# UNIT NAME: Career Services (centers) review contact: Jessica Elder

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| **GUIDELINES**  **Time Frames:**   1. **Scope**:   The time frame of Program Review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. **Deadline Dates**:   January 19th, 2021– Program Review Document due to Department Supervisor for review (VP’s may require submissions at their own, earlier due date) February 1st – Program Review Document due to Program Review Steering Committee   1. **Years:**   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  **LENGTH OF RESPONSES**:  Information provided to each question may vary but should be generally kept in the range of 1-2 pages.  **EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.   1. **Sources**: This evidence may come from various sources including Collin College faculty and staff, Service Unit Student Satisfaction Surveys, Service Unit Faculty/Staff Surveys, Ruffalo Noel-Levitz Student Satisfaction Surveys, IPEDS Data (for student enrollment data), National Community College Benchmarking Project data, peer surveys, or unit-level data and surveys. This evidence may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office (IRO) at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. **Examples of Evidence Statements**: 3. Poor example: Employees are encouraged to embrace the College’s core values. (Not verifiable) 4. Good example: Core values are discussed with each employee in annual performance evaluations. (Verifiable, but general) 5. Better example: Core values are discussed in annual performance evaluations and employees are expected to include one goal that will demonstrate personal improvement related to a core value and document, in the next annual performance evaluation, their accomplishment of that goal. (Replicable, Verifiable)   **FOR MORE INFORMATION:** Documentation can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>. Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972-985-3714). |

## Executive Summary:

Career Center Managers work with students on self-exploration to aid in selecting a course of study; exploring and planning a career; and developing job search skills and strategies. Programs facilitated through the Career Centers also provide networking opportunities for students and employers. The expansion of workforce programs at Collin College has increased the opportunities for students (and the Career Center Managers) to engage with business and industry partners.

Through this program assessment tool, we will provide information and observations regarding the Collin College Career Centers in the following areas: program description and services; description of the program’s support for the 2020 Vision and Core Values; data showing program participation; data for student and faculty surveys regarding the department; descriptions and links of all marketing and outreach tools; and a recommendation for the next Continuous Improvement Plan.

Given that five years ago Career Services was a function under Counseling Services and has now grown into a stand-alone department with eight campus career centers in 2021, several areas of enhancement have been identified through this review process.

Section I. Are We Doing the Right Things?

1. **WHAT DOES YOUR SERVICE UNIT DO?**

* **What is the service unit and its context?**

Website: Career Centers [<https://www.collin.edu/studentresources/career/index.html>]

Cougar Connect: <https://collin.campuslabs.com/engage/organization/collin-college-career-centers>

Email: [Career@collin.edu](mailto:Career@collin.edu)

Collin College Career Centers [<https://www.collin.edu/studentresources/career/index.html>] provide a wide array of services to students at Collin College in support of the department mission “to assist students and alumni in developing, evaluating, and/or implementing career, education, and employment decisions and plans.” Career Centers assists students who need to develop self-knowledge related to career choice and work performance by identifying, assessing, and understanding their competencies, interest, values and personal characteristics.

The Career Centers provide face-to-face coaching on career development topics including career assessments, resume writing and critiquing, and mock interviewing. The centers offer campus-specific events, such as the Tech Expo, assist with the Career Exploration Fair and Health Science Career Information Expo, and host an annual Job Fair. In addition, the centers offer job readiness workshops including, but not limited to, resume development, job search strategies, LinkedIn, professional dress, career assessments and interpretation, career planning, interviewing skills, and networking. These initiatives provide students with vital career building and job search tools, networking, and employment opportunities.

* **History of the Unit**

Prior to 2017, Career Services was part of the Collin College Counseling Department [<https://www.collin.edu/studentresources/counseling/>] where licensed counselors conducted career counseling including administering and interpreting career assessments such as the Myers Briggs Type Indicator [<https://www.myersbriggs.org/>] and the Strong Interest Inventory [<https://www.themyersbriggs.com/en-US/Products-and-Services/Strong>]. Career Services, as an individual unit, began its separation from the Counseling Center in 2016-2017. During this time, for about nine months, the Career Centers were under the direction of Student Enrollment Services [<https://www.collin.edu/studentresources/>] and the Business and Community Outreach (BCO) [<https://www.collin.edu/community/>] director. During the 2017 transition, Career Services established stand-alone Career Centers on the McKinney, Plano, Frisco, and Courtyard campuses. Each center was established with a Career Center Manager and part-time staff and/or student workers. Three of the new Career Center Managers were current employees; the fourth manger was hired to establish the four campus career centers. During the transition, this unit underwent a marketing make-over with a new website, branding theme, brochures, and banners. The Career Center Managers worked to establish the needs and programming going forward, ensuring mission consistency across the district. Each career center location was retrofitted and equipped with computers and printers for students to conduct career exploration and job searches online, while having access to the center’s staff and resources. The career centers were also equipped with a manager’s laptop, furniture, presentation spaces, and office supplies.

With the opening of new campuses, the functionality of the Career Centers was taken in to consideration with the enhancements of interview rooms added to the Career Centers at the Celina, Farmersville, Technical, and Wylie Campuses. In December 2020 and January 2021 three Career Center Managers (McKinney, Frisco and Courtyard) retired.

* **Unit’s Purpose**
  + Vision
    - Collin College Career Centers equip and empower students for success in the workforce and provide resources for the community.
  + Mission
    - Collin College Career Centers connect students’ interests with selecting a course of study, exploring and planning a career, and developing job search skills and strategies.
  + Purpose
    - The outcome objective is to equip and empower students with education, training, and career development tools, so that will be able to obtain a high skilled, high wage, high demand occupation or profession that compliments their interests, education, training, and goals.
  + Ultimate Goal

The ultimate goal of the Career Centers is to prepare Collin College students with the appropriate tools and resources to find sustainable wage employment, enter the workforce, and be successful in a meaningful career, relative to their major or interests, and to be able to maneuver a lifetime of career transitions.

* + Based on Career Competencies
    - The services offered through the Career Centers at Collin College align with the eight competencies for career development from the National Association of Colleges and Employers (NACE) [<https://www.naceweb.org/>] in their efforts to measure student’s career readiness based on:
      * Critical thinking/problem solving
      * Oral/written communications
      * Teamwork/collaboration
      * Digital technology
      * Leadership
      * Professionalism/work ethic
      * Career management
      * Global/intercultural fluency

[<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/> ]

* + Method of Delivery of Services
    - Career Centers utilize numerous methods of delivery of services to equip and empower workforce candidates including: academic planning; career and degree exploration tools; interactive “How To” workshops; employability skills training; online tools and resources; one-on-one career advising and coaching; classroom presentations; career and job fairs; employer information sessions; networking with employers; personality, interest, and skills assessments; job search tools (resume writing, interviewing); internships and other resources for long term success.
    - Delivery is through one on one interaction, Zoom meetings, group meetings and training, classroom presentations, and events.
* **District and Campus Structure (through FY20)**
  + The Career Center Managers each report to their individual campus Associate Dean for Student and Enrollment Services for personnel related issues, with the exception of the Courtyard Center. That manager reports to the Associate Dean for Student and Enrollment Services at the Frisco Campus. Each Associate Dean of Student and Enrollment Services is responsible for monitoring daily operations and program development for their respective campus. To ensure consistency in programming and service delivery throughout the district, each manager collaborates with the Associate Dean of Student and Enrollment Services at the Plano Campus (Torrey West).
  + Job expectations can vary for each Career Center Manager due to the unique needs of their campus. In addition to their essential duties, most managers assist Student and Enrollment Services during peak registration while another manager may be requested to lead the district with employer databases.
* **Participation of Students in Career Services**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Participation of Students in Career Services by Campus** | | | | | | | | | |
| **Campus** | **Academic Year** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promo Events** | | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| Courtyard | 2015-2016 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2016-2017 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2017-2018 | 307 | 5 | 10 | | 11 | 38 | n/a | n/a |
| 2018-2019 | 417 | 0 | 0 | 13 | | 3 | n/a | n/a |
| 2019-2020 | 233 | 0 | 0 | | 15 | 0 | n/a | n/a |
| ***Average per Academic Year*** | | ***319*** | ***2*** | ***3*** | | ***13*** | ***14*** | ***0*** | ***0*** |
| **Participation of Students in Career Services by Campus** | | | | | | | | | |
| **Campus** | **Academic Year** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promo Events** | | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| McKinney | 2015-2016 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2016-2017 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2017-2018 | 335 | 1 | 193 | | 7 | 76 | n/a | n/a |
| 2018-2019 | 391 | 0 | 0 | | 11 | 23 | n/a | n/a |
| 2019-2020 | n/a | 1 | 149 | | 13 | 55 | n/a | n/a |
| ***Average per Academic Year*** | | ***242*** | ***1*** | ***114*** | | ***10*** | ***51*** | ***0*** | ***0*** |
| **Participation of Students in Career Services by Campus** | | | | | | | | | |
| **Campus** | **Academic Year** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promo Events** | | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| Plano | 2015-2016 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2016-2017 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2017-2018 | 640 | 1 | 354 | | 31 | 376 | n/a | n/a |
| 2018-2019 | 186 | 1 | 179 | | 42 | 325 | n/a | n/a |
| 2019-2020 | 131 | 0 | 0 | | 2 | 24 | 1 | 19 |
| ***Average per Academic Year*** | | ***275*** | ***1*** | ***178*** | | ***25*** | ***242*** | ***1*** | ***19*** |
| **Participation of Students in Career Services by Campus** | | | | | | | | | |
| **Campus** | **Academic Year** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promo Events** | | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| Frisco | 2015-2016 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2016-2017 | No Data | No Data | No Data | | No Data | No Data | No Data | No Data |
| 2017-2018 | 446 | 4 | 155 | | 45 | 238 | 2 | 148 |
| 2018-2019 | 262 | 5 | 387 | | 28 | 503 | 1 | 145 |
| 2019-2020 | 317 | 4 | 376 | | 40 | 270 | 4 | 73 |
| ***Average per Academic Year*** | | ***342*** | ***4*** | ***306*** | | ***38*** | ***337*** | ***2*** | ***122*** |

* + - The previous table shows the number of student participants in Career Services/Centers between Fall 2015 – Spring 2020.
    - Statistics based on department records and monthly reports as submitted by AD Torrey West December 2020.
    - Number of visits to the Career Centers may have duplicated counts in the individual categories of Promotional Events, Workshops, or Job Fairs.
    - Data collection began in 2017 under the transition from the Business and Community Outreach director, utilizing Card Swipe. Other forms of attendance captured were dependent on individual tracking of students accessing the Career Centers. The Frisco Campus was host to the annual job fair which is why no other participants are registered at the other campuses for that event.

**5 Year Total Participation of Students in Career Services**

The following chart is a compilation of district data.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5 Year DISTRICT Total Participation of Students in Career Services** | | | | | | | | |
| **Campus** | **Academic Years** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promotional Events** | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| Courtyard | 2017-2020 | 826 | 5 | 10 | 39 | 41 | n/a | 0 |
| McKinney | 2017-2020 | 726 | 2 | 342 | 31 | 154 | n/a | 0 |
| Plano | 2017-2020 | 957 | 2 | 533 | 75 | 725 | 2 | 19 |
| Frisco | 2017-2020 | 1025 | 13 | 918 | 113 | 1011 | 7 | 366 |
| **5 Year Total** | | **3534** | **22** | **1803** | **258** | **1931** | **9** | **385** |

* **Services**
  + Career Advising and Coaching
    - Career Center Managers serve as coaches and work with students one-on-one and in small groups through face-to-face, email, phone calls, Zoom [<https://zoom.us/>], MS Teams appointments [<https://outlook.office365.com/owa/calendar/CareerCenterManagers1@collin.edu/bookings/>], workshops, and presentations [<https://collin.campuslabs.com/engage/organization/collin-college-career-centers>] to guide them in their career development.
    - Students access the Career Centers at various stages of their career development, therefore managers do not offer a regimented course of action but develop an individual, customized program. Information, tools, resources, referrals, and recommendations are provided to students based on their unique needs.
    - Managers also self-promote products, services, and resources offered by the Career Centers through print materials and online in CougarConnect. CougarConnect is an online portal and is the student services equivalent of Canvas for tracking event participation and supporting student activities.
  + Administering and Interpreting Career Assessments
    - Some Career Center Managers are certified and dedicated to offering personality, leadership, and knowledge, skills, and abilities (KSA) assessments including:
      * Myers Briggs Type Indicator
        + The Myers Briggs Type Indicator, or MBTI, is a personality assessment based on Carl Jung’s and Isabel Myers’ personality type theory. The assessment indicates a person’s psychological preferences in four dichotomies: where a person focuses their attention (Extraversion or Introversion), the way a person takes in information (Sensing or Intuition), how a person makes decisions (thinking or feeling), and how a person deals with the world (judging or perceiving). There are 16 different personality types.
      * Strong Interest Inventory
        + The Strong Interest Inventory, or Strong, is an interest assessment based on John L. Holland’s six occupational themes: realistic, investigative, artistic, social, enterprising, and conventional. Results usually comprise of a two or three-letter code, which represents the person’s strongest areas of interest in the six occupational themes.
      * [MyPlan](https://collin.myplan.com/) [<https://collin.myplan.com/>]
        + MyPlan is an online platform comprised of four career assessments (personality, interests, skills, and values). The site offers customized advice for college and career, based on assessment results.
  + Online Resources

Career Center Managers empower students to make informed career decisions based on their personality, interests, values, and skills, and conducting research on occupations, work environments, employment, and salary trends using the following online tools:

* + - * O\*NET Online - <https://www.onetonline.org/>
        + O\*NET Online is an internet resource created for the public to have access to a database of occupational information, including information on knowledge, skills, abilities, work activities, interests associated with occupations, and more. This database can be utilized to conduct career exploration and vocational counseling.
      * Occupational Outlook Handbook – <https://www.bls.gov/ooh/>
        + The Occupational Outlook Handbook is an internet resource of career information representing hundreds of occupations the provide most of the job in the United States. Occupational profiles describe typical duties, work environment, education and training, median pay, and the employment outlook for the coming decade.
      * StrengthsFinder - <https://www.strengthsquest.com/home.aspx>
        + The StrengthsFinder assessment is a personal development tool developed by Gallup Education in 2002. Upon completion of the assessment, a person is provided with their “Top 5” strengths, out of a possible 34. The assessment helps a person to make more informed career, internship, and professional decisions.
  + Educational Workshops, Seminars, and Classroom Presentations
    - Career Center Managers develop, facilitate, and present workshops and seminars on a variety of topics and in a variety of settings (Career Center, classroom, and virtually) which assist students with identification and development of necessary skills required to meet their career goals.
    - Examples of workshops and seminars include:
    - Career Exploration [<https://collin.campuslabs.com/engage/event/6199619>
    - Resume Writing [<https://collin.campuslabs.com/engage/event/5706529>]
    - Interviewing [<https://collin.campuslabs.com/engage/event/6199538>]
    - Job Search [<https://collin.campuslabs.com/engage/event/5738828>]
    - Networking [<https://collin.campuslabs.com/engage/event/2870402>]
    - LinkedIn (and professional headshots) [<https://collin.campuslabs.com/engage/event/5318817>]
    - Examples of workshops and seminars held between 2015-2020 include:
      * Associate Faculty Welcome
      * Navigating Through Career Decisions
      * Interview Coaching
      * Write Winning Resumes & Cover Letters
      * Let's Explore Careers!
      * Optimal Resume
      * 60 Seconds Elevator Pitch
      * LinkedIn
      * First Impression is Vital
      * Business Dress & Etiquette
      * Etiquette Luncheon
      * Financial Success
      * Job Search Skills
      * Goal Settings
      * Professionalism in the Workplace
      * Creating Your Brand
      * Ask the Experts
      * Defining Leadership
    - Using Technology for Job Search
    - Problem solving / Conflict Management
    - Ethics in the Workplace
    - How to Use ZOOM

**# Students Participating in Career Development Workshops by Campus**

|  |  |  |  |
| --- | --- | --- | --- |
| **Campus** | **Academic Year** | **# Workshops** | **# Attending Workshops** |
| Courtyard | 2015-2016 | No Data | No Data |
| 2016-2017 | No Data | No Data |
| 2017-2018 | 11 | 38 |
| 2018-2019 | 13 | 3 |
| 2019-2020 | 15 | 0 |
| ***Total*** | ***39*** | ***41*** |
| ***Annual Average*** | ***13*** | ***14*** |
|  |  |  |  |
| **Campus** | **Academic Year** | **# Workshops** | **# Attending Workshops** |
| McKinney | 2015-2016 | No Data | No Data |
| 2016-2017 | No Data | No Data |
| 2017-2018 | 7 | 76 |
| 2018-2019 | 11 | 23 |
| 2019-2020 | 13 | 55 |
| ***Total*** | ***31*** | ***154*** |
| ***Annual Average*** | ***10*** | ***51*** |
|  |  |  |  |
| **Campus** | **Academic Year** | **# Workshops** | **# Attending Workshops** |
| Plano | 2015-2016 | No Data | No Data |
| 2016-2017 | No Data | No Data |
| 2017-2018 | 31 | 376 |
| 2018-2019 | 42 | 325 |
| 2019-2020 | 2 | 24 |
| ***Total*** | ***75*** | ***725*** |
| ***Annual Average*** | ***25*** | ***242*** |
|  |  |  |  |
| **Campus** | **Academic Year** | **# Workshops** | **# Attending Workshops** |
| Frisco | 2015-2016 | No Data | No Data |
| 2016-2017 | No Data | No Data |
| 2017-2018 | 45 | 238 |
| 2018-2019 | 28 | 503 |
| 2019-2020 | 40 | 270 |
| ***Total*** | ***113*** | ***1011*** |
| ***Annual Average*** | ***38*** | ***337*** |

*Source: Collin Workshops 2015 – 2020 Statistics based on department records and monthly reports as submitted by AD Torrey West 12/2020.*

* Employer Workshops and Information Sessions

Employers also hosted workshops and information sessions. Some examples include:

* + - Entrepreneurship: Moving Beyond Corporate America [<https://collin.campuslabs.com/engage/event/6510290>] presented by Mike Kurz, Executive Director at OverShare Advice and Planning, LLC
    - Resume Optimization: Standing Out in the Crowd [<https://collin.campuslabs.com/engage/event/6510963>] presented by Tynecia Martin, Director of Marketing and Communications at HealthEquity
    - *Note: While these events were registered in CougarConnect, card swipe was not used to accurately track attendance*

* Information and Referrals
  + - Students are often referred to on and off-campus organizations for additional information and resources to aid in their personal, educational, and career endeavors. Examples of referrals include:
      * Students can be referred to the Texas Workforce Commission [<https://www.twc.texas.gov/>] to access their job search engine and WorkinTexas.com [<https://www.workintexas.com/vosnet/Default.aspx>] to learn about and apply for unemployment benefits, learn about vocational rehabilitation services, career planning services and job search resources, learn about employee rights and laws, and learn about employment support resources and child care programs.
      * Students can be referred to outside job search engines such as Indeed [<https://www.indeed.com/>], LinkedIn [<https://www.linkedin.com/home>], SimplyHired [<https://www.simplyhired.com/>], Glassdoor [<https://www.glassdoor.com/index.htm>], and industry-specific job boards such as Dice [<https://www.dice.com/>] for jobs in the tech industry.
      * Students can be referred to the Collin College Counseling Department for additional services should they present a need for more in-depth counseling outside the scope of career coaching [<https://www.naceweb.org/career-development/organizational-structure/primary-focus-career-coaching-vs-career-counseling/>]. For example, a student could require counseling if they are experiencing stress from returning to school while working full-time [<https://www.goodtherapy.org/learn-about-therapy/issues/career-counseling>].
      * Collin College ACCESS Office [<https://www.collin.edu/studentresources/disabilityservices/index.html>]
        + Students can be referred to the ACCESS Office for support with self-advocacy, text in alternate format/enlarged text, assistive technology, and more.
      * Collin College Veterans Resource Center [<https://www.collin.edu/studentresources/veteransresources/>]

Students can be referred to the Veterans Resource Center to help connect them to resources both at school and in the community, such as employment contacts and links, personal counseling, VA disability benefits, the Texas Veterans Leadership Program [<https://www.twc.texas.gov/jobseekers/texas-veterans-leadership-program>], and more.

* + Student Employment Services (off-campus positions)

CougarStudent Jobs [<https://collin-csm.symplicity.com/>] (powered by Symplicity [<https://www.symplicity.com/>])

* + - * This database of local, regional, national, and international employers and job openings is maintained and updated using Symplicity, a comprehensive web-based career services management tool. Symplicity is an internet job database that allows students 24/7 access to jobs ranging from entry to professional-level jobs.
      * Some examples of employers within the database include: Jewish Community Center of Dallas (local), Pappas Restaurants (regional), Cintas (national), and KPMG (international)
      * SIMPLICITY Job Search Tool

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Job Posts From Employers | % Increase or Decrease FROM PREVIOUS YEAR | # Student Logins | % Increase or Decrease FROM PREVIOUS YEAR |
| 2015 - 2016 | 2679 |  | 3626 |  |
| 2016 – 2017 | 2990 | 11% | 3183 | -12% |
| 2017 – 2018 | 2683 | -10% | 3635 | 14% |
| 2018 – 2019 | 2766 | 3% | 2009 | -45% |
| 2019 - 2020 | 2788 | .7% | 1501 | -25% |

*Data provided by Elaine Stewart, Career Manager – McKinney Campus, December 2020*

* + - On-Campus Recruiting
      * Human resource professionals, or other company representatives, visit campuses throughout the year to interact with students, highlight company information and take employment applications and résumés for jobs within their companies.
        + Companies who have recruited on campus include: Toyota, Green Mountain Energy, Nike, State Farm, Sky Ranch, Plano ISD, Geico, JCPenny, The Army, Allstate Insurance, U-Haul, Alphabest Education, Mayan Technologies, and more

* + - * In addition, employers are encouraged to share job opportunities through our Bulletin Board. Employers email information to the following: [jobpostings@collin.edu](mailto:jobpostings@collin.edu).
* **On Campus Activities – Business Partners**

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **Recruiters on Campus** | **Recruiter**  **calls / emails** | **# Job Bulletin Board Postings/Flyers** |
| 2015 - 2016 | 456 | 3757 | 1655 |
| 2016 - 2017 | 342 | 3091 | 1291 |
| 2017 - 2018 | 307 | 3700 | 1117 |
| 2018 - 2019 | 180 | 1899 | 604 |
| 2019 – 2020 | 102 | 1142 | 457 |

*Data provided by Elaine Stewart, Campus Manager at McKinney Campus.*

* + - Job Fairs
      * The Career Centers sponsor a large annual job fair each spring; individual Career Centers also collaborate with on-campus departments and outside organizations to offer smaller events throughout the year. Examples of past job fairs hosted by the Career Centers or co-sponsored include:
        + Collin College Sponsored Job Fairs
        + Job Fair at Plano Campus (2018, 2019)
        + Career Exploration Fair hosted by the Frisco Campus [[https://www.collin.edu/news/PressReleases/2016-2017/20170419careerFair.htm](https://www.collin.edu/news/PressReleases/2016-2017/20170419careerFair.html)l]
* Community Job Fairs Where Collin College Participated
* Hiring Red, White, and You Veterans Job Fair [<https://www.twc.texas.gov/hiring-red-white-you>] hosted by Texas Workforce Commission
* Rockwall Economics Development Center (EDC) Job Fair [<https://rockwalledc.com/job-fair/>]
  + - Job Bulletin Boards

The Career Centers sponsor job bulletin boards on each campus. One Career Center Manager is paid through grant funds from the Federal Work Study program and is the Job Location and Development (JLD) Coordinator for the district. All flyers from employers are required to be approved by the JLD Coordinator and a copy kept on file. They are to be initialed and dated by the Coordinator. The Equal Employment Opportunity Commission (EEOC) Letter is sent to the employer to complete and return with a copy of the flyer attached. The JLD Coordinator sends a copy of the initialed flyer to all campuses to post on job boards for approximately two weeks. It is not unusual for employers to come on campus and take the liberty of posting their flyers. If that happens, the flyer is removed and the employer called. All job flyers are required to be sent to a campus Career Center to be approved or sent directly to: jobpostings@collin.edu.  All Career Centers should send the copy of the flyer to the McKinney Campus for approval before posting.

|  |  |
| --- | --- |
| **Academic Year** | **# Job Bulletin Board Postings/Flyers** |
| 2015 - 2016 | 1655 |
| 2016 - 2017 | 1291 |
| 2017 - 2018 | 1117 |
| 2018 - 2019 | 604 |
| 2019 – 2020 | 457 |

*Documentation provided by department reports by Elaine Stewart 12/2020.*

* Career Center Locations and Hours of Operations

Note: Friday 8am – 9am is used for staff meetings

* + - Frisco Campus Career Center
      * Address: 9700 Wade Blvd., F172, Frisco, TX 75035
      * Hours of Operation: Monday, Wednesday, and Thursday, 8am-5pm; Tuesday, 8am-7pm; Friday, 9am-5pm
    - McKinney Campus Career Center
      * Address: 2200 W. University Dr., B106, McKinney, TX 75071
      * Hours of Operation: Monday, Tuesday, Thursday, 8am-5pm; Wednesday, 8am-7pm, Friday, 9am-5pm
    - Courtyard Center Career Center
      * Address: 4800 Preston Park Blvd., 113, Plano, TX 75093
      * Hours of Operation: Monday – Thursday, 8am-5pm; Friday, 9am-5pm
    - Plano Campus State Farm Career Center
      * Address: 2800 E. Spring Creek Parkway, D102, Plano, TX 75074
      * Hours of Operation: Monday, 8am-7pm; Tuesday through Thursday, 8am-5pm; Friday, 9am-5pm
* Products
  + **MyPlan** (<https://www.myplan.com/> ) is a paid, online resource available to help students make well-informed decisions about their education and career plans by providing access to four career assessments and accurate and up-to-date information about colleges, careers, and majors. Career assessments include:
    - * Career Personality Test
        + The Career Personality Test is based on the Jungian type theory and similar in design to the Myers-Briggs Type Indicator (MBTI), and explains a students’ personality type in terms of dominant preferences which form the 16 potential personality types. The assessment consists of 60 questions and takes about 20 minutes to complete.
      * Career Interest Inventory
        + The Career Interest Inventory is based on the work of Dr. John Holland and his Holland Code: a two or three-letter code made up of an individual’s dominant personality types out of the six possible choices (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional). The assessment consists of 75 questions and takes about 25 minutes to complete.
      * Career Skills Profiler
        + The Skills Profiler helps students take a personal inventory of 35 work-related skills and uses that information to provide a score and rank of 22 career categories, according to how well they match the students’ skill set. The assessment consists of 35 questions and takes about 15 minutes to complete.
      * Career Values Assessment
        + The Career Values Assessment helps students understand their underlying needs and motivations by having them rank different aspects of work, which represent six underlying work values (achievement, independence, relationships, support, working conditions, and recognition). The assessment consists of 20 questions and takes about 12 minutes to complete.
  + [**Optimal Resume**](https://collin.optimalresume.com/)[<https://collin.optimalresume.com/>] Optimal Resume is a paid, career management platform with a variety of career tools to help students create, present, manage, and share their professional credentials. Career tools include:
    - * Resume Builder Tool
        + The Resume Builder can be used to easily and quickly create targeted, professional resumes through the use of expert advice, high-quality samples, and job market information. Resumes can then be shared online or downloaded.
      * Letter Builder Tool
        + The Letter Builder can be used to create focused, targeted letters through the use of high-quality samples and expert advice. Letters can then be shared online or downloaded.
      * Portfolio Builder Tool
        + The Portfolio Builder can be used to create an online gallery of education, work samples, and skills, which can be shared as a link, downloaded as a zipped file, or displayed as a page on a student’s Optimal Resume website.
      * Interview Prep Tool
        + The Interview Prep module allows students to and create unique, virtual mock interviews for themselves. Students can control all aspects of the mock interview, including the interview type, the number of questions, response format (spoken and video recorded, spoken only, written, and no response), and the interviewer.
      * Skills Assessment Tool
        + The Skills Assessment module can help students identify and present their transferable skills and abilities to prospective employers. There are three components to the module, including a skills inventory, an accomplishment sheet, and a proficiency list.
      * Video Resume Tool
        + Students can use the Video Resume tool to create recorded “resumes” that can be shared or added as a page to their Optimal Resume website. Video resumes are meant to be brief introductions to highlight professional capabilities to prospective employers.
      * Website Builder Tool
        + With the Website Builder, students can create a customized website to include a variety of professional documents and links to social networking profiles, with the option to index the site with major search engines to improve their “Google footprint”.
    - [**O\*NET OnLine**](https://www.onetonline.org/) [<https://www.onetonline.org/>] O\*NET OnLine is a free, online resource which serves as the nation’s primary source for occupational information and is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration, according to its website. The O\*NET database is continually updated and contains information such as worker characteristics, worker requirements, experience requirements, occupational requirements, workforce characteristics, and occupation-specific information on nearly 1,000 occupations in the U.S. economy.
    - The [**Occupational Outlook Handbook**](https://www.bls.gov/ooh/)[<https://www.bls.gov/ooh/>] is a free, online career resource which offers occupational profiles on hundreds of occupations in the United States. Profiles include a description of typical duties performed, work environment, typical required education and training, median pay, and the job outlook over the coming decade. The standard format of each profile makes it easy to compare occupations.

BUDGET

The Career Center budget is separated out to three campus deans for oversight. The Courtyard Campus is included in the reporting hierarchy for the Frisco Campus. The operating budgets were first established in FY2018 and do not reflect the salaries of the managers. The operating budgets are used to support on campus programs and events as well as supplies used in the Career Centers. The department also requested annual funds from SAFAC (Student Activities Fee Advisory Committee) to be used for expenses directly impacting students such as food for workshops and resume writing books.

Career Service Budget

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Academic Year | SAFAC | Plano | Frisco | McKinney | CYC |
| 2015 – 2016 | $ - | $ - | $ - | $ - | $ - |
| 2016 – 2017 | $ - | $ - | $ - | $ - | $ - |
| 2017 – 2018 | $ 35,280.00 | $36,662 | $28,062 | $29,896 | $27,737 |
| 2018 – 2019 | $ 36,760.00 | $37,129 | $27,880 | $29,940 | $24,275 |
| 2019 - 2020 | $ 33,795.00 | $37,747 | $28,747 | $36,070 | $24,275 |

**Regulatory Standards the Unit Must Meet**

* Career Centers are members of, and guided by the professional standards and guidelines set out by the National Association of Colleges and Employers (NACE) [<https://www.naceweb.org/uploadedfiles/files/2020/publication/2019-nace-professional-standards-for-college-and-university-career-services.pdf>] and the [National Career Development Association (NCDA)](https://www.ncda.org/aws/NCDA/pt/sp/guidelines) [<https://www.ncda.org/aws/NCDA/pt/sp/guidelines>].
* Career Center Managers are required to meet certain educational and/or experience guidelines [<https://www.themyersbriggs.com/en-US/Support/Educational-Eligibility>] in order to be eligible to administer and interpret the Myers Briggs Type Indicator [<https://www.themyersbriggs.com/en-US/Get-Certified/MBTI-Certification>] and the Strong Interest Inventory [<https://www.themyersbriggs.com/en-US/Get-Certified/Strong-Certification>]. If a Manager does not meet the qualifications required for eligibility, training and licensing is available through [The Myers and Briggs Foundation](https://www.myersbriggs.org/) [<https://www.myersbriggs.org/>] or The Myers-Briggs Company [<https://www.themyersbriggs.com/en-US/Get-Certified/Strong-Certification>].
* There are numerous certifications available for career services professionals. In addition to the aforementioned certifications for administering and interpreting career assessments, managers may participate in the following trainings or certifications as necessary:
  + Recruiter Leadership Institute (RLI) [<https://www.naceweb.org/professional-development/2020/nace-recruiter-leadership-institute/>] and Management Leadership Institute (MLI) [<https://www.naceweb.org/professional-development/2020/nace-management-leadership-institute/>], offered through NACE, help to develop stronger leadership skills and greater organizational success.
  + NACE’s 30- and 60-Hour Coaching Certification Programs [<https://www.naceweb.org/professional-development/coaching-certification/>] provide training for career service professionals pursuing their Board Certified Coach (BCC) [<https://www.cce-global.org/credentialing/bcc>] credential through the Center for Credentialing and Education, Inc. (CCE) [<https://www.cce-global.org/>].
  + National Career Development Association (NCDA) offers a variety of credentials available for individuals working in higher education career services. These credentials include: Certified Career Services Provider [<http://www.ncdacredentialing.org/aws/NCDA/pt/sp/credentials_ccsp>], Certified Master of Career Services [<http://www.ncdacredentialing.org/aws/NCDA/pt/sp/credentials_cmcs>], and Certified Career Counselor [<http://www.ncdacredentialing.org/aws/NCDA/pt/sp/credentials_ccc>]. NCDA also provides a credentialing continuing education manual [<https://www.ncda.org/aws/NCDA/asset_manager/get_file/312355?ver=30769>] to support the need for continuing education opportunities to maintain NCDA credentials.
  + In addition to NACE and NCDA training and credentials, specialized credentials such as the Nationally Certified Resume Writer or Nationally Certified Online Profile Expert certificates [<https://thenrwa.com/certification>] are offered through the National Resume Writers’ Association [<https://thenrwa.com/>].
* Career Center Managers are also bound by all Collin College policies [<https://pol.tasb.org/Home/Index/304>] and required training, such as the Family Educational Rights and Privacy Act (FERPA) [<http://www.collin.edu/hr/profdev/ferpa.html>] and Title IX.
* All Career Center Managers undergo annual evaluations [<https://www.collin.edu/perf_mgmt/>] with their immediate supervisor to discuss past performance and upcoming goals.

## Why do we do the things we do? Unit relationship to the College Mission & Strategic plan.

**Provide unit-specific evidence of actions that the unit supports the mission statement:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

The following chart highlights the various areas of support.

|  |  |
| --- | --- |
| **Area of Mission** | **Career Centers Evidence of Action** |
| Student Centered | * Individualized Services offered such as resume editing, assessments, and mock interviews |
| Community Centered | * Outreach and Promotion of free college services to public. * Partnerships with businesses and Texas Workforce Commission. * Free services to community members (career coaching, workshops, and job fairs) |
| Developing Skills | * Workshops, events, and information to increase students’ awareness of KSA (knowledge, skills, abilities) development in the eight NACE key competencies for career readiness. |
| Strengthening Character | * Career assessments such as MBTI, Strengths Quest, and Strong Interest Inventory for students to increase awareness of and communicate to others about their personality, strengths, and interests. Career Centers work with students to become more aware of personality, strengths, and opportunities so that they can be leaders in the workforce. |
| Challenging the Intellect | * Navigating the internet, performing research on career options, and properly using available software, resources, and tools. Computer labs and one-on-one instruction on how to perform career research and utilize available software, resources and tools. |

**Student Centered**

Career Centers treat each student and their situation as unique, providing individualized career development planning through one-on-one consultations. Career Centers serve as a support system and provide information and resources for students so that when they graduate or transfer, they are prepared to successfully enter the workforce.

**Community Centered**

Career Centers partner with businesses, corporations, and workforce centers to provide opportunities for Collin College students. Career Centers offer free services to community members such as career coaching, workshops, and participation in community job fairs to promote services and programs.

**Developing Skills**

Career Centers provide various workshops, events, and information during appointments to increase students’ awareness of and development in the eight NACE key competencies for career readiness. Career Centers empower students with the knowledge, skills, and abilities to develop in their career and to gain a living wage.

**Strengthening Character**

Career Centers offer career assessments such as MBTI, Strengths Quest, and Strong Interest Inventory for students to increase awareness of, develop, and communicate to others their personality, strengths, and interests. Career Centers work with students to become self-aware of these traits in order to develop leadership skills used during their career.

**Challenging the Intellect**

Career Centers empower students to learn how to navigate the internet, perform research on career options, and properly use available software, resources, and tools. Career Centers provide computer labs and one-on-one instruction on how to perform career research and utilize available software, resources and tools.

**Provide unit-specific evidence that supports how the unit supports the college strategic plan (either 2020 Vision or the 2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

|  |  |
| --- | --- |
| **Area of Vision 2020** | **Evidence of Action** |
| Increase outreach and create streamlined pathways from high school. | Career Centers partnered with numerous departments, faculty, staff, and community organizations to showcase the services to high school students, including but not limited to Workforce Program Career Coaches, department directors and/or Deans, and Frisco ISD. Career Centers partner with Frisco ISD with the “How College is Different from High School” program. Another partnership was the City of Plano Mayor’s Intern Program for high school students. |
| Emphasize student achievement and streamline pathways to four-year colleges and universities. | Career Centers collaborate with Academic Advising utilizing MyPlan to assist students who are considering a transfer to four-year schools. Career Centers also help undecided students determine career pathways, develop self-awareness and leadership knowledge, skills, and abilities. Career Centers utilize the Occupational Outlook handbook in conjunction with Collin College’s certificates, AAS, and Continuing Education programs to help students make informed decisions regarding workforce programs. |
| Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers. | The Career Centers are engaged with business, industry, and government agencies for recruiting, job training, and workshops. Job Fairs have been hosted on campus providing area employers opportunities for recruitment. |
| Create an increasingly welcoming environment for students, community members, faculty and staff. | The Career Centers offer open labs where students can conduct career exploration and print materials needed for employment. The centers offer numerous workshops (often providing food) and offer free resources to students (ex. resume writing books and ear buds to use with computers). |
| Expand the physical footprint of Collin College to meet emerging programmatic needs; improve facilities as necessary; and implement the Maintenance Plan to elevate services to our students. | In 2017 Career Centers were opened on the Courtyard, Frisco, McKinney and Plano campuses by retrofitting existing space. When the Technical and Wylie campuses were opened in 2020, the Career Centers were included in the campus design. The new career centers were designed with interview rooms to be used by students and potential employers. |

1. **WHY DO WE DO THE THINGS WE DO?**

**Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

What is the purpose and reason for the service?

* Career Centers assist students, alumni, and community members with enhancing job search skills, identifying and working toward career goals, finding suitable careers, and networking with employers. These services are carried out through one-on-one appointments (in-person or virtual), workshops and seminars, and career fairs. Clients may also be provided additional information and/referral to internal or external organizations for additional assistance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Function, Service, or Product** | **Purpose or Reason for Function, Service, or Product** | **How Necessary Now?** | **Any Needed Modifications?** | **Need for Elimination?** | **Need for More Tools?** |
| Career advising and coaching | Assist students with self exploration to choose career pathway and enhance interview skills | Necessary | Continue to explore alternative ways of presentation during COVID. Stay current on career outlook. | No | Explore tools of comparison colleges for use. |
| Educational workshops, seminars, and classroom presentations | Empower students with KSA’s to be competitive during interview and hiring process | Necessary | Continue to explore alternative ways of presentation during COVID. | No | Not at this time. |
| Information and referrals | Connect students and employers | Necessary | Expand Resource Network and Connections | No | Customer Relationship Management service |
| Student employment (off-campus) | Provide job search opportunities through online tools | Necessary | Expand features on existing system while evaluating other available solutions | No | No additional tools either expansion or replacement of existing |

* How has the function evolved during the 5-year cycle?

The most significant change during the past 5 years has been the establishment of Career Centers. This conversion from a service within a department to a fully functioning independent program has been significant. The reporting structure changed and the physical locations were developed. Equipment needed to be procured to set up the career centers as well as securing funding for the operating budget. The services offered by the unit were also enhanced.

* + Career Advising and Coaching

* + - The function of Career Centers has evolved tremendously over the past five years. The unit was previously within the Counseling Department and became an independent district-wide department in 2017. Previously under Counseling, many students saw Licensed Professional Counselors for career advising. Through the separation of Career Centers, students now meet with Career Center Managers for career advising services. Managers are highly educated and have specialized training in the fields of career theory and application, career assessment and interpretation, and various career coaching models. The managers follow the regulatory standards of NACE, NCDA, Myers-Briggs, and Strong Interest Inventory, as previously described. The Career Centers have adapted to provide services in a virtual environment though Zoom, MS Teams, and expanded use of existing career services technology – Symplicity, Optimal Resume, and MyPlan.
  + Educational workshops, seminars, and classroom presentations
    - In order to reach as many students as possible, the method of delivery has expanded beyond the traditional appointment (face to face) to include interactive team meetings, ZOOM meetings, classroom presentations, and community outreach events. The Career Centers have collaborated with colleagues in Academic Affairs as well as Student Engagement to co-host events.
  + Information and Referrals
    - This area has expanded to include on-campus visits by recruiters, employers on campus hosting workshops, and job fairs.
  + Student Employment (Off-Campus)

No major change in this area especially related to the use of the Symplicity software.

* How have the reasons for the service changed over time?
  + Collin College’s commitment to students and employers by creating Career Centers has created a greater focus on the service. The expansion of workforce programs provides students with greater and more diverse employment opportunities. As identified by Collin College’s Vision 2020, a goal was to increase the number of students in career and technical courses and programs by 25%. This served as a catalyst for the establishment of the Career Centers.
  + Over the course of five years, six Career Centers were opened. As of Fall 2020, an additional two are under construction. The opening of the Collin College Technical Campus expanded the workforce programs available to students as well as the opportunity to collaborate with new employers in those fields. Demand for technology has become more advanced along with a trained workforce requiring new skills and certifications to meet these needs. The Career Centers help position Collin College students to be competitive in the job market by showcasing their skills.
  + In an article published by NACE (National Association of Colleges and Employers), Oct 5, 2020 “Report shows Career Centers’ Dramatic Shift to Providing Services, Support Online” Quick Poll Series. Beside career assessment which were modestly offered online before COVID-19, nearly 45% of respondents are offering both career assessments and group workshops exclusively online this fall. In the fall 2020, 29.9% respondents are offering individual counseling sessions and 34.2% are offering drop-in counseling sessions exclusively online. The Career Centers collective ability to adapt their service during this pandemic will be beneficial post-COVID-19 as well. The increased online services will be beneficial for the launch of iCollin.

What would happen if the unit no longer provided these services and/or the services were outsourced?

|  |  |
| --- | --- |
| **Function, Service, or Product** | **Consequence of no longer providing this function** |
| Career advising and coaching | * Students would receive no information or support. * Students would need to seek out other sources which could provide incorrect or ineffective information or support. * Students would need to pay for private career services. |
| Educational workshops, seminars, and classroom presentations | * Career Center Managers would be inundated with individual appointments, emails, and/or phone calls to discuss basic-level topics which are more efficiently addressed in a group format. * Faculty and student groups would need to seek outside resources for classroom or club presentations. |
| Information and referrals | * Students would need to seek out this information on their own which can be quite time consuming. * Students may not be able to find or access the same information or referrals as the manager. For example, managers have access to information, data, and articles through professional development groups which require a membership. * Students would use government supported agencies some of which experience significant backlogs |
| Student employment (off-campus) | * Students would need to seek out this information on their own. * Employers may reach out to and work with peer institutions or other area schools to recruit talent. |

* + Although there are similar services provided by various other departments (Advising [<https://www.collin.edu/academics/info/>], Workforce Career Coaches [<https://www.collin.edu/studentresources/support/internships/workforcecoaches.html>], and Counseling [<https://www.collin.edu/studentresources/counseling/>), Career Centers provide a one-stop shop for all of a students’ career development needs, from admission and program selection to graduation and full-time job search in their desired industry. The Career Center also serves as a resource to faculty and student organizations for career information and customized seminars and workshops.
  + If Career Centers were discontinued, Collin College students, alumni, and community members would not get the continued, one-on-one, unique service tailored to them as they do when meeting with a Career Center Manager. Faculty and student organizations would also need to source career and industry information on their own or reach out to various other departments for such information or presentation requests.
* If there were no Career Centers, students may seek out information and support from other sources: faculty, friends, family, other institution’s websites, online advice, or pay for private career coaching. This information and support may not be of the same quality and incorrect information could be damaging to a student’s career development and job search. Should a student seek out private career coaching [[https://www.businessnewsdaily.com/10919-hire-career-coach.html#:~:text=Generally%2C%20career%20coaches%20charge%20%2475,fork%20over%20any%20major%20cash.](https://www.businessnewsdaily.com/10919-hire-career-coach.html%23:~:text=Generally%2C%20career%20coaches%20charge%20%2475,fork%20over%20any%20major%20cash.)] it could cost them hundreds of dollars.

**What unit services require the most resources including staff time? Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Location** | **Career Advising and Coaching** | **Workshops, Seminars, and Class Presentations** | **Information and Referrals** | **Student Employment** | **Administrative Duties** |
| Frisco Campus | 35% | 20% | 5% | 10% | 30% |
| McKinney Campus | 25% | 10% | 5% | 40% | 20% |
| Courtyard Campus | Manager retired, data not submitted |  |  |  |  |
| Plano Campus | Position vacant, no data available. |  |  |  |  |

* + The capacity for the Career Center Managers to address all functions of a Career Center (student career development, employer relations, marketing, operations and administrative duties, tools and technology, and event planning and implementation) is challenging because each manager responds to these functional areas based on the unique profile of the community their center serves. Some managers have specific responsibilities; the McKinney Career Center manager oversees the Symplicity system. The maintenance of this system is time consuming as it requires follow up with employers by email and phone.

**Most resources required:**

Resume writing and development along with conducting workshops and classroom presentations require the most resources. This includes preparation time, development of presentation materials, and follow up with the students in individual meetings.

**Most value:**

(NOTE:) There is no quantitative or qualitative data, only anecdotal evidence supports this response. Given the feedback from students utilizing the career centers, managers report the individualized services such as career exploration, resume writing, job search skills add the most value. Providing the students exploration tools for selecting majors and careers is part of the department’s purpose. Students who are able to secure employment will have a revenue source to aid in covering college tuition and living expenses.

**Is there a clear line of communication with other units involved in or supporting each of these services?**

* + Communication Regarding Job Role and Description of Responsibilities  
    Status: Unclear Line of Communication

Collin College has three unique positions dedicated to helping students in pursuit of their careers: District College and Career Counselors; Workforce Career Coaches; and Career Center Managers. While the written job descriptions are different, there is potential for overlap in services. The District College and Career Counselors and Workforce Career Coaches are focused more on course and program advisement, but can assist with career resources. These team members prefer to send the students to the Career Center for the one-on-one assistance that includes: job search, resume writing, interviewing skills, business etiquette and assessments. The distinct areas of responsibility can be blurred, leaving students, prospective students, and faculty/staff confused. While each of these areas work closely together, there are opportunities to more clearly convey specific service areas to the general population.

* + Communication Regarding Reporting Line and Expectations  
    Status: Unclear Line of Communication

As mentioned previously, Career Center Managers report to their individual campus Associate Dean for Student and Enrollment Services, as well as the Associate Dean for Student and Enrollment Services at the Plano Campus for programming coordination. Priorities often conflict among individual campuses and their needs when compared to the overall district career center schedule.

Job expectations can vary for each Career Center Manager because they each report to a different Associate Dean for Student and Enrollment Services. Each campus may have unique, individual needs which the manager must address. The Career Centers may have a different emphasis or serve a different demographic of clients and majors based on the campuses’ location, community it serves, and available programs. For example, the McKinney Campus has a large Nursing program and the Courtyard Center serves mainly Continuing Education and Workforce Development students.

The department may wish to revisit how responsibilities are distributed among the managers. Some of the areas to be reviewed and distributed include: oversight of Symplicity, employer relations, and online workshops. Some functions will need to be conducted at the campus level (individual programs) while other functions impact the district (job postings in Symplicity).

* + Communication Regarding Team Dynamics  
    Status: Unclear Line of Communication
    - *Meetings*

There are no regularly scheduled team meetings among the Career Center Managers and their supervisor(s) to establish schedules, address areas for collaboration, technology, and concerns, and to coordinate programs, special events, and initiatives. Meetings are currently held ad hoc.

* + - *Team Scheduling*

There is ineffective communication among the managers and staff when they are out of office and need to cover for each other. If communication were enhanced, the student appointments would not have to be delayed, but could be covered by another manager.

* + - *Coordination of Services*

There was not an effective coordination and planning for services and events between the managers, resulting in the duplication of services and events, sometimes on the same day and time. An example:

12/4/2019 12 p.m. McKinney Campus Job Search Strategies

12/4/2019 12 p.m. Frisco Campus Using Technology for Job Search

* + Communication Regarding Partnerships and Collaboration of Services  
    Status: Fair Line of Communication

There is an opportunity to add value by increased collaboration with the Workforce Career Coaches and faculty to deliver services to students and maximize employer relations. A recent relocation of the Workforce Career Coaches has provided an opportunity to revisit collaborative initiatives.

* Does the unit or the college have alternate ways of providing any of these services?
  + Currently, the District College and Career Counselors and Workforce Career Coaches can assist with resume writing and employment resources. However, the services provided by Career Centers is all inclusive. Some services are only provided through Career Centers including personality assessments.

**Comparison of Career Development Services**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SERVICE** | ***Career Centers*** | ***College & Career Counselors*** | ***Workforce Career Coaches*** | ***Counseling*** |
|  |  |  |  |  |
| Job Preparation Coaching | Yes |  | Yes |  |
| Assessments | Yes |  |  | Yes |
| Resumes | Yes |  |  |  |
| Information and Referral | Yes | Yes | Yes | Yes |
| Job Search | Yes |  | Yes |  |
| Employers Relations | Yes |  | Yes |  |
| Mock Interviews | Yes |  |  |  |
| Career Exploration | Yes | Yes | Yes |  |
| Access to Business Professionals | Yes |  | Yes |  |
| Internships/Externships | Yes |  | Yes |  |
| Networking/LINKEDIN | Yes |  | Yes |  |
| Academic Programming and/or Transferring |  | Yes | Yes |  |
| Job Fairs | Yes |  |  |  |
| Workshops | Yes | Yes | Yes |  |

**Shift in Delivery due to COVID19 (Spring/Summer 2020) -** The Career Centers have done well providing services in a virtual environment though Zoom, MS Teams, and use of existing career services technology – Symplicity, Optimal Resume, and MyPlan.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Service** | **Campus** | **Delivery Pre-COVID** | **Delivery During / Post-COVID** |
| Career Advising and Coaching | Frisco | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
| McKinney | 75% in-person / 25% virtual | 20% in-person / 80% virtual |
| *Courtyard* | *Information Not Provided* | *Information Not Provided* |
| Plano | 100% in-person / 0% virtual | 20% in-person / 80% virtual |
|  |  |  |
| Frisco | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
| Educational Workshops, Seminars and Class Presentations | McKinney | 75% in-person / 25% virtual | 20% in-person / 80% virtual |
| *Courtyard* | *Information Not Provided* | *Information Not Provided* |
| Plano | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
|  |  |  |
| Frisco | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
| Information and Referrals | McKinney | 75% in-person / 25% virtual | 20% in-person / 80% virtual |
| *Courtyard* | *Information Not Provided* | *Information Not Provided* |
| Plano | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
|  |  |  |
| Frisco | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
| Student Employment Services (off-campus positions) | McKinney | 75% in-person / 25% virtual | 20% in-person / 80% virtual |
| *Courtyard* | *Information Not Provided* | *Information Not Provided* |
| Plano | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
|  |  |  |
| Frisco | 100% in-person / 0% virtual | 0% in-person / 100% virtual |
| Job/Career Fairs | McKinney | 75% in-person / 25% virtual | 20% in-person / 80% virtual |
| *Courtyard* | *Information Not Provided* | *Information Not Provided* |
| Plano | 100% in-person / 0% virtual | 0% in-person / 100% virtual |

**EFFICIENCY: Are the services offered/conducted as efficiently as possible?**

In order to respond to this question accurately, quantitative and anecdotal data from the center managers was evaluated. The following table is a brief overview of the information.

* **Efficiency/Effectiveness: 5 Year Total Participation of Students in Career Centers**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5 Year DISTRICT Total Participation of Students in Career Centers** | | | | | | | | |
| **Campus** | **Academic Years** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promotional Events** | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| Courtyard | 2015-2020 | 826 | 5 | 10 | 39 | 41 | 0 | 0 |
| McKinney | 2015-2020 | 726 | 2 | 342 | 31 | 154 | 0 | 0 |
| Plano | 2015-2020 | 957 | 2 | 533 | 75 | 725 | 2 | 19 |
| Frisco | 2015-2020 | 1025 | 13 | 918 | 113 | 1011 | 7 | 366 |
| **5 Year Total** | | **3534** | **22** | **1803** | **258** | **1931** | **9** | **385** |

Data Analysis of 5 Year Total Participation of Students in Career Centers

The greatest revelation in collecting the data is that not all centers are collecting and reporting the data in the same manner. Some may have not have counted individual student appointments as a student visit to the center since that session was held in their office. An area for improvement is to standardize data collection across the district. Another opportunity for enhancement is to actually collect the data. The Plano Campus hosted one of the largest job fairs in the district yet the participation numbers for that event were not reported.

* **Efficiency of Workshop Development**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Comparison of 2017-2018 activities to 2018-2019  (due to early closure in 2020 for COVID-19, those numbers were not used)** | | | | | | | | | | | | | | | | | | | | | |
| **Campus** | **# Visits to Career Center** | | | **# Promotional Events** | | | **# Attending Promo Events** | | | **# Workshops** | | | **# Attending Workshops** | | | **# Job Fairs** | | | **# Attending Job Fairs** | |
| ***Courtyard*** | Increase | 307 to 417 | Decrease | | 5 to 0 | Decrease | | 10 to 0 | Increase | | 11 to 13 | Decrease | | 38 to 3 | Same | | 0 | Same | | 0 |
| ***Frisco*** | Decrease | 446 to 262 | Increase | | 4 to 5 | Increase | | 155 to 387 | Decrease | | 45 to 28 | Increase | | 238 to 503 | Decrease | | 2 to 1 | Decrease | | 148 to 145 |
| ***McKinney*** | Increase | 335 to 391 | Decrease | | 1 to 0 | Decrease | | 193 to 0 | Increase | | 7 to 11 | Decrease | | 76 to 23 | Same | | 0 | Same | | 0 |
| ***Plano*** | Decrease | 640 to 186 | Same | | 1 | Decrease | | 354 to 179 | Increase | | 31 to 42 | Decrease | | 376 to 325 | Decrease | | 2 to 0 | Same | | 0 |

Analysis of Data

The submitted data shows that activity and participation have decreased in most areas. While 2019-2020 was not used for comparison due to campus closure, there was a downward trend demonstrated in some areas.

* + There is extensive prep time for workshops and presentations. The data shows an inverse relationship that when fewer workshops are offered, there is an increase in attendance. This could be attributed to the fact that the manager can spend more time promoting the event opposed to the preparation for numerous sessions. Throughout the district, the workshops are sometimes duplicated at competing times. No data was available to assess the topics that the students found most beneficial. Student feedback will be included in the Continuous Improvement Plan. Enhanced marketing efforts will also need to be made as Cougar Connect is the primary communication tool.
* **Efficiency/Effectiveness: Campus Impact**

Data reveals the impact of student participation across the District, with the Frisco Campus serving 43% (highest) and the Courtyard Center serving 13% (lowest) of all students who accessed Career Centers. The variation in participation could be due to a number of factors previously discussed: lack of standardized reporting, failure to capture participation, and unique campus demographics.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5 Year Campus Comparisons of Impact and Performance** | | | | | | | | | | | | |
| **Campus** | **Academic Years** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promotional Events** | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** | **Total # Students Served** | **% Impact per District Totals** | **Ranking Based on % Impact** |
| Frisco | 2015-2020 | 1025 | 13 | 918 | 113 | 1011 | 7 | 366 | 3320 | 43% | 1 |
| Plano | 2015-2020 | 957 | 2 | 533 | 75 | 725 | 2 | 19 | 2234 | 29% | 2 |
| McKinney | 2015-2020 | 726 | 2 | 342 | 31 | 154 | 0 | 0 | 1222 | 16% | 3 |
| Courtyard | 2015-2020 | 826 | 5 | 10 | 39 | 41 | 0 | 0 | 877 | 13% | 4 |

*Statistics based on department records and monthly reports as submitted by AD Torrey West December 2020.*

* **Efficiency/Effectiveness: SYMPLICITY Student Employment Services (off-campus employment)**
  + CougarStudent Jobs [<https://collin-csm.symplicity.com/>] (powered by Symplicity [<https://www.symplicity.com/>])

This database of local, regional, national, and international employers and job openings is maintained and updated using Symplicity, a comprehensive web-based career services management tool. Symplicity is an online job database that allows students 24/7 access to jobs ranging from entry to professional-level jobs.

SIMPLICITY Job Search Tool

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Job Posts From Employers | % Increase or Decrease FROM PREVIOUS YEAR | # Student Logins | % Increase or Decrease FROM PREVIOUS YEAR |
| 2015 - 2016 | 2679 |  | 3626 |  |
| 2016 – 2017 | 2990 | 11% | 3183 | -12% |
| 2017 – 2018 | 2683 | -10% | 3635 | 14% |
| 2018 – 2019 | 2766 | 3% | 2009 | -45% |
| 2019 - 2020 | 2788 | .7% | 1501 | -25% |
| % Change |  | **(+)1%** |  | **(-)47%** |
| *Data provided by Elaine Stewart, Career manager – McKinney Campus, December 2020* | | | | |

There is a pattern of stability with the number of job postings offered in Simplicity annually, as submitted by employers. However, the number of students accessing the job search tool, sponsored by Collin College, shows a heavy decline since 2017 – 2018, with a total decline over the past five years of 47%.

This may be due to lack of communication promoting the Job Search Tool to Collin College students along with competition from outside job search engines such as Indeed [https://www.indeed.com/], LinkedIn [https://www.linkedin.com/home], SimplyHired [https://www.simplyhired.com/], Glassdoor [https://www.glassdoor.com/index.htm], and industry-specific job boards such as Dice [https://www.dice.com/] for jobs in the tech industry.

* **Efficiency/Effectiveness: Employer Outreach and Partnerships**

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Recruiters on Campus** | **Recruiter**  **calls / emails** |
| 2015 - 2016 | 456 | 3757 |
| 2016 - 2017 | 342 | 3091 |
| 2017 - 2018 | 307 | 3700 |
| 2018 - 2019 | 180 | 1899 |
| 2019 – 2020 \* | 102 | 1142 |

*Data provided by Elaine Stewart, Campus Manager at McKinney Campus  
\*Note 2019 – 2020. Spring 2020 was affected by COVID-19*.

Analysis of Data

Review of data reveals a decline of activity in both areas. The number of recruiters on campus declined by 78% over five years. The number of contacts with businesses/recruiters regarding job opportunities also declined by 70%. Several factors could be contributing to this decline. With the introduction of Workforce Career Coaches, some employers could be working directly with those team members. With the increase of online resources, many employers may simply want to promote in a digital environment. The job fairs also provide employers with a concentration of students opposed to a single campus visit by one of their personnel. As previously mentioned, the lack of internal communication and reporting could result in not capturing all of the recruiters on campus.

* **Efficiency/Effectiveness: Job Bulletin Boards**

The Career Centers sponsor job bulletin boards on each campus. All flyers from employers are required to be approved by the Job Location and Development (JLD) Coordinator and a copy kept on file. The Equal Employment Opportunity Commission (EEOC) Letter is sent to the employer to complete and return with a copy of the flyer attached. The JLD Coordinator sends a copy of the initialed flyer to all campuses to post on job boards for approximately two weeks.

|  |  |
| --- | --- |
| **Academic Year** | **# Job Bulletin Board Postings/Flyers** |
| 2015 - 2016 | 1655 |
| 2016 - 2017 | 1291 |
| 2017 - 2018 | 1117 |
| 2018 - 2019 | 604 |
| 2019 – 2020 \* | 457 |

*Data provided by Elaine Stewart, Campus Manager (JDL) at McKinney Campus*

Analysis of Data

Observation of data regarding the posting of employee job opportunity flyers to the Job Bulletin Board shows a steady decrease each year and a total of 70% decline over the five-year period. Evaluation of effective means of promoting job opportunities will be explored in the Continuous Improvement Plan, especially with the expansion of online student resources.

* **Effectiveness and Efficiency – Services and Communication**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Efficient Use of Time/Resources** | **Effective** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** | **Stop Doing** | **Start Doing** |
| Coaching, Advising | Yes | Yes | One on one impact in brief time | Time Intensive, limited in student reach | Team coaching sessions, enhanced training topics | Competing department programs |  | Team sessions |
| Assessments | Yes | Yes, depending if the student follows up self-test with Manager for interpretation | One on one impact | Student self-testing with no follow up for understanding and application. | Academic class outreach, use additional assessments in repertoire, collaboration with SES on career assessment for new students | Students not taking advantage of interpretation session for assessments |  |  |
| Workshops | No, extensive preparation time | No, per attendance on some campuses | Interactive exploration of topic, ability to reach large number of students at one time | Low or no attendance at some campuses, duplication, competing times | Workshops in academic classes, continue virtual options, recording workshops, evening times or adjusted times | Students in CE may not see value, Students may prefer one on one with workforce coach. COVID restrictions | Avoid excess of events / programming. Data shows little to no attendance for most events | Intentional programming with marketing and promotion in academic classes |
| Promotional Events | Yes | Mostly– Students usually come for food but do not visit long | Students come for the food and it is opportunity to showcase centers, raising awareness | Students come for food and don’t pay attention to the opportunity. COVID is a weakness. | Peer to Peer engagement, employer sponsorship | COVID |  | Collaborate events, marketing and promotion in academic classes |
| Job Fairs | Yes | Yes | Many employers and opportunities in one place at one time | Employment jobs were entry level. Planning is time consuming | Enhance virtual job fairs | COVID | Avoid start up, minimum wage or commission only employers | Set requirements for higher paying jobs or relevancy to Collin programs. |
| Employers on Campus / Recruiting / Flyers / Info Tables | No | No, per the attendance records | Students can visit with employers in casual setting | Ineffective if no students attend – flyers were not processed routinely | Employer led HUB conversations (virtual) | Flyers and face to face not effective during COVID | Promoting “private” employers (i.e. Child care, drivers) | Encourage employers to post on Job Search Engine. |
| Job Search Engine - Symplicity | No | No, per decline per data | Accessible at anytime | Only utilizing job info, jobs not applicable to students | Huge with platform, could be using job fair and virtual models, events, etc. | Competing products | Limiting functionality. | Promote to students through various means. Expand use |
| Access to Center and Computers for Job Search | Yes | Yes, per data student sign in | Free and open to the public, accessible | Not open if student worker or manager is out. | Serve as hub for interactive workshops, meetings, etc. | COVID |  | Open up for more interactive workshops and activities |
| Communication | No | No | Managers open to sharing information, willingness to help students and peers | Use of too many platforms (i.e. Teams, Jabber, Chat, email), reporting to two Associate Deans | Identify common goal and establish department protocols for communication | Loss of three managers to retirements in Jan 2021. | Silos | Start regular meetings, organize activities, coordinate events, standardize data collection |

1. **Benchmarking: Review two or three comparable, colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained. Include table and narrative.**

The following community colleges in Texas were chosen for comparison.

Collin College [www.collin.edu](http://www.collin.edu)

Dallas College [www.dccccd.edu](http://www.dccccd.edu)

Lone Star College [www.lonestar.edu](http://www.lonestar.edu)

Austin Community College www.austincc.edu

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Collin College** | **Austin Community College** | **Lone Star College** | **Dallas Colleges** |
|  |  |  |  |  |
| **Structure:** |  |  |  |  |
| Multiple Campuses |  |  |  |  |
| **Population Served:** |  |  |  |  |
| Prospective Students |  |  |  |  |
| Current Students |  |  |  |  |
| Continuing Education/Workforce |  |  |  |  |
| Alumni |  |  |  |  |
| Community Members |  |  |  |  |
| **Career Assessment(s):** |  |  |  |  |
| MBTI |  |  |  |  |
| Strong Interest Inventory |  |  |  |  |
| MyPlan |  |  |  |  |
| StrengthsFinder/Quest |  |  |  |  |
| Self-Directed Search |  |  |  |  |
| DiSC |  |  |  |  |
| Choices360 |  |  |  |  |
| FOCUS 2 |  |  |  |  |
| Career Star (EMSI Career Coach) |  |  |  |  |
| **Job Search Systems** |  |  |  |  |
| Symplicity |  |  |  |  |
| Purple Briefcase |  |  |  |  |
| Career Star (EMSI Career Coach) |  |  |  |  |
| **Online Career Development Tools** |  |  |  |  |
| Optimal Resume |  |  |  |  |
| Big Interview |  |  |  |  |
| Interview Stream |  |  |  |  |
| Careers College |  |  |  |  |
| Perfect Interview |  |  |  |  |
| O\*NET |  |  |  |  |
| Choices360 |  |  |  |  |
| FOCUS 2 |  |  |  |  |
| Occupational Outlook Handbook |  |  |  |  |
| **Student Meeting Types:** |  |  |  |  |
| One-On-One Appointments - Coaching and Advising |  |  |  |  |
| Drop-In Hours |  |  |  |  |
| Virtual Appointments (Phone, Email, or Video) |  |  |  |  |
| **Appointment Topics:** |  |  |  |  |
| Career/Major Exploration |  |  |  |  |
| Career Assessment Review |  |  |  |  |
| Resume & Cover Letter Review |  |  |  |  |
| Interview Prep/Mock Interviewing |  |  |  |  |
| Job Search Strategy |  |  |  |  |
| Networking/LinkedIn |  |  |  |  |
| Academic Planning/Transfer |  |  |  |  |
| Internship Coordination |  |  |  |  |
| **Events:** |  |  |  |  |
| Career Center Presentations/Career Readiness Workshops |  |  |  |  |
| Class/Student Organization Presentations |  |  |  |  |
| Career/Job Fairs |  |  |  |  |
| Transfer Workshops |  |  |  |  |
| Employer Events (Info Sessions, Panels, etc) |  |  |  |  |
| Etiquette Dinner |  |  |  |  |
| **Resources:** |  |  |  |  |
| Custom Guides (Resume, Interview, etc) |  |  |  |  |
| Link to College Programs |  |  |  |  |
| Link to “What Can I Do With This Major?” Website |  |  |  |  |
| Job & Internship/Co-op Listings/Database |  |  |  |  |
| **Career Center Social Media Accounts:** |  |  |  |  |
| Facebook |  |  |  |  |
| Instagram |  |  |  |  |
| Twitter |  |  |  |  |
| TikTok |  |  |  |  |
| Snapchat |  |  |  |  |
| LinkedIn |  |  |  |  |
| **Employer Relations:** |  |  |  |  |
| On-Campus Recruiting (Tabling, On-Campus Interviewing, etc.) |  |  |  |  |
| Career/Job Fairs |  |  |  |  |
| **Other:** |  |  |  |  |
| On-Campus Student Employment Coordination |  |  |  |  |
| Mentorship Program |  |  |  |  |

Lessons Learned:

As a community college in Texas, all serve generally the same population/demographic. Collin College offers more options in career/personality assessments. All colleges have the same basic services (coaching, resumes, interviewing, online resources, job bank). Events and job fairs are similar across the board. Employer relations are comparable.

Career Centers may have more student interaction if social media was used. Staying updated in the areas of technology and cutting-edge career development programs is vital to student participation and impact. Intentional linking to academic and workforce programs may provide some additional benefits for students. Other institutions have oversight of mentorships, internships, or on campus employment.

**HOW DO WE IMPACT STUDENT OUTCOMES?**

* Make a case with evidence to show effects of the unit on student outcomes.
  + The department objective is to equip and empower students with education, training, and career development tools, so they will be able to obtain a high skilled, high wage, occupation or profession that compliments their interests, education, training, and goals. The Career Centers focus on empowering students with education, training, and career development tools (personal awareness, passions and interests, job search skills, resume writing and interviewing skills, etc.). While the Career Centers have captured some quantitative data such as number of workshops and number of center visitors, the measurement of student outcomes is not available.
  + CIP: This should be a focused area for improvement. Career Centers should identify a means of capturing quantitative and qualitative measurements by administering a survey tool to students engaging with the Career Centers, making sure that the tool is administered consistently across the district.

## How does the unit influence the student experience?

## The Career Centers provide coaching and support to students with an undecided program of study, students interested in changing their major, and those generally undecided on which career to pursue. Students are supported through one-on-one appointments, career assessments, and seminars, and opportunities to interact with employers. The centers also provide students with the opportunity to learn from and network with area employers through workshops and career fairs. Other than the student service unit surveys from Institutional Research, there is no data that depicts the level or impact of Career Centers on the student experience.

* + CIP: This should be a focused area for improvement. Career Centers should identify a means of capturing quantitative and qualitative measurements by administering a survey tool to students engaging with the Career Centers, making sure that the tool is administered consistently across the district.
* How does the unit influence the student environment and/or safety?
  + All student records are kept confidential. Job postings are vetted to ensure safety remains a priority. Employers certify an EEOC statement for their company (See Appendix).

## In what way does the unit influence student enrollment, retention, persistence, and/or completion?

* + The Career Centers have the opportunity to influence each of these areas by providing access to up-to-date job market and salary information, career coaching and support, job search assistance, partnerships with faculty and student organizations, and access to employers through workshops and career fairs. If students cannot afford the basic necessities, they will not continue their education. By providing training, workshops, and job fairs students are able to find employment and this financial resource is a key factor in retention and completion.
* Analyze the evidence you provide. What does it show about the unit?
  + Although a system was set up to capture evidence, it was not utilized across the district to its fullest capacity. Going forward, this system needs to be reinstated or another reporting mechanism established to capture data.

There is a great opportunity to help students on the front end of their education as they prepare for the workforce. This could be done through collaborative efforts during new student orientation or included as part of the first year of coursework.

Section II. Are We Doing Things Right?

1. **How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.**

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **2017 Student Survey** | **2019 Student Survey** |
|  |  | StudentSurveyReportSpring2017.pdf | StudentServiceUnitSurveyReportSpring2019.pd |
| Aware of Unit |  | 47.7% | 55.10% |
| Have Used Career Centers |  | 18.2% | 29.2% |
|  |  |  |  |
|  |  | Response 5-Pt Scale | Response 5-Pt Scale |
| Hours Convenient |  | 4.37 | 4.56 |
| Services Timely |  | 4.57 | 4.61 |
| Staff Courteous |  | 4.65 | 4.68 |
| Staff Knowledgeable |  | 4.62 | 4.67 |
| Overall Satisfaction |  | 4.48 | 4.49 |
|  |  |  |  |
|  |  | **2018 Faculty Survey** | **2020 Faculty Survey** |
|  |  | SurveyReportFacultyStaff2018.pdf | A9R19ko17z\_qplvmv\_4qg.tmp |
| Aware of Unit |  | 66.90% | 68.60% |
| Have Used Career Centers |  | 19.70% | 21.20% |
|  |  | Response 5-Pt Scale | Response 5-Pt Scale |
| Procedures User Friendly |  | 4.57 | 4.7 |
| Procedures Efficient |  | 4.62 | 4.6 |
| Needs Met Timely |  | 4.71 | 4.7 |
| Staff Courteous |  | 4.79 | 4.8 |
| Staff Knowledgeable |  | 4.66 | 4.7 |
| Overall Satisfaction |  | 4.64 | 4.5 |
|  |  |  |  |
| Data: Collin College IRO |  |  |  |

The above chart documents feedback from students and faculty on the several service areas related to the Career Centers. While the unit does not specifically solicit student feedback regarding its website and literature, from the 11% increase of students using the centers, we can extrapolate that the marketing is effective in bringing students to the centers.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5 Year DISTRICT Total Participation of Students in Career Centers** | | | | | | | | |
| **Campus** | **Academic Years** | **# Visits to Career Center** | **# Promotional Events** | **# Attending Promotional Events** | **# Workshops** | **# Attending Workshops** | **# Job Fairs** | **# Attending Job Fairs** |
| Courtyard | 2015-2020 | 826 | 5 | 10 | 39 | 41 | 0 | 0 |
| McKinney | 2015-2020 | 726 | 2 | 342 | 31 | 154 | 0 | 0 |
| Plano | 2015-2020 | 957 | 2 | 533 | 75 | 725 | 2 | 19 |
| Frisco | 2015-2020 | 1025 | 13 | 918 | 113 | 1011 | 7 | 366 |
| **5 Year Total** | | **3665** | **22** | **1803** | **258** | **1931** | **9** | **385** |

* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

The Frisco Career Center Manager is responsible for updating, monitoring, and maintaining the Career Center website. Once the website is updated, it is reviewed by the Courtyard Center Manager to verify and ensure information is current, accurate, relevant, and available.

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

Career Center homepage**:** <http://www.collin.edu/studentresources/career/index.html>

**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Type (i.e. URL, brochure, handout, etc.)** | **Last Updated** |  | **Responsible Party** |
| Main Career Center Website: | http://www.collin.edu/studentresources/career/index.html | Fall 2020 | **X Current X Accurate X Relevant X Available** | Frisco Center Manager |
| Workshops and Events: | https://collin.campuslabs.com/engage/organization/collin-college-career-centers | As needed for events | **X Current X Accurate X Relevant X Available** | All managers |
| Cougar Connect: | <https://collin.campuslabs.com/engage/> | As needed for events | **X Current X Accurate X Relevant X Available** | All managers |
| MyPlan Career Development Tool: | <https://www.myplan.com/> | NA | **X Current X Accurate X Relevant X Available** | [external] |
| O\*Net Online | <https://www.onetonline.org/> | NA | **X Current X Accurate X Relevant X Available** | [external] |
| Occupational Outlook Handbook: | <https://www.bls.gov/ooh/> | NA | **X Current X Accurate X Relevant X Available** | [external] |
| Optimal Resume: | <https://collin.optimalresume.com/> | NA | **X Current X Accurate X Relevant X Available** | [external] |
| On-Campus Student Employment: | <https://collin.csod.com/ats/careersite/search.aspx?site=11&c=collin> | Daily | **X Current X Accurate X Relevant X Available** | McKinney Center Mgr |
| Off-Campus Student Employment | <https://collin-csm.symplicity.com/> | Daily | **X Current X Accurate X Relevant X Available** | McKinney Center Mgr |
| LinkedIn: | <https://www.linkedin.com/home> | NA | **X Current X Accurate X Relevant X Available** | [external] |
| Do What You Are by Paul D. Tieger, Barbara Barron, and Kelly Tieger | Book | 2014 | **X Current X Accurate X Relevant X Available** |  |
| Job Searching with Social Media for Dummies by Joshua Waldman, MBA | Book | 2013 | **X Current X Accurate X Relevant X Available** |  |
| The Twitter Job Search Guide by Susan Britton Whitcomb, Chandlee Bryan, and Deb Dib | Book | 2010 | **X Current X Accurate X Relevant X Available** |  |
| Barriers to Employment Success Inventory by John J. Liptak, Ed.D. | Assessment | 2011 | **X Current X Accurate X Relevant X Available** |  |
| Quick Job Interview Guide: Seven Steps to Acing Your Interview by Michael Farr | Booklet | 2015 | **X Current X Accurate X Relevant X Available** |  |
| Quick Job Search Guide: Seven Steps to Getting a Good Job in Less Time by Michael Farr | Booklet | 2015 | **X Current X Accurate X Relevant X Available** |  |
| Quick Military Transition Guide; Seven Steps to Landing a Civilian Job by Janet Farley | Booklet | 2013 | **X Current X Accurate X Relevant X Available** |  |
| Quick Resume Guide: Six Steps to Building an Effective Resume by Michael Farr and The Editors @ JIST | Booklet | 2010 | **X Current X Accurate X Relevant X Available** |  |
| Bulletin Boards, flat screen TV, flyers, posters | Educational /Information | Each semester; September, 2020 | **X Current X Accurate X Relevant X Available** | Campus Career Center Managers |

**6.** What partnerships and partner resources are established by the unit, and how are they valuable?

**Partnership Resources: List any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes.**

The following are consistent partners who interact with the centers on an ongoing basis.

The only formal agreement is with State Farm and that contract is through the District President’s office.

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| State Farm | Recruiters are willing to present to students upon request. | Coordinated at District Level | Provides funding to support center initiatives. |
| Toyota | Company hosted job fair | None | Major employer for the area |

* Partnerships - External

The Career Center Managers have partnered with community organizations and/or events in order to share the college’s resources and provide students new opportunities in career development.

Partnerships by District

* + - Area/Regional Chambers of Commerce and Economic Development Groups, including McKinney and Allen Chambers of Commerce; and the Rockwall Economic Development Corporation (Job Fair)( 2017, 2018, 2019).
    - Area Career Networking Groups, specifically Frisco Connect (<https://my.stonebriar.org/portal/friscoconnect>), referred by Business and Community Outreach as an additional resource to Collin College students.
    - Area Businesses, specifically State Farm Insurance who serves as the corporate sponsor for the Plano Career Center, beginning in 2018 (<https://www.collincollegenews.com/2018/04/11/student-career-center-at-collin-college-to-honor-gift-from-state-farm/>), and recruits new employees through the Career Centers, as well as serves as informational presenters to students.
    - Area Workforce Organizations
      * McKinney and Plano Texas Workforce Commission, and the TWC Workforce in Texas (<https://www.twc.texas.gov/>)
    - Area Veterans Organizations, including the Collin County Veterans Coalition, the Veterans Center of North Texas, and the Red White and You Veterans Fair(s).
    - Area School Districts including McKinney, Allen, and Plano Independent School Districts for class presentations.
  + External Partnerships by Campus
  + Frisco Campus – Example of partnerships include: Jewish Family Services, Texas Workforce Commission, Frisco ISD, Sidney Moncrief Foundation, State Farm, Nike, Nannies & Tutors, Quick Pix Imaging.
  + McKinney Campus - None at this time.
  + Courtyard Center - Examples of partnerships include: FinLitPrep, 21 Century Workforce, Capital One, Adams Surveying Company, Baylor Scott &White, The Ritz - Carlton, C.H. Robinson, Cognizant, BBVA Compass, NTTA, TriMark, Target, Phillips Home Improvements, Marriott, Jewish Family Services, Texas Workforce Commission, Plano ISD, Office of Mayor of Plano, Plano Library Systems, State Farm, Nike, Nannies & Tutors, Quick Pix Imaging and CDL partners
  + Plano Campus - The Career Center at the Plano Campus is sponsored by State Farm. This partnership is also shared with the Foundation Office. State Farm provided a donation to the Foundation for the naming rights of the State Farm Career Center as well as an annual grant to the institution for operational expenses. This center partnered with the Plano Mayor’s office and Capital One for Plano’s Family First event (2018, 2019). Another partnership includes the Plano City Libraries middle/high school career exploration workshops (2019, 2020).
* Partnerships - Internal

Career Services regularly partners with the following campus departments to provide a holistic student experience:

* + - * Workforce Program Career Coaches [<http://www.collin.edu/studentresources/support/internships/workforcecoaches.html>]
        + The Career Center Managers regularly communicate, complement, and collaborate with the Workforce Program Career Coaches to deliver career-related content to the campuses and community through on-one-one appointments, workshops, seminars, and employer events.
      * Collin College Academic Advising [<https://www.collin.edu/gettingstarted/advising/>]
        + Career Center Managers work with Academic Advising to share and exchange information regarding workforce and academic programs, and career and labor market information.
      * ACCESS Office [<https://www.collin.edu/studentresources/disabilityservices/index.html>]
        + Career Center Managers work with the ACCESS Office on their respective campus to assist in the delivery of career-related content and connecting students with disabilities to employers.
      * Individual Workforce/Academic Deans and Faculty
        + Campus Career Center Managers work with Workforce Deans, Academic Deans, and faculty on their respective campuses to deliver specific career-related content through classroom presentations or class assignments.
      * Business and Community Outreach (BCO)
        + The Campus Career Center Managers partner with Business and Community Outreach on job opportunities and referrals, local job search networking groups, and representing Collin College at local job fairs (i.e. Red, White and You Veterans Fairs and the Rockwall Economic Development Corporation Job Fair). BCO also promotes Career Service events to area businesses, non-profits, and community groups who serve at-risk individuals and those seeking career development.
* Continuing Education and Workforce Development [<https://www.collin.edu/ce/>]
  + - * + Career Centers and Continuing Education work together to share and exchange academic, career, and workforce information, hold workshops and events, and connect students with potential employers. The Career Center at the Courtyard campus is especially involved as that campus is the primary location for the district’s Continuing Education and Workforce Development programs.
      * Student Engagement [<https://www.collin.edu/campuslife/studentlife/>]
        + Career Center managers partner with Student Engagement by participating in Campus Resource Fairs and other Student Engagement events. Student Engagement also hosts the Cougar Connect [<https://collin.campuslabs.com/engage/>] platform, which is where Campus Career Center Managers post, advertise, and track career events.
      * Counseling
        + Given the history of Counseling and Career Services once being in the same department, these two areas still work closely together. The departments will refer students to each other for additional career coaching or counseling services in order to address the individual student needs.
      * Facilities [<https://www.collin.edu/facilities/>]
        + Career Centers partners with Facilities in order to set up the physical spaces for career or job fairs held on campus. Facilities can also be contacted for any building or maintenance issues in the Career Centers or Managers’ offices.
      * Veterans Resource Center
        + Career Centers and the Veterans Resource Centers work closely together through cross-referrals, partnering on career programs and events, and employment opportunities for students.
      * Student Organizations
        + Career Center Managers work with various student organizations to present career-related seminars and workshops to their groups.

**7. What professional development opportunities add value to your service unit? List please examples.**

**Make a case with evidence that staff keep current, and fulfill roles that advance the unit and the College. List unit employees, their roles, and known professional development activity in the last four years.**

### Employee Resources

|  |  |  |
| --- | --- | --- |
| Employee Name | Role in Unit | Professional Development since Last Program Review |
| Teresa Danner, BAAS, NCOPE, CCSP, GCDF | Campus Career Center Manager, Courtyard Campus | Collin College – Policies and Acceptance, May 2016, 2017, 2018, 2019, 2020  Preventing Discrimination and Sexual Violence: Title IX, VAWA AND Clery Act for Non‐Residential Faculty and Staff ‐ HR Training ‐ 2016  Gender Diversity – Renee Baker, PhD., LMT, LPC – January, 2016  Candid Career On‐Line Training, 2016  Career Coach Training.  April 21, 2016  Student and Enrollment Services Retreat, February, 2016  Spectrum Disorders – Todd Lawhorn, LPC ‐ January, 2016  Cultural Sensitivity -Client Advocate from Mosaic Family Services,2016  EEO Laws and Discrimination Prevention for Higher Education, 2016, 2017, 2018, 2019, 2020  FERPA for Higher Education Unlawful Harassment Prevention for Higher Education, 2016, 2017, 2018, 2019, 2020  Global Career Development Facilitator Certification, 2017  TX Workforce Commission LMCI Tools Training, 2017  Supervisor Training, 2016 2017, 2018  Concur Travel Training, 2017  Southern Association of Colleges & Employers Conference, 2017  Cornerstone training, 2018  Banner 9 Training 2018  Symplicity Training, 2017,2018, 2020  Optimal Resume Training 2017, 2018, 2019 ,2020  LinkedIn Training 2017, 2018, 2019 ,2020  National Association of Colleges & Employers Conference, 2018  National Association of Colleges & Employers Conference, 2019  Safety Training, 2019, 2020 |
| Donna Okaro, M.A. | Campus Career Center Manager, Frisco Campus | MLK Power Leadership Breakfast 2017, 2018, 2019  All College Day, Fall 2017, 2018, 2019  All College Day, Spring, 2018, 2019, 2020  Student Employment Supervisor Training, 2017, 2018, 2019 ,2020  Concur Travel Training 2017, 2018, 2019, 2020  Budget Training 2017, 2018, 2019, 2020  Texas Junior College Student Government Association (TJCSGA) Annual Convention 2017, 2018, 2019, 2020  OrgSync/Campus Labs Connect Conference 2017, 2018,  Director of First Impressions Conference 2017, 2018  Ad Astra Training 2017, 2020  Supervisor Training 2017, 2018, 2019, 2020  Symplicity Training 2017, 2018, 2019, 2020  Holistic Approach to Student Support 2016-2017  Understanding the Career Development Process 2017  Global Career Development Facilitator Certification 2017  Banner 9 Training 2018  Travel Training 2017, 2018, 2019 ,2020  Understanding Degrees, Majors, and Programs at Collin College 2017-2018  National Resume Writer Association Conference 2017-2018  Optimal Resume Training 2017, 2018, 2019 ,2020  Myers-Briggs Type Indicator (MBTI) Certification Training 2017-2018  LinkedIn Training 2017, 2018, 2019, 2020  Engage Training 2017, 2018, 2019, 2020 |
| Elaine Stewart | Campus Career Center Manager, McKinney Campus  MBTI Master Practitioner  GCDF – Global Career Development Facilitator | All College Day, Fall 2017, 2018, 2019  All College Day, Spring, 2018, 2019, 2020  TWU - Director C.S. 2017  Career Center Strategic Meeting, 2017  Symplicity Training- Wes Moran, 2017  TX Workforce Commission LMCI Tools Training, 2017  Optimal Resume Users Training #1 & #2, 2017  Symplicity Training Resume, Counseling 2017  Symplicity Training OCR, 2017  Optimal Resume Administrative Zoom Training, 2017  Cornerstone Training, 2018  Connect EDU Training, 2018  Cougar Connect Training Pike Hall, 2018  Connect EDU Training- Career Center, 2018  Symplicity Webinar, CSM Release 6.3, 2018  Customer Service Training, 2019  Student Employment Supervisor Training, 2017, 2018, 2019, 2020  PCard Training, 2019  Zoom Training by Media Services, 2020  Zoom Meeting –IT Updates (Pamela Lee), 2020  Supervisor Training 2017, 2018, 2019, 2020  Symplicity Training 2017, 2018, 2019, 2020  Global Career Development Facilitator Certification 2017  Banner 9 Training 2018  Travel Training 2017  Concur Travel Training, 2017  MAC3 Professional Development 2017, 2018, 2019, 2020  Understanding Degrees, Majors, and Programs at Collin College 2017-2018  Optimal Resume Training 2017, 2018, 2019, 2020  LinkedIn Training 2017, 2018, 2019, 2020 |
| Janie Donihoo | Secretary/Administrative Assistant, McKinney Career Center | SES Training 2019  Safety Training, 2019, 2020 |

All Career Center professional staff are members of the following organizations:

NACE National Association of Colleges and Employers

NRWA The National Resume Writer’s Association

MAC3 Metroplex Area Consortium of Career Centers

SOACE Southern Association of Colleges and Employers

NCDA National Career Development Association

Most professional staff have attended numerous seminars on a yearly basis provided by professional development conferences and webinars on a variety of topics relevant to mental health, emotional intelligence, supervisory skills, career counseling and guidance, assessment interpretation, and job search skills. Support staff are also encouraged to attend webinar training on customer service skills.

**8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources, otherwise proceed to prompt 9.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

The budget provided is sufficient to support the Career Centers and no additional funds nor facilities are requested, especially considering the new Career Centers to be opened in Celina and Farmersville.

Section III. Continuous Improvement Plan (CIP)

**9. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):**

1. **Student Outcomes**

The previous program review combined Counseling and Career Services. The focus was predominantly on Counseling. In 2017, the Career Centers were established and the first CIP was submitted in 2019.

**Outcome**: Increase student awareness of Career Services by separating from Counseling and creating standalone Career Centers on each major campuses.  
**Target**: 60% of survey respondents are aware that Collin College offers Career Services

**Results:** 2019 Student Survey = 55.10% students were aware of services.

While the target was not reached, progress was made from 2017 when only 47.7% of students were aware of the service.

1. **Overall improvements to your unit**

Physical Career Centers were created at the Courtyard Center and the Frisco, Plano and McKinney Campuses. With the opening of new campuses, the functionality of the Career Centers was taken in to consideration with the enhancements of interview rooms added to the Career Centers at the Celina, Farmersville, Technical, and Wylie Campuses. The Career Center Managers work in collaboration with numerous departments, workforce programs, and employers to bring awareness to the unit. Moving forward, the Career Centers are positioned to be the first point of contact for students and community members.

**\*Previous CIP Tables provided in the appendix.**

**10. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented in your Program Review submission to this point, please summarize the strengths and weaknesses of this unit. This response should be based on information from prior sections of this document. Please describe how the continuous improvement plans you propose below will capitalize on the strengths, mitigate the weaknesses, and improve student success.**

Strengths

Over the past five years, the Career Centers have evolved from select services provided within a department to stand alone facilities providing comprehensive career services. The fiscal support of the centers is robust, enabling the team to be creative with programming and resources provided to students and the community. Career Center Managers have established partnerships within Collin College to include workforce departments, Career Coaches, College and Career Counselors, and Student Engagement. Many software solutions are available to assist students with job applications and career exploration. The career centers have been intentionally designed to support students and employers by offering interview rooms and presentation spaces.

Opportunities for Growth

The greatest area of improvement identified for the Career Centers during this review process is that of assessment and evaluation. The inconsistent data reporting (or sometimes lack thereof) is an area that needs to be addressed immediately and has been included as an outcome for the upcoming Continuous Improvement Plan. Due to the retirement of three of the founding Career Center Managers, the significant staff turnover will need to be addressed to ensure consistency of services throughout the district. With new staff and new facilities, the Career Centers are positioned to become the first point of contact for students and provide strong connections to the business community. Through the implementation of the Continuous Improvement Plan, the services offered by the Career Centers can be strengthened and measured.

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Area | *Problem* | *Expected Outcome*  *What Do We Want To See?* | *Action*  *(Needed)* | *Measurement (How Do We Measure?)* | *Target of Success How Do We Know We Did It?)* |
| 1 | Data | Not consistently collecting meaningful data or utilizing Card Swipe check-in with auto survey that accurately represents student participation, service effectiveness and efficiency, employer connections, and learning outcomes. | Data collection system that captures student participation, services effectiveness and efficiency, employer connections, and learning outcomes. | Identify a means of capturing quantitative and qualitative measurements by administering a survey tool to students engaging with the Career Centers, making sure that the tool is administered consistently across the district. | Student Survey, Card Swipe system, Sign in sheets for centers, employers, and events – Compiled in monthly report with designated data areas | Monthly District Report Per Month |
| 2 | Communication | Lack of consistent, collaborative, and coordinated communication and organization regarding expectations and programming among the managers | Regular meetings to establish common goals, priorities, expectations, and program coordination. | Create a calendar of weekly or bi-weekly meetings with agenda template, attendance needed by all managers. |  | Manager team *Meeting Minutes* for Regular Meetings |
| 3 | Program Marketing | Decrease of student participation / low attendance at center events, workshops and business partners networking | Increased student awareness of Career Center services, programming, and connections with employers. | Create a marketing campaign for awareness to include social media. | List of shared presentations / events. | Created social media account (or shared events), calendar of events. |
| 4 | Job Search Tool (Symplicity) | Decreasing usage of Symplicity by students and Career Center Managers | Increased utilization of the Symplicity functions. | (1) Expand functionality of Symplicity and (2) Promote resource. | List of functions activated in Symplicity. Training for staff. | 5% increase in first year in traffic. |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Data collection system that captures student participation, services effectiveness and efficiency, employer connections, and learning outcomes. | Student Survey, Card Swipe system, Sign in sheets | Monthly District Report containing data for student participation, service effectiveness and efficiency, employer connections, and learning outcomes (per month per campus) |
| District Coordination. Regular meetings to establish common goals, priorities, expectations, and program coordination. | Create a calendar of weekly or bi-weekly meetings with agenda template, attendance needed by all managers | 1. Team and Supervisor Meeting Minutes  2. Diagram of reporting structure |
| Student awareness of Career Center services, programs, and connections with employers. | Marketing campaign for awareness to include social media. | Marketing plan that includes social media |
| Increased utilization of Symplicity functions. | List of functions activated in Symplicity. Training for staff. Marketing materials to promote Simplicity. | 5% increase in access to Simplicity over first year, then 2% increase annually. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and unit success.

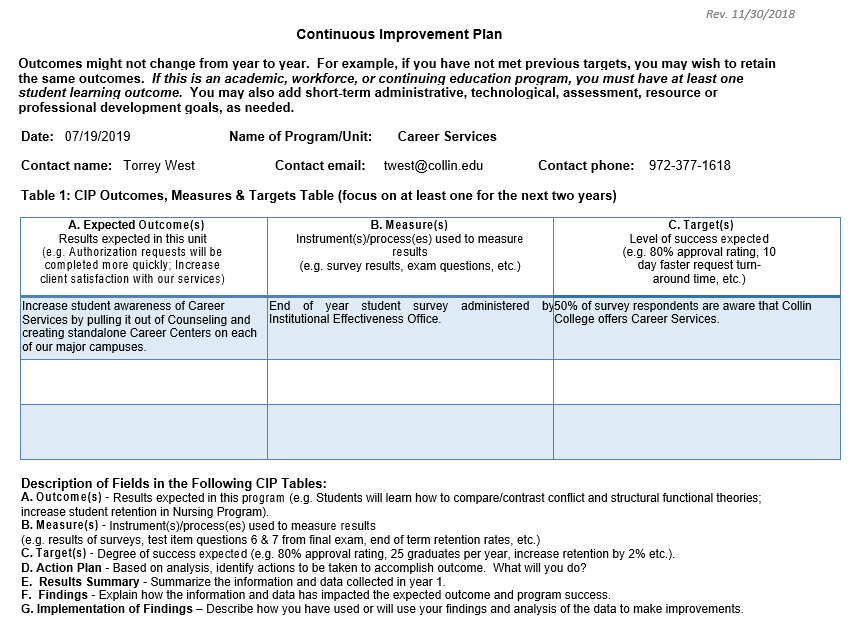
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make unit improvements.

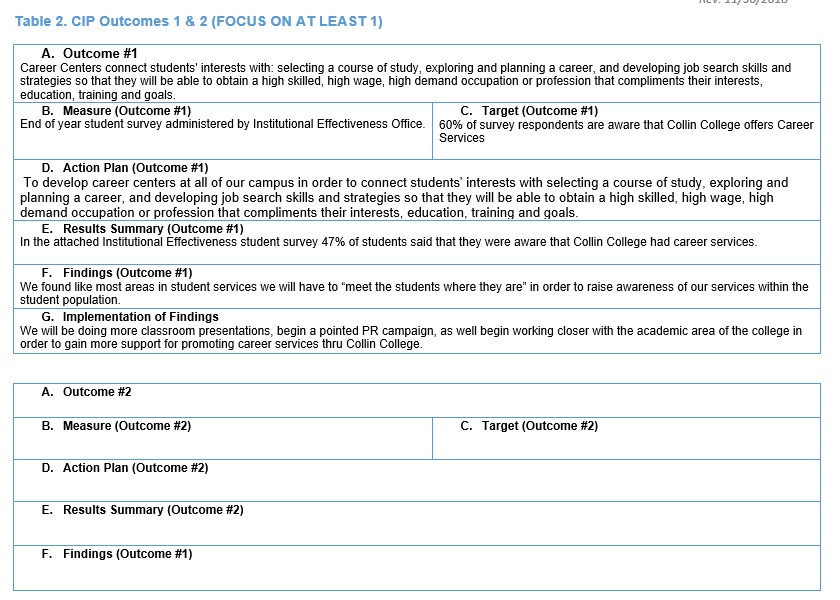
**Table 2. CIP Outcomes 1 & 2**

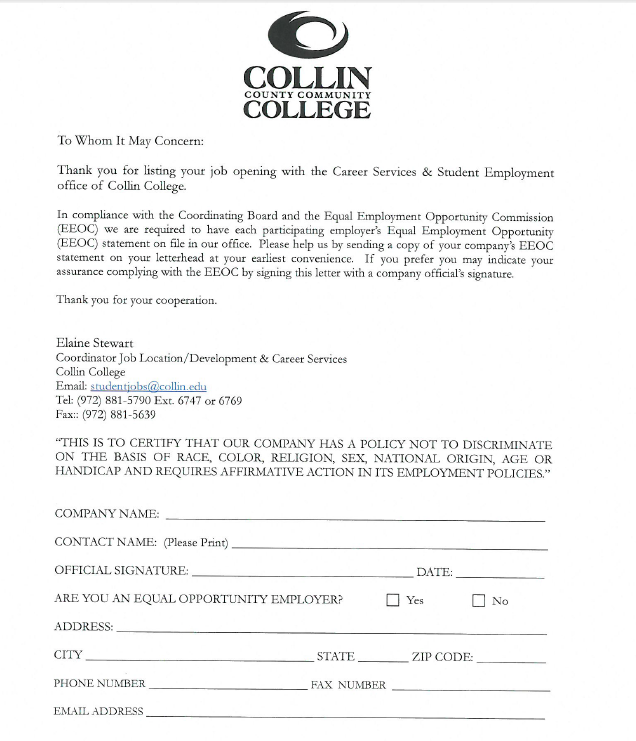
|  |  |
| --- | --- |
| 1. **Outcome #1** Increased usage of Symplicity | |
| 1. **Measure (Outcome #1)**   Report of software usage | 1. **Target (Outcome #1)**   Increase of 5% over 2020 usage |
| 1. **Action Plan (Outcome #1)**    1. Identify all functions within Symplicity    2. Evaluate which features to operationalize    3. Train staff on software    4. Promote features to Collin College community | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2**   Standardization of data collection | |
| 1. **Measure (Outcome #2)**   Card swipe system and sign-in sheets | 1. **Target (Outcome #2)**   Each Career Center will collect data using standard templates and monthly reports will be identical with categories reported. |
| 1. **Action Plan (Outcome #2)** 2. Develop monthly reporting template 3. Define how data is collected and reported (include definition of terms – i.e. student visit) 4. Train managers on how to submit reports | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

Appendix – 2019 Continuous Improvement Plan



Employer EEOC Certification