if more time.

Additional comments or suggestions for the presenters.
1. We need more workshops like this one! Thank you!
2. I wanted direction on what type of personal questions I can legally ask student employees as compared to prospective employees.
3. Would have like to see the entire powerpoint presentation as well as a segment on interviewing & appreciation procedures – just briefly presented. Thank you!
4. I very much enjoyed the workshop. It was a full house.
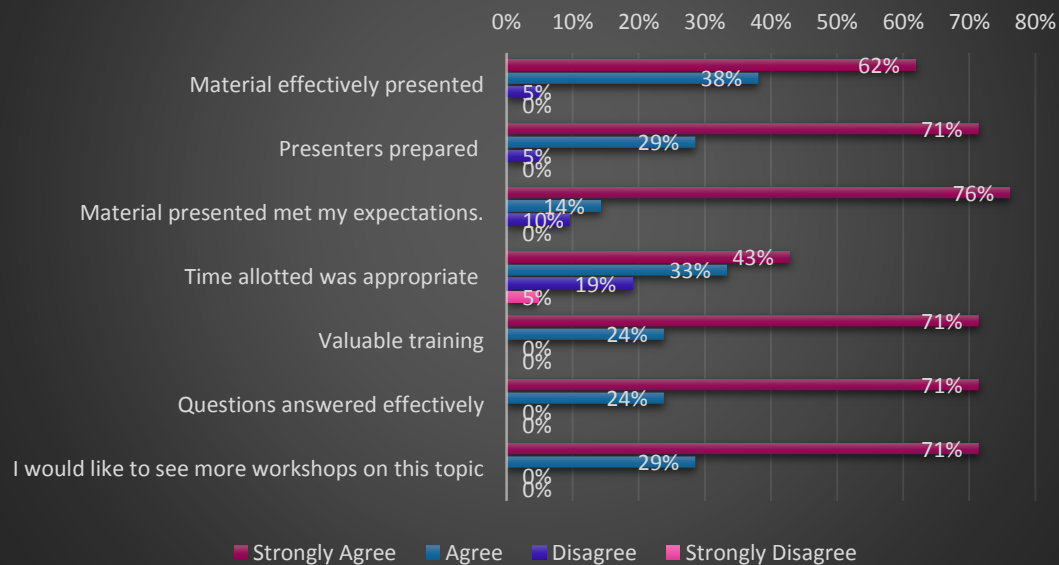
Student Employment Online Job Board

The online job board posts on-campus and off-campus jobs. Students can create resumes to send to employers, online portfolios and receive workshop and event announcements via the job board email communication system. The job board is utilized by the Work Experience Internship Program and the SRJC Foundation Alumni Association.

It's a one stop service for entry level job seekers and students beginning their career exploration. Registered students have access to over 300 career and job search videos, handouts, and related webcasts. The online job board also sends out monthly emails with career and job search information to registered students.

| Student Employment Fact Book Stats						
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Online Contacts
744	787	687	627	630	601	Number of District Student Employees
3456	2401	1726	988	1478	1731	Number of Job Orders
			1492	850	968	Number of NEW Employer registrations with Job Board
			1510*	2603	3310	Number of Total Employers registered with Job Board
			4752	3071	2485	Number of New Student registrations Job Board
			4752*	9969	10,285	Number of Total Students & Alumni utilizing Job Board

Current job board began Summer 2010

My College Central Network

Registered Users as of 9/1/2014
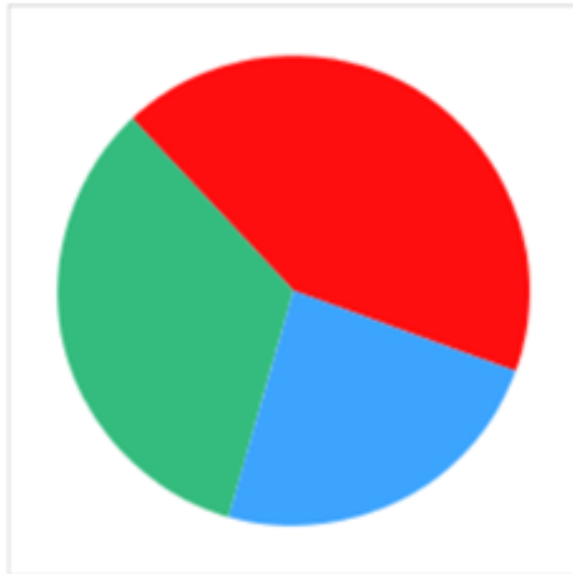
Users	Registrations
🟥 Students	8,408
🟩 Alumni	6,629
🟦 Employers	4,687

Job Postings by Month as of 9/1/2014
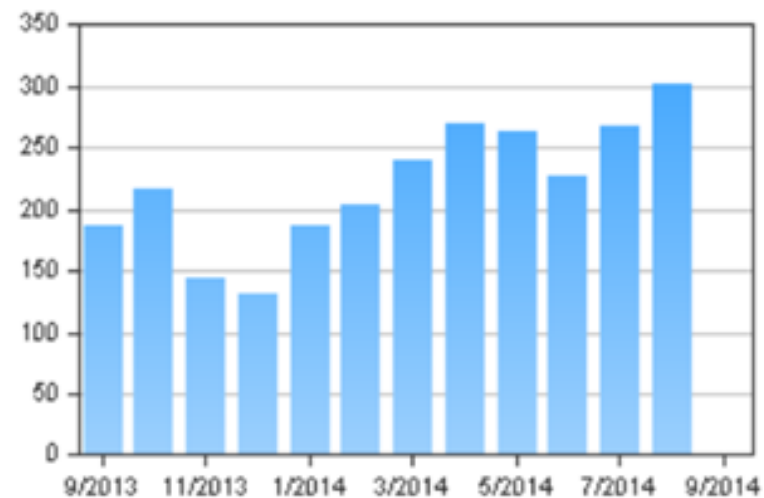
Oct 2013	216	Apr 2014	269
Nov 2013	144	May 2014	263
Dec 2013	132	Jun 2014	227
Jan 2014	186	Jul 2014	267
Feb 2014	204	Aug 2014	303
Mar 2014	241	Sep 2014	0

Top 10 Majors Sought by Employers for August 2014

National Statistics

Majors sought by employers posting jobs at schools similar to yours across all of College Central Network.

1. Accounting
2. Business Administration
3. Early Childhood Education
4. Nursing
5. Management
6. Marketing
7. Business
8. Computer Information Systems
9. Culinary Arts
10. Human Services

School Statistics

Majors sought by employers posting jobs at your school exclusively.

1. Child Development
2. Business Administration
3. Psychology
4. Business Administration/Client/Customer Service
5. Culinary Arts/Food
6. Business Administration/Administrative Assistant
7. Business Administration/Marketing
8. Business Administration/Supervisory/Management
9. Engineering
10. Business Administration/Accounting/Bookkeeping

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	02	Work successfully with the new leadership for Career Development Services and the Counseling Department.	Serve students.	Current and Ongoing	Communication, innovation and teamwork.
0002	ALL	06	04	Education of student employee supervisors in all facets of student employment processes and best practices.	Semester trainings for supervisors. Development of training modules both online and in person for supervisors.	Ongoing each semester	Funding to purchase online or paper materials.
0003	ALL	01	02	Expand the position of the current Career Advisor from 10 month to 12 month.	Reach out to at risk, undecided students in the form of workshops and one on one appointments.	Ongoing	SSSP funding.
0004	ALL	05	01	Expand online career assessment testing.	Facilitate the training and test site set up for counselors who wish to offer online career tests.	Ongoing	Training of Career Center staff in the online career test processes.
0005	ALL	01	04	Offer professional development opportunities for Career Center and Student Employment Staff	Give staff the option of joining one of the following associations, either the National Career Development Association or the National Student Employment Association. Identify appropriate professional development conferences and facilitate staff attendance.	Ongoing	Membership fees and travel funds
0006	ALL	06	06	Team Development	Engage staff in leadership and team building activities.	Ongoing	Communication, department meetings, and group discussion.
0007	ALL	06	07	Improved air quality in Bertolini Student Services Center, particularly floor three.	Work with the Facilities department and Environmental Health & Safety until healthy conditions are achieved.		Professionals need to be hired to remove the materials affecting the third floor.
0008	ALL	04	07	Convert the Student Employment and Career Center webpages to Drupal.	Complete the Drupal conversion in the Summer 2016.	Summer 2016	on time

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Career Development Services has been affected by the Student Services reorganization in the Summer of 2014. the Programs within CDS will move toward more electronic storage of files as well as additional professional development both for CDS Staff and the training of the Supervisors who hire students

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Work successfully with the new leadership for Career Development Services and the Counseling Department to provide Career Counseling on the third floor.	Serve students.	Current and Ongoing	Communication, innovation and teamwork.
0002	ALL	06	04	Education of student employee supervisors in all facets of student employment processes and best practices.	Semester trainings for supervisors. Development of training modules both online and in person for supervisors.	Ongoing each semester	Funding to purchase online or paper materials.
0003	ALL	01	02	Expand the position of the current Career Advisor from 10 month to 12 month.	Reach out to at risk, undecided students in the form of workshops and one on one appointments.		SSSP funding.
0004	ALL	05	01	Expand online career assessment testing.	Facilitate the training and test site set up for counselors who wish to offer online career tests.		Training of Career Center staff in the online career test processes.
0005	ALL	01	04	Offer professional development opportunities for Career Center and Student Employment Staff	Give staff the option of joining one of the following associations, either the National Career Development Association or the National Student Employment Association. Identify appropriate professional development conferences and facilitate staff attendance.	Ongoing	Membership fees and travel funds
0006	ALL	06	06	Team Development	Engage staff in leadership and team building activities.		Communication, department meetings, and group discussion.
0007	ALL	06	07	Improved air quality in Bertolini Student Services Center, particularly floor three.	Work with the Facilities department and Environmental Health & Safety until healthy conditions are achieved.		Professionals need to be hired to remove the materials affecting the third floor.
0008	ALL	04	07	Convert the Student Employment and Career Center webpages to Drupal.	Complete the Drupal conversion in the Summer 2016.	Summer 2016	Time