



Student and Support Services

2022-2023 Self-Study Three-Year Program Review Template Career Center

Counseling and Student Development

Statement of Collaboration




The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.


Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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 Gilbert Contreras (Jan 17, 2023 12:11 PST)

Jan 17, 2023

VPSS, Dr. Gil Contreras

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Fullerton College's Mission, Vision, Core Values, and College Goals build and strengthen the culture of Fullerton College. To align with these facets, the Fullerton College Career Center offers students a full spectrum of career services to meet the students where they are within their development. The **Career Exploration branch** provides students with assistance in making informed decisions regarding major selection and career goal. Services include career counseling, career exploration workshop/webinars, career-related resources, and self-assessments. While the **Workforce and Professional Development branch** provides career readiness services for students who are preparing to enter the workforce. Services include resume and cover letter writing one-on-one assistance and workshops, access to daily postings various job opportunities, and the Hanger (FC's new Career Closet), offering clean and gently used clothing. Collaborating with various campus programs and centers, the Career Center fosters a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

The Career Center's mission is to inspire and empower students to achieve their educational and career goals. We assist students with making informed decisions about choosing an educational program and purposefully preparing for a career. We want students to begin the exploration process as soon as they arrive at Fullerton College. By encouraging our students to identify their interests as early as possible and then relate these interests to majors and/or careers, they can begin their education with their goals in mind. This will help eliminate wasted time and money spent on coursework unrelated to their goals. While students' interests can change from time to time, career and campus resources are available to assist them with these decisions, supporting them to be successful students and successful learners. We offer Fullerton College students the latest tools and innovative resources in career development.

We have instituted a three-step model, Career Planning Process, for students to follow to assist them with making or confirming their major/career decisions. This three-step model is outlined on our website. Step 1 encourages students to research careers, occupational and educational information to make informed decisions. The Career Center offers students a host of resources including valid and reliable career-related assessments, career/educational information databases, and related websites to perform thorough research to gather necessary information in the decision-making process. In particular, the VitaNavis that houses the SuperStrong is embedded in various platforms for incoming students to begin their exploration. Step 2 inspires students to join Fullerton College student clubs and connect with career professionals. This will allow them to collect more information and investigate to strengthen their knowledge of where they may fit in the world of work. We provide resources about professional associations and informational interviewing supporting the idea of connecting with career professionals and/or joining professional associations to begin establishing or strengthening their networks. To sustain a life-long appreciation of learning, we hope our students will want to continue learning by doing and obtaining experiential knowledge which leads them to Step 3. This is where students are motivated to identify a career path through gaining related, relevant experience. We encourage students to become engaged community members by seeking out opportunities with volunteering, internships, part-time employment, and Service Learning. Additionally, campus employment, local part-time and full-time announcements are available on Fullerton College's online job board, FCCareerConnect. Promoting other programs and centers on campus will contribute to stimulating campus engagement, necessary for success as a student and beyond.

Fullerton College instills ten core values. The Career Center aligns itself with the value of Diversity as we continue to find ways to collaborate with various programs such as EOPS, DSPS, and Umoja. We align with the value of Inclusivity, as we support the involvement of all in the decision-making process and welcome feedback from students, faculty, and staff. This leads us to align with the value of Growth. The information we receive from our Evaluations, Outcomes, and Surveys offers us ongoing feedback that allows us to continue growing and learning to help us to continuously improve.

We also strive to build greater Partnerships – both inside and outside of our campus community, by developing and maintaining relationships with our students, staff, and faculty, and local employers. All of the work that we do in our Center is done with Equity at the core, by ensuring that we are meeting students where they are uniquely at, and trying to offer career services that support their personal goals.

Fullerton College Goals are the driving force for the Career Center. For this review, we will focus on Goal 1 to Promote Success for Every Student and College Goal #3: Fullerton College will strengthen connections with our community.

To align with Fullerton College Goal #1, our focus is to promote student success by encouraging students to utilize our career and campus resources to assist them with making informed decisions about their major and career goals. For example, the Career Planning Process is to provide every student with a three-step model to enter at any step, depending on their needs, encouraging them to explore who they are by conducting career research, who they would like to work with by connecting with professionals through networking, and exploring where they would like to work by gaining related experience in their major field of study. It especially provides our under-prepared students with a structure to explore how their interests, skills, and values translate major/program selection and setting career goals. For example, in 2018, NOCCCD purchased the license for VitaNavis to specifically utilize the SuperStrong assessment. The SuperStrong is a shortened form of the Strong Interest Inventory and is designed to be exploratory, perfect for first-year students. It takes only several minutes to complete. Results are interactive providing insights by connecting to real world data from O*NET, Bureau of Labor Statistics, and the Integrated Post-Secondary Education Data System (IPEDS). Upon registering within the VitaNavis platform, students are led through a series of tasks from completing the SuperStrong, exploring careers and then identifying related Fullerton College degrees and programs. A Student Impact Survey has provided feedback in how the SuperStrong has helped students. In addition, students have access to the SuperStrong Activity which provides students with a guide to help them reflect on their results and begin researching careers, FC program options, as well as transfer institutions. Since its inception, the SuperStrong has been accessible on various platforms such as MyPath (during FC Application), Online Orientation, MyGateway, Career Center and Hornet Pathways websites, as well as various courses and programs' Canvas shells.

To align with Fullerton College Goal 3, the Career Center will continue to strengthen connections with our community by creating and expanding on relationships with local businesses. This will be done by developing stronger connections with the North Orange County Chamber of Commerce, and inviting businesses to come to our campus, and for our college to tour their facilities. This will assist in bringing more local job opportunities to our students. We would like to also build stronger relationships across campus and serve as the main hub for students to learn about on campus part-time employment opportunities. In an effort to help his goal come to fruition, we hope to adopt a new, more efficient and user-friendly online job board that allows employers and students to easily engage with one another.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The Career Center offers a breadth of career development services and resources divided in two programs, Career Exploration and Career Readiness: Workforce/Professional Development.

The Career Exploration branch provides students with services and resources to assist students with major and career decision-making. Components include: career counseling, career exploration workshop/webinars, career research assistance, computer lab, licensed career-related resources and self-assessments, and counseling faculty trainings. Currently, staffing includes one (1) Career Center Coordinator II, one (1) Student Services Specialist, and two (2) hourly assistants.

The Workforce/Professional Development branch provides career readiness services for students who are preparing to enter the workforce. Components include: a variety of career readiness workshops, one on one resume reviews, licensed products to assist with workforce entry, access to current job opportunities nationwide via FCCareerConnect, and the ability for students to attain professional clothing for free from our newest offering, The Hanger: Fullerton College's Career Closet. Staffing includes: one (1) Program Coordinator and two (2) Professional Experts.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Career Center Coordinator II	1	100%	12	General	1
Program Coordinator*	1	100%	12	Student Equity and Achievement	1
Student Services Specialist**	0	100%	12	Student Equity and Achievement	0
Professional Expert	2	50%	8	Student Equity and Achievement	.5
Adult Hourly	2	25%	8	Student Equity and Achievement	.5
				Total FTE	4.0

*While the Program Coordinator is employed full time (100%), the position was vacant the last four months of this cycle and the first 5 months of this academic year for a total of 8 months.

**Currently there are 0 Student Services Specialists in this role

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors	n/a	n/a	n/a	n/a
Volunteers	n/a	n/a	n/a	n/a
Interns	n/a	n/a	n/a	n/a
Total Hours & Costs				
Total FTE				n/a

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Since the last Program Review, the Career Center was able to maintain two Coordinators and one Specialist (from June 2018-March 2022). However, the Program Coordinator for the Career Readiness, Workforce and Professional Development role of the Career Center was vacant from March 2022-November 2022, and since November 2022 we have a vacancy in our Specialist position. Prior to the last Program Review, the Career Center employed two Coordinators and two Specialists. One of each were dedicated to the two branches: Career Exploration and Career Readiness, Workforce/Professional Development. These are the Career Center Coordinator II, Program Coordinator, and Student Services Specialist, but we never replaced the Specialist position under Workforce/Professional Development. In the last Program Review, a request was made for an Administrative Assistant I due to the rapid growth of our services but no position has been implemented. In addition, since the opening of The Hanger, Fullerton College’s career closet, that serves the entire district, we are in dire need of these positions. Furthermore, with the expansion of services career counseling workshops facilitated by volunteer counselors, we are in need of hiring a Career Counselor designated in the Career Center to focus 100% of time to strengthening career services.

2.5 How many students are served? How has this number changed since the last review?

Career Exploration Activity*	2015-2018	2018-2022
Service to Career Classes (COUN 151)	7703	8784
Assessment Administration in Lab	1779	2310
Uncertain About Your Major? / Strong + Career Selection Workshop	149	191
Myers Briggs & Career Selection Workshop	n/a	26
Academy for Career Exploration	34	n/a
Licensed FC Career Planning System (Kuder)	4142	n/a
Licensed VitaNavis (SuperStrong)	n/a	6804
Licensed Eureka	2200	2200

Workforce/Professional Development Activity*	2015-2018	2018-2022
Resume and Cover Letter Workshop	413	61
Interview and Elevator Speech Workshop	106	40
Other Career Readiness Workshops (<i>Career Launch, LinkedIn Learning</i>)	n/a	47
Career Fair 2019 (in person)	n/a	275
Career Fair 2020 (virtual)	n/a	400
Licensed VMock	n/a	390
Licensed LinkedIn Learning	n/a	138
SHARED Activities*		
Center Orientations	3171	2966
Classroom Presentations	4093	2550
Licensed Canvas	n/a	2391
Total	23,790	29,573

*These are activities where students attend/participate in/utilize and therefore numbers may be duplicate head counts.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

The Career Center has undergone changes in staffing and roles/ duties since the previous program review. The Program Coordinator facilitating the Workforce/ Professional Development side of the house was promoted outside of the Career Center in March of 2022, leaving the position vacant for four (4) months within this program review cycle. The Program Coordinator position, the budget, and the staffing of Professional Experts around it were moved out of the Career Center at that time. All workshops/presentations/outreach and funding associated with Internships were also moved over to another department, Career Technical Education, to oversee and is no longer in the Career Center. The Program Coordinator role was also tasked to develop, lead, and launch a brand new Professional Clothing service from the ground up, for The Hanger, Fullerton College's Career Closet and had its grand-opening in September 2022. It is a fully functioning store, where students can come and collect free professional clothing, accessories, and hygiene products. This position remained vacant (with the Career Center Student Services Specialist covering some of the urgent duties, including the launch of The Hanger) for eight months before a new Program Coordinator was hired in November of 2022. The vacancy was filled full-time by the Career Center Student Services Specialist being promoted into the role; thus leaving the total count of Student Services Specialists to zero (we already lost a Specialist in the previous Program Review) and we are down to only two Professional Experts (that assisted in place of one Specialist).

The lack of sufficient staffing makes it difficult to effectively deliver programming and resources to our students. In our prior Program Review, we also had requested an Administrative Assistant to aide in completing RQs, on-boarding paperwork (for interns, student assistance, professional experts, etc.), maintaining lab reservations, supply fulfillment, scheduling assistance and front desk tasks that currently take a great deal of time away from the only two full-time staff in the Center. We also do not have a budget to hire

student hourlies, and are limited to work-study students (which only a small number of students are eligible to receive).

The pandemic has underlined the importance of creating an environment that demands services to be provided both virtually and in-person. In order to meet students where they are at, we also need to be given the technological support required to be able to fulfill these services. As the contract with Symplicity (aka FCCareerConnect – our online job board) reaches an end in 2023, we plan on taking on a different, more user friendly online job search platform for our students, which streamlines the job search process. The on-boarding for this software demands a great deal of time on the back-end, and will also require time from our tech support to assist. We currently also utilize VMock, an AI resume delivery platform that assists the general student population with resume help via MyGateway. Much of the issues that arise with these platforms are technological in nature, and as we move forward, with more innovative and current resources, the need for having a designated Tech support staff to serve as our tech liaison to assist in managing such projects would be of massive assistance, as currently, a good portion of time is used to try and troubleshoot technical coding issues.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The COVID-19 Pandemic impacted our services starting in Spring 2020, thus we were forced to respond in a way that we thought we were not prepared to do. While career resources such as self-assessments and educational and occupational databases are heavily used via the internet, transitioning to Canvas to help us deliver them was the answer. This was the platform that could house all our resources where students, even in classrooms, could access them. Rather than paper handouts of our licensed resources provided to students upon entering the Career Center, we could now provide direct access with single sign on (SSO) via Canvas. Students were now able to view all our career resources and information remotely without needed to retain a system code to access the products. In addition, we pivoted to offering our workshops remotely by providing Zoom meetings. We were able to implement eSARS (scheduling system) to provide students a way to easily sign up for our Workshops. To bring light to this terrible pandemic, it propelled us into utilizing technology in a more efficient, effective way.

The [California Community College Guided Pathways](#) is designed to help students explore, prepare and succeed in career pathways in order to meet their academic and life goals. Through career exploration and major selection, Guided Pathways equips students with the knowledge, experiences, and resources needed to make informed decisions about their educational and career goals. It offers students a range of opportunities to explore the relationship between their interests and the type of career they may pursue. It includes career exploration resources, including industry research, informational interviews, and career assessments. These resources help students answer the important questions of “What career interests me?” and “What field of study should I pursue?” Guided Pathways supports students with major selection by providing links to current listings of available academic and career advising resources, technical training and degree programs, transfer opportunities, and other support services available. In addition to courses, students can take advantage of workshops, activities, internships, and special programs and events to gain insight into the academic and career options available to them. Finally, the Guided Pathways provides resources to teach students how to develop academic and career plans, set goals, and create plans of action. These resources include tools to develop options and make informed decisions, financial resources, and support networks to help students stay motivated in their pursuit of their academic and career goals.

In reviewing the literature related to first-year experience and career development within the *Journal of The First-Year Experience & Students in Transition*, Hammond posits (2017) that people vary in their levels of readiness to engage in career development activities. To illustrate, Hammond's analysis of diverse first-year college students identified eight distinct career preparation groups (called clusters) that would benefit most from different interventions. This journal article is entitled [Differences in Career Development Among First-Year Students: A Proposed Typology for Intervention Planning](#). For this Program Review, these clusters are organized into three meta-groups along with grouped interventions that would be most effective in meeting the needs of the students found in these clusters. The journal article provides specific information of each cluster. *Meta-Group 1* includes Career Managers and Multipotential Deciders. Effective interventions for this group include mentoring, internships, networking, and career coaching. *Meta-Group 2* includes Developmentally Undecided (typical for first-year students), Indecisive Deciders, and Questioning Indecisive. Effective interventions for this group include mentoring, individual and/or group career counseling, career education activities, and career support focused on their particular needs. Skill-building workshops that focus on problem-solving, decision-making, and critical-thinking skills can meet them where they are. Collaborating with first-year experience faculty to incorporate activities to develop or practice these skills may be useful. *Meta-Group 3* includes Deciding with Skill Deficits and Needs; Unstable Goals, Skill Deficits and Many Needs; and Unprepared to Decide. It is suggested that more intensive interventions such as career counseling or career therapy, either individually or in groups, as well career development courses and exploration groups that build a supportive network are most likely to help them move forward efficaciously.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

Career Exploration:

Several strengths exist for the Career Center. Our staff provide stellar service to students who visit the center and utilize our robust resources. Several career interventions have shown to be successful such as our workshops and resources, especially for students who might fall in the Meta-Group 1 as it relates to the journal article, *Differences in Career Development Among First-Year Students: A Proposed Typology for Intervention Planning*, mentioned in Section 2.7. The three-step model, Career Planning Process: Research, Network, Experience, was developed to make it easy for students to grasp and remember as it provides students with a concise structure to help them with making or confirming their major and career. Service to career classes continue to be a strength within our program as it offers Counseling faculty the support necessary to provide students assessment results in career classes. Career-related resources are cutting edge and offer students a wealth of information such identifying their interests, skills, work values, personality through self-assessments; access to innovative occupational and educational databases to enhance their career exploration. Collaborating with Counseling faculty to offer career assessment interpretations and follow-up appointments has certainly provided meaningful conversations and purposeful Student Education Program Plans (SEPPs) within career/academic counseling appointments.

Workforce:

- Provide excellent service to students both in person and virtually. We had to quickly pivot to offering online services to students during the Covid-19 pandemic; all services from workshops to resume reviews were offered online. We are now offering in person and virtual support options. From our

students experience attending our workshops, to our more recent feedback regarding our service at the recently launched Career Closet, students are very satisfied with the assistance they receive.

- Facilitated two successful job fairs, an in-person fair with 275 students and 75 employers, and a Virtual Fair in 2020 with 400 students in attendance and 8 employers. Facilitated multiple employer panels, including careers with the FBI and a panel of BIPOC professionals sharing their experiences (from 2018-2022).
- Collaborate well with the campus community, actively engage in committees/ events on campus to increase awareness around careers and professional development, and provide classroom presentations to encourage usage of our resources.
- Additionally, we have embedded an AI Resume system, called VMock that has effectively helped students who are not able to meet in person or attend our workshops to gain access to instant personalized resume feedback

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

Career Exploration:

Since 2020, there have been consistent and major changes impacting the Career Center staff and how we conduct business on many levels. Not just from the pandemic impacts and pivoting to virtual resources and services, but from a logistics standpoint. We acquired a new location and added a Career Closet adjacent Career Center. In addition, we lost Program Coordinator for Workforce branch for several months during the logistical changes. Human resources were pulled to manage these this while continuing to maintain our program outcomes and service students. Needs in marketing, outreach, technical support exist. Despite these impacts, the program is continuously growing with no additional staffing. More permanent staffing is needed to maintain what we currently have before we can take on any more additional responsibilities.

Workforce:

- Marketing and outreach of our services is difficult; this is primarily due to the lack of staff in our Center. The only two full-time staff members often have to spend time attending to front desk duties, answering phone calls, conducting classroom presentations, and confirming reservations. The previous Program Coordinator had a staff of four Professional Experts, currently there are two with less than 20 hours each of employment. As shared earlier, hiring another Specialist would help tremendously with overall office support and outreach efforts. Additionally having a full-time Administrative Assistant in the Career Center versus trying to find funding, recruit, hire, and train multiple part-time employees over and over again would be of great help.
- With the position just being filled by a new Program Coordinator in November of 2022, another identified weakness is that data for this program review (June 2018-July 2022) was not easily available or accessible for the Workforce and Professional Development side of the house; it's unfortunate as there was such rich and extensive work happening in this branch of the Career Center. This however provides a great opportunity to ensure that data is being collected consistently and maintained in a central location for access as the program moves forward.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

Career Exploration:

With hiring additional permanent, full-time and part-time staff and faculty designated in the Career Center would bolster our program exponentially where more services can be strengthened and developed. For instance, intervention delivery systems described for can be strengthened and developed for Meta-Groups 2 and 3, respectfully, as described in the journal article, *Differences in Career Development Among First-Year*

Students: A Proposed Typology for Intervention Planning, mentioned in Section 2.7. Interventions like (1) mentoring can be developed where a job shadowing program could offer students an opportunity for networking and gaining more knowledge to assist them in their career decision making; (2) group career counseling can be provided to offer students more meaningful counseling experience as they relate to peers in the process; (3) Skill-building workshops that focus on problem-solving, decision-making can be implemented. In addition, more intensive interventions such as career counseling or career therapy, either individually or in groups, where students can access and meet with a career counselor regularly as needed.

Workforce:

There are so many great opportunities for the Workforce and Professional Development side of the house.

- Hiring a Specialist to assist with Social Media and Outreach efforts is an exciting prospect as we hope to expand our reach across campus, and to be able to free time for the Program Coordinator to outreach into the external local community and build greater workforce partnerships for our students.
- Developing greater connections with student clubs and organizations to access and use the Career Closet, in addition to fostering greater collaborations with CTE programs to assist in promoting this service and their programs (further breakdown is provided in SAP 3).
- Utilizing a more user friendly job board for students and employers to access (further breakdown in provided in SAP 4).

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

Career Exploration:

As mentioned earlier, staffing is our biggest challenge. We are in need of an Administrative Assistant and designated career counselors to work in the Career Center. Support is needed for marketing and advertising our activities and resources. Currently, we are in the process of refilling the Student Services Specialist position however in the meantime, the Career Center Coordinator has taken on the Specialist's duties making it challenging to maintain all the work at the current time. The Student Service Specialist for the Workforce branch was lost after the person in that position was reclassified back in 2017. Staffing has been an ongoing issue since the last Program Review.

Workforce:

- Staffing in the center; we need more full-time support.
- Technology personnel support for onboarding more sophisticated software and management systems; hiring an IT Service Coordinator to help manage these systems would be of great help
- Funding for this branch; the Workforce and Professional Development side of the Career Center has a budget of less than \$2500.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
Career Exploration					
1.	After attending the Uncertain About Your Major? Workshop, students gain knowledge of their Holland code and RIASEC theory to begin career exploration and major selection. (CONTINUING)	F18 - Sp22	Fall 22	Fall 19 Began identifying knowledge of theory prior to counseling interpretation appointment	4 years
2.	After attending the Uncertain About Your Major? Workshop, students create a SEPP. (NEW)	F18 – Sp22	Fall 22	n/a	4 years
3.	After completing the SuperStrong Assessment, students indicate that they are aware of more majors and programs of study at Fullerton College and feel that the SuperStrong was a valuable experience. (NEW)	F20 - Sp22	Fall 22	n/a	2 years
Workforce / Professional Development					
4.	After attending the Resume and Cover Letter Workshop, students name the three main types of resumes (OLD)	2018-2022	n/a	n/a	4 years
5	After attending the Interview and Elevator Speech Workshop, students name three main types of interviews. (OLD)	2018-2022	n/a	n/a	4 years
6.	Students who attend the resume workshop will be able to identify the 5 primary sections of an effective resume. (NEW)	2023-2027	Measure starting Spring 2023	Data will be reviewed at the end of each semester	4 years
7.	Students who attend the interview workshop will know what the STAR method for interviewing is. (NEW)	2023-2027	Measure starting Spring 2023	Data will be reviewed at the end of each semester	4 years
8.	The Hanger, Fullerton College’s Career Closet will experience at least a 5% increase per year in the number of items attained by students. (NEW)	2023-2027	Measure starting Spring 2023	Data will be reviewed at the end of each semester	4 years

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
Career Exploration					
1.	After attending the Uncertain About Your Major? Workshop, students gain knowledge of their Holland code and RIASEC theory to begin career exploration and major selection.	Post-Survey Criterion: 80% success rate	Post-Survey	YES	Results will show that students who completed the post-survey confirmed their Holland Code and have knowledge of the RIASEC theory.
2.	After attending the Uncertain About Your Major? Workshop, students create a SEPP.	Criterion: 80% success rate	DegreeWorks	YES	Results will show that students had a Student Education Program Plan (SEPP) on file.
3.	After completing the SuperStrong Assessment, students indicate that are aware of more majors and programs of study at Fullerton College, and indicate that the SuperStrong was a valuable experience.	Student Impact Survey after SuperStrong Assessment. Criterion: 80% success rate	Student Impact Survey via VitaNavis platform	No	Results will show that students who completed the SuperStrong are aware of more majors/programs of study at FC indicate that the SuperStrong was a valuable experience.
Workforce / Professional Development					
4.	Students who attend the resume workshop will be able to identify the 5 primary sections of an effective resume. (NEW)	Post-Survey Criterion: 80% success rate	Post-Survey	Yes	Students gain knowledge of the fundamentals required in drafting an effective resume
5.	Students who attend the interview workshop will know what the STAR method for interviewing is. (NEW)	Post-Survey Criterion: 80% success rate	Post-Survey	Yes	Students gain knowledge regarding how to answer behavioral interview questions with greater impact by learning this method
6.	The Hanger, Fullerton College's Career Closet will experience at least a 3-5% increase per year in the	If there is at least a 3-5% increase each	Review SARS data to see if the number	Yes	The results will show that our future outreach

	number of students attaining items from it. (NEW)	year in the number of students accessing and attaining items from the Closet, this outcome will be met	of students utilizing The Hanger has increased, and if the number of items students attain overall from the Career Closet has increased.		efforts and collaborations across campus are successful, and that students are actively using this important service
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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Career Exploration:

Because of the successful program outcomes from the Uncertain About Your Major? (UAYM) Workshop and the SuperStrong assessment, we have and are in the process of expanding each of these activities. With regards to *Uncertain About Your Major? Workshop*, now entitled Strong Interest Inventory + Career Selection, we have solicited and trained counselors to now facilitate these workshops virtually allowing for more student accessibility. We have added an additional workshop, MBTI + Career Selection as well to address how personality impacts career decision-making. These webinars are now part of Pathways to Success, to widely advertise career exploration as part of student success. As for the *SuperStrong*, while it is offered to students at various entry points (MyPath, Online Orientation, Hornet Pathways & Career Center websites), collaborating with First-Year Experience faculty to administer the SuperStrong as a classroom activity provides a structured opportunity for students to reflect upon, synthesize, and discuss information in a classroom setting. This aligns with the interventions described for students in Meta-Group 2 in the aforementioned journal article regarding first-year experience and career development.

Workforce: N/A

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

Career Exploration:

With regards to UAYM, eighty-three percent (83%) of students who completed the post-survey confirmed their Holland Code and ninety-nine percent (99%) indicated that they have knowledge of the RIASEC theory. Having a thorough understanding of the theory has been deemed beneficial in the interpretation appointment with the counselor, therefore assessing students' knowledge was necessary to measure. The students met with counselors for interpretation of their results where 95% created a Student Education Program Plan (SEPP) leading them to program completion. The SuperStrong Student Impact Survey yielded results showing that eighty-one percent (81%) of students are aware of more majors/programs of study at FC. SuperStrong and VitaNavis offers students two-fold of information: identifying interests and aligning them to Fullerton College's degrees and certificates. Students are able to explore our programs more thoroughly since the VitaNavis platform links students to Fullerton College's online catalog. Twenty-nine percent (29%) of students indicated that their results reaffirmed their major and career interests, while sixty-seven percent (67%) of students indicated that their results provided new ideas about majors and career interests. Overall, ninety-four percent (94%) of students indicated that they feel the SuperStrong was a valuable experience. The SuperStrong

Student Impact Survey clearly shows that students are becoming more aware of Fullerton College programs in order to make better decisions regarding major and career.

Workforce: N/A

4.5 What challenges remain to make your program outcomes more effective?

Career Exploration:

In order to bring these program outcomes to scale, challenges exist. Staffing is minimal in the Career Center and assistance is needed in every aspect of delivering these resources and services. The Career Center needs designated, trained career counselors (FT and PT) solely dedicated in Career Center for students to readily schedule career counseling appointments, interpret assessments, provide sound academic and career advisement in order to develop purposeful Student Education Program Plans. Currently we are faced with scheduling constraints due to peak registration/academic appointments. We have only 4-5 counselors who volunteer their time for workshop facilitation and interpretation appointments. One hour of prep time is required by our counselors posing some implications on the Counseling department's scheduling. With designated, trained career counselors, less time would be needed for prep and appointments would not impact peak registration/academic appointment times.

Workforce: N/A

4.6 Describe how the program's outcomes are linked to the college's goals.

Career Exploration:

Fullerton College Goal #1 Promote Success for Every Student will prepare students through the development and support of exemplary programs and service with the first Objective to create clear pathway for every student. The combination of offering Uncertain About Your Major? (now Strong + Career Selection) and the SuperStrong assessment provides students with the opportunities to assess their interests, align them with Fullerton College programs, explore other educational institutions for transfer and identify careers.

Workforce:

For our Program Outcomes for #4 and #5, both the Resume and Interview workshops align in harmony with Fullerton College's Goal #1, by helping prepare students to successfully participate in workforce opportunities, by teaching them the fundamentals in crafting successful resumes and answering questions regarding their professional and educational experiences. Program Outcomes #4 and #5 also align with Goal #4, commit to accountability and continuous quality improvement; our center accomplishes this by providing our students with the best practices around resume creation and interview preparation, so that they can professionally develop. Program outcome #6, aligns with Goal #2: Cultivate a culture of equity. We help accomplish this by providing professional clothing to students, who may not otherwise have access to acquire such garments, and consequently, assisting in removing barriers to student equity and success. Moreover, by providing students with professional attire, we are also helping them feel a greater sense of belonging, and confidence in their career readiness journey. This outcome also strives to outreach to our most underserved populations on campus, so that they are aware, and can take advantage of this much needed service.

4.7 Describe how the program's outcomes support the achievement of the institution level SLOs.

Career Exploration:

The program outcomes align with two of Fullerton College's ISLOs. *Personal Responsibility and Professional Development* to articulate personal values and goals as well as explain the skills, mindsets, and behaviors necessary to achieve well-being and professional success and *Critical Thinking and Information Competency* to analyze and synthesize data/information in a variety of forms (numerical, textual, graphic) for the purpose of interpretation, problem-solving, and decision-making. The program outcomes: Uncertain About Your Major? Workshop, the SuperStrong assessment, and VitaNavis platform all provide students with the opportunities to understanding Holland's Career Theory, assess their interests (Holland Code), align interests with Fullerton College programs, explore other educational institutions for transfer and identify careers goals. These components are all discussed in a counseling appointment where the Student Education Program Plan (SEPP) is created, preparing students for success.

Workforce:

The Workforce and Professional Development branch of the Career Center is committed to providing intentional and meaningful, career services and resources, to all Fullerton College students seeking career-readiness related assistance. In an effort to support the achievement of the institution level SLOs, the Career Center actively works towards reinforcing the outcomes of Communication, Critical Thinking and Information Competency, and Personal Responsibility and Professional Development.

SLO #4 & #5 align with ISLO #1: *Communication*: Students will be able to apply the principles of language and rational thought to communicate effectively. Students will be taught how to communicate their knowledge, skills, and abilities (KSA) in the Resume Workshop (SLO #4), and Interview Workshop (SLO #5). In these workshops, respectively, they will learn about the primary sections of drafting a resume, and answering interview questions in an effective and efficient manner. By utilizing the tools and strategies provided, students will be able to articulate their KSA's successfully in both the written and verbal form for their application and interview process.

SLO #5 also aligns with ISLO #2: *Critical Thinking and Information Competency*: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions. For SLO #5, students will be asked to create a plan of action to assist in executing their job search successfully. They will be taught how to research a job that they are interested in applying for, obtain information such as company culture, mission, organizational structure, understanding of their products/services and other pertinent data. Students are required to think critically by analyzing data to help make decisions regarding which positions and companies to apply for that align with their own personal goals. Students learn how to deduce the information provided in occupational databases in order to assist in their decision making around their career readiness goals.

SLOs #4, #5, and #6, all align with ISLO #4: *Personal Responsibility and Professional Development*: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills. Career readiness workshops, the ability to connect with employers via our annual job fairs, and access to our professional clothing, all enhance students' professional development. SLOs #4, #5, and #6 offer students the ability to accurately judge their own knowledge, skills, and abilities, in addition to increase their self-efficacy, establish attainable goals, and cultivate awareness regarding what employers search for in a future employment candidate.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Career Exploration: Office of Institutional Effectiveness, Workshop post-surveys, student impact surveys, and DegreeWorks were used to assess program success.

Workforce: SARS was used to assess program success for this current review, as other data was not provided. Moving forward the Office of Institutional Effectiveness, workshop post-surveys, employer impact surveys, and SARS will be used to assess program success.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Career Exploration: Results show that criteria were all met. For Uncertain About Your Major? Workshop: (Outcome #1) eighty-three percent (83%) of students who completed the post-survey confirmed their Holland Code and ninety-nine percent (99%) indicated that they have knowledge of the RIASEC theory; and, (Outcome #2) Results show that ninety-five (95%) of students had a Student Education Program Plan (SEPP) on file. For SuperStrong: (Outcome #3): Students (n=72) who completed the SuperStrong Student Impact Survey: eighty-one percent (81%) of students agree that they are aware of more majors/programs of study at FC and ninety-four percent (94%) of students indicated that the SuperStrong was a valuable experience.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Career Exploration: With regards to the Uncertain About Your Major Workshop?, the Student Services Specialist facilitated these workshops and did a phenomenal job however, this could not be sustained, thus counselors were recruited and trained to facilitate the workshops. This provided students with access to a faculty member to discuss career-related questions and concerns in a group setting. As described in the aforementioned journal article, providing interventions with a counselor present in group sessions within career education activities is identified.

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

After attending the Uncertain About Your Major? Workshop, students gain knowledge of their Holland code and RIASEC theory to begin career exploration and major selection.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

With the assistance of the Office of Institutional Effectiveness (OIE), the data that was disaggregated is Ethnicity and Gender. With the assistance of the MIS Analyst, the data regarding SEPPs was collected.

C. Identify a process for using outcome assessment data to improve student services programs.

Considering the low attendance of African American students, improvements are eminent. It is necessary that the Career Center Coordinator and designated counselor collaborate with Umoja team (Director, Coordinator, and Counselor) to develop a plan to increase Umoja Scholars' participation. This is outlined as a Strategic Action Plan in Section 6.

- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

4.10 Outcomes Equity Analysis

- A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

UAYM Workshop		Total	
Ethnicity	N	Percent	
Asian	21	11.6%	
Black/African American	3	1.6%	
Filipino	5	2.7%	
Latina/o/x	114	62.6%	
Two or More	10	5.5%	
White	20	11.0%	
Unknown/Not Stated	8	4.4%	
Total	181	100.0%	
Gender	N	Percent	
Female	110	60.8%	
Male	61	33.5%	
Unknown/Not Stated	10	5.5%	
Total	181	100.0%	

Addressing the low number of Black/African American students participating in Uncertain About Your Major? Workshops is necessary to help close this attainment gap. Now called Interest Journey (Strong + Career Selection), the purpose is to provide guidance in career decision making and purposefully developing a SEPP. This is a four-part activity: (1) completing the Strong Interest Inventory (free of cost for students); (2) attending the Strong Webinar; (3) meeting with a career counselor for interpretation; (4) meeting with a career counselor for a SEPP. It is necessary that the Career Center Coordinator and designated counselor collaborate with Umoja team (Director, Coordinator, and Counselor) to develop a plan to increase Umoja Scholars' participation. The current Umoja counselor has shown interest in becoming trained and certified in the Strong Interest Inventory. Possibly using Staff Development funds to cover cost of the training.

UAYM Student Participants without SEPP on file		
Ethnicity	N	Percent
Asian	3/21	14%
Black/African American	1/3	33%
Filipino	0	
Latina/o/x	1/114	1%
Two or More	0	

White	2/20	10%
Unknown/Not Stated	2/8	25%
Total	9	5%

SEPP Data from DegreeWorks was collected. While 95% of the 181 participating students had SEPPs, nine (9) students did not have SEPPs which is not enough data to be conclusive regarding the overall participation. However, when the data was disaggregated, the ethnicity and/or gender of participating students show significance with developing more robust services for specifically, Black/African American participating students with 1/3 not having a SEPP on file. Unknown/Not Stated was the second significant group but would be difficult to identify when implementing program improvements.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

Career Exploration:

Fullerton College Career Planning System - Majors Manager

Workforce:

Annual Spring Job Fair
Career Guide

5.2 Describe the level of success and/or progress achieved in the goals listed above.

Career Exploration:

The Fullerton College Career Planning System – Majors Manager ended in Spring 2019 and thus data was not collected for this Program Review. However, it was replaced with a more robust, innovative platform, VitaNavis using the SuperStrong. Prior to purchase, it was used as a pilot for Major Declaration Day (MDD) 2019. Counselors who met with students after completing the SuperStrong during MDD provided immediate feedback indicating that the SuperStrong was effective in providing students with necessary information to help guide students towards a particular educational pathway/major. One counselor stated “Student friendly, clear results, informative but not overwhelming, visually appealing, doesn't take a long time for a student to complete.” Surveying the counselors provided helpful feedback. Access was given to all counselors at Fullerton College and across the district in order to become familiar with the VitaNavis platform. In Fall 2019, a three-year license was purchased by NOCCCD Strong Workforce Program grant funds.

Workforce:

Two large scale successful Spring Job Fairs were facilitated; one in-person fair with 275 students and 75 employers, and one virtual job fair in 2020 with 400 students in attendance and 8 employers.

The Career Guidance book was not developed. However, a partnership and workshop series around Career Launch was provided from 2021-2022 (where Career Launch Career Guidance books were provided for our students).

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Career Exploration:

A Student Impact Survey was developed within the VitaNavis platform to obtain student feedback regarding the SuperStrong assessment. The data below provides feedback from ninety-three students (n=93) who completed the Student Impact Survey between Fall 2019 and Spring 2022.

Student Impact Survey Statement/Question	Students who Agree + Strongly Agree
After completing the SuperStrong, I am aware of more majors or programs of study	81.01%
After completing the SuperStrong, I am better equipped to make decisions related to careers, majors, and programs of study	67.09%
After taking the SuperStrong, I am better equipped to recognize my own career themes, work styles, and career interests	72.15%
I would like more guidance about how interests connect with majors and career options	75.95%
My results accurately reflect my interests	77.22%
Do you feel like the SuperStrong was a valuable experience?	93.67% YES 6.33% NO
My Results provided new ideas about majors and career interests	68.35%

Workforce:

Access to the student and employer satisfaction surveys for the job fairs were not provided by the previous Program Coordinator.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Career Exploration:

Due to the majority of students (75.95%) indicating in the Student Impact Survey that they want more guidance about how interests connect with majors and career options, the SuperStrong (SS) Activity was created to provide students with a way to reflect upon their results, start researching careers and programs, and encouraging students to meet with a counselor after completing both the SuperStrong assessment and activity. This SS activity was piloted by the Promise Program during one of their Counseling activities. It is now accessible from the Career Center website and Career Center Canvas Shell. In addition, to help address this need, more MBTI and Strong workshop/webinars have been added to our program where students connect with Counselors who are now the facilitators within the workshop that leads them to meet with a Counselor in an interpretation appointment to further their exploration in major/program and career decision-making.

Workforce:

N/A

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Career Exploration: The Dean of Counseling and Student Development was able to secure lottery funds in order to cover the cost of all assessments used in our program and therefore were able to offer these assessments free of cost to students. Without this funding, these program outcomes would be impossible.

Workforce:
N/A

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

Career Exploration: N/A

Workforce:
Funding/ budgeting information was not provided by the previous Program Coordinator.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Career Exploration: SuperStrong for First-Year Experience	
List College goal/objective the plan meets:	College Goal #1: Promote Success for Every Student Objective #1: Create a clear pathway for every student	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	By collaborating with FYE Program, the Career Center Coordinator for Career Exploration branch will be the liaison working with the FYE Coordinator and academic department(s) that are implementing the SuperStrong within their courses. This is being piloted for the Spring 2023.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	To methodically increase SuperStrong usage in assisting students in career decision making and purposefully developing a SEPP within their first-year.	
What specific aspects of this SAP can be accomplished without additional financial resources?	VitaNavis license that includes SuperStrong assessment is secured through to October, 2025 by Lottery funds. Funding beyond this is to be determined.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		

Supplies – VitaNavis license	\$50,000	Lottery Funds
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$50,000	

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name:	Career Exploration: Interest Journey for Umoja Scholars
List College goal/objective the plan meets:	College Goal #2: Cultivate a Culture of Equity Objective #1: Remove institutional barriers to student equity and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Addressing the low number of African American students participating in Uncertain About Your Major? Workshop, now entitled Strong Interest Inventory + Career Selection. This is a four-part activity: (1) completing the Strong Interest Inventory (free of cost for students); (2) attending the Strong Webinar; (3) meeting with a career counselor for interpretation; (4) meeting with a career counselor for SEPP. It is necessary that the Career Center Coordinator and designated counselor collaborate with Umoja team (Director, Coordinator, and Counselor) to develop a plan to increase Umoja Scholars' participation. The Umoja counselor(s) must be trained and certified in the Strong Interest Inventory to interpret assessment results. The collaboration should begin this Spring 2023 for the plan to be implemented starting next academic year.
What <i>Measurable Outcome</i> is anticipated for this SAP?	To increase the number of African American students in attendance to provide guidance in career decision making and purposefully developing a SEPP.
What specific aspects of this SAP can be accomplished without additional financial resources?	n/a

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies – Strong Interest Inventory	\$1500	Lottery funds
Computer Hardware		
Computer Software		
Training	\$5000	Staff Development

Other		
Total Requested Amount	\$6500	

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	The Hanger, Fullerton College’s Career Closet Growth	
List College goal/objective the plan meets:	College Goal #2: Cultivate a culture of equity Objective # 4: Foster a sense of belonging where all are welcome and students basic needs are addressed	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The Program Coordinator of Career Readiness (Workforce and Professional Development) will lead an outreach campaign for both clothing donations to The Hanger, Fullerton College’s Career Closet, and to increase student awareness and usage. Efforts to develop awareness and engagement will include:</p> <p>Year 1&2:</p> <ul style="list-style-type: none"> • Provide a stronger presence in the quad and have staff offer pop-up shows at least bi-monthly • Develop deeper relationships with associated students, Umoja, Puente, EOPS, LGBTQIA+, and Grads to Be and conduct presentations each semester with these groups • Develop a social media presence (once we have appropriate staffing to assist with this) <p>Year 2&3:</p> <p>The Program Coordinator of Workforce and Professional Development would like to collaborate with our Career Technical Education program/faculty to offer:</p> <ul style="list-style-type: none"> • Professional LinkedIn Photos (Photography Program) • Hair/make-up (Cosmetology Program) • Fashion consultants (Fashion Program) • Annual fashion show collaborating with all of these programs 	
What <i>Measurable Outcome</i> is anticipated for this SAP?	At least a 3-5% increase each year in the number of students accessing and attaining items from the Closet	
What specific aspects of this SAP can be accomplished without additional financial resources?	Collaboration with departments; it would be immensely beneficial to have a Specialist help to assist with this charge, versus a PE (with limited hours and days of employment).	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$72,000 (Specialist)	SEA
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other: marketing/ student stipends	\$10,000	SEA
Total Requested Amount	\$82,000	

STRATEGIC ACTION PLAN # 4	
Strategic Action Plan Name:	New Online Job Board
List College goal/objective the plan meets:	<p>College Goal #4: Commit to accountability and continuous quality improvement</p> <p>Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs</p> <p>Objective 3: Provide professional and career development opportunities for students, faculty and staff</p>
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The Program Coordinator of Workforce and Professional Development will consider purchasing and implementing a new online job board: Handshake. The current job board, powered by Symplicity is not user friendly from both a student and administrator perspective. A job board should have an inviting interface, that is easy to navigate, and gets students and employers to engage on the site. Currently, the student use rate for Symplicity is low, from July 2018 – June 2022, we have had 1268 students apply for jobs using the platform. I believe we can improve these numbers by implementing a more user friendly platform that students and employers feel comfortable navigating. I would also like for this to be the main hub for on campus hourly positions (e.g. Professional Expert, Student Hourly, Adult Hourly, and potentially Work-Study positions). The implementation process will require a great deal of support from Technology Services. Consequently, having a liaison, or part-time tech support on board, would be of immense help. Many college campuses have made the switch over to Handshake; this switch would also allow our students to gain exposure to a platform they will most likely be using should they transfer; consequently, preparing them for continued student success.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	An increase in employer engagement and partnerships with Fullerton College, and student success in finding viable employment opportunities

What specific aspects of this SAP can be accomplished without additional financial resources?	Additional financial resources are needed. A Professional Expert or Specialist will be needed to assist in helping maintain the job board (as is currently supplied for FCCareerConnect).	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$20,000	Strong Workforce
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$25,000 (3 year contract)	Strong Workforce/ District Funding
Training		
Other		
Total Requested Amount	\$45,000	

STRATEGIC ACTION PLAN # 5		
Strategic Action Plan Name:	Annual Job Fair	
List College goal/objective the plan meets:	College Goal #3: Fullerton College will strengthen connections with our community. Objective 2: Create and expand relationships with local businesses and civic organizations	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Program Coordinator of Workforce and Professional Development will facilitate an annual job fair starting in the 2023-2024 academic year. This fair will comprise of employer booths offering employment opportunities for students. The Career Center will host a series of workshops leading up to the fair to prepare students who are interested in attending the fair; workshops will include elevator pitches, resume preparation, and interviewing skills. The Career Center will partner and invite businesses in industries related to Fullerton College majors, local small businesses, and the Campus Community to participate in the Job Fair.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	An increase in employer engagement and partnerships with Fullerton College, and student success in finding viable employment opportunities	
What specific aspects of this SAP can be accomplished without additional financial resources?		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$72,000 (Specialist)	SEA

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other: Food for students	\$9,000 (for 3 years)	SEA
Total Requested Amount	\$81,000	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

Career Exploration:

Considering the Outcomes Equity Analysis, it is evident that a need exists to address the low number of Black/African American students participating in our Strong + Career Selection (UAYM) workshops therefore the SAP above was created. However, plans should be addressed for specifically for students who have self-identified as Filipino.

- (1) Depending on the number of students participating, funding would be necessary to cover the cost of assessments used. Additional career counselors are needed to be trained and certified in the Strong Interest Inventory.

Workforce:

Continue to collect and disaggregate data to help inform future goals, and to ensure that we are reaching our most disproportionately impacted students with career readiness services. Continue to grow the Career Closet, and offer more innovative resources/products.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Career Center provide students with stellar services and resources promoting student success while honoring Fullerton College's Mission, Vision, Core Values, and College Goals.

The highlights of the Program Description/Data and Trends Analysis include staffing, program data, students served, and the influences that have an impact on the effectiveness of the center. Currently, the combined staff is comprised of one Career Center Coordinator II, one Program Coordinator, one Student Services Specialist (to be filled), one Student Hourly, and two Professional Experts. Since the last program review, many changes have impacted how we conducted business during this cycle. Despite the changes in staff at the Career Center, thousands of students have been served. As a team, the Career Center offers a breadth of services to assist students with career/major exploration and workforce/professional development. As such, students are served in a variety of capacities including workshops, individual appointments, and walk-in assistance as well as accessing resources and services virtually.

In addition to staffing, program data, students served, and influences that have impacted the effectiveness of the center, there are a few key elements of Strength, Weaknesses, Opportunities, and Challenges to mention. The Career Center strengths include, but are not limited to, the excellent service provided to students, assessment processing for career classes, variety of workshops, Career Planning Process, access to innovative career assessments and educational/career databases, access to Artificial Intelligence technology to assist students, and access to a fully functioning career closet that provides current, professional clothing. Some weaknesses of the Career Center include marketing, advertising, and outreach as it lacks staff in these areas to meet the center's growing needs. Additionally, with the position just being filled for a new Program Coordinator in November of 2022, another identified weakness is that data for this program review was not easily available or accessible for the Workforce and Professional Development side of the house; it's unfortunate as there was such important work happening in this branch of the Career Center. This however provides a great opportunity to ensure that data is being collected consistently and maintained in a central location for access as the program moves forward. Additionally, the Career Center has opportunities to strengthen career interventions if more permanent career counseling faculty were hired designated in the Career Center. The challenges of the Career Center are not having an Administrative Assistant to provide support for the front office, purchase requisitions, and scheduling. And, not having designated career counselors to focus on students needed more intensive career interventions. Additionally not having another Specialist and or Technology Liaison readily available, also creates challenges in maximizing our resources completely.

The Career Center team works well together to overcome challenges as seen through meeting and surpassing the success rate criteria. Majority of students confirmed their Holland code, gained knowledge of the RIASEC Theory, and developed a SEPP. Majority of students are more aware of Fullerton College degrees/certificates and found that the SuperStrong was a valuable experience.

For this three year cycle, Strategic Action Plans include offering (Career Exploration) SuperStrong for First-Year Experience and Interest Journey for Umoja Scholars and (Workforce/Professional Development) The Hanger, Fullerton College's Career Closet Growth, adopting a more efficient and effective online job board that engages employers and students, and offering annual job fairs for our students.

Lastly, the Career Center identifies long term plans by targeting Filipino students to help increase attendance in our Strong + Career Selection (UAYM) workshops. It will make a commitment to collect data consistently, and maintain that information in a central location, so that we may continue to use the data effectively to serve all our students.

In conclusion, while the Career Center has gone through various changes during this last cycle, it has a robust team who value teamwork and utilize their strong work ethic to serve thousands of students every academic year as the center continues to grow and offer increased services to students, there is a need for more permanent staff and faculty to meet student needs.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Jennifer LaBounty

Dean

Jan 17, 2023

Printed name of IMS

Title

Date



I concur with the findings contained in this Program Review.



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.