



Annual Program Review 2011-2012 - STUDENT SERVICES

CAREER CENTER

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the appropriate area manager or Dean.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Career Center helps students become aware of their options, personal strengths and interests, and the academic preparation needed to accomplish their career and educational goals. The Career Center provides counseling that utilizes career inventories and resources along with high-technology and computerized research tools to facilitate students and community members in their personal, job search, and career development in the ever changing world of work.

Please list the **most significant achievement** accomplished since your last program review.

The Career Center was able to offer career counseling appointments during the Winter 2011 intersession for the first time. This enabled students to continue their appointments from the Fall 2011 without interruption of the career planning process. We also increased the cap of the number of students in our Student Development 125 Career Planning Class (from 15 to 25 students). Furthermore, our Program expanded its involvement with Basic Skills and EOPS students. Securing a BSI grant allowed us to provide career assessments to eligible students practically free of charge. Meanwhile, the EOPS almost doubled the number of students they referred for career assessment and counseling during 2010-1011 in comparison to prior years.

List the current major strengths of your program

1. Counselors and staff working as a team – Counselors are well-versed in career theory and practice as well as academic and transfer advising and have years of experience in student development. The Student Services Technician and Student Services Assistant II combine specialized knowledge, skills, and experience in providing both career and academic student-support services and performing technical work functions at high standard levels.

2. Diverse services, cutting edge career-assessment inventories, computerized guidance and occupational exploration resources, a comprehensive library of career publications, job-search information packets and workshops, career planning class offerings and individual career counseling - all these represent major strengths of our Program. We are a full-service Career Center that contributes to institutional effectiveness and student success by facilitating college retention, educational goal completion, and workforce integration rates. Most students who take advantage of career guidance services move from the “undecided major” status to specific academic and career goals.

3. One of our key strengths is the demonstrated ability to maintain and advance the Career Center Program with limited resources.

List the current weaknesses of your program

1. We need more hours for our student worker due to operating hours (we close the center down more this year).
2. Computers, laptops and peripheral equipment all getting older and replacement of some needed on a rotating basis. Need to update to the newest version of Microsoft office programs on computers – presently we use 2003.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Academic Year	Service Contacts
Career Center	2010-2011	6,964
	2009-2010	8,712
	2008-2009	8,735
	2007-2008	8,474
Career Counseling Appointments	2010-2011	1,628
	2009-2010	1,315
	2008-2009	1,592
	2007-2008	1,452
Drop-In Career Contacts	2010-2011	5,881
	2009-2010	7,397
	2008-2009	7,143
	2007-2008	7,056
Group Workshops (MBTI, Resume, Interviewing, etc)	2010-2011	58
	2009-2010	87
	2008-2009	60
	2007-2008	71
Student Development Class contacts	2010-2011	951
	2009-2010	1,166
	2008-2009	853
	2007-2008	1,106
Class Visits & Career Ctr. Tours (EOPS, Math145, Culinary, Psych, Business, Basic Skills Eng, ESL, Math, etc.)	2010-2011	37
	2009-2010	48
	2008-2009	166
	2007-2008	178
See note below		

Note: SEE ATTACHMENT (at end of document) for the detailed breakdown of career center student contacts, outreach activities. The totals for each year are in the table above.

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008	3.22		1.47		20 hrs.for32wks
2008-2009	3.0		1.47		20 hrs.for32wks
2009-2010	3.22		1.47		15 hrs.for32wks
2010-2011	3.05		1.47		15 hrs.for32wks

1.1. Describe how these trends have affected student achievement and/or student learning:

1. The total of Career Center Contacts (by Service Reason) decreased from 8,712 to 6,964 only because we deliberately implemented a more accurate method of measuring students' use of the Career Center. To avoid duplication and redundancy, staff makes selections from a list of reasons for students' visits when checking a student in for a service.

2. The number of Career Center Counseling appointments increased from the year before. Scheduling group test interpretations in place of individual appointments, conducting in-class career workshops for Technical Programs students, and making presentations to AS clubs translated into a higher number of appointment contacts. A total of 84 students participated in group appointments. Also, in the past year, our Adjunct Counselor was able to increase her Career Center appointment hours when her grant-sponsored workload at the Workforce & Economic Development Department decreased.

3. Drop-in Career contacts decreased from 7,397 to 5,881, partly because Career Counselors and staff were assigned to assist with Fall registration in the Academic Counseling Department during summer and part of September. Moreover, in order to increase our Program efficiency, we've been encouraging students to take the Strong and MBTI assessments in one visit (similar to the ST DV 125 and 145 classes procedure) instead of one assessment at a time as in past years. This, understandably, has resulted in the decrease of student drop-in contacts as well.

But the main reason for the reduction in Drop-in contacts was the scaling down of class visits by counselors and staff, caused by diminished staffing levels. In previous years, student contacts generated through class visits were included in the total of Drop-in Career Contacts. If we were to subtract numbers produced by class visits from previous years' totals, it would show that the number of students who have in fact used the Career Center services during the given period actually increased.

4. Group Workshops contacts increased, as explained in Section 1.1, due to group MBTI interpretations for individuals and classes as well as Resume and Interview workshops in Technical Education classes and student clubs.

5. Student Development Class Contacts decreased slightly due to a change in the testing procedure in SD 125 and 145 classes. Students take the Strong and MBTI inventories in one visit, which leaves more time for classroom instruction.

6. Class Visits & Career Center Tours decreased, mainly, due to the change in priorities. In the past, counselors and staff made class visits during Fall and Spring semesters on a daily basis. We had to downsize our class outreach to conserve both counseling appointments, especially in view of the changes in block scheduling, and staff time required for coordination, record-management and class visits as well.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

No

2.0. Student Service Learning and Program Outcomes

Please provide the following information for each SLO/SAO within this area (add rows as needed).

Program Service/Function	SLO / SAO	Have program outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement?
Career Counseling/ Center	1. Student demonstrates an understanding of their values & career interests	Yes	Yes	Yes
Career Counseling/ Center	2. Student understands which career services are available to them.	Yes	Yes	Yes

2.1. Please comment on your answers above.

For Prog. Serv. Function #1:

We did not assess our Career Center SLO's for Fall 2010 and Spring 2011. Below is our last assessment cycle for 2009-2010

- a. Assessment Completed: Fall 2009, 344 students were sent emails and 50 responded to the Career Counseling Student Survey (also online).
- b. Assessment Data Analyzed: Comments by students were reviewed by Career Center Counseling Staff
Quiz results showed that 32% were correct on SLO #1.
- c. Data Used For Improvement or Planning: CC staff are in the process of revising the survey/quiz – to give examples for clarification

For Program Service Function #2:

**We did not assess our Career Center SLO's for Fall 2010 and Spring 2011.
Below is our last assessment cycle for 2009-2010**

a. Assessment Completed: Fall 2009, 344 students were sent emails and 50 responded to the Career Counseling Student Survey (also online).

b. Assessment Data Analyzed Comments by students were reviewed by Career Center Counseling Staff

Quiz results showed that 32% were correct on SLO #2.

c. Data Used For Improvement or Planning: CC staff are in the process of revising the survey/quiz – to give examples for clarification

2.2. If available, please provide a *link** to any program assessment reports/timelines here. This link could be to your program/department website, eLumen, etc.

Link to Survey Monkey and/or link to the Career Center website:

www.surveymonkey.com/s.aspx?sm=nHYgOkoUOfIsPCsQ5oJk5Q_3d_3d

2.3 Does the evidence from assessments show that students are achieving the desired outcomes?

Yes, we received positive feedback based on student comments on the survey in prior years.

2.4 Briefly summarize any elements of your program/services that have been changed or will be changed as a result of assessments.

The results from the assessment survey and feedback has led to improved career counseling sessions, greater understanding of themselves and the career decision-making process.

Additional questions have been added or deleted from the online survey and we modified the SLO's.

2.5 Based on the program assessment timeline and/or evidence you have gathered, please comment briefly on how far along your department/program is in the assessment process.

1. We revised the SLO's based on the data results in a Spring 2011 Counselor Retreat.
2. The Career Center has gone through 1 full cycle of SLO assessment. We are currently preparing for the second round of SLO assessment for the 2011-2012 academic year.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student service outcomes or improved program/division processes?

1. Created more printed materials and handouts to assist students in attaining their career goals eg. developed Career Counseling process step-by-step handout and Internship handout.
2. Created career assessment workshops (MBTI) to serve more students.
3. Due to students with lower ESL levels, the Career Center Counselors & staff make an effort to use more concrete examples in explaining concepts and directions when students take career inventories.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program improvements.

Plans or Modifications	Anticipated Improvements
Hire a replacement full-time Career Counselor	More career counseling appointments, more career workshops offered, more instructors to teach Stud. Dev. 125 Career planning classes.
Increase student worker hours	The Career Center can be open longer and we can serve more students.
Hire a replacement full-time Career Counselor	More class visitations

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2011 PROGRAM REVIEW

CAREER CENTER
Books, licenses, materials

S: CC-1

Section 4 Resource Request

Type of Resource Request:

- Facilities/Maint. Classroom Upgrades New space Conference/Travel
 Instructional Equip. Non-Instructional Equip Training Other
 Computer/Hdware Software/Licenses Supplies

Mandatory: Is this request for one-time funding? OR Does this request require ongoing funding?

If this is a repeat request, please list the Resource ID code or year requested: _____

Mark if the following apply to this request: Health & Safety Issue Legal Mandate
 Accreditation Requirement Contractual Requirement

4.1. Clearly describe the resource request.

1. Vocational Biographies licenses
2. Career books and materials

Amount requested \$ 1,000

4.2. Justification and Rationale: What planning goal, core competency or student outcome does this request address? Use data from your report to support your request.

2 SLO's justification

1. Student demonstrates an understanding of their values & career interests
2. Student understands which career services are available to them

4.3. What measurable outcome will result from filling this resource request?

Effectiveness of Career Counseling process is increased. Students served properly.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request Committee:					Prioritization Score		