

2019-20 Career Services Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The Center's main area of concentration has been to assist students in identifying their career goals, research available career pathways, and provide guidance and information regarding specific academic preparation needed to fulfill their individual career plans. Individual or group career counseling offerings encompass the major emphasis of the delivery of services in addition to an array of activities that foster career exploration and exposure to the workforce. Career events are sponsored throughout the year and include: Career Fair, Get Work Wednesdays, Make a Difference Monday, Meet Your Major Fair and workshops such as Resume/Cover Letter, Internship, Interviewing and LinkedIn Workshops. Students are afforded the opportunity to meet with local business leaders through Employer Panel Presentations and Career Fairs. The Center functions as a clearing house of information for career exploration, job search, assessments, research, labor market trends, computerized career information systems, full time and part time job listings provided via skyline jobs online and hard copy job announcements.

Alignment with College Mission:

Through the Career Center's diverse services we are able to provide the necessary access points, resources, and programs that contribute to empowering and transforming a global community of learners.

Alignment with Specific College Goals:

- Fulfill the college's role as a leading academic and cultural center for the community.
- Play a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations.

Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Career Services Center Director: Chad Thompson

Career Counselor and Lead Faculty: Lavinia Zanassi

Program Services Coordinator: Michele Haggar

Career Resources Counseling Aide: Jose Milan

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Progress on Previously Established Objectives:

Goal 1: Meeting increased counseling requests Career Services Center uses the number of assessments (SII, MBTI) completed to determine an increase in a student's self-awareness and knowledge of various career pathways. The results from this previously established program objective indicates that there was an incremental increase in the number of students completing MBTI and SII assessments in comparison to the previous fiscal year. The act of taking these assessments and/or meeting with a career counselor directly impacts the students' self-awareness, academic focus and knowledge of career pathways. Additionally, the number of assessments and interpretations increased because the Center had more counseling hours and faculty to interpret assessments, counter to the previous fiscal year when budget restrictions limited Career Services Center counseling hours and faculty.

Goal 2: Awareness and Perception of Career Services In the FY 2016/ 2017 due to an increased number of Student Assistants, a full time Program Services Coordinator, and the implementation of new data tracking systems the Center saw an increase in the number of students served. More specifically the Center started tracking students who received support for specific services such as job search, resume writing, and interview preparation.

Goal 3: Outreach As a result of our CPR, data indicated that the Center was under-serving female students. To address this data point, the Center outreached and made dedicated efforts to work in collaboration with programs that serve women, for example the Women's Leadership Academy and the Cosmetology department (which serves a high percentage of women). We were able to conduct both resume and interview preparation workshops to women in both these programs over the last year.

Goal 4: Data Tracking

Over the past 6 years, the Center has seen a constant shift in both faculty and classified staffing, which has resulted in challenges in ensuring consistent data collection. At this time we have now implemented new strategies for collecting and assessing data to help us determine the success and effectiveness of the Center. By utilizing Google Drive and Excel, we have been able to track more accurately the impact our services, employer engagement, and programs have on student success.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

During this fiscal year the Career Services Center saw an increase in counseling faculty and after a three month absence of a PSC from October 2016- January of 2017, the center acquired a new Program Services Coordinator in February 2017. The increase in staff and faculty allowed for more counseling appointments, workshops, and the center's ability to serve walk-in students. For example, in 2016/2017 FY the Center served 1,486 students, whereas in 2017/2018 FY the Center served 1,772 students.

For the 2017/2018 FY, Skyline College's Capital Improvements Construction Projects will be impacting the Career Services Center significantly. Due to the projects, the Center will be relocated to Pacific Heights, the designated swing space for the duration of approximately 4 years. It should be noted that this location is off from the main campus and foot traffic. As a result of this relocation we anticipate it will considerably impact foot traffic and visibility decreasing awareness of the Center.

In Spring 2018 two adjunct career counselors were no longer on staff in the Center leaving only one full-time career counselor to serve students. The Center received approval to hire a new career counselor, however due to unforeseen budget restrictions, the Center did not hire the career counselor. Additionally, these same budget circumstances in FY 2017/2018 will lead to the Center's inability to hire student assistants for FY 2018/2019. As a result we anticipate that these changes will negatively impact outreach, the number of students served in the Center, and significantly decrease career counseling appointments.

The college's efforts to launch Meta Majors and Guided Pathways in fall 2018, which will include the addition of MyMajors assessment and the Explorers program, will require the Center to serve a higher number of students than in previous years. Due to the aforementioned changes in staffing, the center may find it challenging to meet the influx of students requiring career counseling, major and career exploration, and job readiness support.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

In FY 2015/2016 when student surveys completed before career assessment were compared to student surveys completed after career assessment, the data showed a significant increase in several important areas. Students reported an increase in confidence and competence levels regarding career and self-awareness, academic decision-making, and recognition of occupational choices. Before the career assessment, only 34% of students self-reported their ability to identify these characteristics as “Very good” to “Excellent”, whereas in post-assessment this increased to 84% of students. This trend has remained consistent in FY 2016/ 2017 and so far in FY 2017/2018.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (Analysis: Student Learning Outcomes (SLOs and PSLOs))

In FY 2016/2017 the PSLO was successfully met. The PSLO states “students who utilize career assessments (SII, MBTI) will gain a greater self-awareness and focus leading to an increased knowledge of various career pathways.” Data in TracDat reflected an increase from FY 2015/2016 to FY 2016/2017 in the number of students completing career assessments. The act of taking these assessments and/or meeting with a career counselor directly impacts the students’ self-awareness, academic focus and knowledge of career pathways. Data for the FY 2017/2018 is still in progress and will be included at the end of Spring 2018.

In FY 2017/2018, it was determined to more accurately assess the Center’s success in serving students, the PSLO required further modification. Due to this change, data is still currently being collected and evaluated, and will be reported at the end of this academic year.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The Center observed both success in various service areas, while also noting that the Center's PSLOs required further modification to more accurately assess effectiveness of services. The previous PSLO did not allow us to examine efficiently how our services were impacting students. In modifying our PSLOs the intent is to assess how accessing Career Services will impact a student's potential to find employment and ability to identify potential careers and related majors. Additionally, it will allow the Center to examine demographically who we are serving in comparison to the general college student population.

The college's effort to launch Meta Majors and Guided Pathways in Fall 2018, the relocation of the Center, and the restricted budget will considerably impact the objectives of Career Services. Because Career Services is a critical aspect of the Meta Majors and Guided Pathways redesign the Center anticipates serving an increased number of students seeking career and major declaration support. However, the budget restrictions will result in the reduction in faculty and staffing and will hinder the Center's ability to serve the increase in students requiring services. The relocation will impact campus awareness of the Center by reducing our visibility and ease of access to our in-center services as we will no longer be in the line of sight with other student service programs within the main campus. It will also alter the way in which services are delivered due to the quality of smart classroom/ Center technology and space.

These changes in environment will require major marketing efforts such a significant increase in the amount of signage around campus. Additionally, outreach efforts must be expanded, planned and coordinated more frequently to ensure we remain visible on campus.

The College's efforts to deliberately provide guidance for students to declare a major through the implementation of MyMajors assessment and the Explorers program will require the Center to have additional counseling faculty.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

1) What are the findings and/or conclusions drawn?

For FY 2016/2017 the PSLO identified that students who utilize career assessments (SII, MBTI) will gain a greater self-awareness and focus leading to an increased knowledge of various career pathways. The act of taking these assessments and/or meeting with a career counselor directly impacts the students' self-awareness, academic focus and knowledge of career pathways. Based on this outcome the Center determined that this PSLO maps to Critical thinking- Logical thinking; Information literacy- Evaluation of sources; Life-long learning- Identifying personal needs.

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

(Reflection: ISLOs)

After CPR in Spring 2017, it was determined to more accurately assess the Center's success in serving students, the PSLO were modified to include three as listed below:

PSLO 1: Students who access Career Services will learn techniques to improve their potential to find employment. This PSLO is employability and internship focused, which aligns with the ISLOs of Critical thinking-support of claims and logical thinking; Effective communication- comprehension, speaking and writing, shared meaning, and group social skills; Life-long learning-personal responsibility, resilience, life-long learning.

PSLO 2: Students who take career assessments and review the results with a career faculty will be able to identify potential careers and related majors This PSLO is focused on the student's ability to identify majors and careers, specifically it is meta-major focused, which aligns with the ISLOs of Critical thinking- support for claims, cognizant of bias, and logical thinking; Effective communication- comprehension and shared meaning; Information literacy- location of information and evaluation of sources; Life-long wellness- personal responsibility and life-long learning.

PSLO 3: Students will have access to Career Services Resources. This PSLO is focused on access and equity, specifically, how we are we meeting the needs of all students. The goal is that this data will tell us who we are serving and what, if



any, changes we need to make to outreach to ensure we are closing the gap.
This PSLO maps to the ISLO of Life Long Wellness- life-long learning.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

In our Spring 2017 CPR we identified that the Center would focus on addressing the campus perception of the center through outreach, that we would improve data tracking systems to assist in assessment of services, and increase the number of career counseling appointments to meet the need for intentional career and major exploration.

During the FY 2016/2017 the Center...

- Increased outreach efforts by hiring additional Student Assistants to increase student engagement with the center and will continue to do so
- Modified data collection strategies by utilizing Google Drive and Excel to track more accurately the impact of our services, employer engagement, and programs have on student success and we will continue to do this moving forward
- Added two adjunct career counselors

Looking forward, the Action Plan identified in FY 2016/2017 was modified to address the following:

- The relocation of the center to the temporary swing space will require major marketing efforts including significant increase in the amount of signage around campus. Additionally, outreach efforts must be expanded, planned and coordinated more frequently to ensure we remain visible on campus. This action links to the institution's goal in providing the community with an academic / cultural center, plays a role in preparing the region's workforce and expanding networks and partnerships with business, and non-profit organizations.
- Due to unforeseen budget restrictions, the Center will not hire a career counselor and will not hire student assistants for Fall 2018.
 - The career counselor would have been able to serve the increased number of students requiring career and major exploration due to

the implementation of MyMajors assessment and Explorers program in Fall 2018.

- The lack of student assistants will negatively impact outreach via support services such as tabling, classroom visits, peer assistance, and basic office work functions.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Objective 1: Meet increased Counseling requests

Narrative: To increase the number of career assessments and career counseling appointments offered in light of the Redesign efforts that will increase the need for more assessments and counselors to interpret these assessments. To achieve both these objectives, additional Career Counselors will need to be hired.

Objective 2:

Title: Awareness and Perception of Career Services

Description: To continue to increase awareness and to clarify career service's responsibilities, so that administrators, faculty, staff and students all have the same understanding of what support services they can expect from Career Services.

Narrative: To increase awareness of the Career Center and its new location a strong marketing campaign will need to be in place. Specifically, additional signage in and around campus, the Center, and within the community will need to be implemented. Additionally, to continue to address the perception of how the Center serves the campus community, we will continue our efforts around in-campus outreach.

Objective 3:

Title: High Quality of Services

Description: To continue to provide high quality of services and spaces for learning and engagement with employers, staff, and counseling faculty.

Narrative: To continue to provide high quality services we will need appropriate and current technology that are found in smart classrooms, fans, air-conditioning

units and appropriate ventilation systems, and adequate safety technology systems.

Objective 4:

Title: Data Tracking

Description: To continue developing and updating data tracking systems for program assessment.

Narrative: To ensure that assessment and data tracking is taking place more frequently we will continue to implement new data collection methods developed over the past year and to we will work closely with PRIE when Career Services staff are requesting statistical reports that allow assessment of recently updated PSLOs.