

SAN DIEGO MESA COLLEGE

Career Center

Career Peer Ambassador Program (CAP)

Strong Workforce Project Regional Allocation Funding
CTE Enhancement Funds

2018-2019

Pilot Program Report

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Abstract

California state law SB 293, Statutes of 2005 (Unemployment Insurance (UI) Code Section 14020) requires the State Workforce Board to collaborate with the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs. While the regional plan is under development, the short-term plan is to provide one-time funding of \$200,000 to each of the ten San Diego Imperial County Community College Association (SDICCCA) colleges. This will fund short-term, noncontract staffing and supplies to continue the career services best practice improvements with Career Education (CE) funding. San Diego Mesa College used the funding that was allocated to the campus Career Center to hire an Internship Coordinator, Project Assistant, and six student workers. The funding was used to develop internship preparation opportunities for students and establish a career readiness peer-to-peer learning community. This pilot program was an effort to support CE students' employment readiness and the diverse student population at San Diego Mesa College. The following report outlines the scope of the project, planning and budgeting information, and student services impact on the participants of the pilot program.

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Background

Southern Border Regional Workforce Development Plan

San Diego and Imperial Counties 2017-2020

Obtained directly from Southern Border Regional Workforce Development Plan 2017-2020 (p. 2-4)

California state law SB 293, Statutes of 2005 (Unemployment Insurance (UI) Code Section 14020) requires the State Workforce Board to collaborate with the Chancellor of the California Community Colleges, the State Department of Education, other appropriate state agencies, and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs.

The Community College Strong Workforce Program (Ed Code Title 3, 88821) requires the Community College Board of Governors to facilitate program coordination and alignment with other workforce training, education, and employment services in the state. The Strong Workforce Program shall operate in a manner that complies with the California Strategic Workforce Development Plan, required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and expand upon existing consortia infrastructure.

Each regional planning unit in the state submits a regional workforce development plan to meet the requirements of their funding entity and the State of California's adopted Workforce Development State Plan. Developed with required partners, the plan provides direction and regional support for sectors that drive the regional economy, career pathways, strategic workforce development priorities, and agreement on outcomes/metrics. While the plan is

developed jointly, the annual funding plans from each entity are developed and approved by each entity's governance structure.

The Imperial County Workforce Development Board (WDB), the San Diego Workforce Partnership (SDWP), and the San Diego Imperial Counties Community Colleges Regional Consortium agreed to work together, with our mandated partners, and produce a joint core Regional Workforce Development Plan, to which we would each add our local and regional funding plans.

Summary of Regional Planning Process

San Diego and Imperial Counties workforce development community have a history of working together as a region. For community colleges, the region is composed of both counties and each college is represented at SDICCCA [San Diego Imperial Counties Community Colleges Association]. SDICCCA meets monthly and representatives from UC and CSU attend regularly; WDBs attend occasionally.

In 2014, a memorandum of collaboration (MOC) was signed by SDICCCA, Imperial County WDB, Imperial Valley Regional Occupation Program, SDWP, and San Diego County Office of Education. The objective of this collaboration was to develop a coordinated approach to industry sector analysis, enhance regional capacity to support the growth and expansion of priority and emergent sectors, create regional systems of data collection, knowledge development and action planning, and develop and enhance career pathway training programs.

As a precursor to the Southern Border Regional Workforce Development Planning process, the MOC confirms the region's commitment to work together. Also, in 2014, the San Diego County College and Career Readiness Consortium (CCRC) was launched as a regional

approach to implementing the California Career Pathways Trust (CCPT) grant. The school partners in the CCPT grant are high schools from 16 districts, one charter school, and all five of San Diego County's community college districts. The purpose of the CCPT project is to provide infrastructure investment to support the development of key components of a regional system to ensure delivery of streamlined, coordinated, sequenced career pathway curriculum aligned to industry needs. Industry sectors targeted through the application include Advanced Manufacturing, Clean Energy, and Information and Communication Technologies (ICT).

Imperial Valley was also awarded a CCPT grant in 2014 with a focus on Law Enforcement and Health. For both projects, local workforce development boards are considered essential partners.

Regional Workforce Development Plan Participating Agencies

Ten community colleges (six districts) in the region are participating in the regional workforce development plan. This includes the following campuses: Cuyamaca College, Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City College, San Diego Continuing Education, San Diego Mesa College, San Diego Miramar College, and Southwestern College. From the San Diego and Imperial Workforce Development, two groups are participating in the regional workforce development plan including Boards San Diego Workforce Partnership, and Imperial County Workforce Development Board. From K-12 (Secondary) and Adult Education, the following groups are participating: San Diego County Office of Education, Poway Unified School District, Imperial County Office of Education, and San Diego-Imperial Adult Education Consortia. Participating universities include University of California San Diego (UCSD) Extension and San Diego State University (SDSU). Participating

Industry/Industry Association/Regional Government/Economic Development/Chambers include the East County Economic Development Council, Imperial Valley Economic Development Corporation (IVEDC), San Diego Regional Economic Development Corporation, and SANDAG. Other participating groups include the Employment Development Department (LMID), CalWorks, County of San Diego, and Department of Rehabilitation (DOR).

WestEd San Diego/Imperial Counties Strong Workforce Program

Obtained directly from WestEd San Diego/Imperial Counties Strong Workforce Program

Employment Readiness & Job Placement Project Update 10.27.17

Project Description

The purpose of this project is to develop an infrastructure and processes for a regional system that will provide all of the San Diego Imperial County community colleges with programs and services to develop workplace and career skills, including employment readiness skills, and acquire employment upon completion of their program of study. WestEd is working with San Diego Imperial community colleges to develop a system with the following three key functions:

- (1) proactive CTE career planning and job readiness skills development;
- (2) proactive, case-managed job placement for CTE students, especially in the priority sectors (health, life sciences/biotech, clean energy and



Figure 1. Four Pillars of Guided Pathways

transportation) and emerging sectors (advanced manufacturing and ICT/digital media);
and

(3) an online management system that provides for student tracking of progress,
benchmark intervention, job placement and documentation of all services provided.

Once complete and fully implemented, the proposed system will allow students to transport their career plans among the colleges, access regional internship opportunities, develop the work readiness skills they need, and get help to find a job in their field.

Methodology and Approach

Guided by human-centered service design principles, WestEd will guide the Consortium in building the human and electronic infrastructure needed to implement such a system. Guided Pathways has emerged as the primary framework within California Community Colleges to support student completion. The SDIC Employment Readiness and Job Placement Project is aligning its efforts with this initiative.

Preliminary Findings

- *There is interest in better connecting instruction and student services.* Faculty have expressed a desire to track students' progress beyond program completion.
 - *Functions tend to happen in silos,* though there are promising signs of collaboration among staff to support faculty and students. Several staff have expressed interest in using some form of a case management system to support student success.
 - *Few have dedicated career counselors;* most are general counseling staff who have been assigned career development responsibilities.
 - Work-based learning is handled by various staff and faculty.
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- Each college is unique in terms of its organizational structure, tools, and processes. In general, *employment is still not explicitly integrated into community college missions*, and no single system or set of systems emerged consistently across the colleges, though the College Career Network (Grossmont, Cuyamaca, Miramar, San Diego Mesa, San Diego City) and MiraCosta's JAIN system show promise.
- *Short List of Existing Tools*: Dropout Detective; GradGuru; Starfish Enterprise System (Starfish Early Alert, Starfish Connect, Starfish Degree Planner); JAIN (GradLeaders) (Miracosta); College Career Network (Grossmont, Cuyamaca, Miramar, San Diego Mesa, San Diego City); Digital badges from the New World of Work (21st Century Skills); and LaunchPath (alumni associations, internship completion, and career pathways).

Subsequent to the preliminary findings, the final executive summary report presented recommendations that are framed by system change principles and are aligned with the pillars of the Guided Pathways model.

Obtained directly from The “Fifth Pillar” - The San Diego and Imperial Counties Employment Readiness and Job Placement Services Project Report, Updated February 8, 2018 (p. 5-6)

Overarching Recommendations

1. Recognize career exposure and preparation as a central purpose of the college experience for all students and add a “fifth pillar” to the Guided Pathways model to reflect this view.
 2. Develop a regional approach to career preparation and job placement that builds coherence across all ten colleges for both students and employers.
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3. Integrate career preparation into instruction and student support delivered throughout the students' college experience, from first entry through transfer and employment, to ensure successful transitions and job placement.
4. Align institutional and program-level student learning outcomes to reflect a focus on career preparation for all students.
5. Make career-related services and tools readily accessible to all students.
6. Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success.
7. Ensure adequate staffing and strengthen processes, supported by technology, to engage all students in comprehensive career planning and career preparation activities, keep them engaged, and monitor their success through employment, as well as to engage employers for advisory services, work-based learning, and job opportunities.
8. To support students in navigating their college experience from pre-enrollment to employment, provide students a comprehensive and articulated set of the services, resources, and tools - including tools for career planning, career exploration, internships, and job placement.

Sources

Southern Border Regional Workforce Development Plan San Diego and Imperial Counties

2017-2020 - read more here:

<http://myworkforceconnection.org/wp-content/uploads/2017/01/SBRWFDPlanFINAL.pdf>

WestEd San Diego/Imperial Counties Strong Workforce Program. *Employment Readiness & Job Placement Project Update 10.27.17* - Read more here:

<http://myworkforceconnection.org/wp-content/uploads/2017/10/ER.JP-Ex-Summary-1.pdf>

WestEd San Diego/Imperial Counties Strong Workforce Program. *The “Fifth Pillar”- Employment Readiness and Job Placement Services Project Report, Updated February 8, 2018 (p. 5-6)* - Read more here:

http://myworkforceconnection.org/wp-content/uploads/2018/02/ERJP_REPORT_EXECSUMM.pdf

Literature Review

Research shows that intentionally designed programs provide not only support and access to education and opportunities for students, but also help students learn, grow, and succeed. Theoretical foundations such as Tinto's Theory of Departure (1975) and Astin's Theory of Involvement (1984) inform practitioners on how peer mentoring programs are successful in assisting students and enriching their holistic experiences, particularly "minority students, with accomplishing their goals in unfamiliar settings," (Budge, 2006, p.78). Participation in mentoring programs has also been shown to provide students with opportunities to explore career interests and become career-ready (Budge, 2006, p.75).

Student Engagement in Career Readiness Opportunities

Tinto's Theory of Departure is evident within the San Diego Mesa College Career Center's mission to "empower students with tools and knowledge for life long career transitions....," by connecting Mesa College students with trained Career Peer Ambassadors (Estrada-Howell, Lopez, & Picolla, 2018, p. 3). The Career Peer Ambassador Program (CAP) aims to provide students with assistance in résumé building, cover letter writing, and interviewing through peer support in career coaching and outreach. This model of peer support facilitates a wealth of resources for students in developing their career readiness knowledge, self-development opportunities, and involvement levels, as well as a budding social network on-campus. Tinto (1998) argues the construction of educational settings, specifically learning communities, promote connected learning among students (p. 170). Student engagement in career readiness opportunities can be increased through creating career readiness peer-to-peer learning communities. Through the CAP learning community, Career Peer Ambassadors engage

their peers in active learning, critical thinking, and personal and social responsibility. They educate their peers around job/internship preparation and career readiness through providing peer résumé building services and assisting in on-campus career services events. Career Peer Ambassadors connect students with employers, alumni, faculty and staff to facilitate career connections, opportunities and resources.

Research shows students who participate in learning communities are more likely to develop supportive peer groups beyond the classroom. These peer groups develop connections that interweave academic work with social interactions into various settings; connections and interactions as such, demonstrate academic and social integration at the institution (Tinto, 1975, p. 94-97). As a result, students who participate in peer learning groups are more likely to have increased persistence levels and enhanced quality of learning experiences (Tinto, 1998, p. 172). CAP services demonstrate the Career Center's mission to empower students with tools and knowledge for life long career transitions, and furthermore, can contribute to increasing the student persistence levels and enhancing quality of learning at San Diego Mesa College. Through participating in CAP peer-to-peer résumé building services, students will be able to increase their knowledge of résumé writing strategies and resources, develop a better understanding of how to communicate their skills and experiences in a well-formatted résumé, build confidence in their ability to market themselves enabling them to qualify for higher earning positions, and gain awareness of career events and opportunities at Mesa College.

Additionally, CAP utilizes Astin's Theory of Involvement to meet its outcome of increasing students' awareness of career events and opportunities at Mesa College. Astin's theory proposes that meaningful educational engagement in college stimulates increasing

cognitive complexity, and leads to learning and development (Patton, Renn, Guido, & Quaye, 2016, p. 45). In other words, the more effort a student puts into engagement, the more the student will benefit from it. In CAP's case, peer-to-peer career coaching is a vehicle for involvement, which is consequently linked to success (Crisp, Baker, Griffin, Lunsford, & Pifer, 2017, p. 68). Furthermore, recent findings suggest effective mentoring programs and those targeted for students from underrepresented minority groups can be effective in generating positive outcomes for participants, such as increased engagement, feelings of integration into the college environment, and improved academic performance (Crisp et al., 2017, p. 49). Based on the 2017-2018 Mesa College student demographics, the institution has a high enrollment number of Latino-identified students (37% of student population), female-identified students (54% of student population), first generation college students (469 of 1738 students from the graduating class of 2018), students receiving financial aid (21,181 students in 2017-2018), and active military/veteran (184 of 1738 from the graduating class of 2018) (San Diego Mesa College Office of Communications, 2018, p. 2). It could be argued Mesa College student participation in the CAP learning community may be a crucial component to developing their student engagement levels, sense of belonging to campus, and potential for student success.

Research has shown “mentoring can positively influence the career choices students make, their perseverance in following their educational goals, and their achievement in higher education” (Budge, 2006, p. 75). Specifically, mentoring has been proven to have a positive influence on students’ scholarly pursuits and career aspirations including satisfaction, commitment, and involvement with one’s major (Holland, Major, & Orvis, 2012, p. 345). At Mesa College, students have access to general counselors and career counselors to receive

professional counseling services for career decision-making support. In addition, they have Career Peer Ambassadors for peer career coaching support. Career Ambassadors assist the Mesa College Career Center staff in equipping students with the tools to prepare, transition, and navigate into career readiness opportunities. These Career Ambassadors are trained to be familiar with career readiness competencies and job market trends. They understand the value of diversity in the workplace, and how that enhances workplace culture and productivity. They provide their peers with insight, knowledge, and resources for résumé building, interviewing, networking, and applying for jobs/internships from a student's perspective.

Career Peer Ambassadors: Expanding the Reach of Career Services

Introduction

“San Diego Mesa College is a fully accredited, comprehensive two-year college serving 24,000 students per semester. Among the largest community colleges in California, Mesa offers 196 associate degree and certificate programs and is among 15 California community colleges offering a four-year baccalaureate degree. In 2017, Mesa achieved full re-accreditation from Accrediting Commission for Junior and Community Colleges (ACCJC). With offerings that include fine art and music, language and humanities, math and science, allied health fields, Geographic Information Systems (GIS), business, multimedia, hospitality, culinary arts, fashion, architecture, and interior design, Mesa ranks as San Diego's top transfer institution.... As a Hispanic Serving Institution, Mesa College is the leading college of equity and excellence and committed to the success of all students, including underrepresented students, and more than 2,400

veterans and their families” (San Diego Mesa College Office of Communications, 2018, p. 3).

As such, the San Diego Mesa College Career Center delivers outstanding career development opportunities for their students. With the mission to “empower students with tools and knowledge for life long career transitions, connect employers and students through jobs, internships, and networking opportunities that mutually benefit our community, and support faculty with career integration in the classroom,” the San Diego Mesa College Career Center sought to establish a new career readiness peer-to-peer learning community through the Career Peer Ambassador Program (CAP) (Estrada-Howell, Lopez, & Picolla, 2018, p. 3). CAP aims to provide students with assistance in résumé building, cover letter writing, and interviewing through peer support in career coaching and outreach.

Project Scope of Work

Claudia Estrada-Howell, M.Ed., Career Center Supervisor, is leading the San Diego Mesa College Career Center to become a national leader in career services through developing new ways to introduce a greater number of students to career services. In the Fall of 2017, Claudia Estrada-Howell, M.Ed., and Alicia Lopez, M.A., Senior Student Services Assistant, drafted a project proposal with determination to introduce internship services and to establish a new peer learning community through participating in the Career Education (CE) Employment Readiness and Job Placement Project. The project proposal was reviewed by Ailene Crakes, Dean of Student Development, Dr. Tina Recalde, Dean of Health Sciences and Public Service, and Monica Romero, Associate Dean of Career Technical Education. The final project proposal was submitted by Dr. Danene Brown, Dean of Business and Technology and was approved in the

month of November of 2017. The San Diego Mesa College Career Center was awarded a one-time funding of \$200,000 dollars from the Strong Workforce Project (SWP) Regional Allocation Funding. This funding was allocated to be used by November 30th of 2018. The funding supports regional and campus projects to grow and improve outcomes for CE programs in the California community colleges. It is also intended to sustain short-term programming while the region develops a long-term plan. As a result, the Career Center used the funding to hire an Internship Coordinator (adjunct faculty), Project Assistant (hourly staff, 25 hours per week), and six student workers (hourly staff, 25 hours each per week).

In the month of December of 2017, interviews were conducted to fill the Internship Coordinator and Project Assistant positions. Through a competitive application process, the best candidates were selected to fill the positions and assist in establishing the pilot program. Amara Tang, a graduate student from the Postsecondary Educational Leadership Program with a Specialization in Student Affairs at San Diego State University (SDSU) was hired to be the Project Assistant. The Project Assistant started working for the San Diego Mesa College on February 14th of 2018, and this marked the beginning of the CAP program. With the constraints of less than ten months to utilize SWP funding, the Career Center staff developed a timeline for the implementation process to reach department goals (see [Appendix A](#)). On March 1st of 2018, interviews were conducted to fill the Career Peer Ambassador positions. Six currently enrolled students from various cultural and educational backgrounds with diverse skill sets were brought onto the team to fill those positions in late April of 2018 (see [Appendix B](#)). Around the same time, the Internship Coordinator, Pavel Consuegra, PhD, was hired and began providing internship services at San Diego Mesa College.

Vision and Mission Statement

The Career Center's vision for CAP is to have students helping their peers with career development by connecting them to resources and opportunities. The pioneering Career Ambassadors were given the opportunity to develop a collaborative mission statement that represented their work and the program. They developed the following mission statement,

“The Career Peer Ambassador Program is a team of dedicated, knowledgeable, and friendly students who represent the San Diego Mesa College Career Center. They guide their peers through their career journeys by providing peer-to-peer résumé building, job search techniques and strategies, as well as other career readiness resources” (Career Peer Ambassador Program, 2018, p. 1).

The Career Ambassadors took the initiative to create their own branding through designing a logo for the CAP program and a template for their student business cards (see [Appendix C](#)).

What is a Career Peer Ambassador?

Career Peer Ambassadors are trained student campus leaders who facilitate the resources available through the San Diego Mesa College Career Center department. Career Ambassadors promote and deliver informational presentations about career services within Mesa College classrooms, around the college campus, and at career services events. They also provide walk-in peer-to-peer résumé building services through facilitating individual and group career coaching sessions. When hiring to fill these positions, the job description was emailed to all students, posted on social media and at the Career Center Job Board to recruit interested students (see [Appendix D](#)). A visual timeline of the academic year commitment in the CAP program was

created to show the process of program development from recruitment, training, and activities, to program assessments (see [Appendix E](#)).

The National Association of Colleges and Employers (NACE) recently released a fact sheet defining eight core competencies that form career readiness. The Career Peer Ambassador Program focuses on developing these eight career readiness competencies within the job role of the Career Peer Ambassador:

1. Career Development/Management
2. Critical Thinking/Problem Solving
3. Global/Intercultural Fluency
4. Information Technology Application
5. Leadership
6. Oral/Written Communications
7. Professionalism/Work Ethic
8. Teamwork/Collaboration

Using Super's Career Development Theory, the Career Peer Ambassador Program focuses on developing these eight career readiness competencies within the job role of the Career Peer Ambassador, in addition to meeting the Career Center student services outcomes. The Project Assistant created a mapping of proposed strategies to meet the outcomes for the Career Peer Ambassador job role (see [Appendix F](#)).

Training

Before the selected students began their training as Career Peer Ambassadors, they were instructed to complete a career readiness pre-assessment and goal setting tool (see [Appendix G](#)).

This tool was created specifically for the CAP program and served to use as a guide for one-on-one meetings to discuss areas of strength and opportunities for personal and professional development growth. The Career Ambassadors completed a post-assessment at the conclusion of the Fall of 2018 semester to measure their progress and to create new goals for the Spring of 2019 semester. Students selected to serve as Career Peer Ambassadors participated in an intensive summer training curriculum developed and facilitated by the Mesa College Career Counselors, Internship Coordinator, Project Assistant and Career Center staff (see [Appendix H](#)). The intentions of the training sessions were to prepare the Career Ambassadors for their job role in delivering career center services, as well as to meet career center student services outcomes and develop transferable work-related skills.

Career Counselor, Raquel Sojourner, developed a workshop to specifically reach and support CE students through participation in an “In-Classroom Two-Day Résumé Workshop.” Day 1 of the lesson plan included the career counselor’s attendance within CE faculty’s classrooms to educate CE students on résumé writing strategies and resources. Day 2 of the lesson plan included the Career Ambassadors’ attendance within CE faculty’s classrooms to provide feedback on the strengths and areas of improvement of students’ résumés (see [Appendix I](#)). Sojourner contacted Mesa College CE faculty in-person and through email to market this educational and career-related opportunity to be integrated into summer classroom curriculums (see [Appendix J](#)). In order to prepare Career Ambassadors for this collaboration, the Career Ambassadors participated in résumé writing trainings and participated in reverse résumé review sessions with career counselors, Internship Coordinator, and Career Center staff. To pilot the CAP peer-to-peer résumé building services, Career Ambassadors led small group mock résumé

review sessions with voluntary Mesa College student participants, specifically Peer Navigators from the Summer Creating Rich Unique Intellectual Student Experiences (CRUISE) Program. Counselors and Peer Navigators provided feedback on the Career Ambassadors' performances by completing a CAP résumé building service performance evaluation form (see [Appendix K](#)). After the summer training sessions, the Career Ambassadors participated in professional development opportunities as needed. They were awarded certificates of achievement after each stage of professional development training (See [Appendix L](#)).

Logistics

The CAP program was housed in the Transfer Career and Evaluations office located on the 3rd floor of the student services building on-campus. The computer lab was transformed into a collaborative learning space for students to interact with Career Ambassadors in addition to having access to professional staff and counselors for services and information. Career Ambassadors began offering walk-in peer-to-peer résumé building hours at the Career Center in the month of July of 2018. This type of program and its services was able to be mobile as well. The Career Ambassadors hosted six on-the-spot résumé building tent events in the campus quad during the summer sessions of 2018. They also participated in many campus collaborative activities to deliver career services information and assisted in event programming throughout the summer (see [Appendix M](#)). Since the CAP services quickly became recognized and gained high student interest, CAP continued to offer walk-in peer-to-peer résumé building hours in the Fall semester of 2018. The highest rate of participation was during the month of September of 2018 which led up to Career Week. The Project Assistant was responsible for tracking the hours in which Career Ambassadors spent in CAP trainings and working events, as well as hours

offered and spent in providing peer-to-peer résumé building services for reporting purposes. A summary infographic was created to highlight the program's achievements between the months of May and December of 2018 (see [Appendix N](#)). As of the month of December of 2018, CAP conducted 150 student sessions in their peer-to-peer résumé building service and collected over 129 completed sets of pre- and post- assessment surveys.

Collaboration and Support

Collaboration across campus departments at Mesa College was essential in developing the pilot program and obtaining faculty and staff buy-in. Along with helping their peers with résumé review and cover letter writing strategies, the Career Ambassadors were trained to present career services information, lead campus tours and facilitate ice breakers. They have demonstrated these leadership skills through assisting many events hosted by the Summer CRUISE Program and Peer Navigators. They have also supported the Outreach Department in their student ambassador trainings and served as orientation leaders for the STEM Core 2018 Fall orientation at San Diego Mesa College. Career Ambassadors have assisted the Student Affairs Department as volunteers in welcoming and directing students to classes during Welcome Week with the San Diego Mesa College President, Pamela Luster, Ed.D. They have assisted the Student Success and Equity Department and The Stand at their monthly free Farmer's Market where students, staff, administrators, and faculty help to distribute fresh produce and free professional clothing to students and the campus community (see [Appendix O](#)). Not only did Career Ambassadors impact students directly, but they also impacted Mesa College faculty through providing professional development opportunities, from a student's perspective, at the Learning Opportunities for Transformation (LOFT). One of the Career Ambassadors,

Malik Shabazz, was given the opportunity to lead a FLEX workshop on gender identity and expression for Mesa College faculty, staff, and administrators (see [Appendix P](#)). Their involvement on-campus continued. Career Ambassadors assisted in coordinating work-based learning activities, such as the Majors at Mesa Fair and Professional Networking Panel, with the Internship Coordinator and Work-Based Learning Coordinators. Furthermore, Career Ambassadors participated in transfer application training to assist the Transfer Center in answering general student application questions. The Transfer Career benefited from the additional support provided by the Career Ambassadors as an overwhelming number of students sought help with their transfer applications during the months of October through December of 2018. In addition to promoting positive career readiness influence through peer-to-peer support, Career Ambassadors assisted the college in matriculating students to 4-year institutions through helping their peers with transfer applications. Many campus administrators, faculty, staff, and students have expressed their positive support and appreciation for the CAP program.

Program Goals

CAP's program goals include creating a learning community to engage students in active learning, critical thinking, and personal and social responsibility. Career Peer Ambassadors educate their peers around job/internship preparation and career readiness through providing peer-to-peer résumé building services and assisting in on-campus career services events. Through connecting students with employers, alumni, faculty and staff, the Career Peer Ambassadors hope to facilitate career connections, opportunities and resources. Student learning outcomes were created in alignment with department and program goals by Amara Tang, Project Assistant (see [Appendix Q](#)).

Learning Outcomes

Through participating in CAP peer-to-peer résumé building services, students will be able to increase their knowledge of résumé writing strategies and resources, develop a better understanding of how to communicate their skills and experiences in a well-formatted résumé, build confidence in their ability to market themselves enabling them to qualify for higher earning positions, and gain awareness of career events and opportunities at Mesa College.

Strong Workforce Project (SWP) Performance Metrics

The Career Center staff used Super's Theory of Career Development as foundation in developing a plan to meet Strong Workforce Project (SWP) performance metrics, as well as to meet the outcomes of the Career Center student services department and CAP program. Super (1990) argues that self-concept changes over time and with an individual's life experience. Career development is a lifelong cycle with multiple stages for gaining self-understanding, and developing occupational preferences and competencies (p. 197-261). The Career Center adapted a holistic career development model that includes four stages in career development: know yourself, explore options, get focused, and take action (Figure 1). Through the CAP program, strategies for student support were developed to guide CE students and the diverse student population of San Diego Mesa College through each career development stage to reach selected SWP performance metrics (Figure 2). A plan for the delivery of outcomes was created by Amara Tang, Project Assistant (see [Appendix R](#)).

Figure 1. The image below is a holistic career development model that aligns with similar stages in Donald Super's Theory of Career Development. Each stage of career development, numbered, is connected to reaching a numbered SWP performance metric listed in Figure 2.



Figure 2. The chart below outlines the four SWP performance metrics selected by the Career Center staff to drive the CAP pilot program.

SWP performance metric #1:	Increase the marketability of CE students, enabling them to qualify for higher earning positions
SWP performance metric #2:	Increase employment in the second and fourth fiscal quarter after exit

SWP performance metric #3:	Increase number of course enrollments
SWP performance metric #4:	Increase the number of CE alumni in jobs closely related to their field of study
(Read more here from Doing What MATTERS: https://extranet.cccco.edu/Portals/1/WED/WEDDRFA/RFA16-192/AppendixD-Strong_Workforce_Metrics.pdf)	

Level of Achievement Expected

Being a pilot program, this is the first formal assessment of CAP. Some levels of achievement can be predicted given the short timeline of SWP funding. In the month of November of 2017, the funding proposal was approved and funding was allocated. The Project Assistant, tasked to lead the project, started working in the month of February of 2018 and assisted in the recruitment and selection process of the Career Peer Ambassadors. The interviewing and hiring process with the San Diego Community College District took between 6-8 weeks and all of the Career Ambassadors were brought on by the month of May of 2018. The Internship Coordinator has started working for Mesa College by this time as well. With CAP training sessions planned for the months of May through June of 2018, the Career Center staff expected the months of July through November of 2018 to deliver activities/services designed to reach outcomes and SWP metrics. Considering feasibility and the constraints of a short-term project frame, the Career Center staff elected to evaluate SWP performance metric #1 between the months of July and November of 2018. Amara Tang, Project Assistant, created a pre- and post- survey to measure the following outcomes. Through participating in CAP peer-to-peer résumé building services, students will be able to increase their knowledge of résumé writing strategies and resources, develop a better understanding of how to communicate their skills and

experiences in a well-formatted résumé, build confidence in their ability to market themselves enabling them to qualify for higher earning positions (SWP performance metric #1), and gain awareness of career events and opportunities at Mesa College. If presented with the opportunity of long-term project funding, the Career Center staff may be able to collect additional data to evaluate SWP performance metrics #2, #3, & #4 for the project.

Methodology

In order to carry out intentional programming and services, the Career Center staff allows opportunities for student participants to provide feedback on career center workshops. Based on a summary of the résumé writing workshop evaluations collected from the Summer of 2017 to Spring of 2018, a common theme emerged. Many students expressed the résumé writing workshops needed to be more “interactive,” “engaging,” and “include more activities.” By understanding the needs of the San Diego Mesa College student population, the Career Center was able to promote the development of a pilot peer program to support the Career Center staff in providing more interactive and engaging résumé building support through offering daily walk-in, individual and group peer coaching opportunities. The number of career coaching sessions and length of session times differed depending on student needs.

Outcomes-Based Assessments

The Career Center created and conducted outcomes-based pre- and post- assessments for the CAP résumé building service, creating a platform for conversation on how to better support the diverse student population of Mesa College, including CE students, in career readiness. Four CAP student learning outcomes were assessed, and one of which aligned with SWP performance metric #1.

Participants

The population analyzed consisted of voluntary CAP résumé building service participants who were currently enrolled undergraduate students, including CE students, at San Diego Mesa College in the San Diego Community College District during the Summer and Fall of 2018. Participation in the surveys was voluntary and survey responses submitted by students remained anonymous. Prior to participating in the CAP résumé building services, participants may or may not have been exposed to résumé writing strategies or have written their first résumé document.

Rationale for Measurements

Currently, the Mesa College Career Center uses Google Forms as an online surveying platform for small project data collection and analysis. The Project Assistant designed a pre- and post- survey to be distributed electronically to all student participants of the CAP résumé building service (see [Appendix S](#)). The survey questions measured variables such as student demographics including current student status, intended major, educational goal(s), and student population. Survey questions also measured how program services met student learning outcomes regarding career readiness.

The pre-survey comprised of 6 informational questions, 3 demographic questions, and 4 quantitative questions. The post-survey comprised of 6 informational questions, 2 demographic questions, 5 quantitative questions, and 1 qualitative question. A predominantly quantitative approach was utilized given the limited time allotted to conduct the program assessment. Considerations made included feasibility of data collection and analysis. Although peer-to-peer résumé building sessions varied depending on student needs, it was assumed when students participated in CAP résumé building services, the learning outcomes would be the same. The

self-report data is based on self-perceived impact. Data collected will be analyzed to identify commonalities, patterns, and trends to adapt, expand, or modify existing Career Center services. In the future, surveys and measures may be modified in alignment to the program's learning outcomes and the goals of the program, Career Center department, and San Diego Mesa College.

Implementation of Assessment Process

For this assessment implementation process, Career Peer Ambassadors distributed the electronic pre-assessment survey to each student participant prior to beginning a CAP résumé building session. At the end of each résumé building session, the Career Peer Ambassadors requested each student participant to complete the electronic post-assessment survey. Paper surveys were also available upon request. Participation in completing the surveys was voluntary and survey responses submitted by students remained anonymous. Some students participated in multiple résumé building sessions with a Career Ambassador. These students were requested to complete a pre- and post- survey for each session they participated in for program tracking and assessment purposes. The sample population included voluntary CAP résumé building service participants who were currently enrolled undergraduate students, including CE students, at San Diego Mesa College in the San Diego Community College District during the Summer and Fall of 2018. The Career Center staff established a benchmark goal to collect at least 60 completed sets of pre- and post- survey responses for self-report data analysis by the end of Fall of 2018 semester.

Marketing Plan

A marketing plan was developed by Amara Tang, Project Assistant, to encourage all currently enrolled undergraduate students at Mesa College to participate in the new CAP

peer-to-peer résumé building service (see [Appendix T](#)). Through the assistance of Mesa College faculty, staff and Career Ambassadors, the Career Center staff implemented the following marketing approaches. Promotional flyers with walk-in hours offered for each semester were created and posted on campus bulletin boards at Mesa College and within the student services building (see [Appendix U](#)). The Career Center staff emailed the promotional flyer to Mesa College faculty, administrators, and staff, and made announcements through student email list-serves and social media platforms such as Facebook, Instagram, and Twitter. To further increase student participation, the Career Center staff encouraged faculty to offer extra credit to their students for participation. Career Ambassadors promoted their services at outreach tabling events such as Summer CRUISE Meet & Greet events, Résumé Building Tent events, and delivered short presentations within classrooms.

Budgets

For the CAP program, the Career Center used some of the SWP funding to create hourly staff positions including one “Project Assistant” position and six “Outreach Mentor” positions, who served as the Career Peer Ambassadors. Below is an overview of the estimated budget used for direct salaries and personnel and equipment and supplies between February 2018 and November 2018. An estimated grand total of \$90,384.24 from SWP funding was used toward piloting the CAP program (Figure 3).

Figure 3. Estimated Budget Used Between February 2018 and November 2018**A. Direct Salaries and Personnel**

Position Title	Pay Rate (per hour)	Hours per Week	Total Weeks	Total Hours	Amount Requested	Estimated Benefits 19%
Project Assistant	\$18.12	25	40	1,000	\$18,120.00	\$3,442.80
Outreach Mentor	\$13.28	25	28	700	\$9,296.00	\$1,766.24
Outreach Mentor	\$13.28	25	28	700	\$9,296.00	\$1,766.24
Outreach Mentor	\$13.28	25	28	700	\$9,296.00	\$1,766.24
Outreach Mentor	\$13.28	25	28	700	\$9,296.00	\$1,766.24
Outreach Mentor	\$13.28	25	28	700	\$9,296.00	\$1,766.24
Outreach Mentor	\$13.28	25	28	700	\$9,296.00	\$1,766.24
				Totals:	\$73,896.00	\$14,040.24
Direct salaries and personnel total: \$87,936.24						

B. Equipment/Supplies & Additional Expenses

	Item Requested	Quantity	Unit Cost/Avg. total	Amount
1	Polo shirts	16	\$28.00	\$448.00
2	Office supplies	Dependent on need.	\$1,000.00	\$1,000.00
3	Events/programs	Dependent on need.	\$1,000.00	\$1,000.00
			Total	\$2,448.00

February 2018 - November 2018 (10 months) Estimated grand total used: \$90,384.24

Proposed Budgets

With hopes to sustain the CAP program to be a long-term project, the Career Center staff is currently searching for funding sources and created the following budget proposals for the 2019-2020 fiscal year.

1. Proposed budget for **January 2, 2019 - June 30, 2019 (6-month budget)** (Figure 4)
 - a. Grand total requested: **\$30,776.24**
2. Proposed budget for **March 1, 2019 - July 31, 2019 (5-month budget)** (Figure 5)
 - a. Grand total requested: **\$32,058.60**
3. Proposed budget for **July 1, 2019 - June 30, 2020 (12-month budget)** (Figure 6)
 - a. Grand total requested: **\$79,988.64**
 - b. Subsequent years: **\$79,988.64**

Figure 4. January 2, 2019 - June 30, 2019 (6-month budget)

A. Direct Salaries and Personnel (4)

Position Title	Pay Rate (per hour)	Hours per Week	Total Weeks (in 6-months)	Total Hours (in 6-months)	Amount Requested	Estimated Benefits 19%
Outreach Mentor	\$13.47	20	24	480	\$6,465.60	\$1,228.46
Outreach Mentor	\$13.47	20	24	480	\$6,465.60	\$1,228.46
Outreach Mentor	\$13.47	20	24	480	\$6,465.60	\$1,228.46
Outreach Mentor	\$13.47	20	24	480	\$6,465.60	\$1,228.46
				Totals:	\$25,862.40	\$4,913.84

January 2, 2019 - June 30, 2019 (6 months) Grand total requested: \$30,776.24

Grand total requested per month: \$5,129.37

Figure 5. March 1, 2019 - July 31, 2019 (5-month budget)**A. Direct Salaries and Personnel (5)**

Position Title	Pay Rate (per hour)	Hours per Week	Total Weeks (in 5-months)	Total Hours (in 5-months)	Amount Requested	Benefits 19%
Outreach Mentor	\$13.47	20	20	400	\$5,388.00	\$1,023.72
Outreach Mentor	\$13.47	20	20	400	\$5,388.00	\$1,023.72
Outreach Mentor	\$13.47	20	20	400	\$5,388.00	\$1,023.72
Outreach Mentor	\$13.47	20	20	400	\$5,388.00	\$1,023.72
Outreach Mentor	\$13.47	20	20	400	\$5,388.00	\$1,023.72
				Totals:	\$26,940.00	\$5,118.60

March 1, 2019 - July 31, 2019 (5 months) Grand total requested: \$32,058.60

Grand total requested per month: \$6,411.72

Figure 6. July 1, 2019 - June 30, 2020 (12-month budget)**A. Direct Salaries and Personnel (5)**

Position Title	Pay Rate (per hour)	Hours per Week	Total Weeks (in 12 months)	Total Hours (in 12 months)	Amount Requested	Estimated Benefits 19%
Outreach Mentor	\$13.47	20	48	960	\$12,931.20	\$2,456.93
Outreach Mentor	\$13.47	20	48	960	\$12,931.20	\$2,456.93
Outreach Mentor	\$13.47	20	48	960	\$12,931.20	\$2,456.93
Outreach Mentor	\$13.47	20	48	960	\$12,931.20	\$2,456.93
Outreach Mentor	\$13.47	20	48	960	\$12,931.20	\$2,456.93
				Totals:	\$64,656.00	\$12,284.64
			Direct salaries and personnel total: \$76,940.64			

B. Equipment/Supplies & Additional Expenses

	Item Requested	Quantity	Unit Cost/Avg. total	Amount
1	Polo shirts	16	\$28.00	\$448.00
2	Name tags	5	\$20.00	\$100.00
3	Office supplies	Dependent on need.	\$1,000.00	\$1,000.00
4	Events/programs	Dependent on need.	\$1,000.00	\$1,000.00
5	Mileage reimbursement	Dependent on need.	\$0.545 per mile	\$500.00
			Total	\$3,048.00

July 1, 2019 - June 30, 2020 (12 months) Grand total requested: \$79,988.64

Grand total requested per month: \$6,665.72

Subsequent years requested: \$79,988.64

Justification for Leadership**Project Assistant, Hourly Staff (1)**

The Project Assistant is responsible for the overall leadership and coordination of the new Career Peer Ambassador pilot program. This included tasks such as program planning, recruitment, training & supervision, marketing, and program assessment. The Project Assistant develops the program assessments, and collects and interprets data to make recommendations for courses of action to the Transfer Career and Evaluations Center Supervisor. In addition to the clerical and administrative support functions for the program, the Project Assistant is responsible for coordinating the Career Peer Ambassador Program services for all prospective, current Mesa College students and Alumni.

Career Peer Ambassador (Outreach Mentor), Hourly Staff (4-6)

Career Peer Ambassadors are trained student campus leaders in facilitating the resources available through the San Diego Mesa College Career Center department. They coach students on résumé writing and job search strategies. Career Peer Ambassadors have opportunities to lead and facilitate team meetings, collaborate with other campus departments, plan related programs and assist with logistics at job fairs and other Career Center engagements. Students selected to serve as Career Peer Ambassadors will gain extensive hands-on training and experience within the Career Center. The Career Peer Ambassadors will develop transferable work-related skills such as communication skills, career coaching and presentations skills, in addition to leadership and teamwork experience.

Justification for Equipment/Supplies & Additional Operating Expenses**Polo Shirts**

Career Peer Ambassadors have a dress code that will represent their services and those of the Career Center in a professional way. This attire will be used at all times during working hours. The polo shirts will include the official San Diego Mesa College Career Center logo.

Name Tags

Career Peer Ambassadors and Project Assistant can wear a name tag that will be used as an identifier to the students they serve. This name tag is to be worn at all times during working hours.

Office Supplies

Office supplies are required to complete the mission and goals of the Career Ambassador Program, as detailed in the job description such as printing of training manuals, promotional

flyers, and supplies for programs and activities. Supplies are also needed for training workshops, presentations, and outreach efforts. Supplies will be purchased as needed.

Events/Programs

The Career Ambassador Program can offer Career Center events and programs such as marketing campaigns, workshops, job/internship events, and additional projects as related to meeting the mission of the Career Ambassador Program.

Mileage Reimbursement

Mileage reimbursement for round trip travel expenses to local high schools and related events for outreach efforts to promote the CE programs offered at the San Diego Mesa College, and to provide career readiness services and resources to prospective students.

Analysis

Survey Results

In total, CAP offered 717 hours for CAP résumé building services between the months of June and December of 2018. Of those hours, 140 hours were spent on conducting peer-to-peer résumé building sessions. During the hours unoccupied by a student, Career Ambassadors worked on office projects and assisted staff with assignments as needed. In total, 150 CAP résumé building sessions were conducted, and 129 sets of completed pre- and post- assessment surveys were collected. For the purpose of this report, only completed sets of pre- and post- surveys collected between June 25th, 2018 and December 12th, 2018 were used for analysis (125 sets of completed pre- and post- surveys).

Demographic Data

Demographic data of survey participants was obtained from the Office of Institutional Effectiveness at San Diego Mesa College. Hai Hoang, Research and Planning Analyst, supported the project in retrieving the demographic data of 90 distinct individuals from the current San Diego Mesa College database with the student CSIDs collected by CAP between June 25th, 2018 and November 13th, 2018. Student CSIDs were collected as part of usage tracking of CAP services. The Research and Planning Analyst created the following tables and charts of student profiles for the demographics section of the report below.

Figure 7. Ethnicity of Participants

Ethnicity	Student Count	Percent
LatinX	35	39%
Asian	20	22%
White	16	18%
Other	9	10%
African American	7	8%
Unreported	3	3%
Total	90	100%

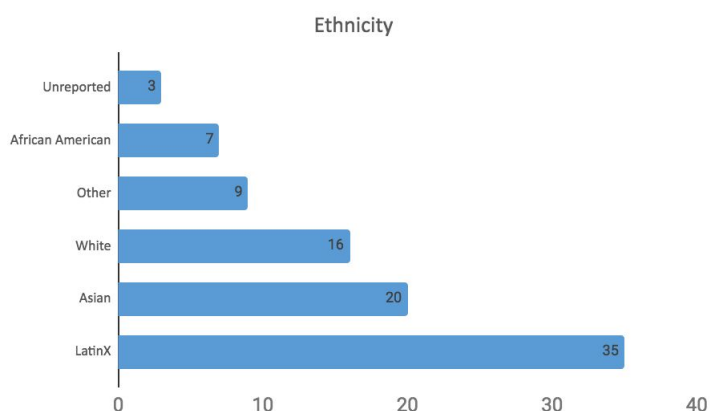


Figure 8. Gender of Participants

Gender	Student Count	Percent
Female	52	58%
Male	38	42%
Total	90	100%

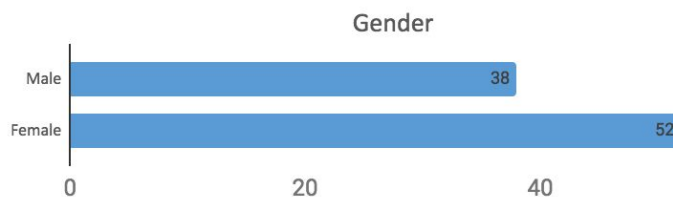
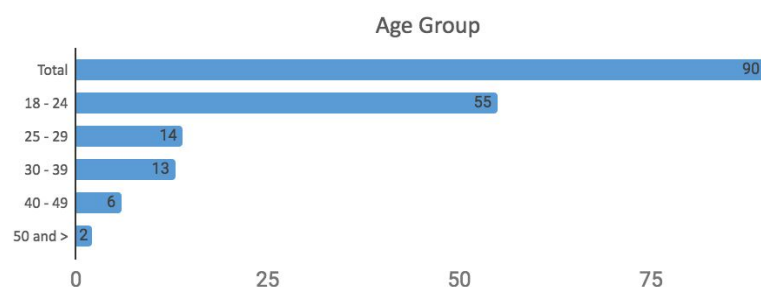
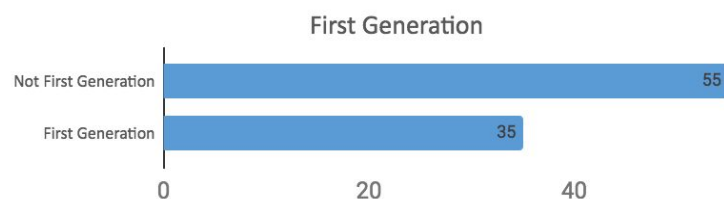


Figure 9. Age of Participants

Age	Student Count	Percent
50 and >	2	2%
40 - 49	6	7%
30 - 39	13	14%
25 - 29	14	16%
18 - 24	55	61%
Total	90	100%

**Figure 10. First Generation Status of Participants**

First Generation Status	Student Count	Percent
First Generation	35	39%
Not First Generation	55	61%
Total	90	100%

**Figure 11. Education Objective of Participants**

Education Objective	Student Count	Percent
BA/BS after Completing AA/AS	52	58%
BA/BS w/out Completing AA/AS	9	10%
Undecided	7	8%
4 Yr College Student	7	8%
AA/AS w/out Transfer	4	4%
Current Job/Career Advancement	3	3%
New Career Preparation	3	3%
Basic Skills Improvement	2	2%
Voc Cert/Degree w/out Transfer	1	1%
HS Diploma/GED Certificate	1	1%
Educational Development	1	1%
Total	90	100%

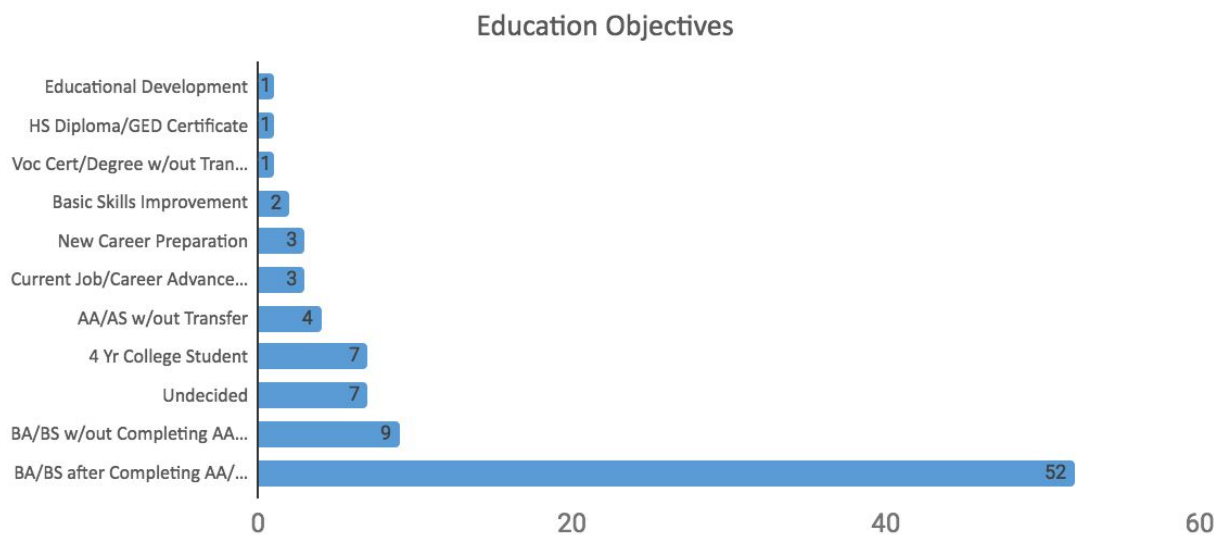


Figure 12. Financial Aid Status of Participants

Financial Aid Status	Student Count	Percent
Receiving Financial Aid	61	68%
Not Receiving Financial Aid	29	32%
Total	90	100%

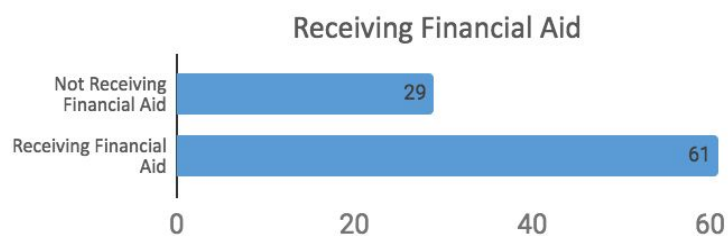


Figure 13. Units Completed at SDCCD

Units Completed at SDCCD	Student Count	Percent
80.5 or above	5	6%
60.5 to 80	6	7%
40.5 to 60	15	17%
20.5 to 40	27	30%
20 or less	37	41%
Total	90	100%

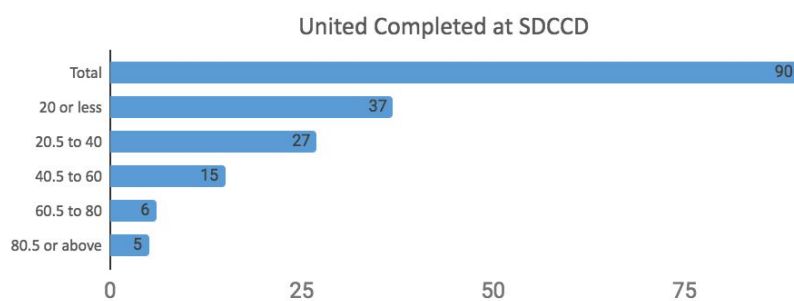
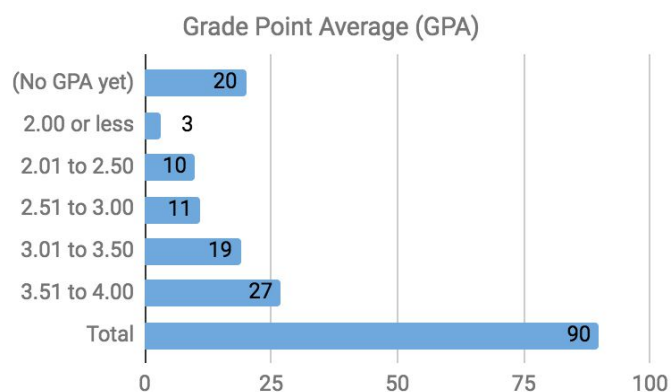


Figure 14. Units Completed and Financial Aid

Units Completed and Financial Aid			
Financial Aid Status	Unit Completed	Student Count	Percent
Receiving Financial Aid	20 or less	27	30%
	20.5 to 40	17	19%
	40.5 to 60	10	11%
	60.5 to 80	5	6%
	80.5 or above	2	2%
Not Receiving Financial Aid	20 or less	10	11%
	20.5 to 40	10	11%
	40.5 to 60	5	6%
	60.5 to 80	1	1%
	80.5 or above	3	3%
Total		90	100%

Figure 15. Grade Point Average (GPA)

GPA	Student Count	Percent
(No GPA yet)	20	22%
2.00 or less	3	3%
2.01 to 2.50	10	11%
2.51 to 3.00	11	12%
3.01 to 3.50	19	21%
3.51 to 4.00	27	30%
Total	90	100%

**Figure 16. Units Completed and GPA**

Units Completed and GPA			
Units Completed	GPA	Student Count	Percent
20 or less	(no GPA yet)	20	22%
	2.00 or less	2	2%
	2.51 to 3.00	1	1%
	3.01 to 3.50	4	4%
	3.51 to 4.00	10	11%
20.5 to 40	2.00 or less	1	1%
	2.01 to 2.50	4	4%
	2.51 to 3.00	4	4%

	3.01 to 3.50	6	7%
	3.51 to 4.00	12	13%
40.5 to 60	2.01 to 2.50	5	6%
	2.51 to 3.00	4	4%
	3.01 to 3.50	2	2%
	3.51 to 4.00	4	4%
60.5 to 80	2.01 to 2.50	1	1%
	2.51 to 3.00	1	1%
	3.01 to 3.50	4	4%
80.5 or above	2.51 to 3.00	1	1%
	3.01 to 3.50	3	3%
	3.51 to 4.00	1	1%
Total		90	100%

Figure 17. Units Completed and Major

Units Completed and Major			
Units Completed	Major	Student Count	Percent
20 or less	(Unreported)	15	17%
	IGETC GENERAL EDUCATION	4	4%
	BIOLOGY - ALLIED HEALTH	3	3%
	BUSINESS ADMIN FOR TRANSFER	2	2%
	PSYCHOLOGY FOR TRANSFER	2	2%
	AMSL-ENGLISH INTERPRETATION	1	1%
	BIOLOGY FOR TRANSFER	1	1%
	BIOLOGY-TRANSFER	1	1%
	CHILD DEVELOPMNT ASSOC TEACHER	1	1%
	COMMUNICATION STUDIES	1	1%
	COMMUNICATION STUDIES-TRANSFER	1	1%
	EDUCATION	1	1%
	FASHION DESIGN	1	1%
	GEOLOGY FOR TRANSFER	1	1%
	KINESIOLOGY FOR TRANSFER	1	1%
	LIB A&S:MATH/PRE-ENGR ST-MATH	1	1%
20.5 to 40	PSYCHOLOGY FOR TRANSFER	4	4%
	IGETC GENERAL EDUCATION	3	3%
	(Unreported)	2	2%
	STUDIO ARTS FOR TRANSFER	2	2%
	TRANSFER PROGRAM	2	2%
	ACCOUNTING	1	1%

	AMSL-ENGLISH INTERPRETATION	1	1%
	BIOLOGY - ALLIED HEALTH	1	1%
	BIOLOGY FOR TRANSFER	1	1%
	BUSINESS ADMIN FOR TRANSFER	1	1%
	BUSINESS ADMINISTRATION	1	1%
	BUSINESS MANAGEMENT	1	1%
	CSU GENERAL EDUCATION-BREADTH	1	1%
	ELEMENTARY EDUCATION PREP	1	1%
	FASHION-FASHION DESIGN	1	1%
	HOTEL MANAGEMENT	1	1%
	JOURNALISM	1	1%
	LIB A&S:SCI ST-PHYS SCI-PRNURS	1	1%
	THEATRE ARTS FOR TRANSFER	1	1%
40.5 to 60	BIOLOGY - ALLIED HEALTH	4	4%
	ARCHITECTURE	1	1%
	BEHAVIORAL SCI-ALCOHOL & DRUG	1	1%
	BUSINESS ADMIN FOR TRANSFER	1	1%
	CBT-ADMINISTRATIVE ASSISTANT	1	1%
	CSU GENERAL EDUCATION-BREADTH	1	1%
	GEOGRAPHIC INFO SYSTEMS	1	1%
	LIB A&S: MATH/PRE-ENGR - ENGR	1	1%
	MATHEMATICS FOR TRANSFER	1	1%
	PSYCHOLOGY FOR TRANSFER	1	1%
	STUDIO ARTS FOR TRANSFER	1	1%
	TRANSFER	1	1%
60.5 to 80	PSYCHOLOGY FOR TRANSFER	2	2%
	BIOLOGY - ALLIED HEALTH	1	1%
	FASHION	1	1%
	KINESIOLOGY FOR TRANSFER	1	1%
	ADMIN OF JUSTICE FOR TRANSFER	1	1%
80.5 or above	ARCHITECTURE	1	1%
	ENGLISH	1	1%
	HOTEL MANAGEMENT	1	1%
	IGETC GENERAL EDUCATION	1	1%
	LAS-SCI STU-BIOLOGICAL SCIENCE	1	1%
Total		90	100%

Self-Report Demographic and Survey Data

The Career Center staff created tables and charts of self-report data collected between June 25th, 2018 and December 12th, 2018. Career Ambassadors collected a total of 125 completed sets of pre- and post- assessment surveys during this period of time from voluntary participants.

Figure 18. Knowledge of Intended Major Question

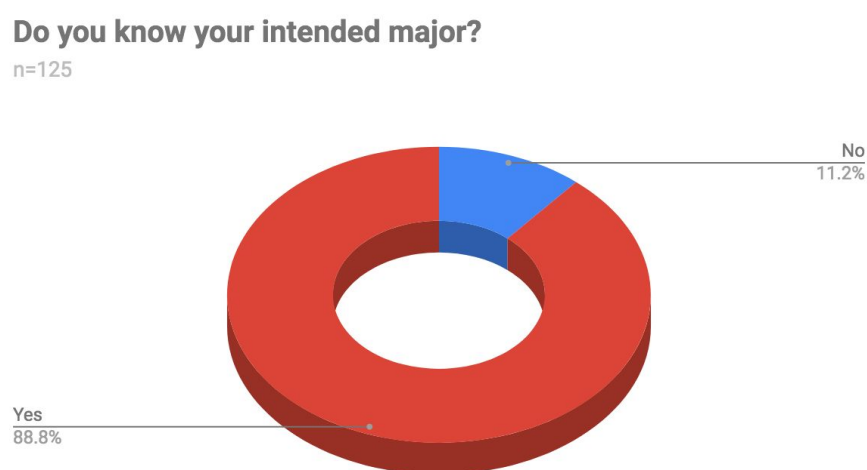


Figure 19. Intended Majors of Participants

Students' Self-Reported Intended Majors			
Sum of responses	#	Percentage	Answers
125	4	2%	Accounting
	2	<1%	Allied Health
	1	5%	Animation
	2	18%	Architecture
	1	<1%	Art History
	2	2%	American Sign Language - English Interpreting
	1	<1%	Automotive Technology
	1	<1%	Biochemistry
	1	<1%	Bioinformatics
	4	3%	Biology

	8	6%	Business
	3	2%	Business Administration
	1	<1%	Chemical Engineering
	1	<1%	Child Development
	2	2%	Civil Engineering
	1	<1%	Computer Engineering
	3	2%	Computer Science
	1	<1%	Criminal Justice
	1	<1%	Dental Assisting
	1	<1%	Dental Hygiene
	2	2%	Engineering
	1	<1%	English
	1	<1%	Environmental Protection
	1	<1%	Ethnic Studies
	2	2%	Fashion
	1	<1%	Film
	1	<1%	Geology
	1	<1%	Geographic Information Systems (GIS)
	1	<1%	Graphic Design
	1	<1%	Health Information Management
	1	<1%	Health Information Technology
	1	<1%	HEIT
	1	<1%	Hospitality
	1	<1%	Hospitality - Hotel Management
	1	<1%	Human Biology
	3	2%	IT
	2	2%	Journalism
	2	2%	Kinesiology
	1	<1%	Liberal Studies Elementary Education
	1	<1%	Liberian
	1	<1%	Management
	1	<1%	Marine Biology
	4	3%	Mathematics
	2	2%	Mechanical Engineering
	4	3%	Microbiology
	2	2%	Music
	15	12%	N/A
	1	<1%	Neuroscience
	1	<1%	Neuroscience Psychology
	4	3%	Nursing
	1	<1%	Nutrition

	1	<1%	Physics
	1	<1%	Physiology
	2	2%	Political Science
	1	<1%	Pre-Med
	1	<1%	PSIA
	12	10%	Psychology
	1	<1%	Public Health
	1	<1%	Social and Behavioral Sciences
	1	<1%	Social Work
	1	<1%	Sociology
	1	<1%	Speech Pathology
	2	2%	Studio Arts
	1	<1%	Voice / Vocal Performance

Students' Self-Reported Intended Majors

n=125

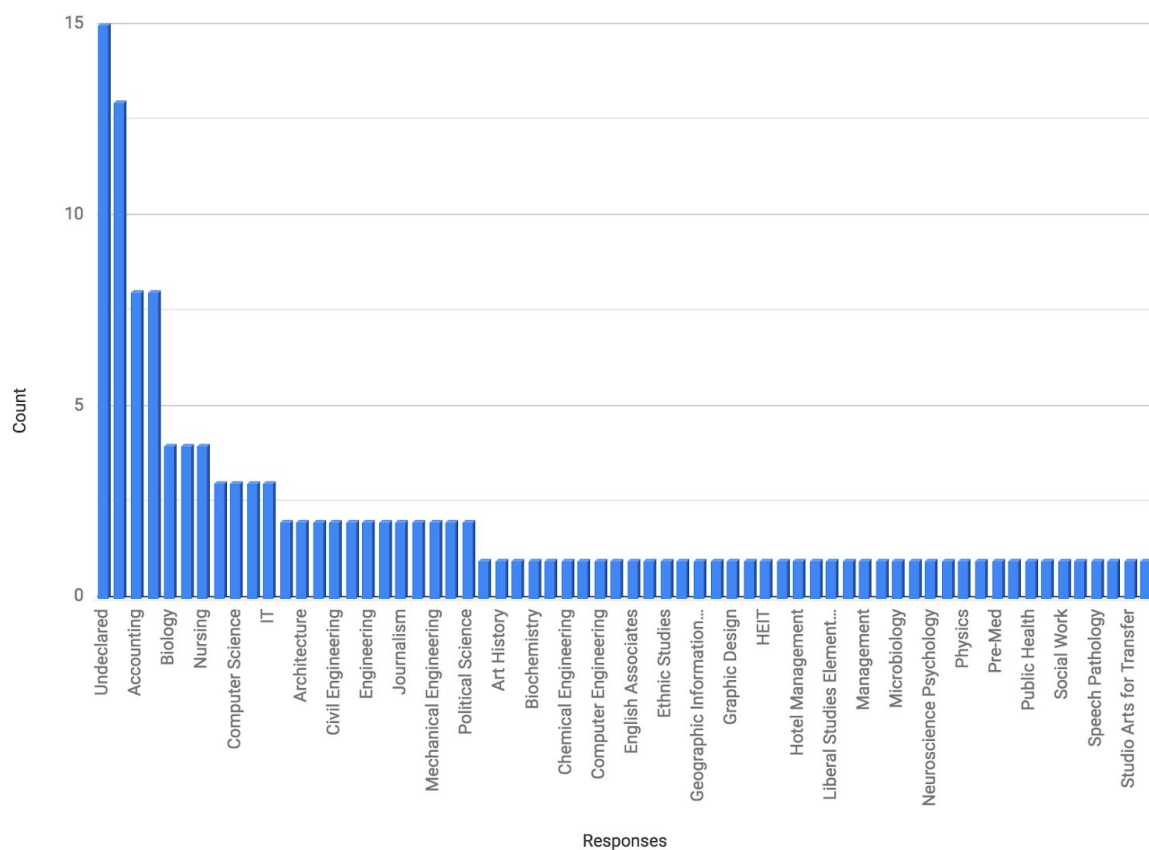
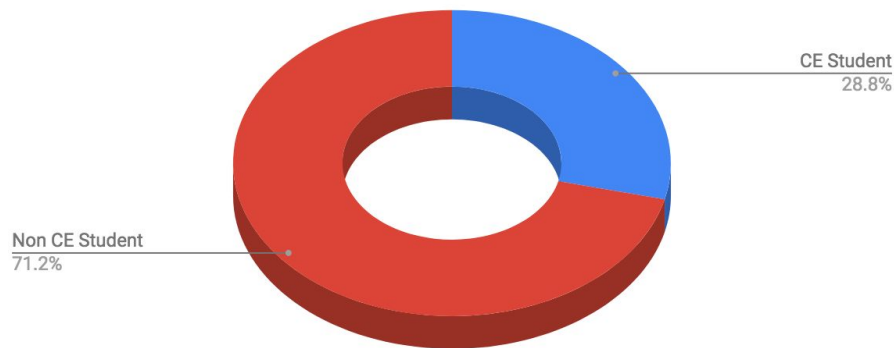


Figure 20. Percentage of Career Education (CE) Students Served**Percentage of Career Education (CE) Students Served**

n=125; 30% of Mesa College's Academic Programs consist of CEPrograms

**Figure 21. Student Populations of Participants**

Student Population		
Sum responses	#	Answers
43	10	Adult learners
	10	PROMISE students
	9	EOPS students
	8	CRUISE students
	7	I am a first generation college students
	7	Second year students
	5	English Second Language Learners
	5	First Year Students
	5	I am a parent
	5	STAR TRIO/CARE students
	5	None of the above
	4	STEM CORE students
	3	Athletics
	3	CalWORKs students
	3	Food insecure
	3	Students with disabilities
	2	International students
	2	Choose not to respond

	1	DREAMERS
	1	Homelessness/Housing insecure
	1	Veterans
	1	Other
	0	Formerly incarcerated students
	0	Foster youth
	0	Gender non-binary
	0	LGBTQ+
	0	Puente students
	0	Refugee/New arrival students

Student populations served:

n=43; Collection of this information began October 2018

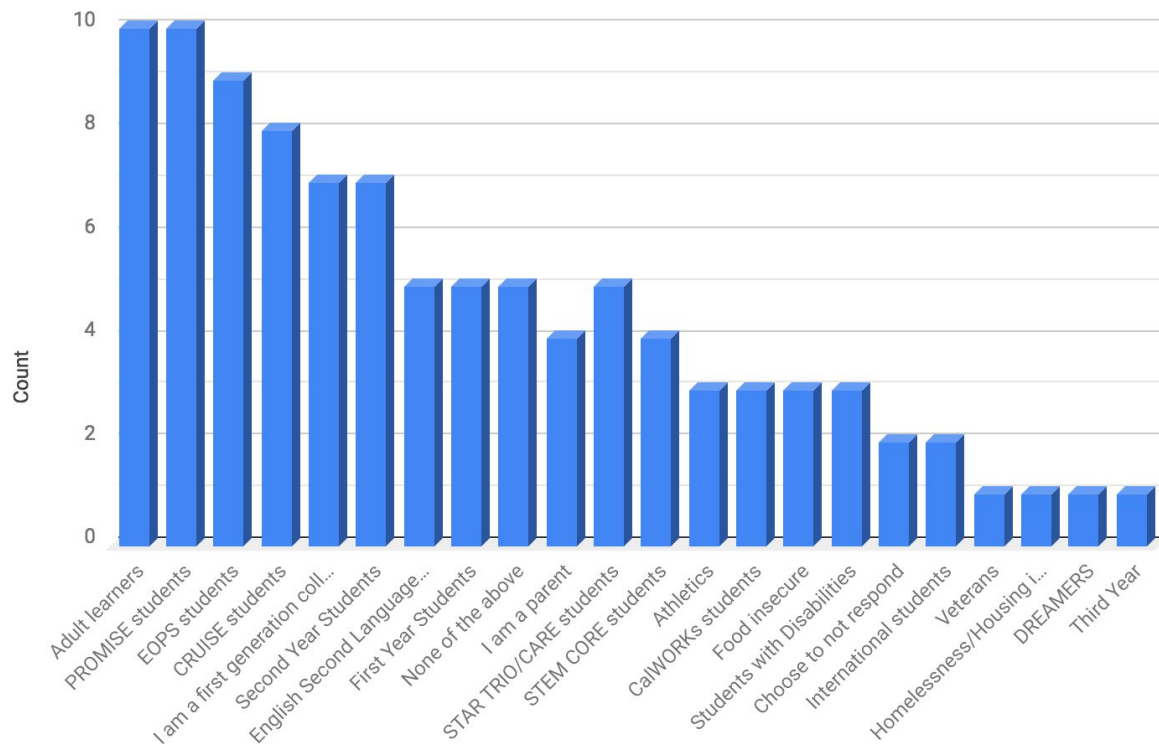
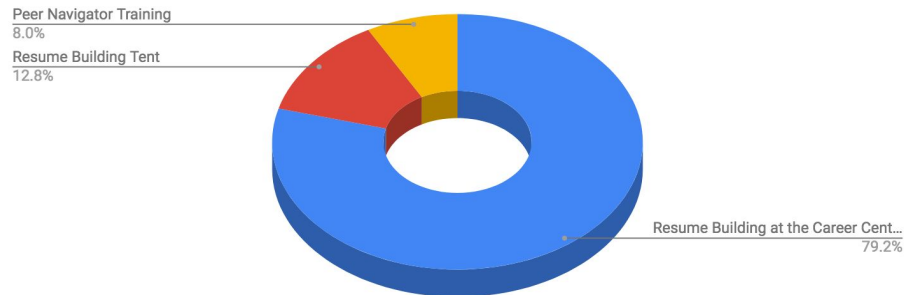
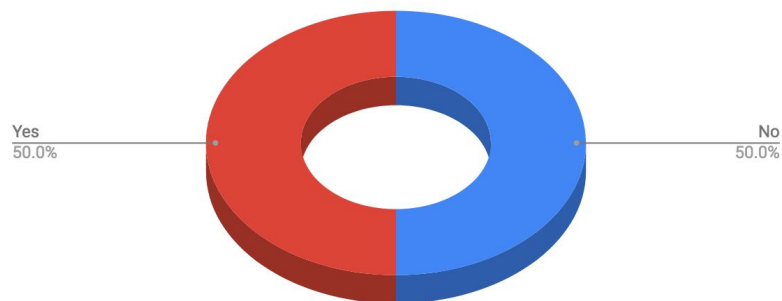


Figure 22. Type of Event Question**Type of Event:**

n=125

**Figure 23. Career Services Usage Question****Have you ever used Career Services before?**

N=125

**Figure 24. Students who have previously used Career Services****Students who have previously used Career Services have used the following services:**

n=62

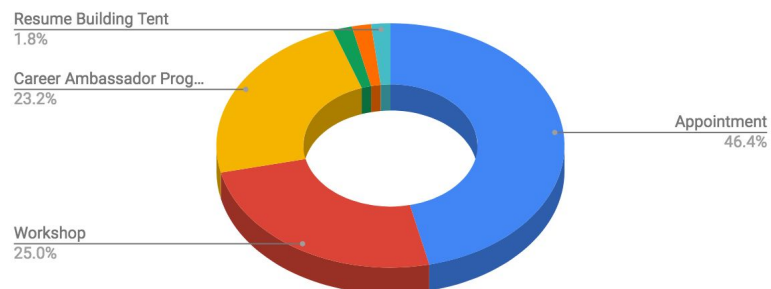


Figure 25. Reasons why students have not used Career Services

Reasons why students have not used Career Services:

n=62

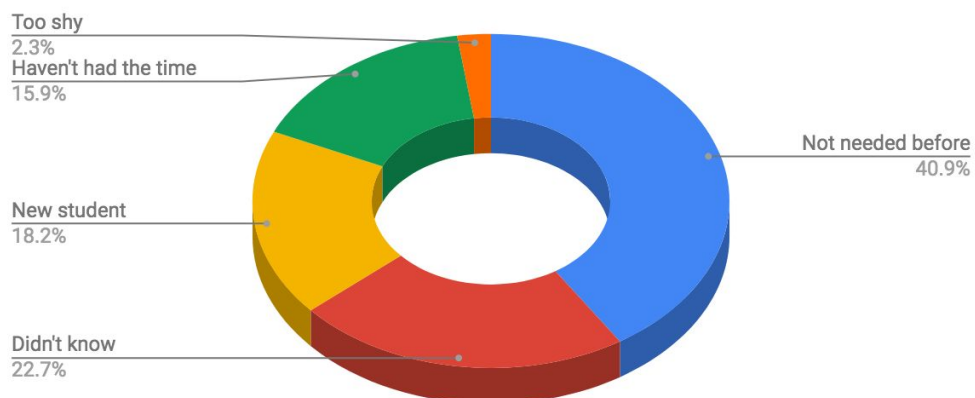


Figure 26. How participants heard about CAP services

How did you hear about the Career Peer Ambassador Program?

n=125

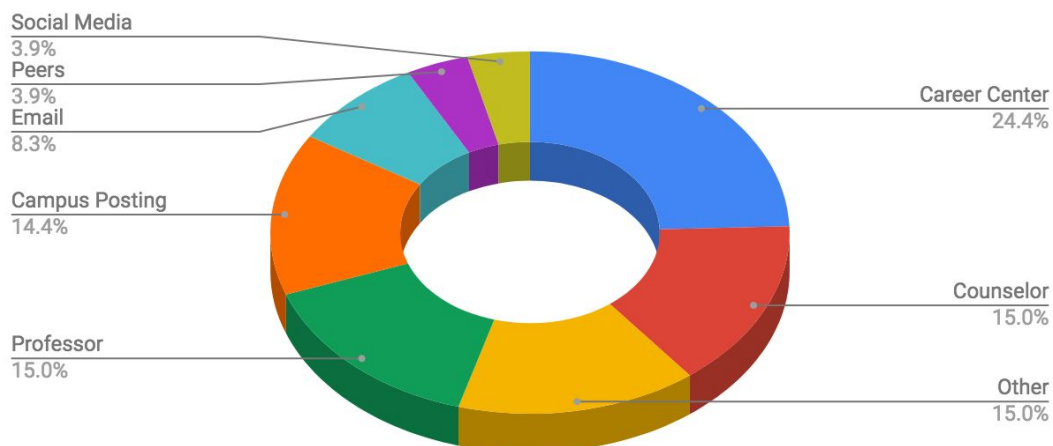


Figure 27. CAP Student Learning Outcome #1 (Pre-Assessment Question)

Pre Assessment - I am knowledgeable of resume writing strategies and resources.

n=125

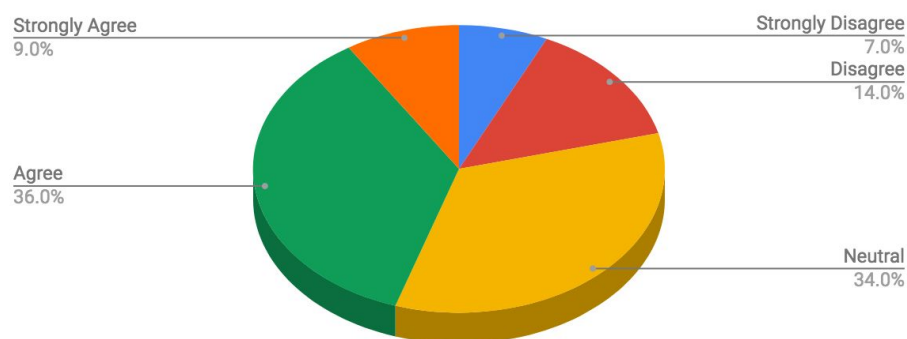


Figure 28. CAP Student Learning Outcome #2 (Pre-Assessment Question)

Pre Assessment - I understand how to communicate my skills and experiences in a well-formatted resume.

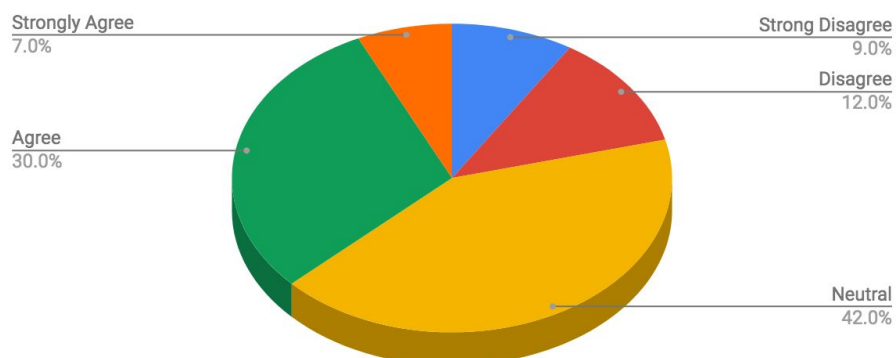


Figure 29. CAP Student Learning Outcome #3 & SWP Performance Metric #1 (Pre-Assessment Question)

Pre Assessment - I feel confident in my ability to market myself enabling me to qualify for higher earning positions.

n=125

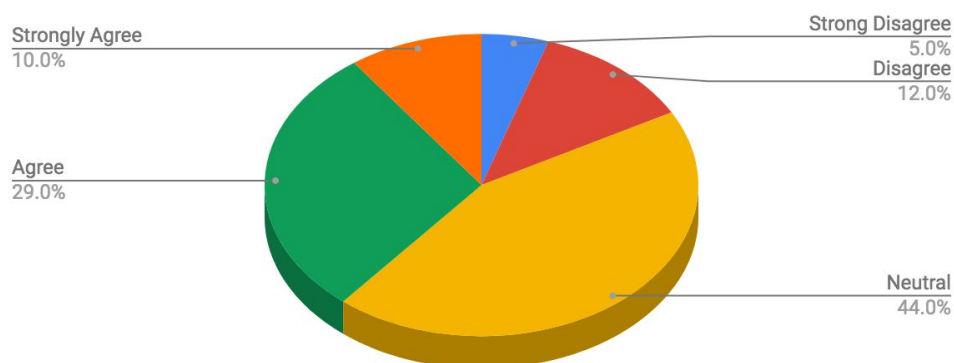


Figure 30. CAP Student Learning Outcome #4 (Pre-Assessment Question)

Pre Assessment - I am aware of career events and opportunities at Mesa College.

n=125

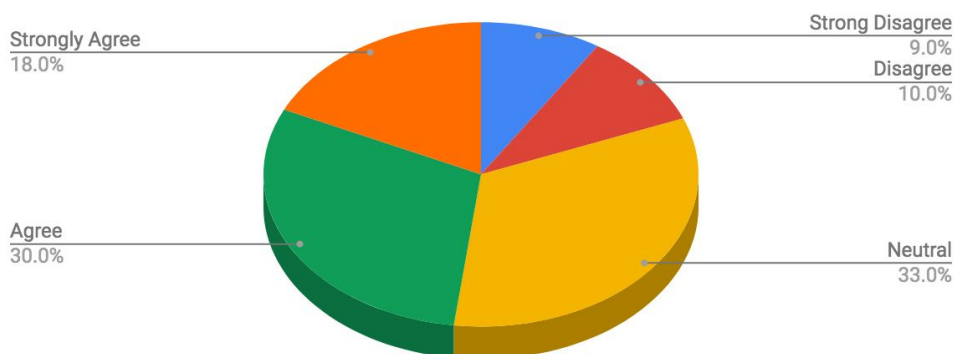


Figure 31. CAP Student Learning Outcome #1 (Post-Assessment Question)

Post Assessment - As a result of participating in the Career Peer Ambassador Resume Walk-In Session, I have an increased knowledge of resume writing strategies and resources.

n=125

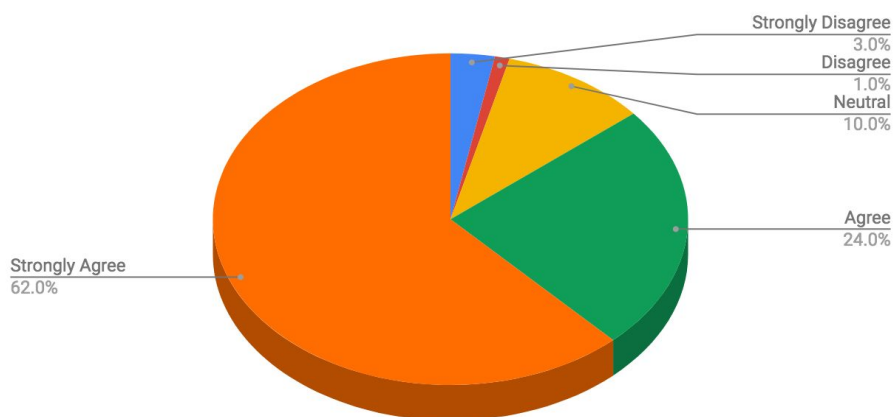


Figure 32. CAP Student Learning Outcome #2 (Post-Assessment Question)

Post Assessment - As a result of participating in the Career Peer Ambassador Resume Walk-In Session, I have a better understanding of how to communicate my skills and experiences in a well-formatted resume.

n=125

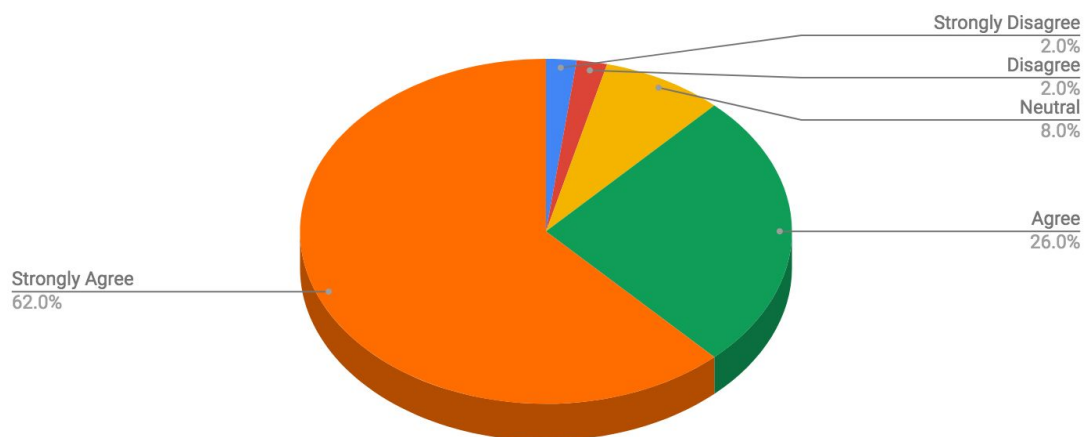


Figure 33. CAP Student Learning Outcome #3 & SWP Performance Metric #1 (Post-Assessment Question)

Post Assessment - As a result of participating in the Career Peer Ambassador Resume Walk-In Session, I feel confident that I have increased my marketability enabling me to qualify for higher earning positions.

n=125

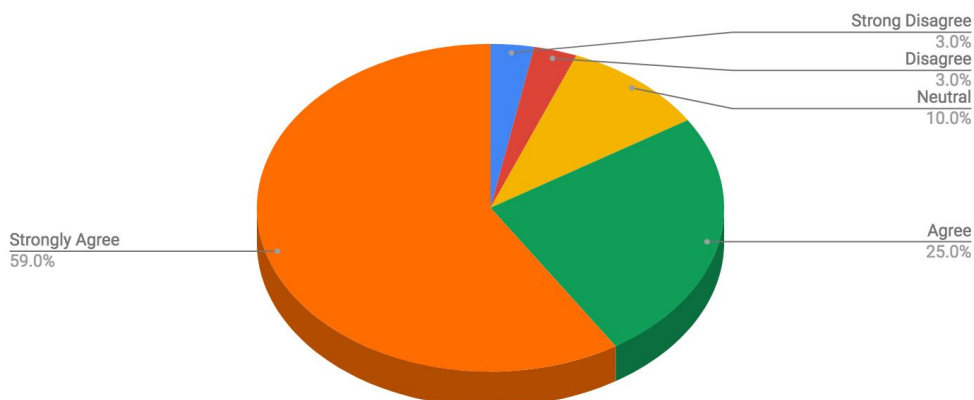


Figure 34. CAP Student Learning Outcome #4 (Post-Assessment Question)

Post Assessment - As a result of participating in the Career Peer Ambassador Resume Walk-In Session, I have gained awareness of career events and opportunities at Mesa College

n=125

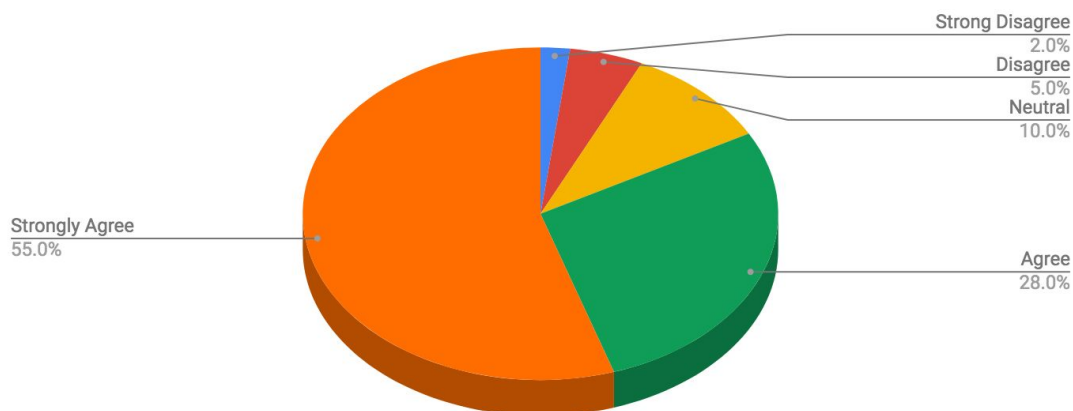
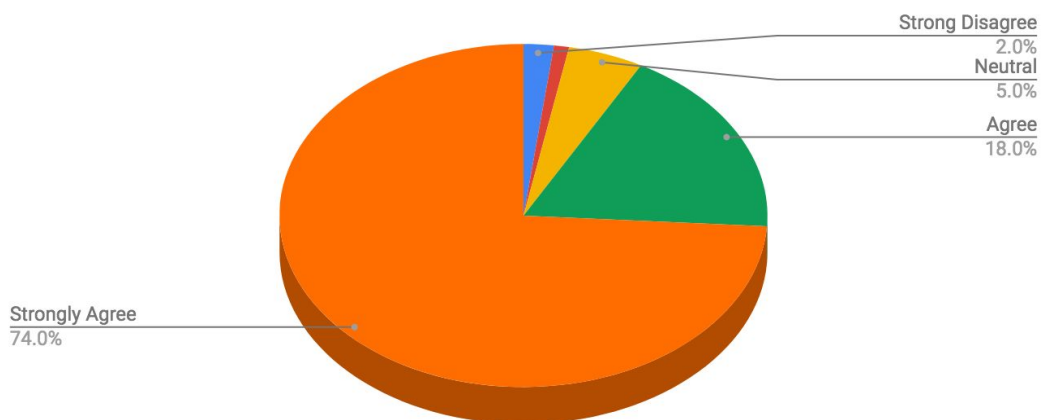


Figure 35. Recommendation of CAP services to other students

Post Assessment - Based on my experience with the Career Peer Ambassadors, I would recommend their services to other students.

n=125

**Figure 36. Comments collected from participants**

Any feedback or comments you'd like to share?
Very informative, knowledgeable, and provided great insight to resources of Career Center.
She has strong communication skills, great program.
Great job!
Explained well, very helpful
Bring snacks
Great help! I have much confidence now in both my resume and the skills to manage and keep it up to date.
The Career Peer Ambassador Carolina was extremely helpful in getting my resume up to date and refining my professional summary.
Very helpful and dedicated assistance.
Helen was very helpful
Helen rocks :)
The best person to see at the career center.
Thank you so much! Super thorough and patient!
Sadie is awesome!
Sadie is a ray of nuclear sunshine :)
Malik is great!
Malik was awesome! Give the guy a raise! :)
I HAD A GOOD TIME
N/A

Very Helpful
N.A.
Sadie was incredibly helpful and supportive as my career guide :)
Very helpful with answering questions
Malik is awesome :)
Awesome!
It was very helpful
No idea
Good
Helen was very open, understanding and quick to help me build up a resume for a specific position.
Malik was amazing and insightful
I learned some knowledge.
Awesome!
Very insightful
Malik is amazing
Good job!!!
Very helpful and understanding helper, that explained the purpose of every move and allowed me to do it with guidance.
Sadie was amazing! She helped me phrase my words into a more professional manner. She was super kind and sweet! Love her! I hope I can get more help from her often!
Thanks for Malik
Carolina was so helpful and knowledgeable of all the services the center has to offer.
Thanks for the help!

Conclusion

The San Diego Mesa College Career Center staff effectively aligned student learning outcomes and SWP performance metrics with program and department goals to develop a student-centered pilot program. Using a data-driven approach, Amara Tang, Project Assistant, took into consideration the overarching recommendations provided by WestEd, a regional consultant, to employ engagement strategies. The recommendations are written in alignment with Guided Pathways practices, and with the intention that they benefit all students, not only those in CE programs. Amara Tang, Project Assistant, designed and implemented program

elements within the pilot program that focused on achieving four selected overarching recommendations (OR) listed below:

OR 3: Integrate career preparation into instruction and student support delivered throughout the students' college experience, from first entry through transfer and employment, to ensure successful transitions and job placement.

OR 5: Make career-related services and tools readily accessible to all students.

OR 7: Ensure adequate staffing and strengthen processes, supported by technology, to engage all students in comprehensive career planning and career preparation activities, keep them engaged, and monitor their success through employment, as well as to engage employers for advisory services, work-based learning, and job opportunities.

OR 8: To support students in navigating their college experience from pre-enrollment to employment, provide students a comprehensive and articulated set of the services, resources, and tools - including tools for career planning, career exploration, internships, and job placement.

Specifically, the Career Center staff aimed to 'integrate career preparation into instruction and student support delivered throughout the students' college experience, from first entry through transfer and employment, to ensure successful transitions and job placement' (OR 3). For example, an "In-Classroom Two-Day Résumé Workshop" was developed by the Career Center staff. Day 1 of the lesson plan included the career counselor's attendance within CE faculty's classrooms to educate CE students on résumé writing strategies and resources. Day 2 of the lesson plan included the Career Ambassadors' attendance within CE faculty's classrooms to

provide feedback on the strengths and areas of improvement for students' résumés (see [Appendix I](#)). This opportunity was offered to CE faculty for the summer sessions of 2018. For faculty who could not include the workshop learning opportunity into their classroom curriculum schedule, Career Center staff encouraged faculty to offer extra credit to students who utilized CAP Walk-In Peer-to-Peer Résumé Building Services at the Career Center. Additionally, Amara Tang, Project Assistant, presented information about the Career Peer Ambassador Program at Ad-Hoc Committee meetings to gain buy-in from CE faculty to promote integration of career preparation into CE instructional courses (see [Appendix V](#)). She also presented at a school meeting with the Department of Student Development and Student Equity and Success to raise awareness and gain support for the new Career Peer Ambassador Program from counselors, administrators, and staff who play key roles in impacting students' college experiences (see [Appendix W](#)).

Secondly, the Career Center staff aimed to 'Make career-related services and tools readily accessible to all students' (OR 5). For example, CAP offered around 129 hours in September of 2018 at the Career Center for students to walk-in for résumé building assistance. The Career Ambassadors held a total of 42 student sessions that month before the Fall Job Fair. Through participating in CAP walk-in peer-to-peer résumé building services, a majority of students were able to increase their knowledge of résumé writing strategies and resources. They also developed a better understanding of how to communicate their skills and experiences in a well-formatted résumé. They increased confidence in their ability to market themselves, enabling them to qualify for higher earning positions, and gained awareness of career events and opportunities at Mesa College. As demonstrated in the results of the CAP résumé building

services assessments, it is evident that the Career Peer Ambassador Program has positively impacted Mesa College students in many capacities.

Thirdly, the Career Center staff aimed to ‘Ensure adequate staffing and strengthen processes, supported by technology, to engage all students in comprehensive career planning and career preparation activities, keep them engaged, and monitor their success through employment, as well as to engage employers for advisory services, work-based learning, and job opportunities’ (OR 7). For example, in establishing the Career Peer Ambassador Program, the Career Center department provided more staffing opportunities for career services with trained student ambassadors. The Career Peer Ambassadors were trained on how to provide résumé building strategies, and help a student start a new résumé and write a cover letter. They were trained to become familiar with all of the resources available at the Career Center, as well as online resources such as the online Job Board Network and Perfect Interview, which allows students to gain access to technology that will support their job search and interview preparation.

Lastly, the Career Center staff aimed to ‘To support students in navigating their college experience from pre-enrollment to employment, provide students a comprehensive and articulated set of the services, resources, and tools - including tools for career planning, career exploration, internships, and job placement’ (OR 8). As a result of leading a successful pilot program and developing a sustainability plan through peer-to-peer student support and positive career readiness influence, the Career Center was able to secure additional funding from Strong Workforce local allocation funding to sustain the CAP program until the end of the fiscal year. Through securing this additional funding, the Career Peer Ambassadors were able to engage in career services outreach efforts at Marston Middle school in January of 2019. They introduce

career services information and other campuses resources to middle school students, as well as collaborated with the Outreach Department in educating the students about the Career Education Programs available at Mesa College (see [Appendix X](#)) .

The Career Peer Ambassador Program was not only recognized across the Mesa College campus. It sparked interest across other community college campuses. On October 16th of 2018, the Mesa College Career Center staff was invited to participate in an online meeting with the Dean of Career Education at Miramar College, along with the Technician for School of Business Technical Careers & Workforce Initiatives, Career Education Project Assistant, Supervisor of Miramar Career Center, and Career Center Student Services Assistant (see [Appendix Y](#)). The Acting Dean of Career and College Transition at San Diego Continuing Education also joined the conversation on how their departments could apply for and utilize Strong Workforce Regional Allocation Funding to establish their own career readiness peer-to-peer learning communities. San Diego Mesa College staff provided insights and recommendations for how other district campuses could use the San Diego Mesa College Career Peer Ambassador Program as a model. The Career Center's ability to influence campus administrators, CE faculty, and community members to embrace the program and adapt the idea to create similar programs at other community college campuses is a testament to the department's strong commitment to providing career readiness opportunities and resources for students. Claudia Estrada-Howell, M.Ed., Supervisor of the Transfer Career and Evaluations Center, and Amara Tang, Project Assistant, had the opportunity to deliver a presentation on the development of the Career Peer Ambassador Program at the 2018 Counselors Conference in San Diego on December 5th, 2018

(see [Appendix Z](#)). The presentation was well-received by the attendance of over 300 high school and higher education administrators, counselors, and staff.

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2018 (p. 5-6) - Read more here:

http://myworkforceconnection.org/wp-content/uploads/2018/02/ERJP_REPORT_EXECS_UMM.pdf

Appendices

APPENDIX A

Timeline of Implementation Process

November 2017 -	Strong Workforce Program Project Proposal was approved.
December 2017 -	Interviews to fill Internship Coordinator and Project Assistant positions were conducted.
February 14, 2018 -	Project Assistant started.
March 1, 2018 -	Student interviews for Career Peer Ambassador positions were conducted.
Late April 2018 -	Career Peer Ambassadors and Internship Coordinator started.
Late-April to June 2018 -	Career Peer Ambassadors participated in professional development training.
June 2018 -	Project Assistant and Career Ambassadors were rehired with the new fiscal year budget.
July to August 2018 -	Career Peer Ambassadors began offering Summer walk-in peer-to-peer résumé building hours at the Career Center, and participated in campus collaborative events to deliver career services information.
Sept. to Nov. 2018 -	Career Ambassadors offered Fall walk-in peer-to-peer résumé building hours to prepare students for Career Week, and assisted with other events as needed.
October to Nov. 2018 -	Career Ambassadors were trained to assist their peers in answering general questions about transfer applications.
December 2018 -	Analyze and interpret program assessment results.

APPENDIX B

2018-2019 Career Peer Ambassador Profiles**Carolina Chavez '18****Career Peer Ambassador****Pronouns: She/her/hers**

Carolina chose to attend Mesa College because she feels that Mesa puts their students' needs first and provides a strong faculty base with great quality learning experiences and many resources. After attending Mesa College for a few years, she strongly feels that Mesa is one of the most diverse colleges where people come from many different backgrounds and cultures, and also share similar dreams. Most importantly, they help each other.

Carolina graduated with an Associate's Degree in Business Management and Accounting and recently got admitted to transfer to San Diego State University for the Business Administration program in Fall of 2019! She wants her family to be proud of her accomplishments and she wants to set a great example for her younger sister. In ten years, she sees herself being a successful business manager and hopefully running her own business. She also sees herself more involved in helping with wild and domestic rescue animals since that is one of her biggest passions.



Carolina is a rockstar in contributing to our campus community. She participated in a special recording segment, provided by Univision, for #GivingTuesday TV coverage at Mesa College. In this Season of Giving 2018, Carolina shared with the audience how The Stand, a year-round free food pantry and professional clothing closet, has positively impacted her and Mesa College students.

One advice she could give to new students is that, "If you are unsure of what to choose as a career path, then come to Mesa College because it would be a great place to start exploring new academic areas."

Helen Ma '17**Career Peer Ambassador****Pronouns: She/her/hers**

Helen attended San Diego Mesa College for three years before transferring to San Diego State University (SDSU) in Fall of 2017. She switched her major about three times before officially declaring Public Administration. Helen was previously a Peer Navigator at Mesa College when the program started as a pilot. She continues to express her passion for helping students through the Mesa College Career Center as a Career Ambassador. Helen was recently admitted to the SDSU master's program in Post-secondary Educational Leadership with an Specialization in Student Affairs Program for Fall of 2019.



She wants to help incoming freshmen understand that just because they are at a community college, it does not mean that they will not accomplish their goals and dreams. The stigma behind community college is something she wants to help get rid of. After finishing school, she hopes to secure a full-time position in Student Services at Mesa College that will benefit students and keep students wanting to pursue lifelong learning. She hopes to inspire students just like those at Mesa who inspired her.

One tip she would give new students is to reach out and ask for help. "Do not be afraid of the counselors or anyone in the student services building because they want to help you accomplish your goals. Give them a chance."

Flora Robinson '17**Career Peer Ambassador****Pronouns: She/her/hers**

Flora decided to go back to school later in her life. All of her children are adults now, and she decided to pursue more education for herself. Flora has been attending San Diego Mesa College since Fall of 2013. The beginning of her college career started at City College but later had Mesa College chosen for her. Her major was in ASL (American Sign Language) and Mesa was more equipped for this program. She was quite happy about enrolling at Mesa even though the choice was made for her. Flora has completed her studies in ASL and Deaf studies, and received a Certification in Deaf Studies. She enrolled in the Interpreter Training Program (ITP) for a semester and made the decision to change her major to Linguistics. Once she has finished her general ed, she hopes to transfer to San Diego State University. Flora, being a non-traditional student, has had challenging but rewarding experiences. In the year of 2021, Flora looks forward to teaching at different schools around the United States and hopes for the opportunity to teach in other countries as well.



Malik Shabazz '19**Career Peer Ambassador****Pronouns: They/them/theirs**

Malik is finishing up their third year at Mesa College, studying Communications and hopes to obtain a career as a News Broadcast Producer. Malik chose Mesa College to do their general education courses for its community feeling and broad range of courses before transferring to a four-year university. Since studying here, Malik has found that Mesa is one of the best places to be because of the supportive faculty and many helping hands that motivate and inspire them to give everything their all. Malik enjoys working as a Career Ambassador at Mesa because it gives them an opportunity to connect their peers to jobs and internships that align with the students' education paths.



One of Malik's many student success highlights include developing and presenting a FLEX workshop on Gender Identity and Expression at the LOFT at Mesa College on October 19, 2018. It was well received by over 50 registered attendees, including campus faculty, staff, and administrators. They have another workshop coming up in April of 2019 where Malik will introduce the topic and educate students on how to create an inclusive environment at Mesa College.

Twenty years from now, Malik expects to be married with children (and a dog) and hopes to own their own television network. One quote Malik would like to share with Mesa students is, "Step outside of your comfort zone at least once a day. You'll never know what you might learn about yourself."

Sadie Wager '20**Career Peer Ambassador****Pronouns: She/her/hers**

Sadie is currently completing her second year at Mesa College, double majoring in Psychology and Business. She decided to attend Mesa because she heard about the high transfer rate and opportunities that could come her way. In the beginning, Sadie felt lost and was unsure about her education/career path. However, she made a goal to obtain her Associate's Degree in Psychology and Business and then transfer to her dream university. In the past couple of years that Sadie has been a student at Mesa, she has taken wonderful and exciting classes, joined clubs of her choice, and made new and lasting friendships that have turned into family. As a Career Ambassador at Mesa, she is always excited to meet new people on campus, and hope to see you at the upcoming job fairs, workshops, and events!



Recently, Sadie applied and was selected among the most competitive candidates, nationwide, to attend a week-long program with the [ACLU Advanced Advocacy Program](#) and was offered a scholarship! She will be going to Washington, DC in July of 2019. The program is designed to engage college students to bring their advocacy skills and passion for campus organizing to the next level. Students will enhance their knowledge of civil liberties and social justice issues, as well as learn about internships and professional opportunities in public policy, law, communications, and social impact work to help them prepare for a career in the law and public service.

One tip she would give new students coming into Mesa is, "It's okay to be nervous and it does not hurt to ask questions in classrooms or about the campus. We're here to help!"

APPENDIX C

Career Peer Ambassador Business Card Template



APPENDIX D

Career Peer Ambassador Job Description

Vision: Peers helping peers with career development by connecting them to resources and opportunities.

Mission Statement: The Career Peer Ambassador Program is a team of dedicated, knowledgeable, and friendly students who represent the San Diego Mesa College Career Center. They guide their peers through their career journeys by providing peer-to-peer résumé building, job search techniques and strategies, as well as other career readiness resources.

What is a Career Peer Ambassador?

Career Peer Ambassadors are campus student leaders who are trained to facilitate the resources available through the San Diego Mesa College Career Center department. They promote and deliver informational presentations about career services within Mesa College classrooms, around the college campus, and at career services events. They also provide walk-in individual and group peer-to-peer career coaching sessions. Students selected to serve as Career Peer Ambassadors participate in intensive summer training sessions with our Career Counselors, Internship Coordinator, and Career Center staff to develop transferable work-related skills, and participate in professional development trainings as needed.

General Responsibilities of the Career Peer Ambassadors:

- Conduct walk-in peer-to-peer résumé building sessions to help students with résumé writing, cover letters, and searching for job/internship opportunities.
 - Direct students to online career assessments such as the MBTI Assessment and the Strong Assessment, and other career & major exploration tools and career readiness resources to students.
 - Connect students to the San Diego Community College District job portal and San Diego Mesa College Job Network site.
 - Guide students on how to schedule an appointment with a Career Center Counselor for specialized career guidance.
 - Deliver outreach presentations on the following topics: overview of Career Center services and upcoming events, résumé building, and how to navigate the Career Center website.
 - Participate in outreach and marketing activities including tabling at various on-campus events, student centers and groups, and local high schools.
 - Cover front office/customer service and related duties as needed.
 - Assist in job/internship fairs and other Career Center employer-related networking events.
 - Participate in student advisory functions with the Career Center staff.
 - Conduct career research for the purpose of staying up to date with job market trends.
 - Serve as liaisons to colleges, campus departments and student organizations on campus.
 - Complete job-related assessments, evaluations, and reflections.
 - Complete additional career-related projects as directed.
-

- Other duties as assigned.

Lead Career Peer Ambassadors (In addition to the above responsibilities):

- Assist with training of new Career Peer Ambassadors.
- Lead and facilitate some team meetings with the CAP team.
- Assist counselors in presenting career-focused workshop topics.
- Conduct peer-to-peer mock interviews.
- Serve as event planning assistants.
- Collect, report, and compile data.
- Assist with additional detailed projects required by Career Center staff.

Qualities and Expectations of a Career Peer Ambassador:

- Have an interest in supporting San Diego Mesa College students with peer-to-peer career coaching
- Understand and accept responsibilities related to the role.
- Willing to take initiative and be a proactive communicator.
- Willing to collaborate in team settings and build rapport with other Career Peer Ambassadors, student assistants, Career Center staff and counselors.
- Have integrity and a positive attitude.
- Be professional.

When to Apply?

- Job announcement will be posted annually in the spring semester: Application information and instructions (PDF) can be found on Job Network under job title “Career Peer Ambassador.”
- Promote positions through distribution of flyers, and information sessions.
- Application submission deadline: February.
- Interviews will be held in March.
- Newly hired and returning Career Peer Ambassadors would begin training during the San Diego Mesa College summer session, and they will continue working through the next academic year. Work hours and responsibilities will grow to match the Career Peer Ambassador position description.

Who is Eligible?

- Currently enrolled as part-time or full-time college students, preferably Mesa College students or alumni.
- Must be available during the Summer semester and through the next academic year.
- Have some leadership and teamwork experience.

Time Commitment:

- Participation in the Summer semester and through the next academic year.
 - Participation in ongoing professional development training (scheduled based on Career Center staff and Career Peer Ambassadors’ availability) and attend weekly team meetings.
-

- Must be available on some evenings and weekend hours for special events and presentations.
- Must be able to commit 15-20 hours per week.

Number of Career Peer Ambassadors Accepted Per Year:

6 Career Peer Ambassadors were hired for the pilot program between April 2018 through November 2018.

Application Process and Deadline:

- Application submission deadline: February.
- Application requirements: résumé (cover letter is optional) submitted via through email to Career Center staff.

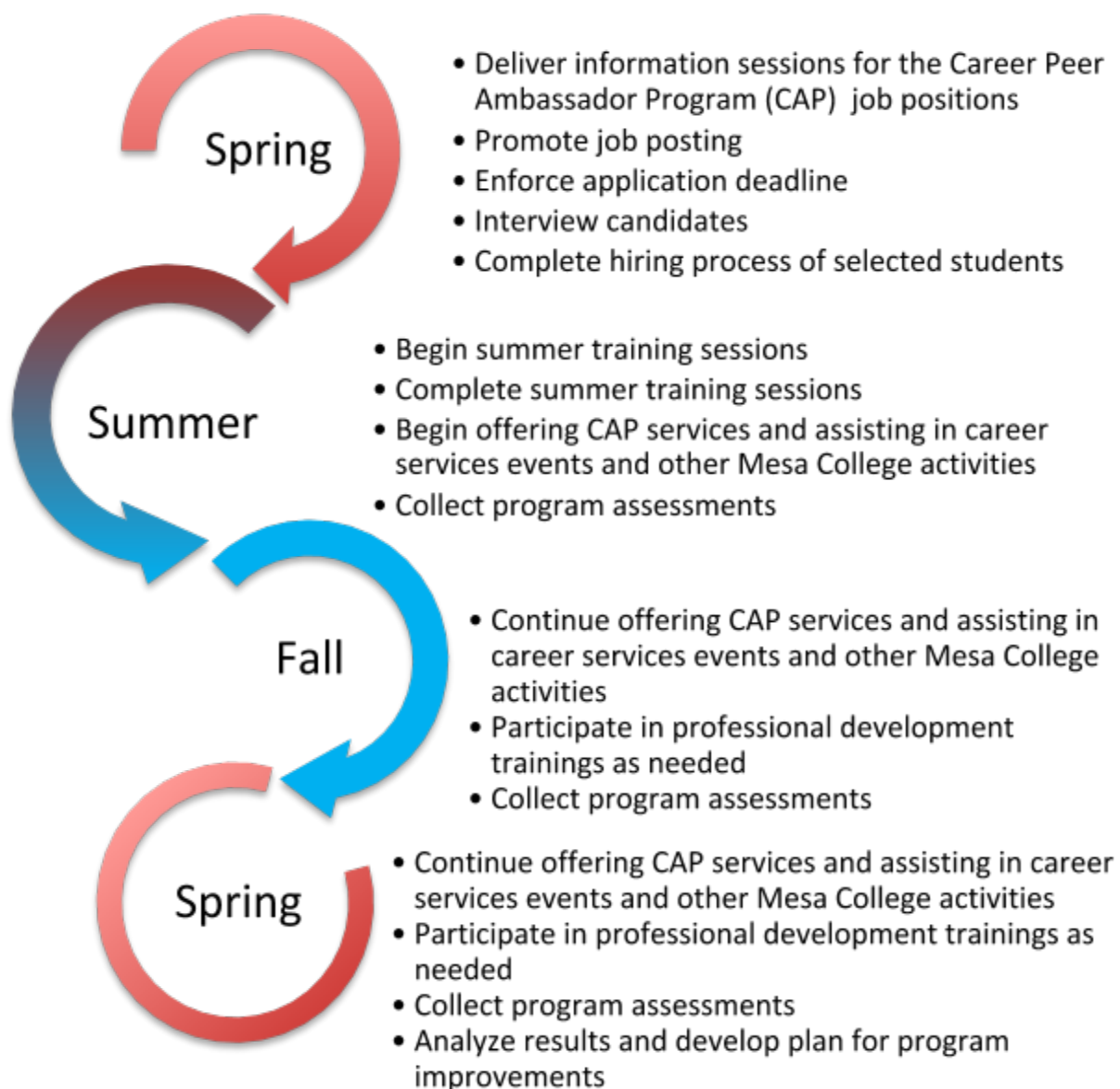
Interview and Selection:

- Applicants selected for interviews will be contacted to set up interviews individually.
- Interviews will be held in March.

Information Session(s):

- To be determined.
-

APPENDIX E

CAP Academic Year Timeline

APPENDIX F

Plan for Delivery of Student Services Outcomes for the Career Peer Ambassador Role

The National Association of Colleges and Employers (NACE) recently released a fact sheet defining eight core competencies that form career readiness. Using Super's Career Development Theory (Figure 1), the Career Peer Ambassador Program focuses on developing these eight career readiness competencies within the job role of the Career Peer Ambassador, in addition to meeting the Career Center student services outcomes (Figure 2). Below are the definitions of each career readiness competency defined by NACE (Figure 3). The Career Center staff also created a mapping of proposed strategies to meet the outcomes for the Career Ambassador role (Figure 4).

Figure 1. The image below is a holistic career development model that aligns with similar stages in Donald Super's Theory of Career Development. Strategies were developed for the career development of Career Peer Ambassadors during their time within the program.



Figure 2. 2017-2018 Career Center Student Services Outcomes

1. Students will gain increased preparation for career interactions and opportunities.
2. Students will gain awareness of career services and career events on campus and online.
3. Students will demonstrate the use of job search resources and career exploration tools to explore individual career options.
4. Students will express understanding of personality type, skills, values, and goals as it relates to their career options.

Figure 3. Definition of Career Readiness Competencies by NACE

1. **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
 2. **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
 3. **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
 4. **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
 5. **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
 6. **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
 7. **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options,
-

understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

8. **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Figure 4. Plan for Delivery of Outcomes for the Career Ambassador Role (Mapping)

Career Development Stage 1: Know Yourself	<p>The Career Peer Ambassador Program may use the following activities/opportunities to achieve the Career Center student services outcomes #4:</p> <ol style="list-style-type: none"> Develop a personal mission statement. Understand personal values. Identify learning styles. Identify communication styles. Identify leadership styles. Identify personal role and expectations. Complete assessments and reflections. 	<p>These opportunities will assist in developing the following Career Readiness Competencies:</p> <ol style="list-style-type: none"> Critical Thinking/Problem Solving Oral/Written Communications Teamwork/Collaboration Digital Technology Leadership Professionalism/Work Ethic Career Management Global/Intercultural Fluency
Career Development Stage 2: Explore Options	<p>The Career Peer Ambassador Program may use the following activities to achieve the Career Center student services outcomes #1, 2, & 3:</p> <ol style="list-style-type: none"> Increase personal knowledge of the career education programs offered at San Diego Mesa College. Increase knowledge of available Career Center services and the online resources to support students and themselves in career exploration. Participate in training and Career Center events such as workshops, job fairs, and site visits. 	<p>These opportunities will assist in developing the following Career Readiness Competencies:</p> <ol style="list-style-type: none"> Critical Thinking/Problem Solving Oral/Written Communications Teamwork/Collaboration Digital Technology Leadership Professionalism/Work Ethic Career Management Global/Intercultural Fluency

	<ul style="list-style-type: none"> k. Utilize Career Center services to explore their personal career goals. l. Demonstrate the use of job search resources and career exploration tools to explore career options and opportunities. m. Engage with Career Center counselors and staff, students, the San Diego Mesa College community, and local communities. n. Assist in increasing student and faculty interaction for career development and support. 	
Career Development Stage 3: Get Focused	<p>The Career Peer Ambassador Program may use the following activities to achieve the Career Peer Ambassador learning outcome #1, 2, & 4:</p> <ul style="list-style-type: none"> o. Begin goal setting. p. Create and review personal learning plan with supervisor. q. Gain awareness of career services and events on campus and online. r. Participate in ongoing training to achieve personal student learning outcomes. 	<p>These opportunities will assist in developing the following Career Readiness Competencies:</p> <ul style="list-style-type: none"> 1. Critical Thinking/Problem Solving 2. Oral/Written Communications 3. Teamwork/Collaboration 4. Digital Technology 5. Leadership 6. Professionalism/Work Ethic 7. Career Management 8. Global/Intercultural Fluency
Career Development Stage 4: Take Action	<p>The Career Peer Ambassador Program may use the following activities to achieve the Career Center student services outcomes #1, 2, 3, 4:</p> <ul style="list-style-type: none"> s. Apply knowledge from professional development trainings to practice: <ul style="list-style-type: none"> i. Demonstrating the use of job search resources and career exploration tools to explore career options and opportunities. 	<p>These opportunities will assist in developing the following Career Readiness Competencies:</p> <ul style="list-style-type: none"> 1. Critical Thinking/Problem Solving 2. Oral/Written Communications 3. Teamwork/Collaboration 4. Digital Technology 5. Leadership 6. Professionalism/Work Ethic 7. Career Management 8. Global/Intercultural Fluency

	<ul style="list-style-type: none">ii. Conducting individual and group peer-to-peer résumé building sessions.iii. Delivering oral presentations on career services in classrooms, events, and at pop-up tabling sites.iv. Outreaching to students on- and off- campus about career services, programs and events.v. Leading and facilitating team meetings.vi. Assisting in career services event programming.vii. Supporting other projects as needed.t. Assist in logistics programming at Career Center events such résumé building tents, job fairs, career panels, etc.u. Demonstrate awareness of equity, diversity, and inclusion.v. Complete assessments, evaluations, and reflections.w. Express understanding of personality type, skills, values, and goals as it relates to their career options.	
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APPENDIX G

CAP Career Readiness Assessment and Goal Setting Tool

Before the selected students began their training as Career Peer Ambassadors, they were instructed to complete a career readiness pre-assessment and goal setting tool. This tool was created specifically for the CAP program and served to use as a guide for one-on-one meetings to discuss areas of strength and opportunities for personal and professional development growth. The Career Ambassadors completed a post-assessment at the conclusion of the Fall of 2018 semester to measure their progress and to create new goals for the Spring of 2019 semester. To view the CAP career readiness assessment and goal setting tool created and used by the Mesa College Career Center for CAP, click [here](#).

APPENDIX H

Career Peer Ambassador Training Curriculum

Students selected to serve as Career Peer Ambassadors participated in an intensive summer training curriculum developed and facilitated by the Mesa College Career Counselors, Internship Coordinator, and Career Center staff. Training curriculums for student leaders vary depending on the vision and mission of the program, as well as the needs of the students being trained, campus student populations being served, and available resources. The San Diego Mesa College Career Center developed the following training curriculum for the Career Peer Ambassadors of CAP 2018-2019. Click [here](#) to view the document.



APPENDIX I

In-Classroom Two-Day Résumé Workshop Lesson Plan

Mesa College Career Counselor, Raquel Sojourner, developed a workshop to specifically reach and support CE students through participation in an “In-Classroom Two-Day Résumé Workshop.” Day 1 of the lesson plan included the career counselor’s attendance within CE faculty’s classrooms to educate CE students on résumé writing strategies and resources. Day 2 of the lesson plan included the Career Ambassadors’ attendance within CE faculty’s classrooms to provide feedback on the strengths and areas of improvement of students’ résumés. To view, click [here](#).

APPENDIX J

In-Classroom Two-Day Résumé Workshop Marketing Email Template

Hello CTE Faculty,

The Career Center wants to collaborate with YOU to support **Mesa CTE students' career preparation and success!**

We have found that teaming up with instructors is one of the most effective ways to provide more career services on our campus.

Starting in July...we are offering new **Résumé Workshops** for your CTE students!

Two Day Résumé Workshop

A personalized two-day interactive résumé workshop for your CTE class. - ***We are available to serve as class substitutes for your conference or vacation days.***

- **Day 1: Résumé Workshop** tailored for your CTE program and your students' résumé writing level(s) facilitated by a Career Counselor.
- **Day 2: Résumé Review & Feedback Session** facilitated by our Career Center Ambassadors in small groups with your students.

This is a great opportunity for your students to create their first quality résumé and get personalized feedback!

Résumé Workshop Video

A tailored résumé workshop video created with your CTE program and target industry as the focus. The video will be uploaded to Mesa Career Center's YouTube channel and available *online* for you and your students to view at any time.

This is a great option for students to have convenient access to industry-specific résumé writing education, now or in the future!

If you are interested in one or both of these offering, please contact me by email (rsojourn@sdccd.edu) or phone (x 5921) and I will follow up with you to move forward with planning your CTE workshop(s), starting in the month of July.

Look forward to hearing from you!

Raquel Sojourner

APPENDIX K

CAP Résumé Building Service Performance Evaluation Form

Updated 5/29/18



**Career Peer Ambassador Program
Resume Review Performance Evaluation**

Name of Career Peer Ambassador:		Date:	
This session was:	Group or Individual	Session #	

Please include your honest observations of the Career Ambassador' strengths as well as their areas of growth in the comment sections.

Professionalism:

Were they dressed properly? Positive? Prepared? Rehearsed?

Poor Performance 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ **Exceptional Performance**

Please leave feedback on this Career Peer Ambassador's professionalism. What is one strength and one area of improvement?

Communication:

Were they able to articulate their thoughts clearly? Did they give good eye contact? How was their body language? How well did they project their voice? Did they successfully engage the audience? Were they interactive?

Poor Performance 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ **Exceptional Performance**

Please leave feedback on this Career Peer Ambassador's ability to communicate. What is one strength and one area of improvement for their presentation and/or interpersonal skills?

Career Development:

Did they present resume writing strategies and resources? Did the Career Ambassador help the students identify ways to make them stand out? Did they help students understand how to communicate skills and experiences in a well-formatted resume?

Poor Performance 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ **Exceptional Performance**

Please leave feedback on this Career Peer Ambassador's ability to provide resume review. What is one strength and one area of improvement for their coaching approach?

Critical Thinking/Problem Solving:

Did they provide good feedback for individualized resumes? Did they exercise sound reasoning to address questions regarding resume writing strategies and techniques?

Poor Performance 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ **Exceptional Performance**

Please leave feedback on this Career Peer Ambassador's critical thinking/problem solving skills and/or how they creatively addressed the issues. What is one strength and one area of improvement?

Global/Intercultural Fluency:

Did they demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences?

Poor Performance 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ **Exceptional Performance**

Please leave feedback on this Career Peer Ambassador's global/intercultural fluency. What is one strength and one area of improvement for their coaching language and behavior?

Additional Comments:

APPENDIX L

CAP Training Achievement Certificates

Career Ambassadors were awarded certificates of achievement after each stage of professional development training. Click [here](#) to view sample of level 1 certificate of achievement. Click [here](#) to view sample of level 2 certificate of achievement.



APPENDIX M

CAP 2018 Summer Events Schedule

Career Ambassadors began offering walk-in peer-to-peer résumé building hours at the Career Center in the month of July of 2018. The Career Ambassadors hosted six on-the-spot résumé building tent events in the campus quad during the summer sessions of 2018. They also participated in many campus collaborative activities to deliver career services information and assisted in event programming throughout the summer. Click [here](#) to view their participation in summer events.



APPENDIX N

Career Peer Ambassador Program “At a Glance” and Peer-to-Peer Résumé Building Service Summary Infographic



APPENDIX O

CAP Volunteers Monthly at the Mesa College Farmer's Market



APPENDIX P

Gender Identity and Expression FLEX Workshop at the LOFT @ Mesa College
Presented by Malik Shabazz, Career Peer Ambassador
October 19, 2018



APPENDIX Q

Alignment of Goals and Learning Outcomes**Career Center Mission:**

Empower students with tools and knowledge for life long career transitions. Connect employers and students through jobs, internships, and networking opportunities that mutually benefit our community. Support faculty with career integration in the classroom.

2017-2018 Career Center Goals:

1. Expand student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, etc.).
2. Advance partnerships with employers and alumni to facilitate career connections and opportunities for our students.
3. Grow the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.
4. Improve student preparation for career opportunities and interactions with potential employers.

2017-2018 Student Services Outcomes:

- A. Students will gain increased preparation for career interactions and opportunities (1, 2, and 4).
- B. Students will gain awareness of career services and career events on campus and online (1 and 3).
- C. Students will demonstrate the use of job search resources and career exploration tools to explore individual career options (2 and 3).
- D. Students will express understanding of personality type, skills, values, and goals as it relates to their career options (1, 2, and 5).

2018-2019 Career Peer Ambassador Program (CAP) Goals:

- I. Create a learning community to engage students in active learning, critical thinking, and personal and social responsibility (1, 3, 4).
- II. Educate students around job/internship preparation and career readiness through providing peer résumé building services and assisting in on-campus career services events (1, 3, 4).
- III. Connect students with employers, alumni, faculty and staff to facilitate career connections, opportunities and resources (1, 2, 3, 4).

2018-2019 CAP Student Learning Outcomes:

Through participating in CAP peer-to-peer résumé building services, students will be able to:

- Increase their knowledge of résumé writing strategies and resources (I, II, III, & A).
 - Develop a better understanding of how to communicate their skills and experiences in a well-formatted résumé (I, II, II, A, & D).
 - Build confidence in their ability to market themselves enabling them to qualify for higher earning positions (I, II, & A).
 - Gain awareness of career events and opportunities at Mesa College (I, II, III, & B).
-

APPENDIX R

Plan for Delivery of Outcomes in Alignment with Strong Workforce Project Performance**Metrics**

The Career Center staff created a plan for the delivery of outcomes in alignment with selected Strong Workforce Project (SWP) performance metrics (Figure 1). Using Super's Theory of Career Development (Figure 2), the Career Center staff developed a mapping of strategies to reach each of the performance metrics (Figure 3).

Figure 1. The chart below outlines the four SWP performance metrics selected by the Career Center staff to drive the CAP project.

SWP performance metric #1:	Increase the marketability of CE students, enabling them to qualify for higher earning positions
SWP performance metric #2:	Increase employment in the second and fourth fiscal quarter after exit
SWP performance metric #3:	Increase number of course enrollments
SWP performance metric #4:	Increase the number of CE alumni in jobs closely related to their field of study
(Read more here: https://extranet.cccco.edu/Portals/1/WED/WEDDRFA/RFA16-192/AppendixD-Strong_Workforce_Metrics.pdf)	

Figure 2. The image below is a holistic career development model that aligns with similar stages in Donald Super's Theory of Career Development. Each stage of career development, numbered, is connected to reaching a numbered SWP performance metric listed in Figure 2.



Figure 3. Plan for Delivery of Outcomes with Alignment to SWP performance metrics (Mapping)

SWP Performance Metric #1	
Career Development Stage 1: Know Yourself	<p>The Career Peer Ambassador Program may use the following strategies to reach SWP performance metric #1:</p> <ol style="list-style-type: none"> a. Assist students in identifying their values, interests, strengths, traits, and ambitions in relation to their career goals through directing them to use career readiness tools and assessments such as Myers-Briggs Type Indicator (MBTI) and Strong Assessment. b. Connect students with a career counselor through helping them set up an appointment with a staff member. c. Conduct one-on-one peer-to-peer résumé building sessions with students to provide specific feedback on how to tailor their résumés for jobs in their desired field. d. Provide students with résumé writing strategies and resources, as well as cover letter writing.

	<ul style="list-style-type: none"> e. Educate students on how to effectively communicate their skills and experiences in a well-formatted résumé. f. Provide a student's perspective on career readiness and the job search. g. Increase student awareness of the available job search tools, such as the online Mesa College Job Network, and resources to obtain internships and job opportunities. h. Increase student awareness of career events and opportunities at Mesa College. i. Help students identify career-focused workshops and opportunities for their specific needs, such as "how to build a strong online presence through LinkedIn," "how to write an effective cover letter," "how to apply interviewing strategies, and develop communication skills that would impress employers." j. Encourage student and faculty interactions for career development and support.
SWP Performance Metric #2	
Career Development Stage 2: Explore Options	<p>The Career Peer Ambassador Program may use the following strategies to reach SWP performance metric #2:</p> <ul style="list-style-type: none"> k. Provide students with online resources that will help them explore their career interests such as career & major exploration tools, internship information, and interviewing tools, as well as paper handouts and brochures. l. Provide students with job search tools, such as the online Mesa College Job Network, and resources to obtain internships and job opportunities. m. Connect students with employers and alumni at job and internship fairs, bus industry field trips, networking events and other career services events to facilitate career connections and opportunities. n. Encourage student and faculty interactions for career development and support.
SWP Performance Metric #3	
Career Development Stage 3: Get Focused	<p>The Career Peer Ambassador Program may use the following strategies to reach SWP performance metric #3:</p> <ul style="list-style-type: none"> o. Educate and encourage students to enroll in career education programs offered at San Diego Mesa College. p. Refer students to counselors to discuss decision making, goal setting, and action planning.

	<ul style="list-style-type: none"> q. Connect students with employers, alumni, faculty and staff to facilitate career connections, opportunities, and resources. r. Encourage student and faculty interactions for career development and support.
SWP Performance Metric #4	
Career Development Stage 4: Take Action	<p>The Career Peer Ambassador Program may use the following strategies to reach SWP performance metric #4:</p> <ul style="list-style-type: none"> s. Encourage students and alumni to gain experiences that would foster transferable work-related skills such as communication, critical thinking, problem solving, presentations skills, as well as leadership and collaboration skills. t. Provide students and alumni with job search tools, such as the online Mesa College Job Network, to obtain internships and job opportunities that align with their major or field of study. u. Connect students and alumni with employers at job and internship fairs, bus industry field trips, and other career center events. v. Encourage student/alumni and faculty interactions for career development and support. w. Provide ongoing assistance to current students and alumni who may need career services support after obtaining a job and/or internship.

APPENDIX S

Outcomes-Based Assessment Surveys

Currently, the Mesa College Career Center uses Google Forms as an online surveying platform for small project data collection and analysis. The Project Assistant designed a pre- and post- survey to be distributed electronically to all student participants of the CAP résumé building service. Click [here](#) to view the paper form pre-assessment survey. Click [here](#) to view the paper form post-assessment survey.

APPENDIX T

Summary of Marketing Approaches**Career Peer Ambassador Program Services (Encouraging students to use services)**

Goal: To encourage students to utilize the services of the Career Peer Ambassador Program.

Primary audience: Any student enrolled at San Diego Mesa College.

Marketing approach:

- Information about the Walk-In Peer-to-Peer Résumé Building will become known through the Career Peer Ambassador recruitment process.
- Career Center staff and counselors will help promote the services to their students.
- Career Peer Ambassadors will help promote their services by wearing their program shirts, name tags, making announcements in classrooms, tabling at events, etc.
- Email to ALL students each semester.
- Email to campus faculty, administration, and staff.
- Post announcements on social media.
- Posters/flyers.

Key Message Points:

1. Accessibility – no waiting.
 2. Quick answers to basic questions.
 3. Get a student's perspective.
-

APPENDIX U

Sample Promotional Flyers

Resu-MANIA!



Save the Date!

CAREER WEEK
September 24-27, 2018

PEER-TO-PEER WALK-IN RESUME BUILDING

Fall Hours 2018 (September 3-21)

Mondays, 8:00am-12:30pm, 2:30pm-5:30pm
Tuesdays, 9:30am-5:00pm
Wednesdays, 8:00am-5:30pm
Thursdays, 9:00am-2:30pm
Fridays, 8:30am-2:30pm

Career Ambassadors will not be available on Thursday, September 20

**SAN DIEGO
MESA COLLEGE**
Career Center

San Diego Mesa College Career Center, 14-306
3rd floor Student Services Building
www.sdmesa.edu/career-center
619-388-2777

**CAREER PEER
AMBASSADOR
PROGRAM**



APPENDIX V

Ad-Hoc Committee Presentation 3/1/18

Through the CAP program, the Career Center aimed to build rapport with CE faculty through integrating more career services into their classroom curriculums to promote enhanced learning experiences for CE students. Additionally, Career Center staff presented information about the Career Peer Ambassador Program at Ad-Hoc Committee meetings to gain buy-in from CE faculty. Click [here](#) to view presentation slides.

APPENDIX W

School Meeting Presentation 9/19/2018
Department of Student Development and Student Equity and Success



The Project Assistant presented at a school meeting on October 19, 2018 with the Department of Student Development and Student Equity and Success to share information about the new Career Peer Ambassador Program to raise awareness and gain support from counselors, administrators, and staff. Click [here](#) to view presentation slide.

Appendix X

Career Services CAP Outreach Efforts at Marston Middle School

January 14 & 17, 2019



APPENDIX Y

**CAP Informational Meeting with Miramar College and Continuing Education Notes
Summary**

San Diego Mesa College Career Center
Career Peer Ambassador Program
Strong Workforce Project
Informational Meeting via Zoom
October 16, 2018
1pm-2pm

Participating Guests

- *San Diego Mesa College*
 - Claudia Estrada-Howell, Transfer Career and Evaluations Supervisor
 - Alicia Lopez, Career Center/Senior Student Services Assistant
 - Amara Tang, Career Center/Project Assistant
- *San Diego Miramar College*
 - Benjamin Gamboa, Associate Dean of Career Education
 - Arni Neff, Administrative Technician for School of Business, Technical Careers & Workforce Initiatives
 - Jamie R. Higgins, Career Education/Project Assistant
 - Mona Patel, Supervisor of Miramar Career Center
 - Damaris Garduno, Career Center/Student Services Assistant
- *San Diego Continuing Education*
 - Juanita Ledesma, Acting Dean of Career and College Transition

Objective of the Meeting

- The Career Education and Career Center Departments of San Diego Miramar College and San Diego Continuing Education are interested in applying for Strong Workforce Regional Allocation Funding to start their own career readiness peer-to-peer learning communities. Department leaders from different campuses gather via Zoom to discuss the processes and implementation of the San Diego Mesa College Career Peer Ambassador Program.

Meeting Notes

- The meeting was informal as the San Diego Mesa College staff provided insights and recommendations for other district campuses. Department leaders had the opportunity to ask questions in regards to how they could use the San Diego Mesa College Career Peer Ambassador Program as a model to create their own career readiness peer-to-peer learning communities.
 - The San Diego Mesa College Career Center staff facilitated the meeting with a powerpoint presentation containing information on the background, scope of project, and timeline, as well as results of the Mesa College Career Peer Ambassador Program.
 - A copy of the presentation was emailed to the participants of the meeting.
 - Claudia Estrada-Howell announced that the San Diego Mesa College Career Center plan to release its program report to be available online on December 20, 2018. The Career Peer Ambassador Program development and results will also be presented at the upcoming 2018 Counselors Conference in San Diego on December 5th, 2018.
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APPENDIX Z

2018 Counselor Conference in San Diego CAP Presentation

December 5th, 2018

Claudia Estrada-Howell, M.Ed., Supervisor of the Transfer Career and Evaluations Center, and Amara Tang, Project Assistant, had the opportunity to deliver a presentation on the development of the Career Peer Ambassador Program at the 2018 Counselors Conference in San Diego on December 5th, 2018. Click [here](#) to view presentation slides.

