# Annual Program Review 2010-2011
# Student Service Programs

**Division/Service Area:**

**Student Services/Career Center**

## Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

| Signature of Manager | Signature of Dean | Date Submitted to Program Review Committee |
|---|---|---|

Describe the relationship of your program to the college's **Mission Statement**:

The Career Center provides services to our students that support the mission of the college to prepare students for successful completion of certificates, Associate degrees, and to prepare for transfer to four year colleges and universities or for the successful placement or advancement in rewarding careers. The Career Center is more than a "place" or location, it is a counseling process that utilizes proven career instruments 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. The Center offers workshops; presentations and programs to introduce students to vital job search skills like resume writing, interviewing techniques, career research, and personal preparation for employment.

The Center is a link in helping students become aware of their options, personal strengths and interests, and the academic preparation needed to accomplish their career and educational goals. The center also schedules individual counseling appointments to advance the student's progress. The Career Center is the only full-service program that assesses, defines, and provides students with comprehensive career counseling and job search skills.

Currently the Career Center has one coordinator/career counselor, one full-time career counselor, one 75% time career and academic counselor (half career and half academic), 1 Adjunct (part-time) career counselor, 1 full time Student Services Technician, and one part-time Student Services Assistant II. The Career Center is open Monday-Thursday 8:30am-6:45pm and Fridays 8:30am-4:00pm.

## 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.

| Program: Service/Function | Acad. Year | Service Contacts | STAFFING Other FTEF FTE | Classified | Hourly Classified | | Student Workers |
|---|---|---|---|---|---|---|---|
| Career Center | 09-10<br>08-09<br>07-08 | 8,712<br>8,735<br>8,474 | 3.22<br>3.0<br>3.22 | 1.47 | 0 | 0 | 1 |
| Career Counseling Appointments | 09-10<br>08-09<br>07-08 | 1,315<br>1,592<br>1,452 | 3.22<br>3.0<br>3.22 | 1.47 | 0 | 0 | |
| Drop-In Career Contacts | 09-10<br>08-09<br>07-08 | 7,397<br>7,143<br>7,056 | 3.22<br>3.0<br>3.22 | 1.47 | 0 | 0 | |
| Group Workshops (MBTI,Resume, Interviewing,etc) | 09-10<br>08-09<br>07-08 | 87<br>60<br>71 | 3.22<br>3.0<br>3.22 | 1.47 | 0 | 0 | |
| Student Development Class contacts | 09-10<br>08-09<br>07-08 | 1,166<br>853<br>1,106 | 3.22<br>3.0<br>3.22 | 1.47 | 0 | 0 | |
| Class Visits & Career Ctr. Tours (EOPS, Math145, Culinary, Psych, Business, Basic Skills Eng, ESL, Math, etc.) | 09-10<br>08-09<br>07-08 | 48<br>166<br>178 | 3.22<br>3.0<br>3.22 | 1.47 | 0 | 0 | |

*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.*

1.1. Describe how these trends affect students and/or your program:

**Trend 1:**
We are offering less career appointment times in the past few years because the demands for academic counseling have increased and therefore career counselors are being pulled over to do academic counseling. Due to this trend, we are not able to offer career services during the summer, as well as the first couple of weeks in the fall and spring semester.

New, continuing, career changers, adult re-entry, non-resident and international students, as well as unemployed students are often undecided on their major and classes when they register and are referred to the Career Center, however, due to the high demand for advising services during the registration periods, the program is not able to offer individual counseling appointments and classes. The students must wait to work on their resumes, job search strategies, and job interviewing skills until the Fall and Spring semesters begin. There is a real need to offer some type of career planning services to new and returning students during the summer and winter months and this would require additional resources.

Students would benefit if the program was able to offer career counseling during the summer and winter intersession to make decisions about their major, explore & research their careers to choose their classes and complete their SEP (Student Education Plan).

**Trend 2:** Career Counseling appointments decreased from 1,452 during 2007-08 on the average per semester to 1,315 student appointments during 2009-10, which represents a decrease of 9.4%. The reason for the decrease is because Career Counselors were doing more academic counseling during peak registration times. Due to lack of resources, Career Center Counselors were reassigned to work Academic Counseling duties during the summer months of June, July, and August registration in the student center, as well as during the winter. The trend is "year-round registration" which is due to the compressed calendar, and adversely affects Career Center services, especially during the summer. In addition, Career Center support staff were reassigned to work in the Academic Counseling appointment desk. Consequently, the Career Center was closed for 3 months during the summer 2010. Therefore, Career Center counseling student contact numbers have decreased when compared to previous years.

**Trend 3** Drop In Counseling numbers increased from an average of 7,056 student contacts in 2007-08 to 7,397 in 2009-10.

**Trend 4:** Student Development class presentations – we had 1,106 student contacts during class presentations on the average from the last program review to 1,165 student contacts during 2009-10. We reduced the number of general class presentations due to the "math project" and accommodating students with appointments. If we are going to continue to do class presentations, math project visits, and individual career appointments , and career workshops, we need more Career Counseling appointments to accommodate the demand for career services. (Need more Career Counselors).

**Trend 5**: Classes: The trend is that more Student Development class Instructors are requiring career assignments in the Career Center (taking Career Inventories and doing career research) – Student Development 145 & students who have Student Development 101 and Student Dev. 100.) However, there is not enough staff to offer more classes (we need to turn people away on the waitlist.) We have increased demand for career classes and would like to increase the number of classes offered. The program would like to offer 6 classes instead of 4 classes per semester to accommodate student demand. Refer to trend number 2.

**Trend 6:** Math Counseling collaborative project number of classes participating has decreased from 5 - 4 to 3 - 2 this Fall 2010, because we didn't have enough appointment slots to meet the demand for career counseling appointments and now this Fall 2010 semester we are down to 2 classes participating - basic skill grant pays for only 1 instead of 2 career assessments.
(The purpose of the Math project is to heighten students' awareness of the infusion of math in any major and any career. In addition, students identify which sequence of math classes they need to complete for their major and/or career.)

1.2. Is there any other relevant information that affects the evaluation of your program?

Due to budget cuts in the national and California economy, we have more and more students returning to college for retraining, job search strategies and skills. Our services are more in demand than ever. What we really need is more Career Counselors during non-registration periods, as well as during registration periods.

## 2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

| Program: Service/Function | SAOs Written | Assess -ment Tool Written | Assessment Completed | Assessment Data Analyzed | Data Used For Improvement or Planning | Number of Cycles Completed |
|---|---|---|---|---|---|---|
| 1. Student demonstrate an understanding of their values & career interests | Yes Career Center Survey | Yes | Fall 2009, 344 students were sent emails and 50 responded to the Career Counseling Student Survey (also online) | Comments by students were reviewed by Career Center Counseling Staff Quiz results showed that 32% were correct on SLO #1 | CC staff are in the process of revising the survey/quiz – to give examples for clarification | Fall 2009 & Spring 2010 1 cycle complet ed |
| 2. Student understands which career services are available to them. | Yes Career Center Survey | Yes | Fall 2009, 344 students were sent emails and 50 responded to the Career Counseling Student Survey (also online | Comments by students were reviewed by Career Center Counseling Staff Quiz results showed that 32% were correct on SLO #2 | CC staff are in the process of revising the survey/quiz – to give examples for clarification | Fall 2009 & Spring 2010 1 cycle complet ed |

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

a. We're getting actual candid and objective feedback directly from students (their comments). 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.

b. 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.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

Yes, the assessment data confirmed how important it is for students to have access to individual career counseling, career workshops, career class presentations. Student feedback shows that students reported positive experiences with the career center appointments, staff, and services. In recent semesters, there have not been enough individual appointments for the students who need to take career inventories as an assignment with the Math 145/Counseling collaborative project (to improve students' understanding of how important Math is as part of their educational goals, major, and career, as well as their success in completing their math courses).

Academic Counselors can only do a preliminary SEP for students who are undecided. The Career Counseling process allows students to decide a major and thus, they can complete and finalize their student educational plan (SEP).

Career Counselors offer Resume and Job Interviewing Group workshops, as well as, individual appointments to go over their Resume and practice their job interviewing skills (Glendale College's Job Placement, as well as the Employment Development Office (EDD) refers students to our Career Center and often require resume before job referrals). This is a definite need that we meet for our college students and community members.

## 3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

The following are goals from the Spring 2008 Career Center Program Review for 2 years 2008-2009 and 2009-2010.

**Year One (2008-2009)**

| | |
|---|---|
| Growth | Goal: to increase the amount of undecided students using the Career Center (appointments, resource/computer use, and Student Development classes).<br><br>Goal: to increase the amount of students declaring majors and making career choices leading to an increase in completion of a certificate, Associate degree and/or transfer goal. |
| Functions / Services | 1. We will be introducing Student Development 145 (3 units) in year 2008-2009, reconfigured & redesigned transfer class requiring Career Interest, Personality tests.<br>2. We will be increasing the number of students participating in the Math/Counseling program project.<br>3. Visit Associated Student body clubs & organizations to increase student knowledge of the Career Center services & continue to expand our visits to more Instructional classes.<br>4. Increase number of workshops due to the request of Faculty (e.g. career content included into their courses or higher level career visit content such as resume workshops specifically for business classes).<br>5. Increased need to order more Career Assessments due to Stud. Dev. Classes and other Psychology, Business, Mass Communication, Speech, English, etc. classes requiring them.<br>6. Middle School Counselor Career Training for Pasadena Unified District. |
| Staffing | Need additional staff:<br>1. Need 1 FTE Counselor.<br>2. Need 1 FTE Clerk.<br>3. Need 3 instead of 1 Student Worker. |
| Facilities and Equipment | Start to plan for new one stop career services in new student services building. |
| Technology and Learning Resources | Need 2 printers to link to computer stations.<br>Replace missing career books & order more books/resources.<br>DVD player (VHS is outdated) & new Television. |
| Other | Bar Code Scanner so less books/resources are stolen. Replace career center chairs (already requested). |

**Year Two (2009-2010)**

| | |
|---|---|
| Growth | Goal: to continue to increase the amount of undecided students using the Career Center (appointments, resource/computer use, and Student Development classes).<br><br>Goal: to continue to increase the amount of students declaring majors and making career choices leading to an increase in completion of a certificate, associate and/or transfer goal.<br><br>Pair with SD 101 and do interpretation of Career tests in class for Instructor.<br><br>Create new marketing strategies.<br><br>Continue to get funding and apply for SIPS grants and other grants each year. ($5 discount for students purchasing Career tests package. |
| Functions & Services | Teach Stud. Dev. 145, 3 units, & increase the number of courses taught both in SD 125 & SD 145.<br>Continue the Math project & increase the number of classes involved from 5 to 7. |
| Staffing | Continue with additional staff increases from previous year |

| | |
|---|---|
| Facilities & Equipment | Continue to plan & begin implementation of the one-stop Career Center in the new Student Services Building<br>Work on security of our computers & other equipment.<br>Order see-through glass cabinets with secure locking system. |
| Technology & Learning Resources | Combine the University catalogs from the Transfer & Career Centers into a multi-purpose central location for all Counselors & Students use depending upon building configuration).<br><br>Purchase new books, guides, computerized guidance systems & bar coded for security purposes.<br><br>Replace all VHS Career videos with DVD format. |
| Other | Monitor the use of the bar code scanner, create Career Center SLO's; create a new updated Career Center Evaluation Questionnaire for internal evaluation purposes; better coordination between Job Placement & Career Center for Resume & Interviewing referral flow. |

ACTION: <u>2008-2009 & 2009-2010 Goals from 2008 Program Review that we addressed:</u>

1. Done (Career Counselors went to Curriculum & Instruction & presented the SD 145 Achieving Academic & Career Success class & it was approved based on the rewrite. Now this class has been taught since Fall 2009)
2. Math/Counseling Elementary Algebra project – instead of increasing the number of students participating, we had to re-allocate our resources (due to appointments shortage and decreased

adjunct counseling appointment hours). Thus, we offered group workshops for assessment interpretations and released more appointment time to interpret the inventories individually.
3. We visited the Associated Student body clubs and organizations to inform students of career services & the importance of timely and effective career planning.
4. We also continued to increase the number of classes offered for Student Development 125 Career Planning.
5. Ordered more career assessments.
6. Multiple workshops were successfully conducted for the Glendale Unified District Middle School Counselors. We were unable to participate in the Middle School Counselor Career Training for Pasadena Unified District due to lack of Career Counselor time and resources.
7. We did pair the SD 101 and English classes and the students did Career assignments and career inventories. Counselors continued to also visit some of the SD 101 classes to do presentations on the career inventories. Paired SD 101 classes are being discontinued for Spring 2010 due to People Soft (unable to pair the 2 classes).
8. Creating new marketing strategies - Action: Counselor developed handout for students and posting on the Career Center website "How to make the best use of the Career Center Resources", as well as the "Steps for the Career Process – Career Pathway flowchart". The Career Center website has been revised and improved to offer current career and job search/management information.
9. Continue to get funding and apply for SIPS grants and other grants: Action: We did complete this goal and received Basic Skills money for the Math project and other foundational skill learners for 2008-09 and also 2009-10. Also, we were approved for the SIPS grant, allowing the program to offer a $5 discount to help students offset the cost of career assessments.
10. Teaching SD 145 – implemented & evaluated and has been a successful class with enrollment reaching maximum cap. With additional SD 125 classes and anticipated retirement of 1 Full-time Career Counselor in June 2011, more Career Counselors have been trained to teach this class.
11. Math project to increase from 5 to 7 – Action: We decreased the number of classes from 5 to 4 and then to 3, due to lack of appointment time and increased difficulty with recruiting math instructors. Realistically, we would like to maintain the project with 3 participating classes.

Staffing:
1. Continued need for 1 FTE Counselor as well as 1 additional FTE Counselor to replace 1 FTE Career Center Counselor Coordinator retiring in June 2011. Total need: 2 FTE
2. We would like to request 1 FTE Career Center support position in lieu of the existing 47.5% classified position.
3. Did not add another Student Worker per our Career Center 2008-09 goal – but we continue to require another student worker - often during the day and the nights, classes of 25 and more come in to use the Career Center & 1 classified Career Center Program Assistant needs help with drop-in individual students.

Facilities & Equipment – The Student Services building has been delayed by a number of years and a new facility would address many of the Career Center's facilities needs.

Technology & Learning Resources – we were unable to meet the goals of procuring 2 new printers along with DVD equipment. The priority was to replace 4 stolen computers. We did order new career books to continue upgrading the library of occupational information resources. Also, we added an online licensed database titled "Vocational Biographies" to transition to the web format.

Other:
1. Did not take action on Bar Code Scanner – not enough resources.
2. Created Career Center SLOs and developed a new updated Career Center Evaluation Questionnaire for internal evaluation purposes.

3. Improving coordination between Job Placement and Career Center for Resume & Interviewing referral flow has been addressed.

3.2. What measurable outcomes were achieved due to the actions completed?

1. Instead of having a 17 hr Career Counselor (adjunct), having 1 full-time Career Counselor has made a big difference.
2. Students were referred to Academic Counseling after the Career Counseling process and a majority of students completed an SEP and switched from "undecided" to a declared major or confirmed their career direction or changed majors.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

Students completed their student educational plans (we referred students to Academic Counselor to either do a preliminary or final SEP), narrowed down their majors, and chose several career options. Career Counselors also work with students in choosing classes that relate to their career choice and major. Students deciding on their major leads to improved student focus and improved grades.

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

Use the following information if needed:
1. We can score the MBTI immediately and provide results to the student right after they take the inventory. It speeds up the interpretation process since the student can make an appointment right away (one stop career process). Students don't need to return over and over (in the past students don't follow through on their appointments or pick up their career inventories). For classes, Instructors have the benefit of more immediate feedback to the students and then make appointments with the Instructor earlier in the semester (classes are 8 weeks so time is of the essence).

## 4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

| Action | Related EMP/SS SMP Goals and SAOs | How action will improve student success and/or service functions | Resource Needs |
|---|---|---|---|
| Continue Math 145/Counseling Project – Increase to 3 classes instead of 2 that we had participating in Fall 2010 but need to replace Counselor in June 2011 | Students understands which career services are available to them. SAO continuing to use the Career Center survey | Students making decisions about their major are more apt to do well & be motivated to complete their math sequence & understand Math courses required for their major. | Counselor replacement to continue at current service level |
| Increase monies to fund a larger portion of career assessments & to assist low-income | Relates to SLO #1 "student demonstrate an understanding of their values & | Students learn to implement the decision-making process & understand their values, interests, personality & skills. Ultimately, this results in | Money from grants, general college fund, Associated Student Body grant, etc. |

| | | | |
|---|---|---|---|
| students & unemployed students with the cost of self-assessments | career interests” | completing an SEP (Student Education Plan). | |
| Market & initiate use oft GCC student email to inform students of career workshops, career information related to their major and career. | Related to SLO # 2 Student understands which career services are available to them | Improve communication with students & raising the awareness of the Career Center services | Money from grants, general college fund, Associated Student Body grant, etc. |

## 2010 PROGRAM REVIEW

**Area:** Career Center **S: SS-6**
**Computers & printer**

## Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The **Educational Master Plan** or other related plan goal.
- The **Core Competencies** (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal, core competency, or SAO does this resource request address?

This request of a minimum of 3 computers/laptops to replace computers & peripheral computer equipment as needed.
SLO (SAO) # 2 Student understands which career services are available to them

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

Outcome would be that we will be able to maintain our current level of student services. With new computer technologies, they will have more RAM (memory) and larger data.

5.3. Describe the resource request (in detail).

Request: Between 3 to 5 computers/laptops annually to refurbish equipment on an ongoing basis as computers in the career center lab break down or become outdated. Peripheral equipment such as printers needed to maintain the current lab capabilities.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource | Amount Requested | Description | Justification | Potential Funding Sources |
|---|---|---|---|---|
| Personnel | None | | | |
| Facilities | None | | | |
| Equipment | $6,000 for 3 computers & $500 for printer/peripherals | 3 Computers<br>1 Printer | Outdated computers/printer | Grant, General Funds |
| Supplies | None | | | |
| Software | None | | | |
| Training | None | | | |
| Other | None | | | |
| Total | $6,500 | | | |

# *ATTACHMENT TO SECTION 1.0 TRENDS*

## 07/01/2007 – 06/30/2008 Career Center Student Contacts

Appointments – **1,452**
Drop-ins – **7,056** (Testing/Career/Major/College/Research/JobSearch/ResumeHelp/Workshops/Class Visits)

**Drop-in by Reason Code**:
Career/Major Exploration – **5,604**
Career Testing – **1,304**
Resume Assistance – **259**
Job-Search – **234**
In-house Resume/Interview Workshops – **346**
STDV Class Visits/Tours/Hands-on Activities – **1106**

## Workshops Offered to Students and the Public in the Career Center

30 Resume Workshops
10 Interview Workshops
10 Researching Careers Workshops

## Outreach

*Summer 2007:*
2 Career Center Tours (EOPS)
1 In-class Resume Workshop (HRM – Hotel Restaurant Management)

*Fall 2007:*
64 Class Visits
21 Career Center Tours (ST DV – Student Development)
2 Garfield GCC Campus Visits
3 Daily H.S. GCC Campus Visits
6 In-class Resume/Interview Workshops (HRM)
4 MBTI In-class Workshops (ESL/ST DV/BUSAD – Business Administration)

*Winter 2008*:
3 Class Visits (EOPS)
1 Dining Etiquette Workshop (HRM)
Middle School Counselor Training

*Spring 2008:*
71 Class Visits
13 Career Center Tours (ST DV)
1 Math Project Class Presentation
1 Career and Academic Majors Presentation (International Club Council)
7 In-class Resume/Interview/Workplace Ethics Workshops (HRM/AT – Aviation and Transportation)
1 Internship Workshop
1 MBTI Workshop (ST DV)
GCC Job Fair (Career Center Booth)
Middle School Counselor Training

## 07/01 2008 – 6/30/2009 Career Center Student Contacts

Appointments – **1,592**
Drop-ins – **7,143** (Testing/Career/Major/CollegeResearch/JobSearch/ResumeHelp/Workshops/Class Visits)

**Drop-in by Reason Code**:

Career/Major Exploration – **5,951**
Career Testing – **1,263**
Resume Assistance – **443**
Job Search - **196**
In-house Resume/Interview Workshops – **122**
STDV Class Visits/Tours/Hands-on Activities – **853**

## Workshops Offered to Students and the Public in the Career Center

32 Resume Workshops
7 Interview Workshops
10 Researching Careers Workshops

## Outreach

*Summer 2008*: 1 Career Center Tour (ST DV)

*Fall 08*:
74 Class Visits (Including EOPS)
7 Career Center Tours (ST DV)
1 Careers in Retail Workshop (Campus-wide)
3 MBTI In-class Workshops (ESL/ST DV)
4 In-class Resume/Interview Workshops (HRM)
GUSD College Fair

*Winter 09*:
3 EOPS Class Visits
1 Career Center Tour
1 In-Class Interview Workshop (HRM)

*Spring 09*:
68 Class Presentations (Including EOPS)
11 Career Center Tours (ST DV)
1 Resume In-class Workshop (HRM)
1 Interview/Workplace Professionalism In-Class Workshop (HRM)
1 MBTI In-class Workshop (ESL)

## 07/01/2009 – 6/30/2010 Career Center Student Contacts

Appointments – **1,315**
Drop-ins – **7,397** (Testing/Career/Major/CollegeResearch/JobSearch/ResumeHelp/Workshops/Class Visits)

**Drop-in by Reason Code**:
Career/Major Exploration – **5,713**
Career Testing – **1,248**
Resume Assistance – **215**
Job Search – **108**
In-house Resume/Interview Workshops – **83**
STDV Class Visits/Tours/Hands-on Activities – **1166**

## Number of Workshops Offered to Students and the Public in the Career Center

55 Resume Workshops