

Skyline College

Program Name:

Career Services



Program Mission and Goals

The Career Services Center (CSC) and career courses (CRER) offer comprehensive services and curriculum, respectively, which focus on supporting students' efforts to explore their majors, identify their career goals, research available career pathways, develop their individual career plans and/or access employment opportunities. The key components of the CRER curriculum and CSC service offering include 1-on-1 career counseling services, assessment, campus-wide events, workshops, job listings and resources and other career related support. Students can access any and/or all of these services to support their career development process. Group and individual career assessments paired with career counseling and assessment interpretation are the most popular services and have the highest impact on students' personal and career development. Strong collaborations exist with instructional faculty supporting group career assessment workshops that are conducted in various disciplines and in the counseling 100 courses, which introduces students to a variety of career services. Faculty and staff encourage students to develop a career plan that encompasses short and long term career goals, including attaining an immediate job or internship, as well as preparing for future employment. The CSC offers a supportive environment that encourages diversity and self-discovery that enhance a student's human and economic potential.

Three Strengths of the Program

First Strength:

Employer Engagement and Job Readiness Tools: The Career Center prepares students of all levels of career development and experience with job readiness tools to enter, re-enter, and or continue in the workforce in any occupational field. Weekly services and events that promote community collaboration include Make a Difference Monday which offers community service, internship and volunteer opportunities to students as well as Get Work Wednesday which provides students the opportunity to meet face to face with an employer. The Career Center also partners with Mills Peninsula Medical Group, Price Waterhouse Coopers and San Francisco Unified School District in developing internships and employment opportunities for eligible students. Job readiness tools include: resume building/support, writing cover letters, and preparing for interviews on a daily basis by appointment or through drop in. The Career Center has offered resume development workshops as well as offered and participated in mock interviewing throughout the Skyline College campus- most recently at the Middle College Mock Job Fair and the Paralegal Interview Techniques.

Second Strength:

Assessments: The Career Center offers both the Myers-Briggs Personality Type Indicator (MBTI) and the Strong Interest Inventory (SII) career assessments. These Assessments allow Skyline College students to identify their interests, values, skills and personality type with the aid of Career Counselors who provide individual student interpretation and group interpretations as a vital part of Counseling and Career courses. Many faculty members across a variety of disciplines rely on the collaboration of the Career Center to

provide this important service.

Third Strength:

Accessibility: Career Services Center offices are a physical space open to all students and viewed by many as a resource center. Career Center hours are 8:30-4:30 Monday –Thursday and 8:30 until 12:00 pm on Friday to service students. Career Fairs are held outside of the Career Center facility (which accommodates up to 25 students) to enhance capacity and typically service 100+ students per event. Students can also access limited Career information on a 24/7 basis through the updated Skylinejobs job search database and links to online career resources (i.e. Eureka, O*net Online, Career Café, Skylinejobs, InternBound.) Career staff are available to provide phone appointments to students who are distance learners.

Three Suggestions for Improvement

First Suggestion:

Additional professional development opportunities for faculty and staff that are Career focused. Career Center personnel would benefit from increased education in the MBTI and SII assessments. Staff may also benefit from advanced training in resume and cover letter development including exposure to new trends in the field- especially in technical careers wherein knowledge of industry trends and language are increasingly important and vital to job acquisition.

Second Suggestion:

Improve and build on marketing of events and center to campus and local community. The Career Center should update the Career Center Online Calendar with precise information of employers in attendance at the Career Fair as well as Get Work Wednesday to ensure that students can prepare tailored resume and cover letter materials beforehand. This change would also encourage students interested in any particular employment opportunity to participate at a higher rate and with clear intention thereby creating a more rewarding process for both the potential employer and the student applicant.

Third Suggestion:

As a result of the recent integration with SparkPoint, Career Services needs more staffing and cross collaboration to continue to enhance services provided between both programs collectively. These personnel should include an additional Full Time Career Counselor and two additional student assistants to increase the Career Center's campus-wide impact.

Short Summary of Findings

The Career Services Center (CSC) and career courses (CRER) offer comprehensive services and curriculum, respectively, which focus on supporting students' efforts to explore their majors, identify their career goals, research available career pathways, develop their individual career plans and/or access employment opportunities. After analyzing the data collected for this comprehensive program review, it has become clear that career assessment and career counseling are the most requested and have the most impact on student self-awareness and knowledge of major and career pathways. Increasing the number of assessments and career counseling appointments will directly impact the rate at which Skyline College students are declaring their majors, which will increase their likelihood for successful and timely completion of their academic goals, as outlined by SSSP.

Faculty Signatures

Lavinia Zanassi Lavinia Zanassi
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Andrea Anyanwu Andrea Anyanwu
Type in name & Sign

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Chad Thompson Chad Thompson
Type in name & Sign

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Division Dean: Lois Escobar
Type in name & Sign

Date Submitted: March 31, 2017

Program Title: Career Services

Date Submitted: March 31st, 2017

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List Names and Positions:

Chad Thompson, Interim Director for SparkPoint and Career Services

Michele Haggar, Program Services Coordinator for Career Services

Lavinia Zanassi, Faculty Lead/Career Counselor

Andrea Anyanwu, adjunct Career Counselor

Jose Milan, Career Resources Counseling Aide

2. Contact Person (include e-mail and telephone):

3. Lavinia Zanassi, zanassi@smccd.edu 650-738-4298

4. Program Information

3A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

Administrators: Chad Thompson

FT Faculty: Lavinia Zanassi

PT/OL Faculty (FTE): Andrea Anyanwu

FT Classified: Michele Haggar, Jose Milan

PT Classified (FTE):

Volunteers:

Student Workers: Kristen Ersando, Nicholas Zuniga

3B. Program Mission and Goals:

The Career Services Center (CSC) and career courses (CRER) offer comprehensive services and curriculum, respectively, which focus on supporting students' efforts to explore their majors, identify their career goals, research available career pathways, develop their individual career plans and/or access employment opportunities. The key components of the CRER curriculum and CSC service offering include 1-on-1 career counseling services, assessment, campus-wide events, workshops, job listings and resources and other career related support. Students can access any and/or all of these services to support their career development process. Group and individual career assessments paired with career counseling and assessment interpretation are the most popular services and have the highest impact on students' personal and career development. Strong collaborations exist with instructional faculty supporting group career assessment workshops that are conducted in various disciplines and in the counseling 100 courses, which introduces students to a variety of career services. Faculty and staff encourage students to develop a career plan that encompasses short and long term career goals, including attaining an immediate job or internship, as well as preparing for future employment. The CSC offers a supportive environment that encourages diversity and self-discovery that enhance a student's human and economic potential.

4. Summary of Student Learning Outcomes and Program Data

4A. Drawing from the TracDat PSLO report, summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement.

Curriculum offerings of CRER are designed to provide students an advantage in exploring careers and the job marketplace in their quest for a meaningful career. Lectures, readings and assignments focus on the concept of choosing a career path that aligns with students' skills, interests, values, and personality. Assessment of these individual traits and discussions on how they are represented in the world of work allow students to recognize and learn the elements of successful transition into and advancement within their prospective professional lives. Students are able to gain knowledge of their career options and how they may align with particular majors through the interpretations of career assessments, which is why these assessments are connected to many of the various career course's SLOs. The Career Services Center's PSLOs also focus on assessment, specifically: students who utilize Career Assessments (SII, MBTI) will gain greater self-awareness and academic focus leading to an increased knowledge of various career pathways.

For both CRER and CSC the primary forms of assessments are Myers–Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII). Both are widely used and highly regarded by institutions for higher learning across the country. They provide students with information regarding career interests, major exploration, and personality traits that relate to professional and occupational fields. Because each assessment is designed for individual interpretation and discussions, assessments require one-to-one counseling appointments with a Career Counselor. Between FY 2010/2011 and FY2015/2016 over 5,000 assessments have been logged, although less assessments have been offered in recent years due to their high cost. Despite this reduction, the number of career counseling appointments remains high^(see appendix H). Counselors also report a high percentage of the students who take their assessments also bring them in for interpretation and additional conversation. The act of taking these assessments and/or meeting with a career counselor directly impacts the students' self-awareness, academic focus and knowledge of career pathways.

When student surveys completed before career assessment are compared to student surveys completed after career assessment, the data shows a significant increase in several important areas. Students reported an increase in confidence and competence levels regarding career and self-awareness, academic decision-making, and recognition of occupational choices. Before the career assessment, only 34% of students self-reported their ability to identify these characteristics as "Very good" to "Excellent", whereas in post-assessment this increased to 84% of students.

Summary of Program and Course Strengths:

During the past six years, there has been a growing interest and demand for these courses, specifically for Career 137. This suggests that students, counselors, faculty and staff are seeing the value of the curriculum as it relates to student success. Specifically, general counselors often refer students to the course when they self-report as undeclared, undecided, or unclear about their academic major and/or career goal. The course provides students the tools to think critically about major/ career choices and to implement sustainable plans for lifelong wellness. For example, CRER 137 often has a waitlist of 15 or more students necessitating a cap increase from 30 students to 35 or more, in some cases. In response to this high demand an additional section of CRER 137 will be offered during summer 2017.

Students seeking clarity on identifying career goals and/or declaring a major, but who are unwilling or unable to take a CRER course are still able to take advantage career assessments, career counseling and other services offered by the CSC. Additionally, career courses and assessments often serve as the initial

introduction to career services, which lead to further discussions and an understanding of other services that are available.

Summary of Areas of Improvement for Program and Course:

The current Career Services Center SLOs must be updated and additional SLOs must be created to more accurately capture the mission and goals of the program. In conjunction with these modification, an increased focus on relevant SLO assessment and data collection will be crucial to measure if the program is reaching its criteria. It will also be important that these SLOs fit the college's expectations for the services offered by the CSC. Similarly, career course SLO assessment and data collection need to improve.

4B. Summarize courses/services in the program that map to institutional student learning outcomes and discuss the results of the assessment and analysis.

Program Related ISLOS

Program/ Services/ Workshops/ Events	Description	ISLO
Complete SII, MBTI, CAPS	<ul style="list-style-type: none"> Receive one-on-one interpretation of assessment/survey results 	Critical Thinking, Communication
Onetonline.org, cacareercafe.com	<ul style="list-style-type: none"> Provides students with current department of labor occupational information and descriptions to better communicate/understand their academic career goals Students can assess strengths, explore opportunities, and make connections to professional associations 	Critical Thinking, Communication
Meet Your Major Fair	<ul style="list-style-type: none"> Assists undecided students by engaging with instructional faculty in their field of interest. Students receive information about the various majors and certificate programs. Supports students' decision process for choosing a major by exposing them to an opportunity to relate their career passion to a college major, which ultimately results in program completion. Each engages students with their majors and degree/certificate programs. Students receive firsthand information and feedback from faculty 	Life-long wellness, Communication
Dare to Declare (D2D)	<ul style="list-style-type: none"> Dare To Declare(D2D) Workshop Part 1: Demystifying the College Major Provides clarity on what is involved in deciding on and declaring a college major. Provides tools toward self-awareness students can use in their decision process to determine the academic path toward their career goals. Provides information on the various degrees and certificates offered at Skyline College and discuss the process of transferring to a UC or CSU school to further their academic growth. Dare To Declare(D2D) Workshop Part 2: How to Conduct Labor Market Research Involves hands-on session to provide knowledge and information on how to research Labor Market Information (LMI), which helps people understand California's economy and make informed career choices. 	Life-long wellness, Critical thinking, Communication
SARS TRAK Self-Checkin/ Reporting	<ul style="list-style-type: none"> Students select appropriate reason for each appointment: including, assessment, mock interview 	Critical thinking

System	preparation, cover letter, major discussion etc.	
Workshops (Resume Building, Interview Methods, and Career Research Strategies)	<ul style="list-style-type: none"> Workshop provide students with knowledge and awareness of how to self-advocate, promote, and conduct career research and strategies 	Critical thinking

Course Related ISLOs

Courses	SLO	ISLO
CRER 116	SLO A. Describe the decision making process as it applies to their making a major and/or career decision. B. Demonstrate their knowledge of major and career resources and how to use and apply these resources to their making a major and/or career decision. C. Develop an action plan to support their meeting their major and/or career goals. Explanation <ul style="list-style-type: none"> Designed to assist students who are undecided about their major Introduces students to major & career research and decision making strategies Explore connections between college majors and occupations/ 	<ul style="list-style-type: none"> Critical Thinking Lifelong Wellness
CRER 137	a. Demonstrate knowledge of individual skills, values, and personality traits in relation to occupational requirements. b. Analyze, access, and assess labor market research using online searches and network connections. c. Evaluate through self-assessment work qualifications and environments with information learned about self through the career assessment process. Explanation: <ul style="list-style-type: none"> Designed for declared and undeclared students Provides a comprehensive approach to life and career planning. Career assessments offer insights into a student's interests, abilities and personality Explores occupational trends and ways of learning knowledge, skills, and attributes regarding specific careers 	<ul style="list-style-type: none"> Critical Thinking Information Literacy Life Long Wellness
CRER 145	a. Examine and recognize the soft skills employers are looking for and the importance of these skills for success in the workplace. b. Demonstrate self-awareness of their soft skills (those they possess and those they need to develop) and the role these skills play in obtaining, maintaining and advancing employment. c. Create a resume and cover letter tailored to entry-level	<ul style="list-style-type: none"> Life Long Wellness Effective Communication Citizenship

	<p>positions in their field of interest.</p> <p>d. Demonstrate effective interviewing skills utilizing the STAR method.</p> <p>Explanation:</p> <ul style="list-style-type: none"> ○ An examination of the soft skills (self-management and people skills) necessary for gaining entry-level employment and continued success in the workplace ○ Survey of communication, collaboration, critical thinking/problem-solving skills provided ○ Building of resume and cover letter writing to reflect technical and soft skills qualifications 	
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4C. Summarize results of student data packets from the Office of Planning, Research and Institutional Effectiveness (PRIE), and where appropriate, any other relevant data.

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

Type your answer here:

Course Summary of PRIE Data Packets

The CRER data packets from the PRIE office contain data for students participating in career courses from fall 2011 until spring 2016 as it compares to college-wide data.

Gender:

The gender demographics of students in career courses have been fairly consistent and similar to the college wide percentages over the past 6 years. The CRER female student enrollment numbers have been an average of 5.08% lower and have been no more than 9% lower than the college during that time ^(See appendix H). These findings seem correct considering our outreach efforts and partnerships do not focus more heavily on a specific gender. However, these findings clarify an opportunity to focus outreach and services for female students to ensure that we do not underserve this population in the future.

Age:

Age demographics for the student's enrolled in career courses show a consistent and substantial trend toward serving an increasing number of younger students compared to the college. Age demographic indicates that more than half of CRER course enrollments are students in the 18-22 year old range (57.7% average over the past 6 years). This is almost 10% more than the general population. Over the past two academic years (2014-15 and 2015-16) where there has also been an increase in the enrollment of students under 18 year olds for an average of 29% during that time, which is a difference of almost 10% compared to the average from the previous 3 years' and 24% higher than the general population. These numbers suggest that we are serving more concurrent enrollment students from the local high schools in addition to the Middle College students now taking classes on our Skyline College campus as they complete their last two years of high school. Because of this trend of college coursework being integrated within the high school curriculum and taught on the community college campus, the need for CRER courses teachings of self-awareness, decision making and career exploration topics will be in higher demand. The discrepancy between the age demographics of the career courses and the college are even clearer when we divide the populations into two groups: students 22 years old or younger and students over 22 years old. These demographics have been fairly consistent over the past 6 years, but they can be easily exemplified by the 2015-2016 data, wherein 86.4% of the CRER students were 22 years old or younger compared to only 56% of Skyline College's general population ^(See appendix H).

Ethnicity:

Between 2011 and 2016, CRER courses have served a substantially higher percentage of Hispanic/Latino student as well as slightly higher percentages of Black/Non-Hispanic and Multi-Race students enrolled. Conversely, during that time, CRER courses have had substantially lower enrollment of Asian and white/Non-Hispanic students ^(See appendix H). We believe this to be largely due to relationship between career courses and categorical support programs that focus on these specific populations. We also see a connection between career courses and first generation college students, which also serve a high percentage of these populations.

Goal:

In 2015-2016, over 85% of CRER students indicated their primary reasons in enrolling as: Complete Credits for HS Diploma; Transfer to 4 yr with or without AA/AS degree; and Undecided on Goal. Registration numbers for CRER courses clearly represent students' desire to move onto their next level of

education and that they seek to be prepared, knowledgeable and confident in their academic and career paths. Conversely, in 2015-2016, only 2.1% of students enrolled in CRER courses selected Acquire Job Skills/ New Career or Update Job Skills/ Job Advance as their primary reason for enrolling. These low percentages of interest in job skills and career advancement are consistent over the past 6 years and indicate that students view career courses more as a tool for self-discovery and/or preparing to transfer than as a means of preparing to enter the workforce or advance in their selected careers.

Program Summary of PRIE Data Packets

Ethnicity:

Between 2011 and 2016, the Career Service Center has consistently served a substantially higher percentage of Hispanic/Latino student as well as slightly higher percentages of Black/Non-Hispanic students. Conversely, during that time, the CSC has served substantially lower percentages of Asian and white/Non-Hispanic students when compared to the college-wide averages^(See appendix H). We believe this to be largely due to strong overlap of the CSC service population and the students enrolled in career courses, which have similar ethnicity demographics. While there is a need to ensure service for these underserved populations, this also highlights an opportunity to increase outreach to students not already accessing career service information through career courses.

Age:

Over the past three years the average age of the students accessing the Career Services Center has decreased substantially, from 30 years old in 2013-2014 to 25 years old in 2015-2016.^(See appendix H) This trend reinforces the concept that the CSC service population overlaps substantially with the population of students enrolled in counseling 100 and CRER courses. Because of this, the demand for CSC services is primarily related to topics of self-awareness, decision making and career exploration.

Reason for Accessing Career Services Center:

The data collected through SARS TRAK, reinforces the idea that main reason that students are accessing the CSC is for support in self-discovery and major exploration. Students are prompted to self-select their reason for coming to the career center and we are able to track this data using their G-number and a list of reason codes. Due to the extensive variety of reason codes, they have been compiled into groups for the purposes of this analysis. Over the past 4 years, Job Preparation has consistently been the least chosen reason for students accessing the CSC, fluctuating between 2.6% and 5.8%, while Career Assessment, Career Counseling, and Career and Major Research have accounted for the remaining 97.3% to 94.2%, respectively^(See appendix H).

4D. Program Enrollment and Efficiency

For programs with curricular offerings, state the last three years of fall semester FTES, FTE and LOAD. Spring semester data may also be submitted as needed. For programs without curriculum offerings, and those with curriculum offerings and services, please provide information on the efficiency of services. Assess the efficiency of the program. (Program efficiency information can be obtained from PRIE).Lavinia Lead

Type your answer here:

2013-14 – FTES: 30.44, FTEF: 2.40, LOAD: 381

2014-15 – FTES: 23.09, FTEF: 1.83, LOAD: 378

2015-16 – FTES: 22.39, FTEF: 1.67. LOAD: 403

CRER course sections have decreased over the past 5 years by 50% from 33 sections in 2011-12 to 15 in 2015-16. FTEF has decreased by the same 50% margin during those years from 3.43 to 1.67. Load percent changes have increased while FTEF has decreased

Year	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
2011-2012	3.43	43.56		381		33	21.8
2012-2013	3.13	36.72	-15.7%	352	-7.6%	33	20.7
2013-2014	2.40	30.44	-17.1%	381	8.2%	24	23.2
2014-2015	1.83	23.09	-24.2%	378	-0.7%	19	20.2
2015-2016	1.67	22.39	-3.0%	403	6.7%	15	22.3

4E. Career Technical Education Program Required Information and Data (CTE Programs only) EXEMPT

5. Curricular Offerings

Tools: CurricUNET: <http://www.curricunet.com/smcccd>

5A. Program Curriculum and Courses. If your program does not offer curriculum please state “N/A”. Lavinia Lead

The following are courses offered through Career Services. Each of the three courses has been reviewed, modified, and approved by the Curriculum Committee at the March 2017 meeting. Course outline and Prerequisites are listed at the end of CPR Should be included in Appendix D

CRER116-Deciding on a Major
CRER145-Soft Skills in the Workplace
CRER137-Life and Career Planning

The following CRER courses have been deleted in spring 2017:

- * CRER 136 Career Planning
- * CRER 600 Assessment, Ori, Advisement
- * CRER 650 Guidance Seminar Group
- * CRER 665 Life Style Health Issues
- * CRER 665SI Stress Management
- * CRER 680 Selected Topics
- * CRER 801 Ensuring Student Success

The decision to delete the above listed courses during spring 2017 was made in consultation with the Dean of Counseling for the following reasons:

- Primarily, none of the courses are part of a major or certificate. Secondly, most of the courses have not been offered for several semesters as reviewing the course contents they no longer align with the direction the counseling division is taking. Lastly, for some of the courses, themes are either duplicated in other COUN or CRER courses or topics no longer reflect the needs of students. CRER 665SI is the only course that may be revisited in the future, but that will transition to COUN and no longer be listed in the CRER offerings should it be decided to continue that course.

Over the past six years, a fewer variety of courses have been offered through CRER because some have been adopted by other departments, while others have not been in demand

Current course offerings (CRER 116, 137, and 145) are crucial to self-discovery and ultimately increases a student's ability to select career pathways, which lead to timely completion.

5B. Identify Patterns of Curriculum Offerings. If your program does not offer curriculum please state “N/A”.

A. Patterns and Strengths Overall

CRER courses are meeting success goal rates; every semester we have been consistently above 76% with an average of 80% over the past 6 years. Similarly, CRER course retention rates across all age groups (under 18 through 60+) have been above 91%, ranging between 87-92%. This demonstrates that students are not only staying in the courses, but they're successfully completing with satisfactory grades as well.

B. Areas of Improvement

- Currently there are no online CRER courses, and more discussion on this topic will be required to coordinate and plan curriculum that would be appropriate to this method of instructional delivery.
- To further gain information pertaining to SLOs, modifications to current SLOs, tracking strategies and other processes of obtaining student feedback will be created and implemented to provide appropriate program development.
- There is a strong interest to implement onsite job visits, which would entail coordination of transportation, registration, and marketing, to enhance student learning of real world work.

5. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Chad Lead

Tool: <https://sanmateo.tracdat.com/tracdat/>

After analyzing the PRIE data packets for the Career Services Center and career course offering, several truths have become clear with regards to the perception of Career Services, the populations that are currently being served and the services that those populations requesting.

Perception:

Goal data for CRER courses, SARS TRAK reason code data and career assessment numbers for the CSC all indicate that students are accessing career services to increase their self-awareness, academic focus and knowledge of majors and career pathways. These findings seem appropriate since they align directly with the CSC's PSLOs and the themes of the CRER course SLOs and they indicate that students, counselors, faculty and staff understand that career services provide support in this area. However, anecdotally, stakeholders of career services also have a perception that the program and courses should be providing more direct employment support to students. This support could be in the form of job search assistance, resume and cover letter support, interview preparation, and even job placement and internship placement. Although the CSC provides each of these services to some extent and the CRER courses cover most of these topics, they do not seem to be the areas of highest demand. In the future, career services will attempt to rebrand the center and associated courses by having in depth conversations with the rest of the counseling department and other departments on campus, while also increasing general outreach to the campus, as well as focused outreach to specific populations. The purpose of these efforts will be to clarify career service's responsibilities, so that administrators, faculty, staff and students all have the same understanding of what support services they can expect from CRER courses and the CSC. If these efforts lead to a substantial change in responsibility or service strategies, new PSLOs and assessment methods will need to be created to reflect and measure them. The CSC staff has already started this rebranding effort by launching an employment case management pilot program entitled the "Job Priority Pool." This program partners with SparkPoint and uses a new service delivery model to ensure that students are accessing specific job preparation services and then receive information for relevant job postings.

Outreach:

The demographic data for the CSC and CRER both show similar trends and imply that there is substantial overlap between the students enrolling in career courses and those accessing the Center. Furthermore, both sets of data show a consistent under-serving of female students, as well as ethnic demographic data that implies a reliance on referrals from categorical programs and learning communities. To counteract these trends, career services needs to increase and improve outreach efforts, so that students who are not associated with these classes and programs are also aware of the benefits of the CSC. Ideally, this outreach push will coincide with the aforementioned efforts to solidify program goals and rebrand the Center. Besides increased outreach overall, more focused outreach will be made to female students, specifically by creating more female focused services and marketing materials. Further plans to improve outreach efforts will rely on student survey data and focus groups.

Assessments and Counseling:

All of the data collected for both CRER and CSC students shows that career assessments and career counseling are the two services that are in the highest demand and have the highest impact on student development. Unfortunately, these two services are also the most expensive for the college. The current

assessment structure requires that the college pay for each assessment taken and the prices have been slowly, but steadily rising for the past several years. Counseling appointments are also expensive due to the time intensive nature of career counseling, especially when the service population is very young and requesting more open-ended discussion to support their development, self-awareness, and major/career pathway. To increase the number of career assessments offered, it is necessary to make the assessments more affordable, which means changing the type of assessment provided or the strategy used to offer and/or pay for the assessments. To increase the number of career counseling appointments, additional Career Counselors will need to be hired. Increasing the number of assessments and career counseling appointments will directly impact the rate at which Skyline College students are declaring their majors, which will increase their likelihood for successful and timely completion of their academic goals, as outlined by SSSP.

Data Tracking:

Over the past 6 years, the Center has seen a constant shift in both faculty and classified staffing, which has resulted in challenges in ensuring consistent data collection. However, there has also been a substantial amount of data gathered from our SARS TRAK and SARS GRID software. This data allowed students to self-report their interests in Career Services/ Exploration and shows that over the course of 6 years, the Career Services Center has served almost 4,000 students. The trends reflect that the highest number of students served were in FY2014/2015, with a little over 1,000 students served. During this time the Career Services Center also had the highest number of staffing, which included a full-time PSC, 3 Student Ambassadors, 1 FT Faculty, and 4 PT Faculty. This data suggests that increased staffing in the Center will correlate to serving more students, but specifically, an increase in career counselors will have the highest impact on students increasing self-awareness and declaring a major.

Questions for the next Annual Program Plan and/or Program Review.

-Have assessments and career counseling appointments increased semester to semester?

-Data will be collected using SARS and analyzed on a regular basis.

-This analysis will show the efficiency of counseling services

-Is the Career Services Center providing more services to students seeking immediate employment support?

-Data will be collected on a monthly basis from SARS TRAK and Efforts-to-Outcomes.

-This analysis will show a change in perception and/or outreach strategy.

-Is the Career Services Center serving more female students?

-Data will be collected from SARS and SARS TRAK. Data requests will be made to the PRIE office each semester.

-This analysis will show a change in outreach and/or service strategy to address the underserving of female students.

6. Resource Identification

7A. Professional Development needs. Team

Over the last year, faculty and staff participated in a variety of Professional Development activities that supported efforts on personal and professional levels to enhance student experiences. These activities are among the following: Student Equity Training 8 week Seminar; Hiring Committee Training: The Benefits of Diversity and Understanding Unconscious Bias; Classified Staff Professional Development Retreat; Beyond Talk & Into Action/ Critical Thinking: First Day Ice Breakers & Lesson Driven Community Building Strategies; Student Learning Styles and Metacognition: Fostering Students' Self-Awareness as Learners; Redesigning America's Community College, presented by Dr. Thomas Bailey; New World of Work, 21st Century Employability Skills; California Workforce Trends in the Life Science Industry; Cultivating a Meaningful Career: Communicate, Advocate, Elevate; Watermark Conference for Women 2016; Safe Zone Training; Museum of Tolerance; Title IX Mandated Reporter Training; Keeping Foster Youth in the Conversation; and Resume Support Training For SparkPoint and Career Services Center Staff.

These various conferences, workshops, and events, contributed in various ways to the development of our staff in their ability to engage and interact in equitable and meaningful ways with students in and outside of the Center, during class-time, and counseling appointments. In addition, although this list is somewhat comprehensive, it is imperative that staff and faculty of the Career Services Center continue to participate in Professional Development activities as our culture, society continue to shift, and new and more innovative procedures, ways of communication, and technology come about in the coming years. More specifically, since the merging of SparkPoint and Career Services, an intentional effort is currently in progress to cross-train staff and faculty members within each area to understand the programs and services offered within each Center. For example, the Resume Support Training 2 day seminar offered to our Student Assistants from both Centers was designed to provide them with tools that could be implemented during appointments that our Skyline College student body can schedule with them. This allows for cross-collaboration between the two centers and further extends our ability to reach students via their peers. Additional workshops to continue to support the Professional Development of our Student Assistants is currently in progress.

7B. Office of Planning, Research & Institutional Effectiveness requests. Michele Lead

Will work closely with PRIE office to ensure data is more reliable, reflects needs and requests of students in order for us to continue to develop/ coordinate programs, services, and events that meet the need of our growing student body to prepare them for the 21st century World of Work Said requests will be made on an annual basis to facilitate discussions around procedures, programs, and services.

Additionally, various in-center modifications to tracking data will be implemented. For example, reason codes within the SARS TRAK systems will be re-evaluated to capture more accurately the purpose behind a student's visit to the center, surveys based on modified PSLOs will be provided/ collected/ assessed to determine student success, retention, and progress in the realm of Career Exploration.

7C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests Complete the table on the following page: Chad Lead

Comprehensive Program Review: Resource Needs Summary Table

Program: Career Services

Date: 3/31/16

	Needs	How does this request align with your assessment of student	How does this request align with your action plan?	Estimated cost for facilities and
Personnel	1. 2 FT Career Counselor 2. 3.	Career assessments and meeting with a career counselor directly impacts the students' self-awareness, academic focus and knowledge of career pathways, which are the main criteria for Program and Course SLOs.	To increase the number of career counseling appointments, additional Career Counselors will need to be hired. Increasing the number of assessments and career counseling appointments will directly impact the rate at which Skyline College students are declaring their majors, which will increase their likelihood for successful and timely completion of their academic goals, as outlined by SSSP.	\$69,000-\$75,000 plus benefits each
Equipment	1. New Computer for PSC			
Facilities	1. "Gatekeeper Desk" 2. Cubicles/workspace for Career resource work 3. Separate workshop space/classroom 4.	1. A gate keeper desk will increase counselor work efficiency and quality by limiting interruptions. 2. Changing the layout of the career center or finding an adjoining space in the new location to highlight privacy and individual work space will change the perception of the Career Center from a workshop location to a space for individual support and resource access. 3. If the Career Center is redesigned to highlight individual workspace, then a separate (but adjoining) workshop space or classroom would be ideal to support the many workshops, class visits and other group activities that necessitate a large room.	1. Increase efficiency of counseling services, effective referrals and accurate data collection 2. Workspace and cubicles in the CSC will change student's perception of the types of services available and the service delivery model. 3. Workshop space will still be crucial to group work, in addition to individual work spaces.	1. The cost of these requests will depend on the details of the upcoming relocation of the Career Services Center.

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE

Please check current catalog for most recent goal statements.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement

To empower and transform a global community of learners.

Values Statement

Education is the foundation of our civilized democratic society. Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and

institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability “To meet present needs without compromising the ability of future generations to meet their needs.”

APPENDIX B

Definition of Terms

- WSCH:** Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census
- FTE:** The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.
- LOAD:** Teaching Load is taken as the ratio of WSCH to FTE
- N GRADES:** The total number of grades awarded ($A+B+C+D+F+CR+NCR+I+W$)
- RETENTION:** The sum of all non-W grades divided by N grades times 100, expressed as %
- SUCCESS:** $A+B+C+CR$ grades divided by N grades times 100, expressed as %

APPENDIX C

FREQUENTLY ASKED QUESTIONS

1. Why are faculty asked to perform Program Review?

Faculty are the members of the campus community who best understand the intricacies of the courses and the body of work within programs. Faculty work each day with students and staff within these programs and are best suited to understand the strengths and needs of specific programs. Because Program Review is also used for budget and planning, it is imperative that faculty perspective is included in that process.

2. How do I know that all the work I put into this document will have any impact?

A well thought through and completed Program Review will have its greatest impact on the program and its faculty/staff. Evaluation of practices, procedures and student outcomes is the hallmark of successful educational programs and institutions. A thoughtful analysis of the results and findings of the Program Review should be used to improve student outcomes. The Curriculum Committee and College Council have developed a process which requires the Program Review to impact the College planning, budget, SLOAC and resource allocation processes.

3. Why the oral presentation to curriculum committee?

The oral presentation of your Program Review serves two purposes. Primarily, it will allow the program exposure to a cross-section of the campus community. Many members of this community are not aware of the accomplishments of programs or their needs. It allows each program to shine! Secondly, it allows the Program Review process to become more personal. Committee members and program personnel will have the opportunity to interact, question each other, and respond to the Program Review. Finally, it will help the College do systematic planning and coordinate our efforts.

4. I am a one-person department – I don't have the capability or time to perform this review.

Each Division Dean is available to assist you in gathering information and preparation of the self-study. Please utilize him or her. Also, keep track of the amount of time spent on the self-study. When submitting your evaluation of the Program Review process, please include the total hours involved in the process. This will help with future planning and modifications to the review process.

5. How will the self-study questions be kept current and useful?

The Curriculum Committee, through the Academic Senate, will have that responsibility.

Appendix D

Program: CRER SEE APPENDIX I FOR COURSE OUTLINES

Semester: n/a

[illegible]

APPENDIX E
SKYLINE COLLEGE

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Program:

Thank you for your time and effort in preparing this Program Review. Your Resource Needs Summary has been shared with the College Budget Committee and the Resource Needs Summary and Executive Summary, with recommendations, has been shared with the College Council.

College President

Comments:

Signature

Separate boxes for each

College Vice President(s)

Comments:

Signature

Curriculum Committee

Comments:

Signature

Appendix F

Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 100

1. Was the time frame for completion of Program Review adequate? If not, explain.
Yes the time frame was adequate, but additional support, benchmarks and/or consultation would be helpful to make sure that programs are moving forward according to the appropriate timeline.
2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
TracDat continues to be difficult to navigate and manage. Support from TracDat administrator was necessary to complete those sections.
PRIE data request process was clear and fast.
3. Were the questions relevant? If not, please explain and offer suggestions.
Yes
4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.
The questions, data and the process are helpful, but the effort required to complete can take away from the end result.
5. Was the data you received from the Office of Planning, Research and Institutional Effectiveness complete and presented in a clear format? Would you like additional data?
PRIE data was complete and clear.
6. Please offer any comments that could improve and/or streamline Program Review.

Appendix G
Skyline College

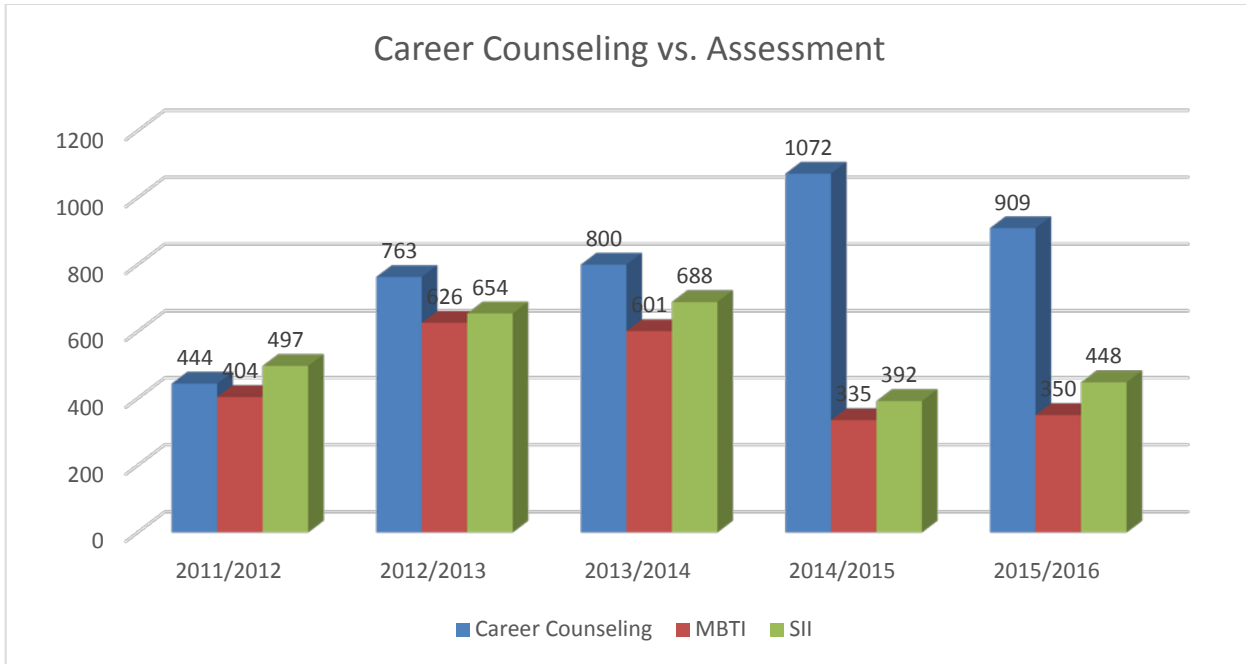
Program Review Completion Check off Sheet

Before submitting your self-study report, please make sure that all forms are submitted by using the checklist below:

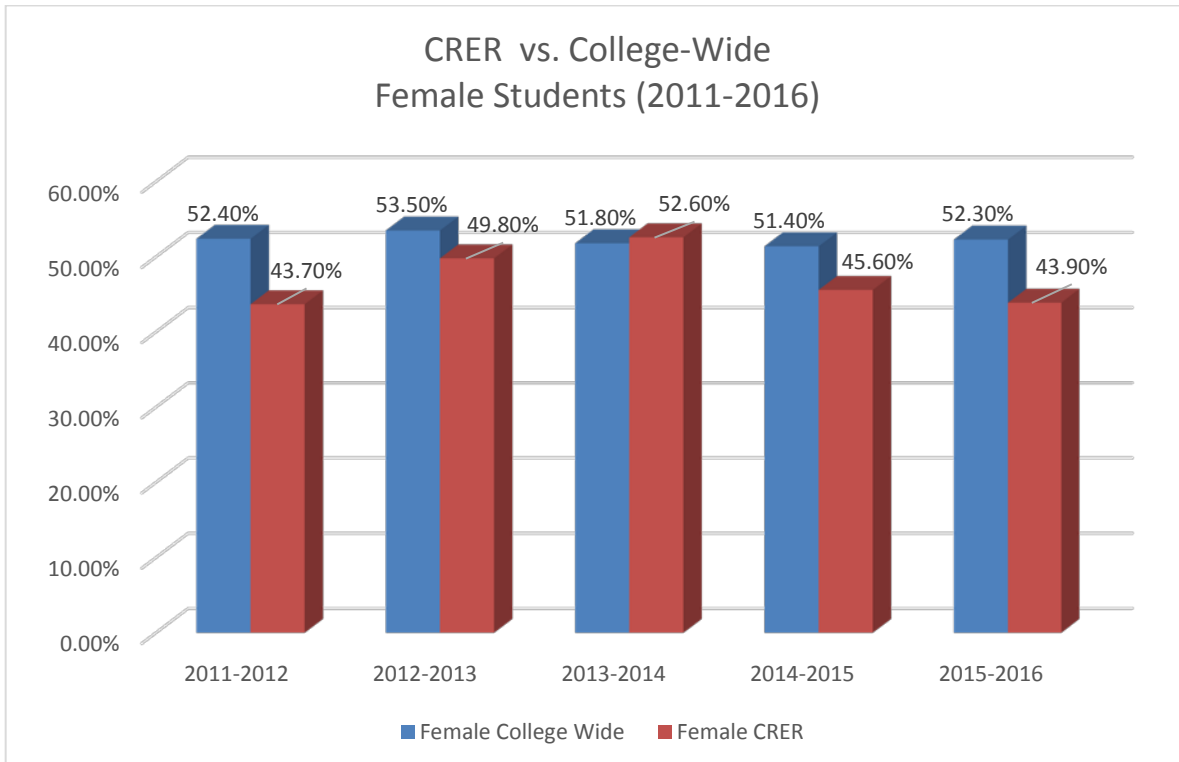
		Checked if Completed
1.	Executive Summary	
2.	Program Review Self-Study (including TracDat PSLO report)	
3.	Resource Needs Summary Table	
4.	Course Outline and Prerequisite Checklist Table (Appendix D)	
5.	Response Sheet (Appendix E)	
6.	Evaluation of the Program Review Process (Appendix F)	

Appendix H

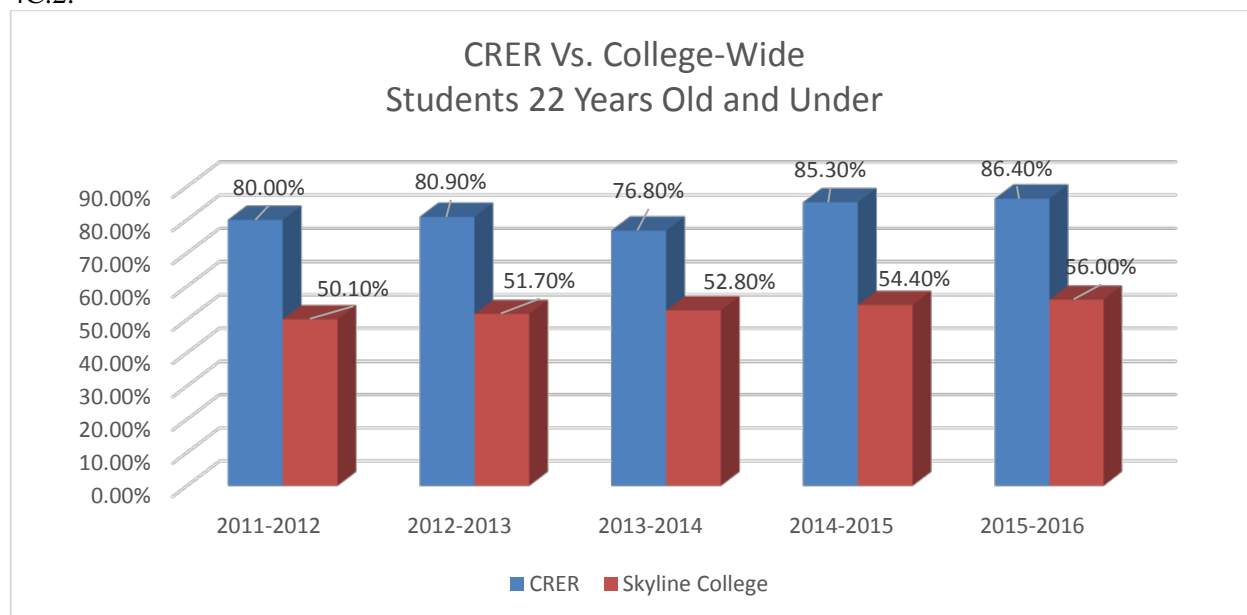
4A. 1:



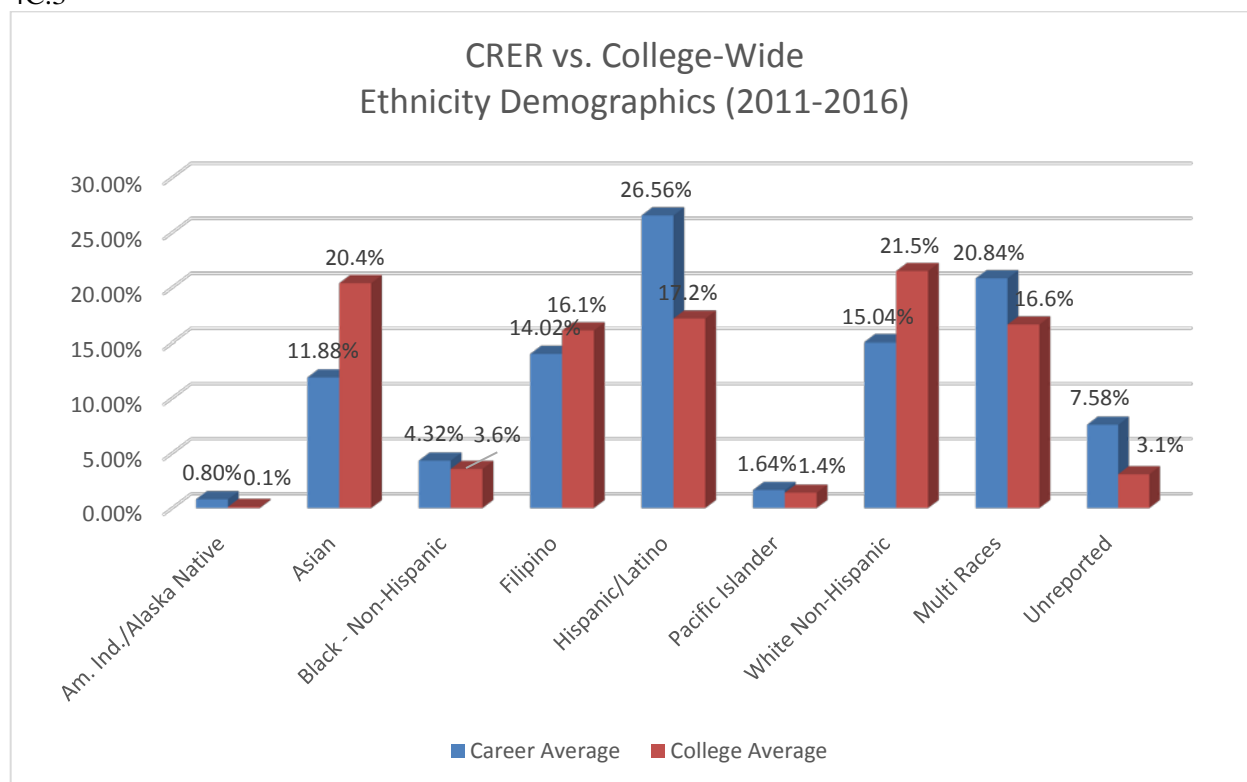
4C.1:



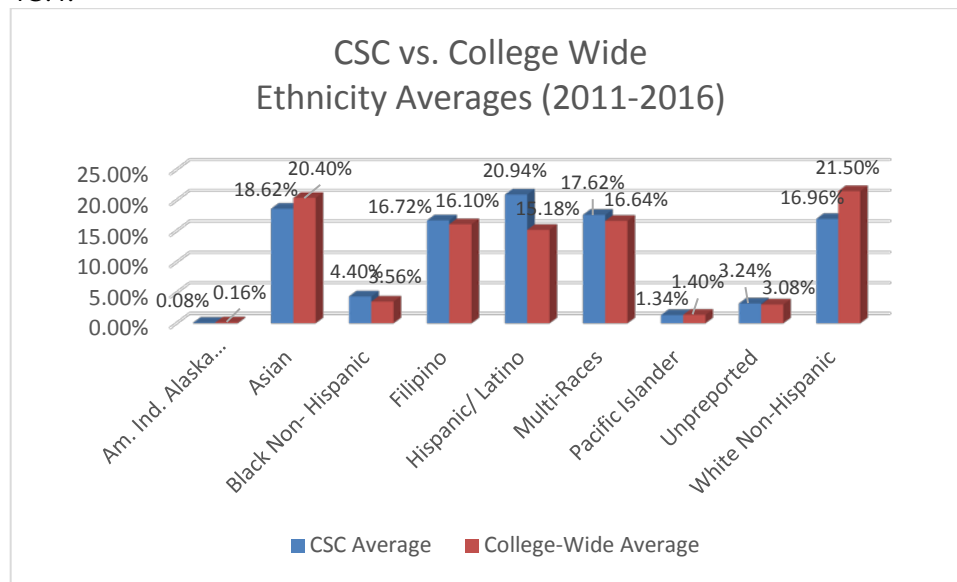
4C.2:



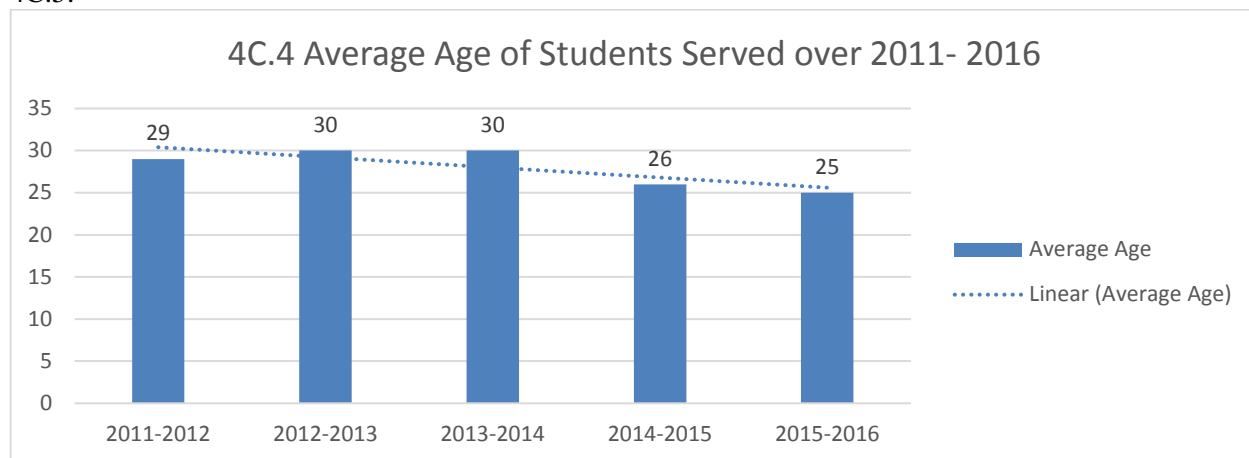
4C.3



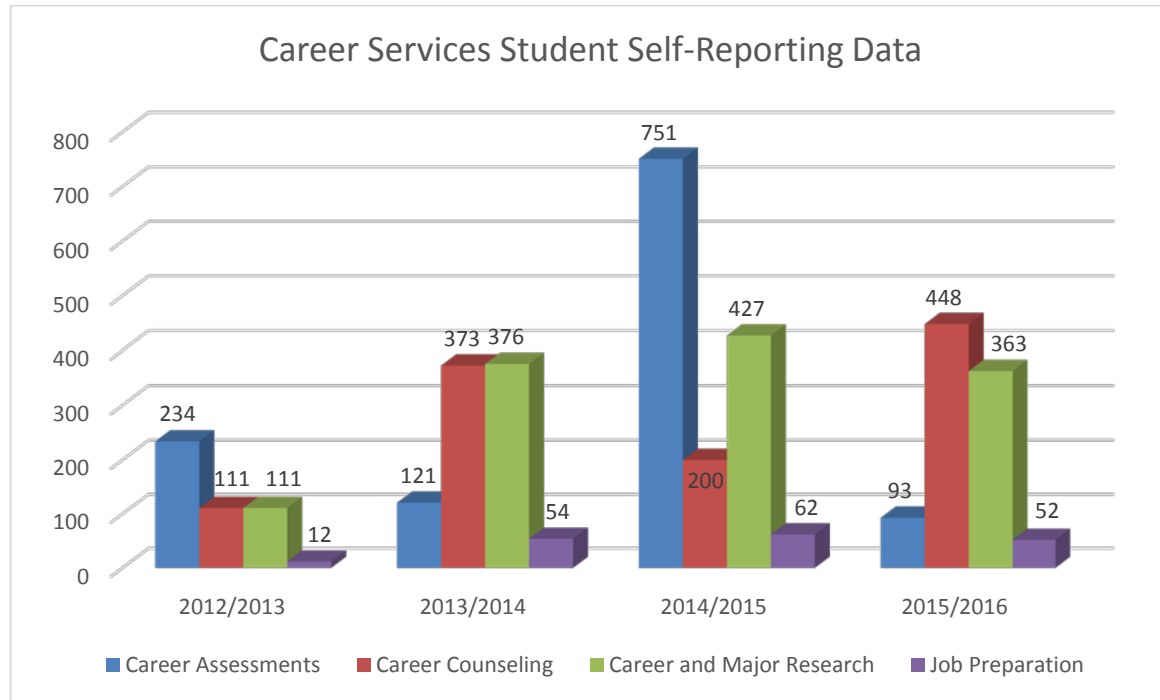
4C.4:



4C.5:



4C.6



Official Course Outline

COURSE ID: CRER 116 **TITLE:** Deciding on a Major

Units: 0.5 units **Hours/Semester:** 8.0-9.0 Lecture hours; and 16.0-18.0 Homework hours

Method of Grading: Grade Option (Letter Grade or P/NP)

1. **COURSE DESIGNATION:**

Degree Credit

Transfer credit: CSU

2. **COURSE DESCRIPTIONS:**

Catalog Description:

Designed to assist students who are undecided about their major, this course will introduce students to major & career research and decision making strategies to guide their making a decision about their college major. The connections between college majors and occupations will be explored.

3. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- D. Describe the decision making process as it applies to their making a major and/or career decision.
- E. Demonstrate their knowledge of major and career resources and how to use and apply these resources to their making a major and/or career decision.
- F. Develop an action plan to support their meeting their major and/or career goals.

4. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- G. Assess their interests, personality characteristics, work values, and skills.
- H. Research tools and strategies needed to make a major decision.
- I. Explain the difference between a major selection and career choice.
- J. Identify their Decision Making Type and exploring the pros/cons of their type.
- K. Ascertain barriers impeding student in making major decision.
- L. Explain the decision making process as it related to making a major decision.
- M. Interpret the Strong Interest Inventory (Condensed) and Myers Briggs Type Indicator (MBTI).
- N. Integrate knowledge learned about self to support their making a major decision.
- O. Explore the process of declaring and pursuing a major.

5. **COURSE CONTENT:**

Lecture Content:

P. Understanding Majors

- a. Major and Career Myths
- b. The major and career connection
- c. Defining Terms
- d. Type of majors:
 - 1. Career Specific
 - 2. Career Related
 - 3. Non-Career Specific
- e. Not all majors are created equal
- f. Difference in majors by college

Q. Decision Making Process

- g. Knowing Yourself (Self-Awareness)
- h. Exploring your options
- i. Making a Decision

- j. Implementing Decision (Action Plan)
- k. Next Steps
- R. Knowing Yourself (Self-Awareness)**
 - l. Types of Decision Makers - Which One Are You?
 - m. Strong Interest Inventory (Condensed) - Interest
 - n. Myers Briggs Type Indicator – Personality
 - o. Work Values and Skills Assessment
- S. Exploring Your Options**
 - p. Major and Occupation Research
 - q. Majors and Academic Pathways
 - r. Researching occupations
 - s. Researching colleges
 - t. Research Resources and Tools –
 - 1. Paper,
 - 2. Online
 - 3. People
 - 4. On and off-campus
 - u. Developing a Research Strategy
- T. Making A Decision**
 - v. Decision Making Strategies
 - w. Gathering Information
 - x. Narrowing alternative major choices
 - y. Measuring amongst alternatives
 - z. Make a choice
- U. Implementing Decision (Action Plan)**
 - aa. Declaring Your Major
 - 1. Declaring your Educational Goal
 - 2. Choosing amongst transfer colleges (for transfer students)
 - 3. Work with counselor to develop CSEP (Comprehensive SEP)
 - bb. Pursuing Your Major
 - 1. Certificate or Associate Degree
 - a. Graduation Requirements
 - 2. Applying for Graduation
 - 3. Transfer
 - a. Transfer Requirements
 - b. Meeting with campus representatives
 - c. Campus Tours
 - d. Applying for Transfer
 - e. Financial Aid

6. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- i. Lecture
- ii. Activity
- iii. Discussion
- iv. Guest Speakers
- v. Other (Specify): As part of the courses in-class activities, students will complete the Myers-Briggs Type Indicated (MBTI) and the Strong Interest Inventory (Condensed).

2. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Throughout the course, students will be expected to complete 2 -3 pages (per class session) of reflecting

writings as they consider and process activities completed in class.

Research Paper (3 -5 pages) - Students will be required to write a research paper that integrates content learned in class as well as research conducted in and outside of class. Research paper will include an action plan to meeting major and/or career goal.

Reading Assignments:

Students will be expected to read from print and online material provided and/or reviewed during the duration of the class (10 - 20 pages)

Students will be required to read research material required to write final research paper (range from 10 - 25 pages as required to complete research assignment).

Other Outside Assignments:

The Strong Interest Inventory and the MBTI will be administered to all students.

3. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- a. Class Participation
- vi. Class Work
- vii. Papers
- viii. Research Projects
- ix. In addition to being evaluated on their in-class participation and work, students may be on a final research paper that demonstrate students understanding of and synthesis of topics learned in class.

4. REPRESENTATIVE TEXT(S):

Other:

- o Instructor generated handouts
- o Strong Interest Inventory (Condensed version) - Consulting Psych Press.

Origination Date: February 2017

Curriculum Committee Approval Date: March 2017

Effective Term: Fall 2017

Course Originator: Lavinia Zanassi

**Skyline College
Official Course Outline**

COURSE ID: CRER 145 TITLE: Soft Skills for the Workplace

Units: 1.0 units **Hours/Semester:** 16.0-18.0 Lecture hours; and 32.0-36.0 Homework hours **Method of Grading:** Grade Option (Letter Grade or P/NP)

7. COURSE DESIGNATION: Degree Credit

Transfer credit: CSU

8. COURSE DESCRIPTIONS: Catalog Description:

An examination of the soft skills (self-management and people skills) that are necessary for gaining entry-level employment and succeeding in the workplace, including communication, collaboration, critical thinking/problem-solving, resume and cover letter writing.

9. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

- a. Examine and recognize the soft skills employers are looking for and examine the importance of these skills for success in the workplace.
- b. Demonstrate self-awareness of their soft skills (those they possess and those they need to develop) and the role these skills play in obtaining, maintaining and advancing employment.
- c. Create a resume and cover letter tailored to entry-level positions in their field of interest.
- d. Demonstrate effective interviewing skills utilizing the STAR method.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

10. Explain the difference between hard skills (technical skills) and soft skills (interpersonal skills), and emphasize the importance of soft skills for career success.
11. Assess their soft skills through the administration and interpretation of various soft skills inventories.
12. Craft a resume and cover letter that is tailored to entry-level positions their field of interest.
13. Demonstrate effective interviewing strategies and provide experiential feedback through mock interviews.

6. COURSE CONTENT: Lecture Content:

OBTAINING EMPLOYMENT

1. Skills necessary to gain employment

A. Hard skills vs. soft skills B. Resume writing

a. Overview of resume formats and their uses (chronological, hybrid, functional) b. Crafting accomplishment statements using action verbs.

c. Industry specific recommendations and guidelines.

C. Cover letter writing

a. Overview of cover letter writing

b. Cover letter do's and don'ts

c. Provide templates and samples for students to reference when crafting their industry-specific cover letter

D. Interview skills (STAR)

a. Situation-Task-Activity-Results (STAR) format for behavioral interview questions b. Practice STAR using sample questions with peers

c. Mock Interviews

i. Foster increased self-awareness through constructive real-time feedback.

MAINTAINING AND ADVANCING EMPLOYMENT 1. Communication Skills

A. Communication skills self-assessment to enhance self-awareness B. Verbal and non-verbal communication

C. Active listening vs. passive listening

D. Techniques for effective communication in a professional setting

D. Techniques for effective communication in a professional setting E. Empathy

2. Collaboration

A. Team self-assessment to enhance self-awareness

B. Importance of collaboration to workplace success C. Roles individuals may play on a team

D. Problem solving on a team

E. Interpersonal skills to allow effective functioning in a diverse group

- 3. Problem Solving/Critical Thinking
- B. Activities to build problem solving skills
- 4. Fostering a Mindset Conducive to Professional Growth
- A. Resilience
- B. Leadership
- C. Entrepreneurial mindset D. Positive Attitude

7. **REPRESENTATIVE METHODS OF INSTRUCTION:** Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips
- E. Guest Speakers
- F. Other (Specify): Real-time feedback

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following: **Writing Assignments:**

Writing Assignments:

- A. Reflective Journal Writings (approximately 1 - 2 pages, minimum of 5 per semester)
- B. Resume
- C. Cover Letter

Reading Assignments:

Reading assignments will vary. In general, students will be assigned reading assignments from materials and resources provided by the instructor to support the course content. Reading assignments may include paper or online resources. For this 0.5 unit course, students will be expected to read between 20 - 50 pages.

Other Outside Assignments:

- A. Mock Interviews
- B. Presentations

9. **REPRESENTATIVE METHODS OF EVALUATION** Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Portfolios

10. **REPRESENTATIVE TEXT(S):** Other:

- A. Instructor generated handouts, articles, and materials.

Origination Date: February 2017 **Curriculum Committee Approval Date:** March 2017 **Effective Term:** Fall 2017

Course Originator: Jacqueline Escobar

Skyline College Official Course Outline

COURSE ID: CRER 137 **TITLE:** Life and Career Planning

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours **Method of Grading:** Grade Option (Letter Grade or P/NP)

Recommended Preparation:

Eligibility for ENGL 846 or ESOL 400, or equivalent.

14. **COURSE DESIGNATION: Degree Credit**

Transfer credit: CSU

AA/AS Degree Requirements:

Skyline - GENERAL EDUCATION REQUIREMENTS: 9E1. Lifelong Learning & Self Development

CSU GE:

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1

15. **COURSE DESCRIPTIONS: Catalog Description:**

Designed for the student who is undecided about occupational options, this course offers a comprehensive approach to life and career planning. Career assessments designed to provide increased insights into students' abilities, interests, and temperament are utilized. Students research occupational trends and specific careers clusters, demonstrate professional communication methods including resume writing, occupational portfolio, and interview techniques. Individual conferences are available to students and use of the Career Center as resources for further individual exploration.

16. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- Demonstrate knowledge of individual skills, values, and personality traits in relation to occupational requirements.
- Analyze, access, and assess labor market research using online searches and network connections.
- Evaluate through self-assessment work qualifications and environments with information learned about self through the career assessment process.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- Identify individual interests, abilities, values, personality and potentialities as they relate to the career decision process.
- Discuss how Job Market trends impact skill development and career choice.
- Use Career Center resources to research careers and academic majors.
- Develop a life and career plan based on effective decision-making, networking, and goal-setting.
- Apply and integrate knowledge of occupational development theories to their own career and academic planning process.
- Construct a purposeful (basic) resume and persuasive cover letter.
- Explain the components of a professional portfolio for a tech literate job market.
- Demonstrate group and individual role play for mock job interviews.

6. **COURSE CONTENT: Lecture Content:**

- Career Development Theories and the process of Occupational Decision Making A. Psychological and sociological theories of career development.
B. Johari Window of Interpersonal Interaction
C. Holland and Strong Theories of Occupational Interests and Environments
D. Jung and Myers Briggs Theory of Type
E. Donald Super self-concept and life span theory F. Implication of career choice on life plans
G. Decision making myths and barriers
H. Skills and strategies to overcome flawed thinking.
- Career Self-Assessment and Interpretation
A. Career Abilities Placement Survey
B. Strong Interest Inventory
C. Myers-Briggs Type Indicator
D. Values and Motivation Inventory
E. Compilation and integration of assessment results
F. Graphing overlapping traits and competencies
G. Personal Style and Occupational preferences

H. Individual presentation of Summary Profile

3. Research and Discourse on Occupational Themes and Career Clusters

25. Job satisfaction and work environment priorities
26. Required competencies and expectations
27. Compensation and Skill Improvement
28. Advancement in multi-generational, diverse work settings
29. Appropriate utilization of Department of Labor, Occupational Outlook, reliable internet sources
Statistics obtain relevant and timely career research data.
30. Reviewing choice of academic pathways to integrate career choice and changing world of work.
31. Group Projects of Career Study and Presentation.

4. Professional communication and self-advocacy.

A. Job search strategies incorporating internet and F2F strategies B. Informational interviewing

C. Networking

D. Major formats for development Resume and Cover Letter

E. Job Interview strategies through observation and roleplay

F. Professional portfolio foundations G. Proper interview etiquette and attire.

5. Understanding the Workforce

A. Job Shadowing and Internships B. Mentorship and Job Coaching

C. Negotiation and difficult conversations

D. Workplace conduct, ethics, and expectations

E. Major formats for developing Resume and Cover Letter F. Job Interview strategies through observation and role play

6. Creation of individual career / lifestyle profile summaries reflecting prioritized results A. Implication of career choice on life plans.

B. Compile and integrate assessment results to understand overlapping traits and competencies C. Personal Style and Occupational preferences

D. Cognitive skills

E. Interpersonal skills

F. Cultural and experiential diversity

G. Exploration of college majors and careers

77. Oral presentation of summary results for personal and professional characteristics

32. Job satisfaction and work environment priorities

33. Required competencies

34. Job satisfaction and advancement in multi-generational, diverse work sites

35. Appropriate utilization of Department of Labor, Occupational Outlook, reliable internet sources Statistics to obtain relevant and timely career research data.

36. Review choice of academic pathways to integrate career choice and changing world of work.

37. Integration of essential resources in preparing for the ongoing process of professional Communication, advancement, and self-advocacy.

38. Job search strategies incorporating internet and F2F strategies

39. Informational interviewing

40. Networking, Job Shadowing and Internship

41. Mentorship and Job Coaching

42. Major formats for developing Resume and Cover Letter

43. Job interview strategies through observation and roleplay

44. Proper interview etiquette and attire

45. Negotiation and difficult conversation

46. Professional conduct, ethics, and expectations

P. Interview Face-off

7. **REPRESENTATIVE METHODS OF INSTRUCTION:** Typical methods of instruction may include:

A. Lecture

B. Activity

C. Discussion

D. Field Experience E. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following: **Writing Assignments:** Students will be required to complete, at minimum, one each of the following assignments per semester: Reflection paper (2- 3 pages)

Self-Assessment Summary (5 - 7 pages)

Career Research Study (6 - 8 pages)

Resume and Cover Letter (minimum of one page each)

Reading Assignments:

Weekly reading assignments from designated book or text (25 - 50 pages per week)

Additional sources of career information such as articles, course reader, news trends TED Talks - (2-3 hours of out-of-class reading/viewing per week).

Other Outside Assignments:

Research Assignments

Utilization of resources to research job market, occupational skill, and career entry growing trends. Bureau of Labor statistics and Informational Interview inquiries.

Presentation Assignments

180 Turn (3 minute Self Introduction)

Chapter Facilitation (30 minute group presentation)

Career Assessment Summary (45 minute group presentation)

Interview Face-Off Presentation (1 hour oral presentation for three class session)

Facilitation of seminar-like class discussions on assigned reading topics

9. REPRESENTATIVE METHODS OF EVALUATION Representative methods of evaluation may include:

A. Class Participation B. Class Performance C. Class Work

D. Exams/Tests

E. Homework

F. Papers G. Projects H. Quizzes

10. REPRESENTATIVE TEXT(S): Possible textbooks include:

A. Sukiennik, Raufman, Bendat. *The Career Fitneess Program: Exercising Your Options*, 11th ed. Prentice Hall, Inc., 2014

B. Hoffman and Casnocha. *The Start Up of You*, First ed. New York: Crown Publishing Group, 2012 Other:

A. Career Assessment Packet and hand out materials are provided by instructor.

Origination Date: February 2016 **Curriculum Committee Approval Date:** March 2017 **Effective Term:** Fall 2017

Course Originator: Lavinia Zanassi

Assessment: Course Four Column



SKY Dept - Career and Personal Development

Department Assessment Coordinator: Virginia Padron

SKY CRER 136 :Career Planning

Course Outcomes	Assessment Methods	Results	Actions
Critical Thinking - Career Info/Services: Students will be able to utilize and integrate career assessment results to identify possible major/career goals. Course Outcome Status: Active Assessment Cycles: 2013-2014			
Communication - Students will be able to conduct an effective mock/group interview answering employer questions with examples pertaining to skills, knowledge, and abilities of previous work accomplishments. Course Outcome Status: Active Assessment Cycles: 2013-2014			
Self-Awareness & Interpersonal Skills - Synthesize Assessment Inventories and significant Interpretative results pertaining to the self-exploration stage of the Career Development Process Course Outcome Status: Active Assessment Cycles: 2013-2014			

SKY CRER 137 :Life and Career Planning

Course Outcomes	Assessment Methods	Results	Actions
Personal Development - Demonstrate increased awareness and knowledge of career options and ability to evaluate available opportunities. Course Outcome Status: Active Assessment Cycles: 2013-2014	Directly related to Course Outcome Other - Students complete career assessments (MBTI and SII) which present students with career and major options based on their personality type and interest areas. Success Criterion: Incremental increase in number of students completing a MBTI and SII year over year.	Reporting Cycle: 2015- 2016 Result Type: Criterion met The number of students who completed the MBTI and Strong Interest inventory increase year over year has increased incrementally. In 2015, 350 students complete the MBTI and 392 completed the SII. In 2014, 335 students completed the MBTI and 320 completed the SII. (03/31/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Career Services Team Reporting Cycle: 2013 - 2014 Result Type: Criterion met 21 of 22 students, or 95%, received a score of 56 or higher (out of 80) on the essay. (05/31/2013)	Action: As we continue to offer assessments as a integral part of the career development process for students, we would like to look at other assessments that have an impact on a students' awareness and knowledge of career options and ability to evaluate available opportunities (03/31/2017) Action Plan Category: Conduct further assessment
Technological Awareness - Synthesize Assessment Inventories and significant interpretative results pertaining to the self-exploration stage of the Career Development Process. Course Outcome Status: Active Assessment Cycles: 2013-2014	Essay - Completion of the MBTI, Strong Interest Inventory and Career Abilities Placement Survey. Short essay focusing on understanding interpretive Results. Success Criterion: 70% of students will receive a score of 70% or better on the assignment Schedule: Spring 2013	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 23 of 25 students, or 92%, received a score of 14 or higher (out of 20) on the essay. (05/31/2013)	
Critical Thinking - Career Info/Services: Students will be able to utilize and integrate career assessment results to identify	Directly related to Course Outcome	Reporting Cycle: 2015- 2016 Result Type: Criterion met Students completed a pre and post self-evaluation during fall 2015 and spring 2016. 26 respondents participated in	

Course Outcomes	Assessment Methods	Results	Actions
possible major/career goals. Course Outcome Status: Active Assessment Cycles: 2013-2014	Directly related to Course Outcome	the sample group. Students were asked identify their level of self-awareness through the following statements: (1) I am able to identify and rank my values and (2) I am able to identify my personality type and interests. For the fall 2015 cohort, 34% of students had a score of 1 or 2 (on a 1-6 rating scale where 1 equals excellent and 6 equals poor). In the post assessment, 84% of students had a score of 1 or 2 (on a 1-6 rating scale where 1 equals excellent and 6 equals poor). This reflects an increase of 50%. The second statement, presented the following results: 46% of students in the pre-assessment indicated that they are at the excellent (1-2 range) for their personality and interest awareness. At the end of the course, the 88% indicated that said they are at the excellent (1-2 range) for their personality and interest awareness. The spring 2016 cohort (33 students) completed the same pre and post evaluation and six percent of students scored in the 1-2 range and 21% range and the scores on the post evaluation were 75% and 84% (respectively). Overwhelmingly, students who complete the career assessments and who had access to career services, have an increased self-awareness which helps them make informed decisions about their future (major, career choice, etc.). (03/31/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Career Services Team	
	Other - Using 10 pt. Resume Checklist: Completion of Resume, using appropriate resume formats, which corresponds to student's work history. Success Criterion: 70% of students will receive a score of 70% or better on the assignment. Schedule: Spring 2013	Reporting Cycle: 2013 - 2014 Result Type: Criterion met 20 of 22 students, or 91%, received a score of 28 or higher (out of 40) on the assignment. (05/31/2013)	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Critical Thinking - Demonstrate an understanding of the soft skills Allied Health employers look for in employees.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p>	<p>Essay - Students wrote an essay in which they discuss their soft skills and how they are applicable to specific Allied Health careers.</p> <p>Assessment Instrument: Self-reflection Paper</p> <p>Success Criterion: 70% of students will identify three or more soft skills employers are seeking in employees.</p>	<p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>In a class of 18 Allied Health CAA students, 100 percent of students were able to identify three or more soft skills that Allied Health employers are seeking. (12/31/2015)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: CAA and CRER 145 faculty</p>	
<p>Technological Awareness - Generate increased awareness and knowledge of career options and the ability to evaluate available career opportunities.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p>			

Course Outcomes	Assessment Methods	Results	Actions
<p>a - Demonstrate the ability to locate and access resources and services that promote and improve their learning</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p>			
<p>b - Demonstrate the ability to develop and implement long-range educational goals and to choose the appropriate courses that meet these goals.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p>			
<p>c - Evaluate their personal level of self-awareness, responsibility, and/or motivation and make appropriate changes to support their college success.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p>			

Assessment: Assessment Unit Four Column



SKY SS - Career Center

PSLOs	Assessment Methods	Results	Actions
Self-Awareness & Interpersonal Skills - Students who utilize career assessments (SII, MBTI) will gain a greater self-awareness and focus leading to an increased knowledge of various career pathways. SLO Status: Active Planning Year: 2013-2014, 2014-2015, 2015-2016 Start Date: 08/21/2013 End Date: 04/13/2015	Use Existing Data - Consulting Psychology Press (CPP) report of completed, scored and interpreted Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) Success Criterion: Incremental increase in number of students completing a MBTI and SII Schedule: Assess on yearly basis	Reporting Cycle: 2014 - 2015 Result Type: Criterion met Number of students who completed MBTI =310 and SII = 335 (04/13/2015) Reporting Cycle: 2013 - 2014 Result Type: Criterion met Number of students who completed MBTI= 596 and SII = 701 (06/30/2014)	Action: Continue promoting and administering career assessments with renewed focus on insuring that students complete process through interpretation. Will need to secure adequate career counseling appointment hours with properly trained in career counseling/assessment administration and interpretation. (08/21/2014) Action Plan Category: Other
	Pre and post testing - Students completed a pre and post self-evaluation in order to determine how their level of self-awareness increased as a result of completing career assessment. Success Criterion: 75 percent of students who complete the pre and post self-evaluation will indicate a higher level of self-awareness in the following categories: "Able to identify and rank my values" and "able to identify my personality and interests."	Reporting Cycle: 2015- 2016 Result Type: Criterion met Students completed a pre and post self-evaluation during fall 2015 and spring 2016. 26 respondents participated in the sample group. Students were asked identify their level of self-awareness through the following statements: (1) I am able to identify and rank my values and (2) I am able to identify my personality type and interests. For the fall 2015 cohort, 34% of students had a score of 1 or 2 (on a 1-6 rating scale where 1 equals excellent and 6 equals poor). In the post assessment, 84% of students had a score of 1 or 2 (on a 1-6 rating scale where 1 equals excellent and 6 equals poor). This reflects an increase of 50%. The second statement, presented the following results: 46% of students	

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