

[Plans for Career Center](#) >> **2025 - 2026 Career Center CHC Student Services 2Yr. or SLO Plan 2025-2026**

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**Name :**

2025 - 2026 Career Center CHC Student Services 2Yr. or SLO Plan 2025-2026

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**Instructions**

The two-year plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

**1. Mission**

**Updating this Question is Optional on the 2Yr and SLO Plan**

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills

College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

***Mission Statement:***

The Career Center seeks to educate and equip students to become career minded through educational opportunities and resources that will enhance their understanding of career exploration, planning, preparation and development to change their lives for the better. It further seeks to develop students to advance and merge their academic and career goals through assessment, technology, educational activities, professional development, and career counseling. It is our goal to provide key services for a diverse background of students to be more confident and prepared in their career development plan through continual engagement and learning of the career planning process.

***Vision:***

The Career Center will provide key career development services and resources to enhance the academic process of learning that will lead to career planning and goal setting for all students. We plan to be innovative and engaging to all students and the campus community as a whole.

***Values:***

The Career Center values individual needs, passion, career development, leadership and opportunities for self-awareness and growth. We intentional respect all persons and seek to develop their self-awareness, strengths, skills and leadership potential.

**2. Description of Program**

**Updating this Question is Optional on the 2Yr. and SLO Plans**

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation,

alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients. Please incorporate available quantitative or qualitative evidence in your response.

The Career Center operates in the Crafton Center, second floor room 220 in a shared space with the University Transfer Center. The full name is University Transfer and Career Center (UTCC). We are two centers in one location.

**2a. Organizational Structure** for the Career Center

Career Center Coordinator - Full Time - Trinette Barrie

Job Developer - Full- Time - Pedro Chabolla (as of 1/4/2023)

Student Services Tech IV- 50% - Krista (as of 6/8/2023)

Student Services Tech II - 75% - VACANT

A minimum of 3 Adjunct Counselors trained to provide career counseling assist in our area; however their positions are paid from general counseling funds.

**2b & 2c. Whom Served & Description of Services**

The Career Services are offered to all students and alumni. As a snapshot of 142 students that participated in at least one of the Hello Major/Hello Career Fair events in fall 2019, fall 2021, or fall 2022 served the following ethnic backgrounds and student population.

- Asian 2%
- Black/African American 2%
- Filipino 3%
- Hispanic 60%
- Two or More Races 3%
- Unknown/Unreported 2%
- White - 28%

The center serves 89% of the student population is between the ages of 18-25 years old. In addition to age, 68% of those served are female. Most students have a declared academic program goal. However, 28% of students are Unknown in their academic goal. The services provided to 8% of students who plan to earn a Associate degree and not transfer; 11% plan to transfer and earn a BA degree without obtaining an associates degree; and 65% of students plan to earn a BA degree after completion of their associates degree.

## **2d. Pattern of Service**

The Career Center is open five days a week, with operating hours as such: Monday - Friday (9am-4:00pm), and Friday, 9am - 2pm.

Services are offered both in-person and online. Students have an option to partake in services in-person and online for drop-ins, counseling appointments, as well as workshops and special events.

The services do meet the needs of students. The center strives to provide services and workshops on alternate days and times to meet the needs of the students. The center also utilizes the assistance of the counseling center (next door) to offer counseling appts with a trained career counselor as late as 5pm Monday - Friday.

To help ensure the accessibility of services, students can view and reserve a seat for workshops through our online eSARS portal. In addition, the website serves as a 24 hour virtual service that provides basic career assessments, resources and tools to help meet students major decision, career readiness and job search needs. Students have 24 hours access to Jobspeaker online job and career research tool, linked-in learning, and standard career assessments for major and career understanding.

In addition, the Jobspeaker tool is an app that students can access anywhere, anytime of the day at home or on the go. The app provides announcements for upcoming Career Center workshops, services, employer visits and more.

Students shared that one of the top ways that they learn about services and workshops is through the Career Center website.

In addition, the Career Center has established a Canvas page to highlight services, resources, and special events and workshops throughout the year. This is available to all students. In the coming semester the page will be targeted to increase enrollment to all Undecided/Undeclared students for additional tools and resources to help them determine and declare their major and career goals.

Students also are able to learn about services and career readiness through our various social media platforms: Facebook, Twitter, Instagram, Pinterest, and soon to include TikTok.

The Career Center also offers a presentation/workshop service for faculty and special programs on campus. If a faculty or department needs a presentation on a career related topic, a request is submitted and will be filled. We will lead classroom presentations for absent or present faculty, and special programs like EOPS, Promise, Outreach, Fastlane and more.

In addition to workshops the center also provides Employer Services. Employers that are interested in hiring students from Crafton can submit a request to have a one day hiring fair, or participate in our scheduled career fairs. Employers have 24 hour access to post and maintain, update, or end positions postings on Jobspeaker portal. They also have the ability to complete the entire hiring process through this portal.

The center also serves as the main location to connect employer to student and student to employer by helping to develop and coordinate hiring processes for various entities and special programs on campus (College Corps, CalWORKs, LAEP, and The CHC Foundation). In the fall 2022 semester the center has worked with the City of Calimesa, City of Redlands, and the City of Yucaipa to develop job descriptions for fully paid internships at the city. In addition, we helped to inform, interview and onboard over 50+ students for the first cohort of the College Corps program. In addition, we have worked with entrepreneurs, Chamber of Commerce and more to help develop job descriptions and identify and hire students for work.

To help ensure career readiness from all levels the center also runs and maintains the Career Clothes Closet for students. This service provides students with the opportunity to build two full professional outfits from head to toe for interview and/or work. This is a free service for students. In addition, this service is available to the local community for donations of professional attire, shoes and accessories needed for all sizes and ages.

### **3. External Factors with Significant Impact**

#### **Updating this Question is Optional on the 2Yr. and SLO Plans**

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
  - b. Competition from other institutions
  - c. Requirements of four-year institutions
  - d. Requirements imposed by regulations, policies, standards, and other mandates
  - e. Job market
    - i) Requirements of prospective employers
    - ii) Developments in the field (both current and future)
- a. Budgetary constraints or opportunities - The Career Center operates with a very limited budget for food, supplies, printing, annual licenses, and travel for professional development. In many cases the limit of funds has been a significant factor in the types of services that are offered to students. For example, with a limited budget of \$1,000 for

food, we cannot offer multiple career fairs or networking events throughout the academic year that will show true accommodation to the number of our employers/guests.

In addition, limited funds, also limits the possibility of providing employer visits, field trips for students to have a close-up look of certificate/degree to career/industry.

Limited funds limits our ability to market in various avenues to reach students, and provide appealing flyers, post cards and other materials to communicate to students the services offered throughout the year to students.

An overall increase of all areas of the budget would serve as a benefit to increase the type and quantity of services to students.

b. Competition from other institutions - N/A

c. Requirements of four-year institutions - N/A

d. Requirements of prospective employers - N/A

e. Job market - The current job market has played a role in the increased number of employers seeking to hire Crafton Hills Students. With limited staffing it has been a challenge to develop and maintain the employer relationships. Currently in our society, there are more job opportunities available than potential employees that want to fill the positions. This can be a great opportunity to leverage with disciplines on campus to develop academic and skills-based internships to help prepare a student for the workforce while they are attending Crafton Hills. The problem, the limited resources of staff and funds to fund such efforts poses a constraint on the program.

f. Developments in the field (both current and future) - As the technology and the way that services are provided to students (multi formats, the ability to provide a robust online and app-based service for students is crucial for both major and career exploration as well as internship and/or part-time and full-time job search.

In addition, continued development of new CTE programs offered at the college can serve as a benefit, as well as an impact. As it increases the number of new employer contacts that are needed for the industry. This is a good problem to have. The constraint comes with having limited staffing to help secure, develop and maintain and provide basic key services to our employers.

Having 100% Student Services Tech position would be considerably beneficial for the increased development and services offered to both students, employees, and faculty as needed.

g. Competition from other institutions - N/A

h. Requirements imposed by regulations, policies, standards, and other mandates - Other mandates placed that directly affect the Career Center and CTE programs and services provided is the collaboration of all 12 colleges within Region 9 (Inland Empire Desert Regional Consortium). It is the goal of the Region to provide career services, hiring opportunities and the use of online platforms like Jobspeakr to affect and increase the hiring rates of all students. These additional tools, services, and events can place a strain on staff to meet and or exceed numbers placed upon by the region for success.

#### **4. Progress on Outcomes Assessment**

**Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans**

**Rubric Item:** [Service Area and Student Learning Outcomes Process.](#)

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

#### **SAOs - Service Area Outcomes**

##### **SAO#1 – Career Center Student Utilization (Tied to POS Survey)**

###### **A. Summarize Service Area Outcome (SAO) Assessment Results**

- **Outcome Statement:** Improve student awareness and utilization of Career Center services.

- **Measurement: Point-of-Service (POS) survey** assessing student satisfaction and service impact.
- **Target:** 80% of students will report an increase in career knowledge and utilization of Career Center resources. Based on the data below, Career Center met its target.
- **Assessment Results Summary:**
  - - **POS Survey (Spring 2023, n=24):**
      - 94.1% of respondents were satisfied with Career Center services.
      - 76.5% agreed that their visit increased their knowledge of specific majors and career interests.
      - 77.0% agreed it improved their job search strategies.
      - In-person services were preferred by 55.6% of students.
  - **Disproportionate Impact:**
    - Currently, **disaggregated data is limited** in fully assessing the disproportionate impact on Career Center utilization. While preliminary results indicate potential equity gaps—particularly in male student participation—further research is needed to understand barriers and trends. Moving forward, the Career Center will **collaborate with the research office** to enhance data collection, ensuring that future four-year reviews provide a more detailed analysis of disproportionate impact.

## **B. Service Area Improvements Planned**

- **Planned Area Improvements:**
  - Increase targeted outreach to underrepresented student groups, particularly men.
  - Expand online resources to better serve students who prefer remote access/services.
  - Improve career exploration services to help undecided students make informed choices.

- **Addressing Disproportionate Impact:**
  - Track student demographics in Career Center visits to assess engagement disparities.
  - Work with student organizations and other student services programs (like EOPS and Probation) to increase outreach and participation among underrepresented groups.

### **C. Objectives/Action Steps Added to Question 10**

- **GOAL: Aligned with: Strategic Direction 3: Increase Student Success & Equity**
- **Objective:** Increase male student engagement in Career Center services.
  - **Action Steps:**
    1. Develop outreach materials targeted at male students to increase participation.
    2. Connect or Outreach with student organizations/clubs and other student services programs (like EOPS and Probation) to promote Career Center Services.
    3. Expand in-person career exploration workshops to support undecided students.
  - **Addressing Disproportionate Impact:**
    - The Career Center will collect additional student feedback and adjust outreach efforts to reduce equity gaps.

### **SLO#1 – Career Readiness and Workshop Engagement (Tied to Workshop Evaluations)**

Students who participate in Career Center workshops will demonstrate increased preparedness for career exploration and job searching by identifying career pathways, developing effective job search strategies, and utilizing professional application materials.

#### **A. Summarize Service Learning Outcome (SLO) Assessment Results**

- **Outcome Statement:** Improve student preparedness for career exploration and job searching through Career Center workshops.
- **Measurement: Workshop Evaluation Survey** measuring student learning outcomes and satisfaction.

- **Target:** 80% of workshop attendees will report that the workshops improved their job readiness skills and ability to explore career options.
- **Assessment Results Summary:**
  - **Initial Findings:**
    - **Workshop Evaluations (2022-2023, n=55):**
      - 97.9% of students agreed workshops were valuable.
      - 97.8% believed the workshops improved their chances of getting hired.
      - 95.7% planned to attend more workshops.
  - **Disproportionate Impact:**
    - The Career Center will collaborate with the research office to improve data collection on student demographics, workshop engagement, and career readiness outcomes. This will ensure future reviews can identify and address any equity gaps in workshop access and effectiveness.

## **B. Service Area Improvements Planned**

- **Planned Area Improvements:**
  - Develop additional career readiness workshops based on student feedback.
  - Offer extended workshop times through Job Search Strategies workshop series ( Part 1, 2, etc.) to cover multiple parts of the job readiness process.
  - Improve technical support to ensure smoother online workshop delivery.
- **Addressing Disproportionate Impact:**
  - Track student participation in workshops to identify engagement gaps.
  - Expand outreach to increase participation from underrepresented student groups.

## **C. Objectives/Action Steps Added to Question 10**

- **Goal:** Aligned with: Strategic Direction 3: Increase Student Success & Equity
- **Objective:** Expand and enhance career readiness workshops.

- **Action Steps:**
  1. Develop and/or enhance workshops on major/career exploration, employability skills, job search strategies, networking, and resume writing.
  2. Extend workshop duration based on student feedback.
  3. Improve online workshop delivery by addressing technical issues.

**D. Addressing Disproportionate Impact:**

- The Career Center will analyze workshop attendance and feedback to ensure all student groups benefit equally. SLO assessment results indicate that Career Center workshops effectively improve job readiness, with 97.9% of students finding them valuable. To enhance impact, the Career Center will develop new industry-specific job search workshops, introduce multi-part sessions for deeper learning, and improve online workshop accessibility. To address equity gaps, student participation will be tracked to identify engagement disparities, and outreach efforts will be expanded to underrepresented groups. Action steps include refining workshops based on feedback, extending sessions for hands-on practice, and enhancing virtual accessibility to ensure all students benefit equitably from career readiness resources.

**5. Unit's Performance on Institutional Quantitative Effectiveness Indicators**

**Updating this Question is Optional on 2Yr. and SLO Plans**

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

The newest tool to be offered in the Career Center is Handshake. Both tools have just begun to be utilized this fall 2022 semester. No data has yet to be collected over the benefits of these two enhancements.

i. Innovation

The Career Center developed the ISEEK Alternative Employment program and Mentor Program. This program was offered to students during the fall of 2020. 59 students

completed the Alternative Employment Program and 14 students completed the Mentor program.

To help reach the goal of student completion in the Alternative Employment program, CHC Career Center offered

Offered students a Canvas course and Zoom platform to participate in all learning projects/tasks.

17 Employability Workshops to earn a digital badge in the areas of Adaptability, Communication, Digital Fluency, Empathy, Entrepreneurial, Resilience, and Self-Awareness were provided. All students that completed the program participated in a total of 3 of these skill-based workshops.

Career Portfolios were also required for completion of program to help students be career ready. Workshops were offered each month for Resume Writing, Interview Skills, and Job Search Strategies to help build their portfolios.

In addition to their own personal career prep, students had to complete an Informational Interview with a professional to learn more about an industry of interest.

Student contact was maintained through Canvas and student's received weekly motivation statements and affirmations for success towards successful completion of the program.

The accomplishments of this program:

This is CHC's first year offering this type of Alternative Training Program for students, and it proved to be a success. All students completed this program in an online medium with a better understanding of how to work in the workplace. Students completed this program and earned 3 Digital badges to highlight on their resume as well as online portfolios. In addition students developed a professional career portfolio and purchased a suit to wear for interviews. No other program like this has existed on Crafton hills campus to this number of students. Therefore, we see a 100% increase from past years.

In addition, the students in the Mentor program, were able to meet with a professional mentor from San Manuel with no less than 3 meetings to gain knowledge, support and a Mock Interview experience that they would not have had otherwise.

Due to the iSEEK program, there was a 7x greater participation in Career Center workshops over past fall semesters. Which means we had a greater number of students gain knowledge and understanding related to career planning. We know their participation in these workshops will aid in their success and knowledge for career readiness and/or major preparation for transfer.

The JC Penney – Suit-up is a 100% increase. As this was the first year offering this type of event for students. Over 85 students were able to purchase a suit. With the purchase of a suit, students will have increased confidence when interviewing.

In Fall 2019, the Career Center only offered 2 Employability Skills workshops. Whereas this fall due to the Alternative Employment and Mentor program we offered 17 workshops. This is over an 8x greater offerings and attendance to this digital badged based curricula.

The impact on students was great:

The iSEEK program provided a very positive alternative for students during a very uncertain fall semester. Due to COVID-19 many students were not able to work. This program provided students an alternative format to earn money towards personal finances, educational expenses and other needs. It also provided an alternative outlet for students to focus on their career goals through directed preparation and knowledge for the workforce through a career portfolio, workshops, and mentor guidance.

As a result, students have gained professional soft skills to prepare them for the workforce and working with others.

Students have been motivated and intrigued to learn more about employment, working with others, and the full job search process.

Students have been able to connect with alumni and professionals through the expanded network and mentor opportunities. The program has further opened the door for students to expand their own professional network.

Ultimately, personal confidence has been built for students. When they do go on an interview, they will be properly dressed because of the purchased suit from the JC Penney suit-up event.

Successes of this program:

- Over 85 students are interview ready with a new suit
- Over 70 students have a completed Career Portfolio and earned digital badges to highlight new learned soft skills that most employers are looking for.
- All student participated are more computer savvy, and able to work in an online medium to complete program tasks and goals; which is also employable skill.
- Students are more confident and have the resources needed to be career ready.

ii. Partnerships

## **Internal Partnerships**

The Career Center collaborates with various student services on campus to ensure the successfulness of services.

**Counseling, Transfer and EOPS** – we directly work with and train counselors to be ready to guide and support students in their major/career decision. Counselors are trained with a general knowledge of how to support students through understanding, interpretation and use of career assessments to help guide the students in best fit majors and career planning.

In addition, we directly work with all counselors to impact students at all unit levels to become major and career ready. The counselors are informed and trained on how to utilize resources available to students. This includes JobSpeaker, Mock Interviews, and online Career Planning tools such as Occupational Outlook Handbook, What Can I Do With this Major, and Ca Career Zone.

**Student Senate** – In collaboration with Student Senate, the Career Center has been better able to provide top notch events that impact a larger number of students on campus. With the financial support and involvement of the Student Senate we have been able to provide free food for students for our major fair which has promoted student engagement with both student clubs and academic department faculty. This in return has increased the number of students participating in the event and connecting with employers for part-time, full-time and internship opportunities.

**Basic Needs** – In collaboration with Basic Needs additional equipment has been purchased to expand the Career Clothing Closet with both basic and career clothing. Students do not need to worry about what they will wear for school and/or work with the enhancements that have been made to support the clothing needs of our students.

**Department/Student Services**- The Career Center provides professional development to academic and student services departments. With the faculty and staff having a better understanding of how the career assessments and other tools are utilized, they in return can share information of the ease of use and reputability of the services. The professional development trainings are influential to the faculty, staff and the campus community as a whole and help to lead to promotion of the services available to students. In return, this has a large impact on students utilizing the center's services both online and in person from the encouragement of faculty and staff.

CHC Foundation – with the support of the college President, the Foundation has been able to provide financial resources to help fund the wages for three new City Interns. Students

from Crafton Hills applied for the opportunity to intern at one of our local cities: Redlands, Yucaipa and Calimesa. This is the first year that this type of program has been offered. Students will begin working Spring 2023, to gain understanding of a career of interest and complete an intern-based project to enhance their skills and experience.

## External Partnerships

**IEDRC Regional Consortium** -through the Inland Empire Regional Consortium (Region 9) we are able to learn of the needs, projects, and services, events and resources within the region. This collaboration in some ways directs the type of services the career center provides to help students become career ready primarily through CTE programs. The current Job Developer (JD) also stays connected with all JDs in the region to provide both campus as well as regional resources, workforce based publications, and local educational and hiring events for our students.

In addition, working with IEDRC drastically increases our Employer Connections. This in return allows us to directly support our students interest in working for various industries and employers that we may otherwise would not have access to.

**iSEEK** – The iSEEK program, has provided students with the opportunity to work in various departments on campus and build key employability and professional skills. Students were able to go through the full process of applying, interviewing, and accepting positions available. In collaboration with campus foundation department, the funding for this program was provided by a grant from San Manuel Band of Mission Indians. In subsequent years, due to COVID students participated in an employability/mentoring program and JC Penny suit up event. The employability program allowed students to complete virtual courses to gain knowledge and understanding of key employability skills. In addition, students were able to purchase new professional work attire through the JC Penny suit up event.

## **6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)**

### **Updating this Question is Optional on 2Yr. and SLO Plans**

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? You may use your Vision Aligned Reporting (VAR) data to examine this issue. You may also use the Student Programs dropdown menu within the Completion and Success Dashboard to view data for many student support programs. **Click [HERE](#) to view the VAR Dashboard or click [HERE](#) to view the Completion and Success Dashboard.**

b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

6a. - Student participation in our events seems to directly align with the college demographic data. Therefore, it seems that consistent to the students on campus, there is a consistent percentage level of those students participating in Career center events and services based on ethnicity, age, and gender.

Students that participated in the Hello Major/Hello Career Fair from Fall of 2021 - Fall of 2022

89% of students were between the ages of 18 and 25 years old.

60% of students reported Hispanic, 28% reported being white and only 2% reported being Black/African American or Asian.

68% of students were female, while 32% were male.

Students that participated in Career Fairs data shows that 27% of event attendees have been on academic probation, 26% were participants in the EOPS program, and 20% were participants with SAS. Participation in other programs were at 12% or less.

6b. 100% Overall Student Satisfaction from data collected from workshop surveys, students stated they would recommend the career center workshop to other students.

6c. The Career Center plans to be more intentional about targeting students from various unit levels, academic program, and interest to target student participation in Center services and special events.

## **7. Evaluation**

### **Updating this Question is Optional on 2Yr. and SLO Plans**

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g., early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates
- Representativeness of population served - Doing well to meet the student population.
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services) - The Career Center as could seek to entertain evening hours in a online format to accommodate various students' needs to meet with a Career Counselor.
- Partnerships (internal and external) - Need to improve external partnerships for development of job shadowing, internships and hiring of students after completion of intended academic goal.
- Innovation and Implementation of best practices - Need to continue to document key services that serve as best practices for all (students, employers, and faculty/staff)
- Efficiency in operations - Need to continue to develop. With new staff onboard the operations of how services are conducted are being trained as well as developed to enhance skill set of new hires.
- Efficiency in resource use - Need improvement in understanding what resources are available to for use to increase and expand Career Center services.
- Staffing - The current staff is essential. Need to improve by providing a full-time Student Services Tech II or higher as well as 1-2 additional full-time counselors to

provide ample services to all students and academic departments to meet industry needs.

- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training - Need for improve the number of professional development and/or certifications to train additional staff on tools and services that can be offered to students.
- Group dynamics (e.g., how well do unit members work together?) - Unit members work very well together.
- Compliance with applicable mandates - Maintaining compliance with any mandates placed upon the Career Center.

## 8. Vision

### Updating this Question is Optional on 2Yr. and SLO Plans

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item ([Vision Alignment](#))**: The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

a. Units Vision

In four years it is the goal of the Career Center to have its own fully functioning space.

Staffing -

- 1 FT Career Center Coordinator/Counselor
- 1 FT Student Services Tech II - IV
- A minimum of 2 FT counselors
- 1 Job Developer/Employer Relations Specialist
- 1 Employer Engagement & Events Specialist
- 1 Internship/Federal Work Study Placement Coordinator

- A minimum of at least one Faculty Lead for Work Experience program
- 1 Marketing Specialist to market services of the career center both to students and employers to increase awareness of student, employer and faculty use in several modalities.
- A minimum of 5 professional experts - to encourage student participation, lead student events, activities and individual or group advising sessions for each Career and Academic pathway success area.

Spacing - The Career Center has its own fully functioning space for inhouse services, online services, and workshops in the center. In addition, there will be a minimum of two office spaces dedicated for on-campus recruitment and interviews for employers to utilize. The center would also have in house its own fully functioning Career Clothes Closet with dressing rooms, a dedicated room/office space for students to video record their elevator pitch as well as meet with employers for remote interview opportunities, and a needed storage space for all Career Center supplies and resources utilized throughout the year.

The broad and improved vision of the Career Center will meet and/or exceed the vision of the college. The Center will provide services daily that educate the students, provide multiple opportunities for engagement between student and counselor, as well as student and employee, and the services offered in-person and online with space for online mediums to create online portfolio content is innovate and creative.

#### b. Aligned with the College Vision

The Career Center will set a high goal, to be considered one of the best Career Services departments in the region focusing on the goal of empowering students for career success.

The Career Center is currently participating in the Guided Pathways new counseling model. We have streamlined the services in the Career, Transfer and counseling center in hopes to empower students to reach their educational goals. We are being intentional in providing services to all students at each milestone level: 15 units, 30 units, 45 units and 60 units, the appropriate career services will be offered to students for career readiness, this will include workshops, individual appointments, and special employer – student networking events. For example, at 15 units students will learn how majors connect with careers. Whereas at 45 and 60 units, it will be helping students to develop career portfolios, online profiles, and interview and job search skills.

Our vision is to really build our relations with the community by providing a program that emulates and facilitates education, engagement and innovation through the establishment

of a Career Connections program. The Career Connections program has been established to provide Crafton Hills Alumni as well as supporters (donors, parents of students, community members/residents) to engage with students on multiple levels. The program will connect career professionals with students through Informational Interviewing, Mock Interview, workshop or classroom presentations, and special on-campus events like the Major & Career Fair and Etiquette & Networking Luncheon. It is imperative the center to have at our fingertips, the names and career position titles of persons who would love to share their career journeys with students for ultimate major and career success. This program has been established in 2022-2023 academic year.

The Career Center holds a goal to increase the number of career ready students and decrease the number of undecided/undeclared students each year at Crafton. We will intentionally identify and reach out to students to encourage them to participate in career services like major decision workshops, career assessments and individual counseling. We will further educate students on the process of declaring a major and developing and Student Education Plan that will help to lead to their successful completion of their academic goal.

## **9. Progress on Prior Goals**

### **Updating this Question is Optional on 2Yr. and SLO Plans**

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - a936058c-04fa-4cd2-b9d8-aca4bc50839c**

#### **Priority Rank:**

1

#### **Objectives:**

- **1.1 - Objective - Offer Career Counseling, career assessment and career assessment interpretation**

#### **Priority Rank:**

3

#### **Original Start Date:**

07/01/2016

#### **Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- 1.1.r1 - Career Assessment

**Description**

Provide Career Assessments free of charge

**Rationale**

Career assessments help students who are undecided about a major, educational objective or career to make a decision based on evaluation of their own skills, attitudes and interests.

**Resource Type:**

Ongoing

**Expenditure Category:**

Software Leases and Software Licensing (5621)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$3,000.00/\$0.00

**Second Year Cost/Savings:**

\$3,000.00/\$0.00

**Third Year Cost/Savings:**

\$3,000.00/\$0.00

**Actions/Activities:**

- **1.1.a1 - Workshops**

Identify and provide career workshops including:

- Identify a major
- Resume
- Job Search Strategies
- Interviewing
- Career Pathways
- Internships
- Employability/Soft Skills
- Professional Networking
- and More

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.1.a2 - Career Assessment**
  - Provide career assessments
  - Provide individual and group interpretation sessions

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.2 - Objective - Develop a calendar of events and activities to promote student understanding of their career choices**

**Priority Rank:**

8

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- 1.2.r1 - Event funding

**Description**

Funds to put on career events

**Rationale**

Event costs include marketing materials, refreshments and supplies

**Resource Type:**

Ongoing

**Expenditure Category:**

Meals & Refreshments for Meetings and Events (4750)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$3,000.00/\$0.00

**Second Year Cost/Savings:**

\$3,000.00/\$0.00

**Third Year Cost/Savings:**

\$3,000.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Declare a Major Days**

Declare Major Days (aka Major Decision Week) at least 1 per semester. Identify and Invite Undeclared Students

**Start Date:**

07/01/2016

**End Date:**

06/30/2026

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.3 - Objective - Maintain online systems to provide key Career Center services**

**Priority Rank:**

2

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Ivan Pena

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **1.3.r1 - Online Career Resource Funding**

**Description**

Provide ongoing resources to pay for licensing fees for products and unit costs for assessment.

**Rationale**

Online resources provide state of the art and accessible tools for students and counselors to provide career guidance, preparation and counseling.

**Resource Type:**

Ongoing

**Expenditure Category:**

Software Leases and Software Licensing (5621)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$5,000.00/\$0.00

**Second Year Cost/Savings:**

\$5,000.00/\$0.00

**Third Year Cost/Savings:**

\$5,000.00/\$0.00

**Actions/Activities:**

- **1.3.a1 - Acquire Online Career Center Resources**

Identify and acquire online resources to support Career Center Activities such as"

- Hand Shake - online job search, portfolio and educational system
- CPP/Elevate – offers online assessments of Meyers Briggs, Strong Holland; including analytics of students use and trends based on these assessments
- Strengths Finder - online strengths inventory
- Eureka - online career search product designed for California. Includes interest and values inventories
- Online career counseling tools.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.4 - Objective - Support student employment opportunities**

**Priority Rank:**

4

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **1.4.r1 - Career Clothes Closet funding**

**Description**

Initial and ongoing funding to support the creation and maintenance of a Career Clothes Closet including the purchase of clothing racks, hangers, mirrors, cleaning bills etc.

**Rationale**

Although clothes will be donated there are costs for setting up and maintaining a Career Clothes Closet.

**Resource Type:**

Ongoing

**Expenditure Category:**

Laundry, Cleaning and Uniforms (5550)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$2,500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **1.4.a1 - Career Clothes Closet**
  - Offer gently used professional attire clothes to students at no cost for interviews and/or first day of work.
  - Identify a secured location/area on campus (preferably within Students Services building) to house all clothes.
  - Identify initial funding to purchase necessary items for marketing and materials. (clothing rack, shelves, hangers, mirrors, bags)
  - Identify ongoing funding to maintain service each year, marketing, materials (clothing, cleaning, hangers, bags)
  - Develop operational hours and special "Open Closet "

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.5 - Objective - Acquire appropriate staffing to support a full service Career Center**

**Priority Rank:**

1

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Ivan Pena

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Department

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **1.5.r1 - Coordinator Stipend**

**Description**

Establish Coordinator position with associated stipend

**Rationale**

Coordinators are provided a stipend above their base salary.

**Resource Type:**

Ongoing

**Expenditure Category:**

Cert Coordinators (1282)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$6,000.00/\$0.00

**Second Year Cost/Savings:**

\$6,000.00/\$0.00

**Third Year Cost/Savings:**

\$6,000.00/\$0.00

**Actions/Activities:**

- **1.5.a1 - Create Career Center Coordinator Position**

Maintain Career Center Coordinator position

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Ivan Pena

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- 1.6 - Objective - Develop Internship Program

**Priority Rank:**

5

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **1.6.r1 - Hire Internship Coordinator**

**Description**

Hire FT staff to monitor internship program, conduct site visits, student orientation meetings, and marketing

**Rationale**

In order to run an internship program there needs to be dedicated staff.

**Resource Type:**

Ongoing

**Expenditure Category:**

Non-Instruction Hourly (1480)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$95,000.00/\$0.00

**Second Year Cost/Savings:**

\$97,000.00/\$0.00

**Third Year Cost/Savings:**

\$99,000.00/\$0.00

**Actions/Activities:**

- **1.6.a1 - Build Employer Partner base**

Identify, contact and develop MOU with companies that can offer both academic and non-academic internships.

**Start Date:**

10/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.6.a2 - Hire Internship Coordinator**

Hire FT staff to monitor internship program, conduct site visits, student orientation meetings and market program.

**Start Date:**

07/01/2017

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.6.a3 - Internship course(s)**

Develop internship course.

**Start Date:**

11/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- 1.7 - Objective - Create career based curriculum and workshops

**Priority Rank:**

10

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **1.7.r1 - Workshop facilitator stipend**

**Description**

Provide funding for stipends to pay outside facilitators to do career workshops on topics that require special expertise.

**Rationale**

Outside facilitators for workshops may require a stipend to provide the service.

**Resource Type:**

Ongoing

**Expenditure Category:**

Non-Instruction Hourly (1480)

**Funded:**

No

**Funding Source:****First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **1.7.a1 - Career Curriculum**

Write introduction to career and transitional career course curriculum. Updated as needed.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.7.a2 - Career Workshops**

Create and expand workshop offerings including workshops presented by outside professional facilitators and employers.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2 - Goal - a936058c-04fa-4cd2-b9d8-aca4bc50839c**

**Priority Rank:**

2

**Objectives:**

- **2.1 - Objective - Increase Faculty Staff and Student Awareness of services provided through the Career Center**

**Priority Rank:**

6

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Actions/Activities:**

- **2.1.a1 - Increase Faculty Awareness**

Visit instructional department meetings and/or Chairs Council to present relevant info regarding Career Center.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.1.a2 - Increase Staff and management awareness**

Visit meetings of non-instructional departments to share information about the Career Center

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.1.a3 - Student Awareness**

Visit classrooms and meetings of special programs (e.g. EOPS, DSPPS, STEM, Promise, Student Probation) and campus events.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2 - Objective - Develop working relationships with counseling, student success, research, admissions, financial aid, student life and other student services departments to increase knowledge and dissemination of Career Center Services to students.**

**Priority Rank:**

7

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Division

**Institutional Learning Outcome:**

-- Pick One --

**Actions/Activities:**

- **2.2.a1 - Identify Student Groups**

Identify students that are:

- undecided or undeclared major
- in need of additional financial assistance and provide information for job opportunities
- in need of employment, refer to career services for job leads and career counseling
- will be graduating, not transferring and in need of career based employment.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2.a2 - Marketing of services - Admissions**

Market Services in conjunction with registration timelines encouraging students to participate in services at the start of their educational career.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2.a3 - Market Services - Financial Aid**

b. Market Career Services in conjunction with Financial Aid registration and disbursement timelines encouraging students to participate in Career Services and search for jobs or internships on or off campus with work study and non-work study options.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2.a4 - Marketing of services - Student Life**

- Market Career Services in conjunction with Student Life peak times, Open house days, Club Rush, Fall/Spring Fest, etc
- Develop a Career Services Honor Society/Leadership/Internship Club

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.3 - Objective - Develop relationships with campus and local community leaders and stakeholders**

**Priority Rank:**

9

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Department

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **2.3.r1 - Supplies and Refreshments**

**Description**

Provide supplies and refreshments to host team of campus and local community leaders and stakeholders to participate in advisory board for Career Center

**Rationale**

Show appreciation to campus and community leaders for spending time to participate in Career Center Advisory Board

**Resource Type:**

Ongoing

**Expenditure Category:**

Meals & Refreshments for Meetings and Events (4750)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **2.3.a1 - Create Career Center Advisory Board**

Create team of campus and local community leaders and stakeholders to participate in advisory board for Career Center.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.4 - Objective - Professional development for Career Center and Counseling Center Staff**

**Priority Rank:**

11

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **2.4.r1 - Conference funding**

**Description**

Funds to send Career Center Coordinator, counselors and other career center staff to trainings and conferences.

**Rationale**

Provides staff with information to stay abreast of trends in career services.

**Resource Type:**

Ongoing

**Expenditure Category:**

Conference and Travel (5200)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$5,000.00/\$0.00

**Second Year Cost/Savings:**

\$5,000.00/\$0.00

**Third Year Cost/Savings:**

\$5,000.00/\$0.00

**Actions/Activities:**

- **2.4.a1 - Conference Attendance**

Coordinator, counselors and staff attend conferences and trainings that will continue to enhance skills and development in the area of career services

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- 2.5 - Objective - Develop marketing for Career Services

**Priority Rank:**

12

**Original Start Date:**

07/01/2016

**Original End Date:**

06/30/2027

**Revised Start Date:**

07/01/2016

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Department

**Institutional Learning Outcome:**

-- Pick One --

**Status Code:**

-- Pick One --

**Progress Description:**

**Resource Requests:**

- 2.5.r1 - Marketing funding

**Description**

Funding to develop marketing for career services

**Rationale**

Success of career services will depend on the degree to which students and the community know about the program.

**Resource Type:**

Ongoing

**Expenditure Category:**

Advertising (5801)

**Funded:**

No

**Funding Source:**

**First Year Cost/Savings:**

\$1,000.00/\$0.00

**Second Year Cost/Savings:**

\$1,000.00/\$0.00

**Third Year Cost/Savings:**

\$1,000.00/\$0.00

- **3 - Goal - a936058c-04fa-4cd2-b9d8-aca4bc50839c**

**Priority Rank:**

3

**Objectives:**

- **3.1 - Objective - Increase male student engagement in Career Center services.**

**Priority Rank:**

13

**Original Start Date:**

03/20/2025

**Original End Date:**

06/30/2027

**Revised Start Date:**

03/20/2025

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Only Students

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **3.1.r1 - Marketing Funding**

**Description**

Develop various marketing materials to increase targeted student populations to increase services.

**Rationale**

Data shows that students from specific populations are in need of career services. To reduce the gap of student participation to these students, targeted marketing will be developed.

**Resource Type:**

Ongoing

**Expenditure Category:**

Advertising (5801)

**Funded:**

No

**Funding Source:****First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **3.1.a1 - Marketing Materials to Targeted Groups**

Develop outreach materials targeted at male students to increase participation

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.1.a2 - Outreach**

1.

1.

1. Connect or Outreach with student organizations/clubs and other student services programs (like EOPS and Probation) to promote Career Center Services.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.1.a3 - Expand Workshop Offerings**

1.

1.

1. Expand in-person career exploration workshops to support undecided students.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- 3.2 - Objective - Expand and enhance career readiness workshops.

**Priority Rank:**

14

**Original Start Date:**

03/20/2025

**Original End Date:**

06/30/2027

**Revised Start Date:**

03/20/2025

**Revised End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

### 3. Increase Student Success and Equity

**Impact Type:**

Only Students

**Institutional Learning Outcome:**

-- Pick One --

**Resource Requests:**

- **3.2.r1 - Expand Career Readiness Tools**

**Description**

Expand Career Readiness workshop offerings, by providing more in-depth learning outcomes and content. Purchase additional tools, resources, materials, and apps that may help in the learning process.

**Rationale**

Increase student's knowledge of various steps and procedures necessary to be career-ready.

**Resource Type:**

Ongoing

**Expenditure Category:**

Software Leases and Software Licensing (5621)

**Funded:**

No

**Funding Source:****First Year Cost/Savings:**

\$2,000.00/\$0.00

**Second Year Cost/Savings:**

\$2,000.00/\$0.00

**Third Year Cost/Savings:**

\$2,000.00/\$0.00

**Actions/Activities:**

▪ **3.2.a1 - Expand Career Readiness Offerings**

1.

1.

1. Develop and/or enhance workshops on employability skills, job search strategies, networking, and resume writing.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

▪ **3.2.a2 - Extend Workshop Duration**

1.

1.

1. Extend workshop duration based on student feedback.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.2.a3 - Address Technical Issues**

1.

1.

1. Improve online workshop delivery by addressing technical issues.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Status Code:**

-- Pick One --

**Progress Description:**

**Measurements/Documentation of Progress:**

## **10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)**

**Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans**

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources

required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - a936058c-04fa-4cd2-b9d8-aca4bc50839c**

**Priority Rank:**

1

**Objectives:**

- **1.1 - Objective - Offer Career Counseling, career assessment and career assessment interpretation**

**Priority Rank:**

3

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

3. Interpersonal and Group Skills

**Resource Requests:**

- **1.1.r1 - Career Assessment**

**Description**

Provide Career Assessments free of charge

**Rationale**

Career assessments help students who are undecided about a major, educational objective or career to make a decision based on evaluation of their own skills, attitudes and interests.

**Resource Type:**

Ongoing

**Expenditure Category:**

Software Leases and Software Licensing (5621)

**First Year Cost/Savings:**

\$3,000.00/\$0.00

**Second Year Cost/Savings:**

\$3,000.00/\$0.00

**Third Year Cost/Savings:**

\$3,000.00/\$0.00

**Actions/Activities:**

- **1.1.a1 - Workshops**

Identify and provide career workshops including:

- Identify a major
- Resume
- Job Search Strategies
- Interviewing
- Career Pathways
- Internships
- Employability/Soft Skills
- Professional Networking
- and More

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.1.a2 - Career Assessment**
  - Provide career assessments
  - Provide individual and group interpretation sessions

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.2 - Objective - Develop a calendar of events and activities to promote student understanding of their career choices**

**Priority Rank:**

8

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

3. Interpersonal and Group Skills

**Resource Requests:**

- **1.2.r1 - Event funding**

**Description**

Funds to put on career events

**Rationale**

Event costs include marketing materials, refreshments and supplies

**Resource Type:**

Ongoing

**Expenditure Category:**

Meals & Refreshments for Meetings and Events (4750)

**First Year Cost/Savings:**

\$3,000.00/\$0.00

**Second Year Cost/Savings:**

\$3,000.00/\$0.00

**Third Year Cost/Savings:**

\$3,000.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Declare a Major Days**

Declare Major Days (aka Major Decision Week) at least 1 per semester. Identify and Invite Undeclared Students

**Start Date:**

07/01/2016

**End Date:**

06/30/2026

**Responsible Person:**

Trinette Barrie

- **1.3 - Objective - Maintain online systems to provide key Career Center services**

**Priority Rank:**

2

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Ivan Pena

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **1.3.r1 - Online Career Resource Funding**

**Description**

Provide ongoing resources to pay for licensing fees for products and unit costs for assessment.

**Rationale**

Online resources provide state of the art and accessible tools for students and counselors to provide career guidance, preparation and counseling.

**Resource Type:**

Ongoing

**Expenditure Category:**

Software Leases and Software Licensing (5621)

**First Year Cost/Savings:**

\$5,000.00/\$0.00

**Second Year Cost/Savings:**

\$5,000.00/\$0.00

**Third Year Cost/Savings:**

\$5,000.00/\$0.00

**Actions/Activities:**

- **1.3.a1 - Acquire Online Career Center Resources**

Identify and acquire online resources to support Career Center Activities such as"

- Hand Shake - online job search, portfolio and educational system
- CPP/Elevate – offers online assessments of Meyers Briggs, Strong Holland; including analytics of students use and trends based on these assessments
- Strengths Finder - online strengths inventory
- Eureka - online career search product designed for California. Includes interest and values inventories
- Online career counseling tools.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.4 - Objective - Support student employment opportunities**

**Priority Rank:**

4

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

3. Interpersonal and Group Skills

**Resource Requests:**

- **1.4.r1 - Career Clothes Closet funding**

**Description**

Initial and ongoing funding to support the creation and maintenance of a Career Clothes Closet including the purchase of clothing racks, hangers, mirrors, cleaning bills etc.

**Rationale**

Although clothes will be donated there are costs for setting up and maintaining a Career Clothes Closet.

**Resource Type:**

Ongoing

**Expenditure Category:**

Laundry, Cleaning and Uniforms (5550)

**First Year Cost/Savings:**

\$2,500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **1.4.a1 - Career Clothes Closet**
  - Offer gently used professional attire clothes to students at no cost for interviews and/or first day of work.
  - Identify a secured location/area on campus (preferably within Students Services building) to house all clothes.
  - Identify initial funding to purchase necessary items for marketing and materials. (clothing rack, shelves, hangers, mirrors, bags)
  - Identify ongoing funding to maintain service each year, marketing, materials (clothing, cleaning, hangers, bags)
  - Develop operational hours and special “Open Closet “

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.5 - Objective - Acquire appropriate staffing to support a full service Career Center**

**Priority Rank:**

1

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Ivan Pena

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Department

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **1.5.r1 - Coordinator Stipend**

**Description**

Establish Coordinator position with associated stipend

**Rationale**

Coordinators are provided a stipend above their base salary.

**Resource Type:**

Ongoing

**Expenditure Category:**

Cert Coordinators (1282)

**First Year Cost/Savings:**

\$6,000.00/\$0.00

**Second Year Cost/Savings:**

\$6,000.00/\$0.00

**Third Year Cost/Savings:**

\$6,000.00/\$0.00

**Actions/Activities:**

- **1.5.a1 - Create Career Center Coordinator Position**

Maintain Career Center Coordinator position

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Ivan Pena

- **1.6 - Objective - Develop Internship Program**

**Priority Rank:**

5

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **1.6.r1 - Hire Internship Coordinator**

**Description**

Hire FT staff to monitor internship program, conduct site visits, student orientation meetings, and marketing

**Rationale**

In order to run an internship program there needs to be dedicated staff.

**Resource Type:**

Ongoing

**Expenditure Category:**

Non-Instruction Hourly (1480)

**First Year Cost/Savings:**

\$95,000.00/\$0.00

**Second Year Cost/Savings:**

\$97,000.00/\$0.00

**Third Year Cost/Savings:**

\$99,000.00/\$0.00

**Actions/Activities:**

- **1.6.a1 - Build Employer Partner base**

Identify, contact and develop MOU with companies that can offer both academic and non-academic internships.

**Start Date:**

10/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.6.a2 - Hire Internship Coordinator**

Hire FT staff to monitor internship program, conduct site visits, student orientation meetings and market program.

**Start Date:**

07/01/2017

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.6.a3 - Internship course(s)**

Develop internship course.

**Start Date:**

11/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.7 - Objective - Create career based curriculum and workshops**

**Priority Rank:**

10

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

3. Interpersonal and Group Skills

**Resource Requests:**

- **1.7.r1 - Workshop facilitator stipend**

**Description**

Provide funding for stipends to pay outside facilitators to do career workshops on topics that require special expertise.

**Rationale**

Outside facilitators for workshops may require a stipend to provide the service.

**Resource Type:**

Ongoing

**Expenditure Category:**

Non-Instruction Hourly (1480)

**First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **1.7.a1 - Career Curriculum**

Write introduction to career and transitional career course curriculum. Updated as needed.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **1.7.a2 - Career Workshops**

Create and expand workshop offerings including workshops presented by outside professional facilitators and employers.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2 - Goal - a936058c-04fa-4cd2-b9d8-aca4bc50839c**

**Priority Rank:**

2

**Objectives:**

- **2.1 - Objective - Increase Faculty Staff and Student Awareness of services provided through the Career Center**

**Priority Rank:**

6

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

3. Interpersonal and Group Skills

**Actions/Activities:**

- **2.1.a1 - Increase Faculty Awareness**

Visit instructional department meetings and/or Chairs Council to present relevant info regarding Career Center.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.1.a2 - Increase Staff and management awareness**

Visit meetings of non-instructional departments to share information about the Career Center

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.1.a3 - Student Awareness**

Visit classrooms and meetings of special programs (e.g. EOPS, DSPP, STEM, Promise, Student Probation) and campus events.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.2 - Objective - Develop working relationships with counseling, student success, research, admissions, financial aid, student life and other student services departments to increase knowledge and dissemination of Career Center Services to students.**

**Priority Rank:**

7

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

### 3. Increase Student Success and Equity

**Impact Type:**

Division

**Institutional Learning Outcome:**

Not Applicable

**Actions/Activities:**

- **2.2.a1 - Identify Student Groups**

Identify students that are:

- undecided or undeclared major
- in need of additional financial assistance and provide information for job opportunities
- in need of employment, refer to career services for job leads and career counseling
- will be graduating, not transferring and in need of career based employment.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.2.a2 - Marketing of services - Admissions**

Market Services in conjunction with registration timelines encouraging students to participate in services at the start of their educational career.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.2.a3 - Market Services - Financial Aid**

b. Market Career Services in conjunction with Financial Aid registration and disbursement timelines encouraging students to participate in Career Services and search for jobs or internships on or off campus with work study and non-work study options.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.2.a4 - Marketing of services - Student Life**

- Market Career Services in conjunction with Student Life peak times, Open house days, Club Rush, Fall/Spring Fest, etc
- Develop a Career Services Honor Society/Leadership/Internship Club

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.3 - Objective - Develop relationships with campus and local community leaders and stakeholders**

**Priority Rank:**

9

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Department

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **2.3.r1 - Supplies and Refreshments**

**Description**

Provide supplies and refreshments to host team of campus and local community leaders and stakeholders to participate in advisory board for Career Center

**Rationale**

Show appreciation to campus and community leaders for spending time to participate in Career Center Advisory Board

**Resource Type:**

Ongoing

**Expenditure Category:**

Meals & Refreshments for Meetings and Events (4750)

**First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **2.3.a1 - Create Career Center Advisory Board**

Create team of campus and local community leaders and stakeholders to participate in advisory board for Career Center.

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.4 - Objective - Professional development for Career Center and Counseling Center Staff**

**Priority Rank:**

11

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Site

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **2.4.r1 - Conference funding**

**Description**

Funds to send Career Center Coordinator, counselors and other career center staff to trainings and conferences.

**Rationale**

Provides staff with information to stay abreast of trends in career services.

**Resource Type:**

Ongoing

**Expenditure Category:**

Conference and Travel (5200)

**First Year Cost/Savings:**

\$5,000.00/\$0.00

**Second Year Cost/Savings:**

\$5,000.00/\$0.00

**Third Year Cost/Savings:**

\$5,000.00/\$0.00

**Actions/Activities:**

- **2.4.a1 - Conference Attendance**

Coordinator, counselors and staff attend conferences and trainings that will continue to enhance skills and development in the area of career services

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **2.5 - Objective - Develop marketing for Career Services**

**Priority Rank:**

12

**Start Date:**

07/01/2016

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Department

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **2.5.r1 - Marketing funding**

**Description**

Funding to develop marketing for career services

**Rationale**

Success of career services will depend on the degree to which students and the community know about the program.

**Resource Type:**

Ongoing

**Expenditure Category:**

Advertising (5801)

**First Year Cost/Savings:**

\$1,000.00/\$0.00

**Second Year Cost/Savings:**

\$1,000.00/\$0.00

**Third Year Cost/Savings:**

\$1,000.00/\$0.00

- **3 - Goal - a936058c-04fa-4cd2-b9d8-aca4bc50839c**

**Priority Rank:**

3

**Objectives:**

- **3.1 - Objective - Increase male student engagement in Career Center services.**

**Priority Rank:**

13

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Only Students

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **3.1.r1 - Marketing Funding**

**Description**

Develop various marketing materials to increase targeted student populations to increase services.

**Rationale**

Data shows that students from specific populations are in need of career services. To reduce the gap of student participation to these students, targeted marketing will be developed.

**Resource Type:**

Ongoing

**Expenditure Category:**

Advertising (5801)

**First Year Cost/Savings:**

\$500.00/\$0.00

**Second Year Cost/Savings:**

\$500.00/\$0.00

**Third Year Cost/Savings:**

\$500.00/\$0.00

**Actions/Activities:**

- **3.1.a1 - Marketing Materials to Targeted Groups**

Develop outreach materials targeted at male students to increase participation

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

▪ **3.1.a2 - Outreach**

1.

1.

1. Connect or Outreach with student organizations/clubs and other student services programs (like EOPS and Probation) to promote Career Center Services.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

▪ **3.1.a3 - Expand Workshop Offerings**

1.

1.

1. Expand in-person career exploration workshops to support undecided students.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **3.2 - Objective - Expand and enhance career readiness workshops.**

**Priority Rank:**

14

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**Strategic Direction (Goal):**

3. Increase Student Success and Equity

**Impact Type:**

Only Students

**Institutional Learning Outcome:**

Not Applicable

**Resource Requests:**

- **3.2.r1 - Expand Career Readiness Tools**

**Description**

Expand Career Readiness workshop offerings, by providing more in-depth learning outcomes and content. Purchase additional tools, resources, materials, and apps that may help in the learning process.

**Rationale**

Increase student's knowledge of various steps and procedures necessary to be career-ready.

**Resource Type:**

Ongoing

**Expenditure Category:**

Software Leases and Software Licensing (5621)

**First Year Cost/Savings:**

\$2,000.00/\$0.00

**Second Year Cost/Savings:**

\$2,000.00/\$0.00

**Third Year Cost/Savings:**

\$2,000.00/\$0.00

**Actions/Activities:**

- **3.2.a1 - Expand Career Readiness Offerings**

1.

1.

1. Develop and/or enhance workshops on employability skills, job search strategies, networking, and resume writing.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

- **3.2.a2 - Extend Workshop Duration**

1.

1.

1. Extend workshop duration based on student feedback.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

▪ **3.2.a3 - Address Technical Issues**

1.

1.

1. Improve online workshop delivery by addressing technical issues.

**Start Date:**

03/20/2025

**End Date:**

06/30/2027

**Responsible Person:**

Trinette Barrie

**11. Comments**

This space is provided for participants and managers to make additional comments. Comments are not required.

**There are no comments for this plan.**

**12. Supporting**

This question is for attaching supplemental materials. Supporting documents are not required.

**There are no supporting documents for this plan.**