SANTIAGO CANYON COLLEGE
STUDENT SERVICES

PROGRAM REVIEW
2009-2012

DEPARTMENT/PROGRAM:
CAREER SERVICES:

I. SIGNATURE PAGE

Department/Program:
<u>Career Services:</u>

_____   _____
Dora Contreras-Bright   Date
Career Guidance Coordinator

_____   _____
Ruth Babeshoff, Dean   Date
Counseling & Student Support Services

_____   _____
Dr. John Hernandez   Date
Vice-President of Student Services

Program Review Summary Report

This "executive summary" report is intended to be shared with College Council and other areas of the college that may not see your department's entire program review document. This report allows you to provide an update of your department's plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: __Career Services_____   **Date:** June 30,2012

Briefly describe and explain what is working well in your department.
Career Services recognizes its many talents in serving students as demonstrated in (1) the positive responses from students surveyed; (2) the wide array of services and programs; and (3) the high volume of students serviced each year and the continuous effort to provide current and up- to-date career development and job preparation assistance.

Briefly describe and explain what is not working well or needs attention in your department.
While Career Services was highly successfully at meeting student needs during this program review period, (1) we are dismayed that essentially, we are back to a one-person program office striving to meet the needs of day and evening students requiring career development and job development services; (2) there has been a reduction in workshops for students interested in career development or job preparation; and (3) there was only one Job Fair offered during this reporting period. Workshops associated with preparing students for job fairs were eliminated.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.
Facilities: A room with computer workstations and LCD projector system is needed for career and job prep workshops. (spring 2013)

Technology: Career Services makes every effort to maintain in working order the 12 computer stations currently available. There is, however, a need to explore funding options for replacing these computers since they are over five years old, thus not up to the college's recommended standards for technology. (fall 2013)

Personnel: We are dismayed that Career Services is back to a one-person program office striving to meet the needs of day and evening students requiring career development and job development services. A part-time Career Guidance Specialist and clerical support are requested annually. (fall 2012)

Summarize any other findings from your program review and planning process that you would like to share with the college community. The following are figures for services offered during this program review period.

	09-10	10-11	11-12
Career Services Orientations for Counseling Classes	325	340	393
Career Development Assistance	62	53	66
Job Preparation Assistance	128	133	140
"Speakers Connecting Careers" Lecture Series	0	75	35
Job listings	265	303	359
Hot job referrals	413	746	712
Resume assistance	54	58	61

The above data clearly demonstrates the high volume of student served through Career Services. Upon impending implementation of the Student Success Act of 2012, emphasis will be on requiring students to select a major and develop an educational plan. While counselors work with students to develop an educational plan, Career Services will be integral to helping inform the educational planning process by guiding students through research to identify careers and college majors of interest.

III. PROGRAM DESCRIPTION

Vision
Career Services will conduct programs in an environment considerate of students' abilities, personalities, needs and values. Through collaboration with the academic and business communities, it will provide students with access to information about the century workplace, establishing itself as a leader in career development utilizing technology and established practices. (Created 2006, revised 2012)

Mission
The Career Services 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 interests. (Created 2006, revised 2012)

Overview of services and functions
- Career Services Orientations for Counseling Classes (113, 116, 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
- Job Fairs

Description Services-Function
Career Services Orientations for Counseling Classes: The primary function of Career Services is to collaborate and support the counseling faculty who teach. Each semester the counseling classes (113, 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 other free on-line career resources as well as 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 in relation to careers.

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 educational requirements. 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 resource is Matriculation. Students are instructed how to navigate through the three separate categories, W*ork*, *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 for gaining job skills. BRIDGES also contains brief career videos for each occupation. Students complete a career research assignment consisting of eight questions. This assignment is collected, analyzed and the results are reported as Student Learning Outcomes delivered by Career Services. (See Student Learning Outcomes in Section VI)

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 reviewing free on-line career assessment, researching careers, educational requirements and transfer university options for the major. 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. This service was expanded in the spring of 2012 when Career Services partnered with the Division Business and Career Technical Education to offer students an on-line option via the College Central Network (CCN). A contract with CCN was entered into to provide students and employers with a method for connecting through technology. 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 and no work experience. The workshop format is ideal for presenting the key principals of career development and job preparation information. Participation is limited to small groups 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.
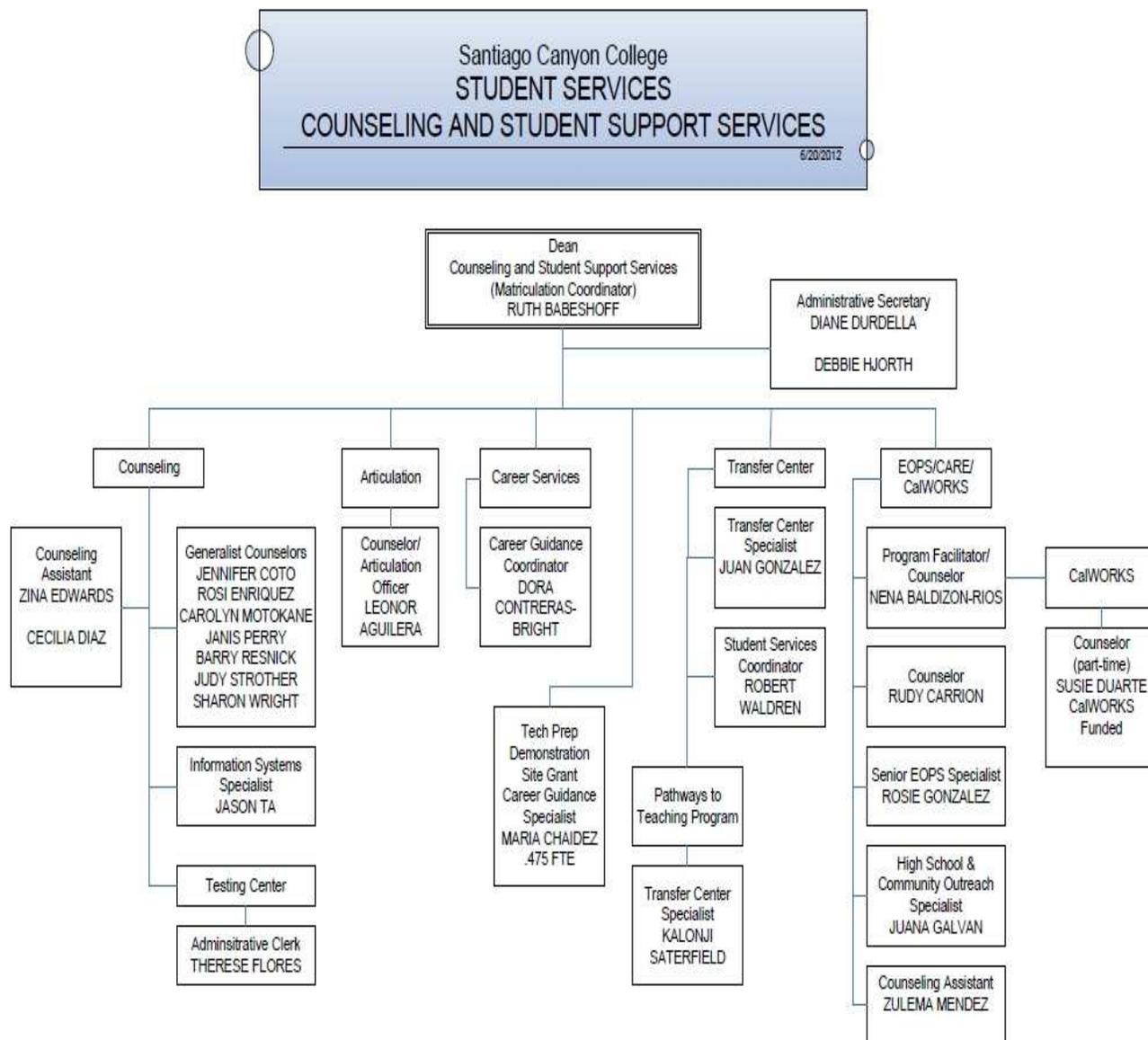
Job Fairs:. Companies, agencies and organizations come on campus for the purpose of recruiting and broadening the career awareness of SCC students. Participants of past Job Fair included local employers with immediate openings as well as others who have expressed a need to develop a hiring pool. Due to limited fiscal resources and space the number of employers is limited to the first 30 respondents. 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.

Funding Sources
- Matriculation
- VTEA
- General Fund

The Career Guidance Coordinator is a full-time general funded position. Office supplies and technology are funded primarily through matriculation resources and VTEA (Division of Business and Career Technical Education). VTEA funds both hard bound resources such as the Occupational Outlook Handbook, Occupational Guidance and Encyclopedia of Careers and College Central Network system.

IV. ORGANIZATIONAL CHART

Santiago Canyon College
STUDENT SERVICES
COUNSELING AND STUDENT SUPPORT SERVICES

6/20/2012

Dean
Counseling and Student Support Services
(Matriculation Coordinator)
RUTH BABESHOFF

Administrative Secretary
DIANE DURDELLA

DEBBIE HJORTH

Counseling

Counseling Assistant
ZINA EDWARDS

CECILIA DIAZ

Generalist Counselors
JENNIFER COTO
ROSI ENRIQUEZ
CAROLYN MOTOKANE
JANIS PERRY
BARRY RESNICK
JUDY STROTHER
SHARON WRIGHT

Information Systems Specialist
JASON TA

Testing Center

Administrative Clerk
THERESE FLORES

Articulation

Counselor/ Articulation Officer
LEONOR AGUILERA

Career Services

Career Guidance Coordinator
DORA CONTRERAS-BRIGHT

Tech Prep Demonstration Site Grant Career Guidance Specialist
MARIA CHAIDEZ
.475 FTE

Transfer Center

Transfer Center Specialist
JUAN GONZALEZ

Student Services Coordinator
ROBERT WALDREN

Pathways to Teaching Program

Transfer Center Specialist
KALONJI SATERFIELD

EOPS/CARE/ CalWORKS

Program Facilitator/ Counselor
NENA BALDIZON-RIOS

Counselor
RUDY CARRION

Senior EOPS Specialist
ROSIE GONZALEZ

High School & Community Outreach Specialist
JUANA GALVAN

Counseling Assistant
ZULEMA MENDEZ

CalWORKS

Counselor (part-time)
SUSIE DUARTE
CalWORKS Funded

V. SUMMARY OF PROGRESS

Key Accomplishments
- In the spring of 2012 Career Services partnered with the Division of Business and Career Technical Education to include a new resource to aide students in job preparation and to move in the direction recommended by the California Community College Student Success Task Force. College Central Network (CCN) is an on-line site where employers can post job listings and internships and students can view them as well as upload resumes.
- The program surveyed for Student Learning Outcomes has a 99% mean score continues to demonstrate it is highly effective.
- Career Services recognizes its many talents in serving students as demonstrated in: (1) the positive responses from students surveyed; (2) the wide array of services and programs; (3) high volume of students serviced each year; and, (4)the continuous effort to provide current and up today career research resources
- The following are figures for services offered but not aggregated into full data sets.

	09-10	10-11	11-12
"Speakers Connecting Careers" Lecture Series	0	75	35
Job listings	265	303	359
Hot job referrals	413	746	712
Resume assistance	54	58	61

Challenges
- Career Services lost the 19 hour/week on-going matriculation funded Career Guidance Specialist and the short term hourly Intermediate Clerk this program review cycle. This reduction in staff has continued to impact services offered to evening students.

- There has been a reduction in workshops for students interested in Career development or job preparation.

- There was only one Job Fair offered during this reporting period. Workshops associated with preparing students for job fairs where eliminated and there were no materials distributed prior to the job fair regarding companies participating in the Job Fair.

VI. STUDENT LEARNING OUTCOMES DATA
The student learning outcome for 09-10, 10-11 and 11-12 was: As a result of participating in the Career Odyssey workshop students will demonstrate the ability to access basic career information (job description, salary, occupational outlook) on the BRIDGES website.

a. **Data set #1** 2009-2010
   a. **Data** Total number of students who participants n=171 students.
      a. **99%** Able to write down an occupation to explore
      b. **99%** Able to write down duties for occupations identified
      c. **100%** Able to write down salary range for occupation identified
      d. **99%** Able to write down amount of education required for occupation identified
      e. **98%** Able to write down related major for occupation identified.
      f. **99%** Able to write down related careers for occupation identified.
      g. **100%** Able to write down volunteer opportunities for occupation identified.
      h. **96%** Able to write down recreational opportunities for occupation identified.
   b. **Description of the Data:** The data shows to what degree were students able to complete each question of an eight question survey at completion of the Career Odyssey program using the on-line Career information resources BRIDGES. (see Description Services-Function, SLO)
   c. **Data Analysis:** The 99% mean score for the outcome of student learning indicates that the educational presentations provided were highly successful.
   d. **Findings/Conclusion/Recommendations:** Program is highly effective

b. **Data set #2** 2010 -2011
   a. **Data** Total number of students who participants n=192 students.
      a. **100%** Able to write down an occupation to explore
      b. **99%** Able to write down duties for occupations identified
      c. **100%** Able to write down salary range for occupation identified
      d. **96%** Able to write down amount of education required for occupation identified
      e. **100%** Able to write down related major for occupation identified.
      f. **96%** Able to write down related careers for occupation identified.
      g. **99%** Able to write down volunteer opportunities for occupation identified.
      h. **96%** Able to write down recreational opportunities for occupation identified.
   b. **Description of the Data:** The data shows to what degree were students able to complete each question of an eight question survey at completion of the Career Odyssey program using the on-line Career information resources BRIDGES. (see Description Services-Function, SLO)
   c. **Data Analysis:** The 99% mean score for the outcome of student learning indicates that the educational presentations provided were highly successful.
   d. **Findings/Conclusion/Recommendations:** Program is highly effective
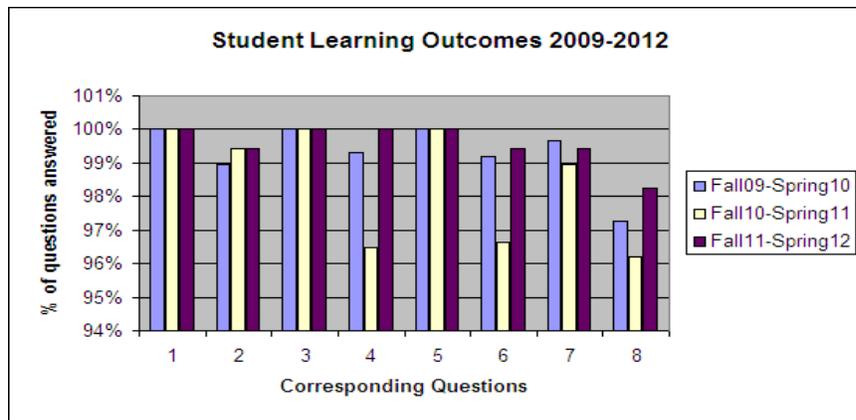
c. **Data set #3** 2011-2012
    a. **Data** Total number of students who participants n=164 students.
        a. **99%** Able to write down an occupation to explore
        b. **99%** Able to write down duties for occupations identified
        c.**100%** Able to write down salary range for occupation identified
        d. **99%** Able to write down amount of education required for occupation identified
        e. **98%** Able to write down related major for occupation identified.
        f. **99%** Able to write down related careers for occupation identified.
        g. **100%** Able to write down volunteer opportunities for occupation identified.
        h. **96%** Able to write down recreational opportunities for occupation identified.

b. **Description of the Data:** The data shows to what degree were students able to complete each question of an eight question survey at completion of the Career Odyssey program using the on-line Career information resources BRIDGES. (see Description Services-Function, SLO)

c. **Data Analysis:** The 99% mean score for the outcome of student learning indicates that the educational presentations provided were highly successful.

d. **Findings/Conclusion/Recommendations:** Program is highly effective
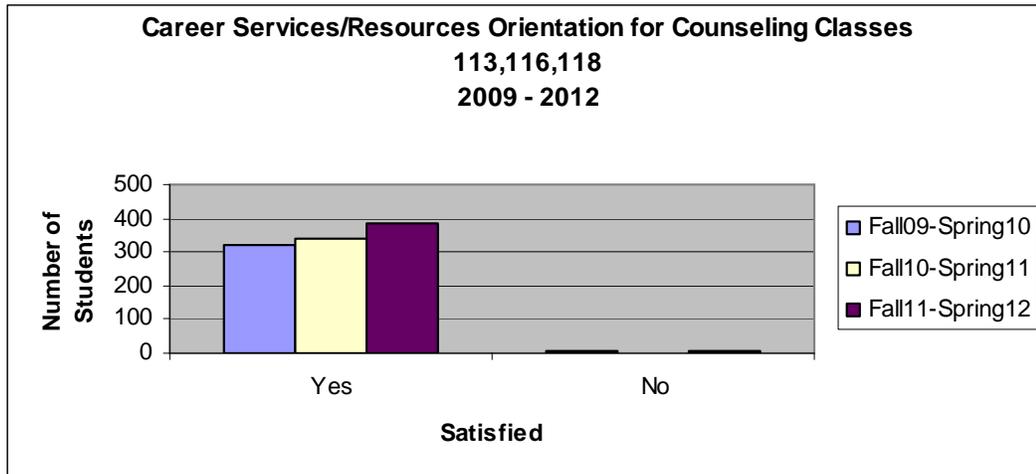
VII. DATA ANALYSIS SECTION

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

    a. Data Set #1 Career Services Orientations for Counseling113,116&118 classes
        a. Data

09-10	10-11	11-12
325	340	393

Career Services/Resources Orientation for Counseling Classes
113,116,118
2009 - 2012

b. **Description of Data:** The data shows how many students attended a career services orientation for each of the years in the reporting period. The chart is a composite of the number of students who answered Yes or No to the question "Where you satisfied with the assistance you received?"

c. Data Analysis: The bar graph illustrates the findings to the question "Were you satisfied with the services you received?" Of the over 1000 students who responded to this question, the overwhelming majority responded "Yes."

d. Findings: This is an expected outcome given that the Career Guidance Coordinator ensures that the center has a wide range of career research resources and has an expert style of orientation delivery.

b. **Data Set #2** Career Development Assistance
   a. Data

09-10	10-11	11-12
62	53	66

**Students Assisted with Career Research in a workshop or Individually**
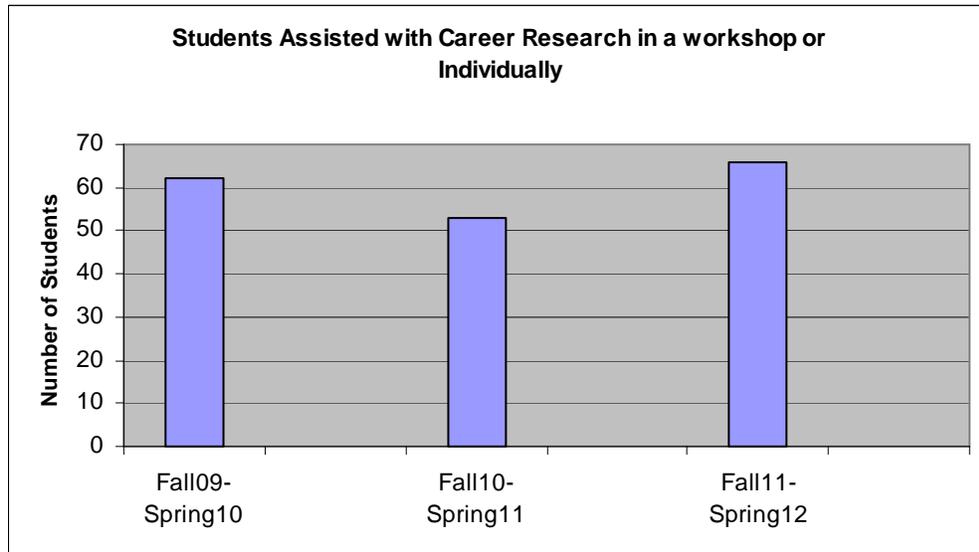
b. **Description of Data:** The data shows how many students received assistance with career development. The career development process includes reviewing results from free on-line career assessment, researching careers, educational requirements and transfer university options. Students are also supported through the informational interviews process. They receive business contacts and questions to guide their informational interview.

c. **Data Analysis:** the chart provides actual numbers of students assisted either individually or in a career development workshop. This data indicates the steady growth in this high demand student service.

d. **Findings:** The career development process is time intensive requiring students to schedule multiple appointments to identify careers for researching, time to conduct research of the occupations and educational requirements, transfer university options for the major; and for assistance with referrals for informational interviews. The data is unduplicated per student and not by number of appointments. The number of students serviced demonstrates the steady growth for this student service.

c.   **Data Set #3:** Job Preparation Assistance
     a. Data

09-10	10-11	11-12
128	133	140

Students Assisted with Job Preparation in a workshop or Individually
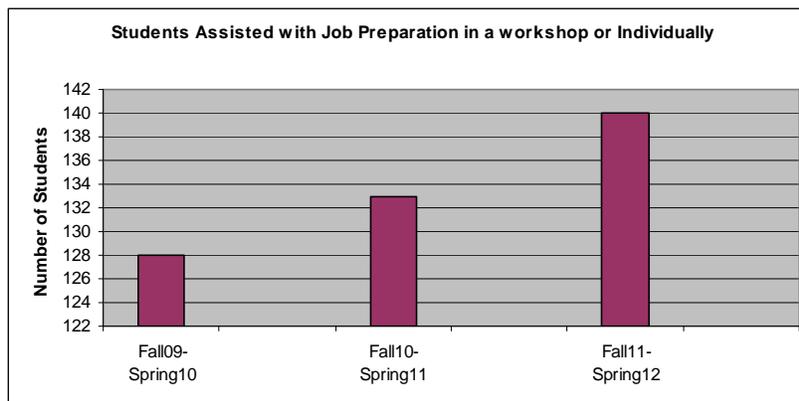
b. **Data Description:** The data shows how many students received assistance with job preparation. The Job preparation process is tailored to meet the various needs of SCC students from teaching how to conduct job search, write a resume and/or how to prepare for a job interview. The data reflects unduplicated numbers even though most students seeking this service come in on multiple occasions.

c. **Data Analysis summary:** The chart provides actual numbers of students assisted either individually or in a workshop with just job preparation. The data indicates the steady growth in this high demand student service.

d. **Findings:**The data reflects unduplicated numbers even though most students seeking this service come in on multiple occasions. The data indicates the steady growth in this high demand student service.

VIII. FUTURE DIRECTION & ANTICIPATED CHALLENGES

Based on the analysis of student satisfaction surveys and quantitative data collected meaningful decisions and recommendation were developed regarding resources, technology, staffing and future evaluation needs. Many of these decisions and recommendations are made with the understood that they are dependent on funding reallocation, collaboration of services with other campus programs and grants and/or the anticipation of new money.

Resources

1. The Career Services main objective is to provide tools and guidance that students can use for life long career development. It is essential that SCC seek funding to reinstating the service previously known as "The Career Development Process for Undecided Majors." The task of assisting students with the career decision making process is time intensive requiring students to schedule multiple appointments. Students would have greater confirmation and clarity of their personality and interest if they had access to a higher quality of career assessments such as the Myers Briggs and Strong Interest Inventory. The number of students serviced demonstrates the sustained growth for this student service.

2. Students come to Career Services seeking career information to conduct career research. It is vital that we continue to provide and maintain up-to-date career resources (online and hardbound)

Personnel

1. While Career Services was highly successfully at meeting student needs during this program review period, we are dismayed that essentially, we are back to a one-person program office striving to meet the needs of day and evening students requiring career development and job development services. This alone is strong enough rational for justifying the need to hire additional staff such as a **19 hour/week on-going Career Guidance Specialist and clerical support**. Upon impending implementation of the Student Success Act of 2012, emphasis will be on requiring students to select a major and develop an educational plan. While counselors work with students to develop an educational plan, Career Services will be integral to helping inform the educational planning process by guiding students through research to identify careers and college majors of interest.

Technology

1. Incoming students are well versed in the use of computers and in most cases prefer to use technology when available. Career Services makes every effort to maintain in working order the 12 computer stations currently available. There is, however, a need to explore funding options for replacing these computers since they are over five years old and not up to the college's recommended standards for technology.

Program effectiveness

1. Career Services has a well developed process in place for assessing the current SLO for one of it services. The process has been in place continuously for the past three years. In preparation for the next program review consideration ought to be given to developing a new Student Learning Outcome. The Career Services Orientations presented to the Counseling classes should be considered. The development of a new SLO will aid in continually refining and improving program practices resulting in appropriate improvement in student achievement and learning.

2. For purposes of fully evaluating an activity or service's effectiveness it is important to also collect information on student satisfaction. In analyzing the data collected for this program review it became apparent a gap exists in identifying the number of walk-in students served and their level of satisfaction for services received. Students coming in as walk-ins occur frequently in particular by students seeking job leads and resume assistance. Career services needs to develop a methodology for capturing walk-ins and their student satisfaction for both career development and job preparation. It is vital that a methodology be developed that includes a timeline for administering student satisfaction surveys, data collection, and analyses for the purposes of improving student learning and achievement.

Appendix A

Your department should consider the RSCCD Board Goals, SCC's Mission, Goals, and Objectives, and SCC's Educational Vision when it sets goals. Briefly explain how this occurs in your department. A list of the RSCCD Board goals is included as an appendix to this document. Using the table below, indicate which Board goals your department's goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	Career Services Mission
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.	The primary function of Career Services is to provide students with guidance and instructions on how to access resources that informs their career and educational goals.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.	
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	Career Services seeks and makes available free and affordable on-line career assessments for student use. Career Services is in the process of upgrading the student computer systems in the lab.
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.	
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	Career Services staff attends workshops on career assessments offered through CPP. They attend California Career Development conferences. They are members of the California Placement Association as well as attend the annual conference.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.	Career Services partners with local companies and agencies to bring employment and labor market information to students through job leads, job/career fairs and guest lecturers.
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.	

How does the department evaluate progress toward the program's goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?

Career Services conducts surveys and evaluations to measure program effectiveness as well as progress made in achieving program goals and objectives. Through extensive analyses of data collected the staff and Dean make informed decisions on future goals and objectives.