



PROGRAM COMPREHENSIVE REPORT

2022 - 2023

Program Review (S) - Career Center

Program Planning

2022 - 2023

General Information

Please enter your program's purpose statement.

The Mission of Career Development Services (CDS) is to empower students to make enlightened career decisions throughout their lifetime; engage in experiential learning opportunities to develop skills and experience to successfully meet their career goals, and contribute to the regional and global workforce.

Briefly describe your program and the services that it offers to students.

Career Development Services (CDS) assists students with almost every aspect of their career from career and major exploration to career preparation including resume review, interview prep and networking, to helping students with job and internship search and finding jobs they will pursue now and after graduation.

How does your program support VC's mission?

Career Development Services (CDS) supports VC Mission by ensuring that area goals and objectives align with the campus' Strategic Plan. We work to support our population of students from entry to graduation, helping them transform their lives through the power of education in order to obtain a career they love, in an area that is their hometown, and at a wage that can support them and their family.

SWOT Analysis: What are the strengths of your program?

One of the strengths of our program is the ability to connect students and alumni with industry in region through our strong employer engagement commitment. We have a vision for the Center that aligns with and supports VC's strategic plan in ensuring that students we serve find success in obtaining their career/academic goals. We have a small and diverse team of student assistants dedicated to helping students be successful and that understand and support efforts in Diversity, Equity and Inclusion. We have done great and measurable work in meeting the students where they are - in the quads, in the classrooms, at events - promoting our services and being accessible to them. We have a Dean that understands the important role this area has in supporting the mission of the college. The Dean has created a Task Force consisting of individuals from various departments on campus whose scope of work is looking at how to integrate Career in other areas at the same time looking for areas of collaboration to reach the most students. We have strong leadership in the Center as the Placement Project Specialist has taken on the additional tasks left open by the departure of the Provisional Program Director. In a 6 month span, the area has successfully met their SUOs and internal goals and has a solid 5-year plan for the area that includes increased employer engagement, increasing revenue, and increased student placements.

SWOT Analysis: What are the weaknesses of your program?

As with any analysis, there are identifiable weaknesses that have kept the area from moving forward with the main weakness being lack of adequate staffing. With the departure of 2 staff members (provisional/permanent) and a long-time student assistant in early Spring 2022, the area was left decimated with two recently hired student assistants and 1 professional staff. The results of this can be seen in the six-factor survey, the delay in launching the internship program (the IP @ VC), and not being able to adequately prepare our student population through workshops and other career-prep opportunities. While we do receive funding from Strong Workforce and SEAP, we have an extremely small operating budget (<\$2K) which forces the area to find other areas of revenue to support the work.

SWOT Analysis: What are some opportunities for your program?

Opportunities abound such as hiring of FT and provisional staff to support the mission of the area. One area for opportunity that has some foundational work already laid is collaborating across areas/campus to support our students such as partnering with Learning Resource Center in workshop offerings, connecting with Professional Development Coordinator to develop a student assistant training and professional development workshops, to working with faculty to develop/embed career-readiness competencies for our

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students in an effort to help them be more competitive upon entry into the job market. Opportunity for additional funding is key to develop many of these ideas, and working with administration will be important.

SWOT Analysis: What are some threats to your program?

One threat to the program is the lengthy process in bringing positions online to recruit. Additionally, the training and evaluation process can create barriers for otherwise qualified candidates. Another threat to the program is the lack of staffing which can lead to burnout for current staff, and services being limited or eliminated due to bandwidth. Lastly, the lack of concerted effort to embed career-readiness into the fabric of the institution can threaten the success of students entering the workforce.

Service Usage

How many total student contacts occurred in your program in the previous year?

During 2021-2022, the total number of student contacts was 1318 (968 identified through Starfish, with another 350 contacts identified through Handshake, Ventura College's online job portal.)

Describe the trend in usage over the past two years?

The trend in usage shows an increase of 2296% from 2020-21 and an increase of 198% from 2019-20.

Are there any student gender groups more than 5 points lower than the overall VC student population?

No

If yes, please describe.

N/A

Are there any student ethnic groups more than 5 points lower than the overall VC student population?

No

If yes, please describe.

N/A

Briefly describe what your program has done to close equity gaps in students accessing your program?

Over the last year and specifically the last 6 months of the 2021-22 academic year, the area has worked hard to close equity gaps by utilizing data to understand who are our students (i.e. demographics, etc.), understand which population of students are utilizing the services, looking at who we are not serving, and creating opportunities to serve them. We have made it our duty to meet students where they are (i.e. in the classroom, in the center, in the quads) and talking about our services and how we can assist. Our student assistants at the direction of the 1 FT staff have revised our vehicles of outreach (i.e. website, workshops, handouts, presentations) to ensure we are doing what we (the institution) need to do and not putting everything on the student. We ensure that our staff of professionals and student assistants have conversations, trainings, and meetings that center on Diversity, Equity, and Inclusion, and the disparity across our students, discussing what that means for us as individuals and as area representatives and what we can do to make things more accessible for our students and alumni. It's important that we assess our services to see where the barriers are for our students and working to correct those.

Six Factors Survey

General Observations

It's important to note that the survey was disseminated mid-April to mid-May which resulted in a low response rate. This was deeply affected by the lack of staff as well as appointment slots put on hold in order to support the hosting of the Career Fair & Job Expo, a major campus event for students, alumni, and employers. Even so, the response was favorable.

Which of the six factors did your program score the highest on?

Direct

Why do you think your program scored the highest on this factor?

During 2021-22, under the direction of the Placement Project Specialist, the staff was able to present the information in a way that scaffolded upwards, starting with a foundation piece of exploration and

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assessment, to job search, resume review and interview prep. Providing a pathway to success and a plan on how to get there is important for our students.

Which of the six factors did your program score the lowest on?

Focused

Why do you think your program scored the lowest on this factor?

I believe we scored low due to the 1) the low number of staff available and; 2) the fact that those working were relatively new to the area/campus and had not yet built a collaborative relationship with areas across campus so that students felt connected.

SUOs

Briefly describe the results of your SUO assessments.

The area has worked very hard to meet the 3 SUOs and were able to do so in a very short period of time. Over the Spring 2022 semester, and under the direction of the Placement Project Specialist, collateral was revised and/or created, website additions and revisions were made in order to deliver more effective communication. Additionally, the Dean of Student Services identified academic counselors to serve as career liaisons to deliver consistent information about the career planning process. In terms of SUOs 2 and 3, Career Services increased employer internship and job postings by 25% and faculty requests for presentations by 50%.

Which SUO initiative(s) had the greatest impact on improving outcomes for your program?

For this year, SUO 3 had the greatest impact on improving outcomes as we were able to reach over 250 students within a short amount of time, providing them information on our services and encouraging them to engage and connect with the Career Center. Additionally, faculty relations and engagement has resulted in areas of collaboration and support for our events, workshops, and initiatives.

Course Success Rate - COUN, EAC & EOPS only

Objective

3-Year Objective

Increase Student Career Preparation

What specific actions will you take to meet this objective?

We will administer work-based learning opportunities for students through the Learning Aligned Employment Program to improve student career-readiness over the next 9 years at a cost of \$250K per year. We will work with faculty and other campus stakeholders to build a campus-wide career-readiness initiative, embedding career-readiness into curriculum with faculty input to improve students career-readiness. We will host more events to connect students to industry, an increase of 50% over the next 3 years. We will Increase career preparation by hosting additional events and workshops collaboratively with campus stakeholders. We will provide students more opportunities to easily connect with our career exploration and preparedness resources electronically, remotely and in-person by increasing appointments and presentations and through various channels.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 1: Increase the success of our students while closing equity gaps, Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education, Goal 3: Strengthen local/regional partnerships and community engagement

Which of the following Student Equity Plan Goals does this objective align with?

Goal 1: Access and Successful Enrollment, Goal 2: First-Term to Second-Term Persistence, Goal 4: Transfer, Goal 5: Degree/Certificate Completion

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

09/23/2025

Resource Requests

Resource Request Status

Active

Request Year

2022-2023

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

CAR1701

Description of Resource Request

Dedicated Career Counselor to meet the needs of students and alumni including Career Education students that require services related but not limited to: career exploration, major exploration, career assessments, work-based learning opportunities, job preparedness, job placement, salary negotiations, re-entry/career change assistance, etc.).

Estimated Cost

\$95,000

Type

Staff

New/Replacement

New

Previously Requested in Year(s)

2018-2019, 2017-2018

Priority

02

Primary Contact For This Resource Request

Raquel De Los Santos

Administrator, Faculty, or Staff Request**Please provide a detailed justification as to why this position is needed.**

The Career Center has been understaffed and has gone through various coordinators and departments with each one consistently requesting the need for a dedicated Career Counselor each program review. The Career Center is severely lacking in providing comprehensive services to students, thereby creating barriers as we direct and redirect to other areas for assistance (i.e. academic counseling), making it easy for students to misstep on their pathway to success and completion. Though the current staff has increased student engagement through presentations and appointments this past year under their watch, many times that engagement is limited to the first appointment with advocacy for additional help/follow-up left up to the student due to understaffing. This is specifically detrimental to our underrepresented/underserved population as they don't allow to advocate or know how to advocate for themselves. Additionally, there are limited number of a career prep/counseling courses being offered to students and the number of students that need these courses seem to be rising. In order to address the equity gaps, we would like a dedicated career counselor to offer courses in connection to summer/winter break sessions (i.e. boot camp, 8-week course) thus aligning with guided pathways initiative to see all students feel connected, guided and prepared.

Equipment, Technology, or Facilities Request**Resource Requests****Resource Request Status**

Active

Request Year

2021-2022

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

Car2101

Description of Resource Request

Pan-Tilt-Zoom (PTZ) Conferencing Camera designed for video conferencing in medium-sized conference rooms and is perfect for meetings with 6-10 participants. It works with computer based video conferencing apps and cloud services and is designed to be easy to install and use for web meetings.

Estimated Cost

\$250.00

Type

Technology

New/Replacement

New

Priority

04

Primary Contact For This Resource Request

Debbie Gravelle

Administrator, Faculty, or Staff Request**Equipment, Technology, or Facilities Request****Pirate's Code**

Hitchcock

Objective

3-Year Objective

Increase Employer Partnerships and Engagement

What specific actions will you take to meet this objective?

Increase employer partnerships and engagement by 50% over 3 years through job postings, recruitment events, engagement with internship programs and job placements for students and alumni, including Career Education students.

Which of the following Educational Master Plan Goals does this objective align with?

Goal 1: Increase the success of our students while closing equity gaps, Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education, Goal 3: Strengthen local/regional partnerships and community engagement, Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes, Goal 5: Effectively manage campus resources to meet student and community needs

Which of the following Student Equity Plan Goals does this objective align with?

Goal 1: Access and Successful Enrollment

Review Type

Comprehensive

Program Review Cycle

2022 - 2025

Objective Status

Active

Completion Date

09/23/2025

Resource Requests

Resource Request Status

Active

Request Year

2022-2023

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

CAR2201

Description of Resource Request

LiveAlumni is a software that allows Ventura College to grow their database, increase engagement with alumni in industry to support students and alumni. This platform will allow the Career Center an opportunity to expand their reach into industry in the region by connecting with alumni to offer support through mentorship, networking, recruitment and hiring by providing up-to-date work history and contact information.

Estimated Cost

10,000

Type

Other (Not Prioritized)

New/Replacement

New

Priority

03

Primary Contact For This Resource Request

Raquel De Los Santos

Administrator, Faculty, or Staff Request

Equipment, Technology, or Facilities Request

Resource Requests

Resource Request Status

Active

Request Year

2022-2023

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)

CAR2003

Description of Resource Request

100% Program Director I -Under the general direction of an assigned administrator, coordinates and evaluates a broad set of activities pertaining to a program. For the past 2 years this position was filled with a part-time provisional staff. Provisional positions are not meant to be filled long-term. This position is essential to the day to day oversight and functionality of the career center. A Program Director is imperative to direct, plan, envision and supervise services and activities of the Center and staff, including those funded by Strong Workforce.

Estimated Cost

80,000 plus benefits

Type

Staff

New/Replacement

New

Previously Requested in Year(s)

2019-2020, 2020-2021

Priority

01

Primary Contact For This Resource Request

Leticia Canales

Administrator, Faculty, or Staff Request

Please provide a detailed justification as to why this position is needed.

Currently, the Career Center has no state-funded staff allotted for the program. There are two full-time positions (Placement Project Specialist and Career Services Specialist) housed in the Center and they are both funded by Strong Workforce Program (SWP) funds. As such these positions are intended to primarily serve Career Education students.

In February 2022, the Career Center lost a FT staff member (medical) and the Placement Project Specialist is the only position that is currently filled and working in the Center. The Placement Project Specialist has been consistently working overtime and out of class in order to meet the needs of the Center - in addition to the general responsibilities of their position due to the lack of staff. Some of these responsibilities included but are not limited to: Eligible Training Provider List/Cal Jobs contact; Learning Aligned Employment Program lead; Comprehensive Program Review; management and allocation of program budget; developing and managing collection of data and the analysis; collaborating with campus stakeholders in preparing students for the workforce; creating goals and outcomes for the Center in alignment with the Master Educational Plan. The program will continue to be severely compromised until state-funded staff is hired.

The Career Center also receives approximately \$35,000 from SEAP funds to fund additional personnel.

Additional funding is needed to support a full-time Program Director if the Career Center is to serve the entire student body and provide career exploration services to support Guided Pathways efforts, increase the success of our students while closing equity gaps, increase our community's access to transfer, workforce preparation and basic skills education, strengthen local & regional partnerships and community engagement and improve student outcomes.

Increase The Success of Our Students While Closing Equity Gaps:

In order to increase the success of our students while closing equity gaps, the Program Director will provide a vision and framework to ensure we support our students completion rate by working with campus stakeholders to find areas where Career Center can provide support to raise persistence and completion rates, especially among our underrepresented/underserved communities through thoughtful and engaging programs, 1:1 and group appointments, and FY courses and bootcamps. Students are better equipped to attain their goals if they see a pathway to a brighter and sustainable future of work. Aligning our work with the work other student services provide is building a network of success, a network where a Director is able to plan, direct and lead their staff.

increase Our Community's Access To Transfer, Workforce Preparation and Basic Skills Education:

With the projected increase in students enrolling in VC's workforce preparation programs, more work will be placed on both positions currently funded by Strong Workforce Program. This will include reporting quarterly to the State Chancellor's office, Regional Consortium, and District Economic Development Office and increased engagement out in the community and region to ensure we have internships and placements for students. This severely restricts either position being able to lead the program (Career Center) and meeting with students, hosting events, goal-setting, and vision and implementation discussions.

Strengthen Local & Regional Partnerships and Community Engagement:

It is extremely vital that a classified position lead the Career Center rather than a Faculty Coordinator because it allows the Director to come from a workforce development framework/lens, rather than an academic/Ed plan lens. Strengthening our ties with industry is important as we meet the career needs of our students. As objective 1, 2 and 3 highlight, expanding the scope and services provided by the campus career center is necessary and this is for all students, not only Career Education students. Thus, the hiring of a classified staff to oversee the expansion and integrate career readiness goals and workforce prep is extremely important. There is a major connection to industry that needs to be established and/or enhanced, and the Center should be led by someone with a strong connection to industry and the world of work in order to ensure student success.

Equipment, Technology, or Facilities Request