Verification Team Report

Program/Unit  Career Center
Date  11/20/08

A. Identification of Program, Program Evaluation & Planning Team members, and Verification Team Members
Stacy Hitchcock, Scott Rose, Betty Malmgren

B. Status of Curriculum Revision
N/A

C. Statement of Completion
The program evaluation was well researched, well written and complete. The attention to detail was helpful; data was included.

D. Strengths of the Program
• Good customer service
• Student-centered focus
• The program provides vital services to students
• Online job development site
• Community outreach
• Dedicated and professional staff members

E. Areas for Program Improvement
• Additional space needs to be provided for the center in a high traffic location. More students benefit when the center is in a high traffic area, such as its present location. In addition, the center should have adequate space to serve disabled students.
• Provide privacy for the Employment Specialist.
• Expansion of the Work Experience Program and developing internships.
• Improved student satisfaction survey and collection of data.
• Increased awareness on campus of the Career Center programs and services.
• Explore expansion of potential in-house partnerships and integration with instructional programs, as appropriate.

F. Summary of Verification Team Recommendations
The Career Center is a vital student service with a dedicated and hard-working staff.
• The team supports the recommendation for additional space for the center and privacy for the Employment Specialist to better meet student needs.
• The team supports additional investments in technology for the center.
• Increasing internship opportunities for students has merit.
• Internal structural organization: The Career Center falls under Student Services. The WOEX program is technically an Instructional program in an unrelated division. An exploration of reorganization of this area has merit. As the Human Services program grows, its location in the Career Center also needs to be reevaluated. Adequate space and staffing for both areas needs to be addressed.
Program Evaluation Summary

Program/Service:  **CAREER CENTER**

Complete the following sections based on the program evaluation completed.

Program Achievements (major achievements, changes, implementations, progress since last program review)

The Career Center at Napa Valley College is a dynamic office staffed by friendly professionals who are dedicated to students discovering their goals and moving successfully toward achieving them. Over the past 5 years the major achievements of the Center are:

1. Comprehensive services to meet the needs of students who are undecided about their career or employment direction, including a career center website.
2. 2,400-3,350 student contacts a year (not including job fairs).
3. Spring and Fall Job Fairs: Approximately 100 employers; 1500-2000 participants; 50 volunteers.
4. Counseling to address students’ personal, career, academic needs, including educational plans.
5. A centralized Career Center space with a highly visible hallway attracting student traffic.
6. A comprehensive computer, book, video, and college catalog library to help students research careers, jobs and take assessments.
7. A comprehensive online job development site that includes services to students and employers.
8. Job search advising: resume writing assistance, interviewing practice, targeting employment opportunities.
9. Community outreach that includes collaboration on campus, and to local high schools, employers and community agencies.
10. Highly trained, professional and dedicated staff members who sincerely care about the students needs by helping them achieve their goals with personal, friendly customer service.

Strengths (unique characteristics, special capacities)

The strengths of the Career Center are numerous and comprehensive. The Center provides a professional and personalized atmosphere to assist students and community members with their career and college-major decisions, finding and retaining work, and exploring educational options. Students participate in workshops, classes, counseling and advising sessions, and utilize the computers and library for additional resources. All of these services guide students in their career exploration and efforts to find satisfying employment opportunities.
The Career Center has a clear mission statement and has reviewed the previous Program Review of the Career Center. The Center has responded to all of the previous recommendations by hiring bilingual staff; relocating to a centralized space creating increases in student access; increasing outreach services to students and the community; significantly expanding job search services; expanding the technology in the Center; and finally, evaluating services on an ongoing basis to validate if the services offered are meeting the needs of students. These are additional strengths of the Center.

The Career Center does an outstanding job of community outreach, both on campus and in the community. The outreach efforts are due to the strong commitment of all three full-time staff members, the Secretary, Employment Specialist and the Coordinator, and the support of a part-time Human Services Assistant and 2 part-time student workers. Teamwork is the hallmark of the staff, as they work hard and cooperatively to complete their jobs.

The primary service areas are career counseling and advising, career workshops and courses, career and college major exploration tools (books and online sources), job fairs, employment advising, job development, and employer services. All of these services are what make a significant positive impact on students’ success and equity at Napa Valley College.

Challenges (concerns, difficulties, areas for improvement)

Challenges of the Career Center are achievable and manageable given the next few years of change at the College. Areas that need evaluation and financial resources in priority order are: 1) The need for a private, confidential office space for the Employment Specialist and expanded space for the Center; 2) Expansion of the Work Experience Program; 3) Part-time administrative and counseling support; 4) staff development for diversity issues; 5) Improved student satisfaction survey; 6) Collection of demographic data on SARS or by another means.

1) The need for a private, confidential office space for the Employment Specialist and enlarged space for the Career Center: Both issues require more physical space for the Center. Space on campus is a critical issue, especially in Student Services. The Career Center is definitely utilizing a very small space with maximum efficiency. The Employment Specialist is the only Student Services Specialist on-campus without a private, confidential space to see students. It is our goal when the Student Services areas are remodeled through the Bond, the all the Career Center space will be expanded.

2) Expansion of the Work Experience Program: A recurring issue for staff is the need to expand internships for students which are limited in availability, and decentralized and fragmented in just a few of the vocational programs. There is a need for a centralized system of offering internships/work experience with appropriate staff to meet with employers, students and the vocational coordinators for a coordinated effort. With only one Employment Specialist and one half-time Counselor, it is impossible to take on the task of providing these comprehensive Internship opportunities. It is the recommendation
of the Career Center that a full-time Internship/Work Experience Coordinator be hired, who works in tandem with the Career Center staff. If the Career Center houses this position, additional office space will be required.

3) Part-time administrative and counseling support: The recommendations are to provide part-time hourly assistance for registration periods for both the Counselor and Employment Specialist which would allow for expanded hours of operation and service to meet the student demand.

4) Staff development for diversity issues: The primary recommendation to continue to improve student success and equity is ongoing staff development on diversity issues. This will ensure staff are aware of their own needs and bias’ when working with students, thus keeping the students needs first and foremost.

5) Improved student satisfaction survey: In order to understand and address some of the issues of dissatisfaction that came up in the original survey, it is important to make improvements and continue collecting data. The two ways the staff will address this issue are to: 1) check in with the student after every advising/counseling appointment to see if they needed anything else, and 2) is to redesign the student survey to ask more specific questions as to why they were dissatisfied with the service.

6) Collection of Demographic data on SARS or by another means: There is a need to gather the demographic data on students served so that we could better understand that all demographic groups are being served by the Center. This would require that the SARS appointment system be revised to collect the information (involving many student service offices and Information Technology).

**Briefly describe the process used to complete the PEP.**

The staff of the Career Center met on numerous occasions in the fall 07 and spring 08 semesters during staff meetings to evaluate SLO’s, clarify services, develop the student satisfaction survey and write their staff development forms. In addition, the staff conducted a staff retreat both semesters to evaluate services and determine goals and objectives for the future. A student survey was distributed beginning spring semester, and results were summarized in September 2008. The Coordinator then completed the PEP report, and submitted it to the staff for their review and comments.
Student Services & Academic Support Program Evaluation

Part 1

Program/Service: Career Center
Date: Spring 2008

1. Mission

A. Program Mission Statement for the Career Center:

The Career Center at Napa Valley College provides a professional and personalized atmosphere to assist students and community members with their career and college-major decisions, finding and retaining work, and exploring educational options to be successful, contributing members of society. Students will participate in workshops, classes, counseling and advising sessions which are designed to facilitate their career exploration and efforts to find satisfying employment opportunities.

Napa Valley College Mission Statement:
Napa Valley College engages students by providing high quality programs and services that promote learning, enhance individual development, and prepare life-long learners for their roles in our diverse, dynamic, and interdependent world.

B. The program falls within one or more of the following category:

⇒ Student Services Program

2. Accreditation and External Reviews

A. Review the Accreditation Planning Summary (available on the PEP website “Documents”) and results of previous program evaluations. Discuss the recommendations of the review teams that are relevant to the program/service and how the program/service has responded.

The recommendations from the previous Career Center Program review stated that the Center provide 1) bilingual services; 2) relocate for a more centralized and larger space including a classroom; 3) provide confidential space for the Specialist; 4) increase outreach; 5) assist students to prepare for the job search process; 6) increase technology in the Center; 7) develop a work experience program; and 8) conduct ongoing student surveys.

1) Provide bilingual services: Currently the Career Center has a FT bilingual Employment Specialist and a one-year temporary bilingual counselor.

2) Relocate for a more centralized and larger space including a classroom: The Career Center relocated to the McPherson Administration Building providing a more centralized...
location to meet students’ needs. However, the compromise on the move was actually
loosing physical space, thus making a smaller center. Lack of adequate space is still a
critical issue for the Career Center, which will hopefully be addressed when the building
is remodeled.

3) Provide confidential space for the Specialist: This is still a critically important issue that
has not been addressed. A request has been made every year to have a confidential
space built for the Employment Specialist.

4) Increase outreach: The Career Center has done an outstanding job increasing their
outreach efforts over the past three years. The Employment Specialist and the
Coordinator both participate in outreach events on campus and in the community at
least twice a month. This includes outreach to Upper Valley, American Canyon, local
high schools, community groups, student groups and faculty/staff.

5) Assist students to prepare for the job search process: Since the hire of the Employment
Specialist over three years ago, student’s job search needs have expanded. Students are
offered advising on job search, resume writing, interviewing skills and placement for
full-time and part-time positions.

6) Increase technology in the Center: The Center now has three student computers with
internet access; a resume writing computer program; two contracts for online
comprehensive career decision making and research sites; and a comprehensive job
search and placement site. In addition, the Career Center has developed a
comprehensive website with links to the above services.

7) Develop a work experience program: The Work Experience program is still as an
overload/part-time assignment to a faculty member, and is not well coordinated on
campus. The Career Center is still very interested in pursuing the expansion of the Work
Experience/Internship program to meet the needs of students and employers, both of
whom are requesting this service.

8) Conduct ongoing student surveys: Due to Program Review, a comprehensive student
survey was developed and the staff will continue to conduct online student surveys
throughout the year.

There were no specific recommendations for the Career Center in the Accreditation
Planning Summary document other than lack of Student Services Space, which was
addressed in number 2A above.

B. Indicate the sources of information used in question 2.A.
☑ Accreditation self study planning agenda
☐ Accreditation final report
☑ Previous program evaluation recommendations

C. Review the recommendations from any other licensing, evaluation, or accreditation
bodies. Discuss the recommendations of the review teams relevant to the
program/service and how the program responded.

N/A
D. If this program/service is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

N/ A

E. Reflect on your responses to Section 2. Accreditation and External Reviews. If improvements or changes are needed, write objectives on Schedule A.

The Career Center has a clear mission statement and has reviewed the previous Program Review of the Career Center. The Center has responded to all of the previous recommendations by hiring bilingual staff; relocating to a centralized space creating increases in student access; increasing outreach services to students and the community; significantly expanding job search services; expanding the technology in the Center; and finally, evaluating services on an ongoing basis to validate if the services offered are meeting the needs of students.

Areas that continue to need evaluation and financial resources are the need for a private, confidential office space for the Employment Specialist and the expansion of the Work Experience Program. Both issues require more physical space for the Center. Space on campus is a critical issue, especially in Student Services. The Career Center is definitely utilizing a very small space with maximum efficiency. It is our hope to identify space and to expand the Career Center services.

3. Services, Curriculum and Instruction

A. What specific services does the program offer?

Career Center Services

1. Counseling & Advising- Individual appointments are available to students on an 45-minute appointment and drop-in basis, to cover the following needs:
   i. Career, personal, transfer, re-entry issues
   ii. Educational plans
   iii. Career decision making utilizing assessments
   iv. Assistance in selecting a college major

2. Classes (Supervised by Counseling Division Chair) - classes are offered in career decision making to help students decide on a college major and/or career direction.
   i. COUN 90: Career Decision Making (1 unit) For students who need a short-term course to help with their decisions.
   ii. COUN91: Job Search Strategies (1 unit) for students who need help with resume writing, interviewing skills, and the job hunt.
   iii. COUN 98: Learning Community Experience (2 units) A college success course with a portion dedicated to career decisions and educational planning.
iv. COUN 100: College Success (3 units) A comprehensive course on study skills, orientation to college and career decision making.

v. COUN 110: Career and Life Planning (3 units) A comprehensive course on career decision making and the job search process.

3. Tools for Career Exploration
   i. EUREKA: CA Career Information Online Research Program; also includes career assessments.
   ii. MCP Career Planning: Online assessments and research program
   iii. Book library: Career, college major, college catalogs, and job search materials.
   iv. Handouts on job hunting, college majors, NVC occupational programs.
   v. Videos on career and job search issues.
   vi. Career Assessments: utilized in classes and with individual students

4. Workshops & class presentations
   i. Career topics: Career decisions, college success, study skills
   ii. Career assessments on interpretation of interests and personality strengths

5. Employment Services
   5. Employment for students and community members
      i. CSO website: comprehensive site for students and employers.
      ii. Job Fair (twice/year): 85-110 employers attending; 1500 students & community members
      iii. On-campus recruitment: individual companies come on campus to recruit students.
   iv. Book library for job search: resume writing and job hunting
   v. Video library for job search

6. Employment Advising- Individual appointments and drop-in appointments for the following:
   i. Resume writing assistance
   ii. Interview preparation
   iii. Job search advising
   iv. Bi-lingual advising services

7. Services to employers
   i. Employment listings
   ii. Job matching online services
   iii. On-campus recruiting
   iv. Outreach to individual companies including site visits

8. Campus Collaboration
   8. Career Center presentations
   9. Classroom presentations for faculty members
   10. Club rush
   11. Information registration tables
   12. American Canyon College night
   13. Upper Valley Campus presentations
14. Transfer fair

**Community Outreach**
15. Employer outreach
16. Job Developers of Napa & Solano County (monthly)
17. High School Presentations
18. Community Presentations
19. Fast Track Consortium (Spring)
20. Occupational Guide Committee
21. Career & Job Fairs/Expos

**Professional Contributions**
22. Supervision for Counseling Interns
23. Counselor training
24. Staff and faculty trainings on career development

In addition, the Career Center houses the Human Services Program, which has a separate program review process. The Coordinator has also been the Director of Learning Communities in the Title III grant for the past two years (2006-2008).

**B. How does the program ensure that these services are meeting the needs of students/clients? How do you evaluate how well the services are meeting the needs of students/clients?**

The Center evaluates the services by conducting student surveys for individual appointments and group presentations and classes. In addition, the Center uses staff meeting discussions, evaluation and debriefing on specific issues that arise in the Center, annual reports, annual retreats with staff, and administrative oversight. A comprehensive online student survey was developed and will be used intermittently throughout the year with results reflected in the annual report.

**C. Prepare/revise the Student Learning Outcome Matrix.**

See attached SLO Matrix for the Career Center.

**D. Review the course outlines of record:**

The Career Center is not directly responsible for the career classes. These fall under the supervision of the Counseling Division Chair, who evaluated these courses in their program review last year.

**E. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the instructions provided by the Curriculum Committee.**

N/A
F. Assess Student Learning Outcomes

1. Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

Students were assessed on the six Student Services/Career Center SLO’s as they apply to the specific services provided: career counseling/advising; career and employment exploration tools; career courses; employment services for students; campus presentations/workshops. The method used to assess these services was a student survey (See attached sample). Students were asked what services they received, satisfaction of services, recommendations, including open-ended questions.

2. Summarize your findings from the data.

The Career Center conducted student surveys based on the SLO’s and services provided by the Center. Below is a summary of the data of the five primary areas of service. A sixth area is included which includes administration of the services such as outreach, advertising and hours/days of operation. 77 student surveys were completed using Zoomerang online surveys, and students were asked to sit down at a Career Center computer and complete the survey after their counseling, advising appointments or other service.

1. Career counseling/advising: Career Counseling and employment advising was rated positively, with 58% of respondents seeking these services. Satisfaction with the counseling and advising services ranged from 79-84% regarding their level of support and attention to educational needs; cultural sensitivity; feeling cared for as a student; and providing clear and easy to understand information. Averages of 9-11% students were dissatisfied or very dissatisfied with having the above needs met. In addition, 95% of respondents agreed with the services helping them increase knowledge and understanding about themselves, with 5% disagreeing with that question. The written and open-ended comments on counseling/advising services were very positive, with 37 of the 77 students stating specific positive comments about counseling services or the counselor/advisor. Positive and repeated comments included “very helpful, knowledgeable, friendly, supportive, genuine concern for success, easy to understand, abundance of information, professional.” Additionally, 77% of respondents developed an educational plan with a counselor.

2. Career and college major exploration tools: 27% of the respondents said they were seeking tools for a career or college major exploration. 78% of these students found the career exploration tools offered by the career center very satisfying or satisfying. 73% & 74% of the students (respectively) found the services helped them select a college major and formulate their career goals.
3. **Career courses**: 10% of respondents said they took a career course. 48% of respondents answered the question on satisfaction with career courses, with approximately 80% stating they were satisfied or very satisfied. The student survey for career courses is best served by going directly to the career classes and surveying the students who are utilizing that specific service, which was done in the Counseling Division Program Review.

4. **Employment services and tools for students**: 45% of respondents said they came to the center specifically to seek employment services. A number of specific questions were asked regarding the employment services including interview preparation, job advising, resume assistance, and website usefulness. The majority, over 80%, found these services satisfactory or very satisfactory. Only 6-8% was dissatisfied or very dissatisfied with the services. 63% of students who used the website actually found employment from this online service. In addition, 29% of students found employment through a job fair. This demonstrates that both services are very helpful in helping students get jobs, especially when coupled with the personalized service of the Employment Specialist.

5. **Campus presentations/workshops**: On the general survey only one question was asked regarding the satisfaction of workshops or classes. Of the students who did take the survey, 67% were very satisfied or satisfied with 7% dissatisfied or very dissatisfied. Again, a better indicator of student satisfaction for workshops would be to evaluate them in the workshops themselves.

6. **Administrative function of the Center**: 95% of students felt they had their needs met, including developing their next steps to reach their goals. Overall, 83% students were satisfied or very satisfied with the services of the Center. A relatively high number of students, 13%-17%, requested more convenient hours of operation, additional space, and more privacy in the Center. The majority of referrals to the Center came from faculty or staff members (69%).

When asked if the Center expanded its services to include internship placement, 90% of students stated they were interested in these services.

When asked open-ended questions about the best thing about the Center, 48 students responded with very favorable responses. Comments included 32 positive responses about the staff, and additional comments about availability, services and computers. Regarding suggestions for improvement, 14 responded with ideas, including more space, additional staff, improved customer service, and internships.

Additional Comments in the written section solicited 17 more positive comments, and only one suggestion for improvement.
When students were asked to list two SLO’s, most of them identified very practical needs such as resumes, jobs, ed plans, selecting a major. This leads to the need to make the Career Center SLO’s more specific to the needs of the students who use the Center, instead of adopting the general SLO’s of Student Services.

See the attached survey results for specific responses to the student questionnaire.

3. **An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways were the expected learning outcomes made public?**

- Catalog
- Brochure
- Website

G. **How does this program/service support student learning in NVC instructional programs?**

As stated in the Career Center mission statement, the center “provides a professional and personalized atmosphere to assist students and community members with their career and college-major decisions, finding and retaining work, and exploring educational options to be successful, contributing members of society.”

Research has documented that students are more motivated in college when they have a goal. Students who know what they want to major in at college or who have a specific career goal, will be more motivated to do well in all their courses, not just those where they see a direct correlation between the content and the career or job. Thus, the services of the Career Center help undecided students in instructional programs, which are estimated on most college campuses to range from 40-60% of students.

In addition, the Career Center Counselor and Specialist respond to faculty requests for workshops, guest lectures, and individual appointments for their students, with favorable evaluations from students and faculty members.

H. **What future trends are likely to impact the program/service?**

Students are becoming more computer savvy and in need of additional flexibility in, when, and where services are being offered. This lends itself to the development of online courses and workshops, and the use of podcasts and other technology to offer our services to students. The staff is working on developing online career classes, and developing podcasts and online workshops for job search topics.
A second trend is the need for more work experience/internship opportunities. The staff has had an increase in requests for such services from both students and employers. The students are looking for opportunities to develop skills and experience in their areas of interest. Employers are requesting NVC to offer internship opportunities because it allows them to grow their own employees, and offer students a short-term internship without making the commitment of hiring a full-time employee. It is a win-win for students and employers. Currently there is a part-time Work Experience Coordinator, who does a fantastic job with the students enrolled in her classes, but who is not paid to develop new opportunities nor match internships with students needs. This is a very labor intensive task and requires a full-time position. The Career Center is interested in expanding its services to include Internship development and implementation, but will require more staffing, space and fiscal resources.

I. Are services being offered on-line? If yes, describe.

Currently, the Career Center website is live and actively updated. Workshops, services, the job fair and other activities are posted regularly on the website. Online e-counseling and e-advising are done through email by the Counselor and Program Specialist. Plans are being made to develop podcast workshops, online workshops and classes during the 2009/2010 academic year.

J. Reflect on your responses to Section 3. Services. If improvements or changes are needed, write objectives on Schedule A.

The Career Center offers a comprehensive range of counseling, advising services for students, community members and employers. These services are offered individually and in group form, by one half-time counselor and one full-time employment specialist. Students have access to the latest technology, career assessments, online and in-person services to help them in their decision making and job search process. Employers are given opportunity to post positions, participate in job fairs and on-campus recruiting, all with the personalized service of our Employment Specialist.

One recurring issue is in regards to internships for students which are limited in availability, and decentralized and fragmented in just a few of the vocational programs. Several but not all vocational programs at NVC offer internships, primarily through the vocational coordinators, who do not share resources or internship sites with each other. The result is a practice where every department conducts their internships differently, giving a confusing message to both students and employers. The need for a centralized system of offering internships/work experience is needed, with staffing to meet with employers, students and the vocational coordinators for a truly coordinated effort. With only one Employment Specialist and one half-time Counselor, it is impossible to take on the task of providing these comprehensive Internship opportunities. It is the recommendation of the Career Center that a full-time Internship/Work Experience Coordinator be hired, who works in tandem with the Career Center staff.
A second issue is the lack of confidential space for the Employment Specialist. He is the only Student Services Specialist on-campus without a private, confidential space to see students. Because the Center is so small, he has a small space behind partitions, which does not allow for confidentiality to take place.

A third issue arising from the student satisfaction survey is the need to address the dissatisfaction with students in regard to services being offered. A trend of approximately 10% of the students did not feel they had some of their needs met. Two ways to address this issue are: 1) check in with the student after every advising/counseling appointment to see if they needed anything else, and 2) is to redesign the student survey to ask more specific questions as to why they were dissatisfied with the service, which was not clearly reflected on the current survey.

4. Community Outreach

A. What recruitment and/or community outreach activities has the program/service engaged in or initiated?

The Career Center participates in numerous community outreach activities. Specific activities, workshops and presentations include:

- Employer outreach: Every Friday conducts outreach often with Workability Counselor.
- Job Developers of Napa & Solano County (monthly meeting)
- High School Presentations: 4-5 year/ local High Schools on career & employment topics.
- Community Presentations: 3-4 year. Example: Napa County Office of Education open to community members on Career topic. 60 attendees; televised locally.
- Fast Track Consortium (spring): Representatives from all local High Schools, Continuation Schools, Adult School, ROP, Vocational Rehabilitation.
- Occupational Guide Committee: Representatives from NVROP and Adult School.
- Career & Job Fairs/Expos: Attendance of neighboring job fairs to develop additional employer contacts and get new ideas for our job fairs.
- Counselor training: 2-3/yr on career employment tools
- Staff and faculty trainings on career development: Flex day, usually 1/year.

B. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

The Career Center has primarily provided outreach to the local High Schools on career and vocational topics. This is by invitation, and the counselor attends individual classes, the Career Fair or College Fair. A primary outreach tool is the NV Occupational Guide, which the Career Center publishes with a coordinated effort between ROP and Adult School.

The Career Center does not work with four-year institutions as they do not directly relate to the mission of the Center services.
C. **What has the program/service done to establish relationships with businesses and community organizations?**

The Career Center has done an excellent job establishing strong business relationships in Napa and Solano Counties thus reflecting positively on Napa Valley College and its efforts to serve the community.

The Employment Specialist conducts outreach every Friday to numerous employers. These contacts result in employers listing positions with the Career Center (online website). Employers also receive personal invitations to the two NVC job fairs.

The job fairs are another major source of outreach to businesses and community organizations. Every spring and fall semester, the Career Center along with approximately 50 volunteers conducts a large job fair in the gymnasium, with approximately 100 employers attending. This is a highly professional job fair that employers evaluate the services with high ratings. The staff reviews the evaluations and continues to improve the job fair each year. Many employers rate our fairs as among the best in Northern California.

An additional outreach to community organizations is the membership with the *Non-profit Coalition of the Napa Valley*. The Coordinator attends monthly meetings to develop contacts with the Directors of the Non-profit organizations, thus leading to job listings and internship placements, primarily for the Human Services Program. These positions are also listed on the NVC job development internet site for all students to access.

Last but certainly not least, the secretary of the Career Center does an excellent job of reaching out to community members in an informal way: she invites everyone she meets to come to Napa Valley College, and has personally recruited many individuals who become students. She lives in Solano County, and whether she is at the grocery store or at church, she talks up the College in a very positive way and offers invitations to become a student. She is a shining example of how every employee of NVC can be an ambassador for recruiting new students and giving a positive message about the college.

D. **How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?**

Although the Career Center does not have an Advisory Committee, staff does participate in local employment committee meetings like the Workforce Investment Board. These meetings are helpful for networking and coordinating services.
E. Reflect on your responses to Section 4. Community Outreach. If improvements or changes are needed, write unit objectives on Schedule A.

The Career Center does an outstanding job of community outreach, both on campus and in the community. The outreach efforts are due to the strong commitment of all three full-time staff members, the Secretary, Employment Specialist and the Coordinator. At this time, no recommendations for community outreach are needed.
Enrollment Trends and Student Satisfaction

A. Review the participation rate data and describe recent trends.
   1) Have there been significant fluctuations in the number of students served? If so, explain.

   The Career Center is staffed by two Student Services Professionals, Lauralyn Bauer, 50% counseling, 20% teaching, 30% coordinating; and Edward Beánes, full-time Employment Specialist with 24 student contact hours. Additional staff members include a full-time secretary and part-time temporary Human Services Assistant (whose position is has been temporary for 7 years) and student workers, all who assist with administrative functions. In addition, students utilized the 3 computer stations in the Center which are recorded on SARS as computer appointments.

   As reflected in the chart below, there has been a steady increase in the students served each year. The differences lie in the way services are delivered. There has been a progressive trend toward more drop-in and unscheduled student contacts and a significant increase in student presentations. Support staff often assist students with these computer appointments.

<table>
<thead>
<tr>
<th>Appt status for Counselor &amp; Advisor</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
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<td>Individual Appointments</td>
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<td>385</td>
<td>327</td>
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<tr>
<td>Drop-ins</td>
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<td>659</td>
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<td>Unscheduled student contact</td>
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<td>Outreach to students</td>
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<td>Presentations</td>
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<td>Computer Appointments</td>
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<td>175</td>
</tr>
<tr>
<td>Canceled appointments</td>
<td>95</td>
<td>80</td>
<td>61</td>
</tr>
<tr>
<td>Appointments not attende</td>
<td>24</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total student contacts:</strong></td>
<td><strong>2,072</strong></td>
<td><strong>2,293</strong></td>
<td><strong>3,334</strong></td>
</tr>
</tbody>
</table>

2) Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

   There has been a progressive increase at NVC of students who are bilingual, primarily Spanish/English. The hiring of the current bilingual Employment Specialist has resulted in an increase in serving Hispanic students. In addition, the Career
Center has a one-year leave replacement Counselor/Coordinator in the Center who is also bilingual. Unfortunately, the SARS appointment system does not collect demographic statistics on the students.

A second trend we have witnessed in the Career Center is an increase in students with disabilities. This could be attributed to the close working relationship we have with the Workability III program on campus, which refers students to career services. It may also be due to the Human Services Program and Learning Communities which are coordinated in the Career Center, and who serve large numbers of students with disabilities.

A third external factor that affects the Career Center, particularly in the employment arena, is the recession of the United States. The Center always sees an increase in job hunters when the economy takes a downward turn. This is true in the 2008-09 academic year as student contacts are climbing.

3) Are there internal factors that have affected the program? What are the plans to address these factors?

The internal factors that affect the program are primarily with the SARS database. The staff believes that we have more student contact than recorded, and continually are working to try to ‘catch’ every student contact and record it. The staff is very friendly and accommodating in serving students. Often they will take time to meet with a student during their office hours, thus the contact gets recorded as “other student contact”. The staff is working on a more accurate recording system, while still maintain the flexibility of seeing students whenever they drop-in.

B. How does the program/service impact student enrollment and retention?

The Center helps address students’ career development and employment needs. Both serve different but complimentary functions to helping students enroll, stay enrolled and persist in reaching their educational and career aspirations.

Career services help students who are undecided about the career or college major. As mentioned in Part 1, research reveals that students who are goal oriented and have a specific college major/career are more motivated, thus more likely to succeed and persist in their courses.

Employment services help students find part-time and full-time employment while attending school and after graduation. Most students who attend community college are required to work for economic reasons. The employment services are a critical part of the financial picture for most every student at NVC. In addition, part-time employment is often matched to the students’ career/college major goal. This provides them with the needed experience in their chosen field of study. Upon graduation, students will seek employment services to find a job that matches their educational degree or certificate.
Employment and Career Services are critical for students enrolling and continuing their education at NVC.

C. Review the hours of operation for the program/service (and the schedule of classes, if applicable) and the results of the satisfaction surveys. Discuss whether the program/service hours are scheduled appropriately to meet student/client needs.

The Center is open from 8am to 4:30 or 5pm, Monday, Tuesday & Thursday, 8am-6pm on Wednesday, 8am-3pm on Fridays. The Counselor and Employment Specialist will make evening appointments for students who request them. In addition, both employees provide drop-in Counseling and advising every week, and post those hours at the front counter.

The Center has a very small staff: One full-time Employment Specialist, one full-time Counselor/Coordinator, and one full-time secretary. In addition, there is a temporary clerk position that assists with internships for the Human Services Program, and 2 PT student workers. The Counselor has 30% release time for administrative functions and teaches one class a semester (an additional 20-30% time out of the office). The counseling time provided is approximately 13-15 hours/week (approximately 50-60%). The Specialist has 24 hours of student contact time.

At peak times, both the Counselor and Specialist are over-booked, and have to turn students away. A part-time Counselor and part-time Specialist (hourly) are needed to meet the student demand, especially during registration periods. This would also allow the Center to open at least one night a week for evening students.

D. Discuss the results of the satisfaction surveys, identifying areas for improvement and continued success.

The results of the student satisfaction surveys are thoroughly discussed in Part 1, area F2 SLO’s and assessment of the data collection). Please refer to this section for a full discussion of the results of the surveys.

Areas of improvement are also stated in Part 1, area J, but will be restated for clarity and emphasis.

1. Comprehensive Internship Program for students: Currently internships are limited in availability, and decentralized and fragmented in just a few of the vocational programs. Several but not all vocational programs at NVC offer internships, primarily through the vocational coordinators, who do not share resources or internship sites with each other. The result is a practice where every department conducts their internships differently, giving a confusing message to both students and employers. The need for a centralized system of offering internships/work experience is needed, with staffing to meet with employers, students and the vocational coordinators for a truly coordinated effort. With only one Employment Specialist and one half-time Counselor, it is impossible to take on the task of
providing these comprehensive internship opportunities. It is the recommendation of the Career Center that a full-time Internship/Work Experience Coordinator be hired, who works in tandem with the Career Center staff.

2. **Need confidential space for the Employment Specialist.** This position is the only Student Services Specialist position on-campus without a private, confidential space to see students. Because the Center is so small, the Specialist has a small space behind partitions, which does not allow for confidentiality on sensitive student issues.

3. **Address the dissatisfaction with students in regard to services being offered.** A trend of approximately 10% of the students did not feel they had some of their needs met. Two ways to address this issue is to one, check in with the student after every advising/counseling appointment to see if they needed anything else and if they felt their questions were answered. Two, is to redesign the student survey to ask more specific questions as to why they were dissatisfied with the service, which was not clearly reflected on the current survey. The survey will be used ongoing to address students who are not satisfied with the services.

a. **Review student/staff ratios and financial data and describe recent trends.**

Student contacts have significantly increased over the past three years, thus causing the staff-to-student ratios to also increase. Student to staff ratios are: 2006 = 1,236/per counselor/specialist; 2007 = 1,465/per counselor/specialist; 2007 = 1,667/per counselor/specialist. Financially, the budget supports the current services and staffing of the center, except for equipment replacement which is addressed in Schedule D. The recommendation is to provide part-time hourly assistance for registration periods for both the Counselor and Employment Specialist.

b. **Reflect on your responses to Section 6. Enrollment Trends and Student Satisfaction. If improvements or changes are needed, write objectives on Schedule A.**

The recommendations are to provide part-time hourly assistance for registration periods for both the Counselor and Employment Specialist which would allow for expanded hours of operation to meet the student demand. In addition, students and employers have requested additional internship opportunities and confidential space for the employment specialist. Last, is the need for a revised student survey which will help identify ways to further improve the services to students. The last three improvements were discussed thoroughly in Part 1, 3J and Part 2 area 5D, and listed on schedule A.
5. **Student Success and Equity**

   **A. Review the student data that is available. Discuss program/service trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).**

   Specific data on ethnicity/race, gender, age and disability is not available on the students served for counseling and advising. The only student data available on college-wide trends is instructional data. The SARS appointment system does not allow for data collection on the demographics of students served.

   **B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.**

   There are 4 primary strategies used to identify students at risk in the Career Center:
   1. The first is working with undecided students in career counseling to help them identify a career goal or college major. These students are at risk of dropping out of college when the loose sight of their reason for attending. If these students have a goal, they are more motivated to stay in class. Students are assisted through individual and group career counseling, and have demonstrated high student satisfaction ratings.
   2. The second area is to assess students in their English and Math skills using standardized assessments. This helps students to be placed in a course that is appropriate for their current skill level, thus does not create an environment that is too easy or too difficult for them to succeed. It is followed by counseling with the students using multiple measures to assure the student is in the appropriate class.
   3. A third assessment to identify at risk students is the use of LASSI in the Learning Community classrooms. This measures 10 behaviors or attitudes of success in college, and provides strategies to improve them. A pre and post assessment is used so students can see their growth through the ELC classes.
   4. The final strategy is counseling students on their personal, educational and career needs and providing employment advising. These personal and practical services help the students feel connected to the college through a caring staff member, and can provide a job that allows them to stay in school. The student satisfaction survey revealed that students find both the counseling and advising services effective in helping them.

   **C. What has the program/service done to formalize links with instructional programs?**

   The most formal link to instruction has been through the coordination of the Learning communities (ELC’s) with the English Department, led by the Counselor in the Career Center. 8-10 counselors were trained through the Career Center Coordinator to teach in the ELC’s. The research for these communities demonstrates that students’ retention,
persistence, and Student Success Indicators from LASSI have all increased as a result of the ELC participation from counseling.

Staff from the career center also provides presentations and workshops in classrooms, and staff trainings on flex day or through the Teaching and Learning Center.

The Employment Specialist works closely with the Career Technical & Vocational program directors to help meet their needs for business contacts and jobs for their students.

D. How does this program/service support other student services within the college? Describe formal links with other student services.

The Career Center staff has a reputation for being team players who work cooperatively with other student service staff. In addition, when the Career Center asks for help for the job fairs, many of the offices are happy to return the favor.

The Employment Specialist works very closely with Workability III by taking the Counselor out for employer site visits once or twice a month. In addition, the Specialist provides outreach to the Upper Valley Campus at least 2-3 times per semester.

The Career Center falls under the umbrella of the Counseling Division, and works closely with all counseling staff both as a resource for staff and students. They also assist with counseling projects, like electronic Ed Plans, course revisions, and matriculation issues.

Another strong link is with the newly formed ELC’s (English Learning Communities). The Career Center Coordinator took on the role of recruiting, training, and teaching counseling instructors from different departments to participate in the ELC’s.

Additional ways the Career Center supports other student service departments on campus is by offering their students campus tours, assisting at the registration information tables, assisting in NVC day, providing staff development training on career assessments, and providing referrals to students for all of the student services on campus.

E. How does the program/service enhance student development and success?

The primary ways the Career Center enhances student development and success is through the comprehensive services it provides to address students career and employment needs. Understanding how to make decisions about career and employment issues is a fundamental and basic need in our culture. Many students are discovering their direction in life, and finding ways to attain their goals through education. Classes, workshops, and individual counseling/advising appointments empower students to make solid career decisions that will guide them throughout their lives.
F. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The staff of the Career Center has all taken the ICI (Inter-Cultural Inventory) at a staff retreat that helps them understand their own cultural beliefs and values. It also reveals areas where they can continue to grow to further their understanding of people from diverse backgrounds.

In addition, the Employment Specialist assisted the Human Resources Department with the Diversity Training for staff and faculty on hiring committees. Occasionally individual circumstances come up in the office that has implications of diversity issues or potential conflicts.

The Coordinator works with the staff members through supervision so that all involved learn from the interpersonal situations or conflicts related to diversity. All of these practices enhance student and staff understanding and appreciation of diversity.

G. What methods are being used by faculty and staff to address the differences in learning styles and to encourage retention and persistence of the program’s students?

The counselor in the Career Center uses the Multiple Intelligence assessment, a Learning Styles assessment, LASSI, and the Meyers-Briggs Type Indicator to help students and staff gain a deeper understand of their learning styles. Once the students understand their results, they are taught methods for using their strengths in various academic and employment settings. The assessments are offered in the classroom and in individual counseling appointments.

Students who take these assessments find them to be valuable self-understanding tools that inspire confidence, independence and motivation in school and work. These internal behavioral factors are a foundation for why students stay in school and persist toward their degree or transfer goal.

H. Reflect on your responses to Section 5. Student Success and Equity. If improvements or changes are needed, write objectives on Schedule A.

The Career Center staff work together as a cooperative team resulting in a delivery of high quality services and programs. The services address a fundamental need for students to find a path that is well suited to their personality, values, interests and skills, thus providing motivation in college and throughout life. The practical employment services help students meet their financial obligations, and find meaningful work upon graduation. All of these factors are what make a significant positive impact on students’ success and equity at Napa Valley College.
The primary recommendation to continue to improve student success and equity is ongoing staff development on diversity issues. This will ensure staff are aware of their own needs and bias’ when working with students, thus keeping the students needs first and foremost.

A second recommendation would be to gather the demographic data on students served. This would require that the SARS appointment system be revised to collect the information (involving many student service offices and Information Technology).

7. Current Budget

A. What is the source of revenue that supports this program/service (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source.

The Career Center budget is funded by the district, and the majority of the personnel budget is also districited funded. Partial funds from Matriculation and Non-credit Matriculation are used for the Secretary’s position and Employment Specialist’s salary. The Career Center budget for 2007-2008, minus the personnel costs, was $12,942.

A part-time temporary position Human Services Specialist position is funded 50% by VATEA and 50% by DSPS (approximately $6,000./year). This position is for the human services administrative functions. When time allows, the staff member will also assist with the job placement administrative functions.

Two part-time student worker positions are available and funded: one through federal financial aid; and one through CalWorks monies (12-16 hours/week).

B. Since the last review, what percentage increase or decrease has occurred in the budget?

There has been approximately a 10% budget increase since the last program review.

C. What progress has been made by the program/service to obtain funds or donations to enhance the budget?

The Career Center charges a fee for employers and non-profit agencies who attend the job fair ($90.-175.00 per table), and charges companies who recruit students on campus ($25./visit). This covers all job fair costs (approximately $8,000.00-10,000.00 per fair) and helps supplement needed supplies for the job fair.
8. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that you included on Schedule A. Schedule A will be used as the program/service plan and Schedules B-F will be used to justify requests for additional resources.

A. Program Plan. Reflect on your responses to all of the questions above. If improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program/service. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

See Schedule A, and the summaries described in areas: 2E; 3F2; 3J; 4E; 5F, 6H.

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

The PEP process has identified additional staff needs, and a current temporary position that needs to be made permanent:

1. A new full-time faculty member to expand and coordinate the internship/Work Experience Program.
2. A budget to hire a part-time employment specialist and part-time counselor to assist students during peak registration periods and to provide after hour coverage.
3. Replace the long-term temporary staff position for the Human Services Assistant with a permanent part-time position. This position has been temporary for over 7 years.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C Request for Operating Budget Augmentation form as needed.

The only significant additional operational funds needed to support the requests of the PEP review are for travel and conference. There are limited funds through staff development, thus a need for $1,000.00 for travel and conference in the Career Center budget. This new line item will be used for Diversity training for staff, as recommended in the Student Equity section of the review.
D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D Program Specific Equipment Request form as needed.

Office furniture will need to be purchased with the addition of staff.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E Technology Request form as needed.

Technology is ever changing and it is especially true in the career development and employment field as most services are going online. Currently the Career Center has 3 student computers, and 5 staff computers. The average life of computers is about 5 years maximum, and the majority of these 8 computers are almost 5 years old. In the next 2 years, it is estimated that 5 computers will need replacing, and one laser printer. Other technology needs may surface, such as the need for webcams and podcast equipment to meet student needs.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F Facilities Improvement/Renovation Request as needed.

There is a significant need to provide a private confidential office for the Employment Specialist, and to enlarge the Center for student use. In addition, if the College decides to make the internship expansion and priority for the Career Center, an additional office for a faculty member will be required. The Career Center clearly needs more space.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.

The staff members are an active professional group, taking advantage of the TLC classes and flex day workshops, and attending professional development workshops throughout the State of California. They have conducted presentations to their colleagues both on campus and off campus in professional venues.

The areas identified for ongoing professional development is the continued attendance in the Conferences sponsored by the Career Development Association, Employment Association, and specialized workshops that address the needs of students.
Additional, the staff will benefit from ongoing diversity training to best meet the needs of the diverse student population, some of which will be offered through the above associations.

H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H Learning Resources/Media Materials Request form as needed.

The career Center has a small library on career and employment books and resources. These books are supplemented by funds from VATEA. It is unclear if these grant funds will continue to be available. The need for Library and media resources will continue to be a need of approximately $500/year.
## Program/Discipline Plan

<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Improve facilities</td>
<td>2A, page 2; 3J &amp; 5F</td>
<td>Provide confidential space for Employment Specialist. (This position is the only Student Services Specialist position on campus without a confidential space.)</td>
<td>1</td>
<td>1. Remodel Career Center to expand office space and build a separate office for the Employment Specialist.</td>
<td>Approximately $15,000. For the building materials plus additional space.</td>
</tr>
</tbody>
</table>
| 1. Increase student success         | 3J, page 9 & 5F page 16                  | Provide comprehensive Internship/Work Experience services through the Career Center, coordinating internships with Coordinators for all occupational programs and their internships. | 2 | 1. Hire a FT Work Experience Coordinator – faculty  
2. Provide confidential office space in the Career Center  
3. Create additional space for Program | $45-55,000. + benefits FT faculty  
Additional space for a second office: estimate $15,000. |
| 1. Increase student success         | 3J, 9 & 5F page 16                       | Provide additional staffing with a part-time counselor, advisor and Human Services Assistant to meet student demand in the Career Center. | 3 | 1. Hire a PT Career Counselor  
2. Hire a PT Employment Specialist  
3. Hire PT Human Services Asst.  
4. Train to provide direct services during expanded hours | $12,000 for PT salaries. |
| 1. Increase student success         | 3J page 9 & 5F page 16                   | Improve current student satisfaction survey to better understand and meet the needs of students. | 4 | 1. Revise current survey to break out services and ask ways to improve as each service is described  
2. Remove class information from survey, used separately | $0.; + assistance from the campus Researcher. |
| 1. Increase student success         |                                           | Implement additional outreach services to serve the undecided population. | 5 | 1. Provide invitations and presentations to faculty to refer students  
2. Conduct presentations in classrooms | $0.; + assistance from faculty and staff members |
| 1. Increase student success         |                                           | Provide diversity training for staff and collect demographic student information on the SARS appointment system. | 7 | 1. Attend diversity trainings on and off campus  
2. Work with IT to incorporate student demographic information into the SARS appointment system. | Staff Development funds – 1,000.  
Staff from IT for SARS revision |

* New requests should be defined on resource forms and included in the unit budget.

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**Program Evaluation Section**

2. Accreditation & External Reviews  
3. Curriculum & Instruction  
4. Community Outreach & Articulation  
5. Enrollment Trends & Student Satisfaction  
6. Student Equity & Success
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

**Accreditation reference:** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**List in priority order:** Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor, part-time 5 hours/week</td>
<td></td>
<td></td>
<td>Faculty A</td>
</tr>
<tr>
<td>Employment Specialist, 10 hours/week</td>
<td></td>
<td>.25</td>
<td>Student Services Specialist range, step A</td>
</tr>
<tr>
<td>Human Services Program Assistant, 10 hours/week</td>
<td></td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>Work Experience Coordinator</td>
<td></td>
<td>1. FTE</td>
<td>Step A</td>
</tr>
</tbody>
</table>

**Justification:**

1. A new full-time faculty member to expand and coordinate the internship/Work Experience Program.

2. A budget to hire a part-time employment specialist and part-time counselor to assist students during peak registration periods and to provide after hour coverage.

3. Replace the long-term temporary staff position for the Human Services Assistant with a permanent part-time position. This position has been temporary for over 7 years.

4. Based on Program Review, need to expand Work Experience Coordinator to Full-time position

*N=New, R=Replacement

Submitted By: ______________________________
Approved By: ______________________________

Budget Center Manager
President/Vice President

Student Services & Academic Support
Program Evaluation
Revised December 2007
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: Career Center  Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget—List in priority order: This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and Conference</td>
<td>$ 1,000.00</td>
<td>Student Success &amp; equity</td>
</tr>
</tbody>
</table>

Justification:
Additional operational funds are needed to support the requests of the PEP review are for travel and conference. There are limited funds through staff development, thus a need for $1,000.00 for travel and conference in the Career Center budget. This new line item will be used for Diversity training for staff, as recommended in the Student Success and Equity section of the review.

Submitted By:        Approved By:
______________________________    ______________________________
Budget Center Manager      President/Vice President
**PROGRAM SPECIFIC EQUIPMENT REQUEST**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

**List in priority order:** Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Furniture when building is remodeled</td>
<td>unknown cost</td>
<td>Bond Project</td>
<td></td>
</tr>
</tbody>
</table>

Justification:

When a remodel of the career center and building 1300 takes place, it is likely office furniture will need to be purchased. This will be difficult to predict without development of specific office space plans, likely to unfold in the next year or two, but should none-the-less be projected.

Submitted By: ______________________________  Approved By: ______________________________

Budget Center Manager  President/Vice President

Student Services & Academic Support
Program Evaluation
Revised December 2007
**TECHNOLOGY REQUEST**

**Accreditation reference:** Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer-related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

**List in priority order.** Provide a general description of the project that includes:

<table>
<thead>
<tr>
<th>Career Center:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The equipment needed, students and/or staff who will be served, and how often it will be used.</td>
<td></td>
</tr>
<tr>
<td>a. 5 new (replacement) computers; 3 student, 2 staff</td>
<td></td>
</tr>
<tr>
<td>2. Will installation and maintenance support be required? Yes</td>
<td></td>
</tr>
<tr>
<td>3. Where will the equipment be located? Will space need to be modified? No</td>
<td></td>
</tr>
<tr>
<td>4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.) All set up.</td>
<td></td>
</tr>
<tr>
<td>5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support) All set up.</td>
<td></td>
</tr>
<tr>
<td>6. Is additional furniture necessary? No</td>
<td></td>
</tr>
<tr>
<td>7. Useful life of equipment – when will the equipment need to be replaced? 5 years</td>
<td></td>
</tr>
</tbody>
</table>

**Justification:**
Technology is ever changing and it is especially true in the career development and employment field as most services are going online. Currently the Career Center has 3 student computers, and 5 staff computers. The average life of computers is about 5 years maximum, and the majority of these 8 computers are almost 5 years old. In the next 2 years, it is estimated that 5 computers will need replacing, and one laser printer. Other technology needs may surface, such as the need for webcams and podcast equipment to meet student needs.

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President

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Student Services & Academic Support  
Program Evaluation  
Revised December 2007
ACREDITATION reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

**List in priority order.** Provide a description of the project that includes:

1. **How the project supports the mission and objectives of your program:**
   Lack of adequate space is a primary issue for all student services staff as outlined in the accreditation report. The Career Center is a prime example of a high traffic area with very little space.

2. **Project description**
   There is a significant need to provide a private confidential office for the Employment Specialist, and to enlarge the Center for student use. In addition, if the College decides to make the internship expansion and priority for the Career Center, an additional office for a faculty member will be required. The Career Center clearly needs more space.

3. **Location of the proposed project**
   Career Center, where current partitioned office is located.

4. **Health and safety impacts of the project:** Confidentiality Laws for Counseling Programs as Stated in the CA Academic Senate

5. **On-going maintenance that will be necessary:** General maintenance

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________  Approved By: ______________________________

Budget Center Manager  President/Vice President

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Student Services & Academic Support
Program Evaluation
Revised December 2007
# Professional Development Needs

**Accreditation reference:** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

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<tbody>
<tr>
<td>1. What training needs have been identified from your program review?</td>
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<td>The staff members are an active professional group, taking advantage of the TLC classes and flex day workshops, and attending professional development workshops throughout the State of California. They have conducted presentations to their colleagues both on campus and off campus in professional venues. The areas identified for ongoing professional development is the continued attendance in the Conferences sponsored by the Career Development Association, Employment Association, and specialized workshops that address the needs of students. Additional, the staff will benefit from ongoing diversity training to best meet the needs of the diverse student population, some of which will be offered through the above associations.</td>
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<td>2. What pedagogical training needs have been identified in your program review?</td>
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<td>Career and Employment development; Diversity training</td>
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<td>3. What types of technology does your program use? What technology training needs have you identified?</td>
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<td>Microsoft office; all counseling programs. Ongoing skill development and upgrade of skills in all software programs.</td>
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<td>4. What are the leading publications specific to your discipline and/or program?</td>
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<td>American Counseling Association Journal</td>
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Submitted By: [Signature]
Approved By: [Signature]

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Budget Center Manager: [Signature]
President/Vice President: [Signature]

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Student Services & Academic Support
Program Evaluation
Revised December 2007
LEARNING RESOURCES/MEDIA MATERIALS REQUEST

**Books including Reference:**
Number of titles to add: _____
Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:
Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
Recommendations/ comments:
Estimated cost for new materials:

**Periodical Titles: (Newspapers, Journals, Magazines)**
Number of titles to add: _____
Recommendations/comments:
Estimated cost for new materials:

**Electronic Databases and Indexes:**
Number of databases to add: _____
Recommendations/comments:
Estimated cost for new materials:

**Media Collection (closed captioned or DVD):**
Number of titles to add: _____
Recommendations/comments:
Estimated cost for new materials:

Yes _x_ No__ Are library/ learning resource service hours adequate for this course/ program?
Yes _x_ No__ Is the quantity of materials sufficient for students within needed time frame?
Yes _NA_ No__ Will library/learning resources assignments be used in your course?
Yes _NA_ No__ Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
_____ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.