

#10

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Career Services

Q2

2. Lead Author:

Kevin Brown

Q3

3. Collaborators:

Lena Heckbert; Charlene Alsbaugh

Q4

4. Dean/Manager:

Agustin Orozco; George Dowden

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
MM/DD/YYYY **03/08/2023**

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

Career services at Cuyamaca College fosters collaboration with employers and community groups to provide the link to work opportunities and assist diverse student populations to achieve their education and career goals. It provides students with a means of exploring majors and career options. It assists students and alumni to develop career readiness skills and to find meaningful employment.

Q7

7. Is the service area description in the current college catalog up to date and accurate?

No: What steps will you take to revise the college catalog description?:

The mission statement in the catalog is one created by the previous staff and faculty in the Career Center. To revise the catalog's description our team will work together to first create a more robust mission statement that entirely captures our vision for the space. From there we will work with Counseling & Career Education leadership to confirm that the new mission statement aligns with the college vision and mission before submitting it to include in next year's catalog.

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The Career Center embraces the College's vision of "Equity, Excellence, and Social Justice through Education." Our area and its representatives seek to advance this vision in two main ways: by bolstering student persistence & inculcating a culture of completion. To increase persistence and improve completion rates our space offers meaningful exploration experiences and equitable access to professional opportunities. Additionally, other actions and expressions of our commitment to advancing this vision are through a variety of offerings such as workshops and one-on-one appointments with our career center professionals and student employees to enhance our students' understanding of their interests, values, and majors while identifying individual strengths and nurturing vital workforce skills. Furthermore, our spaces most obvious manifestation of the commitment to this vision is through the ongoing partnership between Career Services and Career Education. This commitment to the College's vision manifests itself through our ongoing team efforts to elevate students' social capital and self-efficacy by validating career choices through a variety of means, developing career content for use in spaces outside the career center, and fostering direct industry connections to elevate career outcomes.

Additionally, in an effort to increase access to our services and meet our students where they are at, Career Services makes its materials and representatives available through various avenues. Our services are delivered through a variety of means (online & in-person by appointment or through a drop-in basis).

We strategically partner with various student services areas, academic programs, student groups, and outside entities with the intention of making our students, as well as their interests and goals, feel recognized, welcomed, and valued.

Career Services reflects the college's values through the actions of its service providers, the composition of its team, and through the intentionality of the services, opportunities, and content that we deliver. Our team is committed to curating a student-centered space where all students feel welcomed, valued, and represented. As a fledgling space, we are compelled to innovate in order to develop meaningful relationships with our students and impactful results.

Below are some of the ways our space reflects the Colleges Mission and Values:

Student Centered: Creating and staffing a space where students can properly access resources and services; Also curating a space and team where students can identify with the service providers and employees (staff, faculty, and student workers). Leading with a growth mindset and leveraging the inherent strengths that our students come in with. Creating easily identifiable access points for our student's to receive Career Services. Bringing career services to the classroom

Equity: Utilizing data to begin to identify equity gaps in our service providing and delivery structure.

Student Success: Developing partnerships with internal and external stakeholders to create opportunities and pathways to careers and jobs during and after their time at Cuyamaca.

Excellence: Strategically partnering with academic programs to deliver innovative WBL content and opportunities. Meeting with partners to reevaluate the shortcomings of our recent endeavors. Creating a advisory board to guide our practices and keep them relevant moving forward

Community: Collaborating with academic programs to deliver WBL content; Partnering with other student services areas to offer more comprehensive services and events (Find Your Pack, Resume Services w/Tutoring Center, Counselor Day partnership with Outreach)

Page 3: III. Student and Instructional Service Area Assessment & Data Analysis

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Since the 2020 program review, the Career Center's methods for gathering information have been inconsistent. Over the past 3-4 years, there were phases with heavy use of SARs to track service utilization by providers in Career Services and Career Education. However, these were followed by periods of disuse and shifts to other tracking methods. Consequently, it's challenging to obtain an accurate overview of the center's served demographics during this period. Additionally, the data tracking system in this space became more decentralized and personnel dependent, which seems to have led to loss of information when employee turnover occurred. Here's an overview of the methods used for data collection:

SARs: Tracking student service utilization.

Google Sheets: Recording employer registration for the 2023 Career Expo, as well as student access and utilization.

Microsoft Forms and Excel: Gathering employer registration data for job fairs.

College Central Network: Monitoring utilization rates.

Survey information collected from employers and students.

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

Based on the student utilization reports for the academic years 2021-2022 and 2022-2023 (with no accessible demographic data for 2020-2021), the students served align with the college's diverse population trends. In simpler terms, the percentage of specific student demographics served closely mirrors their representation within the total student population. While this information does indicate that resources were accessed in a roughly equal manner, the evaluation of the data really asks us to question resource sharing practices, on-campus partnerships, and marketing strategies. Addressing these areas becomes crucial in addressing some of the glaring equity gaps observed

Q11

11. Please discuss any equity gaps in access or success.

In terms of student's accessing services by the Career Center, there seems to be an equity gap for our Latinx students. For a frame of reference, the total population percentage and the career center service utilization percentage differs by no more that 4% or all other Race/Ethnicity groups at Cuyamaca College. For Latinx students it was 8% from 2021-2022 and 7% from 2022-2023.

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

To tackle the evident equity gaps, our initial steps involve a deliberate phase of discovery and subsequent exploration.

The Discovery Phase:

Reviewing current student materials and past marketing campaigns.

Evaluating service delivery methods and access points, aligning them with underserved student preferences and college-wide service utilization data.

Establishing connections with other community colleges, specifically Region 10 CCCs, to learn from their best practices.

Forming an Advisory Board comprising students and college partners to gain insights into our center's shortcomings.

The Exploration Phase:

Adapting resources and access points based on discoveries to better serve underserved students.

Collaborating with on-campus partners supporting Latinx students, piloting presentations, and workshop series to highlight available resources.

Focusing on diversifying our student staff to better represent the demographics of our underserved student population.

These steps aim to create a more inclusive and supportive environment by aligning services, engaging with the community, and actively addressing the identified gaps in our approach.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

The data impacts the previous goals outlined in the 2020 Comprehensive Program Review, primarily by demonstrating to us that expanding our service offerings generally or without intentionality, does not always lead to equitable outcomes. The goals set forth in the 2020 Program Review focused on increasing overall service utilization (attendance at career events, career appointments or similar metrics). To the extent that the goal was achieved, is best captured in the 2020-2021 annual update where figures for student utilization totaled nearly 633 unique student contacts. In the same year there was a narrowing of access and utilization of resources for nearly all demographics (race/ethnicity):

As a part entire population receiving services from the Career Center:

- An increase from ~3% (19-20) to 4% (20-21) for Black and African American students
- An increase from ~26.2% (19-20) to 30% (20-21) for Latinx students

Demonstrating that the efforts to increase the total number of services narrowed the access gap for underrepresented students in the Career Services, at least temporarily. However, the subsequent years the number of unique student contacts for the career center decreased overall. For Black & African America and Latinx students there was an overall all decrease in unique contacts:

- 27 unique student contacts (20-21) to 25 (21-22) for Black & African American Students
- 191 unique student contact (20-21) to 144 (21-22) for Latinx

While at the same time the general college population for both groups increased. The decline in student access was far more precipitous Latinx students than any other group. Furthermore, the temporary gains for these both these groups with regards to increased access were ultimately lost

In summary, the data from the 2020 Comprehensive Program Review shows that broadening service offerings without clear intent doesn't always lead to equitable outcomes. The goals outlined in that review aimed to increase overall service use, as seen in the 2020-2021 annual update with over 600 unique student contacts. However, while this temporarily reduced the access gap for underrepresented students, subsequent years saw a decrease in overall contacts, particularly for Black & African American and Latinx students, despite an increase in the general college population.

To address this, two key takeaways emerge:

1. Prioritize support for Latinx and Black & African American students to ensure equitable access. Efforts to expand career services generally should also be intentionally tailored to improve access for these groups.
 2. Urgently fill vacancies in the Career Center to maintain the previously achieved increase in overall services.
-

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

Equity:

To improve accessibility, our team boosted the visibility of the Career Center in various ways. We closely collaborated with faculty to introduce diverse career development components into coursework, starting with Work-Based Learning activities integrated into a Child Development 132 Seminar. This initiative included workshops on transferable skills, summary statements, and mock interviews, directly benefitting students enrolled in the "Field Experience Seminar." This pilot served as a testing grounds to eventually expand these efforts to courses with similar proposed outcomes across the campus, proactively bringing career development resources to students rather than relying on students to seek us out.

Additionally, we partnered with the Together We Rise Center for eight resource fairs throughout the year, integrating Career Services components. This collaboration significantly raised awareness of our growing Career Center, prompting increased student requests for continued engagement with Career Services and external employers on a monthly basis.

Excellence:

Over the past year, the Career Center prioritized streamlining internal processes, especially transitions between Career Services and Career Education. The past year and a half has been spent identifying gaps and creating a seamless pathway for students to access comprehensive career development services throughout their community college journey. Identifying the roles of service providers within this career development "funnel" for students has been crucial.

We've maintained traditional service delivery methods, conducting resume and cover letter presentations in individual classroom sessions. The Career Center remains dedicated to offering timely support like resume reviews and mock interviews. To expand our reach, we're empowering our newly hired Career Center Assistants to deliver specific components of career services. Additionally, we've fortified our partnership with tutoring services to offer resume reviews for WEX students and plan to extend this support to Child Development students.

Moreover, our Career Education partners initiated boutique job fairs tailored for specific ACPs and majors, introducing industry employers and opportunities to students. These fairs have seen good attendance, averaging around 50 students, and have successfully led to job placements for several students despite the absence of a Job Placement Case Manager.

Social Justice:

Our career counseling services has evolved to offer a range of appointment types, including sessions on goal setting, self-exploration (values, interests, and strengths), career action plans, and career research. The career center has moved away from some more antiquated assessments that had more Eurocentric underpinnings.

It is important to acknowledge that our space has come up short in the following year with regards to social justice. As move our focus away from simply trying to deliver services we can begin to reassess our role in the college with regards to social justice.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The ongoing staffing challenges that the Career Center faces are one of the ongoing challenges that has impacted this space since the onset of the global pandemic. The absence of a Career Center supervisor for 2+ years placed significant strain on other service providers and staff in Career Center. Capacity issues with regards to service delivery and the blurring of job duties have occurred as a result of the gap in personnel. Additionally, the ongoing effort to create & renew digital resources, as well as the planning of remote events that were developed and successful during the pandemic have suffered since the return to campus. It has been a struggle to maintain those resources and additionally provide services for a population that has completely returned to campus.

Additionally, the cuts to student workers as a result of the pandemic significantly reduced the operational hours of Career Services until November of 2023. Further since the staffing of our front desk to provide ensure continuous open and operational hours, the team is still searching for effective ways to expand its remote services to students.

Because there has been turnover and considerable staffing changes in this space since the return to campus the insight into how deep the pandemic has effected the Career Center (and Career Services specifically) is limited.

Q16

Respondent skipped this question

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

Q17

Respondent skipped this question

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

Q18

Respondent skipped this question

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

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16. Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

Student%20Services%20Outcomes%20Assessment%20Plan%20Template%20-%20Career%20Services.docx (16.4KB)

Q20

Respondent skipped this question

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

Q21

Respondent skipped this question

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

Q22

Respondent skipped this question

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

Q23

Respondent skipped this question

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

Q24

Respondent skipped this question

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

Q25

21. Please describe your service area strengths.

Student-Centered Innovation

Our Career Center thrives on innovation rooted in a student-centric approach. We prioritize understanding and adapting to the dynamic needs and trends of our students. This emphasis drives our strong relationships with employers, built through meticulously organized events and consistent networking facilitated by our dedicated Employer Relations Liaison (ERL). What sets us apart is our ability to innovate existing career events and programs, aligning them seamlessly with evolving student interests. This year alone we have worked across campus to ensure that career services and job opportunities are brought directly to students in the classroom and partnered on-campus events.

1 Career Expo (2-day): ~200 students

Applied Technology Fair: 2 student placements in internship opportunities aligned with their major

Collaborative Synergy

Collaboration is at the heart of our success story. We've fostered strong relationships and productive collaborations with various departments across the campus, including TWRC, CAREs, the Cuyamaca Library, student led clubs & groups, and more. This collaborative spirit enables us to tackle challenges creatively, consistently finding innovative solutions. Furthermore, we've actively engaged student leaders in our efforts, ensuring their perspectives shape our services, improving access, and enhancing career guidance.

- 8 Find You Pack Resource Fairs – 16% of students surveyed by the TWRC indicated that this was the first time that students heard about Career Services or job opportunities through the college.
- Career Center Open House – partnered with a student club “Secret Coyote Society” to increase student engagement and recognition with the Career Center.

Committed and Progressive Staff

Our team is the backbone of our Career Center's success. Committed, dedicated, and always seeking improvement, they embody the ethos of our services. Their focus on equity, data-driven approaches, and a continuous improvement mindset underscores their dedication to narrowing equity gaps and delivering effective services. We acknowledge our gaps and actively work to bridge them, be it in technology, service diversity, or collaborative initiatives.

- Our team is currently undergoing a collective assessment of the Career Center based on the National Association of Colleges and Employers to ensure that our practice are meeting industry standards and that our space is utilizing in best practices as it pertains to career services delivery and operating procedures.

In summary, our Career Center's strength stems from a holistic dedication to student-centered excellence. Grounded in a keen understanding of student needs, our innovation, collaboration, committed staff, and leadership shaped by best practices continually drive our services forward. Because we are a new space we must constantly innovate & evolve to stay competitive and ensure that our programs and initiatives remain relevant, effective, and impactful for our diverse student population. The members of our team are new and the relationships in the space are still developing, but we relish working with one another to find solutions.

Q26

22. Please describe your service area challenges.

Clarifying Vision and Ownership: Establishing a consistent vision and ownership for career services within the college is crucial. This involves defining the role of career services through discussions with senior administration, potentially centralizing Career Services under a unified leadership or reimagined integration structure and ensuring alignment with the college's strategic plan and resources.

Integration and Representation: Strengthening integration with instructional affair and having a voice in shared governance through representation in various committees are pivotal steps. This integration can foster stronger ties between academic programs and student services, leading to more tailored and sustainable support for students.

Information Sharing and Structural Optimization: Streamlining communication and information sharing across the shared structure of the Career Center, optimizing existing structures for knowledge sharing, and providing adequate support and involvement for staff's career development and goal planning are critical for growth. Additionally, the current split structure of the Career Center creates an added layer of difficulty with regard to decision making and daily operations. Rethinking this structure and how reconsidering how both parts of the Career Center (Career Services and Career Education) ought to be integrated since the space's initial creation would help to create a clearer, more understandable framework & can enhance effectiveness across offices.

Personnel: Our service area has encountered several staffing transitions over the past few years, impacting our operational continuity and team dynamics. Since 2021, we've welcomed a new Career Counselor, welcomed on a new Career Education Program Manager, experienced turnover with our Job Placement Case Management Specialist and WBL Coordinator (both positions were lost and subsequently rehired), and are currently in the process of permanently filling the Career Center Supervisor role after having an interim supervisor (1-year). One of the challenges we've faced is the relatively short tenure of our team members, with the longest-standing member having just over two years of experience within our space. This turnover has affected our institutional memory and created a need for consistent leadership and guidance. Additionally, the Career Services side of our department has been operating without a supervisor since 2020, leading to potential gaps in oversight and decision-making within that specific area. These transitions have presented challenges in maintaining stability, consistency, and streamlined operations within our service area.

Q27

23. Please describe external influences that affect your service area (both positively and negatively).

Positive:

Increased interested and support from other student service areas to partner for on campus hiring

Increased interest and support from academic programs to partner & include career services in the classroom

Increased interest from local employers in leveraging the Cuyamaca Career Center for hiring

Increased interest in partnerships for internships

Improved technology to help deliver some aspect of career services (mock interview, transferrable skills assessments, resume A.I.)

Improved Job Board technology; potential Customer Relationship Management software

Negative:

Unclear vision and unequal funding for the Career Center because of the Career Services & Career Education split structure

Ongoing software implementation delays

Unclear future funding to ensure continued support of some technologies

Limited participation in shared governance structures

Unclear reporting structures because of the mix of institutionalized roles and foundation employees

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

While the Career Center has faced challenges with personnel turnover, there's finally a promising outlook with a stable team in place. With this stability, the Center can significantly contribute to the college's goals in two key ways: increasing student persistence & improving completion rates.

Increase Persistence and Completion:

Career Counseling:

Personalized career counseling plays a crucial role in boosting student persistence. Through tailored sessions, students define clear educational and career goals, establishing structured roadmaps for their academic journey. These sessions aid in identifying their skills, values, and interests, essential for long-term commitment and success in both academics and careers.

Career Panels, Workshops, and Skill Development Sessions:

Hosting diverse career panels, informational sessions, and skills workshops is pivotal in supporting student persistence. These events expose students to varied career options, validating their aspirations and bolstering their confidence. They also focus on skill identification, networking, and social capital expansion, vital for students' readiness in their future careers.

Research Opportunities and On-Campus Jobs:

Creating avenues for on-campus jobs, especially through research opportunities like LAEP, and streamlining the on-campus hiring process via platforms like Handshake, are essential for supporting student persistence. These opportunities not only provide hands-on experience but also foster a sense of purpose within their academic studies and community. Additionally, they offer students a means to support themselves while continuing their education, promoting sustained commitment.

Job Placement Services and Internship Preparation:

Facilitating job placements and internship preparations aligns with our goals of increasing persistence and completion. Equipping students with the necessary tools, resources, and guidance for securing internships or jobs enhances their practical experience and deepens their engagement in academics. Job search readiness training further empowers students by refining their job search skills, ensuring they are well-prepared for their professional journeys after graduation, validating their academic and career choices.

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

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

Q31

Respondent skipped this question

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

Page 6: V. Previous Goals

Q32

Previous Goal 1:

Create early Career Counseling interventions targeted for first year students

Q33

In Progress

Goal Status

Page 7: V. Previous Goals continued

Q34

Respondent skipped this question

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

Q35

Respondent skipped this question

Would you like to submit another previous goal?

Page 8: V. Previous Goals continued

Q36

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

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

Q37

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).

Continue research and document research as it related to the process on inclusive and relevant career assessments & tools

Reassess collaborative efforts with exploratory ACP.

Document talks with introductory coursework to establish a formal paper trail on how career services is working towards instilling career services into the classroom.

Q38

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q39

No

Would you like to submit another previous goal?

Page 9: V. Previous Goals continued

Q40

Respondent skipped this question

1. Previous Goal 2:

Q41

Respondent skipped this question

3. Goal Status

Page 10: V. Previous Goals continued

Q42

Respondent skipped this question

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

Q43

Respondent skipped this question

Would you like to submit another previous goal?

Page 11: V. Previous Goals continued

Q44

Respondent skipped this question

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

Q45

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).

Q46

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q47 Respondent skipped this question

Would you like to submit another previous goal?

Page 12: V. Previous Goals continued

Q48 Respondent skipped this question

1. Previous Goal 3:

Q49 Respondent skipped this question

3. Goal Status

Page 13: V. Previous Goals continued

Q50 Respondent skipped this question

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

Q51 Respondent skipped this question

Would you like to submit another previous goal?

Page 14: V. Previous Goals continued

Q52 Respondent skipped this question

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

Q53 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).

Q54 Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q55

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q56

Respondent skipped this question

1. Previous Goal 4:

Q57

Respondent skipped this question

Goal Status

Page 16: V. Previous Goals continued

Q58

Respondent skipped this question

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

Page 17: V. Previous Goals continued

Q59

Respondent skipped this question

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

Q60

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).

Q61

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

The Career Center's goal is to elevate the online and in-person visibility and accessibility of its resources, services, and events, specifically aimed at guiding enrolled students in determining their majors or career pathways.

Q63

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

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

Q64

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

The Career Center's goal to heighten the visibility and accessibility of its resources, both online and in-person, guiding students toward determining their majors or career paths directly supports the larger college objective of bolstering student persistence. By offering comprehensive guidance and reducing uncertainty through accessible resources, the Center empowers students to make informed decisions early in their academic journey. This proactive approach fosters intentional goal setting, instilling confidence in students' chosen paths and creating a supportive community. The Center's efforts not only aid in clarity and commitment but also provide crucial support, such as counseling, workshops, and networking events, fostering a sense of belonging and enhancing retention rates by ensuring students feel equipped and supported throughout their academic pursuits.

Q65

Respondent skipped this question

Please indicate how this goal was informed by SLO/SAO assessment results, PLO assessment results, student achievement data, or other data:

Q66

Action Steps for the Next Year:

Reassess the current career center website and its posted materials.

Determine & explore how the Career Center will house and market its resources.

Make a group led decision on how the center will house its resources.

|

Create clear access points and processes for students to use resources both online and in-house.

Work with Instructional Design Technology Specialist to determine utility of a student facing Canvas shell.

Q67

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q68

How will this goal be evaluated?

1. Student Participation & attendance at career events
 2. Student utilization numbers for appointments
 3. Student utilization of online resources
-

Q69

No

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70

Respondent skipped this question

Goal 2:

Q71

Respondent skipped this question

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

Q72

Respondent skipped this question

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

Q73

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q74

Respondent skipped this question

Action Steps for the Next Year:

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q76

Respondent skipped this question

How will this goal be evaluated?

Q77

Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 20: VI. 4-Year Goals continued

Q78

Respondent skipped this question

Goal 3:

Q79

Respondent skipped this question

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

Q80

Respondent skipped this question

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

Q81

Respondent skipped this question

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Q82

Respondent skipped this question

Action Steps for the Next Year:

Q83

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q84 Respondent skipped this question

How will this goal be evaluated?

Q85 Respondent skipped this question

Would you like to propose a new, 4-year goal?

Page 21: VI. 4-Year Goals continued

Q86 Respondent skipped this question

Goal 4:

Q87 Respondent skipped this question

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

Q88 Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q89 Respondent skipped this question

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

Q90 Respondent skipped this question

Action steps for the Next Year:

Q91 Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q92 Respondent skipped this question

How will this goal be evaluated?

Page 23: Final Check

Q93

I am ready to submit my program review

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"
