General Information

Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
- At the bottom of the page, there is a **"Save Progress"** button. That button can be very useful. However, if you have already been logged out due to a time error, it won't actually save the information to your account. To check to see if you have been logged out, a better approach is to click the **"Previous"** button. This will take you to the previous page AND it will save what you have typed on the current page. If you had been logged off, you will be immediately notified.

Submitter's First Name:	*Yvonne
Submitter's Last Name:	*Portillo
Submitter's Email:	*yportillo@gwc.cccd.edu
Submitter's ID	*
Submitter's Phone Number:	*

Type of review? *
- ○ Administrative
- ○ Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services))
- ◉ Student Services

Who is your Dean/Supervisor?
- ◉ Robyn Brammer
- ○ Joseph Dowling
- ○ Rick Hicks
- ○ Janet Houlihan
- ○ Danny Johnson
- ○ Claudia Lee
- ○ Alice Martanegara
- ○ Carla Martinez
- ○ Alex Miranda
- ○ Kay Nguyen
- ○ Meridith Randall
- ○ Christina Ryan Rodriguez
- ○ Matthew Valerius
- ○ Tim Vu
- ○ Chris Whiteside

Are you the Department Chair? *
- ○ Yes
- ◉ No
- ○ Not applicable

Warning: It is critical that you enter your Department Chair's email address correctly. Entering an incorrect email may require you to start a new Program Review!

Who is your Department Chair? (if applicable)	Damien Jordan
Department Chair's Email (if applicable)	djordan@gwc.cccd.edu

Who is your Vice President? *
- ◉ Lee, Claudia
- ○ Houlihan, Janet
- ○ Randall, Meridith

If you experience any technical difficulties completing this form, please contact Damien Jordan.

Program Review
Purpose

*"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices" –**Academic Senate for California Community Colleges,***

Program Review
Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review
Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
   Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

Important Update

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2. At the bottom of the page, there is a **"Save Progress"** button. That button can be very useful. However, if you have already been logged out due to a time error, it won't actually save the information to your account. To check to see if you have been logged out, a better approach is to click the **"Previous"** button. This will take you to the previous page AND it will save what you have typed on the current page. If you had been logged off, you will be immediately notified.

Program Information

Name of Program (Academic Programs should be listed per discipline)
Career Center

Please provide a brief description and any significant change in your program since the last program review cycle.

The Career Center directly serves the Counseling Department instructional programs via the Career Planning coursework. Additionally, direct services are provided regularly to CTE programs, other campus academic programs, and the local community at large. The Career Center serves all students on campus, and provides a venue for student success via exploration of career development and confirmation of a student's career goals.

The Career Center is also open to the public and assists with career and employment exploration, including resume development for the general community.

During the COVID-19 Pandemic, the career center was closed and many of the services were tabled as there were limited methods for serving students in the virtual environment. Employers were not posting positions for open recruitment, and courses were offered in a virtual Zoom / Live Online format so students seeking career research were directed to online resources. Further, the sole staff member in the career center was pulled into other areas of general counseling to assist with managing LiveChat for student inquires and answer calls from students.

What are your program's strengths?

Despite the challenges over the last 18 months, we have still been able to provide services requested by students including resume review, interviewing skills, and resources for career exploration. Due to the online format of career assessments, these have also continued and once completed, appointments with the Career Center Specialist or Counselor are scheduled for interpretation and review of the results.

The Career Center also continues to collaborate with CTE programs to provide direct services for those needing assistance with employment after completing their academic programs.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

Challenges this cycle included the global pandemic that significantly restricted the ability to serve students, a lack of open recruitment positions for students to access, and reassignment of staffing to support other department functions including General Counseling and the Transfer Center.

STUDENT SERVICES INFORMATION

If you do not have any of the below information, please type "N/A" in that box.

	4-years ago	3-years ago	2-years ago	1-year ago
Number of students served (unduplicated)	2365	1813	1641	936
Percentage of students served (served/campus headcount)	13.09%	9.89%	8.42%	4.57 %
Number of students served (duplicated)	4154	3800	3465	1728

Outside of hiring new faculty or staff (which should be included in your program goals, if needed), please discuss the above trends and your plan for serving more students.

Once a return to campus is in place, we fully expect to restart our outreach and service to students, advertising for an awareness of early career exploration, partner with Guided Pathways to offer career-driven workshops by pathway, and explore the reinstatement of a cooperative work experience process for students seeking internships tied to their program of study.

Over the past two years, what technology and/or processes did you implement to impact the success of our students?

We have implemented several virtual and technology-based programming in order to continue to serve students. One of the most effective is the Zoom appointments with students who are seeking services from the Career Center.

Live Chat has been configured to integrate with Microsoft Teams so that we can provide chat services to students via our website. Microsoft Teams with file uploads to continually track and update student data in a case-management process.

Signal Vine is used for text messages to students to inform them of campus deadlines and preparation for graduation and is currently handled with assistance from those working in Early Alert, as the interns were trained in the Transfer Center in a prior year.

Finally, we have updated our website with current services and are continuing to revise content to simplify information.

What new outreach/recruitment initiatives have you implemented over the past two years?

N/A due to inability to provide directed services.

Program Review
Goals and Requests for Funding

Requests – If you are requesting any of the following, they _MUST_ be addressed within your Department goals.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

Vision 2030 Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.

Goal 1: Development of workshop series to help students declare a major by the end of their first year
Fall 2019 we started a workshops series and creation of online resources and this was disrupted due to the pandemic and remote environment.

The goal of creating a virtual workshop series was not fully accomplished due to a shut-down of campus services in Spring 2020, and limited technology for recording, editing, and posting these sessions. We did, however, provide virtual workshops on Finding your Path and Declaring Your Major, Resume Writing, Job/Internship Search Tips, Mock-Interview, and Creating Your Linked-In Profile. These were advertised online and only minimally attended.

Our staff also collaborated with the Huntington Beach Library for resume writing workshop sessions for the general community.

We continued to help with specialized workshops for resumes and job search for Teacher Prep pathways by gathering information from GWC Class Rosters. creating flyers to advertise on the GWC App and other sites, and providing direct career research and support for the Teacher Prep Pathway/ Education classes including Math G104, EDUC G200, EDUC G102, EDUC G103, GEOL G106

Goal 2: Increase partnership with CTE faculty/programs/counselors to assist students with job readiness
This goal was partially met as our office collaborated with the Counseling faculty providing instruction in the Career Planning and Guided Pathways courses. The content was created for use in their classrooms, and students utilized virtual resources for completing class projects related to job search, resume development, and interviewing processes.

The virtual environment created challenges with some CTE programs to continue this partnership (Resume Writing with Cosmetology).

We attempted to create resume writing and job search sessions with other groups on campus, including Criminal Justice, by sending out text messages encouraging students to utilize resources. These were sent via SignalVine, and students felt that it was "spam" and did not respond and reacted negatively. The faculty were concerned about messages to their area without prior approval. We will work to increase communication prior to messaging in the future.

We also met with the Counseling Chair to pull roster for accounting classes, digital arts, automotive and ASL, outreach projects for CTE.

Goal 3: Work with the foundation office and Institutional Research Office to develop a database of alumni for tracking workforce outcomes.
This goal was not met due to a lack of staffing. A classified staff was requested in the prior program review to assist with this project and was not funded.

Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

Please note:
Equity should be embedded into all goals for students services.
Student services programs must have a goal related to outreach and recruitment.

Goal 1 (Required)

Description of Program's Goal

Increase the visibility of Career Center Services to the campus community by increasing classroom presentations, collaborating with both credit and non-credit populations for awareness of department services.

What actions will the program take to accomplish this goal?

Work with campus programs to deliver workshops.
Promote services on website, social media, tabling at events, presentation in classrooms and club meetings

What metric will you use to measure your goal?

Tracking data on SARS, comparing date of outreach presentation versus when students come for services.

Which of the College's missions and goals does this goal support? (Vision 2030)

☐ Enrollment
☐ Equity and Success
☑ Completion
☑ Workforce Preparation
☐ Facilities
☐ Professional Development
☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

Please note: Indicating one of the following will create a form to appear on a subsequent page.

☐ Faculty

- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☑ Support Staff (permanent classified)
- ☐ None of the above

Goal 2 (Required)

Description of Program's Goal

*Increase the number of students declaring a major within the first year.

This project will provide outreach to students who are undecided on their major and guide them through the career planning process.

What actions will the program take to accomplish this goal?

*Staff will work with campus data reporting and ARGOS to gather information on students' email and phone numbers and communicate with them to participate in various Career Center functions. This would include messaging, personal phone calls to encourage students to complete the career assessments, work with a career specialist for feedback sessions, and start career exploration. Follow up with students to guide them through the caeer decision-making process and refer to a career counselor for the educational planning process.

What metric will you use to measure your goal?

*Utilize SARS for tracking of student intakes and comparing outreach efforts to students served. Track and report the number of Comprehensive Student Educational plans with a major declared and confirm enrollment in courses required for program.

Would require an assistant to help with tracking, follow up and check in with all students, schedule appointments with counselor once student decides on a major, sign up for workshops, schedule to meet with career specialist.

Report of student's information, marked as undecided with email and phone number to contact
Have access to student DegreeWorks and counseling schedules to compare and run data

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☑ Enrollment
- ☑ Equity and Success
- ☑ Completion
- ☑ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☑ Support Staff (permanent classified)
- ☐ None of the above

Goal 3 (Required)

Description of Program's Goal

*Provide connections between the Career Center and GWC students to employers and the community to increase student employment and experience during their educational journey.

What actions will the program take to accomplish this goal?

*Work with surrounding employers that are interested in hosting career information sessions, schedule career conversations with professionals to discuss the career options within particular fields, and increase job opportunities for students.

This goal would also collaborate with the STEM grant to provide specific workshops and mentors to those within STEM fields.

This will be completed by advertising and promotion on the Career Center website, social media, tabling at events, and bringing back the Career Fair specifically targeting fields that connect with GWC programs.

What metric will you use to measure your goal?

*Tracking data on College Central and career fair attendance.
SARS data for students that have signed up for workshops, attended professional conversation sessions, resume review, and mock interview session.

Which of the College's missions and goals does this goal support? (Vision 2030)

- ☐ Enrollment
- ☑ Equity and Success
- ☐ Completion
- ☑ Workforce Preparation
- ☐ Facilities

☐ Professional Development

☐ Communication

Requests: What do you need to accomplish this goal? (Mark any or all that apply)

☐ Faculty

☐ Facilities

☐ Technology

☐ Equipment

☐ Professional Development (funding request)

☑ Support Staff (permanent classified)

☐ None of the above

Goal 4 (Optional)

Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

Optional file upload (if desired)

Optional file upload (if desired)

How many Classified Professional Requests would you like to submit?
* ○ 1
  ○ 2
  ○ 3
  ○ 4

1st Classified Position Request

POSITION REQUESTED
* ○ Replacement Position (Previously funded/ not currently funded)
  ● New Position (Never been funded/newly created)

SALARY REQUESTED (Click here to see the salary schedules)

Salary Schedule (e.g., EE) [EE]

Range (e.g., 116) * [113]

Job Title (should match description below) * [Counseling Assistant]

Please use a mid-level step for salary: * [49,149]
Salary (e.g., $50,000)

Contract
* ● 12 month
  ○ 11 month
  ○ 10 month
  ○ 100% FTE
  ○ Other FTE %

JOB DESCRIPTION SUMMARY

For reference, please see the current Organizational Chart for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the CCCD Position Description portal.

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

* [https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20B-D/Counseling%20Assistant.pdf]

What are the essential duties this position will fulfill?

* Identifies, assembles, prepares, and distributes information relating to available career preparation programs, Internships, educational planning, transfer programs, and academic and student support services.

Assists counselors in providing supportive services by performing pre-counseling and follow-up activities relating to individual student cases, campus-wide programs, and counseling activities. Serves as a student advocate to navigate Guided Pathways for students.

Assists students to navigate career assessment and interest instruments and assists with career research.

Refers students to available and pertinent college or community programs or services that enhance their ability to maintain active status.

JUSTIFICATION

What is the compelling need for the position? Please include any consequences if this position is not filled?

* The Career Center has gone through several transitions over the last 10 years, from having a fully staffed center with 5 classified positions for career research, employment services, and internships/cooperative work-study programs to just 1 full time position. The employment services center collaborated with the CalWorks program to assist participants fulfill their educational and employment services requirements.

The goal of expanding and building employer relationships, outreach to professionals in the field and the community was achieved temporarily. This was accomplished through a collaborative effort CTE and Workforce Development offices with funding via Perkins Career and Technical Education funding, and Strong Workforce Program funding. Through the temporary hiring of a Workforce Development Coordinator and a Cooperative Work Experience assistant (hourly 160-day employee), local employer relations and internships were increased, and participation in the Career Fair led to increased participation by community partners and local employers. Additional outreach to community employment programs, and adult learning centers provided additional exposure. Despite the initial hiring of the temporary Workforce Development Coordinator and hourly support, both positions have been eliminated with no intent to rehire.

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?
* ○ Yes
  ● No

Program Needs (50 points):
Explain the conditions that are unique to the program/department which support the need for additional full- time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review.
Click here to enter text.

* Early career interventions are critical for student completion. The early decision-making process is aligned to the statewide Gudied Pathways initiative, however, there is currently no services nor "pathway" for undecided students. This position would support early career interventions for those students who are undecided, and those who start within a pathway and discover that it's no longer what they want to pursue.

Since the last program review, there have been major changes in leadership, structure, and support to the Career Center and its services. In 2018, a change to the CTE dean was made, and the dean overseeing Work-Based Learning left the college. This left a gap in services, and the Work Based Learning temporary coordinator position was eliminated, and not hired as a permanent position. In Fall 2018, the part-time staff position was eliminated.

Work-based learning and internships, as well as early intervention for students in the career exploration process is an important part of the career preparation process and we currently cannot expand these services without additional support. Community outreach, the building of employer relationships may occur with additional staffing and support.

Further, the Career Center does not have evening hours, and many CTE students need expanded hours of service. This would allow for expanded services through virtual services for evening students.

College-Wide Priority (30 points):
How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by Vision 2030.

1. Enrollment: GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
This position directly services the college goals of enrollment, by promoting educational options to the local community that will incresae enrollment through academic programs that lead to employment upon completion.

2. Equity and Success: GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
This position will work with DI groups to provide directed and early career exploration to groups who are often underserved in careers and assist with early decision making, support for employment while completing their educational programs, and connecting their coursework to career outcomes.

3. Completion: GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.

4. Workforce Preparation: GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
This position supports workforce preparation by connecting academic programs to work skills, and preparing students for entry to the workforce by providing exposure to employers, resume writing, job search skills, and interviewing skills for employment.

Contributions to Other College Operations (20 points):
To what extent would the position requested benefit or serve other departments, programs, or plans?

The position will assist with connecting faculty and career services in early experiences for students in all disciplines, can help expand Guided Pathways participation for students who are undecided to enter a pathway, which ultimately impacts the entire campus.

You have more than 1 classified professional request.
Please rank this request against your others. For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

◉ No concerns
○ I have concerns

Comments:

As the campus begins to reconsider internships and field placements, the career center will need additional Staffing and facilitate these positions.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3033393236

Yvonne Portillo   10/21/2021, 7:42 PM
Signature   Date

Review Feedback

Department Chair: Please provide feedback on this Program Review

> * We could start talking about a "Pathway" for "Undecided students" and map that out, revise the Career Center website, which is in dire need of an update. We can, of course, direct students to the 104 classes, but scaffold that effort with "DLA's" that are more Career-oriented.

Dean/Supervisor: Please provide feedback on this Program Review

> There have been discussions about significantly expanding the career center. I think we need to make sure we are helping all those who have reached the point of graduation to feel thoroughly equipped and their career readiness. We are unable to do this with current staffing levels, but it would be an important addition to the program.

IEC: Please provide feedback on this Program Review

> * Well written program review

CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

* ☐   I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

> We have received requests for internships and cooperative work experience that we haven't been able to move forward on due to lack of staffing. We should explore opportunities for categorical funding to support additional career services for students.

DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

☐ **Equity:** Help disproportionately impacted students outside the classroom
to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.

☐ **Higher Education Emergency Relief Fund (HEERF II)**:
Assist students impacted by the COVID-19 pandemic

☐ **Lottery:**
Purchase of instructional materials to be used by students in the classroom.

☐ **State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

☑ **Workforce Development:**
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

Dean/Supervisor: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

[text area]

Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.

Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.

If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.

Chair Signature	Electronically signed by Damien Jordan on 10/22/2021 11:50:41 AM
Supervisor/Dean Signature	Electronically signed by Robyn Brammer on 10/31/2021 3:18:07 PM
IEC Signature	Electronically signed by Robyn Brammer on 11/15/2021 8:02:58 PM
Vice President Signature	Electronically signed by Claudia Lee on 11/23/2021 9:28:04 AM