

II. PROGRAM DESCRIPTION

Vision

The Career Center will conduct programs and services in an environment considerate of students' abilities, personalities, needs and values. Through collaboration with the academic and business communities, the Center will provide students with access to information about the 21st-century workplace, establishing itself as a leader in career development utilizing technology and established practices. (Created 2006, revised 2010)

Mission

The Career Center staff and faculty educate and empower students to access career development tools, assessments and resources to help them discover their own uniqueness and find careers and majors to match their talents and interest.(Created 2006)

Services-Functions

- Career Services Orientations for Counseling Classes(101, 106, and 118)
- Career Odyssey using BRIDGES (SLO)
- Career Development and Job Preparation Workshops
- Individual Assistance with Career and Job Preparation.
- "Speakers Connecting Careers" Lecture Series
- MyCareer/MyMajor
- Job Fairs (2 per year)
- *Career Highlighter* Newsletter

Career Services Orientations for Counseling Classes: A primary function of Career Services is to collaborate and support the counseling faculty who teach. Each semester the counseling classes (101, 116 and 118) integrate various levels of career research into the curriculum. The Career Services staff members develop thorough and course specific presentations to familiarize students with the various career resources available to complete career research assignments. The orientations include interactive demonstrations of online websites. Instructors are asked to schedule two visits to the center in order for students to have full access to computer technology and resources. The center's lab is equipped with 12 computers which can generally accommodate about 15 – 20 students which minimizes the need for students to share computers. The students are instructed on how to access career information through reputable sources including the SCC Career Services website. Two online career related resources (EUREKA and BRIDGES) which require the purchasing of licenses to access are made available. Students receive handouts with information on how to login. The licensing for these sites are funded through matriculation and made available at no cost to students. Students are also made aware of the hardbound reference material available for use only in the lab.

Learning and accessing these resources allow students to move through the career development process. They gather information on occupations and industries to determine if they are well suited for particular fields. For nearly all students in counseling classes this is their first serious attempt at developing a career and life plan. This experience provides them with a professional and supportive environment where they can consider their interests, abilities and skills.

Through this service students gain hands-on experience with career related resources that are available either on-line, hard bound or both. They are able to access occupational information such as job descriptions, personal characteristics, state and national salary, employment demand and majors. Students gain knowledge of resources located through the SCC Career Services website and the center's library. They also acquire life long learning through the ability to access continually updated and reliable on-line resources established by the US Department of Labor and the State of California. When researching information using Career Services computers students are encouraged to e-mail career related information to their own e-mail address to view and print at a later time. This practice also eliminates dependency on printing in the center.

Career Odyssey Project using BRIDGES (SLO): This innovative project was designed to introduce students enrolled in pre-collegiate basic skills (English) courses to career information available through BRIDGES, an online resource. The funding source for this annually contracted on-line resource is matriculation. The Career Services staff provides students with an overview of how to navigate through the information, which is separated into categories *Work*, *Learn* and *Life*. The information found within "*Work*" includes job descriptions, wages/salary, employment demand/projections and related occupations. The "*Learn*" category has educational program descriptions and related majors. The content included in the category of "*Life*" suggests possible volunteer and recreational options. The website also contains one minute career videos. As an important component of the project which is also Career Services' Student Learning Outcome (SLO) students complete a career research assignment consisting of eight questions. (See Student Learning Outcomes in Section IV) The Student Learning Outcome for this important basic skills (English) follow-up project is as follows: As a result of participating in the Career Odyssey workshop, students will demonstrate the ability to access basic career information (*job description, salary, and occupation outlook*) on the BRIDGES website. Through this project students are able to experience how to use the career resources and benefit from interacting with a Career Services staff and a counselor. These students are afforded an opportunity to use time from their English class to learn of the available resources and the career planning process. They are also given an opportunity to schedule an appointment with a Career Services staff member for further career research or to make an appointment with a counselor to develop an educational plan.

Career Development and Job Preparation Workshops: Career Services offers a wide range of workshops to meet the career and job preparation needs of currently enrolled SCC students. The career development workshops include career assessment, career exploration, researching educational requirements, and educational institutions. Students are also encouraged to conduct informational interviews. They receive business contacts and a questionnaire to guide their informational interview. Students are then referred to a counselor to develop an educational plan.

Job preparation workshops include job leads and instructions on how to conduct job search, along with a list of local business and agencies to contact. Additional workshops include resume writing and interviewing techniques. Students seeking job preparation range from the highly employable with exemplary work ethic and skills to those with many barriers such as criminal backgrounds. The workshop format is ideal for presenting the key principals of career development and job preparation information. Participation is limited to small audiences which allows for greater interaction. Students are encouraged to continue conducting career development and job preparation independently with their newly acquired skills. Individual appointments are available for those students requiring privacy to discuss sensitive issues.

Students are provided a quality learning environment where they receive information and encouragement to continue researching independently with minimal assistance. Students gain confidence in their ability to access career development and job preparation resources. Students acquire life long learning through skills development and awareness of resources.

“Speakers Connecting Careers” Lecture Series: Each semester professionals are sought and asked to lecture on their profession. The purpose of the speakers program is to provide students an additional method of obtaining first hand career information on the benefits and drawbacks of various occupations and career paths. It also allows students and professionals to communicate in an environment conducive to quality interaction. Each semester a review of the occupations students are researching is used in the process for identifying which profession to spotlight. The lectures are conducted in a Career and Life Planning class with 30 or more students. The lectures are announced around campus through posters and flyers as well as announcements placed in each of the classes encouraging students to attend. Lecturers receive the following list of suggested topics to include in their lecture:

- How they became interested in their career or industry.
- Their major and educational background.
- Their employment path including past employment and future goals.
- The advantages and disadvantages of their career.
- The role of technology in their career.
- New trends within the industry.
- What an ordinary day is like.
- What an extraordinary day is like.

Lecturers are also encouraged to discuss other issues related to their field or career.

The lecture series has been well received by our students. Students are asked to reflect on what new information they gained as a result of attending the lecture. Students gain valuable information but in particular the first generation college students have indicated how encouraging it is for them to hear that the pursuit of higher education is the way to achieve great pleasure and satisfaction in ones career. Students gain the awareness of a new career path they may not have considered. They also receive information on how to contact the lecturer. Lecturers receive a thank you gift from items purchased in the SCC bookstore or cashiers office.

MyCareer/MyMajor: Each spring semester a new crop of potential students arrive on the SCC campus as part of the Senior Day event. Career Services uses this opportunity as a forum for faculty and student services to broaden the awareness of the incoming as well as currently enrolled students. Booths are staffed by faculty and student services members. Career Services staff prepares fact-sheets for the different disciplines with labor market statistics, future employment projections, and salary. Student services distributes information on their programs and services. On the day of the event booths are strategically placed to maximize interaction with the flow of students. Students receive a card to collect signatures of the representatives visited. Students also complete an evaluation form rating the quality of the event and information gained. Students receive information on academic disciplines and student support services, a chance to win door prizes and a ticket for lunch.

Job Fairs: Career Services has collaborated with the Job Placement Center each semester for the past three years in organizing job fairs. Companies, agencies and organizations come on campus for the purpose of recruiting and broadening the career awareness of SCC students. Participants of past Job Fair included local employers with immediate openings as well as others who have expressed a need to develop a hiring pool. Due to limited fiscal resources and space the number of employers is limited to the first 30 respondents. Prior to the Job Fairs a list is compiled with the names of the participating employers and brief descriptions of the companies. This information is distributed at “How to Prepare for a Job Fair” workshops. Job Fairs provide incentive for students to create or update resumes. The Job Fair provides students with an opportunity to interact and learn about various local employers and industries. Students who attend learn that company representatives are much more approachable than they may have realized. They also have a broader awareness of the types of industries in Orange County. They collect business cards from employers for future use when seeking employment.

The Career Highlighter Newsletter: Bi-annually prior to the start of each fall and spring semester the newsletter is developed. The newsletter is an informative resource Career Services provides to SCC students, combining various career-related articles, events and workshops, allowing students to take an active role in their academic and career paths. The initial step in constructing the newsletter is to brainstorm *themes* relating to

career development and/or the current job market- i.e. green technology, professional development, job search/resume design. Several online career magazines, and websites are utilized to identify articles and information to incorporate into the newsletter. According to the theme and amount of resources, the newsletter can range from two to four pages in total. Some sections that have been included in past newsletters have included; upcoming campus and Career Services events, fastest growing occupations, what can I do with a major in..., and highlighting certain SCC major programs. Once the newsletter is complete, it is distributed as hard copy across campus. It is also, available through the Career Services website as a PDF document available to view and print.

Funding Sources

- Matriculation
- VTEA
- General Fund

The Career Guidance Coordinator is a full-time general funded position. Within this program review period, Career Services was able to hire a 19 hour/week on-going matriculation funded Career Guidance Specialist and a short term hourly Intermediate Clerk. Office supplies and technology are funded primarily through matriculation resources and VTEA (Career Education Division). VTEA funds most of the hard bound resources such as the Occupational Outlook Handbook, Occupational Guidance, Encyclopedia of Careers, O'NET, Dictionary of Holland Codes, and the Orange County Business Directory.

Program Changes

During this program review period a change in program name and functions occurred. This support service changed from Career Center to Career Services in September 2008 and acquired services previously offered by Job Placement such as job fairs, and employment preparation workshops.

Student Learning Outcomes Annual Report
'2007-2008

1. Program-Department Name:

Career Services-Counseling

2. Program-Department Mission Statement:

Career Services empowers students to access career tools, assessments and resources, and with the support of staff and counselors, to discover their own uniqueness and find careers and majors matching their talents and strengths.

3. Student Learning Outcomes:

As a result of participating in the Career Odyssey workshop, students will demonstrate the ability to access basic career information (job description, salary, and occupation outlook) on the BRIDGES website.

4. Method:

- a. Criteria used to determine outcome: To what degree were students able to complete an open ended eight question survey at completion of program.
- b. The limitations were in regards to the assessment instrument's internal validity and content validity which was corrected by conducting a peer review of the eight question survey.

5. Implementation of Assessment Process: Who, How and When

The Career Center Coordinator was responsible for conducting the evaluations. She collaborated with the Counseling Department Dean to conduct a peer review of the eight questions survey.

- a. Time line
 - i. September 2007, the instrument was reviewed, approved and printed.
 - ii. October 2007, program was conducted for fall 2007 and data collected.
 - iii. February 2008, program was conducted for spring 2008 and data collected.
 - iv. April 2008, data organized, analyzed
 - v. May 2008 report completed and disseminated to stakeholder
- b. The information source for this evaluation is the English N60 students.
- c. The departments involved are the English and Counseling departments
- d. The stakeholders:
 - i. Career Services staff interested in learning if the program development is effective.
 - ii. The Dean of Counseling wants to insure the program is fiscally sound

6. Results:

The following percentages are based on n=145 students.

- a. **99%** Able to write down an occupation to explore

- b. **97%** Able to write down duties for occupations identified
- c. **97%** Able to write down salary range for occupation identified
- d. **99%** Able to write down amount of education required for occupation identified
- e. **96%** Able to write down related major for occupation identified.
- f. **92%** Able to write down related careers for occupation identified.
- g. **96%** Able to write down volunteer opportunities for occupation identified.
- h. **89%** Able to write down recreational opportunities for occupation identified.

The process to validate this information included reviewing the survey to insure the information we wanted to gather was accurate and then the data was double checked for accuracy.

7. Decisions and Recommendations:

- a. 95.6% mean score for the outcome of student learning indicates that the educational presentation provided was highly successful.
- b. The results also indicated that future assessments may seek to identify the cause for the lower percentage of participant's ability to writing down recreational opportunities for occupations identified.
- c. The group who participated in this discussion included the three staff members of the career center
- d. Student Learning Outcomes will be assessed in 2008-2009.
- e. The Career Center Coordinator and the Dean of Counseling are responsible for implementing recommendations.

Student Learning Outcomes Annual Report
'2008-2009

1. Program-Department Name:

Career Services-Counseling

2. Program-Department Mission Statement:

The Career Center empowers students to access career tools, assessments and resources, and with the support of staff and counselors, to discover their own uniqueness and find careers and majors matching their talents and strengths.

3. Student Learning Outcomes:

As a result of participating in the Career Odyssey workshop, students will demonstrate the ability to access basic career information (job description, salary, and occupation outlook) on the BRIDGES website.

4. Method:

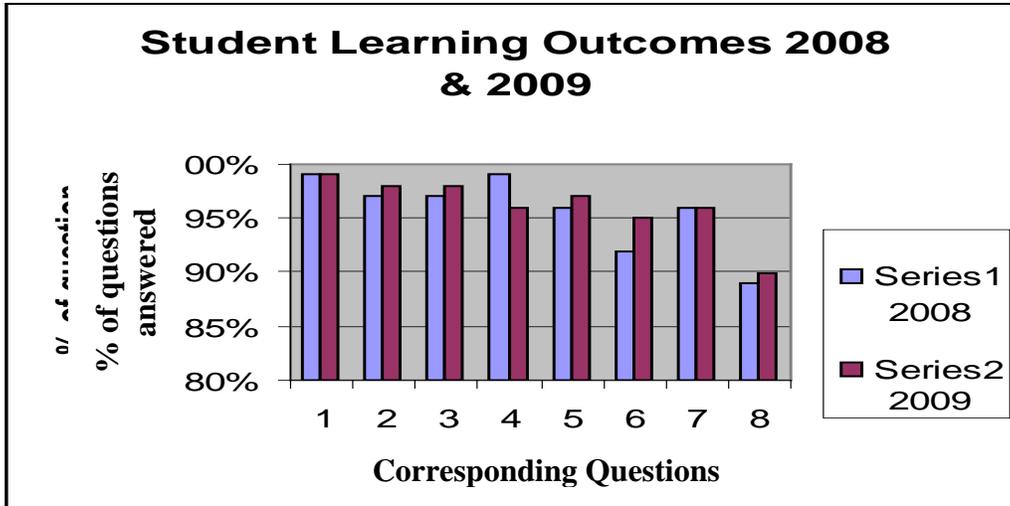
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5. Implementation of Assessment Process: Who, How and When

The Career Center Coordinator was responsible for conducting the evaluations. She collaborated with the Counseling Department Dean to conduct a peer review of the eight questions survey.

- a. Time line
 - i. September 2008, the instrument was reviewed, approved and printed.
 - ii. October 2008, program was conducted for fall 2008 and data collected.
 - iii. February 2009, program was conducted for spring 2009 and data collected.
 - iv. April 2009, data organized, analyzed
 - v. May 2009 report completed and disseminated to stakeholder
- b. The information source for this evaluation is the English N60 students.
- c. The departments involved are the English and Counseling departments
- d. The stakeholders:
 - i. Career Center staff interested in learning if the program development is effective.
 - ii. The Dean of Counseling wants to insure the program is fiscally sound

6. TWO YEAR COMPARISON RESULTS



1. Able to write down an occupation to explore
2. Able to write down duties for occupations identified
3. Able to write down salary range for occupation identified
4. Able to write down amount of education required for occupation identified
5. Able to write down related major for occupation identified.
6. Able to write down related careers for occupation identified.
7. Able to write down volunteer opportunities for occupation identified.
8. Able to write down recreational opportunities for occupation identified

7. Decisions and Recommendations:

- a. 95.5% mean score for the outcome of student learning indicates that the educational presentation provided was highly successful.
- b. The results also indicated that future assessments may seek to identify the cause for the lower percentage of participant's ability to writing down recreational opportunities for occupations identified. The group who participated in this discussion included the three staff members of the career center
- c. The group who participated in this discussion included the three staff members of the career center.
- d. Student Learning Outcomes will be assessed in 2009-2010.
- e. The Career Center Coordinator and the Dean of Counseling are responsible for implementing recommendations.

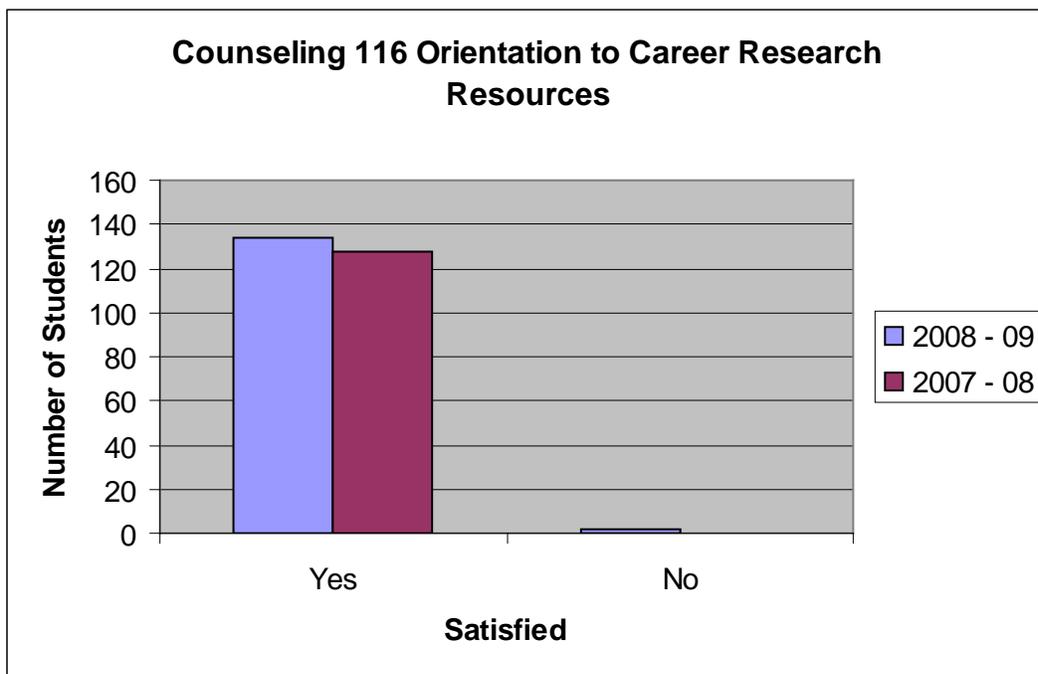
V. DATA

Student evaluations and/or surveys for programs and services were collected and the most relevant data is presented in this section.

1. <u>Number of Students Served by Services and Function</u>	<u>06-07</u>	<u>07-08</u>	<u>08-09</u>
• Career Services Orientation for Counseling Classes	600	600	400
• Career Odyssey Project using Bridges (SLO)	130	190	164
• Career Development and Job Preparation Workshops	75	75	340
• Individual Assistance with Career and Job Preparation	300	300	300
• “Speakers Connecting Careers” Lecture Series	70	70	70
• MyCareer/MyMajor	75	150	200
• Job Fairs	600	600	600
• <i>The Career Highlighter</i> Newsletter	300	300	300

2. Counseling 116 Orientation to Career Research Resources

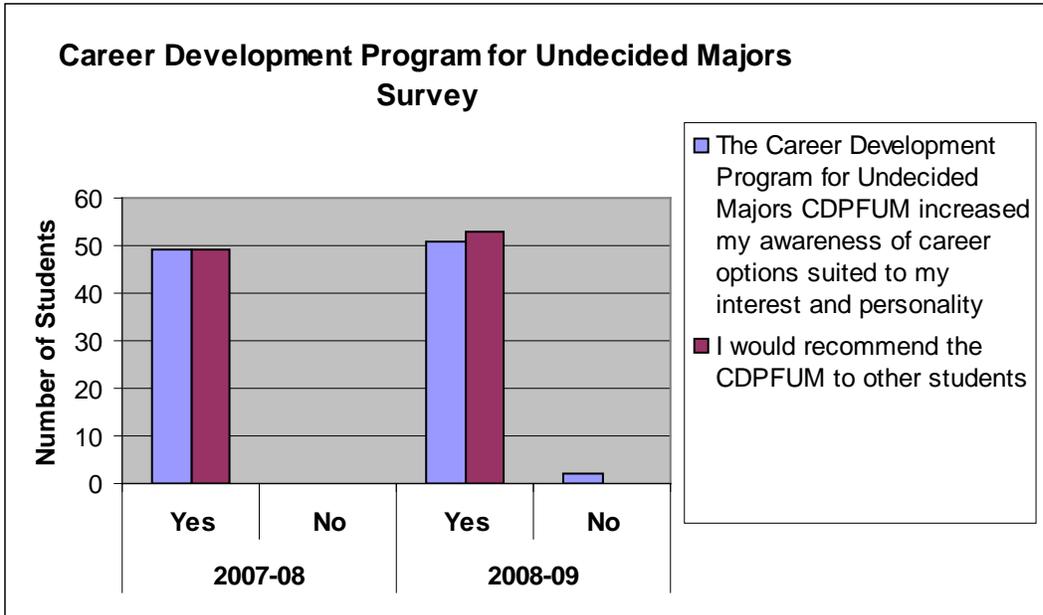
Q. Were you satisfied with the service you received?



3. Career Development Program for Undecided Majors (CDPFUM)

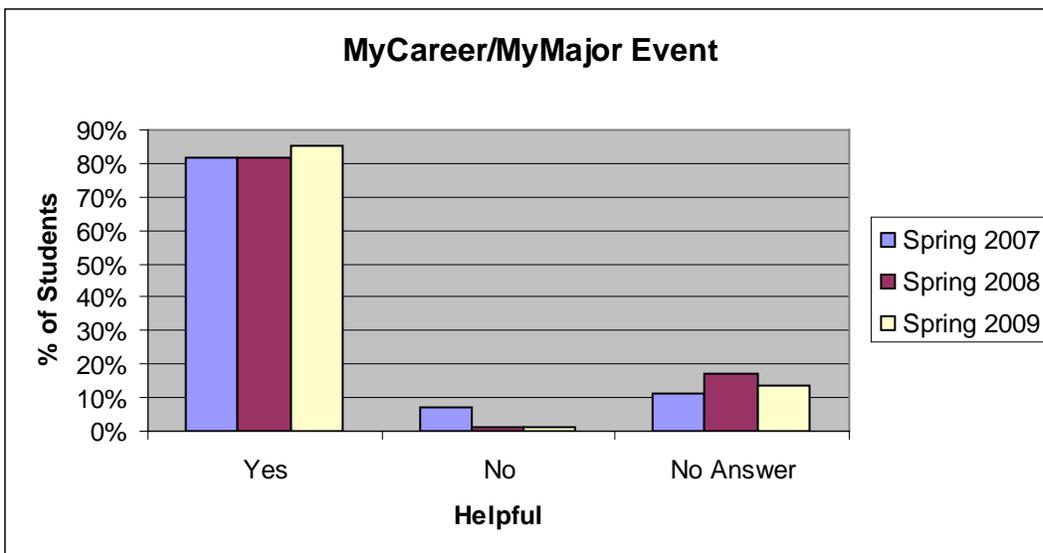
Q. The Career Development Program for Undecided Majors (CDPFUM) increased my awareness of career options suited to my interests and personality.

Q. I would recommend the CDPFUM to other students.



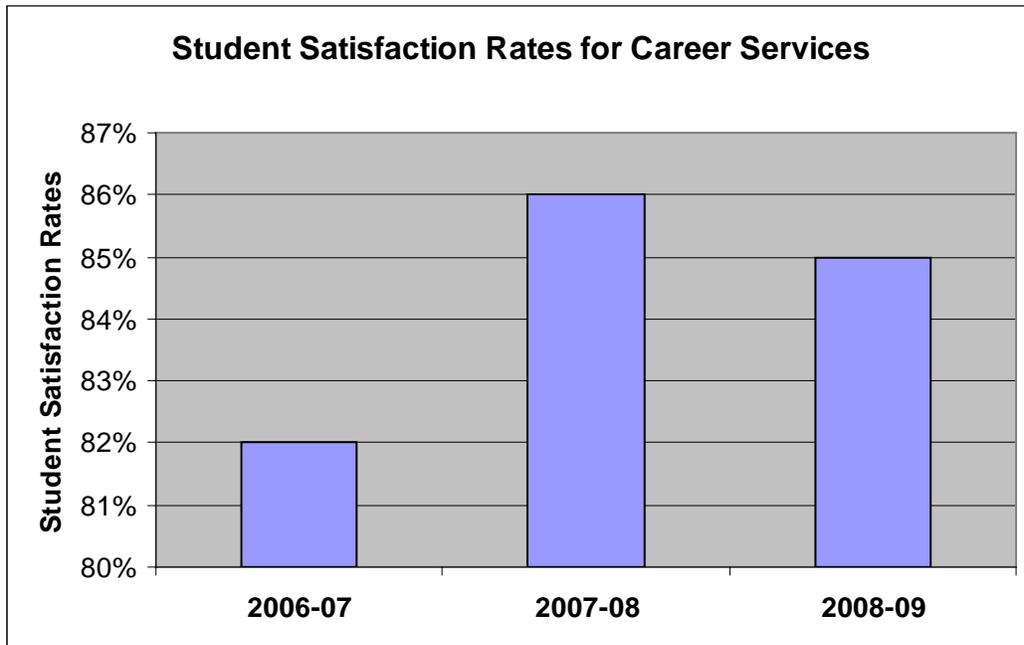
4. MyCareer/MyMajor

Q. Was the MyCareer/MyMajor event helpful?



5. RSCCD Study of Student Satisfaction

Each year the RSCCD Research Department conducts a comprehensive student satisfaction survey of students enrolled at Santiago Canyon College. The survey provides an opportunity for students to report their level of satisfaction with their educational experience, the college environment, and the services and programs provided by the college. The chart below indicates the level of satisfaction for those students who received services from CAREER SERVICES.



6. Career Services Goals

Career Services is highly dedicated to setting specific program goals in order to meet the needs of students and to comply with accreditation standards. The following is a list of goals and the progress made in achieving them during the three-year program review period:

Provide and maintain up-to-date career resources (online and hardbound)	Achieved
Provide state-of-the-art computer technology for student use	Achieved
Hire a 19 hour/week on-going Career Guidance Specialist to provide career support for evening students, launch a newsletter, and assist with special events	Achieved
Create a vision and mission for Career Services	Achieved
Write and assess Student Learning Outcomes	Achieved
Form an advisory group to provide input to Career Services	Not Achieved

VI. ANALYSIS

1. **Number of Students Served by Services and Function**

In the Data section of this Program Review, #1 provides actual numbers of students served in each program or service offered by Career Services. This data indicates the high level of productivity in meeting the career development needs of Santiago Canyon College students.

2. **Counseling 116 Orientation to Career Research Resources**

In #2 of the Data section, the bar graph illustrates the findings to the question “Were you satisfied with the services you received?” Of the approximately 160 students who responded to this question in both 2007-08 and 2008-09 the overwhelming majority of students responded “Yes.” This is an expected outcome given that the Career Guidance Coordinator ensures that the center has a wide range of career research resources and an expert style of orientation delivery.

3. **Career Development Program for Undecided Majors (CDPFUM)**

Participants of The Career Development Program for Undecided Majors (CDPFUM) were surveyed to determine if the program increased their awareness of career options suited to their interests and personality and if they would recommend the CDPFUM to other students. The findings for the question “The Career Development Program for Undecided Majors increased my awareness of career options suited to my interests and personality” clearly indicated that in 2007-08 and 2008-09 the students believed that program increased their awareness of career options. Due to the comprehensive and highly personalized nature of the program positive responses to the surveys demonstrates how much students value the program. (See #3 in Data section)

4. **MyCareer/MyMajor**

Participants of The MyCareer/MyMajor event were surveyed to determine if the event was helpful. The findings for the question “Was the MyCareer/MyMajor event helpful?” indicate that students found it helpful. This event was held in the 2007, 2008, and 2009 spring semesters. As illustrated in #4 of the Data section over 80 percent of the students in each spring semester agreed that the event was helpful. This finding is very encouraging and we hope to be able to continue providing these types of services to students.

5. **RSCCD Study of Student Satisfaction**

Each year the RSCCD Research Department conducts a comprehensive student satisfaction survey of students enrolled at Santiago Canyon College. The survey provides an opportunity for students to report their level of satisfaction with their educational experience, the college environment, and the services and programs

provided by the college. The findings clearly indicate a high level of satisfaction with programs and services offered through Career Services. In #5 of the Data section the student satisfaction rate was consistently 80 percent or above with a high rating of 86% in 2007-08 and 85% in 2008-09.

6. Career Services Goals

In #6 of the Data section, the goals and the progress made in achieving them are provided. The goals achieved demonstrate the progress made in providing much needed career development support to students over the past three years

Strengths

Career Services recognizes its many strengths in serving students as demonstrated in: the positive responses from students surveyed, the wide array of services and programs, high volume of students serviced each year and the continuous effort to provide current and up today career research resources. Career Services work cooperatively with other student support services providing quality events and programs. Career Services staff make efforts to develop their knowledge of new and better practices in career development. Staff members place priority in the quality of service students receive in the center. Recently there was a seamless transition in integrating additional job placement functions without disrupting services to students. Career Services establishes contacts within the business community to place students in employment and internships.

Challenges

Career Services is aware that the future will bring challenges in continuing to provide the high level of services and programs students have come to expect. The State of California's budget crisis has impacted Career Services through the reduction in force that eliminated the matriculation-funded career guidance specialist and the hourly short-term intermediate clerk. Nevertheless, we will be diligent in providing basic services to students.

VII. FINDINGS AND FUTURE DIRECTION

In this program review period, Career Services went through many positive changes. It went through a program name change from Career Center to Career Services in fall 2008, became responsible for additional services such as job fairs, job search assistance, and employment preparation workshops, and hired one 19 hour/week career guidance specialist and one hourly short-term intermediate clerk to provide new and expanded services for students.

In addition, the Career Guidance Coordinator wrote vision and mission statements, developed a Student Learning Outcome (SLO) for a key follow-up project within the program, and completed two years of SLO assessment yielding excellent results. Two complete annual SLO reports embedded in Section IV of this program review definitively indicate and confirm over a two-year period that students learn and retain valuable basic career research skills they can independently access when in need of this type of information in the future.

Beyond Student Learning Outcomes, Section V of this program review presents data to highlight the number of students served, results of student satisfaction surveys, goals achieved by program staff, and whether or not students perceived an increased awareness of career options by participating in the Career Development Program for Undecided Majors. All of the data suggest that with adequate funding and an appropriate level of staff, Career Services is able to successfully provide a wide range of essential career development and employment preparation support for SCC students.

While Career Services successfully achieved most of its planned goals and objectives during this program review period, we are dismayed by the fact that the State of California budget crisis and its impact on our college is thwarting our ability to continue service at the level we have attained. We experienced a reduction in force that eliminated the matriculation-funded career guidance specialist and the hourly short-term intermediate clerk. Essentially, we are back to a one-person program office which is striving to meet the needs of day and evening students requiring career development and job development services. With a growing student population, this is a daunting task and we are concerned about the future direction of the program without a commitment to an appropriate level of funding, staffing as well as technology and facilities. Nevertheless, we will be diligent in providing basic services to students and will make every effort to secure available categorical funding sources to maintain our lab with updated computer technology and career research resources for student use. Finally, Career Services will revise its Mission and Vision to coincide with the current climate of the program.