



---

Cañada College

---

**COMPREHENSIVE  
PROGRAM REVIEW  
REPORT**

Career Services

## Program Context

---

### **Mission (100 word limit)**

**1- How does your program align with the college and district mission?** <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

Career Services aims to guide a diverse student body towards achieving their career goals. We facilitate lifelong career development through self-awareness, exploration, and decision-making. We collaborate with faculty, staff, and employers to understand students' career needs, maintain relationships with interested employers, and support students' career choices. Our program aligns with the college and district mission by providing equitable career opportunities, including job search, internships, job shadowing, employment, and volunteering. We assist students in developing soft skills like resume writing, interview preparation, and support institutional partnerships created by Workforce Development.

### **Program Description (500 word limit)**

**2- Who does your program serve?**

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 population.

**a. How many students are served by your program?**

3,000

**b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?**

Career Services intentionally serves all our students who may be underrepresented, disproportionately impacted, identify as LGBTQ+, or undocumented by offering a welcoming and friendly environment, compassion, and the ability to listen to each individual and their needs which is necessary to their career exploration.

**3- How has student access, retention, and completion changed over the course of this program review cycle?**

Student access has improved due largely to being back on campus after COVID left us with only online access. While we still help a majority of our students online, the more our on-campus attendance improves the more student traffic in the center improves.

**4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?**

When connecting with our students, Career Services offers scheduled appointments, drop-ins, and virtual appointments via Zoom, phone, and email. The delivery method of services varies by the individual needs of each student.

**5- What are your on and off-campus community partnerships and how are they operationalized to support students?**

Community partnerships, both on and off-campus, play a crucial role in supporting students by providing a multifaceted network of resources and opportunities. These partnerships take many forms, such as collaborations with local employers that offer jobs, workshops, and internships, to job fairs which directly connect business recruiters offering work with students. In addition, our on-campus employment, helps many of our U.S. and International students cover some of their expenses while also exposing them to different skills and types of work. We also often get referral students from learning communities/programs like Puente, Umoja, and EOPS.

**6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?**

The U.S. Bureau of Labor Statistics has projected that 78 percent, or more than three out of every four new workers joining the country's labor force in this decade will be Hispanic so it is important that we help students in their

## Program Review

career exploration. One of the ways we support Cañada as an HSI is through partnerships such as the one we have with the HSI Branch of the USDA. Through this partnership we are made aware and pass along information about employment and Internships for our Hispanic students, all over the U.S., in both STEM and non-STEM areas. We also are here to support our AANAPISI population in their career exploration needs and support a commitment to fostering an inclusive environment that respects and promotes the cultural richness and diversity of the AANAPISI community.

## Looking Back

---

### **7- Describe major accomplishments since the last program review cycle.**

Between the fall of 2021 and spring of 2023, the Career Center was still operating remotely helping students with their career exploration, resumes, cover letter, and job searches. In addition, we continued to have virtual job fairs with around 70+ employers and 60-100 students in attendance at each event. Attendance was higher for employer's vs our in-person events in part because we didn't charge a "booth" fee due to it being virtual, however, student attendance was not as robust as our in-person events. Finally, in the fall of 2023 we had our first semester back on campus, and further, we were also going to have our first in-person job fair in three years. The event hosted 60 employers with 170 students in attendance; an amazing accomplishment since our on-campus headcount was far below pre-pandemic levels. The subsequent job fairs have maintained these headcounts.

Our daily on campus recruitment event, Recruitment Weekdays, continues to rebuild as well and we are currently averaging 40 employers connecting with an average of 69 students per semester since the return to campus.

Another accomplishment we had in the spring of 2024 was hosting several pre-med workshops for students with a Stanford doctor and two 4th year med students. Workshops like these can be incredibly valuable for students considering a medical career, as they get a real sense of what the profession entails and can ask questions to clarify their doubts. The workshops were limited to 8 students each due to the hands-on nature of the material and we had a combination of 40 STEM and Medical Assisting students attend.

In addition to the event attendance this cycle, we had 872 student appointments for help with various career related things.

2021 was the first year we instituted the Big Interview Platform which is a web based software package that can help students with preparing for an interviews and also create a resumes and cover letters. It can also be utilized by instructors to create lessons for students. Over this cycle, we have slowly grown the network of students utilizing the site.

2021-2022 users = 108

2022-2023 users = 122

2023-2024 users = 147

Total Users = 277

156% increase from the first year offered.

Finally, in partnership with SMCOE and Workforce Development, we are planning to hold a Green Career Fair in February of 2025 in addition to our spring Job Fair in April.

### **a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?**

I feel we made significant strides in supporting students during and after the pandemic, particularly in addressing the needs of underserved and racially minoritized students. I feel that by having a continuity of services when we switched to remote service and maintaining operations, the Career Center ensured that all students, regardless of their circumstances, had access to essential career support services during a challenging time. This continuity helped mitigate to some degree, the impact of the pandemic on students' career development.

## Program Review

### 8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

One of the challenges has been to get students reacquainted with the physical location of the Career Center now that we are back on campus. The other major challenge has been losing the Career Resource/Counseling Aide Position. Losing this position directly impacts how much we can do as a center with respect to helping students with career exploration, job search, resume and cover letter help, and events. Finally, any equity gaps around access still exist but reduce as more students become aware of our contact options and services.

### Impact of Resource Allocations Process (250 word limit)

---

### 9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

The Career Center did not have any resource requests the last cycle.

### SAOs and SLOs (100 word limit)

---

### 10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

1. Student survey of Career Services Center. This survey was sent out to students periodically over the last 5 years through the PRIE Office to gauge awareness, and use of services. Data set used is for 2022-2024. The outcome goal is that 80% of students will be satisfied with career services.

2. The second SAO for this period started in the last year of the cycle and focused on creating equitable and free access to professional pathways by encouraging students to create an account with Parker Dewey to view and apply for Micro-Internships. The goal is to have at least 50 students create an account and at least 20% of students apply for an internship through the platform.

### 11- Describe how your program assessed your SAOs and/or SLOs.

SAO #1- The data we used was from a survey that was sent out by the PRIE Office with similar questions to those Career Services was preparing to send.

SAO #2- Evaluation starts with students creating an account on Parker Dewey & data was collected as they used their account.

We tracked:

SAO #2

- Number of projects students apply to
- Type of project
- Number of projects students were selected for
- How many times they login to the system.

### 12- Summarize the findings of your program's SAO/SLO Assessments.

SAO #1- Relevant questions were:

1. How often did you use Career Counseling services during the current academic year?
  - a. Never: 46% in 2022, which dropped to 27% in 2024
  - b. 1 time: 18% in 2022 which increased to 35% in 2024
  - c. 2-4 times: 22% average
  - d. 5+ times: 13% in 2022 with an increase to 16% in 2024
2. How satisfied are you with the services?
  - a. Not at all: 4%
  - b. Somewhat: 33%
  - c. Very: 62%

## Program Review

3. How important is career counseling to you at this college?
  - a. Not at all: 12%
  - b. Somewhat: 25%
  - c. Very 65%
  
4. How important is job placement assistance to you at this college?
  - a. Not at all: 20%
  - b. Somewhat: 33%
  - c. Very: 47%

SAO #2- We had 81 students create an account with Parker Dewey, which was 62% higher than the stated goal of 50 students. Unfortunately, after one year of marketing this program to students, the results showed little interest on their part after the initial signup if they didn't see any internships they were interested in applying to. Additionally, only 13 students logged into their accounts a second time to see newer offerings, and no students applied to any of the internships offered at the time of their viewing.

**a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.**

SAO #1 Data shows the need to continue to communicate Career Services and its offerings through all means available.

SAO #2- One improvement should be to market the program and its workshops more consistently to students and employers through email and social media such as Instagram. One of the ways this can be accomplished is by setting electronic reminders.

**b. How did your program's SAO/SLO assessment address antiracism?**

SAO #1- Overall, I think the assessment indicates a positive trend toward increased access and satisfaction with career services, with implications for advancing antiracism by ensuring that all students feel represented and supported in their career development. Continuous evaluation and adaptation of services will be essential in addressing the diverse needs of the student population.

SAO #2- With Micro-Internships, students from all majors and backgrounds can execute professional assignments to build and demonstrate skills while exploring a variety of career paths. Micro-Internships are an antiracist, equitable, inclusive, and accessible opportunity that meets the needs of all types of students due to their flexibility, on-demand nature, capacity to be completed remotely, and pay provided upon the completion of real work.

**c. How did your program's SAO/SLO assessment address equity?**

SAO#1- By continuously assessing usage patterns, satisfaction levels, and the perceived importance of career services, we can ensure that it meets the diverse needs of all students equitably. Reaching out to the student body, particularly those who may not traditionally seek out these services, will help create a more inclusive and supportive environment.

SAO #2- Parker Dewey's Micro-Internships are structured in such a way that the equity quotient for participants is very high. For example, they only offer paid internships which attract a more diverse pool of candidates, as unpaid internships can exclude those who cannot afford to work without pay. They also prioritize learning, mentorship, and inclusion with the companies that offer internships on their site.

## Looking Ahead

---

### **SAOs and SLOs for the Next Review Cycle (100 word limit)**

**13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.**

For our first SAO we will continue to send out the PRIE survey to students to gauge student use and needs, in addition to areas that need improvement. The goal will still be an 80% satisfaction rating of career services.

## Program Review

For our second SAO, we plan to Increase student engagement with the Parker Dewey Micro-Internships program by achieving the following by the end of the current review cycle:

- Enroll at least 50 new students on the platform.
- Ensure that 10-20% of all students on the platform apply for at least one internship.
- Implement weekly and monthly email and social media marketing updates to consistently promote the program and any related workshops to both students and employers.

As stated before, Micro-Internships provide students of various disciplines and backgrounds with the opportunity to undertake professional tasks, showcasing their skills and exploring different career options. These internships promote antiracism, equity, inclusivity, and accessibility, catering to a diverse student population through their flexible, on-demand, and remote nature, along with compensation upon task completion. Parker Dewey's approach ensures a high equity quotient by offering only paid internships, attracting a broader range of applicants and emphasizing learning, mentorship, and inclusivity with their partner companies. This structure helps to eliminate the barriers that unpaid internships may present to those who cannot afford to work for free.

### **Program Improvement Initiatives/Resource Requests (250 word limit)**

**14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.**

Career Center staff will take advantage of equity and antiracism training to ensure that they are well equipped to address the unique challenges faced by marginalized students. In addition, continuing to create partnerships with organizations committed to diversity and inclusion can expand opportunities for internships and employment for students of diverse backgrounds. Finally, establishing a feedback loop with students through surveys can provide insights into their experiences and needs, allowing for ongoing refinement of services. These action plans aim to create a more inclusive environment that supports the success of every student, recognizing that equity in career development is vital for long-term societal progress.

**15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

Continually assess each opportunity based on impact and feasibility, and keep faculty, staff, students, and employers informed to ensure buy-in and diverse perspectives.

**a. What additional antiracism training do you/your program need in the upcoming year?**

We will continue to attend trainings offered by the district as they are scheduled.

**b. What research or training will you need to accomplish these plans?**

District trainings that focus on antiracism and equity.

**c. What supplies, equipment, or facilities improvements do you need?**

Nothing at this time.

**If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.**

## Resource Requests

No resource requests