YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name __Career Center__ Academic Year ___2024-2025

1. Has your program mission or primary function changed in the last year?

Yes, our mission statement has changed to the following:
The Career Center serves a diverse student population to achieve their career and academic goals by providing personalized services through career counseling, skill-building programs, and partnerships with industries. We strive to connect and empower students with opportunities that align with their values, interests, and aspirations.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

Over the past year, the program has seen several noteworthy developments, particularly focused on enhancing student exposure to real-world career opportunities through College Corps. College Corps sites offer full-time college students the opportunity to volunteer at food insecurity, climate action, or K-12 educational institutions while earning a stipend up to $10,000 for completing 450 hours. There are 26 host organizations. A total of 19,596 hours has been completed since September 2024. In addition, we began offer career workshops related to "Finding Your Why." Our Cooperative Work Experience program changed to Work Experience Education and now requires 54 hours of volunteer or paid work experience to attain 1 unit instead of the previous 60 hours of volunteer and 75 hours of paid work experience. These changes reflect a shift toward career-integrated learning, building a stronger bridge between classroom instruction and employment opportunities while fostering professional networks that students' access as they progress through their program of study.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

The key results from this year's assessment showed that many of the students who attended the Career Center Workshop felt it was beneficial to improving their major/career selection and preparing for a career. The 9 responses were from three different types of workshops entitled, What's Your Why?, Cover Letter/LinkedIn, and Mock Interview.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

Overall, 78% of the respondents stated that the quality of the workshops was excellent and 22% of the respondents thought it was good. 89% felt the workshops were very engaging and 12% felt they were somewhat engaging. 78% felt the content was very relevant to their needs or interests, while 22% felt it was somewhat relevant. 55% stated the workshops exceeded their expectations, while 45% felt it met expectations. Survey results included here: [Career Center Workshop Evaluation 3.25.2025](#)

c. Please summarize recommendations and/or accolades that were made within the program/department.

Although the post survey responses were positive, the number of students who attended was mixed between high and low attendance between the months of January and March 2025. The 6 Resume Workshop had a total of 54 students. Some of these workshops had 19 students while others had as little as 1 student. The Resume Workshop yielded the highest average with 9 students per workshop.

While the 2 Interview Prep Workshops had a total of 2 students, one for each session. 2 What's Your Why? Workshops had a total of 5 students in attendance. The 2 Cover Letter/LinkedIn Workshops had a total of 4 students in attendance. With an average of 1.8 students per session between these 6 workshops.

It is worth noting that the Career Center Workshops have not been offered in nearly 8 years and it not built into the Allan Hancock College culture. We hope to continue to experiment with different days and times to find the best match for students' schedules and interests to bring in more student attendance. We will continue to market on different social media platforms and text messages as well as the Career Center website.

Career Counselors had 204 sessions with a reason of Explore Major/Career Options. Many of these students wanted to have a career assessment to help them understand their interests, aptitudes, and values better. Although the Career Counselors do not have a career assessment instrument to offer students besides free resources online which have not accurately helped students identify all the options available based on their interests. A career assessment instrument could help students and their Career Counselors to understand what options are available.

d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

Initially we were planning to assess the comprehensive student educational plans based on the meetings with career counselors. However, after discussing where we can improve on our services and outcomes, we agreed to assess the workshops. We will move Activity 1 to next year's Program Learning Outcomes cycle.

3. Were there any staffing changes?

Our Business Outreach Specialist, Alyssa Stovall, resigned in July 2024. A new Business Outreach Specialist was hired in Nov. 2024, Richard Soto. A College Corps Program Specialist, Frankie Maldonado worked in EOPS from summer 2024 to the end of fall 2024. Mr. Maldonado then resigned in April 2025. We hope to recruit a new College Corps Program Specialist. While Mr. Maldonado was in EOPS, Jovany Cardena was an interim College Corps Program Specialist. A

part-time counselor, Candy Janiam, works the evening hours in the Career Center on Tuesdays. 2 Program Assistants were hired, James Guzman in Oct. 2024 and Demetri Grinder in Feb. 2025.

4. What were your program successes in your area of focus last year?

One major success was incorporating a hiring experience into the Career Exploration Day. We received positive feedback from employers looking to hire AHC students. The blending of the two events of a job fair to college students and exposure of our programs to high school students saved time and resources for our industry partners. We hope to continue this approach during future Career Exploration Day events. We also incorporated 14 workshops for students to discover their majors which were facilitated by our Career Counselor, Krystle Navarrette, and Career Center Specialist Heidi Khaykham, Richard Soto, Kenneth Perez, Maria Ramirez-Garibay and Frankie Maldonado. In addition, Jobspeaker has 7,233 students and 7,096 employers using the platform. More than 500 new employers have signed up this academic year, while 978 new students have signed up. Career Counseling appointments and drop-ins include 1,260 students, of which 437 were comprehensive Student Educational Plans between the 2 Career Counselors who were undecided or needed clarification on their major/career. Career Center Specialist appointments and drop-ins include 871.

CTE two-year review of labor market data and pre-requisite review

5. Does the program meet documented labor market demand?

6. How does the program address needs that are not met by similar programs?

7. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

8. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)   The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):
☐ Ed Master Plan   ☐ Student Equity Plan   ☐ Guided Pathways   ☐ AB 705   ☐ Technology Plan ☒ Facilities Plan   ☐ Strong Workforce   ☐ Equal Employment Opp.   ☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Career Center Supervisor
Planning years:	*2025-2026*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The current hierarchy of the Career Center leaves many staff and student workers without proper supervision and guidance. The coordinator is left with dual roles of supervising and coordinating other activities such as overseeing day-to-day operations within the Career Center, supervising the front desk staff, peer advisors, while developing and implementing strategic plans. With proper supervision the work activities and qualities of these activities can build stronger connections with our business partners and ensure both the academic and student services sides have a seamless connection and follow-through. Allocation of resources for a full-time supervisor and benefits.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan   X   Student Equity Plan ☐ Guided Pathways ☐   AB 705/1705

☐ Technology Plan ☐ Facilities Plan   X   Strong Workforce ☐   Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Field Trip Career Exploration
Planning years:	*2025-2026*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

Students having exposure to industries in our area and out of the area that align with their majors can improve persistence and completion rates. Although the Career Exploration Day and Virtual Reality Career Exploration gives students a glimpse into many professions, it does not give them a full in-depth examination into the tasks and work environments. By allowing a group of students to visit 2-3 various employers on-site, it can help students make a stronger and earlier career decision. For example, Marian Regional Medical Center, Okonite, SpaceX, and FireFly to name a few.

<table>
<tr><td colspan="2">What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan   ☐ Student Equity Plan   X   Guided Pathways   ☐   AB 705/1705

☐ Technology Plan   ☐ Facilities Plan   ☐ Strong Workforce   ☐ Equal Employment Opp.

☐ Title V</td></tr>
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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Vita Navis Career Assessment
Planning years:	*2025-2026*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

To improve the career guidance and academic planning provided to incoming students at Allan Hancock College, we propose the implementation of *Vita Navis* with the *Strong Interest Inventory* for all incoming students during the counseling process. Vita Navis, which integrates the Strong Interest Inventory assessment, would offer our counselors invaluable insights into each student's interests, strengths, and career potential, enabling a more personalized and supportive educational experience. This initiative aligns with our college's and department's mission to help students make informed decisions and achieve their educational and career goals.

Rationale and Benefits

1. **Enhanced Career Exploration and Academic Planning:**
The Strong Interest Inventory, available through Vita Navis, provides detailed profiles of students' interests across various fields. This allows counselors to guide students in choosing a major or career path that aligns with their strengths and interests, reducing the risk of students changing majors or dropping out.

2. **Data-Driven Insights for Counselors:**
With Vita Navis, counselors gain access to reports that outline students' unique interests and potential career fields. This data enables counselors to provide more meaningful, individualized guidance, fostering stronger connections with students and enhancing their experience at our college.

3. **Support for Career Readiness and Success:**
Early exposure to career exploration tools helps students understand their vocational interests and strengths. By integrating Vita Navis as part of our onboarding process, students can begin building a clearer roadmap for their career, improving overall retention and post-graduation success rates.

4. **Streamlined Implementation and Ease of Use:**

Vita Navis is designed to be user-friendly and seamlessly integrates with existing counseling workflows. Implementation is straightforward, and counselors can be trained to use the platform efficiently, ensuring minimal disruption while providing long-term benefits.

Implementation Plan

1. **Pilot Program:**
We propose initiating a pilot program with a subset of incoming students and a selection of trained counselors. The pilot phase would allow us to gather feedback, assess impact, and fine-tune processes before full implementation. 100 licenses for $1,500.

2. **Training for Counselors:**
The Myers-Briggs Company provided training resources for 9 counselors and 1 Personal Development instructor to effectively interpret and utilize Strong Interest Inventory reports. We propose scheduling training sessions prior to the onboarding season for the remaining counselors and an additional Personal Development instructor.

3. **Data Collection and Evaluation:**
Throughout the pilot, we will gather data on student satisfaction, engagement, and academic outcomes. This data will help evaluate the program's effectiveness and refine our approach.

Budget and Funding

The estimated cost for Vita Navis and the Strong Interest Inventory includes a per-student licensing fee or unlimited licensing fee. Potential funding sources include existing Student Equity budgets, or reallocation of funds designated for student support services. We believe that the long-term benefits of this investment justify the initial costs and anticipate positive impacts on student success metrics.

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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Area of Focus Discussion Template
ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:
- Implement institutional surveys that evaluate attainment of outcomes.

- Analyze and summarize inter-departmental relationships.

- Assess needs for interdepartmental supports.

- Analyze participation in shared governance practices with committees and councils

- Analyze interdepartmental communication

1. What data were analyzed and what were the main conclusions?

The data from the Career Center Workshops were analyzed. The main conclusions included positive responses from the knowledge attained and relevance to the students' career preparation. However, the data also show that the attendance of each workshop varied from a high of 17 to a low of 1.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Through an equity lens the Career Center believes that the biggest challenge in these workshops is the appreciation by the students of the importance of career preparation. For example, students see the immediate importance of attending a University Transfer Application workshop since they are applying those skills immediately into transferring to a university. However, when students are thinking about attending a Career Center workshop, they may not need the immediate results of the learning outcomes until they are ready to apply for a job position. Failure to understand that the resumes, interview preparation, cover letters, and understanding their "why" are extremely important to build upon early in their educational careers to ensure an internalization of these skills as opposed to surface level understanding.

3. What are your plans for change or *innovation*?

We hope to pursue a marketing strategy that not only informs students of these workshops but the importance of continually refining these job-gaining skills throughout their time at Allan Hancock College

and beyond. Without refinement, the skills fade and show in their most critical moments when the students' dream career is on the line. In addition, resumes are considered living documents and need to be updated and targeted towards specific positions. If the Career Center cannot sell the importance of attending the workshops, our students will continue to suffer in the years to come when they continually miss the job opportunities. Some of those strategies to get students to understand the important include the following points. Starting resumes early in college helps students track achievements as they happen, build a balanced portfolio of academics, leadership, work, and volunteer experience, discover gaps early (such no experience or internships, then the student still has time to fix) and avoid the last-minute scramble when the job opportunity presents itself. Practicing interviews throughout their time at Allan Hancock College helps build confidence in speaking about themselves and their experience, they learn how to communicate under pressure, understand how to tailor your responses to different roles/industries and avoid fumbling through tough questions such as "Tell me about yourself" or "What's your biggest weakness?" Finally, your "why" is your internal compass — your reason for pursuing a certain field, goal, or life path. The students' time at Allan Hancock College is the best time to figure this out. It keeps you motivated when classes get hard, or plans fall through. Helps them make better choices regarding clubs, internships, mentors, and jobs. This makes the students more authentic in interviews and gives them clarity when many options are presented to them.

4. How will you *measure* the results of your plans to determine if they are successful?

Through surveys & self-assessments:

Pre- and post-event surveys for workshops or courses on these topics.
Ask students to rate their confidence or preparedness before and after.
Include questions such as: Do you have a resume started? Have you practiced for an interview? Do you feel clear on your goals/purpose?

Resume & Interview Practice Participation

Track how many students:
Attend resume workshops or 1-on-1 resume reviews.
Participate in mock interviews or career coaching.
Create and update LinkedIn profiles.
Compare participation rates year-over-year.

Usage of Career Services

Monitor appointments for:
Resume critiques.
Interview prep.
Career counseling (related to "finding your why").
Higher utilization can signal students are acting on the advice.

Internship & Job Placement Rates

Compare the number of students securing internships, part-time jobs, or post-grad roles.
Higher placement = students applying what they've learned.

Alumni Feedback

Ask recent grads: Did early preparation help?
What do they wish they had done earlier?
Were they clear on their career path before graduating?

Goals to reach for the Career Center include:

70%+ of students have a resume by sophomore year.

Increased participation in career-readiness events by 30% over two years.

Improved confidence scores (from pre/post surveys) by 40%+ after workshops.

Higher internship and job placement rates among students who used career services.

Positive testimonials or stories showing students who found their "why" early and used it to make decisions.

In addition, the Career Center can begin gathering data on whether students are obtaining positions they are apply for.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

9. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

10. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

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Program Review Signature Page:

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David Hernandez (Aug 13, 2025 11:30:14 PDT)

Program Review Lead   **Date**

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Yvonne Teniente (Aug 13, 2025 12:37:19 PDT)

Program Dean   **Date**

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Genevieve Siwabessy (Sep 30, 2025 10:30:32 PDT)

Vice President, Student Services   **Date**

Career Center_Yearly Update & Core Topic_2024-25

Final Audit Report
2025-09-30

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