

**Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan**

Planning years: 2025-26 through 2026-2027

Plan Type: Program Plan

Planning Area: Career Services

Primary Division: Workforce and Economic Development

Plan Author(s):

Date:

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

Our SCC Career Services program is a comprehensive program designed to support students in their career development and job search endeavors. The overall mission of our program is to empower individuals to make informed career decisions, develop essential job search skills, and connect with opportunities that align with their interests and goals.

The SCC Career Services program plays several key roles across the college:

Career Guidance: We provide personalized career support services to help students explore career paths, and identify their strengths and interests. Our staff offers one-on-one sessions to discuss career goals, review resumes and cover letters, conduct mock interviews, and provide guidance throughout the job search process.

Job and Internship Opportunities: We actively seek and promote job and internship opportunities relevant to students' fields of study. We maintain partnerships with local employers, industry professionals, and alumni networks to connect students with meaningful work experiences. We organize career fairs, networking events, and job search workshops to facilitate these connections.

Professional Development Workshops: We offer a range of workshops to enhance students' professional skills and employability. These workshops cover topics such as resume writing, interview techniques, networking strategies, and job search strategies. We aim to equip students with the tools and knowledge they need to succeed in their chosen careers.

Employer Relations: We cultivate relationships with employers and industry professionals to understand the evolving job market and align our services with industry needs. We collaborate with employers to develop internship programs, facilitate on-campus recruitment, and promote career opportunities to our students.

Overall, our Career Services program strives to foster a culture of career readiness and success across the college. We are committed to providing comprehensive support, resources, and opportunities that empower our students to thrive in their chosen careers.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated. Provide assessment results for [Administrative Unit Outcomes \(AUOs\)](#) and/or [Student Learning Outcomes \(SLOs\)](#) from the 2024-2025 cycle, as applicable.

2024-2025 AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
#1 Optimize student access, progress, momentum, and success #2 Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups	AUO #1: Increase student awareness and utilization of Career Services programs and offerings.	Baseline year: 2024-25 with relaunch of new Career Services space in BUS153 Measure(s): Usage of career services based on appointments, and check-in. Data Source(s): Handshake, SARS, On-Track, Sign-in sheets	Monthly average grew from baseline to: - 60 to 100 student appointments. -1 to 5 presentations to classrooms (faculty request, affinity groups Note: Please see attached annual data summary.
#1 # 4 Provide exemplary workforce, CTE programs that reflect the needs of the region we serve	AUO #2: Enhance community and employer engagement in career and internship events.	Target: Continuous improvement of major events Baseline year: 5-6 major events Measure(s): Employer satisfaction Data Source(s): Feedback forms and communication	Emphasis on early calendaring, facilities requests, detailed communication, targeted student promotions resulted in successful, well-attended events such as semester Open House, Dress for Success, Public Safety Career Fair, Spring Career Fair.

#1,4 #5 Foster an outstanding working and learning environment #6 Create, promote a culture of environmental stewardship and sustainability at the college	AUO #3: Develop and utilize standardized templates for planning and tracking Career Services activity, events and associated expenses. This will facilitate tracking and continuous improvement efforts, along with appropriate lead time for processing budgets and requisition requests; and leveraging/practicing campus and resource sustainability efforts (i.e., reducing waste, recycling at events, workshops, etc)	Target: Standardized reporting and budget templates Baseline year: 0 Measure(s): standardization, efficiency Data Source(s): NA	Developed and utilize monthly reporting format with quantitative and qualitative elements. Annual calendar of events drafted. Budget and requisition process implemented (in coordination with grants Specialist) Recycling bins at all events. Online promotions through Handshake and social media.
	SLO #1:	Target: Baseline year: Measure(s): Data Source(s):	
	SLO #2:	Target: Baseline year: Measure(s): Data Source(s):	
	SLO #3:	Target: Baseline year: Measure(s): Data Source(s):	
Narrative:			

2. **Review of last year's resource use:** Briefly explain how resources were used during the previous cycle to support the work of the plan.
3. **Factors affecting the work of the program.** Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals.

B. UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING CURRENT CYCLE

Using the templates below, list the AUOs and/or SLOs that will result from the work of the program in the planning year. These outcomes should align with and support the College Goals. Please feel free to add or delete additional rows as needed.

Examples of possible AUOs, SLOs, and expected outcomes/targets are provided below. These are intended to be illustrative, and not necessarily the AUOs or SLOs that you develop for your program plan.

2023-2026 AUOs and SLOs		
<u>College Strategic Goal</u>	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
#1 Optimize student access, progress, momentum, and success #2 Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups	AUO #1: Increase awareness and usage of Career Services programs and offerings.	-Start onsite visits, appointment scheduling at Davis, West Sac Centers 2x/month. -Grow number of profiles by 5 % on Handshake through promotion at all events.
#1 # 4 Provide exemplary workforce, CTE programs that reflect the needs of the region we serve	AUO #2: Enhance community and employer engagement in career and internship events, and opportunities	-Coordinate with all 5 DEPS serving north region on events, jobs and internship opportunities -Collaborate with faculty on work-based learning for completion of career pathways (e.g., EPIC, CHW,

		Social/Community Worker); and student preparation for career fairs, resume development, interviewing skills. -Baseline: Start surveying employers after events through Handshake for satisfaction level.
#1,4 #5 Foster an outstanding working and learning environment #6 Create, promote a culture of environmental stewardship and sustainability at the college	AUO #3: Develop baseline metrics and/or approach for capturing student outcomes in career exploration, job and internship searches and work-based learning	Motivate employers, students to report outcomes in Handshake for tracking. Collaborate with SETA job developer on tracking student outcomes -Collaborate with faculty on work-based learning for completion of career pathways (e.g., EPIC, CHW, Social/Community Worker) -Use anecdotal reporting on Employment.
	SLO #1: <u>Example</u> : Students who access tutoring services will report an improved understanding of class concepts.	Increase levels of understanding from X% in 2019 (the last time the Tutoring Survey was administered) to Y% in 2026.
	SLO #2: <u>Example</u> : Students enrolled in Honors courses will demonstrate the ability to successfully complete a research project.	By 2026, 90% of students enrolled in Honors courses will have successfully completed a research project.
	SLO #3:	

NOTE: Some Program Plan areas may only have AUOs, and not have SLOs. Include SLOs only if your area is able to directly measure student learning.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING

YEAR

Program Strategies: Explain the overall strategies that the program uses to fulfill its purpose and implement its objectives. List the timeline and responsible persons for procedures.

AUOs/SLOs: Include the AUO/SLO(s) that the program strategy is designed to address.

Resource requirements: State the resources (human, financial, facilities, and IT) needed to implement program objectives.

Previous funding sources: State the sources of funds your program received during the previous planning cycle. This may include grants, categorical funds, and CCCCCO allocations, as well as general fund dollars.

2023-2024 Program Plan Resource Requests						
Program Strategies	AUOs/SLOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
Increase outreach, promotion	#1, #2	Continuou s	Program/Event Lead	\$1000 for Printing/ Promotional Materials/Event Supplies. (Not allowable under SWP/Perkins)	Yes	Program Plan Funds
				Total Cost: \$1000.00		
Narrative: Funds requested to cover expenses not allowable under SWP or Perkins guidelines; and to augment/improve the incidentals & expenses not covered by employer event fees.						

SECTION IV: APPENDICES

Include appendices as needed in order to provide more information and context to the main plan. Some examples of appendices are suggested below:

- Detailed Program Data
- Details of External Requirements Affecting the Program
- Details of Funding Sources
- Measurement Tools/Procedures to Assess Objectives

Please be sure to reference any appendices you include in the main document.

APPENDIX A: DEFINITIONS

The planning year refers to the upcoming academic year. For example, this plan is being written during the 2022-2023 academic year; the first planning year of this plan is 2023-2024.

Administrative Unit Outcomes (AUOs) include goals related to service quality, efficiency, compliance, utilization of services, student satisfaction, and employee professional development, and indirectly affect the experiences of the students at SCC. AUOs help areas develop strategies to improve service delivery and student satisfaction. Examples are shown below:

- The Writing Center will increase overall utilization rates by 3% annually.
- The Tutoring and Learning Center will increase satisfaction rates among students from disproportionately impacted groups.
- IT Services will ensure that 85% of individuals who submitted requests via Service Central receive a response and status update within 24 hours.
- Participation in the Online Teaching and Learning Academy (OTLA) will increase by 15%.

Student Learning Outcomes (SLOs) are objectives of the unit that state the major skills and abilities that students will gain as a result of their work with the program. They complete the sentence: “As the result of the work of the unit, the student will be able to . . .”. Some areas, such as Tutoring, may already have SLOs in a course outline of record (in this case, from HSER 1000), and these are what should be entered into the table below.

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