Student Services and Administrative Operational Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

Career Center | Career Readiness

**Principal Author(s):**

Rabia Khan

**Manager:**

Flor Huerta

**Submission Date:**

12/02/2024 12:35:50 PM

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# Part 1: Review of Data

1. **List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year?**

1. Intended Outcome: Students who attend the resume workshop will be able to identify the 5 primary sections of an effective resume. We set a goal that at least 80% of students who attended the resume workshop would be able to identify these five sections. Based on assessment conducted in the past year, we found that 90% of students met this goal. This outcome will continue to be assessed in the coming year to ensure the continued effectiveness of the workshop.

2.Intended Outcome: Students who attend the interview workshop will know what the STAR method for interviewing is. The goal of the interview workshop is to ensure that students understand the fundamentals of interview preparation, specifically the STAR method for answering interview questions. By the end of the workshop, students should be able to explain what the STAR method is and how to apply it during interviews. We set a target that at least 80% of students attending the workshop would be able to identify and describe the STAR method. Based on the assessment results, at least 85% of students who attended the interview workshop were able to identify and explain the STAR method by the end of the session. This outcome will continue to be assessed in the coming year to ensure ongoing effectiveness.

3.Intended Outcome: The Hanger, Fullerton College’s Career Closet will experience at least a 3-5% increase per year in the number of students attaining items from it. This service supports students by providing free, clean, gently used clothing, shoes, accessories, and basic necessities like toiletries and menstrual products. By utilizing The Hanger, students can better prepare for job fairs, internships, networking events, and daily school presentations, allowing them to focus more on their academic and professional goals. Students are allocated a base of 6 points per semester to "shop" for items, with up to 4 additional points available through referrals or special requests for further support. All items are donated by staff, faculty, managers, and the community. We saw numbers increase from Fall 2022 to Fall 2023, but there has been a bit of a drop this semester from Fall 2023 to Fall 2024. See as follows:

a. Fall 2022 | 08/22/2022-12/10/2022 | 121 student shopping experiences

b. Fall 2023 | 08/22/2023 - 12/10/2023 | 379 student shopping experiences

c. Fall 2024 | 08/22/2023- 11/26/2024 | 216 student shopping experiences

1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

1. Changes: We initiated a collaboration Fall 2024 with the Writing Center to provide additional support for students post resume workshop. This partnership involves Peer Mentors from the Writing Center assisting students with resume reviews after they have attended the resume workshop and created a draft using the Resume Guide and tools provided by the Career Center’s Career Readiness program during the resume workshop. This change has been a work in progress, as the Career Center has not had funding for hiring a Professional Expert to help with resume reviews, since 2022, and we know that as a best practice in career services and from student feedback, that students may benefit from additional one-on-one assistance in refining their resumes. As a result, this partnership is an exciting one.

2. Changes: After reviewing the poll results, we found that the outcome of students learning the STAR method was met with strong success, so no significant changes to the workshop content or delivery were deemed necessary. The workshop is effective as it stands, and we plan to continue with the current approach in the coming year.

3. Changes: To support our Associated Student Government (ASG), we introduced a new incentive this Fall where students could earn points at The Hanger for having an ASG benefits card. This collaboration was aimed at boosting marketing and increasing student awareness of both The Hanger and ASG services. In exchange for this new incentive, we reduced the points awarded for student friend referrals to The Hanger. While the goal was to help bolster our ASG, it was also to encourage more students to engage with our services but we've observed a decline in student usage of The Hanger this semester from Fall of 2023. If this trend continues, we may revisit the point system, potentially increasing student friend referral points and reducing ASG benefit points. With about a month left in the semester, we will reassess and make adjustments as needed to better engage students

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

1. Data Collection: Workshop polls were conducted during the Fall 2023 and Spring 2024 terms with questions related to students’ knowledge around the five primary sections of resume writing, and student attendance was recorded on SARS. We plan to gather more granular data by working with our Office of Institutional Effectiveness by pulling student IDs from SARS (our attendance tracking system), we will be able to analyze demographic information about students who attend the workshops. This will help us identify any disparities or gaps in participation and determine if certain student groups are underrepresented, so we can better target support and outreach for those students.

2. Data Collection: Workshop polls were conducted during the Fall 2023 and Spring 2024 terms with questions related to students’ knowledge STAR, and student attendance was recorded on SARS. To better understand who is attending our workshops and assess whether certain student groups may be underserved, we plan to work with our Office of Institutional Effectiveness. By pulling student IDs from SARS, we will be able to gather demographic data on students attending the workshops. This will help us identify any disparities in participation and ensure we are providing targeted support to underrepresented or underserved student populations.

3. Data Collection: Data is collected to track student engagement through SARS (for item checkout), pop-up and in-reach event attendance, and annual student surveys, helping assess the service’s usage, impact, and student satisfaction. This information helps improve awareness, measure how often students use The Hanger, and gauge the overall benefit of the service for students.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

The first resources request is to secure funding for the Spring 2026 Job Fair, a critical culminating experience for college students, providing them the invaluable experience to apply their resume, interview, and professional dress skills in real-world interactions with employers. Job fairs are essential for colleges as they connect students with potential employers, offering networking opportunities and insights into career options. Also, students get to showcase their skills, interview, and potentially land jobs. For local employers, job fairs provide access to a pool of educated candidates, strengthening ties with the college and supporting the local economy. These events enhance collaboration between colleges and businesses, benefiting both students' career development and regional workforce growth.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

The Career Readiness Program has no institutionalized budget and without guaranteed money to fund the Spring Job Fair, the Career Readiness Program relies on securing external program funding each year—creating a cycle of uncertainty. While we are working to find funding for Spring 2025, this is our opportunity to ensure that the funds are in place for Spring 2026 so that we can maintain program stability and avoid having to scramble again next year to ask for another program to help fund this effort. This proactive approach will provide the security needed to plan, promote, and execute the Job Fair with confidence, ensuring continued student success and excellent employer relations.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

The Spring 2026 Job Fair resource allocation will significantly enhance our program's ability to provide students with valuable, hands-on experiences that directly impact their career readiness and academic achievement. The Spring Job Fair offers students a unique opportunity to engage with employers, explore career options, and practice professional networking in a real-world context. By connecting students with industry professionals, the fair allows them to gain firsthand insights into industry expectations, refine their interview skills, and better understand how their academic knowledge translates into specific job requirements. This experience not only boosts students' confidence but also helps bridge the gap between classroom learning and the workforce, ensuring they are better prepared to succeed in their careers. With secure funding, we can ensure the continued success of this event, thereby improving students' career readiness and enhancing their prospects for post-graduation success.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

N/A

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

Resource allocations for the Spring 2026 Job Fair will directly support Fullerton College's strategic initiatives by creating equitable opportunities for students, especially students of color, to connect with local businesses and industry professionals, improving their sense of belonging and mattering in a professional context. This aligns with Goal 1: Ensure Equitable Access and Outcomes, particularly Objective 4, by providing students with tangible opportunities to build networks and gain industry insights, addressing equity gaps in career readiness. Additionally, the Job Fair helps support Goal 2: Success for Every Student, by increasing the likelihood that students will secure employment opportunities that provide regional living wages, directly contributing to Objective 4. The event also strengthens our Goal 3: Strengthen Connections with Our Community by fostering partnerships with local businesses and civic organizations, fulfilling Objective 5 and creating long-term, mutually beneficial collaborations that support both student success and community development. This funding will allow us to continue offering a vital platform for students to bridge academic learning with real-world career opportunities, furthering both their individual success and the college's broader mission.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Classified |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | Job Fair Breakdown:  Spring 2026 (2 Day Event) Budget: $4100  • Balloons: $1500  • Food: $2000 (food for employers & volunteers)  • Table Cloths: $250  • Marketing Material: $350 |
| **Total Requested Amount:** | $4100 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**  One-time funding |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |

**For each separate resource request:**

1. **Briefly describe your resource request.**

The second resource request is funding for new laptops for the three full-time, Classified staff in the Career Center. Since the campus reopened, we have had to balance in-person and online services, which necessitates access to portable devices and licensed software used by the District. Portable devices are used for areas such as tabling for in-reach and outreach events, boosting our online presence (e.g. social media), and scheduling appointments (e.g. SARS). Laptops also help us access secure files from home, stay connected to colleagues on remote days, and create/maintain programmatic tasks with ease from anywhere on or off-campus (e.g. Handshake online job board). Portable devices are also used to maintain our Canvas shell which serves as one of the primary hubs for students to receive Career Center information. Having funding for these new devices helps guarantee dependable access across both physical and virtual spaces for our staff to work effectively and efficiently.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

Our current laptops are outdated, slow, and unreliable, and with Windows 10 support ending in October 2025, continuing to use these devices poses potential security risks. Given the urgency of upgrading before the deprecation of Windows 10 and our lack of institutionalized funding for the Career Center, we need to address this issue now to avoid disruptions and maintain a high level of service for our students.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

Upgrading the Career Center’s laptops will significantly improve student learning and achievement by enhancing service delivery and access to resources. New laptops will enable staff to provide flexible in-person and remote services, ensuring students can easily engage with career resources, attend events, and schedule appointments. The laptops will also enhance the Career Center’s online presence, including maintaining the Handshake job board and the Canvas career resources shell, ensuring up-to-date information and engagement. With secure access to student files, staff can continue providing support remotely, fostering career readiness. Additionally, modern devices will improve staff efficiency in managing tasks like scheduling and program updates, while addressing security risks from outdated technology. This investment ensures uninterrupted, high-quality services that support student career development and success.

**Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

No

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

The request for new laptops aligns with the college’s mission and strategic goals by enhancing the Career Center’s ability to provide equitable, accessible, and high-quality services to students. Upgrading laptops supports Equitable Access and Outcomes (Goal 1, Objective 4) by ensuring that all students, especially students of color, have reliable access to career resources both in-person and online. Portable, modern devices enable flexible, inclusive services, fostering a sense of belonging and promoting equitable access to career opportunities. The laptops will also help achieve Success for Every Student (Goal 2, Objective 7) by bridging the gap between online and in-person student services, ensuring consistent support for all students. This contributes to improved retention rates and overall student success. Additionally, the laptops will improve the Career Center’s Continuous Quality Improvement (Goal 4, Objective 3) by enhancing technological infrastructure, allowing for better management of job boards, virtual events, and appointments. In summary, new laptops will support the college’s strategic goals by improving access, retention, and service delivery, ensuring students receive responsive and effective career support.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies |  |
| Computer Hardware | District approved laptops range from $912 - $2297 (the average cost would be $1,605) $1605 \* 3 = $4815 |
| Computer Software | Windows Software: $300\*3 = $900 |
| Training |  |
| Other |  |
| **Total Requested Amount:** | $5715 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**  One-time funding |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |