

# Comprehensive Program Review Report



## Program Review - Transfer/Career Center

### Program Summary

#### 2020-2021

**Prepared by:** Wil Hobbs, Career Services Director

**What are the strengths of your area?:** Career Services serves students seeking to achieve their transfer and/or career goals (D.O. 2.1/2.2/2.4). Located on the 2nd floor of the Giant Forest building (VIS), Education 91 (HAC) and B109 (TCC), Career services (interview skills, resume preparation, job search strategies and career interest inventories) are provided by full time coordinators and drop-in specialists at the three sites.

Career Center traffic 2018-19: 3254

Career Center traffic 2019-20: 3292

Career Center Specialist appt 2018-19: 178

Career Center Specialist appt 2019-20: 393

Career Coach new users 2018-19: 1552

Career Coach new users 2019-20: 760

Jobspeaker new users 2018-19: Students:1418 / Companies: N/A

Jobspeaker new users 2019-20: Students: 384 / Companies: 98

Additionally, Career Services provides career related workshops and classroom presentations via Zoom and in-person. Career services staff support the administration and delivery of MBTI to all students in COUN100. ProCon (professional development conference) sought to provide career services to our disproportionately impacted groups by prioritizing students from EOPS/CARE, TRIO, AAC, Veterans, Student Success and Athletics.

Career Workshop attendance 2018-19: 383

Career Workshop attendance 2019-20: 234

MBTI students served 2018-19: 225

MBTI students served 2019-20: 509

ProCon 2019: 125 students / 7 businesses

ProCon 2020: 102 students / 9 businesses

CA Teaching Fellows Events 2018-19: N/A

CA Teaching Fellows Events 2019-20: 40 COS hires (Note: Spring event cancelled)

Transfer counseling is provided by appointment via Cranium Café, phone and in-person at all three campuses. Transfer workshops, transfer events (Transfer Day & Signing Day) and university transfer representatives hosted by Career Services provide students the knowledge and opportunity to pursue their transfer goals.

AS/AA/ADT 2018-19: 662

AS/AA/ADT 2019-20: 885

Transfer workshop attendance 2018-19: CSU 296 / UC 35

Transfer workshop attendance 2019-20: CSU 329 / UC 16

Transfer rep. appts 2018-19: 98

Transfer rep. appts 2019-20: 60

Transfer Signing day 2019: 91

Transfer Signing day 2020: Cancelled due to Covid-19

CTE Coordinators on all three campuses provide an indispensable connection between students, instructors and employers as

well as academic and career support targeting career pathways.

CTE appointments 2018-19: 1207

CTE appointments 2019-20: 2444\*

CTE workshop attendance: 2018-19: 1094

CTE workshop attendance: 2019-20: 1279\*

\*Note: Increase in spite of Covid response shut down

Hanford JTO / COS Drive-thru Hiring Event: 30 students / 8 employers Our first clothing closet served our students by gathering gently used professional clothing from staff, faculty and community members then distributing those items on all three campuses. Future plans are to create a mobile clothing closet that students can access year round in preparation for an interview or career growth opportunity.

Clothing Closet 2020: Items donated 325 / Items distributed: 213

Career Services was seeing year over year increased foot traffic for both career and transfer services but like all campus services, the Covid-19 response brought that to a halt. Additionally, Career Services was without a director from Aug 2019-Jan 2020. The data above reflects those challenges. Additionally, though services were offered and promoted virtually, most students did not seek services and classroom presentations, though offered via Zoom, were greatly reduced. Campus closure in March 2020 allowed time and focus to overhaul the Career Services website. That project was completed in June 2020 and weekly updates are ongoing. Additionally, experience gained from this project allowed Career Services staff to assist Counseling and Consumer Family Studies in revising and updating their respective websites (D.O. 4.2)

**What improvements are needed?:** CTE Student/Academic Success Coordinators see real and sustained impact in their career pathway services. Additionally, the Transfer & Career Center Specialist saw a significant increase in services provided prior to campus closure, March 2020.

Career Center Specialist (replacement position): When campus reopens, this person will provide the initial support to students seeking transfer and career services on the Visalia campus. Many of the services students require can be initially served by a specialist with referrals to counseling as needed. This person also supports the Transfer & Career Counselors, general counseling, and COUN100 course in administration of the MBTI assessment. This person also devotes significant time to events hosted by Career Services (university reps, hiring events, ProCon, Signing Day, Transfer Day, Career Fair, and Partners Breakfast).

Career Center traffic 2018-19: 3254

Career Center traffic 2019-20: 3292\*

Career Center Specialist appt. 2018-19: 178

Career Center Specialist appt. 2019-20: 393\*

(\*Note: without director outreach Aug 2019-Jan 2020 and campus closure Mar 2020-Jun 2020)

Adjunct Evening CTE/SS Coordinator (new position): This person will work specifically with evening and adjunct instructors as well as CTE programs not currently assigned to a coordinator (paralegal, child development, cosmetology, human services and administration of justice). These students are significantly underserved as many take classes after campus services are closed. With an average 426 students in CTE-led career workshops and an average of 815 individual career appointments (2019-2020 school year average among current CTE coordinators) the potential to serve students' career and transfer goals is significant.

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

1. As part of our website overhaul we improved access to our major online tools (Career Coach, Jobspeaker, Big Interview, Eureka and What Can I Do with this Major). Three of the five tools are housed inside MyGiant portal for simple and secure access. Since Big Interview is owned by Sequoia Adult Ed. Consortium, MyGiant integration is not feasible.

2. COUN100 has integrated many of these tools into its curriculum as well as a significant increase in MBTI offerings to all students in the 13 sections offered.

3. In collaboration with Student Success we designed a program, "Giant Success Plan" to integrate academic success and transfer and/or career readiness into a single systematic process overseen by a mentor/coordinator and culminating with a professional attire voucher at completion. Modeled after Ohio State's "Buckeye Futures" program, we seek to pilot this with student-athletes Fall 2021.

Challenges:

1. Career Services was without a director from Aug 2019-Jan 2020 so many of the student and instructor outreach tasks, as well as employer engagement functions were unrealized.

2. The drastic response to Covid-19 leading to the closure of campus eliminated student traffic Mar 2020-Jun 2020. Additionally, there were no on-campus university representatives, no on-campus hiring events, no on-campus transfer events and no on-campus career fairs. The response to Covid-19 had a dramatic negative effect on the transfer and career services our students received.

**Overall SAO Achievement:** Yes, overall we achieved good outcomes in last year's SAO's. We completed two of the three actions and discontinued the third as the position has been filled.

**Changes Based on SAO Achievement:** Related to our previous SAO's of physical space and services, the next step is our commitment to increase access to all students by providing excellent online resources and tools as well as providing quantitative records of our student employment and employer engagement.

**Outcome cycle evaluation:** Our program is in its third year of service and at the completion of the 2020-21 academic year we will align with the COS Strategic Plan objectives that can be served by our program.

## Action: [2019-2020] Review location for transfer and career services access

Evaluate the feasibility of the location for COS students, ADA compliance, and efficiency

**Leave Blank:** Proposed

**Implementation Timeline:** 2019 - 2020

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objectives 2.1 & 2.1, this position will assist students who are transferring and undecided to make a well informed decision that will contribute to them successfully identifying a major, creating a comprehensive student education plan (SEP), and/or obtaining a degree or certificate.

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

**Rationale (With supporting data):** With the hiring of a full-time Career Counselor and building an office for her Dec 2019, spaces primarily used for transfer applications will be condensed. We currently can accommodate 25 students with 10 desktop computers and 15 laptops during an application workshop. With the Career Counselor's office being built, it will decrease the space for students (10-15 students).

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** The CCC Chancellor's Office Vision for Success is to increase at least 20% of CCC students annually who acquire associates degree, credentials, certificates, or specific skill sets that prepare them for in-demand jobs and increase by 35% the number of CCC students systemwide transferring annually to a CSU/UC.

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

10/12/2020

**Status:** Action Completed

Due to Covid-19 we have updated our website and online offerings to better deliver services to students remotely in both Transfer and Career areas.

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

## Resources Description

**Facilities -** From 2018-2019, a total of 3,254 students utilized services from the Transfer/Career Center through individual counseling appointments, transfer application workshops, classroom visits, career exploration assessments, or job placement services (1,818 for Fall 2019 and 1,436 for Spring 2019). With the increase in student needs, the center is requesting a district review of the current space to improve current conditions for ease of student access, upholding the integrity of confidentiality during counseling sessions, and meet ADA accommodations. Additionally, with the hiring of a full-time Career Counselor, the Transfer/Career Center will be reduced in size when the faculty office is being built in

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December 2019.

The center can accommodate 25 students with 10 desktop computers and 15 laptops during an application/classroom workshops. With the full-time faculty office being built, it will decrease the space for students to about 10-15 students. Furthermore, 4-year university representatives are using student spaces in the Transfer/Career Center to see COS students and have inconsistent office space. During transfer application times, 4-year university representatives are moved to other locations to advise students since the student space is utilized for workshops. (Active)

**Why is this resource required for this action?:** To meet the District objective 2.1, 2.2, and 3.1 and the CCC Vision of Success by 2021.

Creating the spaces not only adheres to the confidentiality set forth by the American Counseling Association (ACA), but will allow staff to meet with all students to employ career development process and make an informed education goal and obtain a degree and/or transfer to a 4-year university.

The Academic Senate for CCC adopted standards of practice for CCC Counseling faculty and programs that "counseling faculty and staff should maintain strict adherence to the ethical code of the ACA" which values confidentiality and privileged communication as the guiding ethical principles of the counseling profession.

**Notes (optional):** Computer lab that is ADA compliant, 2 full-time faculty office spaces for the counselors, a space for the 4-year representative, and a dedicated meeting space/office for students to conduct recorded mock interviews.

**Cost of Request (Nothing will be funded over the amount listed.):** 100000

## 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 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2015-2018

**District Objectives** - 2.1 - Increase the number of students who are transfer-prepared annually.

**District Objectives** - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

## Action: [Ongoing] Increase transfer rates and ADT awarded 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

**Leave Blank:** 08/01/2018

**Leave Blank:**

**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

**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

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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

## Update on Action

### Updates

**Update Year:** 2020 - 2021

10/12/2020

**Status:** Action Discontinued

Untenable to reach 35% due to lack of CSU/UC capacity. Will continue to improve and strive for increase in AS/AA growth as well as transfer rates.

**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 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: 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

**Leave Blank:**

**Leave Blank:**

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

**Person(s) Responsible (Name and Position):** Wil Hobbs, Career Services Director / Renee Church, Senior Secretary

**Rationale (With supporting data):** With the disruption caused by the response to Covid-19, our office saw the need to improve our online delivery of services. We will provide more online tools to accomplish what was previously offered only in person. We will serve instructors, students and employers in digital/virtual platforms so that they may receive Transfer and Career services.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Action: Giant Success Plan

In collaboration with Student Success, we will prepare, collaborate and establish the processes by which the "Giant Success Plan" pilot would launch in Fall 2021. The Giant Success Plan will partner student athletes with a mentor/coordinator to implement a four-semester schedule of required tasks to fulfill academic success, transfer, and career readiness objectives.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

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**Identify related course/program outcomes:** District Objective 4.2 Upon successful pilot completion, we would invite directors and coordinators serving DIG's to implement the plan with their student populations.

**Person(s) Responsible (Name and Position):** Wil Hobbs, Career Services Director / Amanda Thomas, Career Counselor

**Rationale (With supporting data):** Many students lack a career goal and the awareness of steps to determine a career goal. Additionally, many of our students lack the social and familial support to combine career and academic goals for success. The Giant Success Plan combines career services and student success support to incentivize a student's career and academic success. By completion of the Giant Success Plan students will achieve their transfer and/or career goals with the aid of a mentor/coordinator.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Action: Employer Engagement / Student Employment Tracking

In collaboration with CTE instructors, we will create a database for tracking employer engagement and student employment. This tool will be updated monthly by Career Services staff and CTE Coordinators to provide ongoing and year end data.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 2.4 and 4.1

**Person(s) Responsible (Name and Position):** Wil Hobbs, Career Services Director Lisette Conway, CTE/Student Success Coordinator Cosmo Costales, CTE/Academic Success Coordinator Jason Garza, CTE/Academic Success Coordinator, Jonna Schengel, CTE Dean

**Rationale (With supporting data):** Tracking our employer contacts and ensuing student employment will allow us to measure the outcomes of our services. Additionally, Strong Workforce Program funding requires measurable data from our engagement with employers and COS students who receive employment.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** Strong Workforce Program funding requires measurable data for renewed fund allocation.