

## Program Overview

<b>Program</b>	Career Services
<b>Does this program have a CTE component?</b>	Yes
<b>Academic Year</b>	2016/2017
<b>Review Period</b>	6 Year
<b>Service Areas</b>	

### A. Program Description and Goal

*This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.*

#### **1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.**

The Careers Services Center (CSC) is an integral part of Student Services at Santa Monica College (SMC). Services are available to all students and provide support to the various departments on campus. We offer students the tools to succeed in college and throughout their careers and provide a full range of services including individual career counseling and exploration, internships, service/applied learning, and job search tools. The Center also offers campus-wide job and internship fairs, speaker's forums, student success workshops and presentations to classes to enhance student success. We also offer Career Planning Classes to support students in their goal of finding a college major and potential future careers. The Career Services Center is aligned with the college's mission statement. We provide the career exploration support that helps students achieve their educational goals. In turn, this helps the students become contributors to the global community.

Our program maintains three websites:

The Career Services website is: <http://www.smc.edu/careercenter>

The Internship Program website is: <http://www.smc.edu/internship>

The Service/Applied Learning website is: <http://www.smc.edu/StudentServices/CareerServicesCenter/Pages/Applied-Learning-Program.aspx>

#### **2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.**

- Help undecided students choose their college major as mandated by the Student Success Act of 2012
- Help students begin to think about potential careers through individual career counseling and Counseling 12, Career Planning classes
- Assist students in all areas of the job search; resume writing, interviewing techniques, dress for success, cover/thank you letters
- Help students enroll in an internship class to gain work experience, Counseling 90A, 90B, 90C, 90D
- Help students gain work experience through service/applied learning as it relates to an academic class in which they are enrolled
- Teach Counseling 12 - Career Planning; Counseling 15 - Job Search Techniques and Counseling 16 - Job Success Skills

#### **3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic**

**Initiatives of the institution are integrated into the goals of the program or service area.**

The following Institutional Learning Outcomes are integrated into the CSC

- **Applied Social Knowledge and Values.** Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and event. Service/Applied Learning is listed under this area, but Internships also belong in this area. They both encourage students to apply what they are learning to social knowledge and their own values. This allows students to gain work knowledge, build a network, and get a “foot in the door” to professional careers.
- **Authentic Engagement.** Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. Under this area is professional relevance – application of course content to possible professional life. All services we offer in the CSC contribute to this. Many teaching faculty also include this kind of course content to help students make their learning professionally relevant.

The Career Services Center has been an integral part of the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative.

The goal of the GRIT committee is to enhance student success and enrich the college community by focusing attention on non-cognitive attributes like grit, perseverance, dedication, integrity, thoughtfulness, and engagement. These are all things that are taught in the CSC through our Internships, Service/Applied Learning, and Career Planning Classes.

**4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).**

SSSP pays/paid for three part time career counselors at 14 hours per week for fall 2015, Spring 2016, and again for Fall 2016. The district pays for an additional 3 part-time counselors, each at 14 hours per week. In addition, SSSP also paid 5.5 hours per week for a 4th counselor who provides career counseling to students in the Pico Promise Program. Previously these hours were paid from the Pico Promise grant. SSSP funds paid for 653 hours during summer 2015, 324 hours for winter 2016 and 653 hours for summer session 2016. The total cost of these hours for 2014-2015 was \$149,561.00. For 2015-2016, SSSP funds funded **\$175,210**. We were also given an augmentation of \$4,000 for summer 2016 for our student workers to phone undecided students to make appointments for them to meet with a career counselor.

**B. Populations Served**

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

**Saved Information For Populations Served**

**Area/Discipline Information Pertains To**

*Career Services*

**1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.**

Gender: In 2009-2010, of the students who visited the CSC, 56.3% were female and 43.7% were male. Campus wide, 55.2% were female, and 44.8% were male.

As you can see below, the differences were very similar these last three years as compared to 6 years ago.

**Number and Percent of CSC Attendees by Gender by Academic Year**

	2013-2014		2014-2015		2015-2016		Campus-Wide
Gender	#	%	#	%	#	%	Fall 2015
F	875	62.2%	2019	60.1%	2459	58.4%	52.8%
M	531	37.8%	1343	39.9%	1753	41.6%	47.2%
<b>Grand Total</b>	<b>1406</b>	<b>100.0%</b>	<b>3362</b>	<b>100.0%</b>	<b>4212</b>	<b>100.0%</b>	

Ethnicity: In general the ethnicity at SMC has changed since our last program review. For instance, in 2009-2010, Hispanic students accounted dramatically for 29.6% of students who used the CSC. As you can see below, that number is now up to 50.5%. Campus wide, this number has also increased dramatically from 28.6% to 39%.

In general, black students have gone down in percentage from 13.1% to 9% this past year. Campus wide the percentage has gone from 10.5% to 9.2%.

The reason there is a jump in the percentage of Hispanic students seeking career counseling is because we have a dedicated career counselor to the Latino Center. In the fall 2015, Hispanic students represented 39% of the campus. During this same period 50.5% of Hispanic students received services from the Career Services Center.

There is also a dedicated career counselor for the African American Collegian Center. While there was a decline of black students seeking services from the CSC in 2015-2016, the percentage closely matches that of the campus (9.2%).

**Number and Percent of CSC Attendees by Race/Ethnicity by Academic Year**

	2013-2014		2014-2015		2015-2016		Campus-Wide
Race/Ethnicity	#	%	#	%	#	%	Fall 2015
Asian/Pacific Islander	170	12.0%	373	11.0%	475	11.3%	15.7%
Black	94	6.7%	410	12.1%	380	9.0%	9.2%
Hispanic	531	37.6%	1706	50.5%	2129	50.5%	39.0%
Native Am.	5	0.4%	2	0.1%	11	0.3%	0.2%
Two or More	70	5.0%	117	3.5%	129	3.1%	3.9%
Unreported	78	5.5%	109	3.2%	108	2.6%	4.4%
White	463	32.8%	663	19.6%	986	23.4%	27.5%
<b>Grand Total</b>	<b>1411</b>	<b>100.0%</b>	<b>3380</b>	<b>100.0%</b>	<b>4218</b>	<b>100.0%</b>	

Age Group: In 2009-2010, 80% of the CSC attendees were 25 and younger. In 2015-2016, 85.5% of the CSC attendees were 24 and younger. Like 6 years ago, this is the majority of the population who visits the CSC.

Campus-wide, 70.2% of students who attended SMC 6 years ago were 24 and younger, and in 2015-2016, 71.9% are 24 and younger. So these numbers are similar.

The rise in students utilizing the CSC reflects the increased number of career counselors and the targeted outreach to undecided students and participants in the Adelante, Black Collegians and First Year Students (FYE) program.

**Number and Percent of CSC Attendees by Age Group by Academic Year**

Age Group	2013-2014		2014-2015		2015-2016		Campus-Wide
	#	%	#	%	#	%	Fall 2015
19 & Younger	487	34.5%	1573	46.5%	2127	50.4%	30.7%
20 to 24	592	42.0%	1242	36.7%	1495	35.4%	41.2%
25 to 29	139	9.9%	236	7.0%	280	6.6%	12.8%
30 to 39	97	6.9%	177	5.2%	173	4.1%	8.7%
40 to 49	66	4.7%	99	2.9%	86	2.0%	3.5%
50 & Older	30	2.1%	53	1.6%	57	1.4%	3.1%
<b>Grand Total</b>	<b>1411</b>	<b>100.0%</b>	<b>3380</b>	<b>100.0%</b>	<b>4218</b>	<b>100.0%</b>	

We did not look at Residency, Enrollment Status or Educational Goal six years ago. Below please find these numbers.

**Number and Percent of CSC Attendees by Residency by Academic Year**

Residency	2013-2014		2014-2015		2015-2016		Campus-Wide
	#	%	#	%	#	%	Fall 2015
Student is a resident of California.	1191	84.7%	2874	85.5%	3686	87.5%	82.2%
The state or possession is unknown.	102	7.3%	319	9.5%	343	8.1%	6.5%
The student is a resident of a foreign country.	113	8.0%	169	5.0%	183	4.3%	11.2%
<b>Grand Total</b>	<b>1406</b>	<b>100.0%</b>	<b>3362</b>	<b>100.0%</b>	<b>4212</b>	<b>100.0%</b>	

The Career Services Center served 24.4% of first-time students in 2014-2015 and 22.2% in 2015-2016. this is almost 50% more first-time students than in 2013-2014. This increase is due to the partnership the CSC has with the FYE program.

**Number and Percent of CSC Attendees by Enrollment Status by Academic Year**

Enrollment Status	2013-2014		2014-2015		2015-2016		Campus-Wide
	#	%	#	%	#	%	Fall 2015
First-Time Student	181	12.9%	822	24.4%	937	22.2%	19.2%
First-Time Transfer Student	109	7.8%	216	6.4%	197	4.7%	11.7%
Continuing Student	975	69.3%	2127	63.3%	2822	67.0%	56.9%
Returning Student	140	10.0%	190	5.7%	216	5.1%	10.2%
Other	1	0.1%	7	0.2%	40	0.9%	1.9%

<b>Grand Total</b>	<b>1406</b>	<b>100.0%</b>	<b>3362</b>	<b>100.0%</b>	<b>4212</b>	<b>100.0%</b>	
<b>Number and Percent of CSC Attendees by Educational Goal by Academic Year</b>							
	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>		<b>Campus-Wide</b>
<b>Ed Goal</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>Fall 2015</b>
Transfer	1158	82.4%	2928	87.1%	3645	86.5%	73.1%
Associate Degree	58	4.1%	107	3.2%	86	2.0%	2.2%
Certificate	15	1.1%	10	0.3%	14	0.3%	2.1%
Career Objective	55	3.9%	80	2.4%	79	1.9%	4.1%
4yr student	30	2.1%	57	1.7%	107	2.5%	3.7%
Educational Dev	27	1.9%	54	1.6%	59	1.4%	4.5%
Undecided	52	3.7%	108	3.2%	138	3.3%	4.5%
Unreported	2	0.1%	11	0.3%	72	1.7%	4.5%
Other	9	0.6%	7	0.2%	12	0.3%	1.3%
<b>Grand Total</b>	<b>1406</b>	<b>100.0%</b>	<b>3362</b>	<b>100.0%</b>	<b>4212</b>	<b>100.0%</b>	

**2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.**

The Career Services Center serves all SMC students. When looking at all of the data from the last program review until now, it is clear that the general population utilizes the Career Services Center. In most areas the percentage of students who utilize the CSC matches the campus-wide data. This indicates that we are able to reach out to, and serve all students here at SMC successfully.

**3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).**

We now serve more African American and Hispanic/Latino students than we did 6 years ago. This can be attributed to having a career counselor located in these special program areas. This has increased the number of students who avail themselves to our services.

You will see from the data below that we have significantly improved our rate of undecided to decided students as a direct result of our targeted measures.

**Latino Center:**

In the fall 2014, of the 798 students in the Latino Center, 165 of them met with a career counselor, and 120 of them declared a college major.

In the spring 2015 semester, of the 776 students in the Latino Center, 182 of them met with a career counselor, and 85 of them declared a college major.

For the Academic Year of 2014-2015 this means that 59% of the students from the Latino Center who saw a career counselor went on to declare a college major.

In the fall 2015, of the 830 students in the Latino Center, 143 students met with a career counselor and 106 of these declared a college major.

In the spring 2016 semester, of the 757 students in the Latino Center, 203 of them met with a career counselor, and 151 of them declared a college major.

For the Academic Year of 2015-2016 this means that 74% of the students from the Latino Center who saw a career counselor went on to declare a college major.

### **African American Collegian Center (AACC)**

In the fall 2014, of the 392 students in the AACC, 55 of them met with a career counselor, and 45 of them declared a college major.

In the spring 2015 semester, of the 402 students in the AACC, 93 of them met with a career counselor, and 78 of them declared a college major.

For the Academic Year of 2014-2015 this means that 83% of the students from the AACC who saw a career counselor went on to declare a college major.

In fall 2015, of the 382 students in the AACC, 54 students met with a career counselor and 45 of these declared a college major.

In the spring 2016 semester, of the 431 students in the AACC, 53 of them met with a career counselor, and 40 of them declared a college major.

For the Academic Year of 2015-2016 this means that 79% of the students from the AACC who saw a career counselor went on to declare a college major.

## **C. Program Evaluation**

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

How would you like to answer these questions?

## Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Career Services

**1. List your student or instructional support service SLOs or UOs.**

*SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.*

*UO statements focus on service or operational outcomes such as:*

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

**Current SLO for the Career Services Center**

**SLO#1** After meeting with a career counselor individually 1 time, students will feel more confident in the career exploration process. This will be assessed by students self-reporting to the career counselor an attitude of confidence in their ability to choose a major and future career.

**The current SLO's being assessed for our Counseling 12 (Career Planning) classes are:**

**SLO #1** Students will increase knowledge of the career exploration and decision making process after completing the class.

**SLO #2** Students will gain a real life perspective of a profession in a specific career.

**SLO #3** After completion of Counseling 12, students will be able to identify their skills, interests, values and personalities in relationship to potential careers.

**Counseling 16 (Job Success Skills), the instructor is currently assessing:**

**SLO #1** After completion of Counseling 16, students will be able to identify and analyze the skills necessary to be successful in a professional working environment.

**SLO #2** Students will identify one soft skill related to job success such as dealing with difficult people, by analyzing and determining methods for increasing proficiency through an informational interview.

**SLO #3** Students will interview a working adult in a company setting and ask questions for the following: dress code, personal use of equipment and resources, and everyday employee protocol. In so doing, students will realize that each

company culture is unique.

**Counseling 15 (Job Search Techniques):**

**SLO #1** Students will learn how to document their experiences and education as a result of this class

**Counseling 90A, 90B, 90C, 90D (General Internship classes)**

**SLO #1** Student's will develop and complete three measurable, achievable, and appropriate course learning objectives appropriate to the work site.

**SLO #2** After completion of Counseling 90, students will demonstrate mastery of learning objectives that are accomplished on the job.

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**2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:**

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

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**Current SLO for the Career Services Center**

**SLO#1** After meeting with a career counselor individually 1 time, students will feel more confident in the career exploration process. This will be assessed by students self-reporting to the career counselor an attitude of confidence in their ability to choose a major and future career.

**How Assessed:** Counselors understanding of what the student is hearing and learning based on the individual session.

**Tool used to record results:** The career counselor will indicate in the counseling subsystem in ISIS whether the SLO was met or not based on the outcome of the appointment.

**The Sample:** Career counselor assesses students after appointments as appropriate. **How/When Program Reviews and who engages in process:**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – 200 students assessed – 100% met standards of SLO

**Fall 2015** – 484 students assessed – 100% met standards of SLO



**Spring 2016** – 384 students assessed with 99% meeting SLO standard

**Current SLOs being assessed for our Counseling 12 (Career Planning) classes are:**

Please note we are currently updating 1 SLO per year. Beginning in summer 2016, we implemented a new assessment for SLO #2. A rubric has been created and is now being used.

**SLO #1** Students will increase knowledge of the career exploration and decision making process after completing the class.

**How Assessed:** Completion of a final paper at the conclusion of the class

**Tool Used:** Online SLO in the faculty portal where grades are submitted

**The Sample:** Every student who is enrolled in Counseling 12

**How/When Program Reviews and who engages in process:**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – 111 students assessed with 97% meeting SLO standard

**Fall 2015** – 277 students assessed with 93% meeting SLO standard

**Spring 2016** – 214 students assessed with 88% meeting SLO standard

**SLO #2** Students will gain a real life perspective of a profession in a specific career.

**How Assessed:** Completion of an informational interview

**Tool used.** Rubric which we piloted this summer 2016 session

**The Sample.** Every student taking counseling 12

**How/When Program Reviews and who engages in process.**

Results have already been disseminated from the summer 2016. From the 4 sections that were given the rubric, there was an average of 3.74 out of 6 points. We are using this same rubric for the fall 2016 semester when we teach more sections of Counseling 12. After the data is gathered for both sessions/semesters, the career planning faculty will discuss and evaluate the rubric results. As a result of the summer results, the career planning faculties are already changing the way they present the Informational Interview assignment and discuss their expectations.

**Results:**

**Spring 2015** – 111 students assessed with 97% meeting SLO standard

**Fall 2015** – 277 students assessed with 92% meeting SLO standard

**Spring 2016** – 214 students assessed with 87% meeting SLO standard

**SLO #3** After completion of Counseling 12, students will be able to identify their skills, interests, values and personalities in relationship to potential careers.

**How Assessed:** Completion of final where student discusses all of the above in relationship to a potential career.

**Tool used to record results:** Online SLO in the faculty portal where grades are submitted

**The Sample:** All students enrolled in Counseling 12 each semester

**How/When Program Reviews and who engages in process.**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – 111 students assessed with 97% meeting SLO standard

**Fall 2015** – 277 students assessed with 93% meeting SLO standard

**Spring 2016** – 214 students assessed with 87% meeting SLO standard

**Counseling 16 (Job Success Skills), the instructor is currently assessing:**

**SLO #1** After completion of Counseling 16, students will be able to identify and analyze the skills necessary to be successful in a professional working environment.

**How Assessed:** Final Paper

**The Sample:** Students enrolled in Counseling 16

**How/When Program Reviews and who engages in process.**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – No Results

**Fall 2015** – 20 students assessed with 85% meeting SLO standard (one section only of this class)

**SLO #2** Students will identify one soft skill related to job success such as dealing with difficult people, by analyzing and determining methods for increasing proficiency through an informational interview.

**How Assessed:** Final paper where student identifies a skill they want to work on and write up as part of the final.

**The Sample:** Students enrolled in Counseling 16

**How/When Program Reviews and who engages in process.**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – No Results

**Fall 2015** – 20 students assessed with 95% meeting SLO standard (one section only of this class)

**SLO #3** Students will interview a working adult in a company setting and ask questions for the following: dress code, personal use of equipment and resources, and everyday employee protocol. In so doing, students will realize that each company culture is unique.

**How Assessed:** Informational Interview

**Tool used to record results:** Teacher records results as part of turning in final grades.

**The Sample:** All Students enrolled in Counseling 16

**How/When Program Reviews and who engages in process.**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – No Results

**Fall 2015** – 19 students assessed with 89% meeting SLO standard (one section only of this class)

**Counseling 15 (Job Search Techniques):**

**SLO #1** Students will learn how to document their experiences and education as a result of this class.

**How Assessed:** Writing a Formal Resume

**Tool used to record results:** Teacher records results as part of turning in final grades.

**The Sample.** All students enrolled in Counseling 15

**How/When Program Reviews and who engages in process.**

Results are reviewed annually and are discussed among the Career Counselors at our annual Career Counseling meeting held at the end of each spring semester.

**Results:**

**Spring 2015** – 58 students assessed with 91% meeting SLO standard

**Fall 2015** – 81 students assessed with 99% meeting SLO standard

**Spring 2016** – 30 students assessed with 97% meeting SLO standard (one section)

**Counseling 90A, 90B, 90C, 90D (General Internship classes)**

**SLO #1** Student's will develop and complete three measurable, achievable, and appropriate course learning objectives appropriate to the work site.

**How Assessed:** Students turn in formal learning objectives that have been approved by their employer and SMC.

**Tool used to record results:** Teacher records SLO completion as part of turning in final grades.

**The Sample:** Each student who enrolls in an internship class

**How/When Program Reviews and who engages in process.**

Results are reviewed annually and are evaluated by the faculty member and the Internship employee.

**Results:**

**Counseling 90A**

**Spring 2015** – 28 students assessed with 100% meeting SLO standard

**Fall 2015** – 24 students assessed with 92% meeting SLO standard

**Counseling 90B**

**Spring 2015** – 5 students assessed with 100% meeting SLO standard

**Fall 2015** – 10 students assessed with 100% meeting SLO standard

**Spring 2016** – 8 students assessed with 100% meeting SLO standard

**Counseling 90C**

**Spring 2015** – 17 students assessed with 100% meeting SLO standard

**Fall 2015** – 12 students assessed with 100% meeting SLO standard

**Spring 2016** – 15 students assessed with 100% meeting SLO standard

**Counseling 90D**

**Spring 2015** – 4 students assessed with 100% meeting SLO standard

**Fall 2015** – 10 students assessed with 100% meeting SLO standard

**Spring 2016** – 8 students assessed with 100% meeting SLO standard

**SLO #2** After completion of Counseling 90, students will demonstrate mastery of learning objectives that are accomplished on the job.

**How Assessed:** Students write a final paper that reports whether their learning objectives were met, and how this was accomplished.

**Tool used to record results:** Teacher records SLO completion as part of turning in final grades.

**The Sample:** All students who take the Counseling 90 classes

**How/When Program Reviews and who engages in process.**

Results are reviewed by the faculty and internship employee.

**Results:**

**Counseling 90A**

**Spring 2015** – 27 students assessed with 93% meeting SLO standard

**Fall 2015** – 24 students assessed with 100% meeting SLO standard

**Spring 2016** –

**Counseling 90B**

**Spring 2015** – 5 students assessed with 80% meeting SLO standard

**Fall 2015** – 8 students assessed with 88% meeting SLO standard

**Spring 2016** – 8 students assessed with 88% meeting SLO standard

**Counseling 90C**

**Spring 2015** – 17 students assessed with 94% meeting SLO standard

**Fall 2015** – 12 students assessed with 100% meeting SLO standard

**Spring 2016** – 15 students assessed with 93% meeting SLO standard

**Counseling 90D**

**Spring 2015** – 3 students assessed with 100% meeting SLO standard

**Fall 2015** – 10 students assessed with 100% meeting SLO standard

**Spring 2016** – 8 students assessed with 100% meeting SLO standard

**3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.**

The Career Services Center looks at longitudinal data provided by the Institutional Research Office. Furthermore, the CSC uses evaluative data when re-applying for SSSP funds. The data that is collected, analyzed and evaluated helps inform whether we are successful in reaching and counseling the undecided students on our campus. Further in this report you will find data which supports the services that we offer.

**D. Objectives**

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

**D1. Objectives**

Objective:

Continue to promote faculty use of assignments created by the Faculty Leader of the CSC to help students learn to research and think about college majors and potential careers

Status: In Progress

<p><u>Comments:</u>  We have continued with this objective since the Student Success Act of 2012 requires that we assist all SMC students to choose a major by the 16th unit of enrollment here at SMC. We continue to partner with Counseling 20 and have been for a number of years. The Career Counselors presents to approximately 75 sections of Counseling 20 per year. Beginning summer 2015, the Career Counselors also started giving 10-30 minute presentations to classes on campus in areas like, Art, English, History, Psychology, ECE, and many others. We have partnered specifically with the English department over the last 3 years to help them write assignments which involve their students researching a potential career and writing what they learn.  We have found when we present to the classes ourselves there is a direct correlation to the students making appointments with us, which in turn results in students making decisions about their college major.  The Faculty Leader of the CSC presented to 8 departments during their flex day meetings specifically to discuss how the CSC can help their students. This was well received, with many questions from faculty. We will continue to reach out to teaching faculty.</p>	
<p><u>Objective:</u>  Continue to visit Counseling 20 classes to present about the Career Services Center and prep the students for the career assignment that is a part of this class.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u>  This has been a successful endeavor in helping students choose their academic major.  After the counselor's visit the classes, students book appointments and become engaged in the career planning process.</p>	
<p><u>Objective:</u>  Continue to have a career counselor dedicated to the African American and Latino Centers, and partner with the FYE program and Welcome Center</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u>  This has been wildly successful, and we will continue with the help of SSSP funds to keep counselors in both the African American and Latino Centers.  The number of students from the FYE program was so large that the career counseling appointments filled before any other students could make an appointment. The CSC has never been as busy as we were this past 2015-2016 academic year. It is our goal to receive additional funding from SSSP</p>	

<p>to hire 2 more counselors to help meet the demand of the FYE population. This would bring the total number of part-time career counselors from 6 to 8.</p>	
<p><u>Objective:</u></p> <p>CSC staff will phone students and personally invite them in to see a career counselor with the goal of meeting with students individually, or getting them enrolled in a Career Planning Class to help them make future career and major decisions</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>Though this is very time consuming, we continue to do this. Students are always pleasantly surprised to get a phone call from us. It helps them connect to us personally when we invite them in to see us. We are having success in bringing students to the CSC this way and engaging them in career planning conversations.</p>	
<p><u>Objective:</u></p> <p>Work on updating all SLOs for the different components of the Career Services Center at a rate of 1-2 per year, including the method of assessment.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>The Career Services Center staff feels it is time to review and update all SLOs</p>	
<p><u>Objective:</u></p> <p>The Career Services Center will expand our employment services to offer employers more opportunities to recruit for jobs on campus.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u></p> <p>The CSC staff wants to help students prepare for the work-world and have work experience. This will also help with their resumes, and career decision making.</p>	
<p><u>Objective:</u></p> <p>Increase the number of students enrolling in the Internship class, Counseling 90A-D series.</p>	



Status: In Progress

Comments:

According to recent articles from the Chronicle of Higher Education, Internships is one of the critical ways a person can gain permanent employment.

The Career Counselors teach students the importance of internships and "getting their foot in the door".

## D1. Looking Back

*In this section, please document what you did last year as a result of what you described in Section C.*

**1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.**

- We had robust fall 2015, spring 2016 and fall 2016 Job Fairs. Since the economy has improved we were able to attract more employers. Employers reported hiring SMC students and being pleased with the quality of students they hired.
- Our Internship Fair this spring brought 70 employers out to recruit our students! It was a very successful fair with positive feedback from employers.
- During fall 2015 we once again had a very successful Cool Careers Speakers Program with 22 academic areas represented with speakers. We decided to expand the time period for Cool Careers from one to two weeks, and this has helped students attend more panel sessions. Over 1,000 students participated in Cool Careers.
- We conducted 12-14 career workshops per semester for SMC Students.
- We speak to 75 sections of Counseling 20 each year to support their career assignment. This helps give us exposure and brings students into the center and increases enrollment in our career planning class.
- In summer 2015, we began giving a 10 minute pitch about our services at all Back to Success (BTS) sessions for students on Academic or Progress Probation. We received such positive feedback from the counselors who presented these workshops and the students who attended, that we made sure to present to every single workshop for winter and summer 2016. This has been very successful. Many of these students made follow-up appointments to see a career counselor. Here are the number of students we reached in the Winter 2016 and Summer 2016 which is when these sessions occur:

<b>Number of Students Attending Back to Success by Semester Attended</b>	
<b>Back To Success Semester</b>	<b>Students (Unique)</b>
Winter 2016	480
Summer 2016	1163

- We have an Advisory Board to the CSC that meets annually. The employers who attend these meetings provide us with labor market information, hiring trends, ways to discuss internship opportunities with our students, and discuss Job Success Skills, including the soft skills they are looking for in potential employees.
- In Fall 2015, we hired a new Administrative Assistant who has been a strong addition to our staff.

- In Fall 2015, we hired a new Senior Career Services Advisor for Applied/Service learning. This is something that many departments have wanted for over 10 years.
- We continued with initiatives for undecided students to help them become decided about their college major and educational path. These include:
  1. Assignments for any faculty member to use in their classes to help students think about potential careers. This has been especially popular with the English Department.
  2. The Faculty Leader has presented to many departments about the services offered, asking faculty to include some sort of announcement about the availability of career counselors. The faculty leader also has given them small assignments they can give their students. This has been well received.
  3. At the beginning of every semester, the Faculty Leader requests lists of undecided students from MIS. The Faculty Leader sends two emails; one to the student's SMC email, and one to their private email inviting the students to make an appointment with a Career Counselor. The Administrative Assistant and the student workers also phone each student to invite them to make an appointment as well. When the phone calls are made, students express their appreciation at receiving a personalized phone call. With the implementation of a "make an appointment" button on our homepage, we have had over 1,000 students contact us this way, and we followed up with them to make appointments
  4. The Career Services Center website has an "Ask a Career Counselor" link where students can email and ask a question. An average of 15 emails are received each month.
  5. The Welcome Center has mandated that each FYE student must meet with a career counselor once during the fall semester. This was extremely successful in drawing new students to the center.
  6. The career counselors in the Latino Center and African American Collegian Center have been providing lists of program participants allowing CSC staff to email and phone them to make an appointment.
  7. We have a larger presence on Facebook now, with more students responding to this. We also were able to personalize our College Central Network website so it looks like the students are going directly to an SMC website when looking for Jobs or Internships. We have also updated our website, and have a linked in page for SMC students wanting to connect with the Career Services Center.

**2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.**

The previous Program Review had 5 recommendations for the Career Services Center. Below, please find each recommendation and how the CSC has addressed these.

1. Work with Institutional Research to develop long term measures to identify trends and the effectiveness of program services.
  1. We have executed a variety of activities. Several years ago IR developed an online survey for students to take as they left their appointments. When we went to get the results, due to the turn-over in IR, they were unable to be retrieved.
  2. A new survey was then developed. This time the survey was emailed to all students at the end of a semester. In this instance, while some students made useful comments about the career counselors they met with, many vented about their experiences in the main counseling center.
  3. As a result of these experiences, and discussing the results with IR, it was concluded that surveys are a very difficult way to gather information for students who utilize the CSC.
  4. As a result, it was decided to have two SLO's that the career counselor's would respond to following each students appointment as appropriate.

Given the data from MIS about the number of students choosing a major, coupled with the fact that students regularly return to see career counselors, the services provided by the CSC are effective. The career counselors in the center are seasoned counselors who have experience, education and professional development in order to maintain a high standard of expertise.

Below, please find the number of visits to the CSC per Academic Year. This shows a dramatic increase in students booking appointments with the career counselors. In summer 2014, the Career Counselors phoned students directly and recorded these calls in ISIS. The higher number in the data is a reflection of this. Since then the Administrative Assistant and Student Workers make the majority of phone calls to the students, with the exception of the Black Collegians and Adelante program participants. The Career Counselor for each area phones them.

<b>Number of Visits to CSC by Academic Year</b>	
<b>Year</b>	<b>Visits</b>
2013-2014	1720
2014-2015	4388
2015-2016	4549
<b>Grand Total</b>	<b>10657</b>

<b>Number of Visits to CSC by Semester</b>	
<b>Semester</b>	<b>Visits</b>
Fall 2013	754
Fall 2014	1248
Fall 2015	1458
Spring 2014	701
Spring 2015	1613
Spring 2016	1858
Summer 2014	1159
Summer 2015	544
Winter 2014	265
Winter 2015	368
Winter 2016	689
<b>Grand Total</b>	<b>10657</b>

The numbers below represent students who took Counseling 12 - Career Planning, Counseling 15 – Job Search Strategies, Counseling 16 – Job Success Skills, and Counseling 90, 90B, 90C, 90D – Internship courses. In 2013-2014 we had 3 part-time career counselors and consequently much smaller classes and students enrolled in them. Once we received SSSP funding for the additional 3 part-time career counselors, the number of classes and students enrolled went up significantly for 2014-2015 and 2015-2016. Counseling 15 was taught for the first time in 2014-2015 and thus far enrollment has been limited to STEM students. Counseling 16 is offered once a year, and enrollment has been steady in the last few years. Overall enrollment in our Internship classes has also remained steady.

<b>Course</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Grand Total</b>
COUNS 12	753	1265	1359	3377
COUNS 15		127	125	252
COUNS 16	39	23	27	89
COUNS 90A	46	85	74	205
COUNS 90B	25	21	25	71
COUNS 90C	54	34	31	119
COUNS 90D	11	12	18	41
<b>Grand Total</b>	<b>1018</b>	<b>1670</b>	<b>1760</b>	<b>4448</b>

2. Improve departmental understanding of the use and analysis of data.

- 1. Since our last program review, we have developed a strong working relationship with IR to gather data about the effectiveness and impact of our services.
  2. The data we have gathered has allowed us to conclude that more students are utilizing our services, and more students are declaring a major by their 16<sup>th</sup> unit.
  3. Given that SSSP funding is contingent upon data, we have frequent meetings with IR to develop strategies for assessing the impact of our services. The data we received is reviewed on an annual basis in order to apply for continued funding.
  
- 1. Develop a strategic plan and set priorities for a core of services and student support to be maintained through budget swings.
  1. Our core services maintained through budget swings include; 1 Internship Career Services Advisor, 1 Employment Career Services Advisor, 3 part-time career counselors and the full-time CSC Faculty Leader. While this is a small staff, we worked very hard during the budget downturn to maintain core services. All of these positions were paid by district funds. Until SSSP we had no soft funds to apply for. Once this new funding stream became available, we hired an additional 3 part-time career counselors. Since the last review, significantly more faculty and staff recognize the importance of services.
  
- 1. Using assessment results of SLOs and other measures to inform goals for program improvement.
  1. We have used our SLO results primarily to validate our services and to ensure we are meeting student needs. Over the summer we piloted a new SLO for the Counseling 12 class. IR helped write the rubric, and this was the first time we tried assessing in this manner. The results showed there is a better way to introduce the assignment to ensure students get the most out of the informational interview they are required to do. We are continuing our new SLO this fall to see how we do and compare it to this past summer. We are also planning to implement a new SLO each year to help us measure the results of what we do better.
  
- 1. Bring the Internship Program area of the Career Services website into compliance with accessibility standards.
  1. We have done this for both the Internship Program and the Career Services Center websites.

**3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.**

None

**4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).**

None

## **D2. Moving Forward**

**Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:**

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Each spring the career counselors look at the SLO results for the year. In reviewing the SLOs for the Career Services Center and related classes, it is clear our objectives are being met with the results ranging from an average of 80% to 100%. That said, with regard to the SLO for the Career Services Center we are presently relying on the career counselors to report whether or not they feel the student is more confident in the career exploration process. Perhaps this is not the best method of assessment and needs to be revisited with the IR staff.

When reviewing SLOs #1 and #3 for Counseling 12, it has also been determined they are evaluating very similar outcomes of the course with similar results. Consequently, the Career Services Center staff will re-write these SLOs into one for a total of two SLOs for this class.

The three SLOs for Counseling 16 have not been updated in a number of years. Although the objectives are being met with results ranging from 85% to 95%, the Career Services Center staff will review and update these before our next six year review.

Counseling 15 is a relatively new class recommended for STEM students. We are very pleased with the SLO which requires students to learn to document their experience and education in the form of a resume. This is very relevant and our objective is being met with the result ranging from an average of 91% to 99%.

The two SLOs for the Counseling 90(A-D) series classes are both relevant and appropriate. These internship courses require students to develop three measurable learning objectives, and submit a final reflective paper discussing how they mastered their objectives at their work site. Once again objectives are being met with the results ranging from an average of 80% to 100%. Not all students turn in the final paper and this is reflected in reported percentages.

Given the above and after discussing these results with IR, it has been decided we will update 1-2 SLOs per year to ensure we are meeting both the needs of the classes and the program at large.

In addition to SLO data, we have also worked closely with the IR Office to collect longitudinal data which reflects populations served and our work with undecided students. Data analysis indicates that the special emphasis placed on Black Collegian and Adelante students has been successful given the significant increase in both students served and

number declaring a major. Given the emphasis on equity at SMC these results are particularly satisfying.

Similarly, data suggests that our new partnership with the First Year Experience program has also been very successful. More specifically, a large number of first-year students are making individual appointments with career counselors and consequently declaring a major. In fact, the number of students who want to make appointments with a career counselor far exceeds what we can reasonably accommodate. This has resulted in a fall 2016 request for additional SSSP funding to hire two additional part-time career counselors to better meet the demand.

## D2. Objectives (Moving Forward)

Objective #1

**Objective:**

Continue to promote faculty use of assignments created by the Faculty Leader of the CSC to help students learn to research and think about college majors and potential careers

**Area/ Discipline/ Function Responsible:** Career Services

**Assessment Data and Other Observations:**

Institutional Research Data

**External Factors:**

Other Factors

The Student Success Act of 2012 mandates that students will have a college major by the 16th unit of enrollment.

**Timeline and activities to accomplish the objective:** The Faculty Leader will speak to all departments once a year to provide information about how they can incorporate career planning into their course curriculum.

The faculty will tailor the assignment for their particular subject matter.

**Describe how objective will be assessed/measured:** On an annual basis the Faculty Leader will survey all faculty to determine who implemented an assignment created by the CSC into their curriculum.

**Comments:** ILO #5 pertains to Authentic Engagement.

When professional relevance –which is the application of course content to possible professional life was added, it became clear that the faculty could add an assignment that would help students research different careers, which would make their courses more meaningful and relevant.

Objective #2

**Objective:** Continue to visit Counseling 20 classes to present about the Career Services Center and prep the students for the career assignment that is a part of this class.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #3

**Objective:** Continue to have a career counselor dedicated to the African American and Latino Centers, and partner with the FYE program and Welcome Center

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #4

**Objective:**

CSC staff will phone students and personally invite them in to see a career counselor with the goal of meeting with students individually, or getting them enrolled in a Career Planning Class to help them make future career and major decisions

**Area/ Discipline/ Function Responsible:** Career Services

**Assessment Data and Other Observations:**

Institutional Research Data

**External Factors:**

Other Factors

Student Success Act of 2012 mandates which requires students to declare a major by their 16th unit

**Timeline and activities to accomplish the objective:** Lists of undecided students will be requested at the beginning of every fall, winter, spring and summer term.

Every student who is undecided about their college major will receive both an email and phone call inviting them to meet with a career counselor.

**Describe how objective will be assessed/measured:** IR will provide statistics on decided versus on undecided majors at the beginning and end of each year.

**Comments:** The CSC staff continues with this objective because it is proven to be successful

Objective #5

**Objective:**

Work on updating all SLOs for the different components of the Career Services Center at a rate of 1-2 per year, including the method of assessment.

**Area/ Discipline/ Function Responsible:** Career Services

**Assessment Data and Other Observations:**

SLO Assessment Data

**External Factors:**

Other Factors

Recommendation from the Institutional Research Office

**Timeline and activities to accomplish the objective:** We will review one-two SLOs per year over the next 6 years

**Describe how objective will be assessed/measured:** This will be measured each year upon completion of new SLOs or assessment methods

**Comments:** We began in Summer 2016 with SLO #2 for Counseling 12: Students will gain a real life perspective of a profession in a specific career. The rubric we used and are now using is attached as well as the data summary from summer 2016. This now gives the faculty the chance to be more clear about the assignment and expectations. This will continue to be assessed by using the rubric each semester over the next year or so until we see improvements in students attaining the SLO.

Objective #6

**Objective:**

The Career Services Center will expand our employment services to offer employers more opportunities to recruit for jobs on campus.

**Area/ Discipline/ Function Responsible:** Career Services

**Assessment Data and Other Observations:**

Other data or observed trends

**External Factors:**

Other Factors

Employers report that they would like more opportunities to recruit our students for jobs.

**Timeline and activities to accomplish the objective:** The CSC Employment Advisor would like to implement alternative ways for employers to recruit SMC students during the 2016-2017 academic year. This will be accomplished by offering mini-job fairs throughout the year. Major themed job fairs will be offered an on-campus interviewing will be offered when possible.



**Describe how objective will be assessed/measured:** Survey to employers who recruit from SMC to how many students they interviewed and how many students they hired.

**Comments:** The CSC staff wants to help students prepare for the work-world and have work experience. This will also help with their resumes, and career decision making.

Objective #7

**Objective:**

Increase the number of students enrolling in the Internship class, Counseling 90A-D series.

**Area/ Discipline/ Function Responsible:** Career Services

**Assessment Data and Other Observations:**

SLO Assessment Data

**External Factors:**

Other Factors

The Career Services Advisory Board has reported to us that they will not hire a student who has not participated in at least one Internship experience. Research also shows the importance of an Internship experience in finding a job.

**Timeline and activities to accomplish the objective:** The timeline for this objective is Spring and Fall 2017.

The Senior Employment Advisor for Internships will market the Internship program through:

1. Speaking to students in Classes
2. Tabling on the walkway on the main campus
3. Working with faculty to discuss the bonuses of internships, and asking faculty to discuss with their students

**Describe how objective will be assessed/measured:** The SLOs for Counseling 90A-D

**Comments:** According to recent articles from the Chronicle of Higher Education, Internships is one of the critical ways a person can gain permanent employment.

The Career Counselors teach students the importance of internships and "getting their foot in the door".

## F. Community Engagement

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

**1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.**

Committees: (Faculty Leader and Applied/Service Learning staff)

1. GRIT
2. VIP Welcome Day
3. Academic Senate
4. Career Technical Education
5. Grade Appeals

6. Social Justice
7. DPAC College Services (Co-Chair)
8. Safety Committee
9. Classified Professional development (ended 12/2105)
10. Faculty Advisor for Associated Students Club

**Presentations:**

1. Campus Wide flex days on the Career Services Center
2. MBTI for classified staff at campus wide flex days
3. Applied/Service Learning program at flex day
4. Present to classes including Counseling 20, English, Anthropology, Psychology etc. about the CSC and career planning
5. Present at Advisory Board meetings for other departments including Computer Science, ECE, and Business
6. Present at different department meetings about CSC services and how the faculty can include assignments or activities which are career oriented. Have made presentations at department meetings in the areas of Physical Science, Life Science, English, Library, Communications, Social Sciences, Design Technology and others.

**Departmental Activities:**

1. The Career Services Center Faculty Advisor presents at Counseling department Meetings so all Counselors are aware of programs and activities.
2. The Career Services Center actively participate in VIP Welcome Day sponsored by the Counseling department. More specifically, we have a table at the Resource Fair and offer 2 workshops – How to Get an Internship, and Roadmap to Choosing a College Major.

**2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)**

1. The Applied and Service Learning program works with local organizations in the Santa Monica and West Los Angeles area that have the capacity to provide meaningful and powerful real-life experiences for SMC students
2. The Employment Advisor is in constant contact with community employers. Currently getting involved with the Santa Monica Chamber of Commerce
3. The Internship and Employment Advisors receive emails and phone calls from local businesses requesting SMC interns and employees.
4. The Employment Advisor reaches out to community employers to recruit them for job fairs and on-campus recruitment. This helps SMC students find employment.

**3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.**

1. The Applied and Service Learning program has regular contact with various academic departments since the program centers on the faculty participation. Regular contacts are made to different academic departments and individual instructors to gauge interest and/or participation in the program
2. The faculty leader is in constant contact with other departments and faculty to present our services and attend their department meetings.

## **G1. Current Planning and Recommendations**

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].**

None

**2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

None

**3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

An additional full-time Career Counselor is becoming more critical as we work to fulfil the 2012 Student Success Act with regard to helping students identify and choose a college major by their 16<sup>th</sup> unit. One full-time Career Counselor whose main responsibility is administrative is not enough to expand our services and meet student needs. In the article “Colleges Must Reinvent Career Counseling” by Jeffrey Selingo dated 10/23/16 (from The Chronicle of Higher Education), he states that “colleges should view career planning as a campus amenity right up there with state-of-the-art academic buildings, recreation centers, and residence halls.” “The retooling of career services must start with making such offerings more accessible throughout the undergraduate curriculum, starting on Day 1 of college”. The staff of the SMC Career Services couldn’t agree more!

One full-time Career Counselor and 6 part-time career counselors cannot meet the needs of the campus population. Another full-time Career Counselor would help expand services, assist with SLO writing and assessments, and help create more programs to assist students with making career decisions and facilitating their movement into the work-world.

A proposal for an additional full-time career counselor was submitted to the Counseling department for ranking this past spring. It did not rank high enough to make it to the hiring phase. Proposals will continue to be submitted each year until another Full-time Career Counselor is hired.

**4. List all current positions assigned to the program.**

1. 1 Faculty Leader
2. 6 part-time Career Counselors (3 are funded by SSSP)
3. 1 Administrative Assistant
4. 1 Senior Internship Career Services Advisor
5. 1 Employment Career Services Advisor
6. 1 Senior Applied/Service Learning Career Services Advisor

## **G2. Future Planning and Recommendations**

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Projecting toward the future, what trends could potentially impact the program? What changes does the program**

**anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?**

The only trend that could negatively impact the Career Services Center would be another recession in the economy which could result in budget cuts to the Career Counseling Faculty. However, with the Student Success Act of 2012 and SSSP funding, the program is confident that our full-time Faculty staff will grow due to the need of all SMC students to declare a college major by their 16<sup>th</sup> unit.

The Career Services Center needs to become more of a central hub on campus in order to best serve SMC students.

According to the article, “Reinventing the Career Center” by Jeffrey Young, dated 10/23/2016

(from The Chronicle of Higher Education), he states that “Since the 2008 financial crisis, students expect higher education to launch their careers, not just make them smarter. To do that, career-center leaders argue that they must be seen as part of an institution’s strategic core rather as a small service center that operates on the edge of campus”. While it is clear that SMC values the Career Services Center, it needs to become more of a central hub on campus for both students and faculty. In the article “Colleges Must Reinvent Career Counseling” by Jeffrey Selingo dated 10/23/16 (from The Chronicle of Higher Education), he states “Internships now play a more important role in recruiting.” “The ability to transfer knowledge between the classroom and the workplace and back again is what gets new college graduated hired, because it allows them to show in job interviews what they cannot easily display on their resume or in an application.” This is absolutely correct in what we see here in the CSC. We now tell students if you do not have at least 2 internships during college, you are unemployable. Every single student at SMC should obtain an internship as part of their curriculum. This makes them more employable and competitive.

With Career Services becoming more critical, a second full-time Career Counselor will be necessary to balance the department and help with the large work load. The Faculty Leader will continue to put in a request for another full-time career counselor.

In the next 10 years, it is our hope that SMC’s Career Services Center will continue to be well funded and a premier Career Center in the state. We already have a great reputation, and will work hard to keep this reputation intact. The program will continue to grow organically, and with SMC Administrative support.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

The new Students Services building in under construction now and the facility will have what is needed to move into the future for all of us.

**3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Again, the Faculty Leader will continue to advocate for another full-time Career Counselor through the appropriate channels.

**4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.**

If SSSP funding diminishes we will have a difficult time serving the entire SMC population with 3 part-time career counselors.

**5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation**

**process.**

Following are final conclusions and long term recommendations:

- Continue to evaluate and write new SLO's and/or methods of assessment
- Look for ways to grow the enrollment in Internship classes.
- Given the emphasis on career counseling as indicated in the Student Success Act of 2012, continue to advocate for additional full-time Career Counseling Faculty
- Continue to partner with the African American Collegians, the Latino Center, and the First Year Experience programs to support these populations in their Career Development

**6. Please use this field to share any information the program feels is not covered under any other questions.**

And finally, it should be noted that the CSC Faculty Leader will engage in a spring 2017 special sabbatical student to help Veterans transition from military to civilian life with regard to their Career Development. The goal of this study is to bring back a program than can be implemented for Veterans.

**Evaluation of Process**

**Please comment on the effectiveness of the Program Review process in focusing program planning.**

The Program Review process has allowed the Career Services Center staff to review the different components of the program and then evaluate the effectiveness of each component.

The process was helpful in really looking at our SLOs and how well they are evaluating our program and classes.

The process helped define our future objectives more succinctly.

The process also helped us to take an in-depth look at all of our services and how well we are meeting student needs.

This is always a valuable experience for us.

**Executive Summary**

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

**Narrative**

**Program Evaluation**

**Commendations**

**Recommendations for Program Strengthening**

**Recommendations for Institutional Support**

**Attached File Upload**

**Attached Files**