Cerritos College
Career Services Program Review
CAS Self-Assessment Executive Summary
December 2020

Career Services Program Review Team included Brittany Lundeen, Rosa Prado, Belle Gomez, Nick Real, Clara Ross, Randy Lee, Terrie Lopez, Rose Vasquez, and Jamie Quiroz.

Process

As a program review team, we met over the course of several weeks to go through the CAS standards, review evidence, and assess for the following twelve areas: mission, program and services, student learning, development and success, assessment, access, equity, diversity, and inclusion, leadership, management, and supervision, human resources, collaboration and communication, ethics, law, and policy, financial resources, technology, and facilities and infrastructure. We rated each area and noted any strengths and areas of improvement. This summary provides an overview of the accolades, areas of improvement, and recommendations.

Accolades

- One of the strongest areas of Career Services is the leadership and the staffing. The leadership provides effective management and supervision for the department. The department provides an inclusive and equitable educational and work environment. The department is sensitive to the needs of SAS students in addressing accessibility. They have partnerships with SAS to address any issues. The department is intentional and have high expectations of the employers they work with. Their inclusive nature is documented by the Career Services staff/faculty involvement in committees and programs on campus that work specifically with diverse and underrepresented populations of students including Student Equity, UndocuAlly Taskforce, UMOJA, and APIDA. They take this equity work to heart and implement this type of work in their services. They also attend conferences and professional development opportunities to better support their work. They are true advocates for inclusion, multiculturalism, and social justice within the institution. They also operate within the institutional policies and procedures of the college and practice ethical decision making.

- Another area of strength for Career Services is their program and services. They offer an excellent array of career services including workshops, events, and individual career counseling appointments. It was evident in our review, that the department focuses a lot of time helping students and providing opportunities for career education, career assessments, career planning, and workshops connected to majors. They utilize John Holland Code, Schlossberg, and social cognitive career theories to guide their efforts. They collaborate with student clubs, faculty, academic departments, career learning pathways, Cerritos Complete, Guided Pathways, UMOJA, UndocuAlly, Puente, other student services departments to provide relevant and targeted career information to students.

- Career Services does a great job at tracking and projecting expenditures to carry out the mission and goals of the department. Terrie and Rose utilize a combination of reports from Fiscal Services and detailed spreadsheets to make informed decisions and understand their financial balances. Career Services is very conservative in their spending and follow expenditure guidelines. Funding sources utilized include district, Perkins, ASCC. They also rely heavily on Federal Work-Study and CalWORKs Work-Study employees.

- Career Services has made their current space work to meet the needs of the staff and the students. They recently remodeled the area to support their work and responsibilities. Their area is welcoming on campus and they have modified their service delivery to serve students remotely.

- The staff has participated in trainings to enhance their technology use including accessibility for website, Canvas training, Outlook, Teams, and Job Speaker. The implementation of Job Speaker for students has been a great enhancement. The department is working on getting another service online call Standout which includes a platform for mock interviews for students. They also utilize Strong Interest Inventory and MBTI for career assessments. Students are encouraged to use EUREKA and O-Net for career exploration.

- The department of Career Services contributes to the progression and timely completion of educational goals and career preparation with their educational planning, faculty teach counseling courses, classroom presentations, and all three counselors have been advisors of various student groups/clubs.

- Career Services has an advisory group of employers. This group is able to provide helpful feedback for the department which then can be relayed to students. There are expectations and non-discriminatory standards communicated to all potential employers.

Areas for Improvement

- The mission statement is missing the identified services provided: developing, evaluating, and implementing career, education, and employment readiness goals.   Student learning, development, and success should be specifically referenced in the mission statement.

- Funding has not been sufficient in the past to maximize services to students in the area of employment. Career Services has done their best with the resources that they have had. A recent position has been filled and this should allow for improvements in this area.

- Facilities currently used to house Career Services are not ideal. The building is currently not part of the administration building like other gateway services. Second floor is not always accessible for students due to the elevator occasionally being out of service. Restrooms are not on the same floor and this is an inconvenience for staff/students. Although staff do their best with signage, signage could be improved to ensure students know where to find the department.

- During our review of the website, there was some items that needed updating. Since our meeting, Career Services has already fixed some of the links and navigation issues identified. Website and social media are a work in progress that will always need updates and streamlining.

- There is an opportunity to improve in the area of employment resources for students. There has been a position vacant for some time and now that this is filled, there can be more recruiting, connecting students to job opportunities, and tracking of positions filled.

- In the area of programs and services, the only area where there was improvement needed to meet the standards is setting some goals to advance outcomes with alumni and community engagement, alignment with economic trends and needs of external constituents.

- An area that is currently a work in progress is the alignment and assessment of student learning and development outcomes. Recently this past year, Student Learning Outcomes have been made a priority and there are now plans for activities and assessment. Since Career Services has not completed the entire SLO cycle recently, this was noted as an area for improvement. In the past, goals were often talked about in meetings without progress being tracked and documented.

- Assessment results from workshop evaluations are looked at qualitatively and results are positive. Students seems to be benefiting from the information received. However, the number of students attending could be improved. The department would benefit from a marketing strategy to increase the number of students who receive career education services.

Prioritized List of Recommendations

1. Improve wording of mission statement.

2. More funding is needed for staffing, supplies, speakers, events, hourly, and professional development, etc. Opening the Career Technician position would allow the department to conduct more assessments for classes and for students in general.

3. This is more of an institutional recommendation and should not reflect on the Career Services department. A better location should be identified to house the department. At minimum, elevator issues should be addressed and a unisex bathroom on the second floor should be available.

4. Although one of the areas of strength for the department is access, equity, diversity, and inclusion, it is recommended that they document and track specific and measurable goals for the future.

5. As with any website or social media, this is always a work in progress. Career Services will continue to make improvements to their website for streamlined information for students and accurate up to date information.

6. Provide on-campus jobs opportunities with the Job Speaker platform by working with departments across campus.

7. Continue working with Dr. Jeffries in following through on activities and assessments related to Student Learning Outcomes. Service Excellence goals are also a work in progress that will need tracking and follow up documented to show progress.

8. New methods of assessment should be developed and improvement plans should be documented and monitored for effectiveness. Perhaps an annual report out to the campus community would help with sharing the data.

9. To address the low number of workshop attendees, marketing strategy for targeting students should be looked at as well as gaining a broader support from the campus community (faculty and administrators) to encourage five minutes of class time for announcements is recommended.

10. Reach out to IERP to gather data on economic trends and job placement success rates. Perhaps, an exit survey could be implemented to track the outcomes of students that received career services.

Overall, the review team found the Career Services department to be in alignment with most of the CAS standards. We were impressed with the leadership, collaborations, equity-minded practices, and dedication to student engagement, career education, and student success from the management, staff, and faculty in Career Services. The department should be commended for their contributions to student development and success. We are confident that the department will be able to address the areas of improvement for the next Program Review cycle.

Summary of Ratings for CAS Standards

Part	Description	Rating
1.1	Program and Services Mission	Partly Meets
1.2	Mission Statement	Partly Meets
2.1	Program and Services Goals	Partly Meets
2.2	Program Information and Services	Meets
2.3	Program Structure and Framework	Meets
2.4	Program Design	Meets
3.1	Program Contribution to Student Learning, Development, and Success	Meets
3.2	Student Learning and Development Domains and Dimensions	Partly Meets
3.3	Assessment of Student Learning and Development	Partly Meets
4.1	Establishing a Culture of Assessment	Partly Meets
4.2	Program Goals, Outcomes, and Objectives	Meets
4.3	Assessment Plan and Process	Partly Meets
4.4	Gathering Evidence	Partly Meets
4.5	Review and Interpret Findings	Partly Meets
4.6	Reporting Results and Implementing Improvement	Partly Meets
5.1	Inclusive and Equitable Educational and Work Environments	Meets
5.2	Organizational Aspects of Access, Equity, Diversity, and Inclusion	Meets
5.3	Advocating for Access, Equity, Diversity, and Inclusion	Meets
5.4	Implementing Access, Equity, Diversity, and Inclusion	Meets
6.1	Leadership	Meets
6.2	Management	Meets
6.3	Supervision	Meets
6.4	Strategic Planning	Meets
7.1	Staffing and Support	Meets
7.2	Employment Practices	Meets
7.3	Personnel Training and Development	Meets
8.1	Collaboration	Meets
8.2	Communication	Meets
8.3	Procedures and Guidelines	Meets
9.1	Ethical Statements	Meets
9.2	Ethical Practice	Meets
9.3	Legal Obligations and Responsibilities	Meets
9.4	Policies and Procedures	Partly Meets
9.5	Communication of Ethical and Legal Obligations	Partly Meets
9.6	Addressing Harassment and Hostile Environments	Meets
10.1	Funding	Partly Meets
10.2	Financial Planning	Meets
10.3	Financial Management	Meets
11.1	Systems Management	Meets
11.2	User Engagement	Meets
11.3	Compliance and Information Security	Meets
11.4	Communication	Partly Meets
12.1	Design of Facilities	Partly Meets
12.2	Work Space	Meets
12.3	Equipment Acquisition	Meets