

STUDENT SERVICES PROGRAM REVIEW

SELF STUDY

G R O S S M O N T
C O L L E G E



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STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

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SECTION 1 – MISSION & OVERVIEW

Name of Program:	Career Services
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PURPOSE OF SECTION 1.1 - 1.3: *To help the committee understand how the department/program supports the mission of GC.*

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

Note: *College mission statement is currently under revision*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	The Grossmont College Career Services department offers services in three areas: career center, student employment, and adult reentry. Our goal is to ensure that all students are supported with career exploration pathways, employment readiness, and to ensure student success for re-entering college. The Center teaches students how to identify career opportunities that fit with their values, interests, personality, and skills. We empower students by providing resources designed to foster the development of career management skills that will serve them as competent professionals. We facilitate specialized programs and create relationships to connect students with employers and generate internship and full-time opportunities.
Relationship to College mission:	Career Services supports all students with opportunities with certificates degree and transfer programs. Assistance with career technical education and workforce development.

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	The Career Services department mission statement is reviewed with the Career Services staff and collectively updated in the Career Services Procedures Binder.
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1.3 Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	First program review. The Career Services department did not previously have a mission statement.
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PURPOSE OF SECTION 1.4–1.10 *To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.*

1.4 **HISTORY:** Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	
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1.5 **SERVICE POPULATION:** What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population:	The Career Services departments serves all students. Many of the students who engage in career services are adult students, first-time or re-entry college students, undecided/un-declared major, Hispanic, immigrants and Arabic refugees, low-income and/or dislocated workers.
Needs:	Their needs include career exploration, career counseling, 1:1 support with campus navigation and registration, job readiness and placement.

1.6 **SERVICES:** Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
Career Counseling	1:1 Career counseling appointments and walk-ins
Career Workshops	24+ soft-skills career workshops per semester
Career Library	Career books and brochures
Web Tools	Online web link engines for career and job search
Career Assessments	More than 10 career assessments to gauge interests, personality and values
Day in the Life Presentations	Professionals presenting about their personal journey in their career path, including challenges they faced
Faculty Class Tours/Presentations	Faculty class presentations on career services, assessments, internships and soft-skills
Job Readiness Training Academy	Certificate of attendance for the completion of 12-career workshops
College Central Network (CCN)	Students/alumni/employer online job board
Resume Building Templates	Student resume templates
Resume Review & Critique	Student resume drop-off to be reviewed and critiqued
Mock Interviews	1:1 mock interview appointments to practice their job interview
Job Application Assistance	Assist students with their job application
Job Club	Student club to engage students with career services employment workshops and campus activities
Griffin Works Internship Program	An opportunity for students to get hand-on work-based employment experience through one of our paid internships
Job Placement Assistance	1:1 and walk-in appointments with our Interim Job Placement Coordinator to assist students with career readiness and job seeking needs
Career EXPO	Annual career fair to assist students with professional networking, employment and internship opportunities
Hiring Events	Students have an opportunity to meet with employers and learn about their job leads, 1:1 interviews and possible placement
Employer Mixers	Students in specific disciplines will be invited to engage with employers
On-Campus Employer Recruitments	Employer tabling on campus and sharing their job leads
1:1 career readiness and development with career/placement coordinators	Student appointments with our Career/Internship Coordinator and Interim Job Placement Coordinator to assist with career readiness and development
Open House	Students, staff, faculty and the general public are welcome to tour and meet the career services team each semester
1:1 Career Counseling Appointments	Student appointments to meet with our Career Counselor for career exploration and educational plan
Community resources	Community resources updated and shared in community binder
College application, class registration, campus tours and student services resources	Peer Advisors meet with students and walk them through our college application, class registration and share other campus student services

1.7 **STAFFING:** The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/Name:	FTE:	Responsibilities:
Renee Nasori	1.0	Career Services Supervisor
Pamela Benge	1.0	Student Services Specialist
Karl Cameron	p/t	Career Counselor
Erica Olmos	1.0	Career/Internship Coordinator (Grant Funded)
Angela Tilley	1.0	Interim Job Placement Coordinator (Grant Funded)
Peer Advisors		Hourly and Federal Work-Study Student Workers (10-12)

1.8 **STUDENT SUCCESS:** How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

Comments:	Career exploration to clarify educational goals and inform course selection; job placement assistance to promote retention; professional networking to reinforce choice of major; employment preparation and workplace skills for long-term career success.
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1.9 **STUDENT EQUITY:** Describe how your program identifies and responds to the unique needs of special populations?

Comments:	Our Career team is very diverse and student coming through can relate a feel a sense of belonging. Our space welcomes all students including: immigrant/refugee, first-generation, undecided, adult, special needs, single-parent, ESL and much more.
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1.10 How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

Comments:	Students from special population have materials translated in multiple languages, outreach via flyers, GradGuru, Weekly Digest, Website, Facebook page, campus tabling, class presentation and campus jumbo-trons.
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1.11 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (Note: Plans for new and improved partnerships are included in Section 6.9).

Partner	Activities
Counseling Services	Career Exploration Workshops, New Student Advising Workshops, Career Counseling and counseling faculty classroom tours/presentation.
CTE/Workforce Development	Workforce team members, meetings and conferences, employer mixers, employer appreciation dinner and faculty department advisory groups.

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.

Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

- Use of **information technology & institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1 Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	Weekly outreach tabling by Peer Advisors, campus events tabling, class presentations, community advisory groups, flex workshops and community organizations presentations.
Engagement	Career Services Open House, Career Workshops, Day in the Life Professional Job Club, Career EXPO, Hiring Events, Employer Mixers, Class Presentations, Campus Employer Recruitment and Adult Reentry Open House.
Retention	Follow-up calls and emails. Schedule 1:1 and group appointments for workshops and events. Share opportunities via social media, website, GradGuru, Jumbo-Trons and campus postings.
Institutional Capacity	Newly hired grant funded staff. Additional peer advisors.

2.2 Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	Limited staff to engage in class presentations, events and community. Limited marketing materials.
Engagement	Limited staff to outreach and promote career services on and off campus.
Retention	More awareness is needed. We still have a long way to engage and inform all faculty, staff and students with our free career services.
Institutional Capacity	Limited staffing, including the need for a full-time career counselor. Data tracking tool and marketing materials.

SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

3.1 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	N/A
Response to Recommendations:	

SSPR Recommendations:	N/A
Response to Recommendations:	

SSPR Recommendations:	N/A
Response to Recommendations:	

3.2 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	
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SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4.1 & 4.2: To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

4.1 How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

Comments:	Online and paper surveys as well as feedback slips.
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4.2 Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:

- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) X Access X Services X Student needs X Quality information X Authentic care	Dept/Program SSO	SSO #1: Career Services will provide resources to assist students in identifying potential careers and majors		
	Assessment Tool	<ul style="list-style-type: none"> • Number of career, interest, and personality assessments • Number of career and major workshops • Number of follow-up appointments 		
	Next Steps & Timeline			
Spring 2019	Fall 2019	Spring 2020	Fall 2020	
~Collaborate with Instruction, Counseling and SSSP to develop content and coordinate messaging ~Create career assessment “guide” ~Implement workshops ~Identify # of appointments available and referral criteria ~Establish baseline ~Student surveys ~Plan for Fall offerings	~Implement workshops ~Refine assessment guide and referral criteria as needed ~Expand # of appts as needed ~Track participation ~Student surveys ~Utilize feedback to plan for Spring offerings	~Implement workshops ~Refine assessment guide and referral criteria as needed ~Expand # of appts as needed ~Track participation ~Student surveys ~Utilize feedback to plan for Fall offerings	~Implement workshops ~Refine assessment guide and referral criteria as needed ~Expand # of appts as needed ~Track participation ~Student surveys ~Utilize feedback to plan for Spring offerings	

GC SSO components (Check all that apply) X Access X Services X Student needs X Quality information X Authentic care	Dept/Program SSO	SSO #2: Career Services will provide resources that promote career preparation, workforce skills, and job placement		
	Assessment Tool	<ul style="list-style-type: none"> • Number of events and activities • Number of participants • Participant surveys 		
	Next Steps & Timeline			
Spring 2019	Fall 2019	Spring 2020	Fall 2020	
~Implement activity and event schedule ~Track number of participants ~Participant surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Fall 2019 events	~Implement activity and event schedule ~Track number of participants ~Participant surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Spring 2020 events	~Implement activity and event schedule ~Track number of participants ~Participant surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Fall 2020 events	~Implement activity and event schedule ~Track number of participants ~ Participant surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Spring 2021 events	

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	SSO #3: Career Services will provide students with opportunities to engage with prospective employers		
	Assessment Tool	<ul style="list-style-type: none"> • Number of events and activities • Number of participants • Surveys: student and employer 		
	Next Steps & Timeline			
Spring 2019	Fall 2019	Spring 2020	Fall 2020	
~Implement activity and event schedule ~Track number of participants ~ Student and employer surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Fall 2019 events	~Implement activity and event schedule ~Track number of participants ~ Student and employer surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Spring 2020 events	~Implement activity and event schedule ~Track number of participants ~Student and employer surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Fall 2020 events	Implement activity and event schedule ~Track number of participants ~ Student and employer surveys ~Identify opportunities for additional activities, modified content, and/or increased participation ~Utilize feedback to plan for Spring 2021 events	

4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) <input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Services <input checked="" type="checkbox"/> Student needs <input checked="" type="checkbox"/> Quality information <input checked="" type="checkbox"/> Authentic care	Dept/Program SLO	SLO #1: Students participating in career and major exploration workshops will be more informed about the breadth of options within various fields of study, and will be better able to make choices about their educational goals and coursework.		
	Assessment Tool	Surveys: student attendees, faculty participants, peer mentors		
	Next Steps & Timeline			
Spring 2019	Summer 2019	Fall 2019	Spring 2020	
~Collaborate with Instruction, Counseling, and SSSP to develop content and coordinate messaging ~Plan and pilot workshops ~Surveys: students, faculty participants, peer mentors ~Modify content per feedback ~Modify survey as needed ~Utilize feedback to prepare for Summer 2019	~Pilot additional offerings ~Surveys: students, faculty participants, peer mentors ~Modify content per feedback ~Utilize feedback to prepare for Fall 2019	~Stabilize workshop offerings ~Surveys: students, faculty participants, peer mentors ~Modify content per feedback ~Utilize feedback to prepare for Spring 2020	~Expand workshop offerings ~Surveys: students, faculty participants, peer mentors ~Modify content per feedback ~Utilize feedback to prepare for Summer 2020	

INSTITUTIONAL LEARNING OUTCOMES

PURPOSE OF SECTION 4.14: To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.

4.4 Check each ISLO supported by your program. Please describe two examples that demonstrates how the work of your department or program links to the selected ISLO(s).

ISLO		Description
X	Critical & Creative Thinking	<ul style="list-style-type: none"> Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion. Students will analyze, connect, and synthesize ideas in order to creatively solve problems. Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.
Comments:		<i>We offer team building workshops and use different approaches in person, online and over the phone. Students have an opportunity to roll play different scenarios with their peers and learn best practices.</i>
X	Communication Skills	<ul style="list-style-type: none"> Students will communicate effectively through reading, writing, speaking, and listening.
Comments:		<i>We offer monthly effective communication workshops for students.</i>
X	Global & Local Perspectives	<ul style="list-style-type: none"> Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live. Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.
Comments:		<i>We offer many career workshops that teach soft-skills to students and the general public. Some of those workshops include customer service, effective communication, time/stress management and professional networking.</i>
X	Technology & Information Skills	<ul style="list-style-type: none"> Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly. Students will demonstrate skill in the use of technology and its ethical and responsible applications.
Comments:		<i>Students have an opportunity to complete various online career assessments that gauge their personality, interests and values. Students have free access to our online college central network job board. CCN provides an opportunity for students to create their personal profile, upload their resume and saved job leads.</i>
X	Life & Career Skills	<ul style="list-style-type: none"> Students will engage in self-reflection to cultivate their personal development and well-being. Students will engage in and interpret various forms of creative expression. Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.
Comments:		<i>All career workshops offer skills that can be applied at home, in class and the workplace. These are professional development opportunities for students to apply and support growth.</i>

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 3.1: To use Key Performance Indicators (KPIs) to demonstrate the following:

- Scale of operation
- Efficiency
- Effectiveness

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Students traffic/sign-in to any 3 service areas (Career Center, Student Employment and Adult Reentry)		
CCN current student, alumni and employers		
Career EXPO (Annually, every fall semester)	1	1
Career Workshops	48	72
Employer Mixers	2	4
Employer Appreciation Dinner (spring semester)	1	1
Hiring events	5	10
On-Campus Employer Recruitment	10	10
Job Placements		
Job Placement Appointments		
Day in the Life Professionals Presentations	4	8
Resume building and review		
Job Readiness Training Academy (Completers)	25	TBD
Career Counseling Appointments		
Career/Internship Coordinator Appointments		
Career Services Supervisor Appointments		
Class presentations		
Weekly outreach engagement		
Campus tabling events		
Staff training and professional development (How-to Trainings)	3	6
Peer Advisors (New staff training and on-going how-to Training's and professional development opportunities)		
Adult Reentry Open House (Pre-Semester)	2	2
Career Services Open House (start of each semester)	2	2
Flex-week Workshop Presentation to staff/faculty	2	2

PURPOSE OF 5.2: Summarize findings of additional data provided by the Data Liaison.

Comments:	Data is being collected and finalized.
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PURPOSE OF SECTION 5.3 & 5.4: To examine the trends represented in the data from 5.1 & 5.2.

5.3 What does the data illustrate about your department’s contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success.) How does this compare to previous years?

Comments:	An increase in services and student engagement compared to year one.
Comparison to prior years:	In prior years, there were limited workshops and student opportunities to engage and participate.

5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

Comments:	<ul style="list-style-type: none"> -Student engagement -Strong outreach opportunities -Professional development -Student interest -Faculty Interest -Innovation -Equitable opportunities
Need/gaps:	Better data tool tracker.

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: To describe the main goals and objectives for the program. *Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.*

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Goal 1:	N/A
Results:	

Goal 2:	N/A
Results:	

Goal 3:	N/A
Results:	

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	Our <i>Job Readiness Training Academy</i> program. Students who complete a total of 12 career workshops will earn a certificate of attendance signed by the career services supervisor and dean of counseling services. Some of the soft-skill workshops include: Customer Service, FERPA/Sexual Harassment in the Workplace, Building a Resume, Creating an Elevator Pitch, Time/Stress Management, Effective Communication, Preparing for Interviews and others.
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6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:	On-campus employer recruitment. Students are unaware when employers will be on campus, because they are still learning about our services. We are more intentional and selective about which employers we want to invite to table and recruit on campus. We are also working carefully to build awareness and using social media platforms such as Facebook to inform and better prepare students.
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PURPOSE OF SECTION 6.4 – 6.10: The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:
Additional Peer Advisors	Work with CalWORKs and Financial Aid to identify Federal Work-Study students.

Career/Internship Coordinator	Assist students with career paid internship opportunities and career readiness.
Interim Job Placement Coordinator	Assist students with job placement and employer engagement opportunities.
Career Counselor(s)	Assist in the development of workshop content and delivery. Post-workshop follow-up appointments Career assessment interpretation

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

Comments:	Career Services seeks to respond to efforts to integrate <i>Strong Workforce Initiative, Guided Pathways, SSSP, and the recently introduced SEA.</i>
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GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	Work with an internal review team to collaborate on the findings and recommendations.
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6.7 Describe your goals for the next three-year cycle.

Refer to "SMART" Goal standards and Grossmont's strategic plan.

Smart Goals: Specific – Measurable – Achievable – Relevant – Time-Bound
Strategic Plan (see Section 2 for brief summary)

Alignment w/ GC Strategic Plan Check all that apply <input type="checkbox"/> Outreach <input type="checkbox"/> Engagement <input type="checkbox"/> Retention	Goal #1:	Implement exploratory and major-specific workshops
	Description:	Partner with instruction and counseling to develop workshop series to guide students through exploration of career and major options. The intention is to assist students in making "informed choices" by highlighting the linkage between career options and choice of major, and improve course success by providing course sequencing recommendation and success strategies.
	Linkage to dept or GC SSO:	<i>Students participating in career and major exploration workshops will be more informed about the breadth of options within various fields of study, and will be better able to make choices about their educational goals and coursework.</i>
Problem or gap being addressed:		Many students are unaware of options or have limited understanding of their choice of major and how it relates to future career options.
What will be improved as a result?		Providing information early-on in a student's path will promote more intentional choices, foster motivation and focus, increase course success, and reduce excess units.
How will it be measured?		Short-term: workshop surveys Long-term: course success by semester, retention, # overall units, and certificate/degree completion rates
How will it reflect and contribute to Institutional Capacity?		<i>Guided Pathways:</i> This goal aligns with efforts to "Promote" and "Clarify the Path" to completion. <i>Strong Workforce:</i> This goal aligns with the "Career First" perspective, which suggests that students' exploration of future career goals strengthens the education planning process.

Alignment w/ GC Strategic Plan Check all that apply <input type="checkbox"/> Outreach <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	Goal #2: Increase numbers of students participating in Career, Interest, and Personality Assessments
	Description: Create “Career Assessment Guide” to promote participation in career and personality assessments. Work with counselors and instructors to inform and refer students. Provide <i>Strong Interest Inventory</i> free-of-charge to workshop participants. Offer follow-up appointments for assessment interpretation. Promote equity and access by offering 1-2 assessments in multiple languages.
	Linkage to dept or GC SSO: <i>Career Services will provide resources to assist students in identifying potential careers and majors</i>
Problem or gap being addressed:	Students have little information upon which to base their choice of major; as a result, they feel less motivated and directed and are more likely to drop-out, change majors, and/or accumulate excess units.
What will be improved as a result?	Students who participate in career assessments will be better able to identify career options and related majors, and therefore will be more likely to enroll in relevant courses and complete their educational goals.
How will it be measured?	Short-term: survey Long-term: success and completion rates of students who participate in workshops, career assessments, and follow-up appointments
How will it reflect and contribute to Institutional Capacity?	<i>Guided Pathways:</i> This goal aligns with and supports college-wide efforts to “Promote” and “Clarify the Path” to completion. <i>Strong Workforce:</i> This goal aligns with and supports the “Career First” perspective, which suggests that students’ exploration of future career goals strengthens the education planning process.

Alignment w/ GC Strategic Plan Check all that apply <input checked="" type="checkbox"/> Outreach <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Retention	Goal #3: Increase employer partnerships by 10%
	Description: Increase number of employers participating in Career Expo, hiring events, employer mixers, and on-campus employer recruitments; explore additional partnerships for community service and volunteer opportunities.
	Linkage to dept or GC SSO: <i>Career Services will provide students with opportunities to engage with prospective employers</i>
Problem or gap being addressed:	Lack of awareness regarding career options and limited understanding of the linkage between future careers and choice of major. Financial strain - low income or unemployment (students need jobs)
What will be improved as a result?	Experience with employers will provide an opportunity for students to demonstrate career preparation skills, and will provide insight into various career fields to reinforce or challenge students’ decision to pursue them.
How will it be measured?	Number of partnerships
How will it reflect and contribute to Institutional Capacity?	<i>Guided Pathways-</i> “Clarify the Path”: Exposure to and interaction with career professionals will strengthen students’ choice of educational goal. “Stay on the Path”: Engagement with employers will increase motivation toward completion; and employment while in school will promote financial stability to support retention. <i>Strong Workforce:</i> Aligns with and supports goals for career and employment preparation and job placement.

6.8 Please answer the following question related to **Student Equity** and your department’s efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

Comments:	More class presentations, marketing materials, campus engagement, flyers/brochures and other material translated in multiple languages. Provide career assessments in multiple languages.
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CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.11) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
Counseling Division	(I) Counseling and Career Services Taskforce – integration of career and major exploration into the education planning process.	Students more informed about options, directed toward goals, increased motivation to complete, fewer excess units.
Instructional departments	(I) Classroom presentations to increase utilization of career services (I) Collaboration to highlight majors and increase “Day in the Life” opportunities	Students aware of resources. Students more informed about options, directed toward goals, increased motivation to complete, fewer excess units.
CTE/Workforce Development	(I) Development of innovative career and workforce opportunities to further engage students, employers and faculty	Exposure to career field will increase relevance of coursework, enhance learning, and improve retention.

6.10 If there are any other measures or considerations you would like to include regarding your program’s vitality, please explain.

Comments:	No.
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SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1 For reference, please copy and paste staffing summary from Section 1.7

Position	Name	FTE
Career Services Supervisor	Renee Nasori	1.0 FTE
Student Services Specialist	Pamela Benge	1.0 FTE
Career Counselor	Karl Cameron	P/T
Career/Internship Coordinator (Grant-funded)	Erica Olmos	1.0 FTE
Interim Job Placement Coordinator (Grant-funded)	Angela Tilley	1.0 FTE
Hourly and Federal Work-Study Student Workers (10-12)	Peer Advisors	

7.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	These positions support the breadth of offerings sponsored by the Career Center - from career exploration to career placement.
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7.3 Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments:	The levels of staffing is not adequate. Our only career counselor is part-time (twice per week). Students would benefit from a qualified full-time career counselor. Workforce coordinators are grant funded, we need to sustain these positions over time.
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PURPOSE OF SECTION 7.4 – 7.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

7.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	<ul style="list-style-type: none"> -Career Center (workshops presentation area) -Classrooms -Griffin Gate -Community events and organizations -Conference rooms
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7.5 Are the spaces listed in 7.4 adequate to meet the program’s educational objectives? Yes **No X**

- If you checked ‘Yes’, please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘No’, please describe the current use of facilities and your department’s efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department’s ability to adequately meet its educational objectives.

Yes:	
No:	We have space limitations for our career presentation/facilitation area. We need to re-structure our cubical and presentation space in order to accommodate increased student participation.

7.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	Surveyed students and scheduled and coordinated career workshops on Friday, when most students are not in classes. Also scheduled other presentations such as <i>Day in the Life</i> professional presentations around lunch time, when most students would be available to engage voluntarily in these activities.
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PURPOSE OF SECTION 7.7: Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).

7.7 Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe how this resource will help achieve the goal(s). Please be specific.
P	Goal: <i>Increase participation in Career Assessments</i> Need = Personnel: Trained counselors	After a student has completed a career assessment, the results need to be interpreted by a trained counselor. Therefore, an increase in career assessments will require additional staffing.
PH	Goal: <i>Implement workshops</i> Need = Physical: Reconfigure the presentation space	Reconfiguring the space will allow for more students to participate in each workshop session, thus increasing the efficiency of the space.

*Type:

P = Personnel: list faculty and staff in order of priority

T = Technology

PH = Physical: list facility resources needed for safe and appropriate delivery of services

PD = Professional Development: list need for professional development resources in priority order

O = Other: list any other needed resources in priority order

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	
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PURPOSE OF 7.9: The committee is looking to recognize department/program efforts for outside funding.

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	
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SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.
2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	Allow for more time to complete sections, receive feedback before moving on to another section of the program review.
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Appendices

Use this section to include the following, as appropriate:

Definition of terms

Data tables

Program regulations

Publications

Event flyers