# STUDENT EMPLOYMENT SERVICES

**Citrus College**

## Non-Instructional Program Review

## SPRING 2009

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**Prepared by**
Tedd Goldstein

### Student Employment Services Review Committee Members

| Name | Title |
|------|-------|
| **Tedd Goldstein** | **Supervisor, Student Employment Services** |
| **Lois Papner** | **Dean, Admissions & Records** |
| **Karen Giles** | **Student Employment Technician** |
| **Sherrill Paulus** | **Interim Service Learning Technician** |

# NON-INSTRUCTIONAL PROGRAM REVIEW
## STUDENT EMPLOYMENT SERVICES

The final summary of the program review process for Student Employment Services is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

_____
(Program Coordinator)

10/22/09
date

_____
( Dean of Program)

10/22/09
date

_____
Dr. Jeanne Hamilton, Vice President of Student Services

10/22/09
date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

# I. INTRODUCTION

## A. OVERVIEW OF THE PROGRAM

### 1. Relationship to the Mission Statement:

The program has a direct relationship to the college mission statement because the department teaches the students how to obtain employment and thereby achieve economic opportunity and personal achievement. By offering employment opportunities, we are also helping the students to be able to afford to continue their education.

### 2. Program Description, Purpose, Goals, and Objectives

*There are three distinct functions of the department:*

#### a) Student Employment Center

One of the major functions, and the original function, of the Student Employment Center (formerly called the Job Placement Center) is to help students and alumni obtain full- or part-time, on- or off-campus employment. The Center has a job board, which is now viewable on-line, that is continuously being updated with new jobs being posted and filled jobs being removed. The students are screened for each job that they select. This screening process serves two purposes. One is to ensure that the students can work the required hours and have the qualifications required by the employer. The other is to give students exposure to the interviewing process and to hopefully make them more comfortable with that process.

The staff in the Center also carefully screens each job opening as it is submitted. This is to ensure that our students will have all of the pertinent information about the position so they can make a decision as to whether or not it is a job that they would be able to do. Employers must supply the exact hours and times of their job opening, the minimum beginning salary (must be at least minimum wage), the job requirements, and the job duties. This gives our students an advantage over applicants from other sources because our

students will have the required availability and skills. At the same time, it teaches our students how to apply for appropriate jobs for their individual needs.

The staff phones each employer every 10 days to guarantee that the job is still available and, if filled, to get the names of any of our students who have been hired.

The center offers workshops on job search skills and resume writing guidelines, either in groups or individually. This service has been very successful and many instructors request this workshop for their classes. Handouts on these subjects are also available to the community.

The Center, in conjunction with the Workforce Development Office, has also been administering a mock interview program for interested students. These students report that the benefit of participating in this activity has been immense.

Fax service for our students applying for jobs is available free of charge if the student allows the center to review their resume and cover letter. This service was implemented as a way to ensure that those materials were correctly done. Prior to this, we would hear from employers that the resumes looked unprofessional and very often came without a cover letter.

## b) On-Campus Student Worker Processing

Student Employment Services at Citrus College is unique compared to its counterparts at other colleges in that at Citrus the department is also responsible for the processing of all on-campus student workers, which is not the case at the vast majority of other colleges. This function entails making sure that each hire form is completed correctly with all of the required signatures, explaining each page of the hire packet to the student and then, once completed by the student, verifying each page for correctness. We also make sure the student is enrolled in at least 6 units, and then we give the student

a receipt to bring to their supervisor informing them that the student may begin working.

After the hire packet is completed, the information is meticulously entered into <u>both</u> the Los Angeles County Department of Education payroll system and the Citrus College Banner program.

Throughout the semester, each student is monitored to ensure that they are enrolled in at least 6 units. If not, the supervisor is contacted and the student's employment is terminated.

At the beginning of every semester, each student's file is reviewed to determine if they are due a salary increase. Every student who has worked for two consecutive semesters in the same job in the same department is awarded a 25 cent per hour salary increase, up to a maximum of two increases, per the student salary schedule.

And when outside agencies request employment verifications on our current and former student workers, Student Employment is responsible for providing that information to them.

## c) Service Learning

Another function unique to Student Employment at Citrus College as compared to Student Employment at other campuses is Service Learning. This is a program that integrates community service with what the student is learning in a particular class. Students work with their instructor and the Service Learning Coordinator to find meaningful volunteer opportunities in the community.

Through Service Learning, the student has the opportunity to apply concepts from his or her coursework, explore possible career choices and earn valuable work experience. Additionally, the student will gain an increased awareness of community needs and work to address those needs.

## 3. Department Staffing:

The department is managed by the Student Employment Services Supervisor (100%) who has overall responsibility for the department. This consists of hiring, firing, department policies & procedures in addition to the daily activities of Student Employment Services, Service Learning and the processing of on-campus student workers. A sample of this daily work includes helping students find appropriate employment, networking in the community to obtain job orders, conducting workshops and mock interviews, processing students to work on-campus and solving problems as they occur.

The only other permanent employee is the Student Employment Technician II (100%). This employee screens and gives job referrals to students, takes job orders from employers and phones employers to verify open job orders. The other major function of this position is to process all on-campus student workers. This consists of issuing and then reviewing the hire packet with the student, typing all of the required data onto the hire form and then entering that data into Banner and the Los Angeles County Department of Education payroll system. This is coordinated with the Citrus College payroll department to ensure that the on-campus student workers get paid. The position also verifies student employment for outside agencies that request the information as well as numerous other functions.

There is also a temporary, on-call Service Learning Coordinator. This position consists of going to classes and doing presentations explaining Service Learning, recruiting instructors to incorporate Service Learning into their curriculum, locating non-profit agencies where our students can volunteer, coordinating the activities between our students and the agencies, and tabulating all of the completed hours.

In 2008, the department unfortunately lost two permanent positions. The first was a Service Learning Technician II (49%), who was also working 51% in the Center for Teacher Excellence and the second was a

Student Employment Technician I (49%) who was also working 51% in Financial Aid. The department also lost budgeting for a student worker in order to pay for the above mentioned temporary on-call Service Learning Coordinator.

**4. Number of Students Served (refer to *Activity Comparison Report* in Section VIII – Addenda)**

### a) Student Employment Center

The numbers below show the activity of the department. Interestingly, this also reflects the current economic conditions - more students served going after fewer job openings. Regarding the *number of students helped*, please note that we are only able to capture monthly unduplicated numbers and not a yearly number so the yearly number below includes monthly duplicates.

### FISCAL YEAR ACTIVITY

|  | 2008/09 | 2007/08 | 20006/07 | 2005/06 | 2004/05 |
|---|---|---|---|---|---|
| PLACEMENTS | 589 | 653 | 744 | 776 | 811 |
| JOB ORDERS | 452 | 659 | 917 | 1033 | 1137 |
| # OF STUDENTS HELPED* | 5448 | 4472 | 3906 | 4295 | 5198 |
| *Avg. monthly unduplicated* | *454* | *373* | *326* | *358* | *433* |

O
Not included in the above chart are the 138 students that had mock interviews in the two years that we have been offering this activity, nor the students that have attended job search/interview preparation/resume writing workshops. Workshops have been conducted in various classes such as counseling, business, reading, basic skills, and public speaking.

### b) On Campus Student Workers

The following chart shows the number of students processed by Student Employment to work as on-campus student workers.

|  | 2009/08 | 2008/07 | 2007/06 | 2006/05 | 2005/04 |
|---|---|---|---|---|---|
| # Students | 648 | 646 | 750 | 777 | 814 |

### c) Service Learning

The following chart shows the activity of the Service Learning function of the department. Please note that the permanent Service Learning Technician left during Spring 2008 and an on-call Technician has been doing the task since then.

| | **TOTAL NUMBER OF:** | | | |
|---|---|---|---|---|
| | **HOURS** | **INSTRUCTORS** | **STUDENTS** | **AGENCIES** |
| **2008/09** | 4852 | 24 | 344 | 124 |
| **2007/08** | 5413 | 28 | 420 | 135 |

## 5. Location

Student Employment Services is located in the ED Building, Room 102

## 6. Progress on Prior Program Review Recommendations

*a) "The committee recommends that the program explore the availability of additional technological support and internet advertising"*

This recommendation was met by creating a department webpage. We can now place the job board on-line which benefits the student because they can now see what job openings exist rather than needing to make a special trip into the department to view open positions. They can also view the department hours, location, and additional services available. The benefit to the employer is that this allows them the option of downloading the job order form and faxing it in to us rather than having to phone us. They can also see the detailed job information that we will need in order to post the position.

*b) "The committee recommends that the program carefully monitor the need for new staffing"*

> This recommendation was met at the time, but has since changed with the elimination of one 49% Student Employment Technician position and one 49% Service Learning Technician position.

# II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS

## A. How does this program coordinate with other programs on campus?

### 1. The Student Employment Center Function:

The department interacts with instructors by sending them copies of new job openings that would be of interest to their students. They are encouraged to show the announcement to their students so the students would know to come into the center and get the job referral. We also present workshops in their classes on job search and resume preparation.

The department works with on-campus departments by posting their job openings for student workers on the job board so they can get applicants when they have open positions. We also help them to interview the applicants if needed.

### 2. The On-Campus Student Employment Processing Function:

Because the department is responsible for processing all students who are hired to work on-campus, we have a close relationship with all Citrus College departments. We verify that their students' hire forms are correct, we notify them when the students have been processed to work and/or when they cannot work, when salary increases are due and when any of their student workers are not enrolled in at least 6 units and must stop working.

The department works closely with financial aid and Cal WORKS to ensure that their work study students are identified when they are entered into Banner so the hiring departments are charged correctly for their salaries. We coordinate with Payroll because we enter on-campus student workers' hire data, salary changes, and data changes into the Los Angeles County payroll

system. And, we work with Human Resources to ensure we are hiring students in compliance with Title 5 and U.S. Department of Labor regulations.

### 3. The Service Learning Function

This program requires strong relationships with Citrus College instructors. First, we meet with each interested instructor to determine what type of community service activity would be most appropriate for their class. Once an appropriate organization is recruited and an activity is established, we coordinate the activity between the instructor, their students, and the outside agency. We also make presentations about Service Learning to their classes.

## B. How does this program work with TeCS and Research?

The department works very closely with Technology and Computer Services (TeCS). They maintain our database program used to post job orders and to give referrals to the students. They also maintain our department website so students may see the job board on-line. Whenever there is any problem, they are very responsive.

The only way we really work with research is to gather data for the Student Employment Center demographic detail report showing how the placements followed the campus demographics.

## C. How is this program integrated with student equity and strategic planning?

An annual report is compiled to demonstrate that the percentage of each demographic population that is enrolled at Citrus College follows very closely the percentage of each demographic population that gets a job through our services. The data also demonstrates how underrepresented populations have very positive results with our services. The details are shown in the following table:

|  | % of PLACEMENTS | % of Citrus College Enrollment |
|---|---|---|
| **MALE** | 44% | 44% |
| **FEMALE** | 56% | 55% |
|  |  |  |
| **ASIAN** | 10% | 11% |
| **BLACK** | 8% | 6% |
| **CAUCASIAN** | 32% | 30% |
| **HISPANIC** | 50% | 39% |

# III. PROGRAM SELF-EVALUATION

## A. MIS DATA REPORTING

The Chancellor's Office does not require us to submit data.

## B. ACCESS

Access to the services of the Student Employment Center is available during normal hours of operation. Students and employers may also receive services through our website 24 hours per day. One-on-one help is also available for those needing special assistance.

As was shown in the previous section **(Section II.C – Student Equity and Strategic Planning)**, the department tracks demographic data to show that all campus populations have the same positive results from using our services.

## C. SUCCESS OF EDUCATIONAL GOALS

Our program is not directly involved with the tracking of the students' educational goals

## D. STUDENT LEARNING OUTCOMES (SLO'S)

### 1. Student Employment Center

Students who utilize our services will be able to obtain employment through the job postings and through learning how to execute a successful interview and prepare a dynamic resume.

A survey was created and distributed to all participants of our services. The outcomes were assessed and all were very positive. One area that showed where we could offer more services was in the relatively low number (51%) of students attending our workshops. More are being offered to determine if that low number was due to lack of student demand or because too few

workshops were being offered. **(See Section VIII-B. Student Learning Outcomes Results)**

2. **Service Learning**

   Students who participate in Service Learning will have the opportunity to apply concepts that they have learned in the classroom with community service activities

   A survey was created and distributed to all participants and the response was exceedingly positive in regard to this program**. (See Section VIII-B. Student learning Outcomes Results**)

## *E. COMPLIANCE*

When a student is hired to work on campus, the department reviews and processes their hire forms to ensure eligibility to work in the United States (according to their Social Security card) as well as eligibility to work on campus (by being enrolled in a minimum of 6 units at Citrus College).

Several times each semester, the department manually verifies that each on-campus student worker continues to maintain enrollment in a minimum of 6 units. If they are not, then the appropriate hiring supervisor is notified and the student must immediately stop working.

The department also ensures, to the best of their ability, that all employers posting job openings on the job board comply with the U.S. Department of Labor standards regarding non-discrimination of employees. If an employer is thought to be violating that standard, Student Employment will immediately stop working with that employer.

## F. STUDENT ELIGIBILITY

### 1. Student Employment Center

All currently enrolled students as well as alumni are eligible to use the job board to locate employment.

### 2. On-Campus Student Workers

Students currently enrolled in a minimum of 6 units at Citrus College are eligible to work on campus provided that they have not worked at Citrus for more than four (4) years and that they have the legal right to work in a student worker capacity in the United States. They may not work as a student worker if they are simultaneously working as an "on-call" employee. International students are eligible to work on campus with the approval of the Citrus College International Student Office. Students with criminal backgrounds are referred to the Director of Human Resources to determine eligibility.

### 3. Service Learning

Students enrolled in a class whose instructor agrees to have them participate in Service Learning are eligible. Faculty is responsible for determining how they will utilize the program for their classes.

## G. PROGRAM SERVICES

### 1. Student Employment Center

The following chart shows the activity of the Student Employment Center for the past five (5) years.

|  | 2008/2009 | 2007/2008 | 2006/2007 | 2005/2006 | 2004/2005 |
|---|---|---|---|---|---|
| PLACEMENTS | 589 | 653 | 744 | 776 | 811 |
| JOB ORDERS | 452 | 659 | 917 | 1,033 | 1,137 |
| REFERRALS | 9,773 | 8,499 | 7,624 | 8,630 | 10,495 |
| STUDENTS HELPED | 5,448 | 4,472 | 3,906 | 4,295 | 5,198 |

It is very interesting to see how our statistics compare to what is happening with the economy, showing fewer available jobs and more people looking for jobs.

It is important to note that on the above chart, for "Students Helped" the annual number shown is a compilation of unduplicated monthly numbers. There is not a way to capture an unduplicated annual number of students helped.

There was a major attempt to obtain a comparison of our performance to that of other community colleges. A survey was sent out to all members of the California Placement Association asking for their department's activity numbers. Unfortunately, a sufficient sampling was not received as it was found that other Student Employment Centers at other colleges do not track their activity.

The above listed activity is for the placement of students only. The number of students attending workshops or asking for individualized help with their job search is not tracked.

## 2. On-Campus Student Worker Processing

The following chart shows the number of students that the department processed to work as on-campus student workers for the past five (5) years.

|  | 2008/2009 | 2007/2008 | 2006/2007 | 2005/2006 | 2004/2005 |
|---|---|---|---|---|---|
| **Number of Students** | 648 | 646 | 750 | 777 | 814 |

## 3. Citrus College Service Learning Activity

This program began in 2007. It is important to note that, as previously stated, staffing was reduced for this position to an on-call status in March 2008.

| | TOTAL NUMBER OF: | | | |
|---|---|---|---|---|
| | **HOURS** | **INSTRUCTORS** | **STUDENTS** | **AGENCIES** |
| **2008/2009** | 4852 | 24 | 344 | 124 |
| **2007/2008** | 5413 | 28 | 420 | 135 |

## H. FUNDING, EXPENDITURE & ACCOUNTABILITY

Student Employment Services has an annual budget of approximately $200,000 (mainly consisting of salary and benefits). The department is not responsible for the salaries of on-campus student workers. That responsibility falls to each specific hiring department. There is no fiscal reporting requirement.

## I. ADVANCEMENT OF GREEN ENVIRONMENT

Student Employment Services contributes in many ways, such as by having our placement and volunteer services available to Green employers and agencies, by offering our students the opportunities of doing Service Learning events at Green events and environmental agencies, by being actively involved with the annual Citrus College Earth Day event, by recycling of the department's paper, and by turning off lights when not being used.

## J. TECHNOLOGY NEEDS

One anticipated future technology need is for a new job order/referral system rather than our current database which we purchased from Southwest College. Because it was built by someone at that college, there is no way to know the life expectancy of the system, though it is not anticipated to be a problem for several more years. The Citrus College TeCS staff maintains the system.

Another opportunity for future technology would be to acquire an electronic job board (or many computer monitors) for students to view job openings rather than on a job board. We would still want to manually give out the referrals for screening purposes, but it would be very efficient to not have to cut out and post all the job orders onto a wall board.

For the processing of on-campus student workers, an enormous help would be for a computer printer to capture required student data from the HRS and/or Banner system and automatically type the information onto the NCR hire form. Now, a typewriter is used to type information onto the hire form, and then much of the same information is entered into HRS and Banner.

# IV. EFFECTIVE PRACTICES

### A. Describe what is working well

1.  Having the job board available on-line for students to view current job openings so they do not need to come in to see what new job opportunities are posted

2.  Having the job order form available on-line for employers to download in order to post job opportunities

3.  More and more instructors are inviting the Student Employment Services supervisor into their classroom to lead a workshop on how to apply for jobs, conduct an effective interview, and prepare a resume and cover letter.

4.  Having Service Learning housed with Student Employment so when a non-profit agency calls to inquire on how to obtain student volunteers, they get immediate information and results. Also, when students come into Student Employment looking for volunteer opportunities, we can inform them about Service Learning.

### B. What exemplary practices and services do you offer that could be shared with other departments on campus?

When a student gets hired to work on campus, their employment data is immediately processed for payroll; it is not held until the end of the month. And when employment verifications are received, they are immediately processed. Students tell us that in some departments they have to wait for these services to be completed.

### C. What successful pilot projects have been implemented by your program?

We started offering, in conjunction with Workforce Development, the opportunity for students to have a mock interview. For this exercise, they first go to Workforce Development and get video taped interviewing for a job of their choice. Afterward, they bring the DVD to Student Employment and it is critiqued with the student one-on-one. The interview questions are devised to be questions that they

could really be asked on an interview, so the student will know what to expect and prepare for with a real interview. This real-life, hands-on exercise has been incredibly well received and the students often return to tell of their successful "real" interviews.

Another opportunity that is offered for students is their ability to set-up individualized resume and interview workshops at any time that is convenient for them. In the past, times were pre-set.

### D. How do faculty, administrators, staff and students participate in improving the effectiveness of the program?

The department is constantly working with the different constituents to determine the best method to help our students obtain employment. Faculty participates by informing us of what type of workshops would be best for their specific class. Students tell us the type of jobs they are looking for and then we try to locate that type of employment for them. They also tell us what aspect of the job search process they feel uncomfortable with, such as interviewing, and then we help them with that aspect.

We also work closely with other departments on campus to improve our services, such as TeCS on how to best deliver content on-line and through our database system, with payroll to determine how to best process on campus student workers, and with Human Resources to keep up-to-date on employment laws and regulations.

# V. OPPORTUNITIES FOR IMPROVEMENT, RECOMMENDATIONS AND NEEDS IDENTIFICATION

### A. Identify areas where you may need to make adjustments or changes in order to better serve students

#### 1. Use data and previous discussions as foundation for recommendations

In addition to our continual effort to locate employment for our students, and to accommodate the challenging employment and economic conditions facing our students, we have adjusted our services to better serve our students' needs. Because there are so few jobs available and so many applicants vying for each job opening, it is more important than ever that our students know how to conduct themselves in an interview. Therefore, we now promote and conduct one-on-one workshops at the students' convenience rather than at pre-set times.

#### 2. Consider needs for data, staffing, program growth and/or restructuring

The growth of service learning necessitates the need for a permanent person for that position rather than a temporary on-call person.

#### 3. Technology needs

As was previously discussed in **Section II. J.- Technology Needs,** our referral database program will need to be updated. It is a database program purchased from Southwest College and it would be more efficient to have an updated system for the processing of job orders and job referrals to students.

# VI. TECHNICAL ASSISTANCE

***Is there any training or technical assistance that you believe would improve the effectiveness of your program***

In order to improve effectiveness of data entry into either Banner or the Los Angeles County HRS system, any time there are modification in either system, assistance will be sought to see how to best implement those new changes.

# VII. SUPPLEMENTAL INFORMATION

### A. The following materials are provided to students who come in to our office for services

1. Application for Services

   Students must fill this out on their first visit to the Center. This is utilized in order for the student to learn how to properly fill out a job application

2. Get That Job

   This handout helps students with preparing for the interview as well as creating a proper resume and cover letter

3. Request for Part-Time Student Employment Form

   We receive this form from the hiring department for each student they hire. We then have the student fill out the hire packet and we then complete the bottom portion of the form and enter the data into Banner and the Los Angeles County HRS system.

4. On-Campus Student Hire Packet

   This is what each student who is hired to work on campus is required to complete. We ensure that each form is properly completed and then the information is entered into both Banner and the Los Angeles County HRS system.

# VIII.   ADDENDA

### A. Program Data

1. Student Employment Center Activity

2. Demographic Detail

3. Service Learning Activity

### B. Student Learning Outcomes

1. Student Employment Center SLOs

2. Student Employment Center Survey/Results

3. Service Learning SLOs

4. Service Learning Survey

5. Service Learning Survey Results