

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Student Service Program Name: Career Center

Student Service Program Mission:

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	0

Existing Classified positions: 0 – the Program Coordinator position was terminated June 2012

Example: Administrative Assistant I

Example: Program Coordinator

Program Review Team and Departments:

Name	Department	Position
Fatima Jinnah	Counseling	Counselor/Instructor/Director of Career Services
Laureen Balducci	Counseling	Dean of Counseling, Admission and Records, and Special Programs

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	2273 Career Ctr 728 Counseling ----- 3001 - total	1735 Career Ctr 782 Counseling ----- 2517 Total	534 Career Ctr 979 Counseling ----- 1233 - Total
Full-time FTEF	1	1	1
Part-time FTEF	0	0	0
Full-time Staff	1	1	0
Part-time Staff	0	0	0

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?):

It is difficult to see a trend or theorize about student visits because of all the changes the Career Center went through over the last three years that impacted the way students are tracked. Three years ago, we just started using SARS, which is an online program. Students check in on the computer and we keep track of what services they are using. Three years ago, our program coordinator, Karen Oeh, tracked students through her calendar system. She would add up the numbers at the end of the year. When she was bumped, and Willie Frieson took over, we lost access to her calendar system and lost some of that data. In March 2012, Willie retired, and we lost a program coordinator whose focus was to track student data. Thus, the Career Center student contacts are down.

For the 2011-2012 data, counseling data is now added to this report to more accurately reflect the need for Career Services. The 979 above represent 30-min counseling appointments from 20 counselors. I anticipate the student contact numbers will decrease when two counselors retire Dec. 2012. Winter 2013 we will be down 5 full time counselors.

The counselor data collection is excellent but not 100% accurate because students select the reason code for each counselor visit. A counselor can go into SARS and adjust the reason code to accurately reflect a session, but with the high volume of students we see, and the short appointment time, sometimes, counselors do have time immediately to change the code, and forget to do so at the end of the work day.

Overall, despite the change in staff and the transition from using a calendar to track students to using SARS, over the last three years, there has been an increase in student contacts.

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

We do not track the ethnic breakdown of students.

3. Please describe services offered off campus and how these services are assessed and measured.

We rarely offer services off campus. No more than twice per year, if invited, the Career Center will give a presentation. Dec. 2011, I was asked to present to Community College transfer students at an event sponsored by the Hastings School of Law. At that event, the Hastings organizer sent out an evaluation for students and the results were sent to the Career Center.

4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

- i. Which aspects of the work are key to the institution's mission? The Career Center supports two missions: Workforce and Transfer. In order to transfer, students need to have a major. The Career center offers yearly workshops during Transfer Week on how to choose a major and there are online videos on choosing a major on our website. The Career Center also supports Workforce through our Lunch n' Learn workshops that help job seekers market themselves. Topics include resume writing, cover letter writing, how to use LinkedIn and other social media tools, leadership, networking, and teambuilding. We also have an online job board that helps jobseekers find jobs. This job board is run by SmartHires. Lastly, the Foothill College Career Center Facebook page posts local job opportunities for job seekers.

- ii. Has the staff increased, decreased or remained the same to meet those changes? While the needs of the campus continue to grow, due to budget cuts, our office shrunk. We lost the Program Coordinator position effective starting April 1, 2012 when Willie Frieson retired. This position has now been cut. As a result, in the 2012-2013 academic year, we have had to put a hold on some of the programs and services we offer because there is not enough staff to help with the workload. For example, the Program Coordinator led "Facts N' Snacks". She tabled in the Dining Hall advertising the career services we offered while offering on the spot resume checks. We used to offer three quarterly resume writing workshops. We have now scaled that down to one per quarter. Three years ago, when Fatima Jinnah became the director, we started the Career Development Conference. We had it for two years, but this year, without staff to help with the planning and logistics, I could not offer it. Moreover, as the budget cuts affected our Career Center budget, we had to go find outside donors to support the conference. Even with \$2K from Palo Alto University and \$2K from ASFC, we needed to find monetary support to pay the \$600 Custodial Staff fee. The Program Coordinator was in charge of monitoring the online job board. We get local community businesses that want to recruit Foothill students. The Program Coordinator would upload job postings into SmartHires but with that position eliminated, we now just print out job descriptions and put them in a job binder. We do not have the personnel to track how that job binder is used. Lastly, the program coordinator would sit with students and show them how to use Eurkea.org (the online career guidance system). Now, student workers help students.

iii. How has technology affected the workload in your office? In a sense, it's increased our workload. Now that individuals can email or call us, we have more emails and phone calls to answer and return. Three years ago, we started a Facebook page and a blog. We've also used the screens around campus to advertise our services. In this way, technology has increased our workload. Technology has also made our workload more accurate. Just a few years ago, we would manually tally who visited the Center and now we can have students sign into SARS to be counted (although not everyone does this). Technology has definitely helped our students. Our Perkins grant covers the \$2100 cost of Eureka.org which is an online career guidance program that is heavily used in CRLP 70, CNSL 50, and CNSL 85 courses as well as in one on one appointments with counselors. Through technology, students have 24/7 access to career guidance through the career videos on our website. Registration for conferences happen through our online registration system thanks to Lee Collings who is such a tremendous technical support.

Overall, technology has increased our workload so we do need staff to help manage it, technology has also made our work more efficient and has allowed for greater student access.

iv. Does the workload have significant peaks and valleys during the year? If so, describe. The Fall is the busiest season because students come to the Center asking transfer questions, realize they still hadn't thought about their major, and then use the Career services. Winter and Spring we have consistent traffic and workload. The workload is also dependent on the services we have to offer.

v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?

We cannot consistently do more with less. This year, we decided to do less with less. We still offer high quality programs, just fewer because we do not have the staff to support increasing services. We would like the workload to increase because we do want more students to use our services, but we can only manage increasing work with an increase in personnel.

vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

I think during hard times, more transparency is needed to make faculty and staff feel safe and included. When faculty/staff morale is high, it leads to higher productivity, which makes our division more efficient. Perhaps having a department lead that looks at the budget with the dean to make decisions on how money is spent. That lead can also be the point person that faculty and staff come to with questions or concerns.

vii. What strategies have been used to improve the delivery of support services within the program or department?

One of the things I'm doing this year is to completely revamp the Career Center website so that students can use it as a step by step guide on what to do if they are in the Career Exploration phase. I'm hoping to direct students to hands on educational tools in addition to our How-To videos. The hope is that students will be able to get the guidance they need. Next year, I will need to put the new website as an SAO that needs to be evaluated.

5. General budget analysis by category of expenditures.

a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor		
Copy Costs/Printing		
Equipment		
Software	\$2100	Eureka.org career guidance website
Stipends		
Travel		
Other (please note)		
All Category Total		

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

a. Please discuss current outcomes or initiatives related to this core mission.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>

a. Please discuss current outcomes or initiatives related to this core mission.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>

a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Service Area SLO (SA-SLO) Name	Service Area SLO (SA-SLO)	SA-SLO Status	
④ 1 - Career Resources to Students	After utilizing the Eureka resource provided by the Career Center, students will be able to identify possible majors that can lead to careers that will match their personality, skills, and interests.	Active	edit copy delete
④ 2 - Researching Careers	After attending a Career Center workshop such as resume writing workshops, students will be able to demonstrate increased career skills.	Active	edit copy delete
④ 3 - Career Guidance	Students will identify possible careers that would match their personality type, strengths, interest, skills, and/or values.	Inactive	edit copy delete

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

Fall 2011, 32 students attend a Choosing a Major workshop. Of all the students surveyed, all but two said that the program was Fabulous or Good in the value of information provided and how the program met student expectations. (the other two rated both those items as okay).

Student success literature tells us about college student's stages of development and thinking about what type of career they want to go into is one part what they struggle with in college. We know this but formalizing what we know with data is very helpful is validating what we offer.

2.3.a What findings can be gathered from the SA-SLOs assessments?

On the evaluation, we ask how the student learned about our event. We advertise using flyers, facebook, career center website, and word of mouth. All but three of the students evaluated said they heard about the event through their counselor. Of the three who did not hear about the event from their counselor, one heard about it through the Transfer Center and the other two saw the event on the website. This information helps us find out how students find out about events on campus so that we can utilize those resources most efficiently. It turns out that counselors are the best in marketing events they think are beneficial for the students.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

The SA-SLOs are fine, I need to work on evaluating students so that I can best determine what career skill increased and how. The challenge is we want to get at least general information about how students liked the program and what they learned. If an evaluation is too detailed, I am not sure how likely students will be in filling them out.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

No, last year, at least for the choosing a major workshop, the evaluation needed to be more specific so we could capture what the student's learned. The Career Development conference evaluation was a little more specific and we asked what skill did you learn but the answers were a little vague. For example, in response to what did you learn in the Teambuilding workshop, the responses were typically "teambuilding". ☺. This shows I need to re-write the evaluations so I can capture meaningful data.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

The program and services we offer haven't really changed based on the SA-SLOs. I think our programs and services have been well thought out and I/we are constantly thinking about what we can do better. The SA-SLO process has been really helpful in reminding us what our focus is/should be. This process helps us refine how we go about proving what we know. So far, the biggest learning is that I need to learn how to evaluate programs better.

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Generate Marketing campaign	Fall 2011 – goal completed	-started a Career Center blog -consistently post on Career Center Facebook page -added videos to our website	-we need to continue to post on FB -need to increase blog posts.
Hire Career/Transfer Center Admin Assist	Fall 2011		This goal is not a possibility at this time.

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps

1. Revamp Career Center website	2012-2013	This will help students understand the process of career exploration before coming in to see a counselor	-Research other CC websites -Talk to Webmaster
2. Update Resume Writing online services	2012-2013	With less resume writing workshops, we need to find a way to get this information to students.	-researching online resume programs
2. Maintain current level of programs and services	2012-2013		

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Program Coordinator	75K	Need someone to oversee daily activities and workshops if the Career Center is to remain open.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
n/a		

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
n/a		

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Student Workers	20K	To assist the Career Center functions and serve students

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
New MacBook Laptop for Career Center presentations	\$1600	The current laptop is 5 yrs old and the software no longer supports the functions we need. For example, Firefox is no longer supported, Adobe Acrobat is too old and cannot be updated.
3 PCs for Career/Transfer Center	\$4000	The PCs are not working and we need new ones.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles. There have not been any concerns raised by the program review team.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

There have not been any concerns raised by the program review team.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Those evaluating what the Career Center has accomplished should view the accomplishments in light of the fact that there is only one person who manages the Career Center and the career services that are offered (me) and I work 8 hrs/week in this capacity. Over the last three years, I've brought new programs to the Center that I'd like to continue but we need to find a way to get permanent help. I can only rely on part-time student workers for so much. I'm proud of what the Career Center has provided students in the last three years and want to continue to think of new and better ways to serve students in the most efficient way possible.

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The strengths of the program have been the Counselor/Director and the Counselors who specialize in career counseling. It has been an asset to the Career Center to have drop-in career times in which students can get quick career questions answered or a resume to be looked at.

6.2 Areas of concern, if any: The concerns are that we do not have staffing in the Career Center and it has become a self-service area with students being able to use the Career Center library and the computers to use EUREKA (career info software program).

6.3 Recommendations for improvement:

Hire a full time staff person back in a coordination role or consider closing the career part of the Career and Transfer Center. The Career Center may need to be linked more to Workforce Development in terms of physically moving it out of the Counseling area.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The program continues to serve students even with the loss of the classified support staff. The use of online resources (EUREKA, InternBound, AfterCollege) enhances the self-service aspect of the service.

6.2 Areas of concern, if any:

Lack of staffing.

6.3 Recommendations for improvement:

With the plan for a new workforce and job prep center in the remodeling plan for Building 5400 (Winter 2014) in collaboration with the DRC and Veteran's Resource Center, we will be able to serve students in more depth. It will be important to include staffing (classified staff, graduate assistants, student interns) into the budget for the new center.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College SA - Career Center

Mission Statement: 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. 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.

Source: program review 10/20/2009 entered by jd

Primary Core Mission: Workforce

Secondary Core Mission: Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Career Center - 1 - Career Resources to Students - After utilizing the Eureka resource provided by the Career Center, students will be able to identify possible majors that can lead to careers that will match their personality, skills, and</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>Start Date: 07/01/2011</p> <p>End Date: 06/30/2012</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: 100 Students who use the Eureka resource to identify a major will be assessed with a survey immediately after using the resource.</p> <p>Assessment Method Type: Survey</p> <p>Target: 60% of students who fill out your survey will express that Eureka helped them identify possible majors that can lead to careers.</p>	<p>09/25/2012 - Summer 2012 a new program coordinator bumped into the career coordinator position. Fall 2012 we were getting up to speed and working on the SAOs. Winter quarter (March 2012) our Career Coordinator retired. The coordinator would have been the one to administer a survey determining the effectiveness of the online career guidance program. Without that position, we were unable to do the assessment.</p> <p>For the 2012-2013 year, the Career Director position (Fatima Jinnah, Counselor) will ask the CRLP 70 faculty if they will allow me to ask their students (via survey monkey) how effective Eureka.org is for them. We use this system in all our CRLP 70 classes to help them with career research. We also have students take skills and temperament assessments so I do want to continue this SAO and determine its usefulness.</p>	<p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Career Center program Coordinator to administer assessment.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>10/12/2011 - Students are seeking assistance outside the traditional workshop format. On-to-one drop-in career advising, Internet, and personal resources are common resources used by students who seek help writing a resume. Students are busy and cannot always commit to a workshop offered on a specific day and time.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: The Career Center would like to purchase a new technology, such as a scanner and Camtasia software which is currently borrowed from FGA.</p>	<p>10/12/2011 - The Career Center will continue to develop social media and marketing techniques continue to expand our marketing efforts (virtually), and learn new technology to advertise to students. We will develop more web based video workshops using Camtasia and YouTube that will be available on the Career Center's web page.</p>
<p>SA - Career Center - 2 - Researching Careers - After attending a Career Center workshop such as resume writing workshops, students will be able to demonstrate increased career skills.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>Start Date: 07/01/2011</p> <p>End Date: 06/29/2012</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: 100 * Students will take a survey immediately after the workshop assessing their increased skill level.</p> <p>Assessment Method Type: Survey</p> <p>Target: 70% of students who take the workshop will demonstrate increased skills?</p>	<p>09/25/2012 - I surveyed three workshops during the Career Development Conference Spring 2012 and collected 58 responses. Below are the three topics and some student responses.</p> <p>Topic: Digital Resumes and Personal Branding</p> <p>Question: What tips will you use? Response--differentiate yourself from others to stand out from the crowd -make a resume site - include references in your digital resume -try a google profile -join social media -update LinkedIn - clean up digital dirt -idea: start a blog</p> <p>Topic: Interviewing Skills Question: What is one tip you learned? response: get 100% organized before the interview, give a firm handshake, and look into people's eyes. -assert yourself, don't be afraid. - people google you before you enter any interview - prepare to answer three weaknesses -have a closing question -be assertive, it's ok to call back - keep it interesting</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Topic: Team building Question was How might this help you in your career. The response "to collaborate and listen to each other" -a fun exercise but how do we apply this in the workplace where there are egos, different personalities, etc. -always plan ahead -this is an important topic because most jobs involve teamwork</p> <p>Overall, I think the conference was effective in imparting career information and building career skills. For next year, I need to change the questions asked because I don't know if the survey allowed students to "demonstrate" the skills they learned. Specifically, I may need to reword the "what is one tip you learned" question. I like it because students give me specific things they learned which shows me something tangible but I may need to edit it.</p> <p>While we had 150 students at the main luncheon, we had less at the three breakout sessions. We had a total of 54 surveys which did not meet our target of 100. However, all the 54 surveys were very positive.</p> <p>I will not have the Career Development conference for 2012-2013 because we don't have enough money to cover the cost of the conference and with no career coordinator we lack much needed personnel to organize/plan the conference.</p> <p>For the 2012-2013 year, I will assess the Lunch n' Learn workshops.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request:</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>Increased funding to hold annual Career Development Conference</p> <p>10/12/2011 - Students utilize EUREKA and YouTube videos to learn information about majors and careers. The Career Center has improved online resources available on the web site, such as a How to Choose a Major video as well as PDF's. Students also utilize online job boards, such as Plaksa.com to find a job or internship.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding for EUREKA at a cost of \$2,200 per year that supports student learning and supports Putting Access into Action.</p>	<p>10/12/2011 - Offer online webinars, podcasts, career assessments, and a job board to reach more students through a virtual Career Center that's accessible 24/7 from home, work, or school.</p> <hr/>
<p>SA - Career Center - 3 - Career Guidance - Students will identify possible careers that would match their personality type, strengths, interest, skills, and/or values.</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: Survey students to determine how useful the process is for writing the resume.</p> <p>Assessment Method Type: Survey</p> <p>Target: Increase awareness of what Careers are a best fit for the student.</p>	<p>10/12/2011 - The Career Guidance Software program called EUREKA was the most popular resource used by students followed by one-on-one drop-in career advising. Within EUREKA, students found TRUE COLORS to be the most valuable assessment. Students are accessing the Internet and YouTube for help with career research.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Career Center budget of \$900 does not cover the \$2000 plus needed for the yearly site license fee for EUREKA.</p>	<p>10/12/2011 - The Career Center will look at ways to formulate workshops or 1:1 student appointments using TRUE COLORS. The Career Center will continue to create and publish handouts and materials as PDF's that can be downloaded off of the Career Center's web site. We will move forward to create mini-movies and video clips because students prefer online resources.</p> <hr/>