

# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):  Program Review (published every 4<sup>th</sup> year)  
 Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): 2008-09

The report contains information on the follow unit(s) (enter names of all units/programs):  
Counseling ,DSP, Puente, Transfer Cener, Career Center, CalWorks, EOPS/CARE

## Report Abstract:

The Counseling, DSP, Puente, Transfer Center, Career Center, CalWorks and EOPS/CARE programs all completed program reviews for 2008-2009. A common thread was that the review process exposed success as well as areas where we need to improve. Data collection was probably the most significant area which needed improvement. SARS implementation and Banner improvements should assist all departments in improving data gathering.

Signature: Mary Gumlia Date: 5/3/10  
Faculty/Staff Representative

Signature: Erin Verris Date: 5/3/10  
Dean/Director

Signature: [Signature] Date: 5/7/10  
President, Academic Senate

Signature: [Signature] Date: 5.13.10  
Vice President

Signature: [Signature] Date: 07-13-10  
Superintendent/President

## Program Review & Analysis for Institutional Support Services – Career Center

### Part I Outcomes

1. What are the Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) for the unit? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
Students will learn how to utilize the tools for career exploration.	Exit surveys at the end of completion of Eureka software and orientations for the COUN 50 Class.	Completion of the Eureka software; Career Center Orientations for COUN 50 Class; completion of STRONG And MBTI test batteries.
Students demonstrate that they benefit from labor market information as well as information on education/ training options for effective career planning.	Focus Groups selected from students taking COUN 50, and the general student body utilizing career/job placement services. (Receive feedback on the tools utilized and their perceived utility)	Random pre-post quiz before and after receiving services; Career Center Orientations for COUN 50 Class, The Annual Career Faire, College-University Transfer Day, individual advising appointments with students.
Students are able to use the online job search database.	Self-survey checklist to be e-mailed to all students signed up.	Number of students signed up with the online job search database, number of viewings (hits) for jobs that are posted.

2. The specific SCC Strategic Direction and Goal(s) supported by this program:

SCC Core Value: Responsiveness to the Community:

**Goal 2: Student Access**

**Obj. 2.4** — *Student retention and persistence*

**Goal 7: Community Relations**

Foster a strong connection to the communities we serve and be responsive to local and regional needs.

**Obj. 7.1**— *Workforce training & economic development*

**Obj. 7.2**— *Life-long learning & personal enrichment*

**Obj. 7.3**— *Strong connection to the community*

## Part II Analysis

### 1. Identify and explain the trends in Career Center:

The Career & Employment Services provide one-stop services for students exploring careers and seeking employment.

During 2008-09, 1603 student contacts were made at the Career Center. As for their reason for utilizing the Career Center, the following occurrences were checked by students:

Job Search and Referral	1196
Labor Market Information	39
Resume Help	131
Career Exploration	676
CalWORKs Appointment	248
Counseling 50	13

The current manual sign-in process does not necessarily capture the entire population of students utilizing the services. Steps are put into motion to utilize the SARS.TRAK software program to keep accurate and detailed records with minimal inconvenience for the students.

As displayed at the table above, job search and referrals constitutes a significant portion of the Career Center's function and utility for our students. The trend for job placement services has significantly shifted to online utilization even though we re-introduced our previous "in house" database and simultaneously post jobs on a physical job board.

During the time period of June 1<sup>st</sup> 2008 – May 30<sup>th</sup> 2009, 895 students enrolled with our online job search service. At the same time period, we posted 422 jobs which resulted in 24,596 viewings (hits) of these posted jobs. This averages to 27 viewings per enrolled student, or 57 viewings per posted job.

The Employment Development Officer works with staff and faculty on campus and with owners, managers, and human resources directors' off-campus to develop job opportunities for Solano Community College students and graduates. There were 199 students working on campus during this period including our Federal and CalWORKs work-study students. We have worked with 173 CalWORKs students on a case management basis, many of them facing multiple barriers for employment. Special attention is given to facilitate for employment that match the CalWORKs students' interests, abilities, and career goals.

The Career Center also serves as a resource library and a laboratory for students enrolled in COUN 50: *Career-Life Planning*.

Staff provided on-site student orientations to the Career Center and the related resources for the students of COUN 50. All instructors requesting orientations had one. Staff collected, mailed, and re-distributed the Strong Vocational and MBTI tests for scoring (29 class sections).

Students were provided access to information and resources needed for their career and educational planning. Up-to-date, news-worthy, career-related information was collected and filed. We posted subscription updates, and disseminated career-related information. This information is in print media as handouts, books, manuals and more recently, on the web, through "My Solano; Groups". In addition to the move toward SARS.TRAK, utilization of "Solano Groups" is part of our general trend toward a paperless operation.

374 Students enrolled and used the EUREKA software which provides for a seamless connection from identifying vocational interests to concrete career fields and occupations.

Staff provided résumé/job seeking skills workshops and worked with students on a one-on-one basis to help them research information on careers and related academic preparation. 101 individual student resumes were built and numerous others were critiqued during this time

We have organized and participated in campus-/county-wide activities relating to careers and education. Staff organized the annual College/University Day & Night (fall) and Career Faire (spring). Both events are campus-wide and open to the general public. Both events were highly successful and well attended. Staff also represented Solano Community College through participation in local career and educational fairs.

## **2. How do the above trends relate to the factors and outcomes identified during the last review?**

- a. The Career Center is progressing in its migration to on-line services. Students are increasingly signing up with and utilizing the College Central Software for job search and the EUREKA software for career exploration.
- b. Most labor market information sources of importance are catalogued on line and available for students' usage via terminals at the Career Center. Students are becoming aware of these resources and utilizing them.
- c. Our CalWORKs efforts are being streamlined through electronic (paperless) recordkeeping and close coordination with the CalWORKs office.

## **Part III Conclusions and Recommendations**

### **1. What are the major accomplishments of the program during the past four years?**

Formally two separate but related student services functions, Student Placement Services (Job Placement) and the Career Center were merged over the summer of 2005 in order to streamline both operations. This merger enabled the new Career Center provide **one-stop services** for students exploring careers and seeking employment. The merger resulted in a location change and the Career Center was temporarily co-located with the Reading/Writing Labs from Summer 2005 through Fall 2007. We have started the spring semester of 2008 in our brand new location in building 400 with ample space and state-of-the-art facilities. The improvement in the physical layout of the center, and the smart classroom facilities is a major accomplishment in terms of students' utility. Our online job board has its great advantages in terms of student access. However, in spring 2009, we re-installed the physical job board, and brought back our conventional modality to have a two prong system where students get a secondary physical (visual) access point for employment dissemination.

### **2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.**

As mentioned above, the Career Center enjoys excellent facilities in its new location. However, the second floor location is somewhat sheltered from the main student body foot traffic and extra effort needs to be exerted to increase student outreach and marketing of the services. We have started our efforts in this direction and will continue on focusing on the exposure of the services.

# **PROGRAM REVIEW & ANALYSIS FOR INSTITUTIONAL SUPPORT SERVICES**

**2008 – 2009**

## ***CAREER CENTER***

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Submitted on: *January 5, 2010*