#17

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Career Center

Q2 Lead Author and Collaborators:

Michelle Campuzano and Lorena Quiroz with full-time counselors and George Dowden from Career Education.

Q3 Dean/Manager:

Nicole Jones

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

"The purpose of the Career Center is to educate and support students throughout their unique career development by providing services which promote intentional decision making to meet their academic and employment goals".

Q5 Describe how your service area supports the College's mission:

Acceleration: Acceleration includes a career plan – to move career assessment, exploration and planning as a priority. The program's priority is to accelerate career planning to start at the beginning of a student's journey, followed by an educational plan, which can also be provided in the Career Center. The Career Center also has a Career Tutor, Work-Based Learning Coordinator, Job Placement Coordinator to assist with the acceleration of employability and workforce readiness.

Guided Pathways: The services provided are embedded in each Guided Pathway Pillar, from the onboarding process of helping research and choose a major, to ensure learning by establishing employment. Thus, Career Services is the foundation in all Guided Pathway Pillars. A Career Center model was created in fall 2018 through a collaborative effort among full-time counselors in partnership with Instruction. The center's services were reviewed in detail to ensure alignment with the college's Guided Pathways framework. This led to hiring a Career Center Supervisor and Career Counselor. The model was presented during spring 2019 at President's Cabinet and at Academic Senate, in which the senate unanimously approved of the model. A full-time Career Counselor and full-time Career Center Supervisor are expected to be hired in spring 2020.

Student Validation and Engagement: The Career Center, particularly the career counselor, will provide validation and engagement by helping diverse student populations understand themselves. Examples include individual career counseling, career assessments/interpretations, educational planning, resume development, and employment readiness skills. Emphasis is placed on career exploration before academic planning to ensure a smooth onboarding process, along with follow-up services as needed. The Career Counselor will work with students on cultural values, interests, and skills related to choosing a career. The center provides customized career workshops in partnership with Pathway Academy, EOPS, and Counseling courses. Monthly workshops, employer tabling, and Career Expos are offered throughout the academic year to increase students' exposure to a wide range of career pathways.

Organizational Health: The Career Center works with instruction to provide classroom presentations and student outreach. The center also provides campus representation at CC Impact, SSLAT, and the Workforce Development Committee. And regional representation at Region X Career Center Directors' meetings and Pathway Navigation Workgroups. A new Career Center is expected to open in spring 2020. The College approved the hiring of a full-time Career Counselor and a full-time Career Center Supervisor. These positions have an anticipated start date for spring 2020. The center currently has an interim Career Center Supervisor. The center frequently collaborates with other departments which include: Counseling, EOPS, CalWORKs, Student Affairs, Outreach, DSPS, Pathway Academy, and Instruction.

Q6 Is the service area description in the current college catalog up to date and accurate?

If No, what steps will you take to revise the college catalog description?:
Steps include condensing and updating the summarization of career services and removing outdated information and practices. A revision will be sent to the Dean of Counseling Services who fill then submit a finalized draft to the Instructional Services Supervisor.

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?   **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?   **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

Respondent skipped this question

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

Respondent skipped this question

Q12 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?

Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Respondent skipped this question

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:   **Respondent skipped this question**

Q26 Degree/certificate #2:   **Respondent skipped this question**

Q27 Degree/certificate #3:   **Respondent skipped this question**

Q28 Degree/certificate #4:   **Respondent skipped this question**

Q29 Do you need to include more degrees and/or   **Respondent skipped this question**
certificates?

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:   **Respondent skipped this question**

Q31 Degree/certificate #6:   **Respondent skipped this question**

Q32 Degree/certificate #7:   **Respondent skipped this question**

Q33 Degree/certificate #8:   **Respondent skipped this question**

Q34 Do you need to include more degrees and/or   **Respondent skipped this question**
certificates?

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:   **Respondent skipped this question**

Q36 Degree/certificate #10:   **Respondent skipped this question**

Q37 Degree/certificate #11:   **Respondent skipped this question**

Q38 Degree/certificate #12:   **Respondent skipped this question**

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period?**requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?

Yes

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

Main findings of students who received Career Center services in 2017-2018 vs. all other students in fall 2017:
● There was an overrepresentation of female (64.8%), white students (54.2%) and older students over the age of 25 (47%)
● Consequently, there was an underrepresentation of male students (34%), Asian students (3.7%), Black/African-American students (4.6%), Hispanic/Latinx students (28.9%), and younger students under the age of 25 (approx. 53%)
● Female students who received Career Counseling services had higher course retention rates (93.4%) and fall-to-spring persistence rates (85.9%) compared to male students who received these services, 90% and 85.9% respectively.
● On average, Career Center students attempted and completed more units each semester, and had higher GPA's

Shown in V.1 attachment.

● Data shows a positive correlation among course success and persistence rates for students who utilized career services in comparison to students who did not. This is also shown among all ethnicities. The largest equity gaps can be found in the fall-to-spring persistence rates among overall students who utilized career services, 85.2% versus students who did not, 58.9%.
● Hispanic/Latinx and Black/African-American students who received Career Counseling services had the largest gaps and higher fall-to-spring persistence rates compared to Hispanic/Latinx and Black/African-American students who did not receive these services

Q47 How does the service area ensure it is addressing the needs of its student population?

The Career Center will continue to examine the equity gaps in our student data that is collected from our SARS scheduling system and workshop surveys in an effort to diversify the number of students served and examine student needs to ensure the program is in alignment with the college's student population and Guided Pathway initiatives. The program will focus on increasing outreach efforts to encourage more male, Asian, Latinx/Hispanic, Black/African-American, and younger students. In addition, student surveys will be updated to capture experiences and satisfaction for these groups. The center will also continue to seek out professional development opportunities to remain up to date on career resources, tools, software, and labor market information for student planning. Career staff and faculty participation in campus-wide Guided Pathway initiatives, committees, and regional workgroups pertaining to career development will continue.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Surveys are provided during our monthly Career workshops, employer visits for tabling events and our annual Career Expo. The workshop data provides clarity and confirmation that the outcomes of the workshop were successfully met. It also serves as an opportunity for improvement for future career events. In addition, our online job board which, houses hundreds of employers seeking to hire our students, also provides insight to in-demand jobs and top skills needed for employability. This information is utilized to inform workshop choice and content presented to students.

Q49 What steps is your service area taking to advance the college's student success and equity goals?

The Career Center will continue to collaborate with our CE Department, community members, and employers to expand services and increase the number of students served. Employer outreach is ongoing to match available careers with majors and programs unique to Cuyamaca College in order to align with our Academic and Career Pathways (ACP's). Classroom presentations involving an overview of services, career development, and work-based learning are made available through instructional requests. Once the full-time Career Counselor is hired, there will be more opportunities for classroom presentations. In addition, three more career workshop topics will be added in the spring of 2020. This includes "How To Use Your Transferable Skills", "How to Create a LinkedIn Account" and "Professional Etiquette Tips". Customized workshops are conducted through the request of categorical programs and Student Services programs including, but not limited to EOPS, CalWORKs, Veterans, Outreach, DSPS, Pathway Academy, and Student Affairs. A bilingual Career Tutor is available to students seeking assistance with resume and cover letter development. This tutor works with a large population of Arabic speaking ESL students. They also assist students who are enrolled in Work Experience courses, which requires a resume and cover letter as a part of their career portfolio assignment. Job outlook and growth are continuously examined through local, state-wide and nation-wide data resources in order to stay current on economic development. The Career Center Supervisor participates in the Workforce Development Council, which is a regional council composed of Career Education Deans, Deputy Sector Navigators and key stakeholders related to career services and career education programs. See V.4. attachment.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

V.1..pdf (76.9KB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

V. 4 Career Workshop Data.pdf (142.5KB)

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Career Center Model.pdf (301.5KB)

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: Student learning outcomes are recorded and assessed through workshop surveys to evaluate student success and comprehension.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

In the past, the Career Center has collaborated with and will continue to collaborate with our CE Department, instructional faculty, community members, and employers to expand services and increase the number of students served. Employer outreach is ongoing to match available careers with majors and programs unique to Cuyamaca College to align with our Academic and Career Pathways (ACP's). Classroom presentations involving an overview of services, career development, and work-based learning are made available through instructional requests. In addition, three more career workshop topics, which were not offered last year, will be added in the spring of 2020. This includes "How to Use Your Transferable Skills", "How to Create a LinkedIn Account" and "Professional Etiquette Tips". Customized workshops are conducted through the request of categorical programs and Student Services programs including but not limited to EOPS, CalWORKs, Veterans, Outreach, DSPS, Pathway Academy, and Student Affairs. A bilingual Career Tutor is available to students seeking assistance with resume and cover letter development. This tutor works with a large population of Arabic speaking ESL students. They also assist students who are enrolled in Work Experience courses, which require a resume and cover letter as a part of their career portfolio assignment. Job outlook and growth are continuously examined through local, state-wide and nation-wide data resources in order to stay current on economic development.

Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question:

After reviewing the comparison of Career Services and all other students, the staffing challenges that were experienced over the previous years directly and negatively affected the number of all students served; across all demographics. In fall 2016, the Career Center Coordinator/Counselor's reassign time increased from .2 to .5. and an adjunct Career Counselor was hired at an average of 18 hours a week. The following year, 2017-2018, the Career Counselor's hours were reduced to eight hours a week due to budget cuts which resulted in a decrease of 311 students, which reflects a 30% decrease in students served. In July 2018 the center lost the coordinator/counselor due to a reassignment and adjunct counselor, due to a full-time promotion in General Counseling. The absence of a career counselor and supervisor significantly impacted the number of students served in 2018-2019. As a result, the total number of students served dropped to a total of 473. After evaluating the Career data from 2016-2017, compared to 2018-2019 the center experienced an overall 55% decrease in the number of students served due to lack of staffing. A decline in student demographics was also evident. The number of Latinx students decreased by 66%, Black/African-American students decreased by 62%, Asian students decreased by 66% and White students by 49%. In an effort to increase access for students who we identified as underrepresented in 2017-18 (male, Asian, Black/African American, Hispanic/Latinx, and students under 25) additional staffing is needed. Once additional positions are hired this semester, we will conduct additional outreach through programs such as Umoja and Pathway Academy.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

VI. 2.pdf (215.3KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

A Career Center model was created in the spring of 2019. This model was then approved and endorsed by the Academic Senate and the President's Cabinet and our Career Education department (CE). Our vision for a model Career Center includes a collaborative effort and partnership with Instruction. Consequently, two of our positions that were outlined in this model were approved for hire: a full-time Career Center Supervisor and a full-time Career Counselor. The center currently has an interim Career Center Supervisor, a position which was last filled in 2009 and the center has never had a full-time Career Counselor.
Career workshops are now being coordinated and were reinstated during the 2019-2020 academic year. A new Career Center is currently being built in the I Building and is tentatively set to open in the spring of 2020. This new space and the new positions will allow our program to finally be able to provide students with comprehensive services. The center actively collaborates with our student services programs, counseling classes, and Outreach office, to create customized workshops. Attendance for these workshops help EOPS and CalWORKs students maintain their program eligibility. A bilingual career tutor is available to help students with their resume and cover letter. As a result, a large number of ESL students have been able to seek assistance with these services. Future goals include increasing the number of students who seek career advising and career counseling by expanding services and access to a comprehensive Career Center.

Q58 Please describe your service area challenges.

In the previous academic year, 2018-2019, our Career Center team was comprised of two part-time student workers, which served as our biggest challenge in the previous year. From the academic years of 2016 to 2018, a General Counselor had a .5 reassignment to coordinate the Career Center and conduct career counseling appointments. An adjunct counselor joined the center from 2016-2018. In July 2018 the center lost the coordinator/counselor due to a reassignment and adjunct counselor, due to a full-time promotion in General Counseling. As a result, limited funding did not allow for these positions to be replaced. Therefore, workshops and career counseling appointments were not offered in the center. The Career Center is currently comprised of two desks in a shared space with the Transfer Center. A full-time Career Center Specialist is needed to provide sufficient administrative coverage to assist students and employers both in person and over the phone. This position was last filled in June of 2012. Without administrative coverage, phone calls are sent to voicemail and walk-ins are not adequately and immediately taken care of, when coverage is not available. The center currently operates on limited student worker coverage. The Transfer Center staff often steps in to assist students with Career inquiries to the best of their ability as they are not trained in career services. However, the Transfer Center also has its own peak times for traffic and they are not always able to step in to provide coverage for both programs. This will continue to be an issue once we move into our own center since we will no longer be able to rely on back up coverage from the Transfer Center. A Career Counselor and a Career Center Supervisor will be hired in spring 2020.

Q59 Please describe external influences that affect your service area (both positively and negatively).

Positive influences include:
- Building a new Career Center
  - Location of the Career Center (centralized in an area with more student traffic)
- Our partnership with CE and Instruction
- Job growth and openings
  - E.g. projected retirements within the Water industry leading to more job openings
  - Technology advances within Computer Science/CIS. Robotics, A.I. etc.
- Diverse pool of employers seeking to attend our Career Expos due to boom in economy
- Support of Guided Pathway initiatives
- Marketing our center to local high school students and community agencies

Negative influences include:
- Limited coverage and staffing (including classified coverage and counseling coverage)
  - # of students served decreased by 30% last year, when the center lost its coordinator and adjunct counselor
  - Increased student traffic/workload for other Counseling Departments (e.g General, EOPS, DSPS, etc.)
- High number of undecided students needing revisions to their ed plans due to lack of career resources and exploration
- The need for a full-time specialist to be the first point of contact when assisting students
- Challenges for Dreamers and DACA students to find employment after obtaining education

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Once our full-time positions are filled (Career Counselor and Supervisor) the center will be able to offer more career counseling appointments, which will increase the number of students served and number of completed CEP/career plans. This will help alleviate drop-in waiting times and open up appointment bookings within General Counseling and other Counseling programs/Departments. More time can be invested by increasing our visibility through increasing our classroom visits/presentations, workshops and partnerships with instructions and specialized programs on campus that support underrepresented students. We will be able to market services on campus and at local high schools, update assessments, foster employer relations, and schedule future career panels/ industry guest speakers.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

To increase the number of students who seek career advising and career counseling by expanding services and access to a comprehensive Career Center.

Q63 Which College Strategic Goal does your service area most directly support?   **Guided Student Pathways**

Q64 Please describe how this goal advances the college strategic goal identified above.

The hiring of a full-time Career Counselor and Supervisor in spring 2020 will increase the number of student appointments and campus outreach for the purpose of helping students explore and identify career goals. Currently, career workshops and presentations are conducted by the Interim Career Center Supervisor and in collaboration with CE.

Q65 Goal status: **In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q67 Do you have another goal to update? **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

Increase student engagement through outreach efforts with instructional departments and Student Services. Additional student appointments will be offered with the arrival of the full-time counselor in spring 2020.

Q69 How will this goal be evaluated?

Increased # of student appointments, drop-ins, classroom presentations, and workshops.

Q70 Do you have another goal to update? **No**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2: **Respondent skipped this question**

Q72 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q73 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q74 Goal status: **Respondent skipped this question**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q76 Do you have another goal to update?

Respondent skipped this question

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

Respondent skipped this question

Q78 How will this goal be evaluated?

Respondent skipped this question

Q79 Do you have another goal to update?

Respondent skipped this question

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

Respondent skipped this question

Q81 Which College Strategic Goal does your service area most directly support?

Respondent skipped this question

Q82 Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q83 Goal status:

Respondent skipped this question

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q85 Do you have another goal to update?

Respondent skipped this question

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year:

Respondent skipped this question

Q87 How will this goal be evaluated?

Respondent skipped this question

Q88 Do you have another goal to update?

Respondent skipped this question

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:

Respondent skipped this question

Q90 Which College Strategic Goal does your service area most directly support?

Respondent skipped this question

Q91 Please describe how this goal advances the college strategic goal identified above.

Respondent skipped this question

Q92 Goal status:

Respondent skipped this question

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)?

No

Page 36: VIII. New Goals

Q97 New Goal 1:

Respondent skipped this question

Q98 Which College Strategic Goal does this service area goal most directly support?

Respondent skipped this question

Q99 Please describe how this goal advances the college strategic goal identified above:

Respondent skipped this question

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q101 Action steps for this year: **Respondent skipped this question**

Q102 How will this goal be evaluated?   **Respondent skipped this question**

Q103 Do you have another new goal?   **Respondent skipped this question**

Page 37: VIII. New Goals

Q104 New Goal 2:   **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support?   **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q108 Action steps for this year: **Respondent skipped this question**

Q109 How will this goal be evaluated?   **Respondent skipped this question**

Q110 Do you have another new goal?   **Respondent skipped this question**

Page 38: VIII. New Goals

Q111 New Goal 3:   **Respondent skipped this question**

Q112 Which College Strategic Goal does this service area goal most directly support?   **Respondent skipped this question**

Q113 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q115 Action steps for this year: **Respondent skipped this question**

Q116 How will this goal be evaluated?   **Respondent skipped this question**

Q117 Do you have another new goal?   **Respondent skipped this question**

Page 39: VIII. New Goals

Q118 New Goal 4:   **Respondent skipped this question**

Q119 Which College Strategic Goal does this service   **Respondent skipped this question**
area goal most directly support?

Q120 Please describe how this goal advances the   **Respondent skipped this question**
college strategic goal identified above:

Q121 Please indicate how this goal was informed by SLO **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

Q122 Action steps for this year: **Respondent skipped this question**

Q123 How will this goal be evaluated?   **Respondent skipped this question**

Page 40: IX. Executive Summary

Q124 One-page summary:

The purpose of the Career Center is to educate and support students throughout their unique career development by providing services that promote intentional decision making to meet their academic and employment goals. The strengths of the program include the expansion of the Career Center team including the hiring a Career Center Supervisor and Career Counselor and the immediate hiring of an Interim Career Center Supervisor who started their employment in July 2019. This position was last filled in August 2009 and the college has never had a full-time Career Counselor. A new center is currently being built in the I Building which is expected to open in spring 2020. In addition to transfer majors and career options, the center will include a partnership with Instruction to enhance students' knowledge on career readiness and Career Education options. Despite the approval to hire two new positions, staffing is still limited and a Career Center Specialist is needed to provide full-time administrative coverage. The ever-changing job market and economy will continue to influence services offered in the center in order to properly prepare students for the world of work. The demand for career services and Guided Pathway initiatives reinforce our need for adequate coverage. The office utilizes survey results from workshops/events and SARS scheduling data to examine student service learning outcomes. With the relocation of the new Career Center and additional staffing the center will seek to increase the number of students served and expand services to provide a comprehensive Career Center. The additional support will also help us expand our marketing efforts and outreach on-campus, within the community, and at our local feeder high schools.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Career Center Model.pdf (301.5KB)

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

No

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Yes

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?

No

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

No

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?

No

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."

I am ready to submit my program review