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<b>I. Department/Program Mission</b>	
1. State the department name and everyone who participated in creating the comprehensive program plan.	Karen Oeh, Career Center Program Coordinator Fatima Jinnah, Career Director Laureen Balducci, Dean of Counseling and Matriculation
2. State the program's mission. If you don't have one, create one.	The Career Center mission is to be an information and resources center designed for students, faculty, and community members in order to facilitate the identification and research of career goals.
3. Explain how the program/department mission is aligned with the <a href="#">college mission</a> ?	The Career Center is directly aligned with the College's mission in that Foothill College supports the concept of providing equal educational opportunity for all people. The efforts of the Career Center will be directed at facilitating the identification and research of career goals.

<b>II. Department and Program Description &amp; Data</b>			
1. Indicate all locations and service delivery options available.	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Delivery options offered: <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online	
2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).			
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Director	0	1	Provide career counseling and teach Career and Life planning classes. Develops programs for the student body. This position is paid by the Counseling Division budget.
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean of Counseling and Matriculation	1	0	Direct Counseling Division and oversee Matriculation process for Foothill College.
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Program Coordinator I	1	0	The Program Coordinator I provides direction and guidance to the day-to-day operations, problem-solving and limited decision-making regarding an assigned program; implements program policies and guidelines; provides for program reporting and accountability; provides work direction and guidance to other program personnel; has limited monitoring of the program budgets.
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Career/Transfer Center Student Assts.	80	12	The General Student Assistant provides primary clerical support to maintain the Career/Transfer Center reference library, job binders, office files, and publications. In addition, assists students, staff and faculty in effective use of the Career/Transfer Center resources including computer-assisted career guidance software and internet sites. The student assistants are shared between the Career & Transfer Center and Counseling.

<p>3. Given available data, describe the trends in <b>overall student usage (# served by total headcount, amount served through telephone, amount served through online communication)</b>. Are there changes in overall usage? What are the implications for your department/program?</p>	<p>SARS data showed 710 students signed in to use the Career and Transfer Center from Jan 2009 to the beginning of November 2009. We will conduct internal audit days to track online and phone communication. Online communication has increased as many students are requesting resume critiques through email rather than face-to-face contact. The implications for our program</p>	
<p>4. <b>Scheduling of services:</b> Given available data, describe the patterns in <b>usage (times of day, times of year, weekend usage)</b>. Are there changes in when students access services? What are the implications for your department/program?</p>	<p>We are used non-stop throughout the day.</p>	
<p>5. <b>Student Demographics:</b> Given available data, describe the trends with respect to <b>student demographics and underrepresented students</b>. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<p>The Career Center is highly aware and sensitive to the growing demand and needs of the diverse population of students at Foothill College. The Career Center will continue to provide services and workshops to underrepresented students. Services include Facts &amp; Snacks tabling, Intro to College (CNSL 50) orientations, Lunch &amp; Learn seminars, Workshop on Wheels classroom presentations, Career Focus presenters, and specific workshops offered during Brother-to-Brother and Sister-to-Sister club meetings.</p>	
<p>6. <b>Student Academics:</b> Given available data, describe the trends with respect to the <b>academic characteristics of students, such as transfer or basic skills status</b>. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>The Career Center is seeing an influx of students needing assistance with job preparation and placement, no doubt due to the poor economy. Since the summer of 2009, a large number of Foothill College alumni are using the Career Center after a lay-off. Some individuals need help with job searching while other individuals need help identifying a new career path. As a result, the Career Center has increased career advising drop-in hours in addition to offering quarterly workshops and seminars. Through SARS and our internal audits, we will be able to track use of services.</p>	
<p>7. <b>International Students:</b> Given available data, describe the trends with respect to <b>international students</b>. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>International students are increasingly using the Career Center for on-campus job placement assistance. International students are referred to the plaksa.com job web site to look for part-time volunteer positions and internships. The Career Center needs to work with the Foothill campus and District Services to investigate an online system for on-campus jobs and internships to improve services for students who want to work on campus and do not qualify for Federal Work Study.</p>	
<p>8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>9. Are you seeing <b>trends</b> that are not reflected in the data cited above? If yes, please explain.</p>	<p>A current trend not reflected above is the large number of community members calling the Career Center for advice after being laid off. Many community members need help finding a job and seeking information about changing careers completely. As a result, they must apply to the college for a student identification number so they can come to the Career Center during drop-in career advising hours, make a 30-minute appointment with a Career Counselor, register with the Assessment Office to take Personality Assessments, and/or register for CRLP-70, Career Life Planning class that offers career guidance. Internal auditing will track the number of contacts made over the phone and email.</p>	

<b>Summary of Planning Goals &amp; Action Plans</b>				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more <b>college strategic initiatives</b> or to your <b>operations</b> .				
<b>Department Operational Goals</b>	<b>College Strategic Initiatives</b>			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Increase information available online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased availability of Career Counseling and advising	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Increased Career services for campus community	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
<b>Dept/Program Operational Goals</b>	<b>Activities</b>		<b>Measures</b>	<b>Timeframe</b>
Increase availability and access to online services.	Develop and market webinars, podcasts, efolios and Youtube instructional videos. Maintain site licenses for career systems available online.		Add tracking to web site that counts the number of hits. Add 3 webinars and include surveys at end of webinars to measure satisfaction/outcome.	2010-2011
Increase availability of Career counseling and advising.	Increase drop-in career hours, hire an advising intern and hire front desk help for Career/Transfer Center.		Increase advising hours per week to 7.5 hours (winter 2010) from 3.5 hours (fall 2009). Count SARS data to measure student contact hours and determine patterns of usage.	2010-2011
Expanded services and provide career information to the campus community.	Provide Career Focus workshops, Lunch and Learn workshops, Workshop on Wheels class presentations, Facts and Snacks tables, yearly Networking Fair. Increase awareness of Career Center events and activities.		Provide student evaluations after each event or workshop to measure satisfaction. Count contacts at tabling events.	2010-2011

12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>		
Plaksa.com	Job placement site to host jobs and internships for students	Supports the college strategic goal of Putting access into action		
Skillscan.com	Skills assessment	Support student learning and success		
Marketing	Increase student and community awareness of Career Services	Supports the college strategic goal of putting access into action		
Support staff	Increase availability of Career services	Supports student learning and success		
Software and technology (site license, video camera)	Improved technology will allow us to improve and expand services provided to students	Supports the college strategic goal of putting access into action		

<h3 style="text-align: center;">III. Service Evaluation</h3>	
<i>Service Evaluation Overview</i>	
<p>1. <b>Student Services Survey:</b> Given results of the Fall Student Services Survey, describe any trends with respect to <b>student knowledge of and use of program services</b>. Are there changes over time? What are the implications for your department/program?</p>	<p>59.5% of students have heard about the Career Center, but never used it. A follow-up survey is needed to understand why students are not using the Career Center. By offering online webinars, podcasts, career assessments, and online job placement, we hope to reach more students through a virtual Career Center that is accessible 24/7 from home, work or school.</p>
<p>2. <b>“Internal” Evaluation:</b> Given results of the Internal Evaluation, describe any trends with respect to <b>internal perceptions of program effectiveness</b>. Are there changes over time? What are the implications for your department/program?</p>	<p>Goal: Develop and implement a survey for staff members in Student Services by 2010-2011.</p>
<p>3. <b>“External” Evaluation:</b> Given results of the External Evaluation, describe any trends with respect to <b>external perceptions of program effectiveness</b>. Are there changes over time? What are the implications for your department/program?</p>	<p>Goal: Develop and implement a survey for faculty by 2010-2011.</p>
<p>4. <b>Point of Service Surveys:</b> Given results of the Point of Service Survey, describe any trends with respect to <b>student evaluations of service</b>. Are there changes over time? What are the implications for your department/program?</p>	<p>Goal: Develop and implement a survey for students by 2010-2011.</p>
<p>5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).</p>	<p>Workshop evaluation forms demonstrate students are very satisfied with the Career Center workshops and activities.</p>

<p>6. Are you seeing <b>trends in service satisfaction or perceived effectiveness</b> that are not reflected in the data cited above? If yes, please explain.</p>	<p>Employers have called to say they hired Foothill students and were very pleased with the level of professionalism of the students and plan to hire other Foothill students.</p> <p>Students really appreciate the individualized attention they receive in the Career Center. Our high level of customer service is noted by those students returning to Foothill from universities or the work world.</p>	
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Summary of Planning Goals & Action Plans			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Develop an external survey for faculty	Work with researcher to measure goals	Launch survey and produce data	2010
Develop an internal survey for staff	Work with researcher to measure goals	Launch survey and produce data	2010
Develop a point of service survey for students	Work with researcher to measure goals	Launch survey and produce data	2010
Track contact hours over phone and email	Implement SARS on personal computer to log-in email and phone contact hours by students and community	Internal Audit	2010
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each	

		<b>request supports one or more college strategic initiative and/or supports student learning &amp; success.</b>	

IV. Service Area Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. <b>Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.</b></p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
N/A		

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)	Career Services Assistant (Admin. Assistant I) for Career/Transfer Center front desk support. Share with Counseling Division.
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	We need to pay yearly Eureka site license and Plaksa fees. The Career Center needs to purchase equipment and supplies to increase student success in career and job placement, such as buying a video camera for Mock Interviewing. Increase marketing and advertising by purchasing more sandwich boards.
4. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online services? If no, explain.	Yes.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li><b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li><b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li><b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li><b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes.

6. List needs for upgrades for existing spaces.	None	
7. List any new spaces that are needed.	None	
8. Identify any long-term maintenance needs.	None	
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes.	
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	No. Air conditioner has been a problem, work order out for four weeks and still waiting.	
<b>Budget</b>		
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	No. We need to buy colored paper, laminating paper, and other supplies to create visually attractive marketing materials. We also would like funding to rent conference space to host annual Career Networking fairs.	
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	The Career Center cannot provide adequate services and resources for students on a yearly B-budget of \$900.	
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	No. Everyone is stretched really thin.	
<b>Summary of Planning Goals and Action Plans</b>		
14. What are your goals with respect to resource planning and how will those goals be measured?	We plan to apply for grants and yearly CTEA grants through workforce education to help us buy the resources we need.	
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>

## VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

The Career Center has a history of implementing innovative and engaging programs and services and this tradition will continue for the next three years.

Specifically, we have outlined three goals:

- I. Increase information available online. Increase availability and access to online services through a virtual Career Center.
- II. Increase availability of Career counseling and advising in the Career Center.
- III. Increase Career Services for the campus community.

Our action plan:

- I. We have worked with Foothill Global Access to borrow software and video equipment to create short podcasts for students wanting to access Career information online. This year, we borrowed the equipment and are getting trained on using the equipment and software. This year we will create scripts and storyboards. Year two, we will begin filming and editing. Year three we will evaluate the effectiveness of the podcasts and extend services if the podcasts are successful.
- II. Three career counselors and an intern hold drop in advising hours specifically for the Career Center. This year, we will apply for grants. Year two, we will use that money to hire and intern to expand Career drop in hours. Year three, we will continue the expansion.
- III. We have successfully implemented new and innovative programs and services such as Lunch and Learn workshops, Career Focus, Workshops on Wheels, Facts and Snacks, and a Networking Fair. Wanting to increase digital literacy, we use two new career sites: Plaksa.com and nuresume.com. Plaksa is a job board that will help students find jobs and provide the Career Center job placement data. Nuresume is a networking site enabling students to store and share academic and career portfolios. We will continue to offer and expand these services for the next three years.

<p>2. Final Resource Request Summary: <b>When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.</b></p>				<p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p>
Resource	Purpose	Rationale	Estimated Cost	
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>		