



C U Y A M A C A
· C O L L E G E ·

Annual Update Report

SIS - Career Services

Goal 1

Program Goal: Enhance career readiness of underrepresented students

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Enhance career readiness of underrepresented students (X)
- **Increase Completion and Eliminate Equity Gaps:** Enhance career readiness of underrepresented students (X)

Summary of Progress or Results

Summary Date: 11/25/2025

Summary of Progress or Results: Career Services purchased a three-year subscription to a career-readiness program, Career Launch, allowing the college to scale career readiness and reach students early. The program provides structured and support for students to develop professional skills and enhance their employability. Student employees were trained to conduct one on one student appointments in order to expand the office's capacity to serve students through resume reviews and other career readiness coaching tools.

Career Services also increased promotion of Handshake and utilization of the platform in order to streamline on-campus employment, provide case-management job placement support for students, promote work-based learning and manage employer relations. Having a centralized online location for career resources, the department aims to increase equitable access to career readiness support.

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

- Train all Career Center employees on Handshake use and capabilities
- Increase data collection in order to report students participating in career readiness activities including work-based learning, related Career Counseling appointments, and workshops

Goal 2

Program Goal: Create early Career Counseling interventions targeted for first year students

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Create early Career Counseling interventions targeted for first year students (X)

- **Increase Persistence and Eliminate Equity Gaps:** Create early Career Counseling interventions targeted for first year students (X)
- **Increase Completion and Eliminate Equity Gaps:** Create early Career Counseling interventions targeted for first year students (X)

Summary of Progress or Results

Summary Date: 11/25/2025

Summary of Progress or Results: There has been a collaborative effort to ensure students are connected to Career Counseling during their first year. The Career Counselor worked with the Griffin-Coyote Connections Counseling lead to integrate a Career Exploration component and expand the number of high school students accessing career counseling services. The presentation included information on Academic and Career Pathways (ACPs) at Cuyamaca College, major to career information, and steps for connecting with a Career Counselor. Counselors also promoted the Pre-ACP Exploratory Canvas Shell while helping students enroll in their first semester coursework.

The Canvas Shell provides instructions for completing a career assessment, interpreting RIASEC (Holland Code based) results, and actionable steps connecting these results with Academic and Career Pathways at Cuyamaca. This is all offered in an asynchronous format. In addition, Counseling 110 (Career Decision-Making) which serves over 100 students per semester, continues to be highly promoted during workshops and registration labs, increasing student engagement in career exploration.

In order to increase integration of career development incorporated within General Counseling appointments, the Career Counselor developed a “how-to” guide for Counselors to provide targeted Career Counseling services and an Abbreviated Education Plan within a one-hour appointment. This guide has streamlined processes and increased counselor confidence in providing career focused guidance. There has been positive feedback specifically from Adjunct Counselors who are balancing multiple campuses and processes. Having written documents and processes to refer to is especially helpful..

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

- Continue collaboration with Griffin- Coyote Connections and collect corresponding data
- Promote Career Counseling appointments during key months of the Spring Semester (eg: March and April before registration)

Goal 3

Program Goal: 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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** 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 (X)

Summary of Progress or Results

Summary Date: 11/25/2025

Summary of Progress or Results: The Career Center website has been updated and virtual resources expanded. The promotion and development of Handshake to facilitate Career Center and Career Education job placements, resources and events has allowed work-based learning, job placement, and on campus employment to be housed in a centralized location. 1545 students have been able to create a profile, this allows the Career Center to proactively outreach and promote events to students., 396 students and alumni have used the platform to apply for jobs and 72 students have utilized the platform to apply for on campus jobs. There has been strong progress in increasing visibility and access to Career Center services.

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

- Create a cohesive plan to track student participation and outcomes through Handshake analytics

Service Area Overview and Update

Lead Author

Lena Heckbert

Collaborator(s)

Dr. Briseida Elenes

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

There was a shared timeline for program review and drafts were sent out by email for Career Center team members to have the opportunity to review, add updates, and provide feedback. The goals currently on file were developed collaboratively with input from the Career Counselor and Career Services Supervisor. The Career Counselor also met with the Career Education Dean and Work-based Learning Coordinator to ensure Handshake data was accurately represented and identify opportunities to align overlapping reporting needs. We intentionally worked towards the December 1st deadline in order for the Dean of Counseling Services to have the opportunity to provide feedback. This collaborative approach allowed for accurate and inclusive data while improving alignment across Career Education and Student Services.

Dean/Manager(s)

Dr. Victoria Marron

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

A transparent timeline was shared with our Dean, along with specific sections identified for input, including developed goals and resource considerations. This ensured our Dean was informed of our direction and supported coordinated planning for future semesters.

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

There has been a group effort to increase career readiness for students. The team is still working towards consistency in data collection and will include Vision Aligned Reporting in these conversations in order to better track student outcomes.

The Career Counselor also completed their participation in the Strong Workforce Counselor Institute with the implementation of their action plan. With the emphasis on Labor Market Information (LMI) within Counseling appointments the Career Counselor worked on developing resources for all Counselors within General and Categorical Counseling to use in their appointments. These resources outlined a potential 3-10 year career trajectory and highlighted real-time labor market data relevant to the east county region. An emphasis on real-time LMI empowers students to make informed, semester by semester decisions aligned with their community's economic trends.

These have a positive impact on the overall student experience, giving students more tailored and guided career counseling appointments. There has been an increase in better matched referrals to the Career Counselor, allowing for more intentional and strategic career development conversations around work-based learning in one on one appointments.

The collaboration between Career Education and Career Counseling directly aligns with the college's goal to increase persistence and eliminate equity gaps by strengthening pathways and integrating instruction with student services. Through this collaboration students

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are able to easily flow from their counseling support including education planning and guidance into individual and classroom work-based learning

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

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?

The majority of data collection for this report comes from SARS codes which are able to track Career Counseling appointments and students who receive any Career Center service. The focus has been on the number of students served and equity gaps. We have also been able to be more consistent in tracking work-based learning and include individual students who participate in work-based learning connected to career readiness and students receiving individual work-based learning support through their Career Counseling appointment. There is still a need for more consistent data collection that aligns with our Program Goals. Establishing a clear and transparent annual data collection timeline will be a priority leading up to the next comprehensive review.

A total of 257 students met with a Career Counselor and a total of 544 students with at least 24 units completed received a Career Counseling related appointment in 24-25, either from a General Counselor or a Career Counselor. 19 students were able to receive support towards work-based learning from a Career Counseling appointment during the 24-25 academic year. Current data shows that students who identify as Middle Eastern or White students are underserved and not receiving Career Counseling appointments comparable to their representation on campus.

There is also an overrepresentation of students with disabilities and economically disadvantaged students who are seeking career counseling. This makes sense as these are groups that often face barriers to employment and may be more likely to seek support. This data also highlights the importance of continuing to build support systems that strengthen career readiness and ensure all students have access to meaningful employment opportunities at a living wage.

Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

Having a Career Counselor on campus who is able to build strategic and proactive partnerships with the Umoja Counselor, Career Education Program Coordinators, and Academic Faculty has helped to increase direct referrals and close some of the previous equity gaps experienced by our students who identify as African-American/ Black or Hispanic/Latiné. The Career Counselor also makes semester visits to the English Department, in order to increase collaboration and referrals with first year general education coursework.

The Career Services Supervisor has also been able to successfully hire multilingual student employees which has increased access for students who speak Spanish or Arabic. Both of these efforts have contributed to an ability to close equity gaps in access for students who identify as African-American/ Black or Hispanic/ Latiné.

There is a need to increase the capacity that Career Counseling can be received overall since a small number of students in total are receiving Career Counseling appointments based on the limitations of one-on-one appointments. Increasing workshops, consistent

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data collection and additional Career Counseling appointments are a couple of the ways we can increase the total number of students served.

Students who identify as White or Middle Eastern remain underserved in Career Counseling appointments. This gap may be influenced by recent changes in how demographic information is collected, but it is still important to address. When we include students who receive career-related appointments through General Counseling there are no equity gaps. It is possible students from both of these groups are more likely to receive career support from General Counseling. In the year ahead, the Career Counselor will work closely with a full time Arabic-speaking Counselor who is developing resources for Arabic-speaking students as one strategy to strengthen outreach. The Career Counselor will contribute to the canvas shell being developed and include multilingual Career Counseling resources. As the Career Center continues to elevate its online and in-person visibility through proactive efforts this will also increase the access students have to all Career Services.

Students who identify as Asian are currently underrepresented in accessing any Career Center service. The program's goals to *create early Career Counseling interventions targeted for first year students and elevate the online and in-person visibility and accessibility of the Career Center's resources, services, and events* will both focus on eliminating equity gaps and ensuring all students have access to the center's resources. Additional professional development and representation of individuals who identify as Asian/ Pacific Islander within Career Services are potential strategies to help close this gap in access.

Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

No

If you responded no above, please describe the department's plan to update SLOs/SAOs.

SLO's and SAO's will be updated in order to align with Vision- Aligned Reporting (VAR) and ongoing efforts to support the institutional strategic plan. Our team is having on-going conversations in order to collaborate and solidify SLO's and SAO's for our next comprehensive review.

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Outcomes and assessment support would be helpful moving forward. We were looking at creating some updates this year but also know VAR will affect the campus as a whole. Understanding an appropriate timeline in order to align with campus-wide updates would be a helpful next step to ensure SLOs/ SAOs on file by the end of the Academic Year.

Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

Developing a structured plan and distinct timeline for SLO/SAO assessment will be a priority for the Career Center in Spring 2026. This plan will guide future assessment efforts and also ensure alignment with institutional goals.

Program Goals

Program Goals Status

Updated progress on my previous goals & added new.

1/22/2026

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Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

