Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Global Career Ctr/Student Employment/Co-op Ed

Program Code: 6471 - GLOBAL CAREER CENTER

Review Type: Instructional
               Administrative
               Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Global Career Center (GCC), which opened March 4, 2009, supports the college's mission statement by serving students, alumni, faculty, staff and the community within the three components that comprise the GCC. These three components include: Cooperative Education (COOPED), The Student Employment Office (SEO) and Career Counseling Services. Cooperative Education consists of specialized courses in which a Learning Agreement is tailored to each individual student, thus creating a learning-centered environment where student success is measured on an individual basis. The student is instructor-supported throughout the course and assessed by his/her employer to determine if he/she has raised his/her level of knowledge and work performance. The instructor assigns individualized student projects that allow each student to enhance his/her career path. Career Counseling offered by the GCC supports Chaffey College's mission statement by adhering to the GCC's mission statement, which is: "The Global Career Center, through partnerships with staff, faculty, employers, and the
community, empowers students and alumni to make educated career decisions." These career decisions lead to the students' commitment to and completion of occupational programs, transfer curriculum, general education, and foundation programs. The Student Employment Office supports the mission of the college through the GCC's vision statement which is: "The Global Career Center will provide comprehensive career development and employment services to prepare students to actively participate in our global community." The GCC evaluates its effectiveness in meeting the college's mission through the assessment of the GCC's AUO's and SLO's and Cooperative Education's SLO's.

**Review Team Response**

Good overview.

**PROGRAM DATA**

Enrollment

Enrollment by Day, Evening, Online, Arranged ()
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Due to budgetary concerns and constraints, the maximum number of students allowed to enroll in Cooperative Education (COOPED) courses has declined over the last 3 years. Our COOPED Instructor is paid per student, therefore, a reduction in class funding results in a reduction in the number of available seats in the class.
Nevertheless, every Cooperative Education seat for which funding is provided is always filled.
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
For the 2009-2010 academic year, the retention rates for Cooperative Education courses were comparable to retention rates college wide. Even though the number of available seats have declined in the COOPED courses over the last few years, the retention rate has increased dramatically and seems to be consistent across gender and ethnicity. Over the last 18 months, every department has reduced the number of course offerings, including COOPED. Beginning fall 2009, the registration procedure for COOPED changed to include a pre-screening process before students can register in the course. Although the following is not reflected in the data above, the requirements to be able to register in COOPED courses were further strengthened beginning fall 2010 to include the requirement of the instructor's signature to register and in spring 2011, a mandatory orientation was added before the semester begins. All of these factors have and will contribute to increased retention rates.
Success
Success Rate by Day, Evening, Online, Arranged

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

For the 2009-2010 academic year, the success rates for COOPED courses are comparable to success rates campus wide. Success rates by ethnicity and gender that appear to be lower than the campus wide rates include those for African Americans. The success rates for COOPED represent four African American students who passed the classes out of ten who registered for the courses. In discussion with Institutional Research (IR), this is not a large enough sample to be statistically significant and therefore to draw any conclusions. The success rate has gone up from the 2007-2008 year with a slight decrease in 2009-2010. Since COOPED courses are not required except for students obtaining drafting certificates, many students take these courses to be enrolled full-time. If the student is carrying a full-time demanding load, this is often the first class a student will choose to "drop" in order to focus on his/her other classes. Also, I students may not be completing the course successfully as other life circumstances take precedence. With the current updated pre-screening procedures, requirement of instructor’s to register in these courses, and a mandatory orientation before the courses begin, it is expected that the success rate will increase.

**Review Team Response**
Good job of analyzing the data. Rating = 3
Students Learning Outcomes

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
The Program SLO for Cooperative Education is: Student(s) will be able to accomplish measurable on-the-job learning objectives by completing work-based projects while undertaking new or expanded workplace responsibilities. The COOPED courses 497ABCD, and 96ABCD support the program SLO by providing students the opportunity to grow within their current jobs and/or internships by developing individualized Learning Agreements. The instructor facilitates this agreement between the student and the employer. The employer and student agree upon new duties and responsibilities that the student is to acquire, thus growing the student's professional knowledge. The instructor tailors the career instruction to the student's individual needs as each student's career development needs are unique. COOPED 98 is an independent study course that allows students the opportunity to develop self, career and job related skills through assessment and development.

Discuss how courses in the program articulate with or complement each other.
The Cooperative Education courses are courses that compliment every department's curriculum. Cooperative Education 497ABCD and 96ABCD afford students with various majors and varied career paths the opportunity to master their job skills by introducing new duties and responsibilities and raising their level of professionalism. Cooperative Education 98 is an independent study course that compliments the other two COOPED courses as it affords students the opportunity to gain self-knowledge and provide confirmation that he/she is following his/her best career path.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
The COOPED 497ABCD and COOPED 96ABCD overlap with various Work Experience courses offered through specific departments (i.e.: Accounting). However, COOPED courses are available to all students, regardless of major, allowing all students equal access to obtain additional experience through jobs and/or internships. COOPED partners with the Hotel and Food Service Management department to enroll those students needing work experience in order to complete their Food Production Management Certificate, FoodService/Waitstaff Personnel Certificate, Food Service Certificate, Hotel Management Certificate, and the Culinary Arts Certificate. COOPED 96ABC is a requirement for completion of the Drafting Technician: Architectural Certificate and for the Drafting Technician: Mechanical Certificate.

How and when has your department assessed Program SLO's' and how have you responded to the results?
Discussions and development of SLO's began in Fall 2008 when the Global Career Center did not exist and Cooperative Education was housed in Career Services. SLO's were written in prior Program Reviews, but not assessed. In November 2010, Tom Vitzelio assisted in further development of the SLO's for COOPED. The
Program SLO was written in March 2011 in collaboration with Linda Barlogio, David Schlanger, Carli Straight, and Wendy Whitney. The program SLO is in alignment with the course SLO's. We will be assessing the SLO's by utilizing information obtained in spring 2011.

**What program or course changes have been made based on the result of the assessed outcome?**
Once the assessment data has been reviewed for the spring 2011 term, the department will meet to determine if there are any program or course changes to be implemented.

**Review Team Response**

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOPED 98 Independent Study: Cooperative Education - Active</td>
<td>04/06/2006</td>
</tr>
<tr>
<td>COOPED 96ABCD Cooperative Education: Career Field Studies - Active</td>
<td>06/27/1994</td>
</tr>
<tr>
<td>COOPED 497ABCD Cooperative Education: General Work Experience - Active</td>
<td>04/27/2011</td>
</tr>
</tbody>
</table>

**Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:**
The COOPED 497ABCD modification was launched 5/20/09 and awaiting response as of 09/29/10. Revisions were made March 8, 2011 and these revisions will be approved for fall 2011. The COOPED 96ABCD modification was launched 5/20/09 and awaiting response as of 11/17/10. A response was completed March 8, 2011 and the revisions will be approved for fall 2011. COOPED 98 will be modified in 2012.

**What steps has your program taken to proactively respond to changing and emerging student and community needs?**
Advisory Committees

**Briefly explain:**
The Global Career Center has developed an Advisory Committee of local employers and Chaffey College faculty and staff. We meet once per semester to discuss employment issues that effect the students we serve under the
umbrella of the GCC, including Cooperative Education, the Student Employment Office, and Career Counseling services.

**Review Team Response**
The review contains plans to update the courses needing updates. Steps to respond to changing student needs are described adequately.

**Review Team Response**

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

**How does your program improve, expand, or support student learning? How do you know?**
The Global Career Center provides services that assist students in making informed and educated career decisions. This is achieved through career counseling, career assessments and interpretations, career-related workshops, classroom presentations, goal setting and academic planning, review of requirements for degrees, certificates and transfer, the development of educational plans, and an extensive career resource library that includes print and online resources. Current Global Career Center SLO's: 1) Students will identify various types of professional resumes and assess which type of resume is most appropriate for their use. Pre/post surveys were completed and reviewed by Institutional Research (IR). Based on the results, the content of the presentation and handouts were updated. 2) Students will learn how to prepare for a job interview. Pre/post surveys were completed and are currently under review by IR. 3) Students will be able to identify and utilize various online career resources. This SLO will begin its first cycle once the new website is launched. The Student Employment Office (SEO) provides personnel services that assist students in securing on- and off-campus employment. This is achieved through advertising job postings, building employer relationships, hosting an annual career fair, processing on-campus employment documents, providing verifications of employment and maintaining personnel records. Current SEO AUO: 1) The SEO will reach out to the community and arrange a career fair where students and employers can successfully network. Satisfaction surveys were distributed to employers and students and were reviewed by IR. Based on the results, changes were made to better prepare students for the career fair. Current SEO SLO: 1) Student employees will be trained in basic workplace expectations related to safety, honesty, initiative, neatness, and etiquette (SHINE principles). Quizzes were distributed to student employees who completed the SHINE training and were reviewed by the SEO. Based on the results, the content of the presentation and handouts were revised.

**Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)**

**How does your program evaluate its effectiveness?**
The Student Career Specialist (SCS) is the only classified staff position assigned to the Global Career Center. This position is responsible for coordinating the administrative functions of the Global Career Center, including the daily operations of the Student Employment Office and Cooperative Education. Included in these duties is the processing of employment documents, maintaining of personnel files, developing career services, arranging the annual career fair and monitoring the budget for the GCC units. The SCS also serves on the Global Career Advisory Committee, the Student Services Council, and the myChaffey Portal Advisory Committee. In January 2010, the SCS
participated in the Career Services Online Conference, and in March 2010, attended a "Strategies for Combining the Strong and MBTI Assessments" workshop. In September 2010, the Student Career Specialist began to offer the Chaffey College SHINE Training to student employees to improve their overall workplace effectiveness; so far, this new training program has served 105 student employees in the 10-11 year. The Global Career Center has one FT Career Counselor. This position is responsible for offering a variety of academic and career counseling services, including career assessment interpretation, educational planning, degree/transfer advising, career workshops, class presentations, and career resource development. Details on the professional activities of the Career Counselor are listed in the Professional Development section. A part-time Career Counselor was added to the GCC in October 2010 for 12 hours per week with the majority of these hours spent in the Counseling Department during peak registration. The Cooperative Education program has one part-time Instructor. This position is responsible for providing instruction to students who register for COOPED courses, including orientation, follow-up appointments and site visits. The Global Career Center evaluates its effectiveness through satisfaction surveys, AUO's and SLO's, the Career Advisory Committee, and the Student Services Monitoring Report.

Review Team Response
Excellent, informative response.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

These services provide access to on-campus employment opportunities through administering student employment applications and processing student employee hiring documents to clear them to begin employment.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Employment Applications</td>
<td>Completed by students to apply for on-campus student employee positions.</td>
<td>1884</td>
<td>2038</td>
</tr>
<tr>
<td>Student Employee Hiring Process</td>
<td>New student employees are processed for employment, including paperwork for payroll, taxes, federal forms, policy acknowledgment, worker's compensation, and emergency contact information.</td>
<td>457</td>
<td>479</td>
</tr>
</tbody>
</table>

Additional information:
The number of applications accepted and personnel files processed declined in 2009-2010 as a result of fewer student employee positions being offered throughout the campus. The reduction in positions was partially due to budget cuts and partially due to more stringent regulations on Federal Work-study position allocations.
**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

The Global Career Center provides support to student learning by: providing students with career tools and information to successfully identify their career goals; assisting in the understanding of course sequencing needed to reach their educational goals; developing educational plans to meet certificate, degree, and transfer requirements; interpreting career assessment results; presenting career development workshops; and providing various career resources for student learning and success.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Assessments</td>
<td>Through career assessments, students gain self-awareness in the areas of personality, skills, interests, values, and abilities.</td>
<td>30 154 393</td>
<td></td>
</tr>
<tr>
<td>Career Counseling Appointments</td>
<td>Through career counseling appointments, students receive guidance in the areas of career assessment interpretation, career exploration, career change, job development, and other career related issues.</td>
<td>0 164 399</td>
<td></td>
</tr>
<tr>
<td>Educational Planning Appointments</td>
<td>Through educational planning appointments, students gain knowledge of course selection and sequencing, transfer and graduation requirements, support services and other academic information.</td>
<td>0 1 92</td>
<td></td>
</tr>
<tr>
<td>Computer Access to Career Resources</td>
<td>Through computer access to career resources, students have the ability to take career assessments, explore career information, search for jobs, apply for jobs, and complete other electronic and on-line career activities.</td>
<td>0 90 509</td>
<td></td>
</tr>
<tr>
<td>Career Resource Library (Print Materials)</td>
<td>Through the career resource library, students can learn about a variety of career related topics, including career exploration, career development, securing employment, business success, occupational transition, and personal</td>
<td>0 50 28</td>
<td></td>
</tr>
</tbody>
</table>
growth and development.

Class Presentations
Through class presentations, students are educated on the various services and resources offered at the Global Career Center.

Resume Writing Workshops
Through résumé writing workshops, students learn about various types of résumés, how to write and format a résumé, and about employer expectations.

Interviewing Skills Workshops
Through the interviewing skills workshops, students learn how to prepare for a job interview, answer interview questions, and dress for success.

"What to do with a Major in..." Workshops
Through “What to do with a major in...” Workshops, students learn about the career opportunities and pathways associated with a wide variety of majors.

Global Awareness Workshops
Through Global Awareness Workshops, students learn about cultural diversity, globalization, the economic climates of other countries, and study abroad opportunities.

Various Career Workshops
Various career workshops educate students on topics such as alumni testimonies, career networking, how to work a career fair, and career exploration activities.

Additional information:
The Global Career Center officially opened on March 4, 2009 and a full-time counselor was assigned in September 2009. The number of services rendered to students has continued to rise as the center has grown. The wide variety of career-related workshops stems from an effort to balance the educational needs of students, the ever-changing needs of the labor market, and the college’s core competencies as they relate to communication, global awareness, and career development. The decrease in the use of the library’s print materials is due to a successful drive toward using more online and electronic career resources.

Review Team Response
Very thorough response.

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing
employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

The Student Employment Office provides support to students that promotes their future success by advertising employment opportunities through an annual career fair and an online job board. The SEO promotes the success of former student employees by maintaining personnel records and providing employment verifications when needed.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Career Fair</td>
<td>The annual career fair provides an opportunity for students and employers to network and discuss career opportunities. This data reflects the number of employers that attended the fair.</td>
<td>0 19 30</td>
<td>AUO</td>
</tr>
<tr>
<td>Scanning Personnel Files</td>
<td>Personnel files are scanned for electronic storage and retrieval. These files are referenced to provide employment verifications for former student employees.</td>
<td>0 0 534</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:
The numbers reported for the career fair reflect the number of employers that were present at the fair. Data for 07-08 is unavailable, so a zero was entered as a place holder. It is estimated that each career fair is attended by approximately 800-1100 students. Additional services provided by the Student Employment Office include the processing of employment verifications and the advertising of local area employment opportunities. Several employment verifications are processed each month, although tracking for this service did not begin until October 2010. Likewise, the Student Employment Office advertises dozens of local area jobs each month, although data for this will not begin tracking until July 2011.

Review Team Response
The data provided here constitute a good response to the question asked.

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Implement a one-unit career exploration course that focuses on self-awareness (skills, interests, values, and personality assessments), major and career identification, and decision making. The need for this course is in response to the observation that many students need a structured environment to walk through the career exploration process in order to facilitate the completion of their academic and career goals.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
Review other models and pilot a career academy.
By spring semester, launch the pilot program.

Year 2 Steps to Success (activities) and VIP Assessment:
Design, develop and/or modify curriculum to submit to the curriculum committee.
By the end of the spring semester, have curriculum approved and facilities in place for fall.

Year Three Goal:
Educate student employee supervisors in response to a growing need for support regarding student employee issues.

To which planning direction does this goal apply?
Excellence in teaching and learning

Year 1 Steps to Success (activities) and VIP Assessment:
Provide information regarding the best practices for supervising student employees through newsletters.
At the end of the spring semester, survey student employee supervisors to determine additional areas in which assistance is needed.

Year 2 Steps to Success (activities) and VIP Assessment:
Provide workshops to enhance student employee supervisors' professional development.
By the end of the spring semester, the most demanded workshops will have been offered.

Year Three Goal:
Operationalize an internship program that meets the educational needs of our students and the occupational needs of our community, offering optional course credit through COOPED courses. The need for this program is in response to requests from students and employers for work-based learning opportunities. Studies have shown that 80% of employees obtain positions through networking. An internship program will provide students with such opportunities.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support

**Year 1 Steps to Success (activities) and VIP Assessment:**
Research internship programs at other colleges and develop program infrastructure. By spring semester, forms, processes, and legalities related to internships will be in place.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Build relationships with employers to develop internships. Utilize Chaffey Connect to manage the internship database. By the end of the spring semester, the internship program will have been piloted with multiple employers.

**Review Team Response**
Worthwhile goals. Rating = 3

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Whitney: Reading Across the Curriculum</td>
<td></td>
<td>David Schlanger and Wendy Whitney: Region 9 Career Training - Strategies for Combining Strong/MBTI</td>
<td>Linda Barlogio and Wendy Whitney: CO-OP Work Experience Educators’ Meeting</td>
</tr>
<tr>
<td>Wendy Whitney: Strategies for African American Students</td>
<td></td>
<td>Wendy Whitney: Connecting Students to Careers Conference</td>
<td></td>
</tr>
<tr>
<td>David Schlanger and Wendy Whitney: PSR Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wendy Whitney: All Counselors’ Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wendy Whitney: SLO's: Deconstructing Fact and Myth</td>
<td>Wendy Whitney: Myers Briggs Type Indicator Certification Program</td>
<td>Wendy Whitney: Global Career Development Facilitator Training</td>
<td>Wendy Whitney: Received Puck Award</td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Student learning outcomes will be updated based on the new knowledge gained from these activities. The recommended steps for improvement are to continue to update the information provided to students, thus leading to modifying the SLO's ensuring that students are receiving the most current information in their Cooperative Education classes, the workshops they attend and the trainings they receive.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Barlogio, David Schlanger and Wendy Whitney: GCC Advisory Committee</td>
<td>David Schlanger and Wendy Whitney: Present to various classes about the GCC</td>
<td></td>
</tr>
<tr>
<td>Linda Barlogio: Veteran's Resource Committee</td>
<td>David Schlanger, Linda Barlogio and Wendy Whitney: Night With Santa Volunteer</td>
<td></td>
</tr>
<tr>
<td>Wendy Whitney: Panther Path Committee</td>
<td>Wendy Whitney: Presented at VN Career Day</td>
<td></td>
</tr>
<tr>
<td>Wendy Whitney: Marketing Committee</td>
<td>Wendy Whitney: CSU Application Workshops and Transfer Topics workshop for the Transfer Center</td>
<td></td>
</tr>
<tr>
<td>Wendy Whitney: C-Store Committee</td>
<td>Wendy Whitney: Served on Bookstore Manager interview panel</td>
<td></td>
</tr>
<tr>
<td>Wendy Whitney: Green Earth Movement Committee</td>
<td>Wendy Whitney: Presented at EOPS/CARE Professional Day</td>
<td></td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The three components of the GCC, Cooperative Education, the Student Employment Office and career counseling, have benefitted greatly from campus engagement. It has given us the opportunity to collaborate with various departments across campus and to market our two-year-old office.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?
COOPED offerings have been reduced due to budget cuts. Linda Barlogio, who has been teaching for 11 years, is the only instructor in the program, is part-time and is paid by the student. COOPED would be better served with a full-time instructor. Wendy Whitney, the full-time Career Counselor, has been at Chaffey College as a Counselor for four years and as a Career Counselor for two. This position has no impact on COOPED.

Does your program anticipate retirements within the next 3 years?
The Cooperative Education program anticipates the retirement of one part-time faculty member within the next three years. Since this instructor is the only faculty member for the Cooperative Education program, it will be necessary to replace this position in order for the program to continue.

Review Team Response
Good, thorough response. It is important to estimate how the retirement will impact the program, as you have done.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
No.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:

Hiring Criteria:
Year 2:
Hire an additional full-time career counselor to better serve Chaffey's student population of 19,000 with their career needs.

**Hiring Criteria:**

**Institutional Level Considerations**
State Mandated Student Services (e.g., Expansion of Career Counseling services to students, Job Placement)

**Department Concerns**
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.

Year 3:

**Hiring Criteria:**

**STAFF**

**Year 1**
Global Career Center Coordinator. Range 27. Coordinates the administrative functions of the Global Career Center, including the daily operations of the Student Employment Office and Cooperative Education. Provides career development services to students, including resume writing and interviewing skills assistance. Develops workshops for student employees and student employee supervisors. Maintains GCC software applications, including SARS, Chaffey Connect, Facebook, and the GCC website. Monitors department budgets and assists in budget development. Trains permanent and hourly staff on procedures related to GCC operation. Oversees the work of the Employer Relations Specialist and Student Employment Specialist. As this position relates to our VIP, it will become necessary to have a position that coordinates the functions of the GCC, SEO, and Cooperative Education units as they expand and that drives the department toward the completion of program goals and objectives.

**Year 2**
Employer Relations Specialist. Range 13. Builds and maintains relationships with community employers. Coordinates student internship program, on-campus recruitment requests, on-campus interviews, online job postings and the annual career fair. Provides demonstration to employers on services, procedures, forms and the Chaffey Connect system. As this position relates to our VIP, it will become necessary to have a position that can focus on developing employer relationships, especially as they relate to recruiting students, posting jobs and our goal to operationalize an internship program that meets the educational needs of our students and the occupational needs of our community.

**Year 3**
Student Employment Specialist. Range 13. Processes student employee personnel records, including documents related to payroll, evaluation, employment verification and governmental processes. Presents SHINE Training to student employees and prepares supervisor newsletter and workshops. Scans and archives past personnel records. As this position relates to our VIP, it will become necessary to have a position that can focus on student employee issues and provide support regarding those issues to student employee supervisors.

**EQUIPMENT**
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Year 2
Year 3

The GCC requests $2,000 annually to support the Chaffey Connect (NACElink) access license. This online program provides multiple career services to students, alumni and employers. Students and alumni have access to job postings, upcoming event notices, career development resources and videos, and a resume generator program. Employers can use the system to post employment opportunities and internships, sign-up for on-campus recruitments and interviews, and register for the career fair. The initial launch license was paid for through an ASCC department grant, but additional funds will be necessary to maintain this program in the future.

Year 2

YEAR 3

OTHER
Year 1
Year 2

Strong Interest Inventory Profile and Interpretive report for 200 students. The cost is $14.10 per assessment totaling $2,820.00. The Strong Interest Inventory is the most common interest inventory utilized in career exploration.

Year 3

Review Team Response
Good response. The requests are clear, detailed and related to the VIP.

Review Team Response
Good program review. The Global Career Center is to be commended for their many activities that help students further their employment and careers and to ensure student success, and their many professional development activities. Rating = 3