



Career Center Program Review 2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

The 2012/2013 Career Center Program Review delineated five initiatives, four of which required funding.

Initiative CS 1305 called for the reorganization and updating of all Career related Workshops that were initially designed to help students improve their research abilities and provide information critical to the career decision making process. These workshops included but were not limited to; career Exploration, Selecting a Major, Job Search, Interviewing, and Resume Techniques. To date the revisions have been completed, and baseline data on student learning outcomes relative to these workshops will be collected during the fall 2013 and spring 2014 semesters.

Four additional initiatives were proposed in the 2012/2013 Career Center Program Review that required funding and the status of each is provided below:

Initiative CS 1201: Increase of hourly faculty FTE for Career Center

Included in two Career Center Program Review Documents, 2011/2012 and 2012/2013, a persistent plea was made for the increase of faculty FTE, the rationale of which was set down in several sections of the Review. In the Spring of 2013, the Title V –Velocidad Grant Project (HSI) whose primary mission focuses on the boost of transfer rate of underrepresented students to the university, leveraged funds to improve services overall in both the Career and Transfer Centers. The funds included hourly FTE to implement an array of Career Center improvement projects that support the Program Operational Goals outlined in the review.

The hourly FTE funded by the HSI Grant has provided much needed and long sought after support for career activities. The .25% to .50% FTE increase has allowed the Career Center Coordinator more time for planning and implementation of workshops, job placement, counseling, etc. The collection of baseline data on the impact these changes and improvements to the program has or will make on students is ongoing and data collection mechanisms are being currently being developed.

The increase of hourly funding under HSI for the Career Center is temporary and while it provides immediate relief to the needs of the Career Center, the FTE support will need to eventually be incorporated on a permanent basis to the operational budget if the program hopes to sustain any positive gains over the next few years.

Initiative CS 1202: Classified Support for Job Development -Not Funded

Initiative CS 1203: Technical Support for Job Development – Not Funded

Initiative CS 1304: Upgrade and Improve career Exploration Software - Not Funded



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Section II - Description

A. Description of Program/Department

The Ventura College Career Center is co-located and shares space with the Transfer Center in the 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.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

While the Center has significant strengths such as location (whose proximity eases collaboration with other student services), the connection with employers, an annual job fair, and other long standing services, expansion and renovation is needed in order to make Career Services viable and current. During the past two semesters, the Career Center initiated a complete overhaul of services in an effort to be more responsive to the emerging needs of Ventura College students.

In the Spring of 2013, the Title V Velocidad Project directed funding to help improve Career and Transfer services with the end goal of helping students better define career goals and enhance their opportunities for transfer. To this end, hourly funds were allocated for counseling faculty to continue to develop, plan/implement necessary program changes and the Career Center Coordinator was augmented from a .25% FTE commitment to 1.0 % FTE, at least until the Title V Grant ends.

With regard to other staff, the classified support dedicated to both the Career and Transfer Center for the past two years, was transferred to the Ventura College Day Care Center. The .80 FTE/12 months assignment was replaced with a .10 FTE/10 month assignment. This change represented no gain in terms of FTE increase as the Career Transfer Center remains understaffed and is relegated to Friday closures. In addition, the expertise and experience on the operational level was immediately lost from this transfer, signifying that time and resources are needed for training of new staff.

In the past several months, the Coordinators for both Career and Transfer have committed to re-fitting the Center to meet the current needs of students. These facility changes are on-going and include re-organizing computer stations, sitting areas, the "smart classroom" configuration, work desks and display areas. This project was completed in September, 2013.



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Another recently initiated and on-going project is the enhancement of the Career Center (CC) website. The large number of reported student contacts with the CC Website has prompted the enhancement of services on the site reflecting easier access and more updated links to critical career information. The website does highlight a yearly calendar of events and directs students to various workshops on Career that have been updated as previously mentioned.

Senate Bill 1456 (The Student Success Act of 2012), will have a profound impact on the role of Career Centers at community colleges as a whole. The Bill generally calls for and targets funds to services that help students identify “courses of study” and “career goals”, an essential role of the Ventura College Career Center.

Perhaps the most significant problem for the Ventura College Career Center is the lack of a long term, institutional commitment for a budget. The Career Center has functioned for more than ten years as no more than an appendage to the Transfer Center with respect to classified support, faculty FTE, facility use, and career resources. In Spring of 2011, Ventura College took an important step towards lending support to the career function by hiring a generalist counselor that would be designated 50% to coordinate Career. By the summer of 2011, the counselor left Ventura College to take another position leaving the Career Center consigned to operational reality previous to the counseling hire. The costs for the Simplicity (electronic job posting system), the Job Fair, career exploration software, and other minor operational expenses cannot be covered with the approximately \$1,500.00/yearly budget that the Center is allocated.

Beginning Spring of 2013, the Title V Grant was able to provide some relief to both the Career and Transfer Center by offering funding for faculty to coordinate the improvement of services, however this funding is finite and will end as the Title V Grant completes its funding cycle in 2017.

The Career Center relies heavily on its classified staff, without whose support, the efficient operation of the Career or Transfer Center would not be possible. The Program Reviews for years 2010/11 and 2011/12, made compelling arguments and created initiatives to augment the classified support from .80 FTE to 1.0 FTE. **This initiative remains a top priority.** The increase would help with staffing during evening, Friday, and summer Career Center hours of operation, as well as lend support to the surge in student contacts to the Center.

With regard to facilities, the Career and Transfer Center have shared a common space since the transition into the revamped Student Services Building in the summer of 2008. While it has designated office space for counseling staff and visiting university representatives, the **lack of privacy for the counseling staff and others using offices is hugely inappropriate.** The walls in noted offices will need refitting to insure privacy and contain the noise level from other parts of the Center. **The privacy issue in the Center is a top priority.**

Finally, the lack of software/technology that would allow for the effective collection of data on the use of Career Center and its services continues to be an issue. With an upgrade through SARS or other technology, the Center would move towards collection of critical information on the students its serves and services needed in the future.



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College Vision

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

C. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

D. College 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

E. Organizational Structure

President: Greg Gillespie **Executive Vice President:**

Dean: Victoria Lugo

Coordinator: Marcelino Decierdo

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

Name	Veronica Allen
Classification	Student Services II
Year Hired	1996
Years of Industry Experience	17



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Degrees/Credentials	B.S. Organizational Management
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Section IIIa – Data and Analysis

A. SUO Data

In 2012/13, the Career Center listed 3 Service Unit Outcomes of which only one was assessed. The assessed outcome reads as follows; “Students will be able to navigate the available career services to reach their goal(s). According to the data, the program was able to reach its goal as more than 70% of students that participated in the survey were able to navigate 35% of services available in order to reach their goal.

Although the Career Center was able to address the Service Unit Outcome to some degree, more data is needed to draw any definitive conclusions about the effectiveness of services and consequently what changes should be made. The sample size of students was small, the survey needs to be further developed, and the proper data collection mechanisms need to be in place.

The result of the assessment for the Transfer Center has not produced data that would be more useful in helping make needed changes to the Career Center operation. Certainly an operational priority centers around identifying student needs and what information will drive meaningful changes. In Summer of 2013, a brief survey was administered as part of an outreach campaign to encourage students to be aware of Career Services and that better defines students who use the Center. Initiatives have been created accordingly that request the technology/ for better data collection and improvement of the survey.

Despite the lack of data, and in an on-going effort to improve services, the Career Center, changed and increased the offerings for workshops, updated the content of all workshops/ presentations (i.e. major selection, career exploration), and began the re-creation of the Career Center website.

The intent of any changes will lead to better usage of Career Services overall. Students will hopefully learn how to access information, make best to use of available resources, gain greater knowledge of the career exploration process, and ultimately make informed career decisions on majors leading towards a formalized educational plan.

The key goal of the Career Center is insure students get the adequate information to make informed decisions. Resources will be requested for on- going development of the website, to enhance assessment (interest/aptitude), promotion (advertisement), and to develop better mechanisms for data collection.

Beginning in Spring of 2013, Career Center faculty began to revise and update all workshops and presentations, the content of which will improve both access and knowledge of students with Career issues.



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B. Operating Data

1. Service Data

The primary role of the Career Center is to help students make informed decisions regarding their careers, but the Center is available to all students who attend Ventura College at any given time. For Fall Semester 2013, the Office of Institutional Research reported a total of **12,979** students enrolled, compared to **13,067** from the previous Fall 2012 semester, a net loss of **88** students. For fall 2013, the number of students (duplicated) that indicated goals in the following categories which relate directly to career or involve the career exploration process;

Fall 2013 Goal	Students	Fall 2013 Goal	Students
Undecided	7,462.5	Educational Development	1,135.0
Acquire Job Skill	2,947.5	Update Job Skill	840.5
Formulate Plans	1,306.0	Maintain License	795.0
2 yr Cert – No transfer	1,529.0		

From the Fall 2011 semester to the summer 2012 term, the **Career/Transfer Center** combined recorded **4071** student visits, not including 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.

The **counselor** assigned to the Career Center on a half- time basis (50% co-ordination / 50% counseling), was available for individual counseling sessions and met with **1,428** students from fall of 2012 to May of 2013. These numbers do not include students who participated in Career workshops. From May 20th to August 16th 2013, the Career Counselor recorded a total of **505** student contacts.

As stated in previous program review documents more efficient data collection methods are required in order to draw any conclusions regarding students who use the Center. That said, From Summer of 2012, to the end of Summer 2013 a breakdown of student contacts at the Career by stated “reason for visit” is reflected below;

	Fall 2012/Students	Sum 2012/Students	Spring 2013/Students
Career Explore	91	no data	54
Job Search	90	no data	60
Kuder	10	“	3
Couns Workshop	---	“	747
Transfer Help	26	“	169
College App	67	“	24
TAG	18	“	3



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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. The Website recorded more than **12,000** visits during the year, prompting a considerable need to update both access, information and make it user-friendly for students.

Despite limitations of data collection, the figures seem to suggest that thousands of students are seeking information about career given the number site visits to both the website and the Center. The career counselor also recorded hundreds of individual counseling visits, and the anecdotal disclosure confirms the need for students to more clearly define their career goals. The data from the Office of Institutional Research seems to support this as shown above where 7,462 students had indicated an “**undecided goal**” for Fall 2013, while another 1,306 students chose “**formulate plans**” as a goal.

In relationship to the operating objectives of the Career Center, it is anticipated that more resources will be required in order to meet the career needs of students. The Student Success Act of 2012 (3SP) will compound that need exponentially as it will require students to declare a goal and develop a plan early on. All of the necessary mechanisms will need to be in place so that students can do the appropriate research leading to plan development.



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2. Budget

As mentioned previously, the Career Center has an insignificant budget of \$1,500/year which is earmarked for services and in previous years these funds were used for the annual Job Fair. Staffing for the Career Center is presently provided by the Counseling Department as an assignment at .50 FTE and the Title V Velocidad funds another .50 FTE, scheduled to end in four years. **No resources are allocated to the Center for Site Licenses, supplies, classified support, travel, student hourly or advertising.**

- Program members have reviewed the budget data.
- No comments or requests to make about the budget

C. Resources

1. Non- Instructional Faculty

The commitment of faculty to the Career Center has shifted significantly in the past several semesters. As mentioned previously, both the 2010/11 and 2011/12 Career Center Program Review requested that a .50 FTE faculty be assigned to do exclusively career. In Spring of 2012, a fulltime generalist counselor was hired to coordinate Career Services at .50 FTE, however after one semester, said counselor left. One year later, in Spring of 2013, the Title V Velocidad project funded .50 FTE to go along with a .50 FTE assignment from counseling.

Given the present FTE faculty commitment from these sources, significant progress has been made in revitalizing the Center and its functions. However, this **commitment is temporary** and unless the College institutionalizes the FTE assignments and allocates a more reasonable budget, the Career Center cannot meet the growing demands of students to have the most current information on career. The Center will require at least the concomitant FTE faculty assignment presently in place as the 50% FTE for coordination of the Center is hardly adequate for the level of planning and organization needed to **sustain or vastly improve services**. In addition, the Career Coordinator continues to meet for individual counseling sessions with students at 50% FTE.

2. Classified Staff

There has been no increase of classified staffing assigned to the Career Center for more than ten years, although there has been a shift with individuals that have worked at the Center, a result of District-Wide funding cuts and downsizing. In the past four years, three different individuals have been assigned to both the Career and Transfer Center, and their time commitment was divided evenly 50/50 for a total of .80% FTE.

A compelling argument has been made in past Program Reviews that the **current classified staffing is quite simply insufficient to meet the needs of the Center** given the level



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responsibility and activity that presently exists. The current assignment limits the operational success and efficiency of both Centers for the following reasons; does not allow coverage of Center for evenings or summer; does not allow for effective follow-up with students on job search; limits follow-up with employers that access electronic job posting system, restricts the ability of the Center to collect data on Center usage, relegates support staff to answering phone calls and not having enough time for follow-up with duties for both Centers. For these and a host of other reasons the Center should at minimum increase the current classified support from .80% to 100%

The 2011/2012 Career Center Program review initiatives also included a request for a .50% FTE hourly position for Job Development. Although the initiative was not funded, the request will be carried forward as the need for a more comprehensive commitment to place students remains a key function of the Career Center.

3. Inventory

None

4. Facilities or other Resource Requests

Since 2008, the Career and Transfer Center have shared a common space in the Student Services Building on campus. From the onset, the design of the offices adjacent the smart classroom and workshop area has been completely dysfunctional. The open ceiling prevents any level of privacy and conversations from the workshop area and the counselor's office can be clearly heard. Apart from violating the student's right to privacy, the environment is noisy, unprofessional, and not conducive for conducting either counseling or group work.

At present the above-noted situation, although tolerated for years, is unconscionable and should be remedied immediately. This will require a re-fitting and possible reconstruction of the offices in question.

5. Combined Initiatives

None

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals - None



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Section IV - Initiatives

Initiative: Classified support from .80% to .100% FTE

Initiative ID: 1306

Link to data: Operational Data, parts A-D

Expected Benefits: The increase of Student requests for Career activities requires a level of service not presently available. Students will have access to the Career Center more consistently, particularly during peak periods (i.e. summer/evenings). The additional classified support will also allow for; helping students navigate Career services, including online resources; follow-up with program coordinators on special and individual projects; follow-up and response to phone inquiries from employers, university representatives, students, and community agencies; timely processing and procurement of invoices and services.

Goal: Career Center will have more classified support for resulting in increased access by students and operational efficiency will improve

Cost: \$12,000

Performance Indicator: Increase in classified support implemented Spring 2013.

Timeline: 2014 - 2015

Funding Source Category: General Fund, Staffing resources, Grant funds

Priority - R

Initiative: Technical Support for Job Development

Initiative ID: CS 1203

Link to Data: Operational data, parts A-D

Expected Benefits: Ventura College Students that have employment needs will connect with employers and find employment opportunities. Employers will utilize the job posting system (Simplicity) and develop a more consistent working relationship with the Ventura College Career Center. Expect a 10% - 15% increase in use of Job Posting System (Simplicity) over the next four semesters.

Goal: Increase use of the Simplicity by both students and employers, secure employment opportunities for students.

Cost: \$2,500

Performance Indicator: Service will become part of future operational budget and job posting system will remain operational through 2014 and subsequent years.

Timeline: 2014-2015

Funding Resource Category: Technology Funds



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Priority - R

Initiative: Upgrade of Career Center Offices

Initiative ID: 1307

Link to Data: Operational data A-D

Expected Benefits: Students, staff, and visiting representatives will have the benefit of appropriate privacy for all activities that take place in both the Career and Transfer Centers. Increase productivity and reduce complaints regarding noise by at least 50%.

Goal: Reduce the noise level and secure privacy for all counseling, classroom activities, and visitors to the Career Center.

Cost: To be determined

Performance Indicator: Reconstruction plan to be in place by Spring 2013.

Timeline: 2015-2016

Funding Resource Category: Facilities Funds

Priority - H

Initiative: Upgrade and improve Career Exploration software

Initiative ID: CS 1304

Link to Data: Operational Data A- D

Expected Benefits: There are increased numbers of students who are involved in career exploration as a result of employment needs, career changes, and the identification of majors for transfer. The current online systems and tools available for use by students needs to be enhanced to improve research by students on career opportunities. Expect a 10% -15% use increase of Career Services and relevant programs

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

Cost: \$3,500 (Kuder, Eureka)

Performance Indicator:

Timeline: 2014-2015

Funding Resource Category: Technology Funds

Priority - H



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Initiative: Upgrade of SARS for Data Collection

Initiative ID: 1307

Link to Data: Operational Data A-D

Expected Benefits: Career Center will be able to collect data more efficiently on student needs and their use of Career Center Services.

Goal: Improve data collection to improve Career Center services.

Cost: None, funds have already been calculated

Performance Indicator: Expect a 15% - 20% increase in information regarding Career Center use and students participating in career activities.

Timeline: 2014-2015

Funding Resource Category: Technology Funds

Priority - H

Initiative: Classified support for Job Development

Initiative ID: CS 1202

Link to data: Operational Data, parts A-D

Expected Benefits: Job placement and employment development require extensive follow-up. The on-going contact with employers to develop job opportunities, internships, and maintenance of the on-line job posting system will get the necessary attention through this staffing. The Career center is anticipating a 10% increase in use of Career Services with at least a 5% increase in students securing employment with the help of the Career Center overall

Goal: Students will have more opportunities for employment through the Career Center and will be able to utilize acquired training on the job. A higher percentage of students need to access employers and to eventually secure employment.

Cost: \$ 18,500

Performance Indicator: Funding will be allocated for hire in Fall 2014

Timeline: 2014 - 2015

Funding Source Category: General Fund, Staffing resources, Grant funds

Priority - H



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Section V – Process Assessment

A. How have the changes in the program review process this year worked for your area?

Prompts helped write the document.

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

Program review should be rotational, possibly every two years. Time consuming and much of the information is a redundancy from the previous year.

C. Appeals

VI – Submission Verification

Program/Department: Career Center

Preparer: Marcelino Decierdo

Dates met (include email discussions):

List of Faculty who participated in the program Review Process: Counseling Faculty

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

**IV. Summary of initiatives and requests
Minority reports if any**

VI. Process assessment

VII. Verification of review



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