



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - Career Services

Personnel and Operations

Program Goal: Expand availability of career services by providing adequate personnel support to sustain established student services operational hours by obtaining a classified specialist who will assist the supervisor with: (1) the coordination of career workshops, career fairs, and student appointments, (2) implementation of the Career Readiness pilot program and grant, and (3) keeping the center open during business hours and helping to supervise the student staff.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Completion and Eliminate Equity Gaps:** Expand availability of career services by providing adequate personnel support to sustain established student services operational hours by obtaining a classified specialist who will assist the supervisor with: (1) the coordination of career workshops, career fairs, and student appointments, (2) implementation of the Career Readiness pilot program and grant, and (3) keeping the center open during business hours and helping to supervise the student staff. (X)
- **Increase Equitable Access:** Expand availability of career services by providing adequate personnel support to sustain established student services operational hours by obtaining a classified specialist who will assist the supervisor with: (1) the coordination of career workshops, career fairs, and student appointments, (2) implementation of the Career Readiness pilot program and grant, and (3) keeping the center open during business hours and helping to supervise the student staff. (X)
- **Increase Hiring and Retention of Diverse Employees:** Expand availability of career services by providing adequate personnel support to sustain established student services operational hours by obtaining a classified specialist who will assist the supervisor with: (1) the coordination of career workshops, career fairs, and student appointments, (2) implementation of the Career Readiness pilot program and grant, and (3) keeping the center open during business hours and helping to supervise the student staff. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Expand availability of career services by providing adequate personnel support to sustain established student services operational hours by obtaining a classified specialist who will assist the supervisor with: (1) the coordination of career workshops, career fairs, and student appointments, (2) implementation of the Career Readiness pilot program and grant, and (3) keeping the center open during business hours and helping to supervise the student staff. (X)

Career Readiness

Program Goal: Enhance career readiness of underrepresented students by assessing students upon entry, offering career development workshops throughout the year, engaging with students through 1:1 appointments, and tracking progress.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Completion and Eliminate Equity Gaps:** Enhance career readiness of underrepresented students by assessing students upon entry, offering

career development workshops throughout the year, engaging with students through 1:1 appointments, and tracking progress. (X)

- **Increase Persistence and Eliminate Equity Gaps:** Enhance career readiness of underrepresented students by assessing students upon entry, offering career development workshops throughout the year, engaging with students through 1:1 appointments, and tracking progress. (X)

Create early Career Counseling interventions targeted for first year students

Program Goal: Create early Career Counseling interventions targeted for first year students

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Create early Career Counseling interventions targeted for first year students (X)

The Career Center's goal is to elevate the online and in-person visibility and accessibility of its resources, services, and events, specifically aimed at guiding enrolled students in determining their majors or career pathways. (Goal 2)

Program Goal: The Career Center's goal is to elevate the online and in-person visibility and accessibility of its resources, services, and events, specifically aimed at guiding enrolled students in determining their majors or career pathways.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** The Career Center's goal is to elevate the online and in-person visibility and accessibility of its resources, services, and events, specifically aimed at guiding enrolled students in determining their majors or career pathways. (X)
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Service Area Overview and Update

Lead Author

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Dean/Manager(s)

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Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

Since the last program review, the Career Center has experienced significant changes and achievements that have enhanced its services and impact. The hiring of a full-time Career and Job Development Services Supervisor has increased the center's capacity to remain open during operating hours, improving accessibility for students. Key achievements include updating the center's computers for the first time in three years, submitting a comprehensive application for a career navigation grant, and designing an internship community of practice to support student development. The center has also prioritized culturally relevant marketing of its services and established meaningful partnerships with campus programs such as Federal Work Study, CalWORKs, NextUp, CARE, Rising Scholars, RISE, IESE, Together We Rise, and the Veteran's Center. These collaborations have led to career workshops for special populations, the hiring of federal work-study students, and joint programming, including a successful *Día de los Muertos* networking event. Notably, diverse students have shared positive feedback, expressing that they feel welcomed and supported at the center. Campus partners, many of whom were previously unaware of the center's services, now have a better understanding of its offerings and feel more comfortable referring students, demonstrating strengthened campus-wide engagement.

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

The SARS Reason Code Summary Report for July 1, 2023, to June 30, 2024, details a total of 619 student contacts across various career advising activities, including career counseling, career research, assessments, resume creation, job searches, and mock interviews. Significant engagement was seen in career exploration, resume-related services, and advising. The top reasons for career appointments were *career exploration* and *resume-related services* (including resume creation and review), reflecting strong student engagement in understanding career paths and preparing professional documents. Additional activities included career research, workshops, assessments, and job search support, alongside targeted efforts like mentoring, service learning, and assistance for unique student populations such as veterans and re-entry students. Moreover, career advising was also supported by staff outside of the career center, such as counselors (e.g., Hajj, Pamintuan, and Jerjis).

The Career Center served a total of 197 unduplicated students during the 2023-2024 period through drop-ins and appointments (43 were unmarked). Among this group of students, 56% identified as female, 43% as male, and 1% did not respond. Hispanic/Latino students represented the largest racial/ethnic group at 41%, followed by Middle Eastern students at 26%. Most students served (60%) were between the ages of 20-39, with 76% classified as economically disadvantaged. Additionally, 11% of students reported having at least one disability, and 42% identified as first-generation college students.

Please discuss any equity gaps in access or success the data revealed.

The Career Services report for 2023-2024 highlights progress in addressing equity gaps while identifying areas for continued improvement.

1. **Racial and Ethnic Representation:** Equity gaps have been closed for Latino students with 41% of Career Center users identifying as Latino compared to 35% of the overall college population. Similarly, there are no equity gaps for African American students (6% vs. 5%), American Indian/Alaskan Native students (1% vs.

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1%) or Middle Eastern students (26% vs. 22%). However, some groups, such as Asian students (4%) and White students (19%), remain underrepresented relative to their proportions at the college.

2. **Disability Status:** While 11% of students served reported at least one disability (which is higher than the proportion of the general college student population reporting having a disability: 7%), additional outreach and support may be needed to fully meet the needs of this group. To better serve the growing number of students with disabilities (11% of users), the addition of a Workability III vocational specialist (DSPS) would enhance support and improve accessibility to resources.
3. **Economic Status:** A significant majority (76%) of students accessing services were economically disadvantaged, highlighting the importance of maintaining robust resources to address financial barriers. Having a career services specialist could help us better support students by helping to coordinate workshops on financial literacy, budget management, cost of living, and evaluating career salaries.
4. **Age Representation:** Students under 20 years old, who make up 28% of the college population, were slightly underrepresented at 23% of Career Center users. This speaks to the point of targeting college students early, during their first year courses and college orientation.
5. **Veteran Status:** Veterans accounted for only 2% of Career Center users, closely aligned with their share of the college population (3%), but suggesting opportunities for further engagement.
6. **Foster Youth Status:** Foster youth were not represented among Career Center users, despite constituting 1% of the college's overall population, signaling a need for targeted outreach to this group.
7. **First-Generation Status:** While first-generation students represented 42% of Career Center users, a notable proportion (16%) of unknown or non-respondents in this category may indicate hidden needs. Increasing services and programming tailored specifically for the first-gen experience would address their unique needs and foster greater success.

What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We will enhance efforts to engage with Veterans, foster students, and first gen-students by redoubling our commitment to partner with the Veteran's Center, the NextUP program, the RISE program, Federal Works Study program, as well as other program with high concentrations of first-generation students, such as the Together We Rise Center, EOPS, CalWORKs, Rising Scholars, and the Puente Program (when it launches). We will continue supporting the African American student population by working with the new Black Student Success Center, the Umoja program, Black history month and Black student success activities. Similarly, we will continue supporting our Latino students by making every effort to provide culturally relevant programs and services (i.e., Dia de los Muertos networking event, linking undocumented students with resources for starting their own business). We also are making a concerted effort to hire diverse student workers who can speak languages commonly spoken by our general student population (e.g., Spanish, Arabic, Chaldean).

What has this data revealed about the progress of the program review goals you set?

We need to be more intentional about reaching students early, so this is an important goal. Enhancing career readiness is also important because so many of our students are first-generation and are economically disadvantaged--meaning that we must commit to providing students with the tools they'll need to successfully plan and enter a career in order to lift them out of poverty and improve their social mobility. Similarly, elevating the career center's online and in-person visibility and accessibility is also key to expanding student engagement and career readiness. Of course, this work cannot be done without an appropriate infrastructure which will support these efforts, including the hiring of additional career staff to provide enhanced student support, outreach, and to help coordinate workshops and programs.

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Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

No

If you responded no above, please describe the department's plan to update SLOs/SAOs.

I'm not sure if anyone did the SLO's last year. I'll have to reach out to Tania to check and if they were not done, will work on getting them done.

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

We previously didn't have a career supervisor, there was an interim. I'm not sure if they completed the SLOs. Yes, our center would benefit from assessment support.

Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

We need help creating an assessment for our services which can be given to students after they've met with career staff. I currently have a survey I give to students who participate in career workshops, but I would love some feedback on this and ways to improve it.

Program Goals

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review