

Career Center Program Review

2012-2013

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1. Program Description

1A. Description

The Ventura College Career Center is co-located and shares space with the Transfer Center in Student Services Building at the center of campus. The center serves as the point of contact for those students who are seeking career/job placement services and is designed and equipped to accommodate individual counseling, small group activities, conferences and meetings with its 25 computers, a conference room, three individual offices, a reception desk, and several tables with seats for individualized work. The Center maintains a library of books, tapes, videos and other resources that compliment the Career/Job Placement effort and maintains a section within the center exclusive to job search.

1B. Services Provided by the Program

Career Center addresses the diverse needs of those students who are interested in defining their career goals, actively seeking employment, and generally improving the career opportunities. Services are provided through a variety of activities that include; workshops, individual counseling, Job Fairs, interest and career assessments, and access to the library of career oriented material.

A primary function of the Career Center is directed towards developing the decision-making and research abilities of students related to career. To this end, **career exploration** in the form of interest testing is provided visa-vi computerized assessments, (i.e. **KUDER, MBTI, Strong**). Individualized counseling sessions are provided as a follow-up to these assessments and often serve as a base for further research on careers.

Career workshops take place throughout the year that focus on specific career and job placement topics including **Resume Writing, Interview Skills, Job Search Strategies, Business Majors, and Career Exploration**. The workshops take place in the Career Center and are presented by the Counseling faculty.

Individual counseling is also available for students who seek more detailed information regarding career options or need to develop a career plan. During these sessions a counselor will often review career assessment results and begin the planning and goal setting process with the student.

An annual **Job Faire** takes place during the Spring semester for those students who want to get information directly from local employers regarding employment possibilities, and past events have involved hundreds of students and more than 60 employers. The Career also has an online capability for employers and students to share information and connect for the purpose of job search named **Career Connection (NACE)**. This system allows employers to post information regarding

1C. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

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1D. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1E. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1F. Program Significant Events (Strengths and Successes)

The Career Center is strategically located in the Student Services Building adjacent the Counseling Department, Admissions and Records, Student Business Office, and Matriculation. The proximity to the other important student services helps students navigate from one service to the other, and many students readily find their way to the Career Center. The easy access to the recently renovated Transfer/Career Center and the close working relationships with staff in other student services programs facilitates cooperation to the advantage of students.

The co-location of the Career Center with the Transfer Center has proven to be significant and many students who have both transfer and career needs have access to both programs simultaneously. The

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Career Center computers are available for career exploration, job search and other activities which often lead students to establishing long term transfer goals or visa-versa.

Another important strength of the Career Center lies in the inherent connection with the Counseling Department. Workshops and other Career Center activities are provided by counseling faculty when they are available and the expertise/ professional training of the Counseling staff becomes indispensable when addressing the career counseling needs of students.

Over a period of several years, the Career Center has developed on-going relationships with local employers. A yearly Job Faire is organized and students are provided the opportunity to inquire about employment possibilities, interact with employers, and research the requirements for entry level positions in different industries. In April of 2012, the annual Job Faire was successful in bring more than 30 employers on campus to take with approximately 500 students that attended the event.

Career Center has also recently established an Advisory Committee consisting of faculty, student service staff and local employers. The Committee lends its expertise in the areas of career/job placement, makes recommendations for activities, and reviews the long range plans of the Center.

During Spring semester of 2012, the Career Center implemented an online job search system that allows employers to list job opportunities for Ventura College students. To date, more than 109 employers have listed 807 jobs and 248 students registered into the system.

1G. Organizational Structure

President: Robin Calote Executive Vice President: Ramiro Sanchez Dean: Victoria Lugo

Name	Marcelino Decierdo
Classification	Faculty
Year Hired	1988
Years of Industry Experience	25
Degrees/Credentials	M.S. Counseling and Guidance

Name	Gloria Padron-Garcia
Classification	Clerical Assistant
Year Hired	Fall 2003
Years of Industry Experience	
Degrees/Credentials	

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2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** – Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - Scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** – Program Service Unit Outcomes

1. Students will be able to recognize the need for information and ask the appropriate questions when seeking Career Center services.
2. Students will be able to navigate the available career resources to reach their goal(s).
3. After participating in career exploration activities, students will be able to identify their career goals.

2A3. **2012-2013** – Program Operating Outcomes

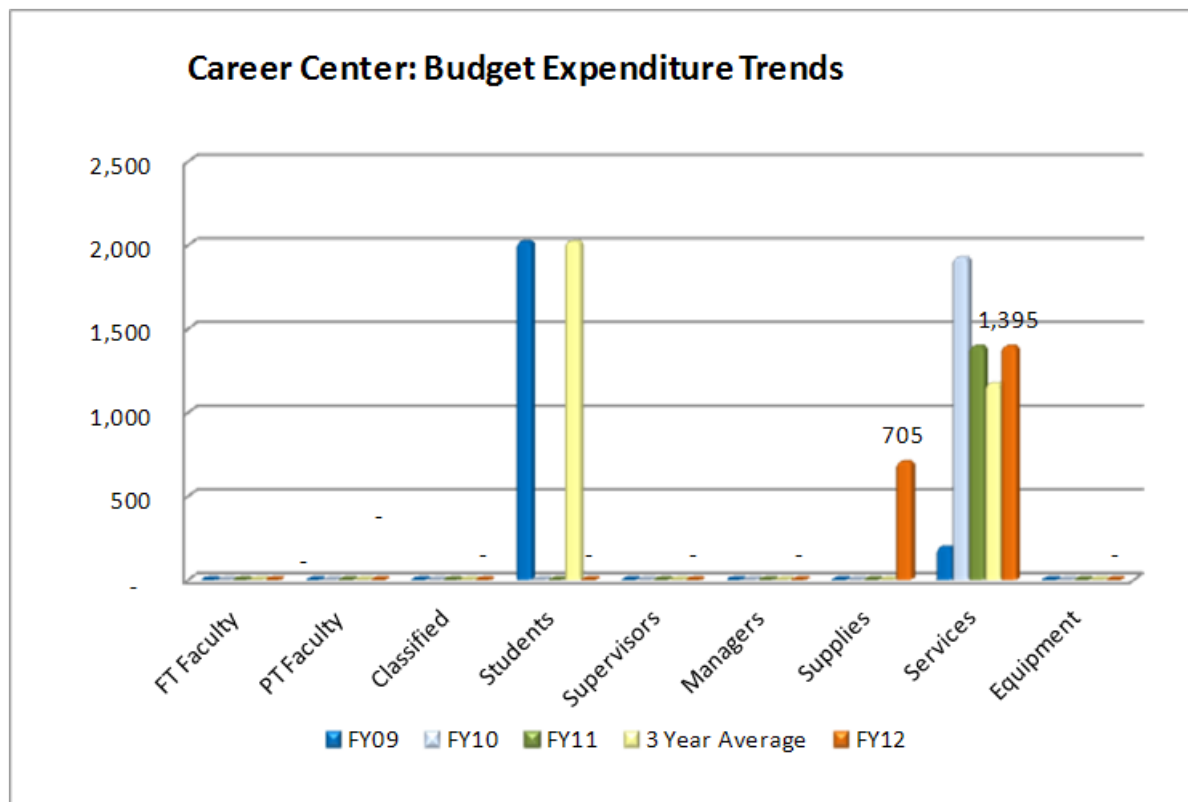
1. Identify and procure software and technology that will eventually provide a means to collect accurate data on student contacts and services provided.
2. Secure and provide support for technology (i.e. hard/software) essential to career and job placement needs of students and critical to the effective operation of the Career Center
3. Secure funding for classified support that adequately meets the operational needs of the Career Center and makes available service during important peak periods and evening hours.
4. Secure funding for classified support to enhance job placement possibilities for students through the development of employer contacts and internships.
5. Secure funding for faculty support of individual counseling, planning, organization, implementation of career/job placement activities, and to develop a more comprehensive Career Center Plan.
6. Provide students with career guidance courses and workshops taught by counselors that address career issues.

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3. Operating Information

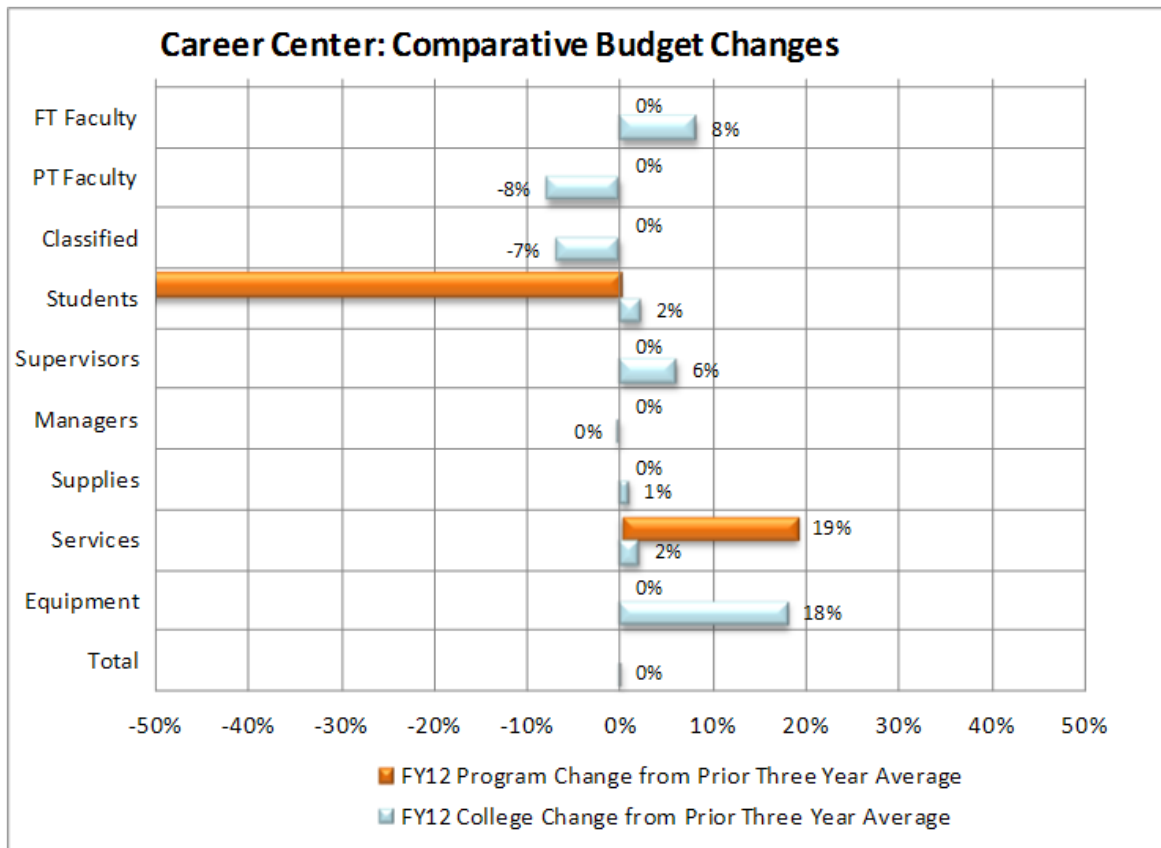
3A. Budget Summary Tables, Trends, and Detail

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
FT Faculty	-	-	-	-	-	0%	8%
PT Faculty	-	-	-	-	-	0%	-8%
Classified	-	-	-	-	-	0%	-7%
Students	2,020	-	-	2,020	-	-100%	2%
Supervisors	-	-	-	-	-	0%	6%
Managers	-	-	-	-	-	0%	0%
Supplies	-	-	-	-	705	0%	1%
Services	195	1,925	1,395	1,172	1,395	19%	2%
Equipment	-	-	-	-	-	0%	18%
Total	2,215	1,925	1,395	1,845	2,100		0%



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Interpretation of the Program Budget Information

As clearly shown in the above-noted budgetary tables, the Career Center Budget averaged \$1,845.00 over the past three years, and received a \$255.00 increase for 2012. In short, the Transfer Center has operated virtually without a significant budget for several years. In 2012, the Counseling Department assigned a Lead Counselor at .50 FTE in an effort to assist in the planning of Career related activities, a counselor that eventually left Ventura College at the end of FY 2012. The total funding amount over the years is in the category of services that represent the purchase of online career and interest inventories. In all other categories, there is no funding. The summary of funding for the Center over the past three years is noted below.

- no funding and % increase for faculty
- no funding for classified support
- 100% decrease in student hourly support
- No funding for equipment

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Interpretation of the Program Inventory Table

The data given in the inventory below is inaccurate and does not reflect the real number of equipment items currently found in the Career Center, which shares space and technology with the Transfer Center. A thorough and exact inventory count by the College must take place in order to rectify the information.

With reference to equipment needs of the Career Center, more than thirty computers and two color printers have been available for use by the program. However, as partially indicated by the list below, the latest equipment was purchased in 2008, with most being purchased from 2006-2007 according to the 2011 inventory list. The constant use of this equipment has required continued maintenance in some case replacement. The Career Center lead counselor continues to offer workshops/classes (i.e. resumes, interviewing, career exploration), and plans to do so in the future requiring that the technology is current and adequately working.

Dell Latitude D630 Q1005583293442 Dell Computer C 31019 12845 7/9/2008 4 1,294 N00018537 6CMZMG1
Dell Latitude D630 Q1005583293442 Dell Computer C 31019 12845 7/9/2008 4 1,294 N00018537 6CMZMG1
Mobile Edge Slim-line Wireless Remo Dell Computer C 31019 12845 7/8/2008 4 83
Mobile Edge Slim-line Wireless Remo Dell Computer C 31019 12845 7/8/2008 4 83
Mobile Edge Slim-line Wireless Remo Dell Computer C 31019 12845 7/8/2008 4 83
HP Laserjet 4240N Printer #Q7785A 31019 12845 6/13/2007 5 1,061 N00018055 CNGXH40864

Service Data:

a) What populations are served by the program?

The Career Center is available to all Ventura College students, but a comprehensive review of student demographic data and more efficient data collection methods are needed in order to draw any conclusions regarding students who use the Center. The VCCCD Office of Institutional reports that approximately 34% of enrolled students record career related responses to questions on the admissions application regarding goals.

Generally speaking, students who visit the Career Center seek information on employment possibilities or to explore possible careers. The availability of jobs, change in careers, the improvement of job search skills are but a few reasons that students are likely to access the Career Center whether in person or through the Career Center Website.

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In recent months, the activity has increased in terms of walk-ins, phone inquiries, and use of online resources. This may be part to the large number of individuals county-wide are in a job search mode and/or are looking for a career change. The current unemployment in Ventura County remains above 10%, a situation that undoubtedly prompts more visits to the Center. In addition, students that transfer to the university are now obligated to select a major when they apply for admission which translates into more students looking clarify and research career option, a main focus of Career Center activities.

The online job posting system (NACE) recently made available to Ventura College students has amplified online activity as currently more than 248 students communicate with 109 registered employers in an effort to secure employment. This use of technology has created need to reorganize career resources around the diverse need and schedules of students.

b) How many students, classes, etc. have been served by the program over the last two years (per semester)?

From the Fall 2011 semester to the summer 2012 term, the Career/Transfer Center recorded 4071 student visits, not to include use of use of the Career and Transfer websites which were counted as more than 12,000. Approximately 1,154 (30%) students reported the use of the center for career/job placement reasons. The use of the Center was further delineated in categories such as Career Exploration, Job Search, Kuder, Interview Skills, and Vocational Workshops.

During the previous year 2010/2011, the Transfer/Career Center slightly more career oriented visits (100). However in 2011/2012, the improvement of the Career Center website and the introduction of the NACE Job Search System contributed to the more than 12,000 website visits, an indication perhaps that many students prefer to work and online as opposed to visiting the Center in person. The total numbers of visits are reflected below.

<u>Semester</u>	<u>Contacts/Visits</u>
Fall 2010	469
Spring 2011	529
Summer 2011	364
Fall 2011	418
Spring 2012	461
Summer 2012	285

c) What other operational data is pertinent to your program? Please provide.

In 2012, the Counseling Department assigned a lead counselor to help organize and implement career activities at the Center. After one semester, said counselor accepted employment elsewhere which left a void in terms of completing activities planned and initiated at the start

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of the year. In addition, classified support is only available as a shared responsibility with the Transfer Center at .40%. With the increase in activity the Center will require more staffing.

Fall and Spring Semesters:

Monday, Tuesday, Thursday: 8:00 a.m. to 5:00 p.m.

Wednesday: 8:00 a.m. to 6:30 p.m.

Friday: Closed

Summer:

Faculty support is not available during summer. Classified support is also limited during the summer session. The Career Center is only open for use of the computers and workshops given by Counseling Department as hourly funds are available for counseling.

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4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	This SLO will not be assessed this year.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning	This SLO will not be assessed this year.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This SLO will not be assessed in Fall 2013.
Operating Information	
Analysis – Assessment	

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Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This SLO will be assessed in Spring 2014
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This SLO will not be ased this year.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Service Unit Outcomes

Service Unit Outcome-1	Performance Indicators
Students will be able to recognize the need for information and ask the appropriate questions when seeking Career Center services.	70 % of students interested in career-related services will communicate a need to utilize the Career Center and its services
Operating Information	
The appropriate mechanism for the accurate collection of data was not available to evaluate this SUO. The Transfer Center has included goals and initiatives to improve data collection	
Analysis – Assessment	
Not Applicable	

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Service Unit Outcome-2	Performance Indicators
Students will be able to navigate the available career services to reach their goal(s).	70% of students who participate in Career activities will identify and navigate at least 35% of services available in the Career Center in order to reach their goal.
Operating Information	
During the Spring semester 2012, the Career Center surveyed 200 students to determine whether students were able to identify and subsequently navigate towards the appropriate Career information. The Career Center Survey was administered during workshops and given also to walk-in students.	
Analysis – Assessment	
Of those students that were surveyed, 100% of students were able to identify and navigate to 35% of services. The Career Center will need to design a more qualitative survey in order to assess how students are utilizing transfer information. An online survey would capture the vast numbers of students who access the Career Center website in search of information that helps them reach their career goals.	

Service Unit Outcome-3	Performance Indicators
Students will identify the pathways to reach their career goal(s).	70 % of students who participate in career exploration activities will be able to identify a career goal.
Operating Information	
The appropriate mechanism for the accurate collection of data was not available to evaluate this SUO. The Transfer Center has included goals and initiatives to improve data collection	
Analysis – Assessment	
Not Applicable	

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4C. 2012-2013 Program Operating Outcomes

Operating Goal-1	Performance Indicators
Identify and secure software/technology that will eventually provide a means to collect accurate data on student contacts and services provided.	Student Services cabinet and collaboration with Counseling Department will research most effective systems and recommend implementation.
Operating Information	
SARS is not functional to the extent it collects data in an efficient manner. A “kiosk” system that is user friendly is recommended.	
Analysis – Assessment	
A <u>comprehensive</u> review and collection of data to support the operational status of the Career Center is ongoing.	

Operating Goal-2	Performance Indicators
Secure and provide support for technology (i.e. hard/software) essential to career and job placement needs of students and critical to the effective operation of the Career Center.	Research will be conducted on the most effective computer applications for career exploration that meet the needs of students. Data will be collected on the current job placement system (Simplicity/NACE) to determine its effectiveness.
Operating Information	
In 2011/2012 the Career Center introduced an online job posting system and continued provide workshops and resources through the use of computers. Technology has become the essential to the operation of the Center and the present condition/age of the computer is not adequate. Also, NACE must be supported and improved for the upcoming year.	
Analysis – Assessment	
A <u>comprehensive</u> review and collection of data to support the operational status of the Career Center is ongoing.	

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Operating Goal-3	Performance Indicators
Secure funding for classified support that adequately meets the operational needs of the Career Center and makes available service during important peak periods and evening hours.	The Counseling Department will determine the amount of funding necessary to staff the Career Center and provide service to students during peak periods and through the year.
Operating Information	
Classified support is shared for both the Transfer and Career Center at .40 FTE respectively. This is inadequate to meet the operational needs of the Career Center given the number of students who access services. New activities (i.e. HSI Grant) will represent an increase of work for classified staff.	
Analysis – Assessment	
A <u>comprehensive</u> review and collection of data to support the operational status of the Career Center is ongoing.	

Operating Goal-4	Performance Indicators
Secure funding for classified support to enhance job placement possibilities for students through the development of employer contacts and internships.	Counseling Department to determine funding amount necessary for support of Career Center throughout the year.
Operating Information	
The function of job placement and related activities require expertise and time which has not been supported in recent memory. Job placement is compromised unless a real commitment is made in this area.	
Analysis – Assessment	
A <u>comprehensive</u> review and collection of data to support the operational status of the Career Center is ongoing.	

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Operating Goal-5	Performance Indicators
Secure funding for faculty support of individual counseling, planning, organization, implementation of career/job placement activities, and to develop a more comprehensive Career Center Plan	Counseling Department to determine funding amount necessary for support of Career Center throughout the year.
Operating Information	
The present FTE of .25 is inadequate to meet this need. In 2012, a .50 FTE faculty was assigned through the counseling to the Career Center which made a positive and substantial impact on activities is gone. A replacement is needed.	
Analysis – Assessment	
A <u>comprehensive</u> review and collection of data to support the operational status of the Career Center is ongoing.	

Operating Goal-6	Performance Indicators
Provide students with career guidance courses and workshops taught by counselors that address career issues.	The Career Center will survey students and assess their career needs and develop appropriate workshops/classes.
Operating Information	
The workshops currently available must be updated to provide the most current information, particularly for those workshops that will be given through the HSI Grant effort.	
Analysis – Assessment	
A <u>comprehensive</u> review and collection of data to support the operational status of the Career Center is ongoing.	

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5. Findings

2012-2013 - FINDINGS

- Finding 1:** At present, the Faculty staffing is inadequate to meet the operational need of the Career which is .25 FTE (lead counselor assigned from counseling department). In 2011/2012, the Career Center had a .50 FTE lead counselor assignment that eventually evaporated as the counselor left the college. The activities connected that were generated and were connected to said position will need follow-up and re-organization, a task not possible with the present FTE commitment.
- Finding 2:** The student requests for Career activities will require an increase in the level of service that does not presently exist at the Center (i.e. staffing, equipment/technology, training).
- Finding 3:** Students must have access to the Career Center more consistently, particularly during peak periods, and for the support of on-line activities. Classified support is virtually non-existent. The projected amount of new activity with HSI, NACE, and similar projects will require follow-up and special attention that is not presently in place.
- Finding 4:** The data collection capability of the Career needs improvement. While data has been collected using the traditional sign-in and paper surveys, a more technology driven and efficient system must be put in place in order to collect for the purpose of improving service to students.
- Finding 5:** The job placement component of the Career Center must be reorganized and supported in order to meet the growing demands of students that are in search of employment. An increase in classified FTE for job development as well as yearly funding of NACE is required.

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6. Initiatives

6A: 2011-2012 - FINAL Program Initiative Priority Ratings

6A1: 2011-2012 Career Center Program Review Table

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Career Center	Budget	1	H		M	CS1203	Technical support for job development	Yearly access to online job posting system	2,500	2,500	2,500	
2	Career Center	Faculty	2	L			CS1201	Increase of hourly faculty FTE for career center	Increase of faculty hours from .25 FTE to .5FTE	20,000	20,000	22,500	PT
3	Career Center	Personnel	3	L		L	CS1202	Classified support for job development	Increase of classified support for job development fromn 0 to .5 FTE	18,500	18,500	41,000	

6A2: 2012 2013 – Final Program Initiative Priority Collective Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel
Career Center	Personnel - Faculty	#1(H)				CS1201	Increase Career Center Faculty by .50% FTE	Increase faculty staffing to better meet the needs of students seeking Career Counseling.	Unknown			
Career Center	Personnel	#2 (M)				CS1202	Classified support for Job Development	Increase classified support by .50% FTE to assist with job placement, follow-up, etc.	\$2500			
Career Center	Computer Equipment & Software	# 1 (H)				CS1203	Technical support for Job Development	Purchase of NACE online posting system	\$2500			

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2012 2013 – Final Program Initiative Priority Collective Ratings (continued)

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Personnel
Career Center	Computer Equipment & Software	# 2 (M)				CS1304	Update and Improve Career Exploration Software	Purchase of Career Exploration related software	\$3500			
Career Center	Other Equip Requests	# 1 (H)				CS1305	Update all Career Center Workshops	Update, create, develop Career Workshops to meet needs of HIS grant requirements and SB1440 mandates				

6A3: 2012-2013 – Breakdown of Final Program Initiative Priority Ratings

Personnel –Faculty Requests

Personnel - Faculty	Program	Program Priority (0,1,2,3....)	Division Priority (R,H,M,L)	Committee Priority (R,H,M,L)	College Priority (R,H,M,L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1	Career Center	#1(H)				CS1201	Increase Career Center faculty by .50% FTE	Increase faculty staffing to better meet the needs of students seeking Career Counseling.	unknown		X	X

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Personnel – Other Requests

Personnel Other	Program	Program Priority (0,1,2,3....)	Division Priority (R,H,M,L)	Committee Priority (R,H,M,L)	College Priority (R,H,M,L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
	Career Center	#2 (M)				CS1202	Classified support for Job Development	Increase classified support by .50% FTE to assist with job placement, follow-up, etc.	2500		X	X

Computer Equipment and Software

Equipment - Computer & Technology	Program	Program Priority (0,1,2,3....)	Division Priority (R,H,M,L)	Committee Priority (R,H,M,L)	College Priority (R,H,M,L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1	Career center	#1 (H)				CS1203	Technical support for Job Development	Purchase of NACE online posting system	2500		X	X
2	Career Center	#2 (M)				CS1304	Update and Improve Career Exploration Software	Purchase of Career Exploration related software	3500		X	X

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Other Equipment Requests

Other Resources	Program	Program Priority (0,1,2,3....)	Division Priority (R,H,M,L)	Committee Priority (R,H,M,L)	College Priority (R,H,M,L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1	Career Center	#1 (H)				CS1305	Update all Career Center Workshops	Update, create, develop Career Workshops to meet needs of HIS grant requirements and SB1440 mandates			X	X

6B: 2012-2013 Initiatives

Initiative: Increase of hourly faculty FTE for Career Center

Initiative ID: CS 1201

Link to Finding 1,2,4,5: The present faculty FTE of .25% does not adequately meet the needs of students that require career related counseling and should be increased to .50% FTE. In 2012, a .50 FTE was assigned to the Career which made a huge impact on the program but is no longer available. An FTE allotment is planned through HSI but to date has not materialized.

Benefits: Students will have more access to services during critical times. **Operation of** Career Center in terms of planning and implementation of career activities (HSI, job placement, Job Fair, etc.) will take place.

Request for Resources: Increase of faculty hourly from .25% FTE to .50% FTE

Funding Sources: HSI Grant

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	X

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Initiative: Classified support for Job Development

Initiative ID: CS 1202

Link to Finding 2,3,5: Job placement and employment development require extensive follow-up. The on-going contact with employers to develop job opportunities, internships, and the maintenance of the on-line job posting system recently implemented will require follow-up.

Benefits: Students will have more opportunities for employment through the Ventura College Career Center.

Request for Resources: Increase of classified support for job development from 0% FTE to .50% FTE

Funding Sources: General Fund

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Technical Support for Job Development

Initiative ID: CS 1203

Link to Finding 2,4,5: Job placement and employment development require extensive follow-up. The on-line job posting system recently implemented will need on-going support and maintenance.

Benefits: Ventura College Students that have employment needs are able to connect with employers and find employment opportunities. Employers will utilize the job posting system and develop a more consistent working relationship with the Ventura College Career Center.

Request for Resources: Purchase yearly access to Simplicity (NACE) on-line job posting system;\$2,500.00

Funding Sources: General Fund, VATEA

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources, (grants, etc.)	X

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Initiative: Upgrade and improve Career Exploration Software

Initiative ID: CS 1304

Link to Finding 2,4,5: The number of students that are in a career exploration mode as a result of employment needs, career change issues, and identification of major for transfer objectives, has increased. The current systems available must be updated and improved to meet this demand.

Benefits: Students will clarify career options more readily and consequently move towards goal completion.

Request for Resources: Purchase of Major/Minor, Strong and other Career Exploration software/License; \$3,500

Funding Sources: General Fund, HIS

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: Update all Career Center workshops

Initiative ID: CS 1305

Link to Finding 1,2: Career workshops are an essential and on-going component of Career Services. These course/workshops must be updated in order to meet the changing requirements of the labor market, and to provide students the most current information on career choices. The HSI Grant will also require a new set of workshops to be developed.

Benefits: Students will be able make decisions on career more readily and move towards goal completion.

Request for Resources: Collaboration with Counseling Department, HSI, Student Services Cabinet,

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Funding Sources: General Fund, HSI Grant

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	X

6D: Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

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7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. **2012 - 2013** ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes. Three initiatives were presented which are also part of 2012/2013 initiatives.

2a. Were the identified initiatives implemented?

As a result of the initiatives through Program Review, the Counseling Department assigned a .50 faculty FTE for As a result of the initiatives through Program Review, the Counseling Department assigned a .50 faculty to work on at the Career Center. Unfortunately, the assigned counselor left, creating a void for career activities and the assignment which is not currently funded. NACE was purchased through VATEA for 2011/2012, which temporarily met the need of the second initiative; however this is not an on-going support and new funding is sought for 2012/2013.

2b. Did they make a difference?

The new computers have made a big difference in the drop-in area. There are far fewer computers going down and a clear increase in student satisfaction with use in that area.

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3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

No appeals or minority opinions were put forth.

4. How have the changes in the program review process worked for your area?

The process is cumbersome and untimely but the review of data to make improvements has been helpful.

5. How would you improve the program review process based on this experience?

There is a need to have correct data on a timely basis. The schedule does not compliment peak times for student traffic.

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.