



SKY SS CPR Report

SKY SS - Career Readiness and Job Placement Program

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Program Information

Assessment Unit Information

Program Type

Student Services with Courses

Division

Strategic Partnerships & Workforce Development (SPWD)

Assessment Contact

Alexa Moore and Brittney Sneed

Comprehensive Program Review

2022 - 2023

Program Review Update

Fall 2025, Fall 2027

SKY Student and Learning Support Services Comprehensive Review

2022 - 2023

Student and Learning Support Services Comprehensive Review

Submitter Name:

Alexa Moore

BACKGROUND

1.A. DIVISION:

Strategic Partnerships & Workforce Development (SPWD)

PROGRAM NAME:

Career Readiness & Job Placement

1.B. YEAR OF REVIEW:

2022-2023

1.C. PROGRAM REVIEW TEAM

Alexa Moore, Brittney Sneed, Derek Allenby

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. **Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

Obtaining a good or better job is the #1 reason students state for attending College. High quality career services can greatly impact a student's success in college and meeting their goals upon graduation. Quality career services also impact how a graduate rates their college experience. "Graduates who rate their experience with career services as "very helpful" are 5.8 times more likely to strongly agree that their college prepared them well for life after college. (2020 Nace Report) Career Services has two components. Career readiness/job placement and career exploration. Career Readiness and Job Placement (CRJP) typically provides programs and assistance designed to give students a competitive edge when entering the workforce. These include: understanding workplace expectations, developing soft skills like leadership and communication, understanding job search resources, creating application materials, finding internships and job placement.

The Career Readiness & Job Placement Program has reimagined the way we support students and the community as it pertains to career development and job placement. This included the intentional change of the traditional Career Services delivery model to include a Comprehensive Career Readiness and Job Placement Program aligned with the Skyline College Comprehensive Redesign and Guided Pathways and it has led to increased opportunities for internships and jobs specific to Meta Major for students, community and campus programs. Additionally, we have launched a Career Closet for individuals who are in need of professional clothing necessary to interview. Thoughtful integration of the use of LinkedIn provides students with increased opportunities for visibility of their robust skills along with the expansion of their networks during their time at Skyline College. We have also purchased LinkedIn Learning licenses for students in an effort to build their tools and resources for continuous improvement skills and greater access to "just in time training" needed for promotion and increased opportunities. Moreover, having dedicated professionals by Meta Major has afforded Skyline College the opportunity to develop customized and valuable partnerships with industry professionals that will lead to even greater opportunities for students.

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ii. Alignment with the College Values:

Community Partnership, Student Success and Equity, Campus Climate, Social Justice, Open Access, Academic Excellence

For each chosen Value, provide a concrete example of how each connects to your program.

Community Partnerships: We work closely with external partners including employers, industry professionals, school districts and other organizations. We also developed the Industry Leadership Council bringing the professionals of the work world to collaborate and inform us to better support our students and members of the community.

Student Success and Equity: We offer a wide variety of services and resources designed to assist students in landing their dream job and to meet their individual career and employment goals. Preparing students to feel confident and capable to successfully enter the workforce.

Campus Climate: We have a student first attitude in supporting the individual needs of each student creating personal plans, coordinating connections with other campus programs or external resources as needed. Maintain case files to document support provided and continuous outreach/check in's with students.

Social Justice: Our team is intentional with whom we partner and collaborate with to ensure that companies align with our mission, vision and values as well as have diverse employees and resource groups within their own companies. We are very mindful in ensuring diverse panels and speakers to ensure relevancy and representation.

Open Access: We offer a multitude of services to all students and don't require any personal information to support and we are both in-person as well as online.

Academic Excellence: Our team continues to do research and professional development in how to best support students offering different modalities and resources of learning career readiness skills to be prepared when entering the workforce. Updating best practices and trends in industry as well as expanding partnerships with top companies.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

0

Adjunct Faculty FTE:

0

Classified Professionals FTE:

3

Manager/ Director FTE:

0

Dean FTE (if applicable):

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

The program was established in 2018 with 5 Program Services Coordinators operating as Job Placement Coordinators with 4 designated to each Meta Major along with 1 PSC to support campus and community partnerships/student drop-ins and 1 Career Resource Aide absorbed from the former Career Services Center. As of 3/16/2023, there are 3 full-time PSC's supporting the program and job placement. There program has a total of 4.8 FTE which includes two vacant positions of a 4th full-time PSC and a Career Resource Aide (.2 FTE is allotted to Counseling division) and both positions are to be filled through the hiring process.

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The program no longer has the PSC position dedicated to STEM and is now supported by one of the current coordinators.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Participated in flex days, some team members are on committees & task forces directly associated with the college, personal development using LinkedIn Learning, diversity conferences, anti-racial online conferences, community events, and networking.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

During the transition of leadership, the professional development amongst PSC's to participate in opportunities has been limited due to no administrator to approve funding. This could be addressed through once a Dean is put in place and could be a direct support to coordinate opportunities that will allow PSC's a time to join different professional development opportunities and be a part of committees. Priority for near future professional development for PSC's is to become active members of the National Career Development Association and Career Leadership Collective to utilize the various professional development opportunities (conferences, webinars/seminars, networking event, resources etc.) as well as staying abreast in workforce trends. Other examples of relevant organizations would include Chambers of Commerce memberships, the CA Workforce Association, National Association of College and Employers (NACE) and industry resource tools such as Burning Glass Institute that provides data driven research and practice for future of work and workers. All of these would benefit in ensuring that the Career Readiness & Job Placement team is providing the most up to date knowledge as we assist students and continue to create industry partnerships.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

Since the creation of Career Readiness and Job Placement, the program has collaborated with a multitude of campus programs, partnered external employers and community organizations, offered a host of Career Readiness Preparation Sessions, monthly virtual and in-person recruitment opportunities with employers, career fairs, career conversations with industry professionals for different career/workforce topics, Internship Spotlight series, virtual job shadows, in class presentations and workshops, bi-monthly job/internship opportunities released, launched the Industry Leadership Council, re-launched the Career Skill-BUILDER internship program and created and published the Career Readiness Resource Guides. Over the past five years, we've partnered with multiple programs and organizations including: Middle College, Promise Scholars Program, Umoja-ASTEP, Dual Enrollment, Career Technical Education (CTE), Cooperative Education (COOP), Women's Mentoring and Leadership Academy (WMLA) and in Fall 2021, the Careers in Psych Series launched in collaboration with the Psychology department.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

One of the biggest impacts on the program is being apart of the Strategic Partnerships and Workforce Development Division which allowed the CRJP to partner with Strong Workforce and Perkins Grant to use the funding to provide campus wide events, connecting with industry professionals, and providing services. Due to the Pandemic (COVID-19) where many people in the community were laid off from jobs which increased awareness of the program and the support needed. The transition to fully virtual support in all areas. Employer outreach and partnership was affected and due to this we had to work hard to rebuild

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quality partnerships and create new opportunities for the students and community members.

Legislation/regulatory changes can affect funding for our programs depending on what is set for workforce development programs which can also include grants (this can go either way of being positive or negative).

Community/school partnerships are positive impacts on the program given that we collaborate in ways to support students and individuals within the community through various modalities of career readiness supports and job placement (workshops, seminars, panels, career fairs, series etc.). Partnerships with employers are also a positive impact for the program in developing connections with companies that align with the college's mission, vision and values while also providing opportunities for students to grow within their roles.

Change of Administrator left a lot of program funding in limbo which led to uncertainty of the program's funding to support events that were hosted previously. Industry Leadership Council has been on hold for several months and we hope to restart that soon.

ACCESS

3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

The amount of individuals/students who reach out to receive career readiness support, what specific support was provided, and the amount of individuals/students attending workshops. The amount and quality of the employer partner relationships to offer job/internship opportunities to the campus community and other industry related events. Data is collected using formstack, google drives (docs & sheets) and the website.

3.B. USAGE TRENDS

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

Our usage trends have stayed consistent. During COVID the demand for services increased as more individuals began looking for employment. Also the shift of using remote technology such as zoom allowed us to reach a larger group of students/community members.

Services provided are listed below:

- One-on-one appointments
- Workshops/Series
- Events
- Employer engagements (Get Work Wednesdays/Now Virtual & In-person recruitment opportunities; Bi-Monthly Job & Internships through email, skyline shines & website)
- Career Fairs

Supporting Documents

3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

Attached is a document provided by PRIE for student career support interest.

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After reviewing data it shows the students we serve are consistent with the students population of the college.

Supporting Documents

[Careers_SKY_Fa2022_Students by Interest Report.xlsx](#)

3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. What usage trends do you observe, and what may account for these trends?

We noticed that many first time students and first time transfer students shown interest in our program through the PRIE data we received as well as some returning students. In addition our welcome form data shows that we have numerous students who are apart of campus programs such as Promise, WMLA, Trio etc. Given this information it's noted that students/community members are seeking supports for career readiness and job placement. Being that these services are typically what people pay for we offer the services free which allows opportunity for students/community members to be able to access these services at no cost to them.

Students/Community members are able to access services both in-person and virtually which offers students more flexibility within their schedules and we are able to reach a more broader number of individuals seeking career services.

ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

Noted in the PRIE data the demographics of the student we serve is consistent with the whole college.

Supporting Documents

[Career_Readiness_CPR_Demographic_Summary_Data_v2.xlsx](#)

iii. What are the implications for how you will provide services and conduct outreach for your program?

We continuously collaborate with campus programs and community organizations to get our services out there but also utilize marketing and opportunities to table at campus or external events. We also have social media and LinkedIn pages to highlight what we have done, what we are doing and how to contact us for services or support. During COVID we successfully increased the use of virtual meetings for both student and employer and will continue to utilize those modalities to provide services.

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

i. How frequently were PSLOs assessed for the last five years?

Since the creation of the CRJP program there have been at least 2 times where PSLO's were assessed.

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

The previous PSLO's were developed for the career center under Sparkpoint. With the creation of the SPWD division, career readiness and job placement which was previously a function of the career center, reimagined its service model in the way students are supported as well as faculty integration, and industry partnerships. The initial PSLO's developed for the career center were no longer relevant to the work that the CRJP are providing for students and broader stakeholder partnerships. There are now two relevant PSLO's.

PSLO's will be evaluated annually and updated as needed.

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iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

We have already updated the PSLOs to be reflective on what is relevant to the program and to the needs of the students we serve.

iv. Please check the boxes to indicate that the following tasks have been completed.

Updated the Improvement Platform with new or changed PSLOs after approval by the appropriate person(s).

Yes

Updated new or changed PSLOs on the program website after approval by the appropriate person(s).

Yes

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

Yes

4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

i. Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.

Uploaded below is disaggregated data that shows the following

- Students served are consistent in regards to age with the overall student population of the college
- Students served in Fall 2022 were consistent numbers with those who expressed interest in career services

4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

CRJP has created a form for student and employer feedback with responses related to hiring and also a form for workshop/event participants providing evaluation. There is both qualitative and quantitative data to support responses.

Student Placement Feedback- "I have received a conditional job offer from the San Francisco District Attorney's Office. I have to pass the background check to get become an official employee for the Paralegal Trainee position. I am so grateful to have you as the career coach who gave many tips for the interview preparation. I would not be more confident without your help and support."

Employer Placement Feedback- "Just wanted to let you know I just made the 3rd hire from your programs. Fantastic programs, Skyline students are in good hands to find jobs."

Supporting Documents

[Career Readiness skills pie.jpeg](#)

[how likely are you to attend pie.png](#)

4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:

i. What have you learned from reviewing the cohort retention, success, and/or persistence data?

N/A?

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We have a form/survey that covers if students were successful in getting their career needs met and we will upload that data soon too.

Supporting Documents

[Career_Readiness_CPR_Demographic_Summary_Data_v2.xlsx](#)

ii. How do the cohorts' results compare to the overall College's results?

n/a (not sure if this is applicable)

iii. What factors may be contributing to these outcomes?

The support offered through our Career Readiness & Job Placement Team and the different modalities of services offered.

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Sufficient staffing, data streamlined into one system, consistent data collection & observation,

Continuing to grow partnerships with areas doing related comprehensive career services to meet student needs.

GOAL

Career Readiness Suite of Services

Goal and Desired Impact on Students

Design and implement curriculum for career readiness (resume building, job searching, interview practice and networking) for students to support in increasing knowledge and opportunities to career readiness and job placement tools.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

"Host monthly workshop opportunities online or in person on the following topics listed above.

"Collaborate with faculty & campus programs to integrate our career readiness tools for the students.

"Continue to update our Just in Time Guides and resources related to career including the website and additional inserts that can be available digitally or through printed copies.

"Complete/Update as needed the Career Readiness Workbooks which are full expansions of the Just in Time Guides.

- Have all events listed prior to the beginning of each semester on the campus calendar and website calendar.
- Collaborate with at least 2 faculty members or campus programs from each meta major to be integrated into their course or program.
- Have all materials (guides and workbooks) updated and completed before the end of the Fall 2023 semester.

GOAL

Professional Development for Staff

Goal and Desired Impact on Students

Expand professional development opportunities for Job Placement Coordinators that is relevant to the skill sets and work needed for the role to continue to support students in their individualized career needs.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

"Map out opportunities throughout the year available both on campus and externally

"Staying up to date in career readiness and employer needs

"Enroll in at least one new membership for relevant industry associations

"Feedback given through a survey twice a semester distributed to employers that will assess if the needs of the employers are met.

"Continue to host and expand the Industry Leadership Council with the purpose to align best practices in workforce development and career readiness.