Golden West College
NON-INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Department Name: Career Center

Department Contact Information:

Division/Department Manager	Phone #	Office Location	E-mail Address
Counseling, Robyn Brammer	**x55029**	**ADMIN**	**rbrammer**

Department Coordinator	Phone #	Office Location	E-mail Address
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<div align="center">**NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT**</div>

PROGRAM INFORMATION:

Assume the reader doesn't know anything about your program/department. Briefly describe your department and how your department supports one or more of Golden West College's mission and goals. **This description will likely be used on your department's website**.

The Golden West College Career Center is designed to serve the career exploration, development, and career planning of students. The center assists students to identify their interests and personality in making career choices. Students are able to obtain labor market information and job trends for hundreds of careers/occupational titles, and through interactive workshops with professionals in the field. Resume Writing assistance is offered through resume writing templates, on a one-on-one individual basis, or in workshop format. Employment options are available via job boards and online job search programs, and interviewing techniques are provided on a one-on-one basis with those needing assistance. All services in the Career Center are free and available to the public.

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Career Center primarily serves the Counseling Department instructional programs via the Career Planning coursework. Beyond the counseling programs, direct services are provided regularly to CTE, Business, and other academic programs on campus. The Career Center serves all students on campus, and provides a venue for student success via exploration of career development and confirmation of a student's career goals.

College goals (check all that apply):
- ☐ Institutional Mission & Effectiveness
- ☐ Instructional Programs
- ☒ Student Support Services
- ☐ Library and Learning Support Services
- ☒ Student Engagement
- ☒ Student Equity
- ☐ Human Resources
- ☐ Facilities & Campus Environment
- ☐ Technology
- ☐ Fiscal Resources
- ☐ Planning Processes
- ☐ District Collaboration
- ☐ Community Relations
- ☐ Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program/department by the state, federal regulations, or other external accrediting bodies (If applicable).

No external requirements.

REVIEW OF LAST CYCLE PROGRAM REVIEW
Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program/department achieved. (2 pg limit) Link to Previous Program Review Reports

Initial goals of the last review cycle were to assess the overall of the Career Center program, support CTE programs, and maintain up-to-date resources. In order to assess the Career Center programs, surveys were distributed to those using services and while many indicated the services were high quality and students were satisfied, there was also a list of programs that were lacking in a Career Center. Prior survey results indicated students felt the Resume Writing, Eureka programs, career-focused books (career library) and the use of computers were most helpful. Lacking and programs that students requested were employment opportunities/job placement, information on career fairs, and a book loan process (check-out/take home). While the staff felt that the employment opportunities was an important need, staffing limited the options in this area. The full-service Employment Services program closed in 2010, and with that was the loss of 3 positions including a job developer and intern program (Co-operative Work Experience).

In the absence of a full-service job development center, a job board was created with local positions in the community, and online services such as College Central were incorporated. This seems to support the local community and allows for students to explore several positions. What is lacking is the human interaction to help matching a student to a best fit position. Additional trained staff in job placement techniques would need to be hired for this to occur.

Support for CTE programs was expanded by offering workshops on Soft Skills and job search skills to students. In-class presentations were offered to CTE programs on job searching techniques, and direct services to programs such as Cosmetology, Esthetician, and Automotive Technology programs were provided. Direct services included resume writing assistance for each student in the program, interviewing techniques, and job search options directly in the Career Center.

While the Career Center also had goals to update technology and incorporate new online resources, only the resources were expanded. New programs for exploring careers and competing personal assessments were purchased. Some of the new online programs included the College Central Network subscription, Kuder Journey, and Perfect Interview.

Limited funding options prohibited the upgrade of the 13 computer stations in the center. These computers are vital to the online exploration and development of personal resumes. The computers were finally upgraded in Fall 2015, however, problems still persist with the new drives. These computers are also shared with the Transfer Center, so use is limited during peak

transfer application dates (August – November, January, April). Finally, the limited number of computers hinders classroom instruction projects as most courses have between 32-54 students. The limited number of computers means that staff must provide the online instructions and assist students multiple times (groups of 13). These computers are non-functional most of the time; request to technology support is a weekly task. The computers would reboot on their own and if a student is working on an application, resume, taking an assessment or class assignment, their hard work would not be saved and they would have to redo everything. Simple things like ordering transcripts cannot be completed on these computers.

Finally, recommendations in the last program review were to incorporate a dedicated Career Counselor to the center to assist students with career exploration and interpretation of Career Inventories. Due to hiring restrictions, this was not completed. During the Fall 2015 term, a part-time career counselor was hired using Equity funding, and counseling continued during the Spring 2016 term. This is a very popular feature and has led to not only an increase in the number of students utilizing the Myers-Briggs and Strong Interest Inventory (online inventories to clarify career matches), and the counseling interpretations has led to increased student clarification on career and educational goals. To date, 412 students have been served with career inventories, and 298 students with Career Counseling services. This not only meets the goals of Equity, but SSSP guidelines for direct services to at-risk/ undecided students.

SWOT ANALYSIS

Strengths:
- *What does your program/department do well?*
- *What do you believe your students, potential employers, or transfer institutions see as your program's/department's strengths?*

- Career Center provides a wide array of services and programs despite limited staffing.
- Introduced and implemented an online job board system (www.collegecentral.com/gwc) in order to continue to offer some service to GWC students, alumni and employers. Employers are able to post jobs and internships for free.
- The co-location of the Career Center with the Transfer Center has proven to be significant and many students who have both transfer and career needs have access to both programs simultaneously. Career Center computers are available for career exploration, job search and other activities which often lead students to establishing long term transfer goals or visa-versa.
- Continuous career-related workshops offered every semester sing professionals in the field. Directed workshops provided to academic programs (Psychology) demonstrating multiple career options for degree programs.
- Personalized job preparation for students including assistance with resume writing, cover letters, and mock interviews.
- Career Center tours and orientations for student in academic courses and programs. In addition, the Career Center has accommodated evening classes by remaining open after operating hours.

- Resource library and materials have been updated. Continued refinement of hard-bound resources continues.

Weaknesses:
- *In what areas does your program/department need to improve?*
- *What are your program's/department's immediate needs?*
- *What limitations or barriers is your program experiencing?*

- Lack of adherence to national and/or regional standards for career centers and career counseling.
- Expansion of or adding services with limited staffing
  o Evening hours are not available.
- Direct Career Counseling to students. Currently limited to part-time hours funded with Student Equity funding.
- Funding restrictions.
  o Majority of budget for center is used for online programs for students. Creates limited funding source for promotional materials, publications, and expanded hours / services to students and programs.
- Lack of Career Inventory training for general counselors
  o Individual training and certification can be costly (approx. $2400/person) and professional development funds for individual faculty members annual use (funded by the college) are not sufficient to cover individual costs.

Opportunities
- *What opportunities exist for your program/department?*
- *What opportunities exist that may allow your program/department to expand/improve on efficiency?*
- *What external funding opportunities are available for your program/department? (If applicable)*
- *What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?*
- Review and implement standards of practice using either Council for the Advancement of Standards in Higher Education (CAS), National Career Development Association (NCDA) or National Association of Colleges and Employers (NACE) guidelines.
- Continue to explore opportunities for graduate level internships with local colleges and universities Master in Counseling programs.
- Expansion of services including continued Job / Career fairs.
- Community outreach, building of employer relationships.
- Long-term use of Myers-Briggs Type Inventory and Strong Interest Inventories for students. Currently purchased using Equity funding. Long term funding for this service must be secured to continue to offer this service.
- Group training and certification of Myers-Briggs Type Inventory and Strong Interest Inventory for Counseling faculty.
  o Would expand number of counselors able to provide direct career counseling, and impact general counseling functions overall.
- Directed Career Counseling

o   May use designated hours from Counseling faculty.

Threats/Challenges
- *What challenges exist for your program/department?*
- *What budgetary constraints is your program/department facing?*
- *Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.*

- Budget constraints limit services as Career Center services do not fall under new SSSP guidelines. This creates limited incentive to fund the center, as direct outcomes cannot be readily measured and coded to generate funding under new SSSP sources.
- Limited budget also limits evening hours to students. Currently evening hours are limited and covered with federal work-study students who do not possess the knowledge or competency to adequately serve students' needs.

PROGRAM DATA AND ANALYSIS

Measures of Scope of Program (Who does your department serve? How many do you serve?)

☒ Student   Number of Students Served: approximately 1200 + per year
☒ Faculty   Number of Faculty Served: 27
☒ Staff   Number of Staff Served: 5
☒ Managers   Number of Managers Served: 1

Click here to enter text.

Measures of Effectiveness/Customer Satisfaction?
- *What type of data did you use to measure customer satisfaction? Provide your analysis of the data.*

Surveys were created to assess the level of satisfaction with Career Center services. Based on the results of the surveys, there were a substantial number of students who were not aware of the career-related resources to help them with their career exploration. In addition, many did not know how to obtain specific occupational information such as job outlook growth, annual average wages, and necessary skills. After an orientation was given, the majority of students learned of the various career-related resources to help them explore career options and obtain specific occupational information.

Additional surveys were given to determine the level of satisfaction with services provided. The overwhelming majority of students were extremely satisfied with services, however, they expressed interest in services not currently provided, including job placement.

- *What type of data did you use to measure departmental accomplishments? Provide your analysis of the data*

Departmental accomplishments were established via Service Area Outcomes. To start, a baseline number of students that use the Career Center was established in Fall 2015, and it was determined that only 517 students walked into the center on their own seeking service. The majority of those were seeking career advice, and career counseling. The number of students seeking services and demand for resources is lower than expected. The results of the student requests indicate that focus on career assessments and counseling will need to be increased, as this is the greatest request for services. Additionally, increasing areas that are critically low, such as interviewing and resume assistance will need to occur.

To immediately serve the needs of career assessments and counseling, a proposal was successfully submitted to utilize Student Equity funding to purchase the formal Myers-Briggs and Strong Interest Inventories. As well, a part-time counselor was hired to provide interpretation and clarification of the results, and develop a Student Educational Plan for students. As a result, approximately students have had career interpretations completed in Spring 2016.

Current staffing levels may not sufficient to meet the increased student demand. An evaluation of services and allocation of resources will take place in Spring to focus activities where students are expressing the most interest (career exploration/research/advice) and possibly designate workshops once a semester for other activities that are not as in-demand.

Measures of Efficiency/Productivity
- What type of data did you use to measure improvements in efficiency and productivity? Focus on:
  - Time
  - Personnel
  - Other Resources

Measures of efficiency and productivity were measured using only observation of staff time spent on task. Due to limited staffing in the office and a reliance on hourly-160 staffing, efficiency and productivity have been lacking. Since the hiring of a full time staff member, a noticeable increase in the number of students utilizing services has occurred.

A review of electronic resources, and expenditures on career databases, print resources, and other investments did not occur, but will be implemented in the near future.

Review of Budget/Expenditures
Provide a breakdown of your allocated budget and actual expenditures
(Please summarize here and provide excel spreadsheet of your budget as an attachment).
Overwhelming majority of budget for the Career Center is spent on software licensing fees. Access to the most critical programs (software and subscriptions) used by students can total over 12,000 annually. A total operating budget of $15,000 is not sufficient to provide additional membership in professional associations, fund conferences and training, or expand center resources available to students.

PROGRAM PLANNING

Based on your analysis of previous program review and current data/information:

What does your program want to accomplish in the next three years?
Expansion of the Career Fair, work on recruitment and promotional efforts. Expand and build employer relationships, outreach to professionals in the field and the community. Identify funding sources (Equity fund, SSSP, e.g.) and secure funding to provide professional development opportunities for Full Time Counseling faculty to be trained on career development tools including MBTI certification and STRONG interpretation. Advertise and Promote career exploration services including career assessments/interpretations as well as Counseling 104 courses during Freshman Priority Registration (FPR) to provide more support to incoming Freshmen who have not identified a Major or Career Goal. Create campus-wide fairs based on Major: Social Sciences Day, STEM day, Arts/Humanities day.

- *What areas does your program plan to improve?*
Collaborate with COLL G090, COLL G100, COUN G100, COUN G104, and COUN G199 to increase the center's usage. Outreach to community and public to increase Career Fair attendance, focusing on STEM majors.
Evaluate, update, and purchase new software and books for student use, in order to have the most up-to-date resources. Allow students to check-out books
Adhere to national standards of practice and training for employees and counseling services provided to students.

- *What specific actions will you take to improve upon those areas?*
Work with counseling faculty to incorporate career services /career assessments/ interpretations to their curriculum.
Evaluate all resources in the center, to keep track of student use, unpopular or low usage will be discontinued.
On-going evaluation and research new resources to purchase for student, classes, and faculty. Research different systems on the best practices for book rental.
Evaluate systems of standards and implement either CAS or NACE standards, and rewrite department mission and practices to comply with acceptable standards of practice.

- *How will you assess whether your program has accomplished those goals?*
Report on how many classes and students visit the center, complete surveys after every visit to measure the effectiveness of career resources.
Report number of students who take career assessments as a result of Counselor referral or through Counseling 104, as well as those who follow up with career interpretations.
Report on number of those that lead to Abbreviated or updated Educational Plans.
Collect numbers of use for all resources, determine at the end of the fiscal year on what to keep and discontinue
Publication of standards and new mission. Training and workshops for staff and counseling faculty.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. [Link to resource request form.](#)

- Staffing
  Dedicated counseling services in the Career Center and additional staff member to be shared with Transfer Center. This would allow to continue services to evening students, who are often in need of Career Counseling and exploration but do not have access to center due to limited staffing.
  Counseling could come from collaboration with General Counseling to make sure that full-time counselors with the content knowledge and certification have hours assigned to the Career Center. This would ensure that students were able to gain on-demand and/or follow-up services (interpretation of career inventories) without being bounced from office to office.
- Facilities
  Facilities are limited due to space configurations. Movement to the new Student Services center may present unknown opportunities and/or challenges once completed.
- Technology
  Immediate upgrade of technology and computers in the center is vital. The overwhelming majority of the services for the Career Center are online, and without reliable computers and hardware, the students become frustrated and often leave without completing their exploration process. Worse, difficulty with the technology leads to students passing on this information to other students, creating a negative perception of the center overall.
- Equipment
  Funding in this area is difficult as area is determined to be a "lab" and has not been high use in the past. Funding for staff area computers is not available.
- Funding for Professional Development
  Continued and sustained funding for professional development and certification by CPP or GS Consultants for all counselors and Career Center staff is necessary to providing the most comprehensive and beneficial service to students. Individual professional development funding is not sufficient to cover the costs of this certification and group certification/training is a one-time investment that will bring all counselors up to current standards with testing and interpretations, and increase counseling content competency in counseling coursework, and general counseling sessions overall.

  As well as individual professional development, center professional standards must be implemented and membership in a formal professional standards and development association should be explored.

Program Updates Checklist

(X) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
(X) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report
necessary changes to the Director of Personnel

Program Manager and VP Review
**Complete this section after reviewing all program review information provided. Mgr and VP are
to separately indicate the level of concern for the program that exists regarding the following
Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2.**
(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)
Mgr/VP
(0) (0) a. Significant declines in the quantity and/or quality of services from over multiple years

(0) (0) b. Precipitous decline in participation in the program

(0) (0) c. Significant change in facility and/or availability and cost of required or necessary
equipment

(1) (0) d. Scarcity of qualified faculty, staff, or management

(0) (0) e. Incongruence of program mission with current college mission and goals, or state
mandates, etc

(0) (0) f. Budgetary issues that warrant significant change in services provided

(0) (0) g. Negative impact on other programs caused by the organization or management of this
            program

(2) (2) h. Other _Significant increase in demand for services to fully implement programs and services to
students. Need for additional staffing and dedicated counseling in center.

Signatures, Individual Comments

Department Head: Yvonne V. Portillo   Date: 05/02/2016
Comments: The results of my sabbatical research on this topic will be available in June. We will be
adding to the details of this program at that time.

Dean: Robyn Brammer   Date: 05/02/2016
Comments: The Career Center has performed well with the minimal resources provided to it. We
are looking forward increasing the employment services component and working with others to
create systematic internships.

Vice President: Date:

Comments:

(X) No further review necessary

( ) We recommend this program for Program Vitality Review
Justification:

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program.

(mark (X) as a signature and type names)
( )
( )
( )
( )