

Skyline College Career Center Program Review Executive Summary



Short Summary of Findings

The Career Center offers a wide variety of comprehensive services that address the career and economic development needs of our students and community. The Center provides services to students that support the mission of the college in providing student centered education leading to transfer (major exploration and career advancement). The Center is designed to provide career services to all Skyline College students and services an average of over 2,500 students per year. Career counseling workshops and counseling services encompass the greatest concentration of services delivered to students. We utilize proven career assessments and resources that assist students and community members with acquisition of career exploration and job search skills.

The program encourages students to develop a career plan that encompasses short and long term planning in developing career goals and vital job search skills in preparation for employment. The Career Center offers a supportive environment that encourages diversity and the exploration of careers that enhance a student's human and economic potential.

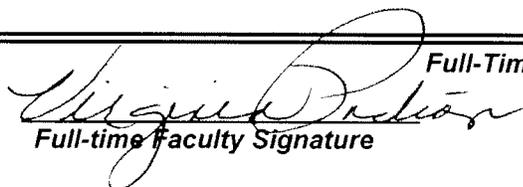
Recent staffing and budgetary restrictions are making it challenging for the Career Center to maintain maximum effectiveness to take on new initiatives.

Three Strengths of the Program

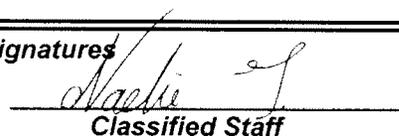
- A diverse, highly trained bilingual Career Development counseling faculty and staff committed to providing comprehensive career services to assist students in defining or redirecting their individual career objectives.
- The Career Center offers a series of workshops and courses in collaboration with the Counseling Division to meet the needs of both the Skyline Student population and the Community at large, with special attention to changes in work force trends.
- Comprehensive resources are available online including an extensive Career Center web page providing students, faculty and the community online career resources, assessments and labor market information.

Three Strengths for Improvement

- Upgrade Career Resources Counseling Aide position in the Career Center.
- Increase collaboration with campus wide vocational advisory boards, and expansion of employer and industry partnerships
- Develop employment services, and expand collaborative connections with Workforce Development to explore internship possibilities and Job Placement services as part of the Career Center delivery of services.


Full-time Faculty Signature

Full-Time Faculty Signatures


Classified Staff

Submitted on: March 31, 2010

SKYLINE COLLEGE
Career Center
PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The Career Center offers a wide variety of comprehensive services that address the career and economic development needs of our students and community. The Center provides services to students that support the mission of the college in providing student centered education leading to transfer (major exploration) and career advancement.

The Center offers direct career counseling services that support the career development process. Our career assessment workshops and career counseling sessions encompass the greatest concentration of services delivered to students. We utilize proven career assessments and resources that assist students and community members with career exploration and job search skills.

The program encourages students to develop a career plan that encompasses short and long term planning in developing career goals and vital job search skills in preparation for employment. The Career Center offers a supportive environment that encourages diversity and the exploration of careers that enhance a student's human and economic potential.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Career center functions as a clearing house of career resources for the institution at large and surrounding community offering career research tools, computerized career information systems, labor market trends, online career assessments, focus groups and workshops coupled with group and individualized career counseling sessions.

Strong collaborations exist with instructional faculty supporting group career assessment workshops that are conducted in various disciplines and in the counseling 100 courses.

Career counselors in collaboration with instructional faculty introduce students to a variety of career resources and services including Career Action Orientation sessions, focus groups, and networking sessions that have strengthened the awareness and targeted the infusion of career services early on at the beginning of the student's educational pursuits. Career Center workshops are available to all faculty upon request. These pro-active collaborations with instructional faculty have enhanced the student's awareness of existing career services and assistance in exploring majors and academic programs as part of the first year experience.

In addition, the development of a career exploration component within the Career 410 Orientation courses also enhances a students' knowledge of available Career and Transfer services at the start of their educational pursuits at Skyline College.

The Career Network Night provides students with a forum for career information, exploration, dialogue and personal interaction with numerous career professionals including Skyline Alumni representing various career clusters such as: Business/Administration, Arts / Communication, Education/ Human Services, Health/Medicine, Law/Public Service, Technology/Science.

Two Career Fairs offered each year in November and April provide students direct linkages with local employer contacts, available job openings, onsite job applications and networking opportunities. The Career Expo and Holiday Job Fair have had good representation even with the current economic downtrend in employment offerings. The number of companies attending the job fairs reduced from seventy to thirty participating companies with over sixty employment representatives offering part-time and full-time employment opportunities.

The Job Fairs also offer graduating students from Skyline's varied occupational programs an opportunity to canvas and explore available employment options prior to entering the work force. Employers also are afforded the opportunity to recruit from Skyline's diverse and highly trained student pool for their available employment openings. These events are also open to the community at large enhancing Skyline's collaborative efforts with business, industry, labor and public service agencies keeping in sync with the San Mateo Community College mission statement.

3. Explain how this program meets the needs of our diverse community.

The Career Center has collaborated in providing instruction, career orientation and individualized career services for ASTEP, Puente, Hermanos and Hermanas programs, Trio, Kababayan, EOPS, Women in Transition, Workforce Development, and Workability III. Numerous workshops, career counseling and orientation sessions are provided extending career services to these under represented populations as well as ESL students.

Career Network night primarily conducts outreach to include the numerous students enrolled in Skyline's learning communities and underrepresented groups.

4. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The program has conducted a previous Program Review six years ago and the following summary reflects the progress made towards those accomplishments:

- Increased outreach to employers and students of the skylinejobs.com website was conducted to promote usage of the website to Skyline College students and participating employers.
- Conducted workshops to students, faculty and the President's Council on the usage of Simplicity software used for the skylinejobs.com website.
- Completed new career brochure, and resume booklet providing comprehensive resume and cover letter information.
- Expansion of recruitment efforts to our participating employer pool.

- Provided continued training to counselors, interns, Career Center staff and students on the usage of our Career Center webpage and the EUREKA Computerized Guidance Information System.
- Continued training provided to counseling faculty on the administration and interpretations of the MBTI, SDS and the Strong Interest Inventory.
- Reviewed the possibility of developing a one unit on-line Career Development course.
- Provided website updates to the Career Center website.
- Included student registration form on our career website for the Career Network participants.
- Conducted annual Career Expo and Holiday Job Fairs exposing students to available employment opportunities.
- Provided workshops on career assessment interpretations for counseling 100 classes, Trio, Puente and ASTEP learning communities.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

The Career Center maintains an informal network of advisors from business, community, counselors, instructional faculty and administration that are sympathetic to the role and mission of the Center.

3. *Curriculum*

As a program the Career Center does not offer courses however the Career Center does play a significant role in the development of curriculum and workshops to support the Counseling Division classes.

Career 136, Career and Life planning, a .5-1 unit class and Deciding on a Major, Career 655, are currently being reviewed by the Counseling Division, under the Career and personal Development heading.

4. *State how the program has remained current in its area.*

The Career Center Director remains current in their disciplines through attendance in the International Career Conference and attendance at EUREKA Training Seminars in addition to participating in CSU and UC statewide conferences and workshops provided by Counseling Psychologist Press (CPP) which include updates on MBTI and SII Assessments.

The Career Resource Counseling Aide attended several computer classes offered to enhance Banner usage and ongoing maintenance of the center's computer web pages. Additional training on the EUREKA computer Informational System has been provided along with training conducted by the Career Center Coordinator on maintenance and usage of the Center's Skylinejobs.com website. This site is used for posting and retrieving current employment opportunities.

5. *If the student population has changed, state how the program is addressing these changes.*

The Career Center is currently adapting and changing to meet the current needs of the student population and community. Our diverse ethnic and cultural student population dictates a flexible and non-traditional approach towards our continued delivery of services and course offerings. The Career Center’s future delivery of the services will continue to adapt and incorporate innovative approaches in trying to meet the current needs of our unique and diverse student population.

Currently there is a recognizable population of displaced workers and underemployed students that have returned to college for retraining and acquiring work skills for the purpose of enhancing their employability status. The strategic link with the Skyline College SparkPoint Center will provide enhanced services and resources to our existing Career Center to better serve the needs of dislocated workers by providing employment opportunities, financial literacy and coaching services.

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

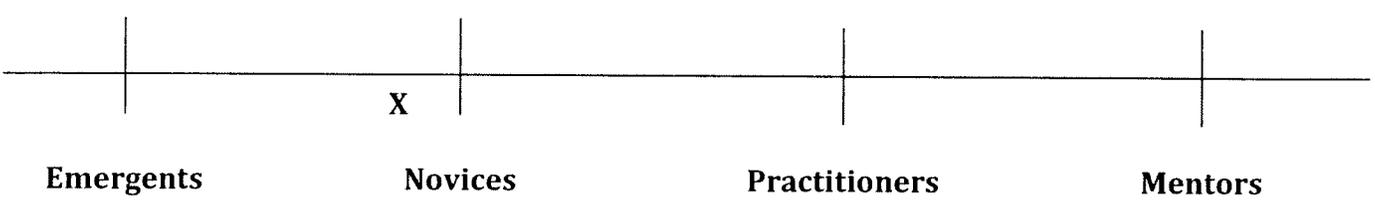
No external accreditation or certification is required.

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

| Emergents | Novices | Practitioners | Mentors |
|--|--|---|--|
| <ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops | <ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment | <ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications | <ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance |

Mark an X on the continuum and briefly comment.



The Career Center finds itself under the beginning novice phase on the continuum. The Career Center Director has completed SLO’s as part of the program review process. Assessment instruments will be developed and completed by Spring 2010. As a member of SLOAC my efforts have been focused on assisting the Counseling Division with completion of SLO’s and assessment plans, in addition to creating SLO’s for career 410 and Career 136.

2. Highlight any major findings and resulting course or program modifications.

Not applicable.

3. *How many program changes have been implemented to improve learning based on the outcomes of the assessment?*

Not Applicable.

5. *What student populations are disproportionately underperforming? Has the department done anything to address these students' needs? If so, what does the department plan to do?*

Not applicable.

6. *What additional resources are needed to implement the plan?*

Not applicable.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

The Career Center Faculty has implemented the following programs and service to meet the needs of our existing student population. The following are some examples of these initiatives:

- Updated a computer data base of employers offering on-going employment services for Skyline students.
- Expanded website for Skyline College students Skylinejobs.com that enables students to post resumes online as well as to explore and respond to possible employment options and available internship listings.
- Continued development and review of a comprehensive Career Center webpage that enables students to take career assessments online
- Updated numerous brochures on resume, interview techniques, and informational interviews.
- Maintained a web based career assessment website enabling students to take the MBTI, Strong Interest Inventory and Self-Directed Search via the web.
- Updated brochure on Career Center Services to reflect current services
- Maintain strong linkages with Walt Disney World Internship Program.
- Completion of the On Course I Training.
- Updated and maintained the following clinical credentials: Forensic Counselor, Clinical Domestic Violence Counselor.
- Participation in Operational and strategic planning sessions regarding the SparkPoint Center.
- Provided on-going career assessment workshops upon request for instructional faculty and counselors.
- Developed training and classroom curriculum for counselors on the presentation and interpretation of the Counseling 100 classes.

- Assisted SLOAC coordinator in various flex activities involving student learning outcomes and assessments.
- Developed a Counseling and Student Survey, pre and post tests and evaluations used in piloting the Career410, College and Career Orientation.
- Updated curriculum for the Career 410 College and Career Orientation course and course modifications.
- Assisted in the development the New Student Orientation Workbook emphasizing the career component of the handbook "Choosing a Major: Exploring your Future."
- Coordinated Career 410 Orientation workshop schedule and counselor assignments.
- Developed first power point presentation for the in-person Orientations.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

Faculty: The Career Center Director participates in training new counselors and current staff on the Eureka Computer Information Guidance System, Career Center webpage resources and career interpretations of the Myers Briggs Type Inventory, Strong Interest Inventory and the Self Directed Search.

Staff: Staff and student assistant meetings are conducted by the Career Center Director on a regular basis. Training on career services, computerized programs, web links and resources are updated periodically throughout the year. Currently we have two interns housed in the Transfer Career Center. Group and individual career intern training sessions are conducted on a weekly basis to introduce interns to the many functions and services in the delivery of career counseling services. Additional collaboration with Transfer Director can prove to be useful in-cross training interns, student assistants and streamlining Transfer and Career Center services.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.

The Career Center services an average 2,500 students per academic year. The Center consists of a Director of Career Center Services, Virginia Padron and an adjunct career counselor, Lavinia Zanassi for a .2FTE. The Center has undergone changes in the reduction of career counseling services when we lost a .6 FTE career counselor Jacqueline Escobar, who has subsequently taken the Director position in The Transfer Center. Presently we are in need of an additional .4 FTE in Career Counseling Services.

Recruitment efforts can be extended to include canvassing current counseling faculty who may be interested in re-training and repositioning their counseling assignment to include career counseling.

The Transfer and Career Center has lost a Program Services Coordinator and is currently supported by a .5 Career Resource Technician. This position is vital to the front-line delivery of services to students as well as offering essential support services to our career and transfer counseling faculty.

The Career Center presently does not offer the full range of employment services to our Skyline student population but hopes to provide these services in the near future by connecting with the SparkPoint Center. The Career Center is currently consulting with Jewish vocational services (JVS) to establish innovative efforts that can provide job Placement services for Skyline College and SparkPoint participants.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Facilities: The Career Center facilities are shared with the Transfer Center. Together they provide a combination of services which promote a holistic and comprehensive career and academic counseling experience. To this end, many of our workshops do include an introduction of both Career and Transfer services. The strategic placement of the Transfer and Career Services at the entrance of the One Stop lend to an increased visibility and usage of Career and Transfer services.

Equipment: The Transfer and Career Center maintains 14 computers for Career and Transfer related research and exploration of computerized guidance programs such as Eureka. Although initially when we moved to the One Stop in 2001, the computers were new but they are now outdated and need to be replaced to keep up with new technology. They consistently malfunction when we conduct workshops and make it difficult for students to access viable information. In addition the computers used by the Career Resource Technician, and the Career and Transfer Director consistently are being repaired and need replacement.

Equipment Maintenance: All equipment in the Transfer and Career Center should be placed on inventory maintenance. An additional printer with larger printing capacity for the entire Transfer and Career Center is needed. We are in need of a scanner for the Career Resources Counseling Aide for the publication of flyers and brochures.

- 2 printers
- Copy machine
- DVD player
- TV
- Video Camera
- Fax machine
- Pinnacle Vent System
- SMART classroom for conducting workshops
- Storage Space

Materials: The majority of our Career Center brochures, services, resources, assessments, job search information, workshops and course offerings are presently on our Career Center webpage. We are in the process of reviewing and updating Career Handouts.

2. *List projected needs.*

In order for the program to offer a complete and comprehensive array of services we would need to include a job placement component which would incorporate internship placements for Skyline students. Additional office space is needed for housing the Job Placement specialist and for conducting job interviews.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

Technology plays a pivotal role in the delivery of state of the art career information and research for our students. A great majority of career services encompasses and is delivered via the internet. With shrinking budgets becoming the sign of the times resources available through the internet provide the most recently updated and current information. Examples that demonstrate this are the Occupational Outlook Handbook and O*Net which are widely used references in Career Centers. Career reference books are costly and become obsolete very quickly.

The support received from our Career Resource Counseling Aide has assisted the Career Center in insuring updated online and technology support for our web based resources and materials. This position also offers direct services to students as students approach the Career and Transfer Center inquiring for research assistance, program information, and appointment scheduling.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Currently the Career Center receives a small amount of donations throughout the year from our industry partners. Our current staff resource limitations, increases in Career Center usage coupled with budgetary constraints present foreseeable challenges to overcome. The Career Center has been fortunate to have increased support from VATEA, BSI/CSI and Workforce Development to assist in enhancing Career Center activities, assessments, and the overall delivery of Career services to the college and community.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

Upgrade of current Resource Technician position to Program Services Coordinator. Provide an additional Office Assistant II position to support increased demand and usage of Transfer/Career Center Services due to the the loss of a .5 Career Resource Technician and 1.0 Program Services Coordinator.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

The Transfer and Career Center work closely to enhance current resources as well as sharing staff support, materials, supplies and shared space. Continued collaboration with Center for Workforce Development and the SparkPoint Center to increase delivery of current career resources to program participants.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

The Career Center Director is currently serving as a CSI co-coordinator (student Services), past memberships include: the SLOAC committee, FTEF, Budget Committee, Academic Senate (counseling representative), Chair and member of the Orientation committee (Career 410) and member of the SparkPoint Operational Planning Committee.

2. How do the faculty and staff in your program participate in the governance processes of the college/district?

As member of the SLOAC committee for the past three years I was able to participate with a wide variety of instructional faculty within the college and the district developing knowledge regarding student Learning outcomes and assessments that would later provide assistance in the development of counseling division SLOs and assessment plans.

3. How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?

In the past six years the Career Center has experienced many staffing vacancies and changes that have challenged the delivery of Career services provided to our students. It is always a challenge when you are limited in staffing and remain committed to providing quality career services to students. It is in times of extreme challenges that individuals can grow and develop in creative endeavors that might have not been possible given normal circumstances and unlimited resources. Our Career Center staff has remained consistent and committed to serving our students to the best of our ability taking into account the staffing limitations we are currently experiencing.

PART E: Action Plan

The Career Center has current opportunities to expand the delivery of services to include SparkPoint participants and collaborate with various agencies such as United Way, Jewish Vocational Services, EDD, and workforce Development etc. creating enhanced networks that can offer services expanding current career services to our Skyline students. Please refer to appendix F2 for identification of future goals and objectives.

**APPENDIX C
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program: Career Center

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

Signature

Separate boxes for each

College Vice Presidents

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer

Appendix D
Skyline College
Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 30 hours

1. *Was the time frame for completion of Program Review adequate? If not, explain.*

Yes, I had enough prior notice of the Program Review due date.

2. *Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.*

Yes, although I found the chart for the Resource Needs Summary Table redundant to the information already requested from the self study.

3. *Were the questions relevant? If not, please explain and offer suggestions.*

Yes, the questions were relevant and gave you a clear indication of your program strengths and areas for future development.

4. *Did you find the Program Review process has value? If not, please explain and offer suggestions.*

Yes, I felt the process has value in providing goals and objectives that lead to program planning and development. The new Program Review has additional documents that assist in streamlining the process.

5. *Was the data you received from administration complete and presented in a clear format? Would you like additional data?*

Yes, I did receive information regarding the Point of Service Survey from Rob Johnston and was supported with additional information regarding data collection from my

fellow counseling colleague Don Beiderman. I found his advice regarding the method of presentation of the data pertaining to my program insightful and comforting.

6. *The only bit of advice I can add is to start early in the development of your Program Review!*

Appendix E
Skyline College

Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

| | | Checked if Completed |
|----|--|----------------------|
| 1. | Executive Summary | √ |
| 2. | Program Review Self-Study | √ |
| 3. | Worksheet for Enrollment, Performance, and WSCH/FTE | N/A |
| 4. | Course Outline, Prerequisite and Student Learning Outcomes Checklist | √ |
| 5. | Needs Summary Form | √ |
| 6. | Mapping Instructional or Course Level SLOs with Institutional SLOs | √ |
| 7. | Response Sheet (Appendix C) | √ |
| 8. | Evaluation of the Program Review Process (Appendix D) | √ |

Appendix F1
Spring 2010 Skyline College Career Center Program Review
Action Plan

| |
|--|
| Career Center Goals (2010 – 2016) |
| Publications/Promotional Materials |
| Create Career Center Networking and Job Search Skills Handbook |
| Update informational Interview Handouts |
| Update promotional materials for students and employers listing services available through the skylinejobs.com website |
| Develop Career Portfolios to be used in the Career Center and the SparkPoint Center |
| Create Posters for Career Center Bulletin Boards to promote Career Services to student population |
| Career Center Webpage |
| Review and update Career Center web page providing handbooks, flyers, Career Fairs and events easily accessible to students |
| In-Reach |
| Continue collaboration efforts with instructional faculty providing individualized career support, workshops and events as needed |
| Continue collaboration with Workforce Development and the SparkPoint Center to determine the career needs of the participants |
| Research |
| Review available research regarding present delivery of services to determine strengths and developmental needs of Career Center Services |
| Review Best Practices regarding delivery of Career and Job placement services |
| Training |
| Determine Career training needs of current counseling staff and develop workshops that promote increased knowledge of the delivery of career counseling services |
| Student Learning Outcomes (SLO's) |
| Develop assessment instruments for Career Center SLO's |
| Assess Career Center SLO's |
| Out-Reach |
| Collaborate with industry partners to determine additional services that can be instrumental to Work-based Learning |
| Workshops |
| Develop and implement Career workshops that better prepare students in identifying their career goals |
| Assess needs of SparkPoint participants and develop Career workshops to address their needs |
| Curriculum Development |
| Explore the development of a Career 136 Career and Life Planning on-line course |
| Continue refining assessments for Career 136, Career and Life Planning Course |

Program Review - Resource Needs Summary Table

Career Center

| | Needs | Notes |
|------------------|--|--|
| Personnel | <ol style="list-style-type: none"> Office Assistant II Explore additional option of upgrading current Career Resource Aide to Program Services Coordinator. | <p>This position would replace the Office Assistant II position which we lost in the Transfer Career Center</p> <p>This position would add additional support to Transfer and Career Center.</p> |
| Equipment | <ol style="list-style-type: none"> Replace a total of 18 computers in the Transfer and Career Center in addition to replacing computers for the Career Center and Transfer Directors and Career Resource Counseling Aide. Video Camera DVD player Scanner Fax Machine Pinnacle Vent System Copy Machine | <ol style="list-style-type: none"> Computers are obsolete and need to be replaced to stay in touch with current technology Video camera could be used for mock interviews and developing online interview clips. Students view Career and Transfer information in the Center. Our current scanner is old and needs to be replaced. Our fax machine is used by the counseling Division and breaks down readily Establish a swipe card system for usage of Transfer and Career materials Current Fax/Copier is very old and needs replacing |

Program Review - Resource Needs Summary Table

Career Center

| | Needs | Notes |
|-------------------|---|--|
| Facilities | 1. Space to conduct workshops (Smart Classrooms) 2. Additional space for conducting interviews | Designated space for conducting on-going Career and Transfer workshops Designated space for conducting on-site interviews |

MAPPING OF TRANSFER CENTER SLO'S WITH INSTITUTIONAL SLO'S (APPENDIX F 4)

Skyline College Institutional Outcomes

Key: (C) central to a course, (S) supported by a course, (blank) does not apply

| Critical Thinking: | | Course A or Program Outcome 1 | Course B or Program Outcome 2 | Course C or Program Outcome 3 | Course D or Program Outcome 4 | Course E or Program Outcome 5 | Course F or Program Outcome 6 | Course G or Program Outcome 7 | Course H or Program Outcome 8 |
|---|---|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| | | Raise vital questions; formulate responses (or solutions) to problems; evaluate the reasonableness of a solution and provide a justification. | S | C | C | C | C | | |
| Analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques. | | | | | | | | | |
| Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem. | S | C | S | S | | | | | |
| Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information. | C | C | C | C | C | | | | |
| Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method. | S | S | S | S | C | | | | |
| Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal. | C | C | C | C | C | | | | |
| Comprehend, analyze, and respond appropriately to oral, written, and visual information. | C | S | C | C | C | | | | |
| Effectively express ideas through speaking and writing. | C | C | C | C | C | | | | |

Effective Communication:

| | | | | | | | | | | | | |
|--|--|---|---|---|---|--|--|--|--|--|--|--|
| Citizenship: | Demonstrate scientific literacy concerning a range of global issues; | | | | | | | | | | | |
| | Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues. | | | | | | | | | | | |
| | Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought | | | | | | | | | | | |
| | Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others. | | | | | | | | | | | |
| | Demonstrate commitment to active citizenship. | | | | | | | | | | | |
| Information and Computer Technology Literacy: | Effectively locate and access information in numerous formats using a variety of appropriate search tools. | C | C | | | | | | | | | |
| | Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society. | C | C | | | | | | | | | |
| Information and Computer Technology Literacy: | Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills. | C | C | C | C | | | | | | | |
| Lifelong Wellness: | Demonstrate an understanding of physical fitness and its role in lifelong wellness. | | | | | | | | | | | |
| | Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services. | C | C | C | C | | | | | | | |

Career Center Spring 2009 Point-of-Service Survey Table

Table 1. Career Center Point-of-Service Survey Results (based on 49 respondents)

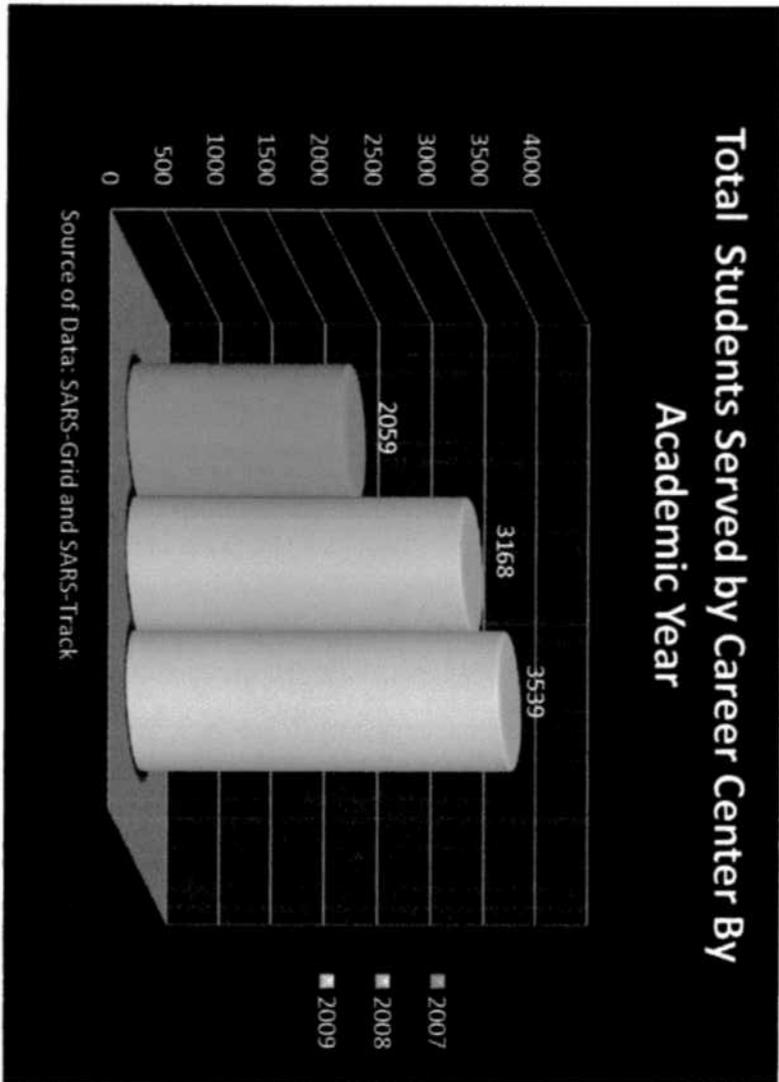
| Item | Low | | | | High | Mean* |
|---|-----|----|-----|-----|------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Q1 - Questions answered adequately/completely | 0% | 0% | 10% | 19% | 71% | 4.6 |
| Q2 - Understanding of resources/services in this area | 0% | 2% | 15% | 29% | 54% | 4.35 |
| Q3 - Good use of time | 0% | 0% | 0% | 27% | 73% | 4.73 |
| Q4 - Satisfied with overall quality of service | 0% | 0% | 2% | 29% | 69% | 4.67 |
| Q5 - Basic service area environment was "user-friendly" | 0% | 0% | 6% | 15% | 79% | 4.73 |
| Q6 - Service was helpful and responsive to needs | 0% | 0% | 6% | 19% | 65% | 4.58 |

Comment:

Although the number of respondents to this survey is small, the overall trend demonstrates a very positive student perception of the Career Center. The less positive responses to question 2 may be related to the reductions in staffing that have taken place over the past several months. The Career Center Director is confident that a positive response to her requests for additional staff, updated equipment, and more comprehensive career services will increase the overall student satisfaction with the Career Center.

Total Students Served by Career Center by Academic Year

| Academic Year | 2007 | 2008 | 2009 |
|---------------|-------------|-------------|-------------|
| SARS-TRACK | 866 | 1025 | 1945 |
| SARS-GRID | 1193 | 2143 | 1594 |
| Total | 2059 | 3168 | 3539 |



Academic Years 07-09 for Skyline College's Career Center

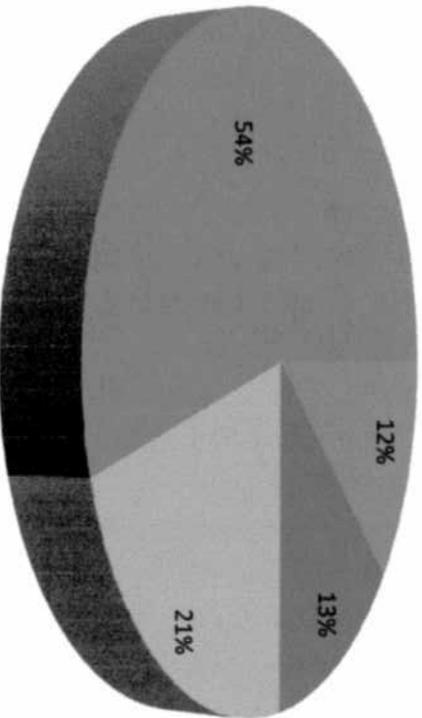
| | Career Counseling | Resume/Job Search | Eureka/Career Research | Workshops/Other Group Activities | Total |
|--------------|-------------------|-------------------|------------------------|----------------------------------|-------|
| 2007 | 337 | 314 | 552 | 856 | 2059 |
| 2008 | 280 | 365 | 660 | 1863 | 3168 |
| 2009 | 420 | 421 | 545 | 1921 | 3307 |
| Total | 1037 | 1100 | 1757 | 4640 | 8534 |

A total of 8534 students received Career Services for 07-09

* This total does not include walk ins.

Career Center Services By Type Academic Year 2007-2009

- Career Counseling
- Resume/Job Search
- Eureka/Career Research
- Workshops/Other Group Activities



Representative Student Comments

- ❖ “The Eureka gave me a lot of information”
- ❖ “This tour was very beneficial and I am glad to know that there are resources like this available to me.”
- ❖ “Very informative, thank you for taking your time and thoroughly explaining everything, it helps a lot.”
- ❖ “Everyone here has been extremely supportive. I wish I would have come here sooner.”
- ❖ “The Career Center presentation was very helpful and informative.”
- ❖ “I frequently visit the Career Center. I always find a variety of vast informational resources and referral materials.”
- ❖ “Great Job, thanks for the candy.”
- ❖ “Very nice people! Love the way they help. Thank You!”
- ❖ “Great part of Skyline. Very useful and helpful in my career planning.”
- ❖ “Great personal people who really care. Very positive influences in going forward with education.”

Representative Student Comments from Career Network Night

- ❖ “My first time a career night at skyline. I was really impressed. Great presenters and presentations. I enjoyed it.”
- ❖ “It was awesome and a great opportunity.”
- ❖ “Glad I came learned a lot from this event!”
- ❖ “Both Will and Michael were real, talked about both the good and bad of their careers, love that.”
- ❖ “I would like to attend next year again, if it happened. Very beneficial.”
- ❖ “The career networking night was a great idea, at 1st I came just for the extra credit, little did I know I would come out with something much more. A better understanding of law and public services.”
- ❖ “The Career Networking Night was very much interesting. The trip there actually made my life a little easier. I came in with a major and came out with a whole new one that totally made more sense to me.”
- ❖ “It was my first time attending a career network. I have learned a lot of information about the individual people who were in the panel.”