Program Review Fall 2020

Center for Career and Re-Entry Services

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General Information (Program Review Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The mission of the Center for Career and Re-Entry Services (CCRS) is to assist individuals in making informed career and life decisions by providing a clear pathway through extensive career and educational counseling services, and engaging activities. The CCRS is also dedicated to helping adult learners succeed through the provision of comprehensive educational, counseling, and support services.

2. Program Description

2.1 PROGRAM DESCRIPTION

The Center for Career and Re-Entry Services assists individuals in making informed career and life decisions by providing a clear pathway through extensive career and educational counseling services, and engaging activities. The CCRS is dedicated to helping our adult learners (over age of 25) succeed through the provision of comprehensive educational, counseling, and support services. The center is located in SS350 which houses a job board, three private offices where students can meet with Counselors, and a small computer lab where workshops are presented or where students can study in a quiet environment.

The CCRS serves the general student body, staff, and community members and has experienced growth in students seeking major/career exploration, job search, and students over the age of 25 seeking services tailored to their needs.

Services

- General and Career Counseling (online and in-person)
- Assistance with defining major/program/career goals (i.e. counseling, O*Net, Eureka, Value Cards)
- Career assessments & interpretation (i.e. Myers Briggs Type Indicator, Strong Interest Inventory)
- Career & job preparation
- Résumé & cover letter development
- Access to job portal via College Central Network
- Services/resources for adult learners over the age of 25
- Annual Career & Internship Fair

PROGRAM STAFF

(2) Full-time Tenure Track Counselors: Christine Waugh and Troy Flores-Olson

(1) Full-time Career Development Specialist – Cynthia Patino

(1) Student Success Coach II, 16 hrs/wk - Stephanie Gonzales

(1) Part-time Student Services Assistant (classified/12 month) – Erika Tapia

(1) Part-time Administrative Clerk (classified/12 month) - Annabel Amaro

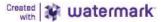Student Workers (when available)

Student Contacts

- Total Student contacts 19-20: Appointments: 1044; Workshop attendance: 420; Express 761; TOTAL 2225
- Registered users for Eureka - 1,008 students created accounts and we have a total of 3,829 as of Fall 2020.
- Re-Entry Success Conference attendees - Cancelled due to COVID-19 but held Check-in Zoom event on May 5, 2020 and had 6 students attend.

- Re-Entry Information Session attendees - Held two information sessions in the Fall 2020 10/10/19 and 11/14/19. We had 3 students attend 10/10/19 and 0 on 11/14/19.Job Fair Attendees (based on flyers printed) - Fall 2019 700 and cancelled Spring 2020 due to COVID-19
- CCN-students registered - We had 597 new students create their account and we have a total of 8,149 as of Fall 2020.
- CCN-employers registered - We had 137 new employers create their account and we have a total of 2,276 as of Fall 2020.
- Career Explorer Completers - Fall 2019 = 4 completers and Spring 2020 = 2 completers = total 6 completers
- CCRS Lab - 1,735 visits

File Attachments:

1. **CareerReasonCodes.19-20.pdf** (See appendix)

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3. Program Progress

3.1 PROGRAM PROGRESS

Services and Target Audience - Staffing, Space Allocation, Budget Changes

The CCRS continues to provide counseling appointments, drop-in advising, computer lab usage, online counseling, workshops, orientations, job fairs, adult re-entry events and services throughout the year. These services have enhanced students' knowledge of career and re-entry resources and provided important skills to successfully select a meaningful career pathway, gain self-awareness, and connect to jobs, internships and other campus resources. The CCRS also continues to conduct outreach for non-traditional and adult learners wanting to transition to college level courses from the adult schools. The analysis of outcome findings for the academic year 2019-2020 are indiscernible given the low numbers of participants in the Career Explorer Program, partly due to the COVID-19 pandemic. However, an examination of student contacts for the last three years (17/18, 18/19, 19/20) demonstrate a clear reduction. The department suffers due to the loss of a full-time non-tenure track counselor and full-time student services assistant.

Projects, Grants, Initiatives Changes

The Career Explorer Program was once well funded with support from Student Equity. As equity funds from the CCCCO have diminished, so has support to this initiative.

Myers Briggs Type Indicator, Strong Interest Inventory, StrengthsQuest

These assessments have been empirically validated and are the most comnonly used commericial assessments for career counseling. EOP&S funds the cost of these assessments for their students. In the past Student Equity has also paid for students who are not participants of EOP&S.

Long Term Plan Progress

The change in the software platform used for college outcomes, combined with a change in leadership of the Center for Career and ReEntry Services in 17-18 has made it difficult to determine progress made since six years ago. The over-reliance on categorical funds has led to unstable levels of staffing, both faculty and classified. Despite these challenges, the center continues to provide high quality services and has more clearly defined goals over the last three years.

Accomplishments

The declining financial support from categorical programs is demonstrated in the low numbers of participants in the Career Explorer Program. When this first became evident, the CCRS team began investigating software platforms to enhance the career exploration process and to make it more accessible to a greater number of students. A workgroup met to review four competing products, their features and the cost. The recommended platform, Career Coach, was selected based on the user experience and ease of navigation, the ability to connect students' results to Rio Hondo College programs, and a cost that is sustainable for the foreseeable future. As of Fall 2020, Career Coach is being promoted to new and continuing students who are undecided or uncertain about their educational and/or career goals.

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

CCRS Program Outcomes

CCRS Area Outcome

After completing a first-time CCRS Counseling appointment 75% of surveyed students will identify a next step to move forward in their immediate goals.

Mapping

Institutional level Outcomes (ILO): V. A. Identify the steps necessary to accomplish their educational goals., V. B. Utilize college resources to support their educational goals., V. C. Feel a sense of connection to the college.

CCRS Learning Outcomes

After completing the Career Explorer program 80% of traditional and non-traditional students will identify an informed career pathway.After completing the Career Explorer program 70% of traditional and non-traditional students will agree or strongly agree that the Career Explorer program makes them more motivated to complete their educational goal.After attending at least one re-entry counseling appointment or one re-entry information session 70% of adult re-entry students will identify three campus resources.

Mapping

Institutional level Outcomes (ILO): V. A. Identify the steps necessary to accomplish their educational goals., V. B. Utilize college resources to support their educational goals., V. C. Feel a sense of connection to the college.

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

CCRS Program Outcomes

Outcome

Outcome: CCRS Area Outcome

After completing a first-time CCRS Counseling appointment 75% of surveyed students will identify a next step to move forward in their immediate goals.

Measure: First-time CCRS Counseling Appointment Survey
Program level Indirect - Survey

Details/Description:	At the end of a first-time counseling appointment in the CCRS, students will complete a survey identifying a next step to move forward in their immediate goals.
Acceptable Standard:	Each student will identify one next step to move forward in their immediate goals.
Ideal Standard:	Each student will identify three next steps to move forward in their immediate goals.

Outcome: CCRS Learning Outcomes

After completing the Career Explorer program 80% of traditional and non-traditional students will identify an informed career pathway.

After completing the Career Explorer program 70% of traditional and non-traditional students will agree or strongly agree that the Career Explorer program makes them more motivated to complete their educational goal.

After attending at least one re-entry counseling appointment or one re-entry information session 70% of adult re-entry students will identify three campus resources.

Measure: Career Explorer Program Survey and Re-Entry Session Survey *Program level Indirect - Survey*	
Details/Description:	After completion of the Career Explorer program students will complete a survey identifying an informed career pathway agreeing or strongly agreeing that the Career Explorer program makes them more motivated to complete their educational goal.
	After attending at least one re-entry counseling appointment or one re-entry information session students will complete a survey identifying three campus resources.
Acceptable Standard:	Eighty-percent (80%) of surveyed students will identify an informed career pathway and 70% of surveyed students will be more motivated to complete their educational goal
	Seventy-percent (70%) of surveyed adult re-entry students will identify three campus resources.
Ideal Standard:	Ninety-percent (90%) of survey student will identify an informed career pathway and 80% of surveyed students will be more motivated to complete their educational goal.
	Eighty-percent (80%) of surveyed adult re-entry student will identify three campus resources.

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

CCRS Program Outcomes

Outcome

Outcome: CCRS Area Outcome

After completing a first-time CCRS Counseling appointment 75% of surveyed students will identify a next step to move forward in their immediate goals.

Measure: First-time CCRS Counseling Appointment Survey
Program level Indirect - Survey

Details/Description:	At the end of a first-time counseling appointment in the CCRS, students will complete a survey identifying a next step to move forward in their immediate goals.
Acceptable Standard:	Each student will identify one next step to move forward in their immediate goals.
Ideal Standard:	Each student will identify three next steps to move forward in their immediate goals.

Findings for First-time CCRS Counseling Appointment Survey

Summary of Findings:	The existing outcomes and measures were established during a time when resources, human and financial capital, were more robust. This survey was not deployed in 2019-2020.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	Due to the volatile nature of funding and staff in the CCRS, it appears that surveying students is not feasible. It is recommended that this outcome, and the tool used to measure it, be revised to one that can use historical quantitative data such as: choosing a program of study, completing a capstone course in their chosen program of study, or completing their program.

Outcome: CCRS Learning Outcomes

After completing the Career Explorer program 80% of traditional and non-traditional students will identify an informed career pathway.

After completing the Career Explorer program 70% of traditional and non-traditional students will agree or strongly agree that the Career Explorer program makes them more motivated to complete their educational goal.

After attending at least one re-entry counseling appointment or one re-entry information session 70% of adult re-entry students will identify three campus resources.

Measure: Career Explorer Program Survey and Re-Entry Session Survey
Program level Indirect - Survey

Details/Description:	After completion of the Career Explorer program students will complete a survey identifying an informed career pathway agreeing or strongly agreeing that the Career Explorer program makes them more motivated to complete their educational goal.
	After attending at least one re-entry counseling appointment or one re-entry information session students will complete a survey identifying three campus resources.
Acceptable Standard:	Eighty-percent (80%) of surveyed students will identify an informed career pathway

	and 70% of surveyed students will be more motivated to complete their educational goal
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Ideal Standard:	Ninety-percent (90%) of survey student will identify an informed career pathway and 80% of surveyed students will be more motivated to complete their educational goal.
	Eighty-percent (80%) of surveyed adult re-entry student will identify three campus resources.

Findings for Career Explorer Program Survey and Re-Entry Session Survey

Summary of Findings:	The Career Explorer Program had only six participants in 19-20 and therefore not large enough to draw conclusions. The low participation can be partly explained by the campus closure due to COVID-19. However, categorical funds to support this effort has led to a decline in participants since 18-19.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	The Career Explorer Program is currently being reimagined, utilizing the Career Coach software as the first step in a students' career exploration. It is recommended that this outcome, and the tool used to measure it, be revised. The outcome can focus on undecided students who completed the Career Coach assessment. The measure can be whether or not the student declared a program of study other than undecided within the same semester.

5. Data Analysis

5.1 DATA ANALYSIS

A review of student contact data reveals:

- the total number of student contacts has declined over the last three years
- general counseling/advising contacts are on the rise
- job related services are on the rise
- re-entry (students over age 25) engagement has declined
- workshop participation has declined

Counselor FTE has seen a modest decline when a full-time counselor resigned and a part-time counselor replaced that position. The overall number of contacts has declined as a result, however the number of contacts relating to general counseling/advising has increased (the reason for the appointment numbers are duplicative, therefore one contact can be for more than one reason). The Career Development Specialist position has maintained at 100% and has been able to grow services delivered. The Student Services Assistant was responsible for engagement with ReEntry students and offering workshops, both areas which has seen a decline. A Clerk III was introduced to the team to help with some responsibilities left vacant from the Student Services Assistant, but the lower range position is restrictive.

File Attachments:

1. **Career.data19-20.pdf** (See appendix)

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6. Strengths & Weaknesses

6.1 STRENGTHS

RE-ENTRY STUDENTS

The CCRS offers a comprehensive support program for the adult re-entry student population at Rio Hondo College. Adult re-entry students are adult learners who are at least 23 years of age or older and are either new to college or returning after a prolonged absence. Our goal is to create a designated place on campus where adult re-entry students feel welcomed and at home, and where their diverse educational needs can be met in a thorough and efficient manner.

The Rio Hondo Region Adult Education Consortium (RHRAEC) developed a strong collaboration with the CCRS Adult Re-Entry Program to provide a seamless transition for adult students desiring to attend Rio Hondo College. The adult transition counselor created the bridge for students to connect with the CCRS Adult Re-Entry Program to recieve the necessary counseling services for their success. RHRAEC and the CCRS Adult Re-Entry Program will continue this collaboration to enhance adult students' experience while transitioning to Rio Hondo College credit programs. The services currently provided by the Re-Entry program to address the needs listed above include: A holistic, individualized counseling approach that includes educational, career and life planning; assistance with the RHC application, registration, AccessRio portal, and financial aid processes; adult re-entry information sessions; online counseling services; use of the center's computer lab and career library; annual Adult Re-Entry Success Conference; job preparation assistance including resumes, interviewing, job search strategies, etc.; free career assessments and interpretations for students undecided or uncertain about a major; and career development workshops.

CAREER EXPLORER PROGRAM (FOR UNDECIDED STUDENTS)

The Rio Hondo College Career Explorer program is a **Three Step Process** guiding students toward making an informed career and academic decision. Upon completion of the program students will have a comprehensive education plan that leads toward degree/certificate completion with a clear career path.

Step One

First appointment with counselor is designed to identify students career interests through interview and career assessment. During the 45-minute appointment the student will identify a rank number on a Likert Scale of 0-10 being the highest confidence level on how confident they are in selecting a career direction. complete and receive results from Mynextmove.org career interest assessment. The RHC counselor will review results along with providing a brief overview   of John Holland's RIASEC interest profile. Further, the student will learn how to use the Mynextmove.org and Eureka   program to conduct career and educational major research. Upon completing first appointment the student will be directed to conduct further career research along with booking a two-week follow up appointment with a counselor.

Step Two

The second appointment is designed to refine the student's career/education major decision through RHC counselor's guidance. Student will provide feedback regarding career decision. Contingent upon student's career decision the

following resources and counseling techniques will be incorporated to lead student toward a career/education major decision; _Information Interview, College/University catalog and website information, Confidence building and aptitude identification, Alternate career assessment, networking resources, contacts, phone research, professional associations, career events, and additional intervention techniques identified by counselor._

Follow up appointment may be required to further assist student to refine career/educational major decision. Students will move to **Step Three** upon once again identifying a rank number of 8 or above on a Likert scale of 0 to 10 with 10 being   the highest confidence level on how confident they are in selecting a career direction.

Step Three

The final counseling appointment is designed to develop a comprehensive education plan.

Adjustment to Remote Services

In Spring 2020, the COVID-19 pandemic led to the shut down of all in-person services. The faculty and staff of the CCRS quickly mobilized to adapt all services to a remote format. All counseling appointments became remote (phone or on-line), phone calls were transferred to Google Voice numbers maintained by the classified staff so that live assistance was available, communication also occurred through chat and zoom rooms, and video tutorials were created to help students navigate the most often used services already availalbe via internet. The teams motivation was their commitment to the students.

6.2 WEAKNESSES

An over-reliance on categorical funds (Student Equity and SSSP) has led to much needed revisions in delivery of services and program assessment. There has been a decline in faculty staffing and classified staffing, resulting in a need to revise current practices.

The inaugural year of the Career Explorer Program demonstrated high participation and positive outcomes. However, students were incentivized to complete the three step process. The incentives are no longer available. The comprehensive, three step process was also designed when the center was staffed with three full-time Counselors. As FTE Counselor was reduced, it became increasingly difficult to deliver three comprehensive services to a single student within the desired timeframe.

Despite our collaboration with the Adult Education & Non Credit programs, we have seen a decline in the number of Adult ReEntry students seeking services since the loss of the Student Services Assitant position.

7. Long Term Plan

7.1 LONG TERM PLAN

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The long term plan for the Center for Career and ReEntry Services is to:

- engage high school seniors and first time college students in major exploration so that they make an informed choice on their program of study and begin on their path in the right direction
- engage current, undecided students in activities which lead them to choosing a program study, through the Guided Pathways *Undecided* area of interest
- utilize technology, such as Career Coach (used in conjunction with expertise of a counselor), to facilitate the career exploration process
- identify and engage ReEntry students who could benefit from the connectedness experienced by participants in the Adult ReEntry program

As of the Fall 2020 semester, the CCRS is already making strides toward these plans. The Guided Pathways Undecided area of interest was kicked off. Career Coach was launched and it was highlighted at the High School Counselor conference as an activity that all prospective Rio Hondo College students should complete. A 50% Student Services Assistant was filled and the staff member is reaching out to ReEntry students and prospective students who are ready to transition from non-credit to credit courses.

8. Submission Area

8.1 SUBMISSION

Appendix

A. **CareerReasonCodes.19-20.pdf** (Adobe Acrobat Document)
B. **Career.data19-20.pdf** (Adobe Acrobat Document)

Reason Code Summary Report

By Reason Code Only
7/1/2019 - 6/30/2020

Attendance: ☑ Attended   ☐ Not Attended   ☐ Not Marked   ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
CAREER COUNSEL	Career Counseling	68
CCN RESUME (60)	New Resume	26
COUN - CAREER	career/job explore	257
COUN - EXPRESS	Express walkin, dropin	614
COUN - GEN	general/academic counseling	434
COUN - TRAN	transfer counseling	153
INTERP-COMBO	MBTI & Strong Interpretation	3
INTERP-MBTI	Myers Briggs Interpretation	11
INTERP-STRONG	Stong Interpretation	11
JOB SEARCH	Job Search	9
JOB/INTERN	job and internship research/assistanc	17
MOCK (60)	Mock Interview	18
ORIENT- SEP	Student Ed Plan	4
OTHER ASMT	Assessments	16
OTHER OR	Orientation	354
OTHER SEP	Student Ed Plan	63
PERSONAL	Personal Counseling	5
RE-ENTRY	adulty re-entry student	284
RESEARCH - CAREER	career research assistance	21
RESUME - CCN	online ccn resume review	27
RESUME 60	in person resume assistance	107
SAP	Student Academic Probation (1 per te	2
SEPAB	Student Ed Plan - Abbreviated (1x or	48
SEPCOMP	Student Ed Plan - Comprehensive (1	191
TRANSFER	Transfer Advise	10
WK-GEN	General Workshop	72
WK-RESUME	Resume Workshop	3

Student Contacts	2017-2018	2018-2019	2019-2020
	3062	2776	2225

Reason Code	Description	2018-2019 # of Student Contacts	2019-2020 # of Student Contacts	Difference 18/19 to 19/20
CAREER COUNSEL	Career Counseling	74	68	-8.11%
CCN RESUME (60)	New Resume	61	26	-57.38%
COUN - CAREER	career/job explore	334	257	-23.05%
COUN - EXPRESS	Express walkin, dropin	689	614	-10.89%
COUN - GEN	general/academic	213	434	103.76%
COUN - TRAN	transfer counseling	170	163	-4.12%
INTERP-COMBO	MBTI & Strong	68	3	-95.59%
INTERP-MBTI	Myers Briggs	15	11	-26.67%
INTERP-STRONG	Stong Interpretation	13	11	-15.38%
JOB SEARCH	Job Search	6	9	50.00%
JOB/INTERN	job and internship	10	17	70.00%
MOCK (60)	Mock Interview	5	18	260.00%
ORIENT- SEP	Student Ed Plan	64	4	-93.75%
OTHER ASMT	Assessments	129	16	-87.60%
OTHER OR	Orientation	270	354	31.11%
OTHER SEP	Student Ed Plan	55	63	14.55%
PERSONAL	Personal Counseling	1	5	400.00%
RE-ENTRY	adulty re-entry student	319	284	-10.97%
RESEARCH -	career research	6	21	250.00%
RESUME - CCN	online ccn resume	144	27	-81.25%
RESUME 60	in person resume	132	107	-18.94%
SAP	Student Academic	3	2	-33.33%
SEPAB	Student Ed Plan -	17	48	182.35%
SEPCOMP	Student Ed Plan -	214	191	-10.75%
WK-GEN	General Workshop	420	72	-82.86%
WK-RESUME	Resume Workshop	17	3	-82.35%
Staffing FTE				
Faculty		3	2.5	-16.67%
Career Dev. Specialist		1	1	0.00%
Student Services Assistant		0.5	0	-100.00%
Clerk III		0	0.5	50.00%