



Annual Program Review 2012-2013 ADMINISTRATIVE PROGRAMS

Division Program **CAREER CENTER**

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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1.0. Trend Analysis

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

SERVICE / FUNCTION	Academic Year	Service Contacts	Other
Career Center	2011-12	5,711	
	2010-11	6,964	
	2009-10	8,712	
	2008-09	8,735	
Career Counseling Appointments	2011-12	1,102	
	2010-11	1,628	
	2009-10	1,315	
	2008-09	1,592	
Drop-In Career Contacts	2011-12	4,850	
	2010-11	5,881	
	2009-10	7,397	
	2008-09	7,143	
Group Workshops (MBTI, Resume, Interviewing, etc.)	2011-2012	146	
	2010-2011	58	
	2009-2010	87	
	2008-2009	60	
Student Development Class Contacts	2011-2012	726	
	2010-2011	951	
	2009-2010	1,166	
	2008-2009	853	
Class Visits & Career Center Tours (EOPS, Math 145, Basic Skills, International, Career Technical Vocational, Verdugo Power Academy, and Summer Bridge ACE students)	2011-2012	27	
	2010-2011	37	
	2009-2010	48	
	2008-2009	166	

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2008-2009	3.0		1.47		20hr for 32 wks
2009-2010	3.22		1.47		15hr for 32 wks
2010-2011	3.05		1.47		15hr for 32 wks
2011-2012	2.12		1.24	20hr for 13.5 wks	10hr for 16 wks

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

1. The total of Career Center Contacts (by Service Reason) decreased from 6,964 to 5,711 primarily due to the retirement of one (1) FTE Counselor, whose position was not replaced. As a consequence, are offering two (2) less Student Development 125 Career Planning classes, which were taught by the retired Counselor, and a substantially lower number of individual counseling appointments.
2. The number of Career Center Counseling appointments decreased by 445 from the year before, ensuing the retirement of an FTE Career Counselor. Also, in the past year, Career Center appointment hours for one of our Adjunct Counselors were reduced, as she had to devote more hours to the grant project sponsored by the Workforce & Economic Development Department.
3. Drop-in Career Center Contacts decreased from 5,881 to 4,850, for the most part, due to the same reasons as stated in #1 and #2. Additionally, staff members and counselors were reassigned to the Academic Counseling Department to assist with Fall registration during summer months and part of September. Furthermore, to increase our program efficiency, staff members have been administering up to four career assessments in one visit by a student, instead of one assessment at a time as in previous years. This, understandably, has contributed to the decrease of student Drop-in contacts as well. Cutting down on the number of class visits by counselors and staff, has also prevented us from generating extra Drop-in contacts.
4. Group Workshops contacts increased from 58 to 146, subsequent to a deliberate effort by counselors to reach out to a broader audience of students through workshop format, ranging from presentations for Verdugo Power Academy, Financial Survival Week, Black Student Union Club, and International students to Resume and Job Interview Workshops offered in the Career Center.
5. Student Development Class Contacts decreased from 951 to 726 students as a result of fewer Student Development Career Planning class sections being offered, and notwithstanding the fact that Counselors/Professors are adding more students from the waitlist.
6. Class Visits & Career Center Tours decreased from 37 to 27, mainly, due to the change in priorities. In the past, counselors and staff made class visits during Fall and Spring semesters on a daily basis. We had to downsize our class outreach to conserve both counseling appointments, especially in view of the changes in block scheduling, and staff time required for coordination, record-management, and class visits.

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

1.) The most relevant development affecting the evaluation of our program is related to the loss of 1 FTE Counselor due to retirement. As long as this position, which represents 1/3 of our Counseling staff, remains unfilled, our Program will suffer the direct impact on the number of classes taught and the volume of individual appointments available for students.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	1. Student demonstrates an understanding of their values & career interests. 2. Student understands which career services are available to them.	Yes	Yes
2011-2012	Same 2 SLO's as previous year.	Was not done for 2011-12	
% Change	Not Available		
Trend	Not Available		

2.1. Please comment on the percentages above.

The Assessment was not done for 2011-12, but will be conducted and students will be surveyed for Fall 2012 and Spring 2013 due to technical difficulties with the SARS system and Peoplesoft system.

2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

NA

2.3 What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
	New degree or certificate development
	Best Practices Workshops
X	Discussions regarding best practices or improved processes
X	Conference Attendance geared towards maintaining or improving student success

X	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

1. Continue to develop information packets and handouts to expedite the delivery of resources.
2. Create a Facebook page for the GCC Career Center to reach more students in the age of social media.
3. Offer more assessment interpretation workshops (MBTI) to serve more students.
4. Intensify effort by counselors and staff to use more concrete examples in explaining concepts and directions when students with lower ESL levels take career inventories.
5. Continue Career Center website modifications and updates.
6. Implement a new student-outreach approach by forming connections with Academic Departments, starting with the Business Division, as opposed to individual instructors, to arrange for class presentations on job search preparedness topics and career planning strategies.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

1. Based on the data, we serve the entire spectrum of Glendale College student population, including Undecided Students, Veterans, Center for Students with Disabilities, Career and Vocational Programs, EOPS, International Students, Scholars, Adult Re-entry Individuals, and Basic Skills Learners. Transfer and Academic Counseling Centers regularly refer students to our Program for clarification of their academic goals and career counseling, as well as guided occupational exploration.

2. SD DV 125 and SD DV 145 classes are filled to capacity. Fall 2011 SLO Assessment results show that students succeeded with a 91% to 95% passing rate and targeted SLOs were reached. Class participants demonstrated higher levels of self-awareness and self-sufficiency. The majority of students felt more confident in their career decision-making skills and preparedness for academic planning and action, attributing their ability to pinpoint specific career areas of interests and future professions to career assessment, research, and other class activities. Upon course completion, most students were ready to meet with an Academic Counselor to discuss and develop an SEP (Student Education Plan).

2. We have developed a long-standing partnership with the Math Division as part of a grant-sponsored project designed to integrate enhanced educational planning and career guidance services with targeted basic skills math classes. The Math Project contributes to the institutional goal to increase basic skills students' retention, persistence, and success rates, with a specific focus on core math competencies.

3. We have an excellent Career Center staff team that spans diverse multicultural backgrounds and different types of work experiences (K-12 and University level educational institutions). Members continually expand and upgrade their knowledge of existing and emerging career guidance resources and techniques to benefit students.

3.2 Weaknesses

List the current weaknesses of your program

1. Upon the retirement of 1 FTE Career Counselor in June 2011, we have been offering two less Student Development Career Planning classes, workshops, and individual career appointments.

2. Due to lost staff resources we've been unable to conduct career center presentations and visits to classes at previous levels.

3. In the past, the Center was open until 7:00PM Monday through Thursday to accommodate students enrolled in evening classes, including ST DV 125 and ST DV 145, as well as working adults. When our part-time Student Services Assistant responsible for the evening shift retired in December 2011, that individual's workload was initially prorated between two hourly employees, the retiree and a new hire. That arrangement allowed the Program to maintain the same schedule through Spring 2012. Confronted with current budgetary restraints, however, we've had to cut our hours of operation as of Fall 2012 and keep the Center open Monday and Tuesday nights only, thus, limiting and inhibiting student access to resources and staff support.

4. Although, the Career Center is still a thriving Program that has been built under the leadership of the Dean of Students Services, the decline in staffing levels and budgetary resources has posed a series of challenges, especially in light of a growing demand for career services associated with new CCC Chancellor's Office policies and Pell Grant rule.

The California Community Colleges Student Success Task Force will be implementing a mandate, requiring that each student shall select a major, career and educational goal, develop an SEP, and demonstrate progress toward their goal in order to maintain their Board of Governors (BOG) Fee Waiver eligibility and enrollment priority status. According to the Task Force's vision, "Declaring a program of study sets incoming students on a specific educational pathway and builds early momentum for their success."

http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf

To advance student progress in this area, the Student Success Task Force recommends counseling and career planning interventions. While career counseling and other career services have always played a pivotal role in facilitating our students' academic achievement and career readiness, new standards set by the CCC Chancellor's Office will result in a more pressing need to restore and possibly grow staffing levels of our Program. Our ability to continue to provide high quality services to our student population depends on that.

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Hire a Full-time Career Counselor	Student Success Task Force mandates can be addressed.	Students will declare a major & have an educational goal earlier, thus completing their degree/transfer goal earlier.
Add a Classified position	Student Success Task Force mandates can be addressed.	Students will declare a major & have an educational goal earlier, thus completing their degree/transfer goal earlier.

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2011 PROGRAM REVIEW**Section 4: CHAC REQUEST****CAREER CENTER***Student Services
Assistant II***SS:CC-1**

If this is a repeat request, please list the year(s) requested: _____

4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

This is to request replacement for the .48 Student Services Assistant II position assigned afternoon and evenings in the Career Center. The vacancy is due to retirement. This position performs a variety of complex clerical duties related to the student service program, Career Center which includes maintaining student databases, serving students, and generating reports. This position provides reception for the center, makes appointments for the professional staff, shows students how to use the resources of the center and how to research careers, jobs and majors. This position has knowledge of the two major site licensed software programs, Eureka and Discover and the many web sites used for career exploration. In addition, this position assists students with resumes, cover letters and career research. This position administers career assessments and proctoring. This position covers the late afternoon and evenings Monday through Fridays to enable the availability of the Career Center resources and services to students. Without the position the counseling faculty have no reception or support for the late afternoon and evening hours of operation.

4.2 Criteria:

- a) Are there state or federal mandates particular to this program/service?
If so, please describe.

There are state mandates for this service in Title V related to Matriculation Services and in the Student Success Task force recommendations. The section of the report which specifically refers to Career Center services is recommendation 2.5 which states that colleges must "encourage students to declare a program of study (major) upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end of their third term in order to maintain enrollment priority." Glendale Community College has over 5,000 students with an undecided goal and major each semester.

- b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

This position supports Title V Matriculation requirements to assist undecided students. It supports Educational Master Plan Goals 1, 3.2 and 3.4, Student Awareness, Access, Persistence and Success. This position will support the student need for access to the Career Center services in the late afternoon and evening.

- c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

Over the last five years the Career Center has on average over **7,600** student contacts each year. The services the students receive are counseling appointments, drop-in, workshops, assistance with career search and use of site licensed software, assistance with registration and enrollment during peak registration times, career assessments, center presentations for classes and programs such as EOPS, Math 145, Basic Skills, Verdugo Power Academy, Summer Bridge, Career Technical. The Program Review document has more detail regarding the breakdown of appointments, drop-in, workshops etc.

- d) Is this request related to compliance with a collective bargaining agreement?
If so, please explain.

N/A

- e) Are there industry standards that directly relate to this position? If so, please explain.

N/A

4.3 Additional Information

- a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

This position does not carry any medical benefits cost as it is a .48 position with an annual salary of \$20,609.

- b) Discuss any benefits your program may have lost from not receiving this requested position.

Evening students will not be able to use the resources of the Career Center and the program will have difficulty meeting the mandates of the Student Success Act of 2012, SB 1456.

For the year 2011-2012, 41% of the student contacts in the Career Center occurred between 3:00 P.M. and 7:00 P.M. underlining the need for support staff during that time frame.

- c) Are there any special concerns that are not addressed in this request? If so, please explain.

NO

- d) Describe how this position enhances student success and/or program outcomes.

This position enhances student success by supporting and providing all of the services detailed above. As indicated, to meet the mandates of the Student Success legislation to have students declare and pursue a program of study (major) no later than their third semester this position is critical. Fully one-third of all students enrolled in the credit program each semester have "undecided" list for their major; that is approximately 5,000 to 6,000 students each semester. The program outcomes are to have students understand the career services available to them and to understand their values and career interests. Again, this position supports those learning outcomes.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

There have been no new hires in the last five years, however, two .48 positions have been left vacant.