

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.
(See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM:

DIVISION:

1. **BRIEF DESCRIPTION OF PROGRAM:**

- **The Career Development Center (CDC)** provides career services to students, CSM staff/faculty, community members and employer organizations. The Career Services Center provides assistance to students individually and in groups, through classroom presentations about career services, in collaboration with faculty about career services, and through assistance with career resources and tools. The CDC also provides career counseling, career coaching, and assistance with the use of career tools and resources (Eureka, EDD LMI info, ONET, etc.). In addition, the center provides general career fairs, limited internship and job development assistance, and limited collaboration with community businesses and agencies on employment programs. The CDC also is responsible for two courses:
 - **CRER 126 -- Career Choice – Career Assessment** consists of a career assessment class
 - **CRER 127 – Career Choices – Job Search** provides a job search strategy class about strategies for finding work.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Career Center Student Users	According to SARS data, 504 appointments were made with FT career counselor and one to two career interns between August 2, 2010 – May 31, 2011.
Key successes during 2010-11:	<ul style="list-style-type: none"> • On CSM JobLinks, 436 employers registered, 502 employer contacts enrolled and 853 jobs were posted between August 2010 and May 2011 <ul style="list-style-type: none"> ○ During this same period, 573 students registered on CSM JobLinks. ○ 1050 resumes/applications were submitted in response to job listings. • Students in CRER 127 are now required to tape an interview using the Perfect Interview software program and to share it with their instructor for evaluation. 261 students are registered on the Perfect Interview. There were 103 users during this period, with 118 taped interview sessions. <ul style="list-style-type: none"> ○ One job fair was held on campus –

	the Autumn Job Fair on Nov 10, 2010 -- 24 employers and about 200 students attended.
Biggest challenges:	<ul style="list-style-type: none"> • No permanent support staff to assist in the running of the Career Center (approval of job postings, updating of forms and materials, support during summer, etc.) and planning and executing of career events • Finding better more effective ways to market our services to students • Finding ways to develop more partnerships with faculty

Results of Student Satisfaction Surveys:

- 165 students in the CRER 126 and 127 classes took surveys regarding their satisfaction with our career services
 - 81% of students rated career services as excellent or very good
 - 82% of students felt that the staff answered their questions successfully
 - The majority of students learned about the career center through the Schedule of Classes or their counselor
 - The primary reasons for visiting the career center were to develop a career/job search plan, to talk with a career counselor, to search careers and jobs for a major, to develop an educational plan, and to use Eureka or computer career programs.
 - About 65% of students have used the center one time and 32% have used it 3-6 times.
 - Regarding future career center offerings, students would like to see workshops on choosing a college major, strategies for overcoming math anxiety, and what to do with a liberal arts degree.
 - When asked about additional services they would like to see, students indicated that they would like to see more employer involvement in job fairs, career events or campus presentations. They'd like to see employers from various industries speak. Another area of interest is in better publicizing career center services on campus and letting high school students know about our services.
3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Goals listed in last year's comprehensive program review:

- Upgrade Career website with relevant career resources
 - Results: Added some new career resource information, but with limited time, not able to research/add many new resources. Rely on interns for assistance, but limited in amount of time they can spend on admin tasks. With permanent staff, could research career resources on continual basis and enter onto website.
- Prepare an employer marketing brochure

- Results: With all of the tasks requiring my attention was unable to work on this project (will try to complete it 2011-2012). With permanent staff, could spearhead this and other projects.
 - Provide one targeted job fair – Autumn Job Fair on Nov 10, 2010
 - Results: difficult to prepare and execute events with no staff to perform these on a regular basis.
 - Provide at least 5-8 employer contact lists by industry
 - Results: Organized 3-4 lists of individual employer contacts during summer 2010.
 - Purchase additional webcams for use with Perfect Interview program.
 - No need for purchase since the new Career Center PCs came equipped with built in webcams
4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

New goals for 2011-2012:

- Continue upgrading the career website with new resources.
 - **Prepare an employer brochure** -- will try to write the text for the brochure during the summer 2011.
 - **Provide two targeted job fairs/career days or employer presentations during 2011-2012**
 - **Target 2-3 instructional faculty (CTE preferably) to develop partnerships with** – by making career presentations to classes and preparing career info events using their classes as audience platform
 - Provide more **services on a group rather than individual basis.**
5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?
- Moved to a new building and didn't encounter any critical issues/ challenges arising.
 - Career Center is very isolated and is not used by many students. Need to find a way to increase awareness and usage.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.
- b. Student services areas: TBD

2010-11 Program SLO results:

"Students will be able to accurately identify the types of career services provided by the Career Services Center."

Students will complete a brief test about CSM's Career Services after meeting with a counselor or listening to a briefing. At least 75% of students will be able to complete the survey with an average score of at least 70%. Assessment was administered during the fall 2010 and spring 2011.

Based upon the results of the assessment, 28 students earned an average score of **76% on the test in their ability to accurately identify career services offered by the Career Services Center.**

Although students satisfactorily met the assessment criteria, an analysis of the assessment results showed that students had difficulty identifying the correct answer for question 1 (correctly identifying CSM JobLinks as the program that offers job/internship listings for students). More effort will be made to make students aware of the value of CSM JobLinks and to have them enroll in it.

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

2010-11 Course SLO results:

CRER 126 –

“One of the SLOs was: Students will use a variety of vocational surveys to help determine career options.”

Students will demonstrate their use of vocational surveys by referencing survey results on their Career Assessment Summary sheet, Career Study Sheet, or Major Study Sheet. For SLO to be considered successfully met, at least 75% of students must reference at least 3 assessment surveys. The assessment was administered during the fall and spring semester of 2010-2011.

Based upon the results of the assessment, 42 students earned an average score of **90% in their ability to site three vocational surveys/assessment tools that assist them in their determination of career options.**

CRER 127

“Students will demonstrate effective job interviewing skills, by:

- anticipating interview questions/answers
- being knowledgeable about follow-up activities”

Students will video tape themselves **answering interview questions** using the Perfect Interview software. A rubric will be used to evaluate their effectiveness. For SLO to be considered successfully met, students who video tape themselves must effectively answer an assortment of interview questions using the Perfect Interview. They must achieve at least a 70% score on the interview rubric.

Based upon the results of the assessment, 8 students earned a very good to average score of 84% in their ability to effectively answer interview questions. Even though there were 100 people who video-taped themselves, many of

these were not CRER 127 students and a large number did not complete an interview session (which couldn't be reviewed), typed out answers to questions instead of being taped or there were technical problems in which the interviewee couldn't be seen or heard.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None requested now.	Input text here.	Input text here.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
One part-time permanent Program Services Coordinator or other qualified clerical staff.	If not granted, will continue to offer fewer services on a slower basis.	The addition of a part-time Program Services Coordinator will ensure that all dept. tasks and projects are completed on a timely basis since there will be a regular staff member who won't need retraining each year and who will ensure the continuity of Center services, including services during the summer, as other programs provide.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all

materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Number: Vendor: Unit price: Total Cost: Status*: New		

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team [as appropriate](#):

Primary program contact person:
 Phone and email address:
 Full-time faculty:
 Part-time faculty:
 Administrators:
 Classified staff:
 Students:

Eileen O'Brien	March 25, 2012
<i>Primary Program Contact Person's Signature</i>	<i>Date</i> March 25, 2012
<i>Full-time Faculty's Signature</i>	<i>Date</i>
<i>Part-time Faculty's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Classified Staff Person's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Student's Signature</i>	<i>Date</i>
(as appropriate)	

Dean's Signature

Date

**Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mccconnell@smccd.edu, (650)574-6699

At PRIE Website

College Index, 2008/9-2011/12,

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Educational Master Plan, Data Updates, 2011-12

<http://collegeofsanmateo.edu/institutionalresearch/>

Institutional Priorities, 2008-2011

<http://collegeofsanmateo.edu/prie/planningdocs.asp>

Five in Five College Strategies, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: David Locke, SLO Coordinator, Locke@smccd.edu, (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>