

# 2021-2022 Program Review



## CAN Program Review (Student Services) - Career Services (Fall 2021)

### STEP 1: Program Review Narratives

2021-2022

#### **Student Services Program Review (SSPR)**

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**Writing Team:** Robert Haick

#### **Program Context**

**1A. Mission:** 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 student's career services will facilitate lifelong career development through self-awareness, career exploration, career decision-making, and support 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 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 and alumni.

**1B. Mission Alignment:** The Career Services Program aligns with the mission and goals by directly supporting students' equitable opportunities in career education through career exploration, job search, internship, job shadow, employment, and volunteer opportunities. In addition, we support students in developing their soft skills such as resume and cover letter creation and interview prep. We also support the institutional partnerships that are developed through Workforce Development.

**2A. Program Description:** Career Services serves students and alumni who need assistance with making career decisions, researching majors, and preparing for employment. We also assist departments and faculty to get information/awareness of our services to the students they serve. In addition, we serve the community of employers by giving them avenues to interact with our students and offer employment and or intern opportunities to our student populations.

As a whole, Cañada serves our students on many levels; social, cognitive, and emotional. We do this cognitively through instructional and research courses, and by providing academic support that can motivate students to succeed. Emotionally, psychological and counseling services along with mentoring is a critical part of supporting students to cope with the stresses of being a college student, so they persist to graduation and beyond. These examples and more builds a social environment and sense of community that furthers academic confidence.

**2B. Student Goals:** We assist students with their career exploration by providing avenues for students to explore occupational information on different careers using self-assessments and conversation. We do this at a student's own pace and try to meet them where they are in the process. Online resource materials include career information that describes duties, responsibilities, present and future career trends, and salary ranges. When comfortable, we encourage students to conduct informational interviews to get real world feedback and create connections.

We also provide events such as job, internship, and focused fairs, in addition to weekly or daily company information/hiring sessions. We prepare students who are looking for work and or planning to attend our events by working with them to develop their resumes, cover letters, and work on their interview skills. This is accomplished through a combination of appointments, and workshops either in-person or online.

Our online tools include our Job Board that gives an avenue to our local employers to advertise openings to our students but also covers the nation. Also online is our interview practice tool Big Interview which allows students to practice and develop their interview skills at their own pace. This is also a great tool for instructors as they can create custom assignments for students that fit with their curriculum.

Additionally, college success and other career classes offered by the Counseling Department assist students to explore career options. Courses such as Career 137, 401, 407, and 430 help prepare students for careers and college.

We help support the Counseling Department and other department courses by going into the classrooms and presenting workshops on a variety of topics. In turn, students from the classes come into the Center to seek additional help/tools on projects they may be assigned in the classroom.

**2C. Community Partnerships:** The Career Center works in partnership with many of our departments on campus such as EOPS,

Sparkpoint, Counseling, CalWORKs, Promise, ESO, and with various faculty providing Career Exploration, Job Search/Preparation, and workshops. We work with employers such as Tesla, Facebook, and the Mental Health Association of San Mateo County to listen and help them recruit our students through information sessions, job fairs, tabling events, and announcements on our job board. Further, we work to promote Workforce Development programs such as the Dispensing Opticians Training Program through San Mateo Adult & Career Education at our Menlo Park site. In turn, all such partnerships drive traffic back to Career Services usually in the form of interview help and resume and cover letter creation.

**2D. Anti-Racism Contributions:** One of the ways we are contributing to anti-racism is by looking at our program materials i.e., guides, handouts, and workshops through this lens to make sure they are inclusive. An example of this is that we are getting rid of the old pictures of how men and women should dress going to an interview and just focusing on wearing nice clothing. Almost all such materials are represented by white people and at some level can/will be off-putting to non-white students. We also remind students to ask questions during the interview about company culture, inclusion, and diversity values.

**3A. Equity & Access:** Career Services has always strived to provide equitable access of our services to all of Cañada's students. One of the ways we work towards this goal is to bring a diverse group of employers to our various events and programs, including employers that are also striving to do business and to hire and retain diverse students through a DEI lens. Further, the Career Center team are not experts by any means when it comes to equity and access, so we also look inward and build relationships with campus departments, particularly ones that serve historically underrepresented students.

One example of a resource available to all students on our website, but especially useful to our new students who are starting their career exploration journey, are the EDD Bay Area Labor Market Statistic reports. One of these reports provides correlated data by industry on how many people are employed in a certain industry/field. Another report highlights the unemployment rate by sector in the Bay Area. This information can help students see a mile-high view of the area's employment situation.

To get a more down to Earth idea of how employable a certain major might be, students can use the Guided Pathways Program Mapper, which drills down to the career level and can help students make more informed decisions around a major during their career exploration process. Further, to provide easier and more equitable access to the Guided Pathways Program Mapper the Career Center will link to the Guided Pathways Interest Areas and the Program Mapper Pages on our home page. Doing this will bring using this tool front and center in our conversations with students.

Additionally, since before the pandemic started, we have used Guided Pathways Interest Area signs at our employer events to let students know which area(s) an employer fall into. We have continued this practice with all our virtual events labeling each employer with Interest Area Icons along with their information and zoom link. Further, the Icons link to the Interest Area website.

Finally, when working with students and appropriate, we have begun to consciously incorporate a student's identity into our advising/coaching sessions. As we learn more, we also try to point out bias and microaggressions that can arise in the job search process and limit interview opportunities for students. In addition, over the last few months we have started to engage employers in conversations about DEI around the question "how does your organization recruit diverse talent?" We all learn a lot from these discussions, and it better helps us answer questions from students and help them navigate the job search process.

**3B. Equity Gap Elimination:** Firstly, raising our own awareness that inequalities and equity gaps are not the fault of the students or their families and instead, recognize that they are institutionalized barriers woven into the fabric of this country. This is the basis of how we strive to approach working with students in their career exploration and preparation to pursue work. This mindfulness allows us to create, as much as possible, an environment where we hope students can come to us with difficult questions and experiences and trust us to respect their experience and together discuss ways to help them succeed.

Career Services supports our HSI and AANAPISI population through the lens above and through outreach to/from programs and services that exist on campus. Located in the Dining Hall (The Grove), the Career Center is located in one of the most visible and strategic areas on campus. This makes awareness of the center and access to our services high. However, awareness of our services is a constant challenge that we tackle by providing information through programs on campus, email, events, and marketing.

**3C. Delivery Method Considerations:** Career Services strives through equity minded procedures to offer various methods to serve all our students through a variety of different delivery options. Again, to meet students where they are.

We offer appointments:

- In-person
- Virtually through Zoom/Teams
- Phone

Students may make an appointment by:

- Walk-In
- On our website
- By email

- Phone

Workshops are offered:

- In-Person
- Recorded on the career website
- o Closed Caption Enabled

Events:

- Job Fairs & Weekly Hiring/Info Sessions
- o In-Person
- o Virtually through Zoom

### **Looking Back**

**4. Major Accomplishments and Challenges (500 Word Limit):** The start of the new program review period was continuing our levels of student engagement with student appointments, workshops, and events. Eight months into the new cycle we had already served 672 students and were on track to meet or exceed our previous cycle's attendance. Then the pandemic arrived and for a short time everything stopped.

Like everyone else on campus we had to retool and become an entirely online service for our students. This meant learning new software such as OBS Studio so I could get our workshops recorded and online. Students would then have access to them at their convenience and for some when they had access to the internet. Working with College Central, our job board platform they created a robust online appointment system for their clients that allowed students to book appointments with us on our website and generate Zoom rooms automatically. In addition, I was creating webpages devoted to unemployment resources and benefit programs information for those who were most affected by Covid-19.

The pandemic hit right in the middle of the spring job fair registrations. We were on track to again have a full house of 65 employers when we had to cancel the event and work with College Central to return all the registration fees. Undeterred, I began to plan how we were going to host an online job fair in the fall of 2020 if necessary. After looking into online job fair platforms and finding out how incredibly expensive they were I decided to host the job fair using Zoom, Teams, Google Meet, WebEx, and any other platform that employers used to communicate virtually. This involved creating online registration forms, web pages dedicated to listing the employers attending and providing detailed information about their company, the number of openings they had, and their virtual room links students would use the day of the event to meet with them. Our fall 2020 job fair attracted 34 employers and 109 students, roughly half of our normal attendance but higher than I expected. Employers and students were emailed surveys to collect data and suggestions to improve the experience for everyone since by this time, we knew we would be remote until at least fall of 2021. The spring virtual job fair saw 60 employers and 219 students attend the event which was almost pre-pandemic levels. The spring 2021 Internship fair saw 21 employers and 87 students; about half its normal draw. Currently, our fall 2021 virtual job fair has 74 employers and 66 students registered showing that we have been able to grow attendance and engagement in these trying times.

We also kept up with our weekly employer tabling and recruitment events but changed the format to virtual and daily events instead of just one day per week. This allowed us to compensate for the fluid dynamics of remote learning. Finally, in April of 2021 we hired our new Career Resources Aide who we share with the Welcome Center. She has been a great addition.

**6A. Impact of Resource Allocations Process:** We were approved for a replacement Career Services Aide, and she started in April of 2021. We are sharing her with the Welcome Center as a split of her full-time position. Since she was hired at the end of this cycle the Aide was used full-time in the Welcome Center as registration for summer/fall, and Colts Con was happening, and the extra help was needed.

We were not approved for laptops that we can take into the classrooms for our presentations/workshops. There was no impact due to Covid-19. However, the impact would have been that we would have had to make sure we were using classrooms that had computers in them or when visiting an instructor's class, being able to borrow the instructor's laptop.

**6B. Disproportionately Impacted Students Affects:** The lack of a laptop did not have an impact during this cycle as we were working remotely.

**7. SAOs & SLOs:** Our SAO for this cycle was to expand events to include focused fairs such as an ECE job fairs and Hospitality Job Fairs. However, due to Covid-19 we instead concentrated on rebuilding and converting to a virtual format our main event, the job fair which we hold each semester. Our plan is to bring back a focused fair in fall 2021.

**8. SAO/SLO Assessment Results & Impact:** We did not measure SAO's for this cycle due to Covid-19

### **Looking Ahead**

**9. SAOs & SLOs for the Next Review Cycle:** For our SAO in the next review cycle, we will continue to host an ECE and Hospitality Job fairs in the fall and spring respectively starting in fall 2021. Continuing to offer focused events will give us a chance to grow them and offer more opportunities to our students. We will continue to survey the participants to gauge interest, quality, and satisfaction.

One of the areas of improvement suggested by students is to have events that focus on STEM jobs. Working with STEM to create such an event is in the planning stages.

Through the planning and systems integration during the next review cycle we will strive to view the things we plan and do through an anti-racism lens and check that we are not limiting opportunity and access to Black, Indigenous, and people of color.

Again, as we plan and go through the next review cycle we will look at the way we operate through an equity and systemic lens striving to further social justice in our practices and interactions.

**10. Program Improvement Initiatives:** Expanding our channels of communication and sharing best practices between other programs on campus will help improve the program. This type of sharing helps keep each of our programs from being completely siloed from each other. Also, part of sharing practices between programs is to have discussions about how our ideas and processes hold up under an equity and anti-racism lens view.

Cañada has done a wonderful job of holding town hall meetings and department meetings on anti-racism and equity to help educate the campus. As these offerings continue, we will attend them to learn and grow.

Equipment:

As mentioned earlier, the Career Center needs two laptops that we can take into classrooms for our presentations/workshops. Otherwise, we are limited to classrooms with computers to hold our workshops or relying on an instructor's laptop if presenting for a class.

**Program Review Narrative Status:** Complete

## Goal Description: Resource Request: 2 Laptops

the Career Center needs two laptops that we can take into classrooms for our presentations/workshops. Otherwise, we are limited to classrooms with computers to hold our workshops or relying on an instructor's laptop if presenting for a class.

**Goal Status:** 2 - Continuing (PR)

**Relevant Program Review Cycle:** 2019-2020, 2020-2021

**Who's Responsible for this Goal?:** Robert Haick

**Please select the college goals with which your program goal aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the college strategic initiatives with which your program goal aligns.:** Improve Student Completion, Connect Students with Internships and Mentorships, Enhance Marketing, Hold On-Campus Events

### Resource Requests

**2 Laptops** - The Career Center needs two laptops that we can take into classrooms for our presentations/workshops. Otherwise, we are limited to classrooms with computers to hold our workshops or relying on an instructor's laptop if presenting for a class.

**Status:** Continued Request - Active

**Type of Resource:** Information Technology

**Cost:** 3535.09

**One-Time or Recurring Cost?:** One-Time Cost

**Critical Question: How does this resource request support closing the equity gap?:** When meeting with students outside of the Career Center the laptops will help us to continue our work towards closing equity gaps with our students.

**Critical Question: How does this resource request support Latinx and AANAPISI students?:** When meeting with students outside of the Career Center the laptops will help us to continue our work towards closing equity gaps with our students including Latinx and AANAPISI students.

**Resource Priority Ranking:** High Priority