

Career Center Program Review

2011-2012

1. Program Description

A. 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.

Service Unit Outcomes

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

C. College Level Student Learning Outcomes:

- 1. Information Competency
- 2. Critical Thinking and Problem Solving

D. Vision

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

E. 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

Career Center Program Review

2011-2012

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.

F. 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

G. What services are 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 Faires, 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

Career Center Program Review

2011-2012

H. What are the strengths, successes, and significant events of the program?

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 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. 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.

I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Victoria Lugo

Instructors and Staff

Name	Gloria Padron-Garcia
Classification	Clerical Assistant
Year Hired	FALL 2011
Years of Industry Experience	
Degrees/Credentials	

Years of Industry Experience	
Degrees/Credentials	

Career Center Program Review

2011-2012

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

Name	
Classification	
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

Name	
Classification	
Year Hired	
Years of Industry Experience	
Degrees/Credentials	

Career Center Program Review

2011-2012

2. Performance Expectations

A. Service Unit Outcomes

Students utilizing this service will be able to:

1. Students will be able to recognize the need for information and ask the appropriate questions when seeking Career Center services.

Performance indicators: 70 % of students interested in career-related services will communicate a need to utilize the Career Center and its services

2. Students will be able to navigate the available career resources to reach their goal(s).

Performance indicators: Performance indicators: 70% of students who participate in Career activities will identify and navigate at least 35% of services available in the Transfer Center in order to reach their goal

3. After participating in career exploration activities, students will be able to identify their career goals

Performance indicators: 70 % of students who participate in career exploration activities will be able to identify a career goal.

B. Program Operating Outcomes (Budget, Facilities, scheduling, equipment and technology – hardware/software)

1. Identify and eventually procure SARS software that will eventually provide a means to collect accurate data on student on student contacts and services provided.

Performance Indicator: Research to be conducted on most current version of SARS with cost and training to be included.

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

Performance Indicator: 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.

Career Center Program Review

2011-2012

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.

Performance Indicator: *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.*

4. Secure funding for classified support to enhance job placement possibilities for students through the development of employer contacts and internships.

Performance Indicator: *The Counseling Department will determine the amount of funding necessary to staff the Career Center and provide basic job placement service to students throughout the year.*

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.

Performance Indicator: *Counseling Department to determine funding amount necessary for support of Career Center throughout the year.*

6. Provide students with career guidance courses and workshops taught by counselors that address career issues.

Performance Indicator: *The Career Center will survey students and assess their Career needs and develop the appropriate workshops/classes.*

7. Provide support for the enhancement of an effective delivery system that alerts students in a timely way regarding career and job placement services and activities.

Performance Indicator: *Research effective delivery methods of information to students indicating career and job placement needs and apply methods as appropriate*

Career Center Program Review

2011-2012

3. Operating Information

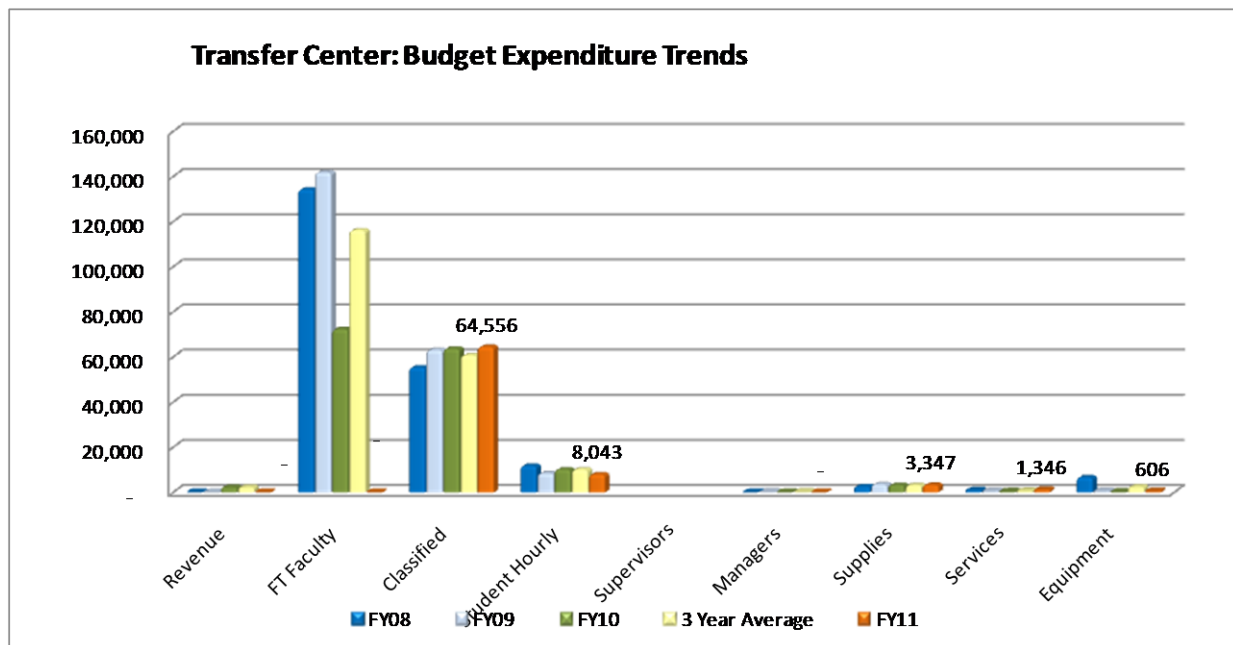
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
	Revenue	-	-	2,389	2,389	-	-100%	12%
1	FT Faculty	134,319	141,885	72,382	116,195	-	-100%	-10%
3	Classified	55,438	63,151	63,721	60,770	64,556	6%	-1%
4	Student Hourly	11,821	8,484	10,181	10,162	8,043	-21%	10%
5	Supervisors							7%
6	Managers	-	258	-	258	-	-100%	-8%
7	Supplies	2,704	3,614	3,309	3,209	3,347	4%	24%
8	Services	1,082	621	466	723	1,346	86%	-17%
9	Equipment	6,723	623	227	2,524	606	-76%	-42%
	Total	212,087	218,636	152,675	194,466	77,898	-60%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

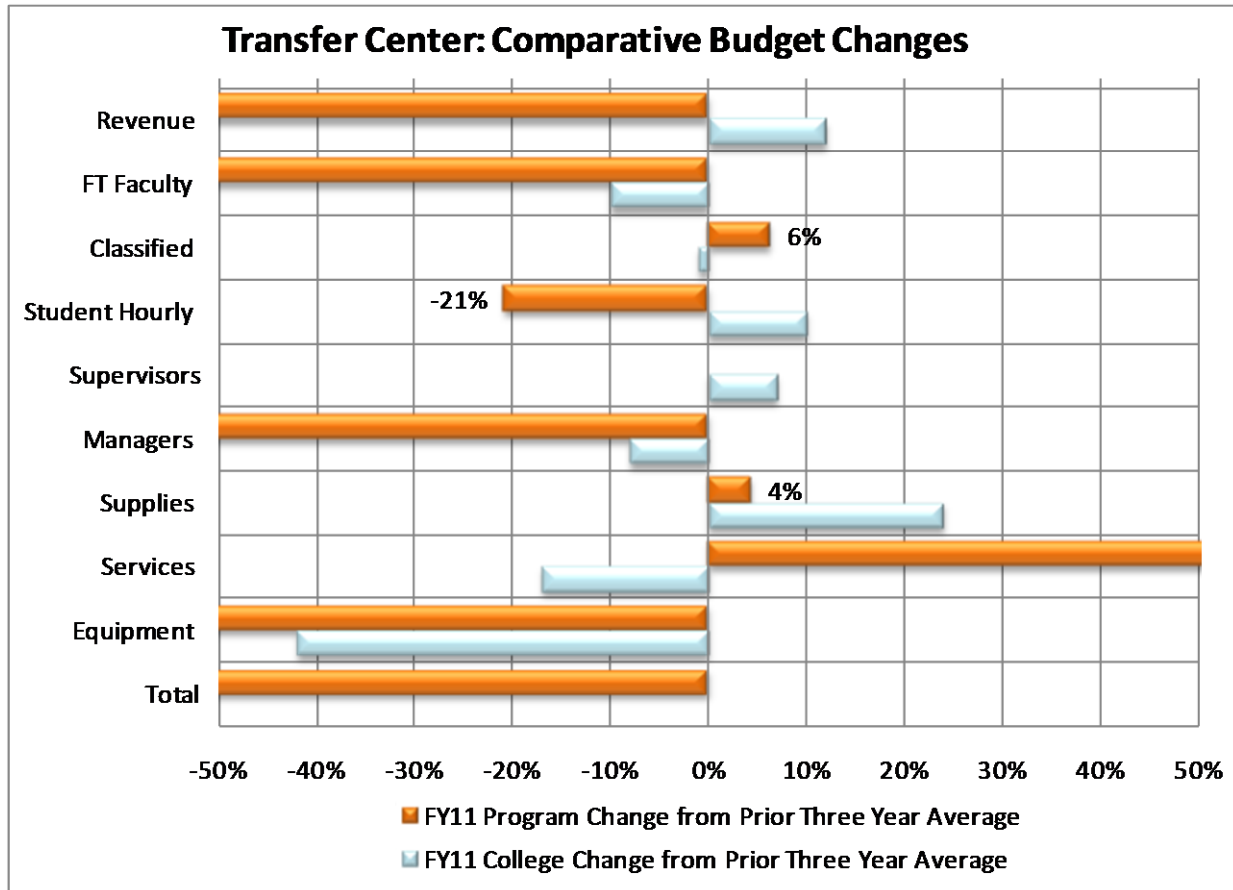


Career Center Program Review

2011-2012

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Program Staffing

The following table shows the staffing in the FY12 budget.

Transfer Center							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
111310192121	Clerical Asst. I/Bil	Padron-Garcia, Gloria Be	12	0.800	1.000	0.800	0.800
						0.800	0.800

A5: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh

Career Center Program Review

2011-2012

fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 31019 1220 631000	Faculty -Non-Instructional	98,749	105,809	53,178	-	-
111 31019 2121 631000	Classified Regular	31,697	35,444	37,291	37,291	37,291
111 31019 2322 631000	Classified - Overtime	-	-	-	561	-
111 31019 2530 631000	Student Hourly-Non-Instructional	11,586	8,335	9,918	7,763	7,000
111 31019 2826 631000	Provisional, Ltd Term-NonPos Cntrl	-	2,651	-	-	-
111 31019 3XXX0 631000	Benefits Revenue	-	-	2,389	-	-
111 31019 3XXX1 631000	Benefits FT Faculty	35,570	36,076	19,204	-	-
111 31019 3XXX3 631000	Benefits Classified	23,741	25,056	26,430	26,704	29,216
111 31019 3XXX4 631000	Benefits Student Hourly	235	149	263	280	119
111 31019 3XXX6 631000	Benefits Managers	-	258	-	-	-
111 31019 4200 631000	Office Supplies and Material	2,380	2,884	2,879	2,276	3,000
111 31019 4800 631000	General Supplies & Materials	325	730	430	1,071	1,300
111 31019 5211 631000	Employee Travel	-	-	-	-	600
111 31019 5241 631000	Faculty Travel (\$100 Per Contract)	71	100	109	-	-
111 31019 5242 631000	Other Faculty Travel	915	497	226	490	-
111 31019 5822 631000	Licenses And Fees	-	-	131	856	1,000
111 31019 5870 631000	Printing And Duplicating	97	25	-	-	500
111 31019 6421 631000	Equip-Non InstrucComputer-\$200-\$999	-	207	-	-	-
111 31019 6423 631000	Equip-Non Instruc Equip \$200-\$999	278	-	227	606	-
12845 31019 6415 633000	Equip-Instruc Furn-\$200-\$999	3,602	417	-	-	-
12845 31019 6425 633000	Equip-Non Instruc Furni \$200-\$999	6	-	-	-	-
12845 31019 6451 633000	Equip-Non Inst Computers-\$1000+	2,837	-	-	-	-
	Total	212,089	218,638	152,675	194,467	80,026

A6: Interpretation of the Program Budget Information

The budget data does not accurately reflect the real commitment of resources to the Career Center. It is important to note that the Budget information on the Career Center has been joined together with the Transfer Center in terms of funding. As such the above budget data should be divided proportionately between Career and Transfer, it is not. For example, the lead counselor assigned to the Career Transfer is not reflected in terms of FTE for FY011, only 50% for both Transfer/Career in FY10. The funding commitment to each Center is not accurate. If the data is to reflect Budget resources for both Career and Transfer combined, these general conclusions can be drawn:

- 100% decrease in revenue from prior three year average
- 100% decrease in faculty from prior three year average
- 100% decrease in management support from prior three year average
- No change in classified FTE from prior three year average
- 21% decrease in student hourly from prior three year average
- 76% decrease in equipment from prior three year average
- 60% decrease in program funding overall from prior three year average

Career Center Program Review

2011-2012

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Transfer Center								
Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Dell Latitude D630 Q1005583293	Dell Computer C	31019	12845	7/9/08	3	1,294	N00018537	6CMZMG1
Dell Latitude D630 Q1005583293	Dell Computer C	31019	12845	7/9/08	3	1,294	N00018536	4CMZMG1
HPColor Laserjet 3800DN Q5983	Sehi Computers	31019	111	6/27/07	4	1,178	N00018295	CNYCH76935
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011902	HGBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011910	GDBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011909	DGBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011908	8GBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011905	8FBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011906	8DBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011907	4HBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011903	3GBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011904	3FBP2B1
Computer, OptiPlex GX620 SFF	Dell Computer C	31019	111	6/29/06	5	876	N00011911	1CBP2B1
Sony Digital Camera, DCRTRV20	Circuit City Store	31019	111	3/8/01	10	1,712	N00002819	311340
						14,238		

B2: Interpretation of the Inventory Information

A more accurate inventory was completed and attached to this report, however no current information on the cost and age of this equipment is noted. The existing list above indicates that at the majority (10 of 13) computers are more than 4 years old.

The Career Center is largely dependent on technology for the delivery of its services and the consolidation of this inventory will be necessary in order to maintain improve the current level of service.

Career Center Program Review

2011-2012

C1: Service Data:

a. *What populations are served by the program?*

The Career Center is available to all students who attend Ventura College at any given time. In the Fall Semester 2011, the Office of Institutional Research reported a total of 12,868 students enrolled, compared to 13,405 students for Spring Semester 2011.

At present, the Career Center lacks the data collection and staffing capabilities to accurately define the populations served by the Center as students are only asked to indicate the reasons for the use of the center. Target student populations do exist within the entire student count who report career related needs and goals. According to the VCCCD Office of Institutional Research, the Fall 2011 semester recorded 12,868 enrolled students. Of approximately 4,382 students recorded career related goal responses between ***Undecided, Acquire Job Skills, Update Job Skills, Formulate Plans***, etc.

In addition to those students who actually visit the Career Center, many students acquire the information they desire through use of the Career Center website. Although great deal of staff effort is spent updating and improving the dissemination of information through the websites The demographic make-up of those utilizing this website is unknown at this time and an effort is being made to at minimum collect the number of site visits overall that have taken place.

A comprehensive review of student demographic data and more efficient data collection methods are required in order to draw any conclusions regarding students who use the Center. If the students reflect the general population County wide, one can only assume that there is a growing need for Career based services. A July 2011 labor market report by the Employment Development Department reflects a growing unemployed sector in the community reaching 10.7 % in Ventura County, and 12.4% statewide. The absence of jobs, change in careers, the improvement of job search skills are but a few reasons that more students are likely to access the Career Center in the future whether in person or through the Career Center Website.

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

From the Fall 2010 semester to the summer 2011 term, the Career/Transfer Center recorded 3316 student visits, not to include use of use of the Career and Transfer websites.

Approximately 1,362 (more than 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, etc. The data with this breakdown is only available for the past year and is reflected below.

During the previous year 2009/2010, the Transfer/Career Center only recorded visits in fewer career oriented categories and the total numbers are reflected below.

Career Center Program Review

2011-2012

<u>Semester</u>	<u>Contacts/Visits</u>
Fall 2009	380
Spring 2010	454
Summer 2010	188
Fall 2010	469
Spring 2011	529
Summer 2011	364

C2.:Times of Operation (per semester/summer):

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.

Career Center Program Review

2011-2012

4. Performance Assessment

A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
1. 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 Career Center has included the goal of developing of data collection methods	
Analysis – Assessment	

Service Unit Outcome	Performance Indicators
2. 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 2011 semester 85 students were surveyed a two week period regarding their use of the Career Center and the extent to which the appropriate services were available to meet their career needs.	
Analysis – Assessment	
All students that participated in the survey were able to navigate and identify at least 35% of available services. The sample of students and the quality of the survey needs improvement in order to better validate the use of services in the Career Center.	

Service Unit Outcome	Performance Indicators
3. 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 Career Center has included the goal of developing of data collection methods.	
Analysis – Assessment	
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Career Center Program Review

2011-2012

B. Operating Goals

Operating Goal	Performance Indicators
1. 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	
The appropriate mechanism for the accurate collection of data was not available to evaluate this OG. The Career Center has included the goal of developing of data collection methods.	
Analysis – Assessment	

Operating Goal	Performance Indicators
2. 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	
No classified support is available at this time.	
Analysis – Assessment	

Operating Goal	Performance Indicators
3. 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	
No classified support for this function exists at this time.	
Analysis – Assessment	

Operating Goal	Performance Indicators

Career Center Program Review

2011-2012

Operating Goal	
4. Secure funding for faculty support of counseling , planning, organization, and 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	
Faculty dedicated to career related activities is .25% FTE	
Analysis – Assessment	
The present contribution of faculty FTE is inadequate to meet the needs of the planning/implementation, and career counseling needs of the Center.	

Operating Goal	Performance Indicators
5. 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 the appropriate workshops/classes.
Operating Information	
The appropriate mechanism for the accurate collection of data was not available to evaluate this OG. The Career Center has included the goal of developing of data collection methods.	
Analysis – Assessment	

Operating Goal	Performance Indicators
6. Provide support for the enhancement of an effective delivery system that alerts students in a timely way regarding career and job placement services and activities.	Research effective delivery methods of information to students indicating career and job placement needs and apply methods as appropriate
Operating Information	
The appropriate mechanism for the accurate collection of data was not available to evaluate this OG. The Career Center has included the goal of developing of data collection methods.	
Analysis – Assessment	

Career Center Program Review

2011-2012

5. Findings

- Finding 1:** Students that have indicated career related goals must have access to career counseling and services on a more consistent basis. The present faculty staffing of the Center (.25% FTE) is inadequate to meet this need. OG4
- Finding 2:** Students that have employment related needs should have access to employers and job opportunities on a more consistent basis. Job placement will require extensive follow-up from a job developer as well as the continued procurement and maintenance of an online job posting system. OG1, OG6
- Finding 3:** Students must have access to the Career Center on a more consistent basis, particularly during critical periods. The present classified support for the Center is not adequate to meet this need. OG2, OG3

Career Center Program Review

2011-2012

6. Initiatives

Initiative: Increase of hourly FTE for Career enter

Initiative ID: CS 01

Link to Finding #1: 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

Benefits: Students will have more access to services during critical times. The improvement of the Career Center operations will continue.

Request for Resources: Increase of faculty hourly from .25% 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: Classified support for Job Development

Initiative ID: CS 02

Link to Finding #2 and #3: Job placement and employment development require extensive follow-up. The on-going contact with employers to develop job opportunities 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)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Career Center Program Review

2011-2012

Initiative: Technical Support for Job Development

Initiative ID: CS 03

Link to Finding #2and 1: 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.

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)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Career Center Program Review

2011-2012

6A: Initiatives Priority Spreadsheet [Enter your initiatives onto the spreadsheet.](#)

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

Personnel –Faculty Requests

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
1												
2												
3												
4												
5												

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	New General Funds	Other
1												
2												
3												
4												
5												

Career Center Program Review

2011-2012

Computer Equipment and Software

Equipment - Computer Related	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	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	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	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	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	Facilities Fund	Other
1												
2												
3												
4												
5												

Career Center Program Review

2011-2012

Other Resource 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												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: 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 (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

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

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Career Center Program Review

2011-2012

6E: 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 following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

Career Center Program Review

2011-2012

7A: Appeals:

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

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.