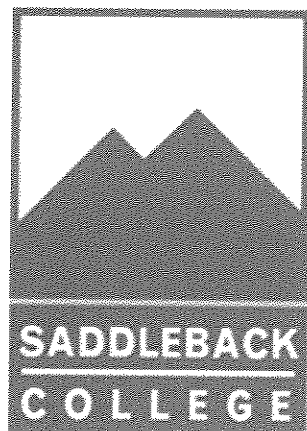


**Saddleback College
Administrative Unit Review for the
Center for Career and Life
Development (CCLD)**



Submitted September 2011

Table of Contents

Team Members..... 3
Administrative Unit Review Checklist..... 4
Unit Overview 5
Review Report 12
Needs Assessment..... 15
Appendices..... 18

Administrative Unit Review Team Members

Unit Review Team Chair:

Stephen Handa

Unit Review Team Members:

Sholeh Alizadeh

Eric Hilden

Don Mineo

Administrative Unit Review Checklist

	Action
	Contact EPA Chair for orientation
	Form Administrative Unit Review Team (AURT)
	Gather documents (Org Chart/Staffing Profile/AUO Assessment Forms/etc.)
	Solicit input from students, faculty, staff, and college community
	Determine if additional research is needed
	Contact College Research Specialist if necessary
	Write Administrative Unit Review report
	Submit report to EPA Chair for review
	Submit report to Vice President for review and approval
	Report submitted to College President
	Report posted to the EPA website
	Presentation to the Consultation Council

SECTION I: UNIT OVERVIEW

A. Mission of the Program and its Link to the College's Mission and Goals

The mission of the Center for Career and Life Development (CCLD) is to empower individuals to identify and reach their own life passions by providing the best and friendliest services possible.

The philosophy of the department is: The CCLD recognizes that individuals have unique needs, desires, and goals that enable them to lead a full and complete life. The CCLD staff offers a friendly, safe, and helpful environment with current career resources, programs and services for individuals as they progress through their career, educational and life planning process.

Students, community members, and counseling faculty are best served by a CCLD staff that understands their needs and provides them with current information, resources and support pertaining to career, job search and adult re-entry issues. This effort ultimately results in students making quality educational, career, and personal decisions.

The staff of the CCLD works closely with the entire college community to ensure a timely delivery of services necessary for student success.

The Center for Career and Life Development's mission and philosophy are consistent and highly supportive of the College's mission, vision and strategic direction.

B. Historical Background and Unique Characteristics of the Program

The CCLD consists of three distinct programs; Career Guidance Services, Job Search Services and the Re-Entry Resource Center. These three programs are located in the same Center and work together well to ensure student success. In the fall semester 2010, the Job Search Services component of the CCLD changed from reporting to the Counseling Services and Special Programs Division to reporting to the Business Science, Workforce and Economic Development Division. Job Search Services is scheduled to move from the CCLD to the Business Department in spring 2012. The removal of the Job Search Services function and the Job Search Services Officer position will leave the CCLD unable to maintain its current role. (see Appendix A)

Aside from the three main functions of The CCLD; Career Guidance Services, Job Search Services, and Re-entry Resources, the staff at The CCLD provides daily assistance in many areas that promote student success. When applied psychology classes are not using The CCLD, all students and community members are allowed access to the CCLD career library and computer lab that provides full internet access along with printing capabilities. The open door policy of The CCLD encourages all individuals to use our services and have any questions regarding Saddleback College answered. Because The CCLD is located in the Student Services Center (SSC), many people who are using the SSC for the first time or who are new to the campus, find their way into The CCLD and try to familiarize themselves with the resources The CCLD and Saddleback College has to offer.

The offices of Matriculation and Student Financial Assistance often hold workshops in The CCLD. Many business classes also hold orientations presented by The CCLD.

The CCLD is also home to an expansive 2,000+ volume library which includes College Catalogs from schools throughout the nation, various career information books, as well as job search guides, and audio books.

Career Guidance Services

The Career Guidance Services (CGS) or the Career Center at Saddleback College has undergone many changes since its inception in 1968. Originally the Career Center was located near the counseling department on the first floor of the Library. In the early years, the Career Center was used primarily by students in the Applied Psychology courses and the counseling staff. The majority of reference materials were only in print form and the space allocation for the CGS in the library was extremely inadequate with less than four tables for students to complete their career research. The Career Center moved to a new location when the Student Services Center (SSC) was built in 1990. An entire area in student services was dedicated to The CCLD, including a storage area, a private office for the Officer near the student resources, and a secure area to sell career assessment packets. In addition to the space for students, the bookshelves had enough room for the career related print materials and books, and The CLLD was able to update many of the printed resources.

Beginning in the early 1990's, the Career Placement Officer procured donated computers for computerized assessments, as well as online career research. The standard pencil and paper assessments are still available, but the computerized career resources allow students more current information, and a faster display of data regarding their values, skills, aptitudes, personality and interests. With the purchase of computerized assessments and information systems, as well as the support of the college's Information Technology department, students began to access career interest and value assessments and career and educational resources, (SIGI and Eureka Career Systems), from home using the student's own internet access.

The CCLD has increased orientations and career presentations in both the library and the lab, with the result of better marketing and recognition of programs and services. In the past couple of years, the requests for presentations from college-wide divisions have increased. Some of the more requested presentations include, "*What students can do with a particular major for a career*", "*Career trends*", and "*General orientations to the CCLD services and career library*".

Career Guidance Services has one 12 month full time dedicated employee, who maintains daily office coverage, ordering of supplies, paper, and online assessments. Along with those duties the Career Guidance Officer maintains proper setup, gateway control of online assessments, training of new staff and federal work study students, organizes and plans career information, update library materials, ensures proper business practices with cash handling.

Job Search Services

Job Search Services (JSS) started as a location where employers could call in jobs and students could view the open jobs on a job board. Students could only gain access to job contact information by being pre-screened by the Job Services staff.

However, in 1986, there was a shift in philosophy, and over the past 25 years, the JSS has taken a less administrative role of giving jobs out to students for a more instructional role of teaching students the skills to market themselves in the workplace.

When the CCLD did not have a Career Guidance Officer or a Re-Entry Officer because of budget cuts in the early 1990s, the two Career Placement Officers decided to computerize the Center as much as possible to assist students more effectively. During this time the CCLD became more instructional and brought more classrooms into the Center. The Career Guidance Officer and a Re-Entry Officer were eventually re-hired.

The JSS has changed drastically throughout the years, since the advent of computers and the Internet. Before computers, employers called in jobs. Then, staff typed up job orders and gave referrals, after pre-screening the student. Student job applications were hand-written. The JSS staff called the employers to procure an interview after pre-screening the students. Currently, employers may call an internet job database service, Gaucho Jobs, to post their openings. Students have 24/7 access to jobs and they can directly email their resume or call the employer. The Career Placement Officer now assists the student with the preparation of finding a job and marketing themselves to the employers, rather than handing job opportunities to students. The Career Placement Officer also assists instructors with labor market and employment analysis, and offers computerized and other resources that the instructor can incorporate into their curriculum.

Staffing has changed significantly over the years, while services have increased. Approximately 30 years ago, a certificated coordinator directed the office JSS. At that time, JSS also included a career technician, a secretary and various federal work study students. The certificated position was changed to a full-time classified position under the Counseling Dean. Then, a 10 month Job Developer was hired under VATEA funding for two years. After several years, the full-time classified position was converted to two, 11-month part-time Career Placement Officer jobs. After several years, the two part-time jobs became a full-time 11 month Career Placement Officer position, so there were two full-time Career Placement Officers; one 11 month and one 12 month. Several years ago, the Career Placement Officer left and there is now, one 11 month Career Placement Officer directing all job/internship search activities.

Before 1984, JSS was located in various areas of the college. At one time, JSS was co-located with the Cooperative Work Experience program. However, there was a thought that career and life planning college services that were similar would best be located near each other for the students' convenience. Therefore, the Career Guidance, Re-Entry, and Job Search Services departments were housed in one area under the umbrella of the Center for Career and Life Development (CCLD). CCLD became a program of Counseling Services and Special Programs.

CCLD moved into the new Student Services Building in 1990. The Center was designed with the future in mind. Offices were built around two large classrooms. The classrooms were an important addition, since the CCLD wanted instructors to bring their classes into the Center for career and job placement orientations and workshops. Eventually, computer stations were moved into the Center for computerized research and resources.

CalWORKs used space within the CCLD for approximately 5 years in the late 1990's, under the Assistant Dean of Student Services. In the late 1990's, the Transfer Center moved into the CCLD and shared office space and resources with the CCLD. The Transfer Center moved out to a new location in the summer of 2010.

Re-Entry Resource Center (Re-Entry & Women's Resource Center)

For the past 35 years the Re-Entry & Women's Resource Center (RWC) has recruited new students and offered advisement and assistance to Saddleback College students and community members who are searching ways to develop or change careers or to find new directions in their lives.

The Women's Center was established in 1976 to support the unique needs of the growing number of women returning to college to pursue their education. At that time a counselor directed the Center and she was successful in starting the Women's Studies program at Saddleback College, as well. She transferred to Saddleback College North (Irvine Valley College), and her intern was asked to coordinate the Women's Center. This part-time position was paid as a classified position.

In 1978, a federal vocational education grant (VATEA) was obtained to assist non-traditional single heads of households with job skills and employment. The coordinator of the Center wrote a VATEA grant that allowed a part-time counselor to be hired to counsel students within the Women's Center. The grant lasted three years. However, the counseling position was eliminated, when the VATEA grant was completed. The classified position, Career Guidance Officer, directed all of the Women's Center's programs and services. The classified position was entitled, Career Guidance Officer until 1998, when the position's title was changed to Re-Entry/Women's Center Specialist. The position has gone through a variety of higher re-classifications, but is currently a full-time classified position.

In 1990, a decision was made to incorporate men into the Re-Entry Program. The program change came about, since many men were out of jobs and they were motivated to seek assistance through workshops and support groups, through the Re-Entry/Women's Resource Center.

The RWC is a unique program and the only service on campus that fulfills diversified needs and implements a variety of programs for new, continuing, and re-entry students seeking educational and vocational directions. This center continuously recruits new students and it assists the individuals to find their way through the maze of college. It provides answers to the questions students may be afraid to ask. It also facilitates and encourages students to the successful completion of their educational and career goals.

The RWC specifically addresses the needs of adult learners who face a variety of barriers in returning to college to continue their education. The majority of these adult learners are academically disadvantaged and need a range of resources to be successful. The RWC offers moral support and specific resources and referrals for individuals with physical, psychological, emotional, and financial barriers. The Re-Entry & Women's Resource Specialist is an enthusiastic, inspiring, encouraging, motivational, and supportive person who has interpersonal skills to deal with this diverse population with care and sensitivity using specific knowledge, tact, patience, and courtesy.

C. Progress Since the Last Program Review

The CCLD has continued to provide outstanding service to students at Saddleback College. Since the last Program Review in 2005 there has been progress in numerous areas despite the reduction in staff. Highlights of this progress include:

- The CCLD is the 3rd most student used 'lab' at Saddleback College averaging over 16,000 visits during the last three years. (Appendix B)
- The CCLD saw a near 300% increase in individual student appointments from '07/'08 to '09/'10 years going from 1200+ to 3100+.
- The CCLD saw a 400% increase in group workshop attendance from '07/'08 to '08/'09 years going from 42 to 200+.
- The CCLD averages over 50 class presentations per year including Applied Psychology, Fashion, Adaptive PE, Human Services, Business and other instructional departments.
- The online systems/programs including Gaucho Jobs, Perfect Interview, and many career assessment programs including Career Cruising, Choices Planner, MBTI, and others.
- The CCLD and the Career Placement Office manages the Center's Facebook page with 380+ 'friends' and Twitter page with nearly 850 followers.
- The CCLD and the Career Placement Office manages the Saddleback College Career Network on LinkedIn with over 200+ current members.

Future progress will be impacted tremendously by the move of the Job Search Services Officer to the Business Science, Workforce and Economic Development Division. Much of the previously stated progress in the CCLD over the past few years has been a direct result of the Job search Services Officer working effectively with the Career Guidance Officer and the Re-entry Services Officer.

D. How AUO's Have Been Utilized by the Unit

The Center for Career and Life Development first wrote AUO's for the CCLD in fall 2005 and was one of the first programs within the college to submit an AUO. These first AUO's provided an attitude and direction that the CCLD continues with today. The AUO's that have been developed subsequent to these first AUO's have also been used to define more clearly the desired outcome of the CCLD.

E. Current Strengths, Opportunities, and Challenges

Current Strengths:

The Center for Career and Life Development is thought of by many across the State of California and the Nation to be a leader in the operational structure and innovative service delivery provided among the three departments; Career Guidance, Career Placement, and Re-Entry Services. Career professionals from campuses across the State of California have requested visits to the CCLD for tours, information, and discussion on 'best-practice' models of service delivery, including Orange Coast College, Cypress College, and Long Beach City College.

The CCLD has developed into an innovative, creative, comprehensive set of inter-dependent departments offering students, the community, and businesses quality, efficient, and friendly service. These claims are supported by documented survey results from students and business leaders in the area. The CCLD's quality is led first by Officers that are experts in their fields and supported by an outstanding team that go out of their way to assist students and provide a friendly, high-quality service and support. This effort enables the student an easy, seamless transition through the CCLD's array of educational, career planning, and job-related resources, services, and programs.

The CCLD's numbers are impressive; averaging nearly 17,000 visits per year in foot traffic to the computer lab, facilitating on average 4,000+ individual appointments between three staff per year, creating and conducting workshops, assisting 30+ courses annually with various career assessments, class presentations, and other expertise as requested by faculty, managing dozens of online systems, maintaining a 35 station computer lab, infusing Twitter, Facebook, and LinkedIn into daily service delivery, the list goes on and on.

The CCLD is a vital and necessary component of student success at Saddleback College and beyond. Our strength is in our staff, our commitment, and in the quality we provide to students, faculty, administrators, community members, and business leaders. Our strength is found in the value students receive when they identify their career objective, prepare the resume, re-enter and enroll in college.

Weaknesses:

The CCLD is challenged in many ways to maintain the quality of service delivery as described on the previous page. Survey data from students, faculty, and staff confirms areas for improvement are:

- A need for a full time coordinator for The CCLD.
- A need for additional staff to provide direct service to students in each of the three CCLD areas.
- A need for improved awareness of The CCLD programs and resources across the campus and community.
- A need for improved maintenance and coordination of computerized resources and assessments.

- A need to maintain a continuous improvement model that responds to the changing needs of the workforce, career theory, and re-entry best practices.
- A need to increase three permanent part time positions to three full time positions.

Challenges

Maintain the current CCLD services and programs with the Job Services Officer reporting to the Business Science, Workforce and Economic Development Division.

- Identify the services and programs that can be maintained with reduced staffing

Continue to develop career resources, workshops and services, which are appropriate to students, staff, and community members' needs and to the college's programs

- Provide on-going information on CCLD resources, programs and services to students and faculty
- Provide community and college referrals and resources on how to overcome barriers; Develop updated agency resources
- Offer monthly career development and educational workshops
- Provide annual Re-Entry Center student scholarships

Increase the marketing of the CCLD's programs, services and resources to students, staff, and community members

- Market the services through a multitude of on-campus and community media
- Provide information on on-campus recruitment to employers and community through the Web and personal contact
- Present information to departments and divisions
- Attend community/employer functions
- Create marketing information for diverse populations

Assist with the integration of career development within academic curriculum

- Send online career development information to faculty/staff
- Share new career resources with faculty/staff
- Invite trainers to present career resource workshops
- Coordinate career development with Counseling Services and Special Programs

Increase communication and interaction among the CCLD programs and services

- Attend weekly CCLD meetings
- Develop an accountability system among the CCLD programs and services
- Provide professional development and cross training for the CCLD staff

Section II: Review Report

A. Staffing and Organizational Structure

1 Career Service Officer	40 hrs/week	12 Month
1 Career Placement Officer	40 hrs/week	11 Month
1 Re-Entry Services Officer	40 hrs/week	12 Month
1 Career Services Technician	40 hrs/week	12 Month
1 Counseling Office Assistant	29 hrs/week	12 Month
1 Office Assistant	29 hrs/week	11 Month
1 Career Specialist	40 hrs/week	12 Month

**Please note the position of Career Specialist has been eliminated and not yet on a plan to be rehired. This position would supervise with all career related online products for distance education and related classes.*

B. Programs and Services

The CCLD is a comprehensive Center and computer career laboratory, offering a multitude of resources and services to assist individuals with career and life development. The CCLD consists of the following services and programs:

Job/Career Search Services (No longer part of the Counseling Services and Special Programs Division)

Services are available to students and recent graduates. Services include: job and career search, web-based job/internship posting board at Gaucho Jobs, resume writing techniques, interviewing techniques, career search tips, career related books/videos, and on-campus employer recruitment.

Career Guidance Services

Services are available to community members and students. The services include: career books and resources, information regarding majors, educational and training information, financial aid, grants, and scholarship information, college catalogs and other resources, interest, values, skills and personality assessments, and standardized testing.

Re-Entry and Women's Resource Services

Services are available to students, as well as individuals re-entering into college and/or work. Services include: assessment of needs, advisement, resources, referrals to appropriate contacts, education and career direction, personal, educational and career related workshops, support groups, annual conferences and scholarship information.

C. Student/Constituency Satisfaction

Data collected from student surveys shows that students are requesting more services to be offered from the CCLD. Unfortunately, this need cannot be met without proper staff support. Student requests for increased CCLD services include:

From the 2008/09 student survey titled 'Online Workshop Interest Survey' (Appendix C):

- 88% of the 178 respondents indicated they thought the CCLD should offer career-related workshops online.

- 60% of respondents indicated they would be 'very likely' to attend such workshops.

From the 2008/09 student survey on CCLD Workshop presentations:

- 60+% of respondents indicated there should be more classroom presentations by their presenter.
Positions supporting this activity include: Career Guidance Officer, Career Placement Officer, Career Specialist, Career Technician

From the 2007/08 student survey with 137 respondents students reported the following to be services they wanted to see the CCLD offer more of:

- More help choosing the right major
- More help building job skills for the job I want
- More help identifying my personal strengths
- More help finding out jobs that are available
- More help finding internships
- More events on majors/careers
- Career counseling by internet chat

D. Facilities, Technical Infrastructure, and Resources

The CCLD has adequate space to maintain current operations at the current staffing levels. However, if the CCLD is to become the comprehensive career center the college needs, additional office and classroom space will be needed.

There have been several leaks in the ceiling for the last few years. These have all been well-documented in incident reports filed by a number of staff. The CCLD sits in SSC #140 directly below the Cafeteria. We request that the college continue doing everything in its power to reduce and eliminate the leaking in the ceiling up to and including the option of relocating the Cafeteria to prevent further health and safety issues from the leaking fluid.

E. Outreach and Collaboration

The CCLD needs continued college-wide and district-wide support to market its programs and services to students and the community at large. The existing 'publicity request' system is utilized by the CCLD and is a vital component of our outreach & marketing plans to engage students and community members. The CCLD is known across the State of California as a 'model' program. Our leadership on several statewide committees and Associations has helped in the marketing effort. During the 2009/10 year, administrators, counselors, and staff from various colleges across the state visited the CCLD to inquire about what we do and how we do it:

- _ Cerritos College
- _ Coast Community College
- _ Rio Hondo College
- _ Irvine Valley College

The CCLD needs the continued support of the college and district to market its programs through various social networking media. Continued expansion of marketing opportunities via social networking is key for the CCLD. In this regard, the CCLD requests the college and district develop an integrated Iphone and Blackberry application allowing current and future students as well as business and industry leaders to quickly access and understand services including recruitment of students for employment opportunities. A key component in assisting our students to compete in the competitive economy is to make it easier for businesses to recruit and students to find jobs.

Ideally, the CCLD would like to explore and purchase an integrated marketing and outreach system that would place monitor screens in each department with a central system for managing content in the CCLD allowing for career, job, and re-entry information to be 'pushed' directly to students in those departments. The CCLD is highly active in social networking environments including Facebook, Twitter, and LinkedIn. We request the college and district develop innovative and strategic ways to market these services across the campus and community. We've requested to market our Facebook and LinkedIn pages via the 'publicity request' system and have been denied.

Section III: Needs Assessment and Annual Update

A. Statement of Unit's Current Situation

The Center for Career and Life Development (CCLD) is a model program recognized across the State of California and a vital component of the college community offering academic classroom support, individual student support, and support to community members across its three service areas including careers, jobs, and reentry. With unprecedented high unemployment rates across the nation and in our local community, CCLD usage by classes, students, and the community has grown exponentially during the last few years. Despite this huge increase in demand and need, staffing in the CCLD was decreased by approximately 30% with decisions by college administration to cover other offices and projects in the Student Services Division. The CCLD hopes this document will serve to influence and improve the college-wide support, staffing, and funding for the CCLD.

B. Human Resources Needs

The CCLD has immediate personnel needs at this time. The positions requested will improve the severe lack of adequate office coverage and leadership while offering support to the many campus-wide programs served through the CCLD. It is widely known that all three Officers in the CCLD perform many duties outside the scope of their classification level (129). If staffing trends continue, services will be impacted negatively with the potential decrease in workshops, class presentations, and individual appointments. The CCLD staff has been asked repeatedly by multiple departments to cover classes for faculty. This is not possible with the current classification levels, but is needed. Requests for additional leadership/management, faculty-level, staff, and support positions come from data attained via SARS, SARS Trak, and other sources. The reassignment of the Job Services Officer position to the Business Science, Workforce and Employment Development Division further impacts the ability of the CCLD to maintain services and programs to assure student success.

IMMEDIATE PERSONNEL NEEDS:

- The CCLD needs a full-time dedicated director to manage personnel, operations, budget, and to actively participate/advocate for the CCLD in college-wide planning and development meetings along with serving as a liaison between academic programs across the campus for the integration of career, job, re-entry services.
- Return the funding to hire a Career Specialist. This position was eliminated a few years ago without explanation. The hiring committee had already screened candidates and was to begin interviews when the position was eliminated. The addition of this position would allow the continuation of the services that will need to be eliminated when the Job Search Services Officer is physically moved to the Business Science, Workforce and Economic Development Division in spring 2012.

- Adequate adjustment and class reassignment of the three ‘Officer’ positions (Career Guidance, Career Placement, Re-Entry Services) to leadership positions that more accurately reflect their level of responsibilities to manage and operate campus-wide programs of service engaging students, classes, and community.
- Creation and support of Job Services Support Positions including two full-time Recruiting Specialists/Job Developers and an On-Campus Recruitment Specialist to provide assistance in job placement.
- Creation and support of Career Guidance Support Positions including the return of a full-time Counseling Office Assistant (front desk) position, and the full-time Career Services Technician position.
- Creation and support of Re-Entry Support Positions including a full-time Community Resource Specialist, a full-time Counseling Office Assistant position (front desk).
- Creation and support of an Information Technology Position (134) to provide technical assistance with online programs and web-based systems, social networking, multiple assessment and job databases, and to provide technical assistance in the computer lab.
- Creation and support of two full-time teaching and counseling faculty Career Counselors.

C. Instructional/Service Needs

There has been an on-going need to provide job development services to students especially in the current economic state. Having additional staff who could identify job openings in the community, especially jobs that match the Saddleback College certificate programs has been sorely missing from the services of the CCLD. In addition, having staff that could develop and implement annual career fairs for the various vocational areas would greatly enhance the value and credibility of the certificate programs. The ability of the CCLD to meet these needs is dependent on hiring additional staff to carry out these responsibilities.

There has also been an on-going need to provide individual career counseling to students in addition to academic counseling and personal counseling. To guarantee that students will have the ability to see a counselor for career counseling on a weekly basis, there is a need to assign counselors to appointment time specifically for career counseling. Over the past few years there has been a minimal number of hours set aside each week for career counseling, and the number has fluctuated from semester to semester sometimes going as low as 5 to 6 hours per week. These appointments have been scheduled through the CCLD since many students who come to the CCLD come to get assistance with deciding on their career direction. While the hours assigned for career counseling has increased this year, there is a need for dedicated counseling faculty positions to be assigned to the CCLD for career counseling.

The CCLD has also experienced an increase in student demand from students with disabilities and limited-English speaking students.

D. Research Needs

The CCLD is in need of improved and increased research assistance from the Research, Planning, and Grants Office. Currently, all research including survey development, data gathering, data analysis, and reporting is completed by the CCLD staff. Many of these duties are outside the scope of the job descriptions of these staff, requiring the officers to work out-of-class to complete the required research. Leadership and planning documents including the reports listed below will not be able to be completed without adequate leadership position in the CCLD.

- Program Review – every 7 years. Last completed 2003. Due May 2011.
- Administrative Unit Outcomes – annual. None completed 2009/10.
- Needs Assessment – annual. This document is the first.
- CCLD Annual Review – annual. Not required, but needed to present program activities to students, faculty, administrators, and community stakeholders.

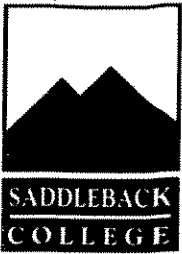
E. Technical, Equipment and Other Resource Needs

The CCLD manages the daily operation of 35 desktop computers, 2 projectors with screens, a career assessment scoring computer, a scantron system computer station. The CCLD also manages several web-based computer systems for career assessment, exploration, and job postings. In order to respond to the changing and increased technology needs of our students and community, the CCLD will need additional technology support and resources.

Some current technology needs include:

- New SARS Trak sign-in computers to accurately capture student traffic
- Upgraded P.A. System for quality audio when conducting class presentations and workshops
- Additional computers, tables (including 1 ADA compliant table), and chairs for area vacated by Transfer Center allowing for full class of 40 on computers.
- Iphone and Blackberry application for CCLD marketing, events, resources, and services to students and business/industry partners.


Section IV: Appendices



MEMORANDUM

Appendix A

TO: Don Busche
Vice President for Instruction
Juan Avalos
Vice President for Student Services

FROM;  Jerilyn Chuman
Dean, Counseling Services and Special Programs

SUBJECT: Center for Career/Life Development
Impact as a Result of the Loss of
Career Placement Officer Position

DATE: August 26, 2011

The staff of the Center for Career Life Development provides an integral role in the day to day delivery of services to students attending the college as well as community members. Students can access the Career library and computer lab from 8:00 a.m.-7:00 p.m. Monday-Thursdays and 8:00 a.m.-12:00 p.m. Fridays. Services include academic classroom support, individual student support and community member/future student support. In addition, counselors utilize the center and the CCLD staff to assist students in reviewing catalog course description information, college program and major search, job search services and reentry support services geared to helping reentry students to address their personal barriers and stay in school. The members work interdependently to provide a focused yet comprehensive array of services to meet student needs. Students may start their journey in the Re-Entry Center and through discussion move on to select a new career through the Career Guidance Office and then brush up their job search skills utilizing the job search services, resume writing and interview techniques to seek employment. Removal of the Career Placement Officer functions will leave a deficit in the comprehensive services that we offer in the center.

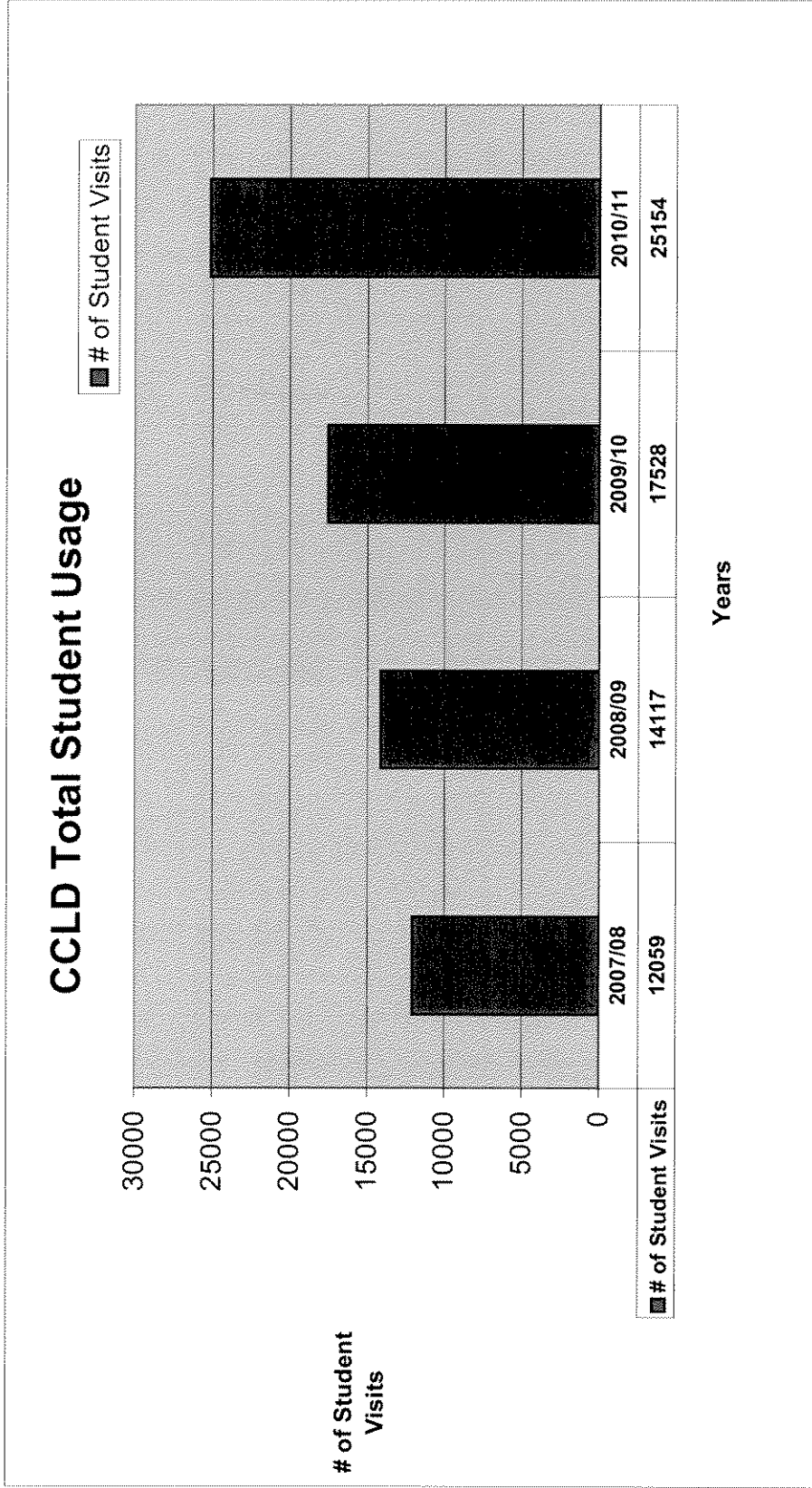
Other services affected:

- Goal 1.2 of the 2010-2013 Strategic Plan will not be possible to reach. A reduction in staff will negatively impact our ability to increase by 5% the number of individuals with an unidentified career goal who receive career assessment and job acquisition skills development services.
- Support of our Applied Psychology Course instruction. Last year we supported over 500 hours of instruction to over 1000 students enrolled in our Applied Psychology classes. We also provided instructional services to several CTE courses.

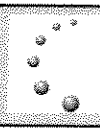
- The Center provided services to over 25,000 visitors last year. The unduplicated count was over 6,000 students.
- The “Take Charge Career Assessment Package” offered to students and community members will need to be suspended.
- “From Start to Hire” job search workshops including Resumes, Job Search, Interviewing and other topics comprising online services will need to be suspended. During the last three years we offered an average of 100+ workshops.
- Individual Career Placement appointments will need to be suspended. Last year we were able to provide 1,000 appointments for resume development and critiques.
- Gaucho Jobs, the online student job board offering 250+ jobs each month for students at all ranges across industries will need to be suspended.
- Our networking capabilities offered on LinkedIn will need to be suspended.
- Maintenance of the Perfect Interview online interviewing system will need to be suspended. Last year over 160 students utilized this site to improve their interviewing skills.
- Facebook (250+ friends) and Twitter (700+ followers) and other services will need to be suspended.
- Reduction in Center Operation hours will occur due to reduced staffing. The Center will not be able to provide multiple class visits and open labs simultaneously due to the reduction of the Career Placement Officer position. The Center will be staffed with a Career Guidance Officer, Re-Entry Specialist, Career Technician (11:00 a.m.-7:00 p.m. hours), 1 29-hour counselor assistant and 1-29 hour evening counselor assistant. We are currently subbing the Career Technician position and will be seeking to replace this position and train the new employee once hired. The CCLD had an additional full time Career Center Computer Lab Technician position that was never filled and duties were added on to those already assigned to the Career Placement Officer. This Career Center Computer Lab Technician position is really needed to maintain our online programs and web based systems that support the instructional programs. This position would also be able to maintain the SARS database tracking system which is currently handled by the Placement Officer. Increased student traffic has resulted in stretching the current staff which includes the Career Placement Officer. This realignment will reduce CCLD staffing by 2 fte. Reduction of services during these difficult economic times seems counter productive in helping students with employment related challenges. The services planned and conducted by the Career Placement Officer help students stay in school and help graduates find employment upon completion of certificates and degrees.
- Career Center oversight will be impacted as the front desk staff cannot assist students in the lab as well as oversee the student traffic in and out of the Career Center. This leaves the Career Center open to theft and computer misuse without lab oversight.
- Our ability to develop an integrated Iphone and Blackberry application will need to be postponed.
- Publication of ‘The Job Search Quick Guide’ will need to be suspended.
- Publication of ‘The Top-Ten Newsletter for Jobs’ will need to be suspended.

- Coordination of 'On-Campus Recruitment' providing local employers with easy/supportive access to recruit students through the CCLD will be suspended.
- With limited staffing, needed research for state reporting and studies to determine the effectiveness of our programs SLO's, Program Reviews and Strategic Planning will need to be postponed.
- We will not be able to conduct a current state assessment of the Center for Career Life Development and provide day to day services to students. There is simply no staff time available to devote to this activity even though we have included it in our Strategic Plan.
- Our staffing proposal in the 2009-2010 Needs Assessment for the CCLD was to increase the staffing with 1 fte director who could provide the greatly needed leadership to move the Center forward, 1 fte Information Technology position to maintain our online services, assessments, online programs, job databases and technical assistance in the lab, 1 fte counselor office assistant, 2 fte Recruiting Specialists/Job Developers to enhance CWE sites and placement opportunities, 2 fte Career Counseling positions, a Community Resource Specialist for appropriate off campus student referrals based on student needs. Demands for services have grown exponentially and we are finding ourselves unable to meet the demands given our current staffing configuration. Economic hardships and high unemployment rates have created a need for additional services to address the needs of our students and community. Students are frustrated given the stress they are experiencing and finding they cannot receive assistance at a most stressful time in their lives.

The comprehensive and well integrated programs and services which are offered through the Center for Career Life Development has been recognized as a model program across the State of California for its well thought out and executed suite of services that address the support needs of our students. Colleges around the State have visited our Center to learn how to establish such sites on their own campuses. This model has served our students as well as community successfully over the course of its existence. Concerns have been raised regarding the focused assistance given to the recently unemployed, ESL and Basic Skills students who truly need the one on one attention to be prepared for their job search. Many have no clue as to how to go about developing a resume, preparing for interviews and navigating the online job search sites. These are essential skills needed for successful placements. However, given the reduction in staff that is planned, we will be unable to meet the soft skills instruction that has been so very beneficial to all students. The college will need to reexamine the nature and scope of the services it can provide given these cutbacks.



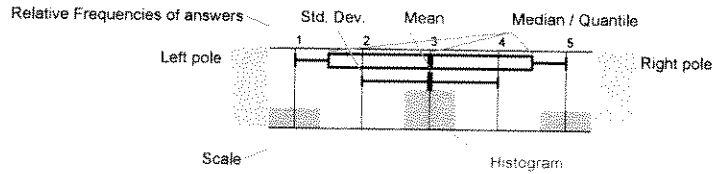
Career Center
 Online Workshop Interest survey for students ()
 No. of responses = 178



Survey Results

Legend

Question text

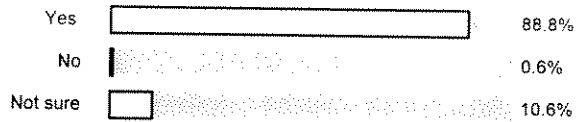


n=Amount
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

STUDENT INTEREST QUESTIONS: Career Center Online Workshops

1.1) Should the Career Center offer career-related workshops online?

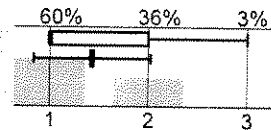
n=170



1.2) If online career-related workshops were offered, how likely would you be to attend/log-in?

Very Likely to Attend

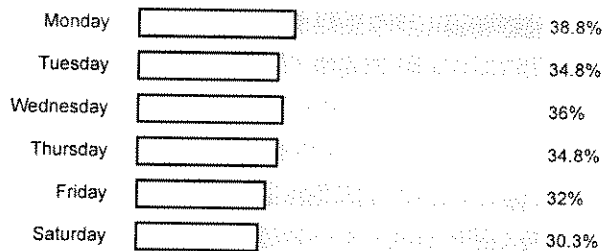
Would not attend



n=177
 av.=1.4
 md=1
 dev.=0.6

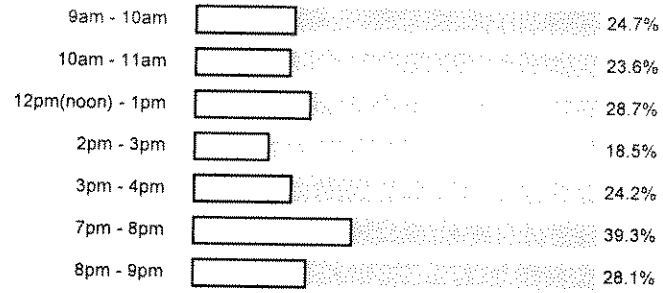
1.3) If online career-related workshops were offered, what DAY OF THE WEEK would you be most likely to attend?

n=178



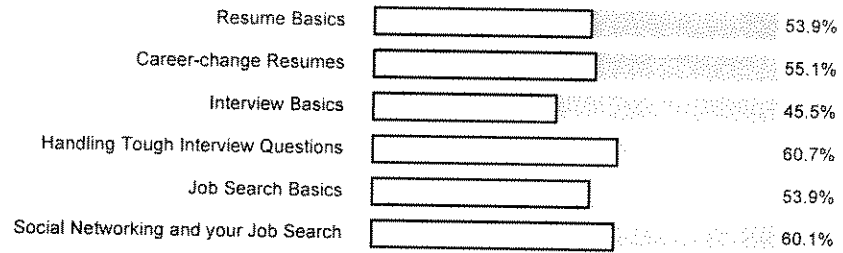
1.4) If online career-related workshops were offered, what TIME OF DAY would you be most likely to attend?

n=178

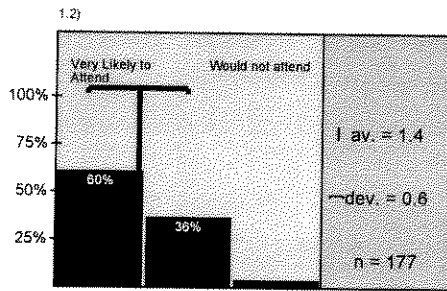


1.5) Select the topics for online career-related workshops that interest you the most.

n=178



Histogram for scaled questions



If online career-related workshops were offered, how likely would you be to attend/log-in?

Profile

Subunit: Student Services
Name of the instructor: Career Center
Name of the course: Online Workshop Interest survey for students
(Name of the survey)

1.2) If online career-related workshops were offered, how likely would you be to attend/log-in?

Very Likely to Attend



Would not attend

av. = 1.4

Comments Report

1.6) Please provide comment/feedback to help us in planning and providing online career-related workshops.
--

- This great that you are thinking of doing this. (1 Count)
- you can make them available online with access any time by making it as a list of most popular questions asked and answers (1 Count)
- Great idea. It would also be great if these workshops were archived to be accessed at any time. (1 Count)
- Looking for a job it's probably one of the most painful experiences I experience. Up dating the resume, creating a new one in case of looking for a different career and handling an interview are totally hectic situations. I believe because of all the things mention above it would depend if you get or not the job. I'm trill to have the opportunity that saddleback career center is offering to help the students developing skills in such important matter as it getting a job. As I would definitely will attend to the workshop any day or time of the week. Thank you Sincerely Monica Carr (1 Count)
- Although online workshops may be easily accesible at home for convenience, I would prefer to take a workshop in person for a couple of reasons. First, I could leave with papers, pamphlets, brochures, and other such resources in my hand instead of having to log onto a computer to get them. Also, in-person workshops would allow me to ask questions better and receive answers quicker. (1 Count)
- Anything relating to career changes would be interesting: finding a new career, getting training in a new career, finding job opportunities in a new career. (1 Count)
- It would be really efficient to have some sort of online cosmetology/stylist course because people are getting more and more busy with work and losing the opportunity for free time. (1 Count)
- please consider PM and Weekend online courses - I strongly feel they will be a success if those of us who work fulltime can have an opportunity to participate (1 Count)
- I think all the content would be helpful...if it could be put together in fairly short bursts even better. like 20 min video's or something...maybe cheat sheets to print out and use... (1 Count)
- Make the classes affordable and not too long. It shouldn't take a whole semester to complete these courses. (1 Count)
- What to wear to an interview and what not to say during an interview. (1 Count)
- I've never attended a career related workshop so I am unsure of what information would be available. I think teaching someone how to get started on owning/running a business would be great. From starting, questions to ask, insurance, how to price services, networking/how to, etc. (1 Count)
- Help in choosing a new job and skills, basically help in finding where the jobs are and preparing for them. (1 Count)
- I may be in minority, but a workshop geared to moms reentering the work force after a period of years would be helpful to me. Right now, I'm taking classes at UCI to prepare to apply to a graduate program; my academic works has to be current, hence, my classes at UCI. Entry level jobs such as file clerk at Saddleback hospital were not available to me, because of my 17 year gap in the workforce, although my computer skills are solid. (1 Count)
- I would like a workshop related to new fields for those of us who need to change careers. (1 Count)
- career related workshops including nursing (1 Count)
- The 2nd question is confuse. (1 Count)
- also I'd like to see ideas on how to go about changing your career to something new. (1 Count)
- Social networking skills are definitely a plus as one doesn't always get that in everyday life/mentoring. (1 Count)
- I am a displaced homemaker with a 24 year old nursing degree. I want to change my career direction. I guess the most help I need is having the courage to dream and go for it. Got any help for that? (1 Count)
- Anything that would be useful for an array of fields and careers would be great to offer the students and community as a whole. I appreciate all of the help that I have received from the staff already. (1 Count)
- Any leads for the surrounding area would be helpful. Direct networking with potential employers who want to particpate with college students efforts to find employment. (1 Count)

- I would prefer a workshop that was more specific to my career (nursing), as I feel I have most of the skills listed above. (1 Count)
- I would love to see workshops for those who are facing career changes and how to incorporate on-going or newly acquired skills into the resume. (1 Count)
- maybe which company offers internships and what selected courses we take will help us to certain career. (1 Count)
- I can't think of any comments right now. (1 Count)
- The most difficult part of career change for me is taking advantage of technology. Creating a profile on job searches, using employment agencies and networking are all of interest to me. (1 Count)
- These are all workshops that could benefit adults trying to find new jobs in this troubled economy. (1 Count)
- I think that filling out a resume is really personal because it's like selling yourself. I think that if there was in depth information it would be helpful. I think that maybe even by breaking them into divisions would be helpful. I personally am going into the human services field so I could benefit from a workshop related to that. I know some people want to be accountants so they would probably prefer help with the skills etc. for that field. Just a suggestion. (1 Count)
- I am a 62 year old female who needs to get back into the workforce after being a homemaker since 1991. Your career-change resume and handling tough interview questions are exactly what I need. (1 Count)
- Having introductory courses as well as intermediate ones is a great idea. (1 Count)
- Would appreciate information for older (over 30) job seekers. (1 Count)
- I think there should be more information available about internships easily accessible to people who are interested. (1 Count)
- Sounds interesting, but I may be a little too old to be extremely interested. Probably very good idea for mid-aged students. (1 Count)
- It would be great if there were opportunities for internships and also information on civil service employment. (1 Count)
- Projected growth careers (careers expected to be in demand in 2009 and beyond) Thank you! (1 Count)
- online workshops if possible should be available to everyone at any given time that way the students are free to login at their own time and spend as much time as needed. Interactive video is good too so that it can keep the student's interest. Thanks. (1 Count)
- Possibly in the morning also, 7am-8:30am or on Saturday would be good too. Thank you. (1 Count)
- Life just keeps getting busier and more demanding. I find information I can access on line saves time and money. Being able to research my job as well as social networking from my desk would prove to be helpful. An online workshop could still be attended when stuck at home due to illness, tiredness, or watching kids. (1 Count)
- I think that this is a GREAT idea. I'm only able to get to the campus for my current class, Intro To Criminology, which is on Monday evenings. My days are filled w/job searches, providing aide to my grandmother, babysitting my two small nephews, & doctor's appt's! I have a chronic health condition that makes it very difficult for me to get to the campus itself. Being able to access this info online is sooo much easier and convenient for myself! Thank you! Sincerely, April D. Means (1 Count)
- Military background information and transitioning help will be beneficial. (1 Count)
- Finding paid internships and on-the-job training. (1 Count)
- It would be awesome to have a job opening page where local businesses could advertise the available positions that they are trying to fill. (1 Count)

**Center for Career and Life Development
Five-Year Program Staffing Profile**

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2006	2007	2008	2009	2010	
Administration	1	1	1	1	1	0%
Bargaining Classified Staff FT	4	4	4	4	4	0%
Bargaining Classified Staff PT	2	2	2	2	2	0%
Non-bargaining Classified Staff FT	0	0	0	0	0	0%
Non-bargaining Classified Staff PT	0	0	1	1	0	-100%
Student Workers	12	6	5	5	6	-50%
Faculty FT	.25	.25	.25	.25	.25	0%
Faculty PT	0	0	0	0	0	0%

