

# Comprehensive Program Review Report



## Program Review - Transfer/Career Center

### Program Summary

#### 2022-2023

**Prepared by:** Mai Her - Transfer & Career Counselor; Jonna Schengel - Dean of CTE/Workforce Development

**What are the strengths of your area?:** The Transfer & Career Center is a unit under the General Counseling Department. The Transfer & Career Center is located on the 2nd floor in the Giant Forest Building, adjacent from the Counseling Department and in close proximity to many other student services. The center serve as the point of contact for students who are needing career counseling exploration, career/job placement services, and transfer related services. The Transfer & Career Center is designed and equipped to accommodate individual counseling, small group activities, and meetings with its smart tv panel, and 8 computers. The Transfer & Career Center has 2 full-time counselors whose duties are primarily focused on transfer and career related services. The counselors duties extend beyond overseeing day-to-day functions at the centers along with internal and external committees and organizations. There is a full-time Senior Secretary and a Transfer/Career Specialist (vacant).

The Transfer Center aligns with the college's institutional commitment in providing opportunities for student success, specifically increasing the transfer rate for students who are historically underrepresented. Historically underrepresented students include African-American, Latino, American Indian, Pacific Islander, disabled, veteran, foster youth and low-income students. The institutional priority is also well supported in the COS SSSP, Student Equity Plan, and District Strategic Plan goals to increase the transfer rate among disproportionately impacted groups: low-income, African-American, and Latino students. The Transfer Center is also a requirement of the California Education Code, Title 5, Section 51027.

Associate Degrees for Transfer (ADT) Awarded:

2017-2018: 474  
2018-2019: 538  
2019-2020: 886  
2020-2021: 920  
2021-2022: 869  
2022-2023: In-Progress

Transfer Rates Data for Enrolled Students:

CSU Campuses	UC Campuses	In-State-Private/Out of State
2015-16: 439 students	2015-16: 45 students	2015-16: 368 students
2016-17: 666 students	2016-17: 34 students	2016-17: 337 students
2017-18: 508 students	2017-18: 37 students	2017-18: 314 students
2018-19: 610 students	2018-19: 56 students	2018-19: 316 students
2019-20: 519 students	2019-20: 58 students	2019-20: 282 students
2020-21: 588 students	2020-21: 40 students	2020-21: 281 students
2021-22: 561 students	2021-22: 35 students	2021-22: Data not available
2022-23: Not available	2022-23: Not available	2022-23: Not available

Students Served through Individual Counseling Appointments & Group sessions:

Fall 2016: 190	Spring 2017: 276
Fall 2017: 378	Spring 2018: 231 (full-time counselor being on maternity leave)
Fall 2018: 693	Spring 2019: 497
Fall 2019: 897	Spring 2020: 592 (COVID-19, campus went remote March 2020)

Fall 2020: 718 (COVID-19, campus 100% remote)	Spring 2021: 916 (COVID-19, campus 100% remote)
Fall 2021: 859	Spring 2022: 806
Fall 2022: Still in-progress	Spring 2023: Not available

Students who visited the Transfer & Career Center tracked through SARS Track:

Fall 2018: 1,818	Spring 2019: 1,436
Fall 2019: 2,542	Spring 2020: 780 (COVID-19, campus went remote March 2020)
2020-2021: 780 (COVID-19, campus 100% remote)	
2021-2022: 1383	
2022-2023: Data not available	

Secondly, the Career Center assists students with developing the decision-making and research abilities related to career. To this end, career exploration in the form of interest testing is provided through computerized assessments, (e.g., MBTI, Strong). Furthermore, individualized counseling sessions are provided as a follow-up to these assessments and often serve as a base for further research on careers.

During the 2020-2021, the center supported and facilitated 21 MBTI sessions and 597 students and 19 career/major workshops. The Career Counseling also provided career counseling appointments to students.

During the 2021-2022, the center supported and facilitated 108 MBTI sessions (51 in Fall 21, 45 in Spring 22, 12 in Sum 22) and 434 students. Each MBTI report cost about \$16 so the estimated about spent was around \$7,000. The Career Counseling also provided career counseling appointments to students.

Career Center: Specific hiring events have been utilized to connect students with employers from their field of study. This has been very successful in the increase of student employment in the CTE areas. Student Success Coordinators are now assigned to all CTE programs and are located on all 3 campuses; their daily work emphasis job readiness, academic coaching, career readiness, employer engagement.

Career Services Coordinator has been hired to maintain and engage usage on all Career Center platforms; a new program is being piloted this year to replace JobSpeaker at some point, due to the low usage of JobSpeaker by employers. Large events such as College and Career Day, Manufacturing Day, Foster Youth CTE Bus tour, Entree to Employment have returned to pre COVID levels of attendance.

Career Center staff and the CTE HS Liaison host and attend 3-5 outreach events per month to recruit students to various programs at COS as well as help students engage in WBL activities with employers.

**What improvements are needed?:** Personnel: The Transfer & Career Center will continue to enhance time and resources to help students with transfer and career exploration. In Spring 2022, we did hire a Transfer & Career Center Coordinator; however, the person was relieved of the duties by the end of the probationary period. The goal is to replace the position in 22-23 so that current staff does not pick up the load further delaying other projects or seeing students.

Materials: In order to ensure the continued implementation of the MBTI assessment tool and interpretation for COUN 010 (100) and Career Counseling Appts., the Elevate site will need to be maintained and covered, along with the purchases of the MBTI Career Reports for COUN 010. The Elevate site is \$195 yearly and the MBTI Career Reports for COUN 010 are as follows: Faculty Club Rate (course rate only) \$15.96 each. Research has been conducted and paperwork submitted in curriculum for adding in a materials fee to the course with discussion on a potential process to help offset the cost. However, at this time, there is a commitment through 2023-2024 to support these costs through the COS T&CC, so it will be important to revisit this option late spring 2023 or early fall 2023 to see evaluate and consider any needed improvement/updates to be activated for fall 2024.

Electronic: With an increase of online appointments and the need for students to sign documents, we have requested electronic signature pads and would like to prioritize digitizing our forms so that they are completely electronic, and mobile-friendly. Eliminating a paper-based system increases our productivity and efficiency, saves the district money, and decreases environmental waste (paper, ink, toners, printers, etc.). We also avoid documents being lost, and inaccurate handwritten interpretations. Programs such as SoftDocs by Ellucian can help streamline how content is captured, stored and distributed and is compatible with many of the programs we currently utilize such as Banner.

Career Center : With the location of the Career Center there is very poor visibility to students. A more central, visible location would help students connect their education with a career pathway, which is the intention of the Guided Pathway initiative, GIANT Pathways. The Career Center could play a critical role in students dropping in to explore the different pathways with a type of hands on or AR/AV experience-therefore connecting what they are learning in college to potential jobs/careers. We need to move these services front and center to help our students attend college to prepare for a job and not attend college for

financial aid.

**Describe any external opportunities or challenges.:** Data

Tracking transfer data is a challenging task, because transfer is not an isolated educational goal nor does it have its own cohort. Some transfer data are available to community colleges only after the students have transferred. The UC and CSU systems provide data on the numbers of students offered admission and admitted annually from each California Community College. Unfortunately, only the UC system provides data on the numbers of students who had applied to the UC campuses. The lack of data regarding the number of applicants to the CSU system makes it challenging to measure COS's success in meeting the Title 5 mandate of establishing target increases in the number of applicant to the CSU campuses. For out-of-state and private colleges, transfer data are available by way of the National Student Clearinghouse (NSC) (as submitted by the CCCCCO). Note that the main limitation of the NSC match is that colleges are required at minimum to report transfer students who receive financial aid.

**Location**

With the increased needs and accessibility of transfer and career services, we are needing office space for 2 adjuncts. Also computer labs dedicated to transfer and career services. In Fall 2019, when we hired the full-time Career Counselor we lost half of the computer space to assist students during transfer season. Currently, we are sharing computer labs with Student Activities to host our application Q&A for students. With sharing any space with other departments, schedule conflicts are the common issues and priority is given to the original owner so we have to adjust our services to students.

**Overall SAO Achievement:** The Transfer Center SAO continues to exceed the identified achievement goals; however to meet the COS District goal and align with the CCC Vision of Success for transfer students no set target data goals are set. The SAOs will be continuously monitored and evaluated for program effectiveness. The Career Center SAO is seeing an increase in meeting its SAOs and developing a baseline to meet target goal with the support staff.

**Changes Based on SAO Achievement:** For the Transfer SAO, some of the modifications include meeting one of the CCC Chancellor's goals to "increase by 35 percent the number of California community college students transferring annually to a UC or CSU campus." While we are experiencing transfer success among our student population, we will have to consider how we will close the transfer achievement gap, as well as how we will support even more of our students reach their goal of transfer. The Career Center SAO implemented new assessment methods and tools to see if it will meet the target SAOs.

**Outcome cycle evaluation:** Will monitor the Giant Mother Lode student survey feedback on effectiveness of counseling and transfer related services; ultimate evaluation will be based on the state transfer rates data and completed comprehensive Student Education Plan. The Transfer Center meets its established cycle of evaluation yearly due to the Transfer Report being submitted to the CCCCCO every October. The Career Center will monitor yearly as well to see if SAOs are meeting district strategic goals.

## Action: [On-going] 2020-2023 Increase accessibility of Career & Transfer services

Provide online access to transfer and career services so that more students and students with access barriers (transportation, disability, Covid-19 vulnerable) can access all transfer and career services.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2021 - 2022, 2022 - 2023

**Leave Blank:**

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**Identify related course/program outcomes:** District Objective 2.4 and 4.2

**Person(s) Responsible (Name and Position):** Mai Her-Counselor, Amanda Thomas-Counselor, Renee Church-Senior Secretary

**Rationale (With supporting data):** With the increased needs and accessibility of transfer and career services, we are needing office space for 2 adjuncts. Also, we need computer labs dedicated to transfer and career services. In the Fall 2019, when we hired the full-time Career Counselor we lost half of the computer space to assist students during transfer season. Currently, we are sharing computer labs with Student Activities to host our application Q&A for students. With sharing any space with other departments, schedule conflicts are a common issue, and priority is usually given to the original owner of the space. The last couple of years had not been an issue due to Counselors working remotely; however, with Counselors and services being back in-persons, there has been an increase in student needs. We want to ensure that there's a space for growth, personnel and computer labs, for years to come.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

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## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2022-2023 Increase accessibility and visibility to Career Services

Identify a more appropriate location for the Career Center to increase exposure to drop in services, ongoing career exploration, as well as access to staff who can direct them to various on campus and off campus jobs. In order to fully implement the Guided Pathway strategy, GIANT Pathway, then the Career Center needs a more visible location.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

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**Identify related course/program outcomes:** All Career Center events/services are measured by the number of students who are able to persist from one semester to the next; as well as identify the GIANT Pathway they have chosen.

**Person(s) Responsible (Name and Position):** Jonna Schengel, Dean

**Rationale (With supporting data):** Currently the Career Center is located upstairs, tucked away in a low traffic area, not visible to students or staff. Due to lack of exposure, student interaction with these services could be expanded. Also, it is really not WC accessible; even though there is a elevator/lift, it is a cumbersome.

The implementation of the GIANT Pathway initiative would be better served if there was a place for students to explore the career options in each pathway; I would recommend a type of "exploration" area for each GIANT Pathway, so these pathways are visible to students on a daily basis on the ground level. This type of experience needs to be duplicated at the Tulare and Hanford campus

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:**

## Resources Description

**Facilities** - Ground floor location for Career Services with an "exploration" area for each GIANT Pathway (Active)

**Why is this resource required for this action?:** The current location of the Career Center has poor visibility to students; lacks easy WC access. Out of sight, out of mind.

The Career Center is the place where students can gather information about current campus jobs as well as other work opportunities. Since many of our students need financial resources to complete their college degree, it is important that part time work options are more visible to students; a new location would also allow us to advertise upcoming Apprenticeship opportunities so that students don't have to choose between work or school.

**Notes (optional):** The costs of relocation and upgrades to facilities could be paid for with SW 6-7 Regional funds.

**Cost of Request (Nothing will be funded over the amount listed.):** 75000

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.4** - Increase the percentage of CTE students who achieve their employment objectives by five percentage

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points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**District Objective 4.2** - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: [Inactive] 2021-2022 Increase equitable student access to A and R process by awarding CTE certificates needed for employment

Increase number of CTE certificates/awards by 20% per strategic plan by providing intrusive support and processing in A and R of CTE certificate completion application and awards.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

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Identify related course/program outcomes:

**Person(s) Responsible (Name and Position):** Jonna Schengel/CTE Dean, Michele Brock, Student Service Dean A and R

**Rationale (With supporting data):** One example is that out of 16 student eligible for Waste Management Certificate (all 16 completed both classes); only 6 awards were provided to students; this is a two fold issue. Most CTE students do not see a general counselor and therefore do not know to apply for their CTE certificate; there is also a delay in A and R due to the tremendous amount of work required to review transcripts and award certificates; often degree awarding takes precedent in order to complete transfer.

The funding formula for the college increases when CTE certificates are awarded and we need to find a way to increase the number of student applying for CTE certificates as well as hiring staff to process those more quickly.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2021-2022

10/10/2022

**Status:** Action Discontinued

Due to continued conversation with Dean of Counseling services and Dean of CTE there is no current need to hire a CTE Counselor. Instead efforts will be made with CTE coordinators to enhance students graduation rates and employment placements.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.4** - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

## Action: [Inactive] 2019-2022 Increase transfer rates and ADT awarded

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## to COS students

Increase transfer rates for COS students going to the CSU/UC statewide by 35% to align with the CCC Vision of Success by 2020 and increase the ADT awarded to align with the new funding formula for the Student Success Initiative Grant by comparing actual transfer and degrees awarded with targeted goal.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020, 2020 - 2021, 2021 - 2022

**Leave Blank:**

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**Identify related course/program outcomes:** District Objective 2.1: Increase the number of students who are transfer prepared annually.

District Objective 2.2: Increase the number of students who earn an associate degree or certificate annually.

**Person(s) Responsible (Name and Position):** Mai Her-Counselor

**Rationale (With supporting data):** In 2017, the CCC Board of Governors adopted the Vision for Success, to significantly increase completion and transfer rates, decrease excess units taken by students, increase the number of students in career technical education programs, and eliminate achievement gaps.

Transfer Volume for COS transfer students to the CSU & UC were:

2015-16: 439

2016-17: 666

2017-18: 508

2018-19: 666

2019-20: 577

2020-21: 628

While we are experiencing transfer success among our student population, we will have to consider how we will close the transfer achievement gap, as well as how we will support even more of our students reach their goal of transfer.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** CCC Board of Governors adopted the Vision for Success (2017), New Funding Formula combined Student Equity and SSSP

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.