

Student Services Program Review 2019/20 UPDATE

Employment/Career Center

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Lead Writers: Claudia Estrada-Howell, Career Supervisor, & Alicia Lopez, Career Senior Student Services Assistant
- Liaison: Erika Higginbotham, Coordinator for DSPS
- Manager/Supervisor: Ailene Crakes, Dean Student Development

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Career Center Short Term Goals 2018/19

Collaboration

Expand student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, Guided Pathways etc.).

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 2.2

Partnerships

Advance partnerships with employers and alumni to facilitate career connections and opportunities for our students

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3

Growth

Grow the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.2

Student Preparation

Improve student preparation for career opportunities and interactions with potential employers.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 4.1

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Career Center Short Term Goals 2018/19

Goal

Goal: Collaboration

Expand student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, Guided Pathways etc.).

Action: Expanding Collaborations

Describe the actions needed to achieve this objective:

We have already expanded collaborations with other programs and services on campus such as English Department, International Students, Child Development, Personal Growth, Business Department, Allied Health Department, Associated Students, The Stand, EOPS, Cruise Program, Outreach Department, Financial Aid, Counseling Department, and Work-Based Learning. However, our next step is to build new collaborative partnerships especially with areas that support student equity such as Umoja and other departments not listed above.

Who will be responsible for overseeing the completion of this objective:

The persons responsible for overseeing the completion of this action item are the Career Center Co-Coordinator.

Provide a timeline for the actions:

The timeline to begin action item is spring 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will continue to track our partnerships and collaborations and review the tracking each semester to make sure we are on track.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The co-coordinators will need coordinating time.

Goal: Partnerships

Advance partnerships with employers and alumni to facilitate career connections and opportunities for our students

Action: Expanding Partnerships and Work Based Learning Presence

Describe the actions needed to achieve this objective:	Continue to enhance our partnership with Work Based Learning through the creation of new processes for employer engagement. Redesign the Career Center website including a full merge of the Work Based Learning website.
Who will be responsible for overseeing the completion of this objective:	-The Career Center team
Provide a timeline for the actions:	We will begin this action in spring 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The assessment plan will be ongoing departmental meetings with Work Based Learning team and tracking of increased student job and internship opportunities and employer registrations on our online job board, Mesa Job Network each semester. The assessment plan for the website will be ongoing tracking of positive usage indicators on our website analytics.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	-Potentially expansion of software

Goal: Growth

Grow the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.

Action: Increased Capacity

Describe the actions needed to achieve this objective:	Continue to support the Career Peer Ambassador Program (CAP) to serve the needs of students by seeking additional funding for the sustainability of this program. Track CAP fiscal spending and leverage resources to sustain the program.
Who will be responsible for overseeing the completion of this objective:	-Career Center Supervisor, Claudia Estrada-Howell
Provide a timeline for the actions:	-Begin on this action item in spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	-Show program improvement and positive outcomes through tracking of Career Peer Ambassador metrics

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The resource need is sustainable funding source for the Career Peer Ambassador program.

Goal: Student Preparation

Improve student preparation for career opportunities and interactions with potential employers.

Action: Continue to provide career counseling and career peer ambassador activities

Describe the actions needed to achieve this objective:

-Continue to offer services ongoing and expanding when possible

Who will be responsible for overseeing the completion of this objective:

-The Career Center Supervisor, Claudia Estrada-Howell

Provide a timeline for the actions:

Ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

-Continue to measure student point of contacts for Career Counseling and CAP

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Resources needed:
-Additional career counselors
-Sustained Career Peer Ambassador Program funding

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Career Center Short Term Goals 2018/19

Goal

Goal: Collaboration

Expand student equity and retention through career services by increasing collaboration with faculty and specialized

student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, Guided Pathways etc.).

Action: Expanding Collaborations

Describe the actions needed to achieve this objective:

We have already expanded collaborations with other programs and services on campus such as English Department, International Students, Child Development, Personal Growth, Business Department, Allied Health Department, Associated Students, The Stand, EOPS, Cruise Program, Outreach Department, Financial Aid, Counseling Department, and Work-Based Learning. However, our next step is to build new collaborative partnerships especially with areas that support student equity such as Umoja and other departments not listed above.

Who will be responsible for overseeing the completion of this objective:

The persons responsible for overseeing the completion of this action item are the Career Center Co-Coordinator.

Provide a timeline for the actions:

The timeline to begin action item is spring 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will continue to track our partnerships and collaborations and review the tracking each semester to make sure we are on track.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The co-coordinators will need coordinating time.

Status for Expanding Collaborations

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Partnerships

Advance partnerships with employers and alumni to facilitate career connections and opportunities for our students

Action: Expanding Partnerships and Work Based Learning Presence

Describe the actions needed to achieve this objective:

Continue to enhance our partnership with Work Based Learning through the creation of new processes for employer engagement. Redesign the Career Center website including a full merge of the Work Based Learning website.

Who will be responsible for overseeing the completion of this objective:

-The Career Center team

Provide a timeline for the actions:

We will begin this action in spring 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

The assessment plan will be ongoing departmental meetings with Work Based Learning team and tracking of increased student job and internship opportunities and employer registrations on our online job board, Mesa Job Network each semester. The assessment plan for the website will be ongoing tracking of positive usage indicators on our website analytics.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

-Potentially expansion of software

Status for Expanding Partnerships and Work Based Learning Presence

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Growth

Grow the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.

Action: Increased Capacity

Describe the actions

Continue to support the Career Peer Ambassador Program (CAP) to serve the

needed to achieve this objective:	needs of students by seeking additional funding for the sustainability of this program. Track CAP fiscal spending and leverage resources to sustain the program.
Who will be responsible for overseeing the completion of this objective:	-Career Center Supervisor, Claudia Estrada-Howell
Provide a timeline for the actions:	-Begin on this action item in spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	-Show program improvement and positive outcomes through tracking of Career Peer Ambassador metrics
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	The resource need is sustainable funding source for the Career Peer Ambassador program.

Status for Increased Capacity

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Student Preparation

Improve student preparation for career opportunities and interactions with potential employers.

Action: Continue to provide career counseling and career peer ambassador activities

Describe the actions needed to achieve this objective:	-Continue to offer services ongoing and expanding when possible
Who will be responsible for overseeing the completion of this objective:	-The Career Center Supervisor, Claudia Estrada-Howell
Provide a timeline for the	Ongoing

actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

-Continue to measure student point of contacts for Career Counseling and CAP

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Resources needed:

- Additional career counselors
- Sustained Career Peer Ambassador Program funding

Status for Continue to provide career counseling and career peer ambassador activities

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Student Services Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Employment/Career Center

(REQUIRED) Program name

Career Services

(REQUIRED) Are you on target with your assessment schedule?

Yes, we are assessing annually and on an ongoing basis. Here is what is currently being assessed:

Mission & Vision: Empower students with tools and knowledge for life long career transitions. Connect employers and students through jobs, internships, and networking opportunities that mutually benefit our community. Support faculty with career integration in the classroom.

Career Center Goals:

1. Expand student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, etc.).
2. Advance partnerships with employers and alumni to facilitate career connections and opportunities for our students
3. Grow the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.
4. Improve student preparation for career opportunities and interactions with potential employers.

Career Center Outcomes:

- A. Students will gain increased preparation for career interactions and opportunities. (Goals 1, 2 and 4)
- B. Students will gain awareness of career services and career events on campus and online (Goals 1 and 3)
- C. Students will demonstrate the use of job search resources and career exploration tools to explore individual career options (Goals 2, 3)
- D. Students will express understanding of personality type, skills, values, and goals as it relates to their career options (Goals 1, 2, 4)

Career Peer Ambassador Program (CAP) Goals:

I. Create a learning community to engage students in active learning, critical thinking, and personal and social responsibility (Goals 1, 3, 4)

II. Educate students around job/internship preparation and career readiness through providing peer résumé building services and assisting in on-campus career services events (Goals 1, 3, 4)

III. Connect students with employers, alumni, faculty and staff to facilitate career connections, opportunities and resources (Goals 1, 2, 3, 4)

CAP Student Learning Outcomes:

Through participating in CAP peer-to-peer résumé building services, students will be able to:

- Increase their knowledge of résumé writing strategies and resources (Goals I, II, III & A)
- Develop a better understanding of how to communicate their skills and experiences in a well-formatted résumé (Goals I, II, III, A, D)
- Build confidence in their ability to market themselves enabling them to qualify for higher earning positions (I, II, & A)
- Gain awareness of career events and opportunities at Mesa College (Goals I, II, III & B)

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

In the 2018-2019 academic year, our assessments revealed the following:

Career Center Outcome A: Students will gain increased preparation for career interactions and opportunities. (Goals 1,2 and 4)

- Advanced employer contacts and partnerships to increase career interaction opportunities for students.

Total New Employer Contacts on Mesa Job Network Online Job Board = 422

- Provided increased professional clothing closet resources through The Stand

The Stand is a free food pantry and professional clothing closet that assists students by providing free food and clothing resources. Resources from The Stand are available to all students. The Stand provided 1,586 articles of clothing to 387 students.

- Increased student career preparation

Total Career Center Team Student Points of Contact (counselors and staff) = 3,211

Total Career Ambassador Peer-to Peer Walk- In Resume Building Points of Contact (career ambassadors only) = 284

- Increased collaboration with faculty and specialized students programs

Career Presentations: Tailored classroom presentations, career services overview, and other outreach efforts. Collaborations Included: Work-Based Learning, WorkAbility III, English Department, International Students, Child Development, Personal Growth, Business Department, Allied Health Department, Associated Students, The STAND, EOPS, CRUISE Program, Outreach Department, Financial Aid, and Counseling Department.

Total Student Contacts for Career Presentations = 514

Total number of Career presentations offered = 21

Career Center Workshops:

Total number of Student Contacts for Career Workshops = 242

Presentation Topics*-

1. Résumé Preparation
2. Interview Skill Building

3. Social Media Networking
4. Internship Preparation
5. Job Preparation
6. Personality Type and Careers
7. Career & Major Exploration

*Note: For some of the workshops, we directly collaborated with Work Based Learning to present.

Career Week Programming & Other Collaborations: (Job and internship fairs, career week events, panels, etc.) **Expanded Number of Students Served Overall: 537**

- Career Week Resume Tent Events = Collaborated with Career Counselors, Career Ambassadors, and Counselors from WorkAbility III to provide resume preparation assistance to students.
- Career Week Employer Panel = The Career Center and Work-Based Learning partnered with San Diego Regional Economic Development Corporation (EDC) to host a panel. Students gained information on how to increase their chances of obtaining an interview and learned strategies to navigate a career fair. Professionals in the field provided inside tips and discussed career paths in the following fields: Health, Finance, Defense, and Technology. We also collaborated with Professor Adrienne Milner, Computer and Information Sciences at Mesa College in moderating the event. Attending companies were:
 1. General Atomics
 2. Bank of America
 3. Booz Allen Hamilton
 4. Scripps Health
- Career Week Majors Fair = Collaborated with faculty/different academic programs. Majors at Mesa Day is a new event added to the activities during Career Week. Students learned information from current faculty and students about the different programs and majors available including career opportunities within specific majors.

Students served comprised of Mesa College students and visiting high school students from Madison High School and Kearny Mesa High School in collaboration with the Mesa College Outreach Department.

Total Participation of Academic Programs & Specialized Student Programs Fall 2018 = 27

1. Anthropology
2. Architecture
3. Business Administration
4. Chemistry
5. Chicana and Chicano Studies
6. Child Development
7. Communication Studies

8. Computer and Information Sciences
9. Counseling
10. Dance
11. Dramatic Arts
12. Fine Art
13. History
14. Humanities and Religious Studies
15. Italian
16. Journalism
17. Languages
18. Mathematics
19. Multimedia
20. PATH: (Preparing Accomplished Transfers to the Humanities)
21. Personal Training
22. Philosophy
23. Psychology
24. Sociology
25. Study Abroad
26. Sustainability
27. Web Development

Career Center Outcome B: Students will gain awareness of career services and career events on campus and online. (Goals 1 and 3)

- Gained awareness of career services and events through Career Center Website and specifically merging websites with Work-Based Learning’s website to provide information regarding work experience and other career services

Career Center Website Traffic:

Total Site Visit Traffic = 51,067 (9.19%)

Top 5 visited pages =

1. Job and Internships
2. Work-experience
3. Career Counseling
4. Career Events
5. Career Peer Ambassador Program

- Gained awareness of career services and events through Career Center Website and online tools

Chat Bot (Ivy Bot) Traffic 2018-2019:

Total Number of Users = 2,673

Total Average Student Rating of Ivy Chat Bot Efficacy on a Scale of 1-5 = 3.4

The average student rating on the Ivy Chat Bot reveals that students rated the online resource as a tool that produced desired results and supported students online 24/7.

TCE Event App Traffic 2018-2019:

Total Number of TCE App Downloads = 594

The **highest number of application downloads** was month of **September which was during Fall 2018 Career Week events 154** and **April during Spring 2019 Career Week events which was 118**. The other months were less than 28 users per month.

Career Center Outcome C: Students will demonstrate the use of job search resources and career exploration tools to explore individual career options. (Goals 2 and 3)

- Facilitated employer career connections and opportunities for students and advanced employer contacts

Total New Students Registered including alumni on Mesa Job Network Online Job Board = 703

Total New Employer Contacts on Mesa Job Network Online Job Board = 422

- Increased collaborations to provide and teach students how to utilize career resources to explore individual career options

Career Presentations: Tailored classroom presentations, career services overview, and other outreach efforts. Collaborations Included: Work-Based Learning, WorkAbility III, English Department, International Students, Child Development, Personal Growth, Business Department, Allied Health Department, Associated Students, The STAND, EOPS, CRUISE Program, Outreach Department, Financial Aid, and Counseling Department.

Total Student Contacts for Career Presentations = 514

Total number of Career presentations offered = 21

Career Center Workshops:

Total number of Student Contacts for Career Workshops = 242

Presentation Topics*:

1. Résumé Preparation
2. Interview Skill Building
3. Social Media Networking
4. Internship Preparation
5. Job Preparation
6. Personality Type and Careers
7. Career & Major Exploration

*Note: For some of the workshops, we directly collaborated with Work Based Learning to present.

Career Ambassador Program:

Total Career Ambassador Peer-to Peer Walk- In Resume Building Points of Contact (career ambassadors only) = 284

Total Hours Career Ambassadors Spent Providing Peer-to Peer Walk-In Assistance = 252.75

- Provided online accessibility of job preparation resources and career exploration tools

Career Center Website:

Total Site Visit Traffic = 51,067 (9.19%)

Top Visited Page = Job and Internships

Career Center Online Tools:

Total What Can I Do with a Major? Resource Tool Site Visit Traffic = 113

The highest student usage for Fall 2018 at the beginning of the semester (September & November). The highest usage in the Spring 2019 is also at the beginning of the semester (March).

Total Candid Career Videos Resource Tool Site Visit Traffic = 990

Top 10 Industries Watched:

1. Liberal Arts Majors
2. Human Services
3. Healthcare
4. Science, Math, & Engineering
5. Education
6. Art
7. Finance
8. Business
9. Entrepreneurship
10. In Demand Jobs

Top Questions Students Asked in the How Can We Help You? Candid Career Bot:

1. I am deciding on a major/career path = **Total 611**
2. I am looking for a job or internship = **Total 249**
3. Other (Grad School, Military Service, Building My Network, Improving My Skills, etc.) = **Total 104**
4. I am switching Careers = **Total 70**
5. I am starting a job = **Total 68**

Total Perfect Interview Practice Interview Tool Site Registrations = 123

Total Perfect Interview Practice Interview Sessions = 136

- Increased collaborations with Work-Based Learning during Career Week programming to provide students access to connecting with employers for jobs and knowledge of career options

Career Week & Other Collaborations: (Job and internship fairs, career week events, panels, etc.)

Total Number of Students Served: 537

Total Number of Employers at Job Fairs = Fall 2018 (53) Spring 2019 (48)

Total Number of Employers at Internship Fairs = Fall 2018 (13) Spring 2019 (19)

Career Center Outcome D: Students will express understanding of personality type, skills, values, and goals as it relates to their career options. (Goals 1, 2, and 4)

- Increased career services offered in career assessments so students understand their personality type, skills, values, and goals as it relates to their career options

Total Career Interpretation Appointments = 101

Total Career Assessments Taken by Students on CPP Website = 105

- CPP Downloads for MBTI Assessment = 35
- CPP Downloads for Strong Assessment = 70

(REQUIRED) Based on your assessments, what resource needs have you identified?

Web Based Resource Tool Needs:

Based on our assessments, we have determined that we will be making improvements on the **Career Center website** to enhance the students' experience based on the website traffic numbers. We will be specifically merging websites with Work-Based Learning's website to provide information regarding work experience and other career services since that is a resource need based on the top 5 visited pages by students on the Career Center website.

In addition, we will continue to utilize the **Chat Bot (Yvy Bot)** since the average student rating on the Ivy Chat Bot reveals that students rated the online resource as a tool that produced desired results and supported students online 24/7. The average student rating of Ivy Bot efficacy on a scale of 1-5 is 3.4.

For the **TCE Event App**, we will continue to utilize this tool based on the traffic data. The highest number of application downloads was in the months of September which

was during Fall 2018 Career Week events 154 and April during Spring 2019 Career Week events which was 118. The other months were less than 28 users per month.

We will also continue to utilize **Perfect Interview** online interviewing tool and increase marketing of this tool. We have a total of 123 site student registrants.

Staffing Resource Needs:

Another resource need we have identified is that data shows our students would benefit from increased access to career counseling appointments through an additional full time career counselor, especially with the demands of the new Guided Pathways initiative and Strong Workforce calling for early and increased career exploration. Due to the hiring freeze, we will not be submitting a full-time faculty hiring prioritization request at this time although we do plan to do so in the future.

The assessments also indicated a full-time need in Work Based Learning in regards to a full time faculty internship coordinator to provide more assistance to students with internship preparation coaching. The Career Center's website top visited page is the "Jobs and Internships" section, so we will continue to improve this page. Work-Based Learning is moving forward with submitting a full-time faculty hiring prioritization request.

Additionally, the assessment data shows that the Career Peer Ambassador Program (CAP) is providing huge support for our students in career preparation but the program is not currently under a stable funding source. An established funding source is needed for the longevity and sustainability of this program which heavily supports our students.

Please provide any other comments.

Thank you for your support!

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: Employment/Career Center

Program Name

(REQUIRED) Type your program/ service area name.

Career Services

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

In order to examine patterns of equity gaps by race/ethnicity Career Services took a comparison approach to student usage of career counseling appointments for a two year period.

Methodology:

Career counseling appointments include:

- Career Exploration
- Job and Internship searching resources
- Major Exploration
- Resume Review
- Interview Preparation
- Career and Life Planning
- Career Assessment (MBTI/STRONG)

We looked at comparison quantitative data from student usage of career counseling appointments for the following years: Year 1 (7/01/2017-6/30/2018) and Year 2 (7/01/2018-6/30/2019). These data sets were collected from SARS which is the student information management system used within student services for appointment tracking.

We looked at the race/ethnicity data from Year 1 and Year 2 and compared it to the campus student ethnicity profile found on the SD Mesa College Institutional Research Office under the Data Dashboard section called "Student Characteristic Dashboard."

Year 1 (7/01/2017-6/30/2018)

Career Center Users

17-18

	Headcount	Percent
African American	28	6%
American Indian	1	0%
Asian	68	13%
Pacific Islander	0	0%
Filipino	18	4%
Latinx	198	39%
White	159	31%
Other	22	4%
Unreported	12	2%
Total	506	100%

Mesa population

17-18

	Headcount	Percent
African American	2487	7%
American Indian	103	0%
Asian	3789	10%
Pacific Islander	207	1%
Filipino	1683	5%
Latinx	13413	37%
White	11666	32%
Other	2336	6%
Unreported	681	2%
Total	36365	100%

Year 2 (7/01/2018-6/30/2019)

Career Center Users

18-19

	Headcount	Percent
African American	31	9%

American Indian	1	0%
Asian	25	8%
Pacific Islander	0	0%
Filipino	9	3%
Latinx	141	42%
White	99	30%
Other	21	6%
Unreported	5	2%
Total	332	100%

Mesa population 18-19		
	Headcount	Percent
African American	2364	7%
American Indian	102	0%
Asian	3642	11%
Pacific Islander	198	1%
Filipino	1606	5%
Latinx	12953	38%
White	10756	31%
Other	2261	7%
Unreported	648	2%
Total	34530	100%

Observations:

When comparing Year 1 and Year 2 to the campus profile, there are no significant patterns of equity gaps. This comparison shows that we are serving the same ethnic breakdown of students in Year 1 and Year 2 to the campus student ethnicity profile found on the SD Mesa College Institutional Research Office under the Data Dashboard section called "Student Characteristic Dashboard."

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Observations:

When comparing Year 1 and Year 2 to the campus profile, there are no significant patterns of equity gaps. This comparison shows that we are serving the same ethnic breakdown of students in Year 1 and Year 2 to the campus student ethnicity profile found on the SD Mesa College Institutional Research Office under the Data Dashboard section called "Student Characteristic Dashboard."

This observation consisted of a two year pattern, there were no significant patterns of equity gaps. While the Data Dashboard showcased five years of campus student ethnicity profile data, due to increased equity efforts over the last two years such as The Stand food pantry and professional clothing closet. For this reason, we decided to only look at most recent two years of student usage of career counseling appointments.

If we looked at a 5 year pattern, then there is a possibility for equity gap patterns to emerge.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

The factors that may have influenced these results are increased equity efforts over the last two years such as The Stand food pantry and professional clothing closet. For this reason, we decided to only look at most recent two years of student usage of career counseling appointments. If we looked at a 5 year pattern, then there is a possibility for equity gap patterns to emerge.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Although we have no equity gaps reflected in the ethnicity markers, our department has always strived to increase services and access to increase equitable services. We consider that there are other variable markers for equity such as social economic status, first generation college students, veterans, adult learners, etc.

In the past year 2018-2019, we have increased collaborations with other programs and services on campus such as English Department, International Students, Child Development, Personal Growth, Business Department, Allied Health Department, Associated Students, The Stand, EOPS, Cruise Program, Outreach Department, Financial Aid, Counseling Department, and Work-Based Learning. These collaborations have helped us meet the markers outside the ethnicity and race category.

Additionally, we might consider examining ethnicity data for the usage of other services:

- Career Drop In Sessions
- Career Ambassador Program Peer Sessions
- Career Services Events and Workshops
- Career Classroom Presentations

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

The overall SD Mesa campus Latinx student ethnicity profile results were 37% in Year 1 and 38% Year 2. When comparing overall SD Mesa campus Latinx data to the breakdown of our Latinx students who participated in career counseling appointments in Year 1 39% and Year 2 42%, we had a 2% (Year 1) and 4% (Year 2) positive difference. This demonstrates that Career Services contributes to Latinx students at slightly improved levels than are represented in the overall campus student ethnicity profile found on the SD Mesa

College Institutional Research Office under the Data Dashboard section called "Student Characteristic Dashboard." Latinx students are a large part of the college's HSI identity.

(REQUIRED) A6. Have you identified resource needs?

Yes, we have identified resource needs. The data shows that our students would benefit from increased access to career counseling appointments, especially with the demands of the new Guided Pathways initiative and Strong Workforce calling for early and increased career exploration exposure.

In Year 1 and Year 2, we were only able to serve 1.4% (Year 1) and 1% (Year 2) of students in all ethnic groups that makeup the SD Mesa student population which is extremely low.

As a result, the resource need would be additional career counselors to expand the capacity of available career counseling appointments, so more students are exposed to career counseling. Currently, Career Services only houses 2 full-time career counselors that are shared with the General Counseling Department and only 2 counselor adjuncts that are shared with Transfer and General Counseling Departments.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, this aligns with GOAL #3:

3. Grow the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.

Career Center's program goal #3 addresses the additional need of career counselors to be able to serve the students at a larger capacity.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

In 2017-2018, our goals and areas of focus were:

1. Expanding student equity and retention through career services by increasing collaboration with faculty and specialized student programs (SSSP, Student Equity, Title V/HIS grant, Strong Workforce, etc.).

2. Advance partnerships with employers and alumni to facilitate career connections and opportunities for our students.
3. Growing the Career Center's capacity to serve the needs of the Mesa student/alumni population and campus community through increased staffing, faculty, tools, physical space and innovative technologies.
4. Improving student preparation for career opportunities and interactions with potential employers.

Currently, we are seeing results in goals/areas of focus #1 and #3.

For area #1, we have expanded collaborations with other programs and services on campus such as English Department, International Students, Child Development, Personal Growth, Business Department, Allied Health Department, Associated Students, The Stand, EOPS, Cruise Program, Outreach Department, Financial Aid, Counseling Department, and Work-Based Learning.

For area #3, we have continued to support a Career Peer Ambassador Program to serve the needs of students. However, this program is not institutionally funded therefore the possibility of the program expiring is always imminent. Growing the Career Center's capacity through increased staffing in counselors is essential in order to increase campus wide SD Mesa College equity efforts.

Next Steps:

Our next steps include focusing on goals/areas of focus #1 and #3 by continuing to seek institutional support and funding in order to grow the Career Center's capacity.