ANNUAL PROGRAM PLAN & REVIEW (Student Services)

The purpose of this document is to collect information to be used by the college planning bodies IPC, SSPC, Budget Planning Committee, and CPC and may be used for Program Improvement. Through this process, Student Services staff will have the opportunity to review the mission and vision of their program(s). Then, using multiple measures and inquiry, staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The deadline for submission of the Annual Program Plan to the SSPC is March 31. Complete this document in consultation with your Dean/VP who will then submit a copy to SSPC. Members of the SSPC will review the document and provide comments to the authors for use in the next annual program plan.

Terminology:
- **Program** – Student Services has six Programs. ex. Financial Literacy, Transfer & Articulation, etc.
- **Department** – Student Services also has individual departments. ex. TRiO, DRC, Outreach, etc.

Most of the information in the Annual Plan is written as programs. However, information and data from individual departments may also be included.

Cañada College

Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success and completion, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission :

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values
- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Document Map:
1) Program
2) Lead Contact Person
3) Program/Department Data Measures and Reflection
4) Student Learning Outcome
5) Student Area Outcome
6) Resource Identification
7) Curricular Offerings (if applicable)

Educational Master Plan Strategic Directions:

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community.

4. Global and Green: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

<div align="center">Cañada College Student Learning Outcomes</div>

1. Critical and Creative Thinking
Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

2. Communication Skills
Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and disciplinary standards.

3. Understanding Society and Culture
Understand and interpret various points of view that emerge from a diverse world of people and / or cultures.

4. Scientific and Quantitative Reasoning
Represent complex data in various mathematical forms (e.g. equations, graphs, diagrams, tables and words) and analyze these data to make judgments and draw appropriate conclusions.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Career Services

B. Program mission and vision

The mission of Career Services is to provide guidance and resources to a diverse student body for the achievement of students' career-related goals. In partnership with students, career services will facilitate lifelong career development through self-awareness, career exploration, career decision-making, and the implementation of their career choices. In partnership with faculty and staff, career services will provide information, programs, and consultations to help them better understand the career-related needs of students. In partnership with employers, career services will develop informational and experiential networks that involve them as resources in support of the career development of students and will maintain existing and develop new relationships with a significant base of employers who have an on-going interest in the employment potential and careers of students.

2. Program / Department Data Measures – and reflection
Career Services
Data measures used this cycle consisted of SARS data tracking of both student visits and appointments at the Career Center. In addition, sign-in sheets were used to capture students who attended workshops. Also, an ongoing survey to assess what students who visit the center would like to see us provide is also being used.

Major accomplishments this cycle:
- Set-Up and Opening of the Career Center
- Implementing SARS to track student use of services
- Purchase of Online Job Board through Simplicity

2011 Resume Appointments Attendance	2012 Resume Appointments Attendance	Change +/-
12	35	191%

2011 Offered Workshops	2012 Offered Workshops	Change +/-
4	29	625%

2011 Workshop Attendance	2012 Workshop Attendance	Change +/-
120	498	315%

2012 Career Center Walk-Ins*
377

Changes for 2013-14

- Going "live" in March 2013 with our new Online Job Board through the vendor Simplicity, which CSM and Skyline also use.
- Addition of a student assistant (8-10 hour/wk)
- Addition of a Part-Time, Short-Term Temporary Career Resources Aide, with hopes of making it permanent.
- Further development of an internship program
- Continued building of the relationship between career services and instructional programs

Reflection

The ability last cycle to offload some of my former duties helped to make more students aware of career services. In addition, I was able to foster more relationships with local business, which will increase opportunities for students in the areas of jobs, internships, and hopefully increased attendance at career fairs by business. With the opening of our new Career Center in August 2012, we have become more visible to students and instruction and have seen an increase over the previous year with both the number of students making appointments, and attending workshops. Also, Instructors have been accepting offers for the Career Center to come and give workshops with their students during class time, which has helped link career services more closely with our instructional programs. The internship aspect of the Career Center is getting off to a slower start that had been hoped for mainly due to increased student traffic for appointments, workshops, managing job postings, and off campus presentations. In addition, lack of staffing is also making a large impact on getting career oriented programs launched.
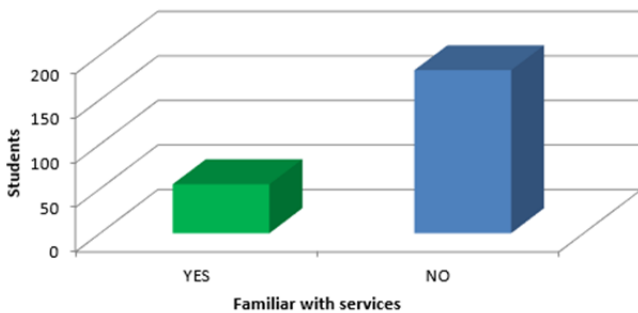
ANNUAL PROGRAM PLAN & REVIEW (Student Services)
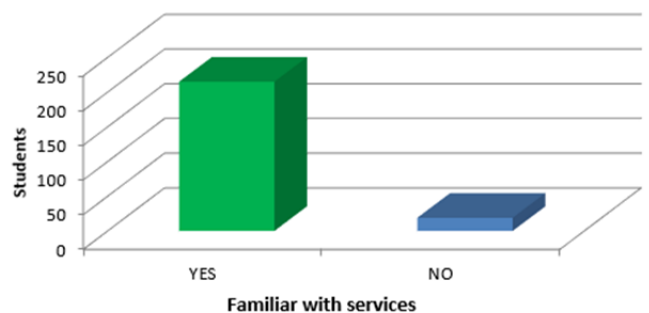
3. Student Learning Outcome (SLO)

    A. **Results** from prior cycle's SLO.

    In preparation for the opening of the new Career Center, the SLO "Create a high level of student awareness of the Career Center and the services it provides." an awareness campaign began in the summer of 2012 with posters advertising the new center being placed around campus and digital ads being placed on the computers in the Library, Learning Center, and Cafeteria. In addition, a pre and post survey was given to students during workshops beginning in the fall of 2012 to further the outreach to students; the results are as follows:
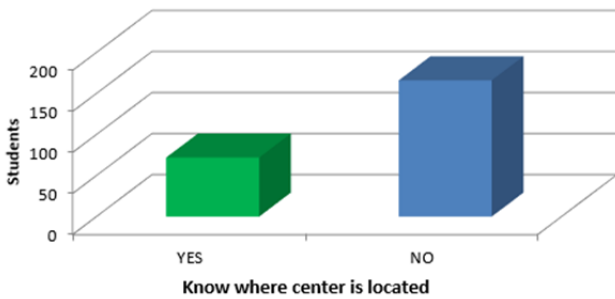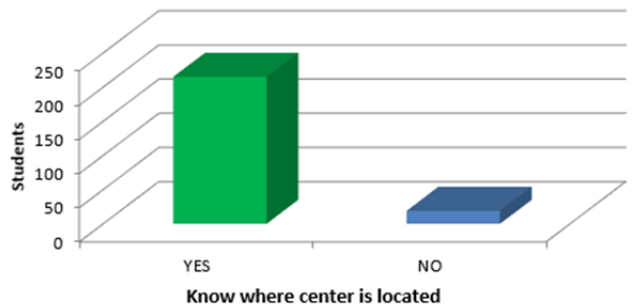
Career Center Knowledge Pre-Assessment

Students / Familiar with services (YES, NO)

Career Center Knowledge Post-Assessment

Students / Familiar with services (YES, NO)

Career Center Knowledge Pre-Assessment

Students / Know where center is located (YES, NO)

Career Center Knowledge Post-Assessment

Students / Know where center is located (YES, NO)

    B. Current SLO and relationship to College SLO or Strategic Directions

    The current SLO will be to continue to promote and thereby assess student awareness of the Career Center and the services it provides because as a new center, the majority of students are still not aware of its existence. This SLO aligns with the strategic plan objective 2.10 which among other goals, lists promoting career resources to Cañada students.

    C. Action Plan

    To further student awareness of Career Services, early marketing over the summer and fall of 2012, and spring of 2013 will create awareness for a "Grand Opening" of the new Career Center which will be held during the Career Fair in April 2013. This event will showcase current and future services offered

by the Career Center, food will be served to both business representatives and students with a raffle for students also promoted to further increase attendance of students. A "food ticket "will be used to measure the turnout for the event. This ticket will collect survey information about awareness of career services as well as services students would like to see offered. Further, the ticket will also require students to visit three employers and gather information about their career offerings. In addition, the ticket will also be the students raffle submission, and once turned in redeemable for the food provided. Use the pre and post assessment during workshops and class visits will also continue.

- Students will learn of services offered in the Career Center
- Students will learn of services being implemented over time
- Suggestions by students of services they see as needed

4. Student Area Outcomes (SAOs)

A. **Results** from prior cycle's SAO

The prior cycle's SAO Implement an online job board was purchased, but unable to be implemented due to delays in infrastructure and complexity of the online environment setup. The redesigned website for career went live however, limited changes have been made to the redesigned site due to software delays for staff of having access to their individual pages. Currently, it is up to the webmaster to change all pages at the campus, which understandably creates delays.

B. **Current SAO and relationship to College SLO or Strategic Directions** (aligns with Objective 2.10)

Provide Career Information and Services:
- Implement and promote an electronic job board.
- Add increased services and resources on the webpage for Career Services.

The same SAO will be used this cycle to assess the impact on productivity of career staff, and the benefit of the service to students and employers.

Other benefits should include and help promote increased services:
- Students
- Community
- Businesses
- Faculty & Staff
- Centralize and Create internships/volunteer opportunities
- Link services more closely with instruction

C. **Action Plan**

Continue working with our web designer to create a webpage that incorporates the new job board which positions can be posted to by employers for students to have access to 24 hours a day. Students will be required to register with the job board with their G number so I can track their usage, which will allow me to monitor which types of offerings receive the most attention. A spring 2013 launch of the job board is expected. In addition, Google analytics will be used to monitor overall site traffic so data is gathered which informs of which areas get the most use and those that need improvement. It will also

allow insight into which areas of the county(s) interest is coming from, which will allow finer targeting of businesses in those areas.

5. Resource Identification
A. Faculty and Staff hiring requests
- *Career Resources Aide*

B. Professional Development needs
No professional development during the 2012 cycle. During the spring 2013 semester I will enroll in the Strong Assessment training through the CPP Corporation. This will benefit our students by allowing me to administer and review this assessment for students who can't take CRER 137 thereby giving them greater access to this interest inventory which can help them find satisfying college majors and careers they can be passionate about.

C. Equipment requests – must be related to instruction

Guidelines:
- No equipment needed this review cycle.

D. Office of Planning, Research & Student Success requests

- The Career Center will be in a data gathering process for this cycle and will have requests as that data becomes more populated.

E. Facilities requests

- Facilities request will be for April of 2013 career fair. Request will be for Career Fair Layout of the Cafeteria. This layout has been established during the planning of the new career center/cafeteria.
- The Career Fair benefits the college and its students by exposing students to different employers in the bay area thus giving students exposure to careers they wish to know more about. It also is an avenue for students to secure an internship or job with companies.

6. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle.
Tool: TracDAT   https://sanmateo.tracdat.com/tracdat/
   CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:
- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*