

#6

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

Career Center

Q2

1.2 Lead Author:

Michelle Campuzano

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Career Center Team: George Dowden, Angela Tilley-Ruiz, Maci Gerber and full-time counselors

Q4

I.4 Dean/Manager:

Nicole Jones

Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2020 program reviews on the program review webpage.

In the 2019-2020 academic year, the Career Center had a total 1,432 student contacts, including returning and follow-up services. The number of student contacts increased by 507 compared to the previous year. Contributing factors include the hiring of an Interim Career Center Supervisor in July 2019. This position allowed for coordinating efforts and the return of workshops, which were not offered in the previous year due to lack of staffing. In addition, the center received an increased level of services offered through joint collaboration efforts with Career Education employees, which include the following positions: Career Education Program Coordinator (1.0), Job Placement Case Manager (1.0), and the Work-Based Learning Coordinator (.67). The Job Placement Case Manager's workload is split 50/50 between assisting with students who are actively seeking jobs and connecting with employers. The Work-Based Learning Coordinator works directly with instructional faculty to incorporate work-based learning skills and lessons into the classroom.

In the 2019-2020 academic year, the following changes occurred:

Fall 2019: the Career Center Supervisor and Career Counselor positions were approved and the hiring processes began in late fall for a projected spring 2020 hiring date.

February 2020: the new Career Center opened in Building I-223.

A full-time general counselor was temporarily reassigned until June 2020 to assist with the opening and transition of the center, while awaiting hiring for the Career Counselor.

The aforementioned Career Education employees also moved into the Career Center, along with the Interim Career Center Supervisor.

March 2020: the center moved to remote services due to the pandemic and the Spring Career Fair was cancelled.

Due to budget cuts as a result of the pandemic, the hiring process for both the career counselor and career supervisor positions were halted and frozen.

April 2020: The center lost its interim Career Center Supervisor due to another job opportunity.

June 2020: the General Counselor's reassignment ended and they returned to provide General Counseling with coverage, as they were already understaffed prior to offering remote services. All career counseling appointments are now deferred to General Counseling.

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area.

The center's data is collected through SARS (student appointments, drop-ins, workshop attendance) to examine the fluctuation and demand of services offered. Achievement data from comparison reports of student demographics are also evaluated to determine equity gaps and areas for improvement. After reviewing the center's 2019-2020 data compiled by the Institutional Effectiveness, Success, and Equity Office a few highlights were noted (see attached Career Services Comparison Report):

Approximately 8% of Cuyamaca students received career services.

Students who received career services in Fall 2019 and/or Spring 2020:

Had higher course retention and course success rates, overall.

Were more likely to persist from Fall 2019 to Spring 2020, with a fall-to-spring persistence rate of 82% (compared to a persistence rate of 55% for all other students).

Attempted and completed more units, on average.

Had higher semester GPAs.

However, in terms of access to career services, there was an under-representation of male students; Asian, Black, and Latino students; and students aged 20-24 years old.

In addition, student surveys are provided during workshops to provide clarity and confirmation that outcomes of the workshops were successfully met. This information is utilized to inform workshop choice and evaluate content presented to students for enhancement. For the fall 2019 semester (see attached Career Workshop Surveys), 99.5 percent of students reported they obtained new career related skills and information as a result of attending a workshop.

Q7

II.2. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

Based on the data (see Career Services Comparison Report attachment), there is an opportunity to engage in targeted outreach/in-reach to our male, Asian, Black, and Latino students about career counseling and other career services, specifically. Action steps will include increasing marketing efforts to all students, but most especially our male, Asian, Black/African-American, and Latino students. In addition, we will engage in partnerships with specialized programs including, but not limited to, Pathway Academy and Umoja. Career Services will continue to collaborate with our CE services and General Counseling to expand the Career Center services and increase the number of students served related to career development.

While we are limited in staffing, General counselors are taking an “all hands on deck” approach to career counseling until we can receive the additional support and hire a full-time career counselor. As a result, in the summer of 2020, the Counseling division offered a training certification for the Strong Career Assessment tool in an effort to provide students with additional access to career decision-making resources and place an emphasis on career planning before education planning. A follow-up training is scheduled for this upcoming late winter/early spring for the Strong certified counselors, which includes full-time and adjunct counselors. This additional training will focus on practitioner bias to further prevent marginalizing historically underrepresented students and provide counselors with tools to carry out equity-minded practices and delivery of career assessment interpretations.

The center will continue to monitor access to our services by male, Asian, Black/African-American and Latino students to assess the effectiveness of our outreach/in-reach efforts and partnerships with Pathway Academy and Umoja. We will also continue to survey students after workshops and review student responses to ensure equitable attainment of learning outcomes from workshops.

Q8

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Career Services Comparison Report - 2019-2020.pdf (78KB)

Q9

OPTIONAL UPLOAD 2: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Career Workshop Surveys FA 2019.pdf (103.9KB)

Q10

OPTIONAL UPLOAD 3: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Table 1. Career Counseling Position Request Data.pdf (41.5KB)

Q11

OPTIONAL UPLOAD 4: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Career Center Model (for position requests).pdf (228.1KB)

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q12 **Yes**

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q13 **Yes**

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q14

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

The workshops (see attached Career Workshop Surveys FA 2019) helped students gain knowledge in the areas of career decision-making and career development. The data confirms the need for career related workshops and it demonstrates a high student success rate. The workshop topics (related to career and employment) are intended to assist students at any point in their career development. Students are given resources and information to help confirm or clarify goals related to their education, career, and employment. The completed workshop surveys from fall 2019 showed that student feedback was "highly satisfactory". Fall 2019 workshop surveys were only examined due to incomplete spring 2020 workshop data as a result of the pandemic and transition to remote services.

Q15

OPTIONAL: Please use the Upload button below to attach any additional documentation you would like to include.

Career Workshop Surveys FA 2019.pdf (103.9KB)

Page 4: III. Previous Goals: Update

Q16

Goal 1:

"To increase the number of students who seek career advising and career counseling by expanding services and access to a comprehensive career center." There was an increase in the number of students served by 507 student contacts, but we would like to expand our goal to career services to include all services.

Q17 **In Progress - will carry this goal forward into next year**

Goal Status

Page 5: III. Previous Goals: Update continued

Q18

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q19

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q20

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Moving forward, we will replace "career advising and career counseling" with "career services including career advising, career exploration, job placement and career counseling" to capture all students served.

Increase marketing efforts, particularly by partnering with Pathway Academy and Umoja to increase student access to career services to accomplish this goal.

Provide additional career assessment access to students through recently purchased Strong Interest Inventory assessment.

Train counselors on practitioner bias in preparation of implementing Strong Career assessment interpretations.

Proactively target under-represented student categories for Career Center outreach services.

Hire a Career Counselor.

Hire a Career Center Supervisor.

Q21

No

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q22

Respondent skipped this question

Goal 2:

Q23

Respondent skipped this question

Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q27

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

Respondent skipped this question

Goal 3:

Q29

Respondent skipped this question

Goal Status

Page 11: III. Previous Goals: Update continued

Q30

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q31

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q32

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q33 Respondent skipped this question

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q34 Respondent skipped this question

Goal 4:

Q35 Respondent skipped this question

Goal Status

Page 14: III. Previous Goals: Update continued

Q36 Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 15: III. Previous Goals: Update continued

Q37 Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 16: IV. New Goals

Q38 No

Would you like to propose any new goal(s)?

Page 17: IV. New Goals continued

Q39 Respondent skipped this question

New Goal 1:

Q40 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q41

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q42

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q43

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q44

Respondent skipped this question

How will this goal be evaluated?

Q45

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q46

Respondent skipped this question

New Goal 2:

Q47

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q48

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q49

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q50

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q51

Respondent skipped this question

How will this goal be evaluated?

Q52

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q53

Respondent skipped this question

New Goal 3:

Q54

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q55

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q56

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q57

Respondent skipped this question

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q58

Respondent skipped this question

How will this goal be evaluated?

Q59

Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q60

Respondent skipped this question

New Goal 4:

Q61

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q62

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q63

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q64

Respondent skipped this question

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q65

Respondent skipped this question

How will this goal be evaluated?

Page 21: V. Resources Needed to Achieve Goal(s)

Q66

What resources is your program requesting this year to achieve the program's goal(s)?

Faculty Resource Needs,

Classified Resource Needs

Page 23: Final Check

Q67

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."

I am ready to submit my program review
