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Mission Statement

Mission Statement

The Center for Career and Life Development (CCLD) provides centralized, comprehensive, integrated services that guide individuals through successful career and life transitions.

Philosophy

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.

Operational Information

Location

The Center for Career and Life Development is located in the Student Services Center, Rooms 139/140.

The CCLD is centrally located within the upper campus area and near most classroom buildings and Parking Lot 5. It is located on the first floor of the Student Services Center and situated near Counseling and Special Programs, including Counseling, DSPS, EOPS, and the Transfer Center. Parking is available nearby for handicapped students and visitors.

Hours of Operation

The hours of the CCLD are Monday through Thursday, from 8:00 a.m. to 7:00 p.m. and Friday, from 8:00 a.m. to 3:00 p.m. The Center is open everyday with the exception of holidays. The services within Career Guidance, Job Search Services and the Re-Entry Women's Resource specialists are available 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Fridays. The computer lab and career library is open from 8:00 a.m. to 7:00 p.m., Monday – Thursday, and 8:00 a.m. to 3:00 p.m. on Friday. The Instructional Assistance Specialist is available to provide students with their career and educational research in the evening hours.

Facilities

CCLD consists of the following space in Rooms 139 and 140

Room 139

- Career library with printed and computerized resources
- Space with tables and chairs that would accommodate up to 40 students
- Area with 6-8 computers and several VCRs
- Work room for student helpers with computers and fax machine
- Storage room

Room 140

- Computerized lab with 24 computer stations for classroom use
- Career Guidance office
- Re-Entry Center office
- Re-Entry Center workshop room
- Job Search Services office

Staffing

The CCLD staff includes:

Career Guidance Officer – 40 hours per week, 12 month

Career Placement Officer – 40 hours per week, 11 month

Re-Entry/Women's Center Specialist – 40 hours per week, 12 month

Instructional Assistance Specialist – 20 hours per week, 12 month

Counseling Office Assistant – 29 hours per week, 12 month

Executive Summary

The Center for Career and Life Development offers a wide range of services including Career Guidance, Job Search Services, and Re-Entry Services. The Center offers many kinds of support to approximately 3,000 students per month. Services are also offered to academic programs, and community members. The purpose of this study was to evaluate the services provided by the Center for Career and Life Development (CCLD) to all these constituencies.

Overview of Program Review Process

The program review process resulted in a CCLD team effort. The process started in 2002 – 03, but key staff left the Center, so the review was not completed until May, 2005. Although CCLD is comprised of three separate programs in the Center, it was decided to formulate a universal mission statement, philosophy, and goals and objectives. From this perspective, a mission statement and philosophy were developed and validated for compliance with the mission and philosophy of the District, the College, and the Division.

Surveys were developed in three areas. Two surveys were developed from a holistic perspective and disseminated to faculty, staff, and students. Each asked for basic demographic information, and included questions related to service utilization and satisfaction. Two open-ended questions were included to enable the user to identify the area with which they had the highest level of satisfaction and to make suggestions for areas where they felt the most improvement was needed. The survey data was collected in 2003. Also, the California Community College Chancellor's Office Statewide Career Development Advisory Committee developed a Career Center Quality Indicator Self-Assessment checklist for Career Center review. This Indicator, along with the survey and planning session outcomes were used to make recommendations for continuous improvement.

Findings – Program Strengths

The student, faculty, and staff surveys confirmed that the strengths of the program are: the variety of materials available, the comprehensiveness of the services, and the professionalism and friendliness of the staff. Feedback from CCLD staff confirms that they perceive the strengths of the program to be the holistic environment that enables the student an easy seamless transition through the Center's array of educational and career planning resources, services and programs.

Findings – Program Weaknesses

The data collected from the student, faculty, and staff surveys confirms that the areas where improvement is needed include: a need for more staff that has the time to provide a greater level of assistance to students and community members, more campus and

community awareness of the availability of the services provided, and more interaction with the campus community. The feedback from the Center for Career and Life Development personnel confirmed their belief that several areas where significant improvement is needed exist. These areas include a need for the following: more staff to maintain print and computerized resources and to provide user support, dedicated time and revenue to develop and disseminate marketing material, and communication between the various elements of the campus community. Additionally, with the advent of a technology based model for the distribution of information, there is a need to develop better Web sites and programs of delivery.

Recommendations

The program review recommendations are grouped into four major categories: Leadership, Staffing and Facilities, Marketing and Outreach, and Accountability and Continuous Improvement.

The Center for Career and Life Development will continue to monitor its progress toward the attainment of these goals through periodic surveys and self-evaluation. Results will be compiled in preparation for the next Program Review, which is scheduled for 2008-2009

Appendix

The appendix areas contain information related to student survey results, faculty and staff survey and results, staff job descriptions, marketing materials, Career Development Quality Indicators and statistics.

Historical Overview

Career Guidance Services

The role of the Career Guidance Services (CGS) or the Career Center at Saddleback College has undergone many changes since its conception in 1968. The original location was located near the counseling department in the first floor of the Library. In the early years, mostly the students in the Applied Psychology courses and the counseling staff would utilize the resources in the center. Additionally, the Career Center would allow open access to all the resources and print materials for students and community members. The majority of the reference materials were only in print form and many career related documents over time became outdated. The space allocation for the CGS in the library was extremely inadequate with less than four tables for students to complete their career research. For example, the CGS did not have enough space for an entire class.

After the Student Services Center (SSC) was built in 1990, the CGS had an adequate amount of space for classroom orientations. An entire room was dedicated to the Career Center including a storage area, a private office for the Officer near the student resources, and a secure area to sell test packets. In addition to the space for students, the bookshelves had enough room for the career related materials, and due to the collection of money from the selling test packets the Center slowly updated many of the printed resources.

Beginning in the early 1990's, the Career Placement Officers procured donated computers for computerized assessments, as well as 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 Career and Life Development Center has increased Center orientations and career presentations in the Center and classroom, with the result of better marketing and recognition of programs and services from the students and faculty. 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.

In spring 2004, the college's foundation awarded a grant of \$4,400 to the Career Center to purchase books for career research purposes. The purchase included Intranet access to the Gale Blue Book series. During fall 2005's In-Service Week, an open house will display the updated materials, which were purchased with the foundation

grant. Additionally, the In-service will explain internet resources and CCLD workshops and other services and programs, which offer value to the instructors and students.

Job Search Services

Job Search Services (JSS) started as a location where employers could call in jobs and students could view the jobs on the 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 the JSS staff felt that it was not their role to determine whether a student was suitable for a job, but rather the employer's role. Over the past 18 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. They procured donations from businesses for computers, wrote VATEA proposals, and solicited volunteers to network the computers. When there was a need for more career assessment tools, the Career Placement Officers researched computerized interest, values, skills and personality assessments, and procured them for the Center. The computerized assessments were offered to the community, employers and local agencies for a small fee. The Center soon had a source of money from the assessments to augment their small budget.

It was important for the Center to become more instructional in order to tap into instructional monies and to bring more classrooms into the Center. Therefore, an open/entry, open exit class was developed to assist students with computerized career planning and to utilize the lab as an instructional component. Over 150 students enrolled in the first class. In 1992, the CCLD won a national award for "Best Practices" from the National Association for Colleges and Employers, a 4-year and 2-year organization, which included Yale, Harvard and Stanford and other top universities among their membership. The Center continues to strive to offer current computerized resource for career and educational planning.

A Career Guidance Officer and a Re-Entry Officer were eventually re-hired. All of the CCLD departments used the lab for their particular department's resources. Many other departments and programs have added their resources to the computer lab including: Counseling, Transfer Center, Financial Aid, EOP&S, and DSP&S. Currently, students access college/district on-line resources that are needed for registration and academic and student service information.

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, MonsterTRAK, to post their jobs. 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 25 years ago, a certificated coordinator directed the office JSS. At that time, JSS also included a career technician, a secretary and various student helpers and 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. The Transfer Center has a different coordinator than the CCLD. The two programs work well together.

Re-Entry & Women's Resource Center

For the past 28 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. 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.

Program Descriptions

Career Guidance Services

Career Guidance Services (CGS) is open to students and community members needing assistance in searching educational and vocational alternatives. One of the primary responsibilities of the department is to assist students and community members as they progress through the lifelong career planning process. The other main function is to provide support to the counseling staff through procurement of current resources and materials, including technological advancements.

CGS offers a wealth of resources, including career and educational references and a complete library of both California and out-of-state college catalogs. Additionally, the career library has information about majors, specific careers, educational and vocational training programs, scholarships and other financial assistance options, study abroad programs and standardized testing. Computerized skills, personality, values, and interest assessments are available for a small fee. A variety of assessments are also available at no cost. Through the assessments and help from CCLD staff and counselors, students can begin to make informed decisions regarding careers and/or start their research that provides them with information about a career or job that is congruent. Center orientations are usually conducted at the beginning of the semester for the Applied Psychology courses (career and educational exploration). The CGS will also offer orientations on an individual basis to help students become familiar with the Center's resources. The CGS services an entire array of students, staff and community members from different educational, socioeconomic, cultural and belief experiences.

The Career Guidance Officer is available by drop-in, individual appointment, email and phone. The Officer is the main contact for all of CCLD's ordering of supplies and assessment instruments. Another main duty of the Officer is to deposit records and oversee budget management.

Job Search Services

Job Search Services (JSS) are available to students and recent graduates. JSS assists students in acquiring career planning, job search, and job retention techniques and skills. The goal of JSS is to connect students to employment and work-based learning activities including: appropriate major-related internships, informational interviews, career mentors, business tours, job fairs, employer networks and other activities.

JSS develops and disseminates career employment and internship opportunities through postings on the Internet job database, MonsterTRAK. Employers call MonsterTRAK, a subsidiary of Monster. For a nominal fee, they may post their job for one month. Students may go to the website, www.monstertrak.com, post their resume and access a variety of employment information.

Students have the opportunity to make individual appointments or come to workshops to prepare themselves for the job or internship interviews. JSS assists students with resume writing, interviewing techniques and assistance with the job search using the Internet and other resources.

JSS also assists instructors with incorporating job and work-based learning information into the class curriculum. JSS forwards jobs and internships to specific major related academic programs, so the instructor can forward information to the students. This also allows instructors to see what qualities and skills employers are looking for in a particular job category.

JSS develops and maintains on-going relationships with employers and agencies through correspondence, professional organizations, meetings and other avenues to provide the students with appropriate job and internship information. Employers are given the opportunity to participate in on-campus recruitment. Employers often recruit on-campus on a regular basis.

Procurement of resources and the maintenance of a computerized career laboratory to support students, faculty and college classes is an important service. Computer lab instruction and technical instruction to students and faculty in the operation of career programs and resources have increased over the years, since many good employment resources are on the Internet or are available through specific software. JSS strives to keep current information, both in written form and through research of the best Web sites.

Re-Entry & Women's Resource Center

The Re-Entry/Women's Resource Center (RWC) is a unique program. It is the only service on campus that fulfills diversified needs and implements a variety of programs for new, continuing, and re-entry students. The RWC assists males and females seeking educational and vocational directions. The RWC continuously recruits new students through its outreach programs. RWC assists the individual in the chaos of returning to school. The Center provides answers to the questions students often are afraid to ask. The RWC facilitates and encourages students to the successful completion of their educational and career goals.

Usually the RWC is the first stop for those seeking information and advice about higher education in general, and Saddleback College, in particular. Community members, as well as students from campus and off-campus, are referred to the RWC on a continuous basis. This Center provides professional support and expands the awareness of educational and vocational opportunities for any male or female student, potential student, or non-student. These men and women come from diverse backgrounds and ages. They range in age from high school students to senior citizens, and from different cultural and socio-economic backgrounds.

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 the adult learners need a range of resources to assist with physical, psychological, emotional, and financial barriers.

All new, continuing, and re-entry students are welcome to call, email, walk in to the RWC, make individual appointments, or attend small group sessions with the Re-Entry Specialist who provides appropriate and comprehensive information, assistance, and referrals. The Specialist also helps the individuals with finding the right major and college, career exploration and planning, and assists the individual with achieving personal issues. Referrals include, but are not limited to, financial assistance, food and housing, childcare, legal, medical, psychiatric assistance and counseling, personality and vocational testing, and career assistance.

A Women's conference has been a popular service, since 1980, to celebrate Women's History Month in March. Professional speakers have brought up-to-date information to the attendees and the proceeds from the conference have been donated for yearly scholarships to qualified Saddleback College students.

CCLD Program Evaluation

In fall of 2003, CCLD completed two college-wide surveys. One survey was sent to the faculty and staff, and the other was sent to students. Two open-ended questions were included with each of the surveys.

CCLD also completed a self-evaluation survey in 2004 that was developed by the California Community College Chancellor's Office State-wide Career Development Advisory Committee. The Committee developed assessments for Career Development Quality Indicators in the following areas: Leadership, Staffing and Facilities, Marketing and Outreach, and Accountability and Continuous Improvement. The Career Placement Officer and the Re-Entry/Women's Center Specialist completed the self-evaluation and submitted the results to the Chancellor's Office Advisory Committee.

A CCLD planning session was initiated in February 2005 to brainstorm new operational plans and procedures. The Career Guidance Officer, Career Placement Officer, Re-Entry Women's Center Specialist, Instructional Assistant Specialist, and the Coordinator of Counseling and Special Programs attended the planning session.

Recommendations for improvement for the CCLD have resulted from the information gathered from the two surveys, the Quality Indicators and the CCLD planning session.

CCLD Goals and Objectives

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
- Present a yearly Women's conference
- Offer monthly career development and educational workshops
- Provide annual Re-Entry Women's 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

Statistics

MonsterTRAK

Employers call, email or visit the Job Search Services Website to gain information on how to post a job. Employers call MonsterTRAK at 1.800.999.8725 or go online to www.monsterTRAK.com to post their jobs. The JSS office receives approximately 12 employer calls or emails per day.

Students access job and internship information by going to the MonsterTRAK website and using their student ID number for their password. Students may download their resume and send it directly to the employer.

From September 1, 2003 to May 10, 2005 (see appendix for total jobs listed by major)

- 21,994 jobs and internships were posted on MonsterTRAK
- 12,209 jobs were full-time
- 4,481 jobs were part-time
- 3828 were internships
- 314 internships were offered
- 10,918 students used MonsterTRAK with 17,438 total hits

Approximately twenty students daily are assisted with job search services through face-to-face contact, emails or telephone. Approximately ten employers are assisted daily with recruitment information. Agencies and community members refer clients to JSS on a regular basis.

CCLD Statistics

The statistics below include information from daily sign-in sheets from December 2003 to February 2005.

	Individuals*	Classroom Visits**
December 2003	841	13
January 2004	949	24
February 2004	592	30
March 2004	736	29
April 2004	776	20

	Individuals*	Classroom Visits*
May 2004	614	11
June 2004	221	4
July 2004	493	14
August 2004	1,106	17
September 2004	1,012	37
October 2004	902	41
November 2004	1,281	39
December 2004	697	15
January 2005	1,687	22
February 2005	918	27
March 2005	947	21
April 2005	1,106	26
May 1st to 13 th , 2005	260	10

* Please note classroom visits were not combined into the daily headcount. These statistics may not be complete due to lack of front desk staff to accurately collect the documentation. Beginning April 2005, email and phone contacts with internal and external statistics were being collected from all CCLD staff.

** Classroom visits generally have 25 to 45 students per class.

Survey Results

Student Survey

The student survey, answers and graphs are included in the Appendix.

- 346 students participated in the survey.
- 88.15% student participants were daytime students
- 33.53% were 1st semester freshman and 47.69% were continuing students
- The respondent's gender was almost evenly divided
- 77.46% of the participants were under 24 years of age
- 37.50% student participants used career exploration tools
- 23.99% student participants used job search resources
- 31.05% student participants used the computer lab
- 46.56% strongly and somewhat agreed that assessment instruments were very helpful in their career planning process
- 48.55% strongly and somewhat agreed believed that CCLD information was accurate

Question #16, asked respondents to comment on one thing that they liked about the services that CCLD provided. Some of the replies included: helpful staff, accessible information and computerized and other resources, nice atmosphere, career assessments, clean, organized and quiet atmosphere.

Question #17, asked respondents what they would like to see improved regarding services. Some of the replies included a need for more: staff, current information,

extended hours, marketing of services, parking, up-dated computers, comfortable chairs, space, up-dated copy machine, computerized programs that can be accessed at home and lower career assessment fees.

Faculty and Staff Survey

The CCLD faculty and staff surveys were sent college-wide in October 2003. Fifty-five individuals responded to the survey including: 17 full-time faculty, 14 associate faculty, 20 full-time classified and 4 part-time classified. The specific results of the survey are included in written and graph form within the Appendix.

The following information was gathered for the survey:

- 85.19% referred a student or community member to the CCLD
- 56.36% of the individuals that completed the survey were from the academic divisions.
- When asked about whether the CCLD services were comprehensive, 40.74% agreed, 24.07% somewhat agreed and 24.07% didn't know.
- 62.96% agreed or somewhat agreed that the CCLD services were readily available.
- 59.62% of the participants strongly agreed that the CCLD staff was helpful and 15.38% somewhat agreed.
- 35.45% of the participants were satisfied with the services and 26.98% didn't know.
- 25.93% of faculty said the services CCLD provides have no relevance to their course and 37.07% do not teach.

Question #9, asked about one thing that participants liked about the CCLD services. The participants seemed to like the variety of resources and services offered and their excellent accessibility. Also, the staff was viewed as helpful, happy, eager, cooperative, and knowledgeable.

Question #10, asked for what they would like to see in improvements. Some of the improvements included more of the following: staff, hours, resources, marketing and visibility, funding and district support, and space.

Career Development Quality Indicators

The Career Guidance Officer, Career Placement Officer, Re-Entry/Women's Center Specialist, Instructional Assistance Specialist and temporary staff completed a self-study in 2004. The study was divided into four parts, which included: Leadership, Staffing and Facilities, Marketing and Outreach and Accountability and Improvement.

Leadership

The CCLD currently reports to the Dean of Counseling Services and Special Programs and coordinates programs and services by meeting with the Coordinator of Counseling.

Although there is not a Director of CCLD, the Coordinator serves as an administrator to the Center. Day to day activities are managed through the three "Officers," which include Career Guidance, Job Placement and Re-Entry Women's Center. In the evening, the Instructional Assistance Specialist provides leadership for the CCLD.

The CCLD is currently working with the Counseling Coordinator to include career development activities into the college's plan through partnership with Counseling Services and Special programs.

Staffing and Facilities

The CCLD has not had adequate staff. The Career Guidance Officer left in May 2004, and a substitute assisted in the Center until November of 2005. One of the Career Placement Officer positions has not been filled in the past two years. The Counseling Assistant position was vacated in May 2004, and not filled with a permanent position until March 2005. There is a need for a Career Specialist to assist classes, instructors and individuals in the computerized career lab. A hiring committee chose a Career Specialist, but funding was cut for the position. A job description is included in the Appendix.

The CCLD staff has clearly defined roles. However, with limited staff, there will be more cross training of programs and services. The staff has had the ability to attend professional development workshops and conferences, when there are additional monies in the budget. Currently, there are no line items in our budgets for conferences or mileage.

The CCLD facilities are cramped, since the Transfer Center has a need for space. However, the Center does have a career-computerized lab, a library and enclosed offices for the permanent staff.

Marketing and Outreach

The CCLD markets their programs through: attendance of vocational advisory meetings, classroom orientations and presentations, division tours, community meeting attendance, and increased efforts to work with academic internship students.

Flyers, brochures, emails, marquees, and Websites are used for marketing. Information about CCLD programs and services are included in college materials, such as the catalog, student handbook, department brochures, and schedule of classes.

Marketing should be increased, since students and faculty need on-going reminders of programs and services provided in the Center. Career activities that integrate career development into curriculum have been provided through an online newsletter.

Accountability and Improvement

Although students sign in at the front desk to provide information on students served and individual offices keep statistics, a better accountability system should be developed to measure success. Reports should be given to the Administrator monthly and yearly.

A survey was sent to students, faculty and staff in fall 2003; however, a yearly survey needs to be established. An online survey for Job Placement was developed through assistance with the Research Office, administrators and staff. The survey was placed on the college Website. However, it has been difficult to make students complete the survey.

CCLD Planning Session

On February 11, 2005 The Career Guidance and Job Placement Officers, as well as the Re-Entry/Women's Center Specialist and the Instructional Assistance Specialist met to discuss issues regarding a vision for the future of the CCLD in our group planning session. Discussion included what the CCLD services and programs should include, how the services can be marketed and presented to students and staff, what barriers needed to be addressed, and how services and programs can be tracked and improved.

The planning session, along with the two surveys, and the self-assessment of Quality Indicators gave information to the staff for evaluation of strengths, limitations and recommendations for improvements within the Center.

Strengths and Recommendations

Strengths

- Highly qualified and trained staff
- Friendly and encouraging atmosphere within CCLD
- Close proximity to other Student Services including Counseling Services and Special Programs
- Coordinated services with Re-Entry Center, Career Services, Assessment of Prior Learning, Transfer Center, Counseling, EOP&S, DSP&S, and other special programs
- Accessible resources and services
- Presentation of on-going free career and educational workshops, orientations and support groups offered to classes, students, and the community members

- A computerized career lab with 35 computer stations
- Career programs and services to assist students through the career planning process: self assessment, career exploration, decision making, educational planning and job/career search.
- A multitude of work-based learning opportunities and jobs to students
- Coordinated services and activities with local employers, institutions and agencies
- Current career resources for students including a library, computer lab, printed materials and up-dated websites

Recommendations

- Continue to offer current computerized resources
- Upgrade network and office machines, including computers for student use
- Increase coordination with Counseling Services and Special Programs to promote a college-wide career development system for students and instructors
- Hire a Career Specialist to assist classes, instructors and individuals with computerized career programs and Internet research, as well as other CCLD duties (see Appendix for job description)
- Hire and train Work Study students, volunteers and interns to assist in the Center
- Cross-train staff through interdepartmental workshops and presentations
- Identify and develop professional development activities for CCLD staff
- Increase career workshops within the academic classrooms
- Increase effective marketing and outreach activities to promote the program and services to students, faculty and community
- Research sources for increased funding of the Center
- Develop a better accountability system to measure success of programs and services for continuous improvement. Report statistics weekly, monthly and yearly to the administrator

Appendix

Student Survey

Faculty and Staff Survey & Results

Job Descriptions

Marketing Materials

Statistics

Career Development Quality Indictors