

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>			
Prompt	Guidance		Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.			<p>Successes:</p> <p>Since our last comprehensive review for 2018-2019, the Career Center (CC) has continued to be forward-thinking, innovative, creative and hardworking. This past year, the Transfer, Evaluations and Career (TCE) created this TCE Bubble Map to characterize who we are.</p> <p>Our success includes adding and hiring new faculty and staff positions to support Career services, focusing on equity, and inclusion, offering both in-person and remote career services and opportunities, collaborating with several departments and programs on campus, planning the first-ever district-wide Career Fair utilizing our districtwide job board, Handshake, creating a Career Services Canvas Shell and purchasing several online career resources that students can access 24/7.</p> <p>In addition, we continue to collect career-related data, market well to our campus community and infuse career wherever we go in an engaging way.</p>

			<p>Below is a list of our specific successes:</p> <ul style="list-style-type: none">● Infographics - 2019-2022● Call to Action: Transfer, Career and Evaluation Departments Antiracism, Diversity, Equity, and Inclusion Plan● Career Peer Ambassador Program (CAP)● Two Career Co-Coordinators (.5 each) - added KristyCarson in summer 2019● 2020 Mesa Spring Convocation - Career Fest Video Presentation● Provided various career-related workshops/presentations both remotely and in-person. From fall 2020 to current (March 2023) we presented to 1,414 people within the campus community, this included students, faculty, staff and administrators.● 2020 Student Needs Survey and Results● Career Data Dashboard● Career Fair<ul style="list-style-type: none">○ 2019 & 2020 In-Person Career Fair○ Spring 2021 and 2022 Virtual Career Fairs○ Fall 2022 - In-Person Career Fair (500 students and 84 employers)● Handshake Job/Internship Board - Launched Spring 2022<ul style="list-style-type: none">○ Career Fair Marketing○ Career Counseling Appts - Launching Summer 2023○ CAP Appts - Launching Spring 2023● Fall 2022/Spring 2023: More in student appointments/ access to students● Remote Career Services, spring 2020 - current● Back on campus (in-person services) summer or fall 2021.● NEW Career Center Services & Resources<ul style="list-style-type: none">○ Career Canvas Shell - Launched Spring 2022○ Updated the Career Center Website○ Career Ready Guide - 2023 Renewal<ul style="list-style-type: none">★ 305 Mesa students/users registered to utilize the Career Ready Guide (CRG) in 2022. We purchased 300 users this past year and we ran out of accounts in mid to late November. This was significant because it shows the increasing popularity and need for this career tool.
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We obtained quantitative and qualitative data from Career Spots (the company that owns the CRG) and they collected data from our Mesa students regarding the tool from December 16, 2021, to September 22, 2022.

Overall the student responses were very positive.

See [Summary of San Diego Mesa College Student Survey Responses Report](#)

- [Big Interview - Launched Spring 2022](#)
- [CAP Resume & Cover Letter Handbook](#) - Fall 2022
- [CAP Internship Handbook](#) - Spring 2023
- [CAP 2021 Spring Workshop Series](#)
- [CAP 2022 Spring Workshop Series](#)
- [YouTube](#) and [Instagram](#) presence
- [CAP Jumpstart Video](#) - Spring 2023
- Career Counseling Chats - spring 2020 to spring 2022
- [Veteran Career Chats/Career Counseling - Fall 2022/Spring 2023](#)

Career Services continues to thrive in collaborative environments. Below is a list of collaborative efforts when it comes to career workshops, presentations, and tabling with the following departments and programs:

- Work-Based Learning (WBL)
- KAPWA cohort
- UMOJA cohort
- Black Studies Dept
- Chicano Studies Dept
- EOPS: Next Up, Rising Scholars, Borderless Scholars
- Veterans Success Center/Veteran Services
- Peer Navigators
- Outreach Ambassadors
- College Success (Perg 120)
- Promise Students
- Careers in Psychology (Psyc 201)
- Mesa College Career Fest
- Mesa College Welcome Week
- 2023 PRIDE Center Grand Opening

- Spring 2022 Catalyst Conference
- Black Student Success Week

It is important to note that our Career Team is well represented in various committees and takes advantage of professional development opportunities both on and off campus.

Below are some specific career-related committee involvement:

- District Handshake Implementation Committee
- Mesa Strong Workforce Committee
- Strong Workforce Employer Engagement & Internships Subcommittee
- Guided Pathways Onboarding and Exploration Workgroup
- Counselor Institute Planning Committee
- Various Career Planning and Events Committees

Our [Career Ambassador Program](#) (CAP) continues to thrive and be central to our career successes. See the below list.

- Accessibility to reach all students. By offering zoom, in-person, and phone call appointments the peers have been able to work with a higher number of students.
- NEW Career Center Services & Resources
 - Career Canvas Shell - Launched Spring 2022
 - CAP Resume & Cover Letter Handbook - Fall 2022
 - CAP Internship Handbook - In- Progress Spring 2023
- [Pre](#) & [Post](#) Survey
 - By having students fill out a pre and post-survey we are able to record how the program is helping students. We can see what is going well, what needs improvement, and the benefits overall.
- Presentations/Workshops
 - The peers are having the opportunity to present in classrooms and for different departments.

Challenges:

While it is important to celebrate and acknowledge our successes it is equally as important to identify the challenges we faced the past 4 years.

More specifically our challenges consisted of the following:

			<ul style="list-style-type: none"> ● Adjusting to the Pandemic and Covid-19. The Career Center had to quickly pivot to think outside of the box to serve our students remotely and in an effective way. Even though our adjustment efforts went well, it was still a stressful time to learn, adapt and implement. It was a whirlwind. ● Many of our Mesa students are still remote and how do we make sure they are aware of our Career Services ● BIPOC students still low #s ● Less Career Coordinating hours for Raquel and Kristy. They have 5 hours each per week and sometimes this is very hard to keep up with all the career demands and coordination with limited coordination hours even when slash time is used. ● Enrollment and on-campus student numbers are still low which decreases access to students and outreach opportunities. Many students are also still taking a large number of classes online since the course offerings are still predominantly online. ● Low staffing and hours for Career Counselors/Coordinators so we are not able to do very much outreach activities on campus. ● Many SDCCD Jobs/on-campus jobs are still not on Handshake. ● The district employment website does not show the exact college location of each job on the webpage and this makes it hard to help students find on-campus or SDCCD campus-specific jobs. ● Career needs to come from the whole campus just from the Career Center. It is imperative to change the culture where career and major exploration is a campus priority. <p>In summary, adjusting to the pandemic, reaching our BIPOC students, and having staff vacancies for years are by far the biggest challenges we faced.</p>
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>		<p>Since our last comprehensive review, the impact of the 2020 Covid-19 pandemic required our campus and department to change and evolve in numerous ways. Starting in Spring 2020, the Career Center Team acted quickly to revise the way we provided career services to our students and our campus community in a virtual environment which produced a variety of remote and virtual services that allowed us to reach students in all ways we were prior. This continued through the Spring/Summer of 2022 when we started our transition back to campus. We then began to gradually offer in-person services to students once again. As a department, we have continued</p>

		<p>to try our best to remain flexible to change but most importantly student-centered in how we have restructured our services to meet the new normal of our campus and community environment.</p> <p>Here is a list of some the new services, programs, resources and events we've developed and provided since the last comprehensive program review:</p> <ul style="list-style-type: none"> ● Phone and Virtual (Zoom) Appts ● Virtual Career Workshops ● Spring 2021 Virtual Career Fair ● Spring 2022 Virtual Career Fair ● Fall 2022 (In-Person) Career Fair (500 students and 84 employers) ● Handshake Job/Internship Board <ul style="list-style-type: none"> ○ Career Peer Appts - Launching Spring 2023 ○ Career Counseling Appts - Launching Summer 2023
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>Within the last 4 years, we had several employees move on to other employment opportunities so we were understaffed for years and are slowly rebuilding our team. The Career Center is very fortunate to have had these new hires in the last year plus.</p> <ul style="list-style-type: none"> ● New hires: <ul style="list-style-type: none"> ○ Olivia Picolla, Supervisor of TCE ○ Sadie Wager, Senior Student Services Assistant ○ Ayana Woods, Project Assistant split between TCE ● New CAP hires: LaraSin Napasa, Jocelyn Dorantes, Jose Ortega, Kanika Lee, Ashley Welch ● 2-3 new CAP members - Coming Summer 2023! <p>In addition to new employees, we have been fortunate to purchase and/or create the following online resources:</p> <ul style="list-style-type: none"> ● Candid Career Videos (OCE Pathways Funding) ● Handshake ● Career Ready Guide (OCE and Mesa Pathways Funding) ● Career Services Canvas Shell (OCE Pathways Funding) ● Big Interview (Mesa Pathways Funding) ● Resume Handbook ● Internship Handbook <p>It is important to note that the Career Center's internal budget was not able to</p>

			financially support many of these valuable resources so we had to seek out other funding support systems. For example, we gratefully obtained funding from <i>OCE Pathways Funding</i> and <i>Mesa Pathways Funding</i> . It is our hope to obtain more consistent funding in the future so we do not have to seek outside funding support. Our campus community has found these career resources to be valuable.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One		<input checked="" type="checkbox"/> Reviewed and accurate (yes) <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection			
Prompt	Guidance		Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work		<p>The following data is a representation of our student career counseling appointment offering types and numbers over the last four years, starting from Fall 2019 to present.</p> <ul style="list-style-type: none"> ● # of Total appointments: 1,864 ● # of In-person appointments: 548 ● # of Online/zoom appointments: 1,156 <p>In response to the Outcomes and Assessment report and the pandemic, the</p>

Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

Career Counselors/Co-Coordinator created 1) our own in-house Student Needs Survey, 2) a Career Student Services Outcome (SSO) Survey and 3) and a Career Data Dashboard.

The SSO Survey and Dashboard were created in partnership with our campus research team, specifically Kyung Ae and Leah Tsao. We have tried to be more mindful and intentional with the data pulled.

- 1) [Student Needs Survey Results](#)
- 2) [Career SSO Survey Results](#)
- 3) [2021-2022 Career Data Dashboard Analysis](#)

Based on the data, here are the take-a-ways/trends:

1) Student Needs Survey (Career Center, 2020)

- Many of our students want support in career and major exploration, internship assistance, resume review and job assistance
- Students want various ways to receive remote support (i.e. video chat, phone, email, online resources and videos).
- Students want career resources on disability, transgender, and the STEM field.
- Students would like to see more paid internships, remote jobs, career videos, drop-in hours and virtual career events

2) Career SSO Survey Trends:

- A total of 36 students completed the survey, and the response rate was much higher for female students (79%). Latinx (41%) and Asian (21%) also had a higher representation in the survey.
- The absolute majority of respondents (n=35) reported that the virtual counseling appointment met their needs (4.66).
- In addition, students' responses to other career-related questions are favorable

3) Career Data Dashboard Trends:

- In 2021-2022, Career Exploration, Career Advising, Transfer and Job Search were the top 4 career counseling topics.
- More counseling sessions were provided during the morning

hours 8am-10am, 10-12pm and late afternoon hours after 4pm.

- Students who received career counseling overall had a higher success course rate, higher average GPA, carried slightly more units and persisted slightly longer than the general campus who did not receive career counseling.

Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.		<p>In regards to equity gaps, these are the trends that we pulled from the data:</p> <ul style="list-style-type: none"> • In all 4 career counseling topics, more female, Latinx, non-first generation, and degree (Associate and Bachelor) seeking students had career counseling sessions. • The proportion of students participating in career counseling was higher in female, Latinx, white, African American, and degree-seeking students. • The first-generation status of career-counseled students are similarly aligned with the general Mesa student population
Describe the discussion(s) that took place about the unit's learning	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year		<ul style="list-style-type: none"> • Kristy and Raquel (the Career Coordinators) reviewed the results for each assessment and report. The data was shared to the following people: the TCE Supervisor, Olivia Picolla, the Counseling Department Chair, Cynthia Rico and our Dean and Manager, Ailene

<p>outcomes assessment data.</p>	<p>during “Outcomes Across Campus”. DOC’s may helpful in supporting this section.</p>		<p>Crakes.</p> <ul style="list-style-type: none"> ● After reviewing the data from <i>Student Needs Survey</i>, the Career Coordinators focused on efforts to provide more online career resources for our students and the campus community, to continue to offer both remote and in-person services and to reach out to DSPS and Workability III to be better equipped to work with students with disabilities and career needs. ● As a result of the <i>Career SSO Survey</i> and <i>Career Dashboard</i>, the Career Coordinators made mindful collaboration efforts with programs and departments on campus that work traditionally with disproportionately impacted students. <p>As mentioned earlier in this program, below are the programs/departments we collaborated with:</p> <ul style="list-style-type: none"> ● Work-Based Learning (WBL) ● KAPWA cohort ● UMOJA cohort ● Black Studies Dept ● Chicano Studies Dept ● EOPS: Next Up, Rising Scholars, Borderless Scholars ● Veterans Success Center/Veteran Services ● Peer Navigators ● Outreach Ambassadors ● College Success (Perg 120) ● Promise Students ● Careers in Psychology (Psyc 201) ● Mesa College Career Fest ● Mesa College Welcome Week ● 2023 PRIDE Center Grand Opening ● Spring 2022 Catalyst Conference ● Black Student Success Week
<p><i>Practice Reflection</i></p>			
<p>Prompt</p>	<p>Guidance</p>		<p>Program Response</p>

<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>		<p>The 2020-2021 Student Development divisional Call To Action that was implemented since the last program review cycle has significantly impacted our program department in a positive way. In response to this Call To Action our department developed a TCE Anti-Racism, Diversity, Equity and Inclusion Plan which became a core initiative for our three departments. We then made a very significant effort to outreach to Black and Latinx in very intentional ways through collaboration with many campus departments and programs including Black Studies, Chicana/o Studies, UMOJA, PUENTE, EOPS and more. While our efforts did not dramatically change our numbers of Black and Latinx student engagement yet, it has set a precedent and expectation that we will continue these efforts when creating programs and events in the future.</p> <p>Moving forward, as a department, the Career Center plans to continue intentional and proactive equity efforts to expand our services to other disproportionately impacted student populations including but not limited to: <i>BIPOC students, Veteran students, students with disabilities, Promise Program students, EOPS students, undocumented students (Borderless Scholars), justice impacted students (Rising Scholars), Student-Athletes, and LGBTQ+ students.</i></p>
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<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>		<ul style="list-style-type: none"> ● If the Career Center team had more staffing support and the counselors had more coordination time there would be a possibility of providing more programs and services to students and the campus community. ● In particular having a designated person who could be the Career Web master/marketing person to help with all the marketing and website page needs. ● Increasing the amount of campus support with career education, curriculum and programs/services both in student services and instruction would improve student awareness and access to Career Services. ● Hiring a full-time internship coordinator would be a great way to increase the amount of student support in career readiness and preparation overall. ● Incorporating more career services and career education into the mission, goals and values of the next Mesa College campus Roadmap.
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Unit Goals and Action Plans

Prompt	Guidance		Program Response
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>		<p>Goal 1: To increase the total number of career services utilized by Mesa students following their first full academic year.</p> <p>Goal 2: Career Services collaborate with at least 5 Mesa College Student Services programs/services or instructional departments by Spring 2024.</p> <p>Goal 3: To increase Career Peer Ambassador Program communication/networking through personal growth classes, utilizing Handshake, classroom presentations, and face to face general outreach.</p>

<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: SO: Completion Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>SO: Pathways and Partnerships Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.</p> <p>Goal 2: SO: Completion Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>SO: Pathways & Partnerships Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.</p> <p>Goal 3: SO: Pathways & Partnerships Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: Handshake as marketing tool Reaching out to specific student groups Market to PERG faculty Collaborate with Institutional Research for data</p> <p>Goal 2: Career Service professionals will reach out to various programs and services regarding future collaboration.</p> <p>Goal 3:</p>

			Handshake as marketing tool Marketing on Social Media
Does this Action Plan require resources	if yes, complete resource request form		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - NO
Lead Writer and Manager Information			
Lead writer Name(s)	Kristy Carson and Raquel Sojourner (Career Center Counselors & Co-Coordiators)		
Name of Program/Unit	Career Services		
Manager Name	Dean Ailene Crakes		
Submission Date of Program Review Draft to Manager for feedback	04/12/2023		
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	4/12/2023 11:24:01 AM		