



# Strategic Initiative Section Report

**Career/Life Planning and Workforce Center:**

**Date: 05/16/2016**

• Program Review Non-instructional Cycle F 2015 Career Life Planning/Work Force Center

**Sorted by:** Program

**SI Section Templates:** PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

## Career/Life Planning and Workforce Center

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 Career Life Planning/Work Force Center

##### 1.0

**Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.**

Fullerton College's Mission, Vision, Core Values, and College Goals are what build and strengthen the culture of Fullerton College. It provides its employees and students with a foundation and structure as we conduct business with educating our students and preparing them to reach their educational/career goals. The Career and Life Planning Center and Workforce Center recently merged (Spring 2015) and we make every attempt *to prepare students to be successful learners* not just as a student, but as self-reliant citizens able to cope with constant change in our society while maintaining balance in student/work and life roles.

The Career and Life Planning (CLP) Center's mission is "to provide students assistance with making informed decisions about choosing a major and/or career." We want students to begin the exploration process as soon as they arrive to Fullerton College. By encouraging our students to identify their interests as early as possible and then relate these interests to majors and/or careers, they can begin their education with their goals in mind. This will help eliminate wasted time and money spent on frivolous coursework unrelated to their goals. While students' interests can change from time to time, career and campus resources are available to assist them with these decisions, supporting them to be successful students, successful learners. We offer Fullerton College students the latest tools and cutting-edge resources in the career development field. We maintain a website and social media sites for 24-7 access to career-related information encouraging students to become and stay informed.

The CLP Center embodies this Fullerton College's vision "*Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning*" by instituting a model, Career Planning Process, for students to follow in order to assist them with making or confirming their major/career decisions. This three-step model is outlined on our website. To promote *inquiry and intellectual curiosity*, "Step 1: Research" of the model encourages students to research careers/occupational information and educational information to make informed decisions. This step offers students with a host of resources including valid and reliable career-related assessments, career/educational information databases, career library, and major/career-

related websites to perform thorough research in order to gather necessary information in the decision-making process. To support *personal growth*, we encourage students to attend our workshops and take career classes (e.g. COUN 151, COUN 141) that we service. Within our Career Planning Process model, “Step 2: Network” students are encouraged to join Fullerton College student clubs and to continue making connections with career professionals. This will allow them to investigate and learn more about themselves and possibly strengthen their knowledge of where they may fit in the world of work. We provide resources on our website about professional associations and informational interviewing supporting the idea of connecting with career professionals and/or joining professional associations to begin establishing or strengthening their networks. To sustain a *life-long appreciation for the power of learning*, we want our students to continue learning by doing and obtaining experiential knowledge. “Step 3: Experience” of our model contributes to this philosophy. After researching and networking, we want students to take this knowledge and have the opportunity with identifying a career path through gaining related, relevant experience. We encourage students to seek out opportunities with volunteering, interning, part-time employment, and Service Learning. Service Learning is offered to Fullerton College students through the Office of Special Programs and Part-time employment announcements are available through our Workforce Center. Promoting other programs and centers on campus will contribute to stimulating campus engagement, necessary for success as a student and beyond as indicated in a Gallup-Purdue study “Great Jobs, Great Lives” described in Section 2.7.

The Career and Life Planning Center functions and operates with Fullerton College’s Core Values in mind. *We respect and value the diversity of our entire community* and seek out opportunities to work with our diverse student populations. Programs with which we have worked are the Entering Scholars Program, Extended Opportunity Programs and Services, Transfer Achievement Program, Student Diversity Success Initiative (SDSI)/Incite Program, CalWorks, and Veterans Resource Center. While incorporating and *valuing tradition and innovation*, we appreciate the robust history within the field of career development by utilizing renowned career-related resources and assessments while integrating technology to stay current and connected with our students. *We support the involvement of all in the decision-making process* and welcome feedback from students, faculty, and staff as we move forward each academic year. The information we receive from our Evaluations, Student Learning Outcomes, Service Area Outcomes, Pre- and Post-Surveys offers us the information we need to help us continuously improve. It allows us to *continue growing and learning*, just as we want from our students. *We believe in the power of the individual and the strength of the group* as we provide service to our students in various formats such as individual counseling and in small groups as well as in workshops and campus-wide events. As we continue to strive to provide our students with the highest quality of service, we also exhibit *integrity and high ethical standards* on a daily basis as we relate to students, faculty, and staff. For example, we understand and adhere to Family Educational Rights and Privacy Rights as well as the Code of Ethics outlined by the National Career Development Association. It is not only our job, but our desire to *accept responsibility for the betterment of the world around us as we value and promote the well-being of our campus community*.

Fullerton College Goals are the driving force for the Career and Life Planning Center. Our focus is to *promote student success* by encouraging our students to utilize and benefit from our career and campus resources to assist them with making informed decisions about their major and career goals. For example, the Career Planning Process, three-step model, is described to students upon entry to our center, in classroom presentations, in center orientations, in workshops, and in Freshman Orientations. The model encourages students to start with conducting thorough career research utilizing career assessments and databases, connect with other students and professionals through networking, and gain related experience in their major field of study. It especially provides our under-prepared students with a structure, or guide, to explore how their interests, skills, and values translate into work. Our Career Center

Assignment, a cross-curriculum activity, is what is offered to students to begin the research process. By identifying these important self-characteristics, students are more readily able to select a major and/or career goal, therefore increasing persistence, retention, and success rates. Research shows that students who enter a program of study in the first year performed substantially better than those who entered in the second year or later, as described in Section 2.7, thus contributing to increasing number of degrees, certificates, and transfers to 4-year colleges and universities. Specialized workshops have been facilitated to students, such as those in ESL classes and SDSI/Incite Program, to help contribute to the *reduction of the achievement gap*. We also make effort to provide center orientations and workshops for students interested in STEM who are enrolled in Career/Life Planning classes. In addition, we make effort to *strengthen connections with the community*. We provide support to our Alumni by offering the same services as offered to our students, such as counseling, research assistance, and access to all of our resources and databases. The staff facilitates workshops to local high school students (e.g. Summer Bridge Program) as well as provides resources to high school outreach events. In order to strengthen partnerships with local businesses and the community, jobs are posted on the job board for students to access during the academic year and a job fair is hosted every Spring semester.

## PR Section 4.1 - 4.2

### Program Review Non-instructional Cycle F 2015 Career Life Planning/Work Force Center

#### 4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	SAO: To provide instructional faculty an opportunity to request classroom presentations regarding services and resources of the Career and Life Planning Center.	Spring 2013	Spring 2013	Fall 2013	3 years
2.	SAO: Create SharePoint site to provide	Spring 2014	Spring 2014	Fall 2014	1 year

	instructors of COUN 151 courses with 24-hour access to identify the status of their students' assessments (from purchasing to processing results).				
3.	SLO: Students will be aware of career-related resources (e.g. books, websites) to assist in their career exploration.	2012-13	Spring 2013	Fall 2013	1 year
4.	SLO: Students will have knowledge of how to obtain occupational information such as job outlook/growth, annual wages, and necessary skills as part of their career research.	2012-13	Spring 2013	Fall 2013	1 year
5.	SLO: Students who engage in a career center orientation will be able to name two resources that could help them research majors and/or careers.	2013-14	Spring 2014	Fall 2014	1 year
6.	SLO: Students who engage in	2013-14	Spring 2014	Fall 2014	1 year

	a career center orientation will identify informational interviewing as part of the career planning process.				
7.	SLO: New FC students who participate in "Uncertain about Your Major? Workshop" will identify career and campus resources to assist them in making informed decisions with their major selection.	2014-15	Spring 2015	Fall 2015	1 year

**4.2 Assessment: Complete the expandable table below.**

<b>Service Area Outcomes Assessment for the Student Services Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. To provide instructional faculty an opportunity to request classroom presentations (via website form) regarding services and resources of the Career and Life Planning Center.	Sent emails out campus wide to all divisions to inform faculty regarding service of providing classroom presentations to students. A link to a form was made available in the email to easily make the request.	Responses from faculty were received requesting classroom presentations, totaling 52 presentations and 1595 students who received information about our services and resources.	The results indicate that marketing to faculty via email is an effective way to solicit classroom presentations. However, ample staff is needed to provide these presentations and due to the change in hourly staff the subsequent years show a decrease in classroom presentation contacts. For future, Classroom

			Presentations are assigned to new Student Services Specialists.
2. Create a SharePoint site to provide instructors of COUN 151 courses with 24-hour access to identify the status of their students' assessments (from purchasing to processing results).	Feedback surveys were administered regarding SharePoint's effectiveness and ease of accessibility.	Out of the nine Counseling Instructors who were surveyed, four (44%) responded. Out of the four, two instructors indicated they used the site to view the status of students' assessment processing. The same two indicated that the site was easily accessible and effective in obtaining necessary information. Only one indicated that they would like to continue access to SharePoint in the future.	Based from the results, it is clear that the extra effort made by center staff to maintain the SharePoint site daily is not needed at this time due to the lack of use by instructors. Instructors will continue to receive the status of their students' assessments by means of email or walking into the Career and Life Planning Center.

**Student Learning Outcomes Assessment for the Student Services Division of Fullerton College**

<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Students will be aware of career-related resources (e.g. books, websites) to assist in their career exploration. (2012-13)	Pre- and Post-surveys were presented to students receiving orientation. Criterion: 80% success rate.	Pre-survey results indicate prior to orientation, 48% of students are aware of career-related resources (n=197). Post-survey results indicate after orientation, 98% of students are aware of career-related resources (n=196).	Post test results met criterion indicating successful achievement of intended outcome. In addition to SLOs, a question regarding identification of a career goal was asked on the pre-survey yielding 53% of students having identified a career goal with only 41% of those students having developed a plan to help reach their goals. More career counseling is necessary for our students.

<p>2. Students will have knowledge of how to obtain occupational information such as job outlook/growth, annual wages, and necessary skills as part of their career research. (2012-13)</p>	<p>Pre- and Post-surveys were presented to students receiving orientation. Criterion: 80% success rate.</p>	<p>Pre-survey results indicate prior to orientation, 47% of students have knowledge of how to obtain occupational information (n=197). Post-survey results indicate after orientation, 97% of students have knowledge of how to obtain occupational information (n=196).</p>	<p>Post test results met criterion indicating successful achievement of intended outcome. The current method indicates that students effectively gain knowledge of how to obtain occupational information as part of their career research via orientations. More advertising campus-wide is needed to encourage instructors to bring their students into the CLP Center to provide orientations.</p>
<p>3. Students who engage in a career center orientation will be able to name two resources that could help them research majors and/or careers. (2013-14)</p>	<p>Pre- and Post-survey will be presented to students receiving orientation. Criterion: 80% success rate.</p>	<p>Pre-survey results indicate prior to orientation, 12% were able to name two resources (n=107). Post-survey results indicate after orientation, 86.5% were able to name two resources (n=104).</p>	<p>Post test results met the criterion indicating successful achievement of intended outcome. The current method indicates that students effectively gain knowledge of resources in orientations.</p>
<p>4. Students who engage in a career center orientation will identify informational interviewing as part of the career planning process. (2013-14)</p>	<p>Pre- and Post-survey will be presented to students receiving orientation. Criterion: 80% success rate.</p>	<p>Pre-survey results indicate prior to orientation, 28% identified informational interviewing as part of the career planning process (n=107). Post-survey results indicate after orientation, 93.3% identified informational interviewing as part of the career planning process (n=104).</p>	<p>Post test results met the criterion indicating successful achievement of intended outcome. The current method indicates that students identified informational interviewing as part of the career planning process. Providing students with a workshop that focuses on the 3-step career planning process and highlighting career and campus resources for new students was implemented the following year.</p>

<p>5. FC students who participate in “Uncertain about Your Major? Workshop” will identify three career and campus resources to assist them in making informed decisions with their major selection. (2014-15)</p>	<p>Pre- and Post-survey will be presented to students participating in the workshop. Criterion: 80% success rate.</p>	<p>Pre-survey (n=75) results indicate prior to workshop, 64% identified at least one career and campus resource (1=21%, 2=17%, 3=21%). Post-survey (n=75) results indicate after workshop, 93% identified at least one career and campus resource (1=12%, 2=19%, 3=63%).</p>	<p>Post test results met the criterion indicating successful achievement of intended outcome. This pilot workshop was designed for new students facilitated by academic counselors in the Spring semester. While this workshop was heavily advertised to new students, more continuing/returning students (73%) attended showing a strong interest and more need for this type of information. New students may be overwhelmed with all the information being disseminated, therefore not appealing to them at the time it is advertised. For future workshops, the focus will be to advertise to students through counseling appointments, website, President’s Weekly, social media sites that will help encompass marketing to all students.</p>
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**PR Section 4.3 - 4.6**

**Program Review Non-instructional Cycle F 2015 Career Life Planning/Work Force Center**

**4.3 - 4.6**

**4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?**

After our last program review, promoting the center has been an objective in order to increase awareness of our resources and services. By providing presentations in classrooms, it is a sure way of introducing students to our program. Therefore, by creating a form on our website to



provide instructional faculty an opportunity to easily request classroom presentations assisted us with reaching out to our students. However, it is getting the faculty's attention to know that we are offering this service. During these presentations, students receive information about our resources and services, including our Career Planning Process, our three-step model: Research, Network, and Experience. This three-step model introduces students to career and campus resources in order to promote success while at Fullerton College and beyond. Assessment of this SAO has helped us realize that in order to effectively promote our center in this way, efficient staffing is necessary. Adult hourly staff was not sufficient to maintain this function due to timing conflicts and schedule changes. However, with the newly hired full-time Student Services Specialists, this eliminates these challenges.

We are continuously finding ways to provide better access to our Counseling Faculty in order offer students in career classes their results in a timely manner. By creating a Career Center SharePoint site, it allows COUN 151 instructors with 24-hour access to identify the status of their students' assessments (from purchasing to processing results) to better serve students. This required additional staff time to upload and maintain data of about 2000 students. After assessing the outcome of this SAO, it was clear that the amount of time needed to maintain the data for the limited amount of instructors who benefited indicated that too much of staff time was being spent on this service. Therefore, we will hold off on providing this service and will continue the way we've always disseminated this information.

#### **4.4 How has assessment of SLOs led to improvements in student learning and achievement?**

Providing career-related information and resources to students through orientations have been our most effective way of assessing Student Learning Outcomes. And, it shows that the data these Student Learning Outcomes yielded were positive. With regards to asking students about having a career goal, only 53% indicating having a career goal and only 41% of those students having developed a plan to reach their goals indicates more career counseling is needed for our students. Hiring a new academic counselor to provide career counseling has benefited our students, but the need for more available career counseling appointments exists. To help combat this issue, we solicited the help of an academic counselor to develop and implement a pilot workshop, "*Uncertain About Your Major?*" with the help of additional academic counselors to facilitate. It was an opportunity to structure the information to students in order to provide career counseling in a more systematic way. This workshop was the opportunity to offer our 3-step career planning process, highlighting career and campus resources in order for students to make informed decisions with the major selections and career goals. For future workshops, the focus will be to market and advertise to students through counseling appointments, direct emails, website, President's Weekly, social media sites.

#### **4.5 What challenges remain to make your program SAOs/SLOs more effective?**

There are no challenges remaining to make our SAO/SLO's more effective.

#### **4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.**

(See <http://programreview.fullcoll.edu/>)

To promote student success, we encourage our students to utilize our career and campus resources through the Career Planning Process, mostly discussed in classroom presentations, center orientations, workshops as our SLO's show. The model encourages students to start with conducting thorough career research utilizing career assessments and databases, connecting with other students and professionals through networking, and gaining related experience in their major field of study. It especially provides our under-prepared students with a structure, or guide, to explore how their interests, skills, and values translate into work. By

identifying these important self-characteristics, students are more readily able to select a major and/or career goal, therefore increasing persistence, retention, and success rates.

Special effort is made to help reduce the achievement gap. Research has shown that career planning and interventions lead to increased academic efficacy and motivation, two variables that are known to be related to improved academic achievement. Career planning/interventions have a positive impact on important constructs such as career decision-making, self-efficacy, career commitment, and career decidedness. A career intervention provided to students as part of Step 1 of our Career Planning Process is the Fullerton College Career Planning System, powered by Kuder. Of the 3,898 students who registered for this program during this cycle (2012-2015), sixty-two percent self-reported their ethnic background as Hispanic.

#### **4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.**

We are dedicated to providing relevant, career-related resources and services to all students who enter the center in search of career-related information. In order to support the achievement of the institution level SLOs, our center works diligently towards the outcomes of Communication, Critical Thinking and Information Competency, and Personal Responsibility and Professional Development.

In SLO #1, knowledge of career-related resources (e.g. books, licensed programs, and websites) is strengthened by encouraging students to read and listen during center orientations. Students read in order to comprehend and interpret various types of written information. They also listen to be able to interpret and respond appropriately to verbal and nonverbal messages. Students are encouraged to read relevant career books from our library. Typically with our licensed career-related resources, the facilitator of the orientation navigates through the program then provides opportunity for students to read and research career information. Websites are shown that students can access to provide further information regarding career information.

In SLO #2, the ability to obtain occupational information such as job outlook/growth, annual wages, and necessary skills, is increased to assist in career exploration. Students are able to think critically by analyzing data to help make decisions. Students learn how to read the data provided in occupational databases in order to help them evaluate and draw conclusions when making decisions about their career goals.

In SLO #4, knowledge of informational interviewing as part of the career planning process is developed in order to strengthen Personal Responsibility and Professional Development. This SLO allows students to accurately assess their own knowledge, skills, and abilities, as well as self-motivate and set realistic goals. Stressing the importance of informational interviews as part of the career planning process provides students with an opportunity to connect with career professionals to identify the skills, knowledge, and abilities as it relates to the career of choice. It also allows students to get their questions answered about the career in order to begin moving forward and setting realistic goals.

#### **4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?**

A survey is available for students to complete upon entry to the center asking students about their satisfaction (strongly agree, agree, disagree, strongly disagree) with (1) hours of operation, (2) friendliness of staff, (3) quality of staff assistance, (4) quality of information/resources, (5) facilities, and (6) overall experience.

**B. What do the results of the above methods of assessment indicate about the effectiveness of the program?**

The results indicate that the majority of the students who interact with our program strongly agree with the hours of operation, friendliness of staff, quality of staff assistance, quality of information/resources, facilities, and overall experience.

**C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.**

While 75% of students indicate that they strongly agree with the hours of operation, we decided that it would accommodate evening students to extend our center's hours of operation to until 7pm on Tuesdays.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 Career Life Planning/Work Force Center

#### Action Plans

*SAPs* for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan Name: (formerly called short-term goal)	Uncertain About Your Major?
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As part of the Career Planning Process (Research), the staff of the CLP Center will facilitate " <i>Uncertain About Your Major?</i> " group sessions in the Fall and Spring semesters to assist students in exploring career paths and identifying a major.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcome for attending the workshop is that students will (1) receive access to the Fullerton College Career Planning System to complete career-related assessments (NEW) and (2) identify career and campus resources to assist them in making informed decisions with their major selection, (3) identify a major as part of the Student Educational Program Plan (NEW).

What specific aspects of this SAP can be accomplished without additional financial resources?	No additional financial resources are needed.
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## STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	Employer Panel
List College goal/objective the plan meets:	College Goal #: 3 Objective #: 3
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As part of the Career Planning Process (Networking), during the Spring semester, the staff of the CLP/Workforce Center will facilitate an Employer Panel of local employers to provide students with information about their hiring process, the importance of networking, and various industries within the community. This will strengthen partnerships with local businesses.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcomes for attending the Employer Panel are that students will gain knowledge of networking, the hiring process, and various industries within the community.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional financial resources are needed.

## STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Job Search Workshop Series
List College goal/objective the plan meets:	College Goal #:1 Objective #:1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As part of the Career Planning Process (Experience), in the Fall semesters, the staff of the CLP/Workforce Center will conduct a series of workshops to assist students with achieving their employment goals. The workshops cover topics such as resume and cover letter writing, using social media to network, interviewing skills, and job fair preparation.

<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome for attending the workshops are that students will gain knowledge of how to interact (verbal and written communication) with employers.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>No additional financial resources are needed.</p>
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>	