Department: **Career Planning Center**  
Manager: **Paul de Dios, Dean of Counseling & Student Development**

Names of those participating in the report: **Deann Burch-Career Center Coordinator, Sharon Easton-Career Counselor, and Nancy Miller-Instructional Assistant**

Date: **Fall 2009**  
Date of previous quality review: **Fall 2006**

### Student Satisfaction with Support Services Provided:

*Please indicate the proportions (%) of students who rated each aspect as “excellent” or “good” (separately and combined). The Cypress College standard is met whenever 75% or more of responses fall in the “good” or “excellent” categories (combined).*

<table>
<thead>
<tr>
<th>Student satisfaction with:</th>
<th>Percent Responding</th>
<th>Percent Responding Good / Excellent (Combined %)</th>
<th>College Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>56.4 34.5</td>
<td>90.9</td>
<td>75%</td>
</tr>
<tr>
<td>Timeliness of response</td>
<td>58.5 39.6</td>
<td>98.1</td>
<td>75%</td>
</tr>
<tr>
<td>Clarity of procedures</td>
<td>62.3 26.4</td>
<td>88.7</td>
<td>75%</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>56.9 33.3</td>
<td>90.2</td>
<td>75%</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>70.8 25.5</td>
<td>96.4</td>
<td>75%</td>
</tr>
<tr>
<td>Staff knowledge</td>
<td>60.0 36.4</td>
<td>96.4</td>
<td>75%</td>
</tr>
<tr>
<td>Overall quality of service</td>
<td>64.2 30.2</td>
<td>94.3</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Department-specific indicators (if applicable):**

<table>
<thead>
<tr>
<th></th>
<th>Percent Responding</th>
<th>Percent Responding Good / Excellent (Combined %)</th>
<th>College Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Computer Stations</td>
<td>70.9 27.3</td>
<td>98.2</td>
<td>75%</td>
</tr>
<tr>
<td>Increased awareness of services available for defining goals and major</td>
<td>58.5 34.0</td>
<td>92.5</td>
<td>75%</td>
</tr>
<tr>
<td>Felt supported in Career Development process</td>
<td>54.7 35.8</td>
<td>90.6</td>
<td>75%</td>
</tr>
<tr>
<td>Would recommend services to others</td>
<td>61.1 33.3</td>
<td>94.4</td>
<td>75%</td>
</tr>
<tr>
<td>Have you declared a major?</td>
<td>NO= 54.5 YES= 45.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Changes since last quality review

Please provide a comparative analysis of current results with the previous cycle.

The survey results in both 2006 and 2009 showed college standards were met in all categories except one. In 2006, Access to computers ranked 73.6% which was below the College Standard of 75%. In 2009, Access to computers ranked 98.2% as a result of the design of a larger, 25-seat student computer lab in the new Student Center Building.

Four “Student Satisfaction” categories showed an increase in 2009 compared to the 2006 results: Timeliness of response (+15%), Quality of materials (+5%), Hours of operation (+2%), and Staff helpfulness (+0.4%). Five “Reasons for using the Center” categories increased in 2009 compared to 2006: Access to computer stations (+25%), Class/program assignment or project (+7%); Uncertain of major, career or academic plans (+2.4%); Career research (+2.2%), and Other (+12%) which included doing homework, making copies and sending faxes.

The following three areas showed a decrease in student satisfaction in 2009 compared to the 2006 results: Overall quality of service (-2.9%), Clarity of procedures (-0.4%), and Staff knowledge (-0.2%). Eight areas indicated a decrease in “Reasons for Using the Center”: Resume/interviewing assistance (-21%), Group tours and presentations (-12.3%), Career assessments (-11%), Recommend the Career Planning Center to others (-4.4%), Changing careers (-4.3%), Career/reentry counseling (-4.2%), Adult learners with life transitions (-0.8%), and Workshops (-0.1%)

Student Learning Outcomes

Please provide a summary of Student Learning Outcomes according to the Five-Column Model for the department.

The Career Planning Center’s 2008-09 SLO established an intended outcome that students, as a result of utilizing the Career Resource Library and/or meeting with a Career Counselor, would:
A. Gain information about exploring major/career options and increase knowledge about resources
B. Increase awareness of services available to assist in defining goals and declaring a major
C. Feel supported in the career development process
D. Receive referrals to additional campus, student support services, counseling and/or community resources
E. Have the ability to use the Career Center Resources now, and in the future, for assistance in working toward their career and educational goals.

200 surveys were collected over a 9-week period and the survey results indicated 100% of the areas assessed earned a 4.0 or higher rating on a 1-5 scale (5 being Very Satisfied and 1 being Not Satisfied). A. Counselor provided guidance, referrals and/or information (4.69), Gained information about exploring majors/career options (4.70), and Increased knowledge about resources (4.63) B. Increased awareness of the services available to assist in defining goals and declaring a major (4.60) C. Felt supported in the career development process (4.62) D. Received referrals to campus and community resources (4.46) E. 98% indicated they have the ability to use the Career Center Resources now, and in the future, for assistance in working toward their career and educational goals.

Additionally, survey results indicated the following services and resources helped them toward their educational and career goals: Career Counseling (4.53), Career Assessments (4.31), Job Preparation Resources (4.32), Career Classes (4.40), Workshops and handouts (4.34), Career Resource Library.
(4.37), and campus & community referrals and resources (4.34). 42% of the students identified 2 or more reasons for visiting the Career Planning Center. 54% for goal setting, decision making, life transition and uncertainty about future; 45% of students used the Center for Research and class projects; 30% for career counseling; 21% for career assessments; and 16% for job preparation.

These numbers indicate the importance of maintaining our multitude of services and resources including career counseling; up-to-date resources, technology and library materials; and providing handouts about various student success topics.

Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

The standard Survey was developed by the Institutional Research Department and the career planning questions were developed by classified and faculty members in the Career Planning Center: Deann Burch, Career Center Coordinator; Sharon Easton, Career Counselor; and Nancy Miller; Instructional Assistant. Prior to distribution, the survey was reviewed by Paul de Dios, Dean of Counseling and Student Development. The survey was distributed and collected over a 9-week period of the Spring 2009 semester by the career counselors, classified support staff and student workers. Surveys were submitted to the Institutional Research Department for processing and this report is written by the Career Center Coordinator and reviewed by the Career Counselor, Instructional Assistant and Dean of Counseling.

Narrative

Reflect on standards met and any standards not met.

Standards Met – To be used when department wants to improve on an indicator even though a standard for this indicator has been met. Use this section to briefly reflect upon major accomplishments.

The Cypress College Career Planning Center (CPC) offers a two-pronged approach to services. First is to provide resources and support services designed to assist students in exploring and researching career and major options, defining goals and decisions, enhancing employability, and preparing for life-long learning and success. Second is to integrate career information and workplace skills into all levels of the academic experience which enables students to make a more successful transition from college to the workplace. To support this, the Career Planning Center offers instructors of different disciplines the opportunity to develop career assignments around their course content to create active learning experiences so students find learning more relevant, rewarding and practical.

The Student Support Services Satisfaction Survey collected data from 55 individuals over a 2-week period. Students most frequently identified the reasons for using the Center for Career research (40%) and Class/program assignment or project (33%). This indicates that both approaches to our services are being recognized and utilized by 73% of the students surveyed.

Students were then asked to rate Career Planning & Adult Re-entry on seven core measures of quality, including one measure of overall satisfaction. Each area was rated as favorable 89% of the time or greater. The majority of respondents were satisfied with the Timeliness of response to requests (98%). In addition, students indicated that they were most satisfied with the level of Staff knowledge and Staff
helpfulness with a satisfaction rating of **96% for each**. The least favorable area was Clarity of procedures (89%).

Students were asked four additional items, which included satisfaction with **Access to computer stations (98%)**, **Whether or not they would recommend the Center to others (94%)**, **Increased awareness of services available for defining goals and major (93%)**, and **Felt supported in the career development process (91%)**.

The relocation of the Career Planning Center to the new Student Center building contributed to increases in many of the results from 2006 to 2009. There was an increase in satisfaction with the “hours of operation” and “timeliness of responses” as a result of our evening services being restored. Additionally, the satisfaction for “access to computer stations” is a result of us increasing from an 6-seat computer lab to a 25-seat lab.

**Standards Not Met** – Please provide any insight into significant challenges or obstacles that may have contributed to low student satisfaction. Identify the types of changes necessary for improvement.

Just as the relocation of the CPC to the new Student Center building contributed to some increases in student satisfaction, it also was a significant factor in the decrease of some categories. Although the services are unique and individual, the blending of multiple services into a single location does cause confusion for students, muddies the focus of each department, diminishes clarity of procedures, and affects the overall quality of service.

The decrease of 12% in group tours and presentations is attributed to the large class sizes experienced during the Fall 2009 semester. Faculty have shared that it’s too difficult to manage classes in excess of 30 students in the Center and with counseling classes exceeding a 90% fill rate, many instructors decided not to bring groups to our Center. Students in career and counseling classes still have research projects to complete in the Career Planning Center, however they visit us as individuals rather than as a group. This is a drain on staff resources as they must go over each assignment multiple times with individuals rather than a few times to multiple numbers.

The decrease in satisfaction of Clarity of procedures and Staff knowledge is a result of having to hire Cal/WORKs and Federal Work Study students rather than another permanent staff member or, at minimum student/adult hourly working 20 hours/week. These students are severely limited to the number of hours they can work each week, diminishing continuity of work-related experiences and training. Additionally, work is NOT their priority as they have academic, family, social and extracurricular activities that take precedence over their employment. The complexity of this Department and the interconnectedness of processes and procedures requires extensive, repetitive training, time and skill. It takes dedicated time to learn the information-rich site licensed software programs, appropriate responses to student queries, and a skill set that encompasses people skills, troubleshooting technology issues, critical thinking and problem solving abilities

To effectively serve our student populations, career development staff must keep current on trends, have an awareness of changes affecting employment and academic choices, and continually upgrade their knowledge and skills and career-related topics.
The reasons for using the Center decreased in the following areas: Career/reentry counseling, Career assessments, Workshops, and Resume/interviewing assistance, Adult learners with life transitions, and Changing careers. These decreases are attributed to the decrease in career counseling hours available to students.

**Previous Review Goals and Objectives**

Please describe if the goals and objectives identified in the previous review was met or not. Please provide explanations if the goals were not met.

**Previous Goals Met:**

**Goal I:** Increase the number and review scope of responsibilities for career/re-entry counselor and support personnel. Supports Strategic Directions 2, 3

- **Objective:** Re-open the Career Planning Center and Adult Re-entry Program in the evening.
  
  The opening of the Student Center Building facilitated the reinstatement of our evening hours. 2008-09 the Center was open until 7:00 pm M-Th and in 2009-10 the Center was open until 6:00 pm M-Th.

**Goal II:** Increase availability and keep pace with technological advancements of computers, peripherals, career-specific software and resource materials. Supports Strategic Directions 2, 3

- **Objective:** Develop and provide in-service & training for staff, counselors and career class instructors on upgrades/changes in career assessments, career software programs, career research projects, and resources.
  
  Utilizing e-mail as the primary form of communication with the Division, the Career Coordinator forwards all electronic career-related newsletters to career counselors and career class instructors to keep them apprised of current trends and labor market information. Communicated via e-mail, and at Division Meetings, the necessity for using reliable and valid career assessments for the purpose of career development; and the importance of complying with the NCDA’s Ethical Standards for measurements and evaluations. This is an ongoing objective for our Department.

- **Objective:** Purchase color laser printers for career assessment scoring due to the software advancements.
  
  The majority of career assessments are now done online and reports are rich with color-coded graphs and charts. The color laser printer is a necessity and the replacement of this tool will need to be included as a future objective and fiscal planning.

- **Objective:** Increase number of computers dedicated to career planning and re-entry services.
  
  The Student Center Building was designed with a shared lab between the Transfer Center and the Career Planning Center of 25 computer stations; an increase for our department from six stations in 2006. The benefit of this is reflected in our survey results with a **24.6% increase** in the “access to computer stations” category from 2006 to 2009.

**Goal III:** Increase and expand outreach & marketing efforts to undecided/undeclared students, adult learners, and to all factions of the campus and community. Supports Strategic Directions 1, 2, 4, 5

- **Objective:** Purchase outreach items: Career Passports, branded highlighters/pens, key chains

- **Objective:** Re-establish the career, re-entry and undecided/undeclared workshop program.
• Objective: Continually enhance, revise and redesign Career Planning/Re-entry website and important program documents (brochures, informational flyers, newsletters) for marketing, outreach and recruitment

• Objective: Increase visibility and educate students, staff, faculty and the community about our services by giving presentations in Division meetings, classes and at special functions, e.g. Senior Day, Parent Night, Vital Links, school visitations, etc.

Goal III Objectives have been met with outreach items purchased with Matriculation Funds, the new campus website, email blasts to students, updated brochures, workshops, participation at various on- and off-campus activities, and most notably with the relocation to the new Student Center Building.

Previous Goals Not Met:

Goal I: Increase the number and review scope of responsibilities for career/re-entry counselor and support personnel. Supports Strategic Directions 2, 3

• Objective: Submit request for 100% 12-month Student Services Specialist position through the Cypress College Request for Classified Staff P&B process.

• Objective: Submit request to Division for full-time Career/Re-entry Counselor to replace position lost during the Spring 2003 budget reductions.

• Objective: Submit request for classification review of Career Center Coordinator position.

The Goal I Objectives were not met because all required increased funding to hire new staff, which did not happen.

 o An Instructional Aid position in the Career Planning Center was identified as the #2 Priority for the Campus during the 2008-09 Planning & Budget’s Classified Needs Assessment process, however, due to budget reductions, new positions are not being considered at this time.

 o A new counselor position with career development duties was requested during the 2008-09 Faculty Position Request process but was not considered a top priority based on anticipated replacement position considered critical for program continuance. A Faculty Position Request is being submitted in Fall 2009 for a “new” full-time career counselor.

 o Although it has merit, the reclassification request was not submitted in light of budgetary concerns for the Division.

Goal III: Increase and expand outreach & marketing efforts to undecided/undeclared students, adult learners, and to all factions of the campus and community. Supports Strategic Directions 1, 2, 3, 5

• Objective: Establish and participate in a Career Advisory Committee with representatives from the campus and community to enhanced career development services and to connecting education with local workforce and economic development.

• Objective: Revitalize the Adult Re-entry Program and Re-entry Scholarship Fund

• Objective: Develop and provide “What Do You Want to Be When You Grow Up?” presentations for junior high and 5th & 6th grade students.
The Goal III objectives were not met because they were dependent on the Career Planning Center having additional classified and faculty staff/hours dedicated to performing the multitude of tasks necessary to achieve the designated goals and objectives.

Goal IV: Identify, develop and utilize achievable Student Learning Outcomes (SLOs) which will foster an approach to learning, and seek to increase student achievement and skill acquisition. Supports Strategic Directions 1 & 2

- Objective: Work with instructors to incorporate an achievable and measurable career component into their course curriculum

This Goal IV Objective did not have time dedicated to it as other items within the department took priority. It is a viable objective and will be included on future long-range plans.

Long-range Plan and Objectives

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form).

1. **Goal:** Staff issues including the Increase of classified staff and faculty; reviewing scope of staff responsibilities; redefining space allocation; and continually updating skills.

   Supports Strategic Direction (if applicable): Direction 2

   1. **Objective:** Based on the 2008-09 Classified Needs Assessment, priority #2, explore avenues for funding the 100% 12-month Instructional Aid position. Continue to request position through appropriate channels.

      Person(s) responsible: Deann Burch, Career Center Coordinator

      Timeframe: Fall 2010

      Fiscal resources needed (if not applicable, indicate “NA”): Range 30 plus benefits on Classified Salary Scale.

   2. **Objective:** Submit request to Division for “new” full-time Career Counselor to replace position lost during Spring 2003 budget reductions and for “replacement” positions for future career counselor retirement.

      Person(s) responsible: Sharon Easton, Career Counselor; Deann Burch, Career Center Coordinator

      Timeframe: 2010-2011

      Fiscal resources needed (if not applicable, indicate “NA”): Position placement at appropriate pay scale and benefits.

   3. **Objective:** Explore feasibility, research, gather evidence and submit request for classification review of Career Center Coordinator position.

      Person(s) responsible: Deann Burch, Career Center Coordinator

      Timeframe: 2010-2011
Fiscal resources needed (if not applicable, indicate “NA”): If reclassification is approved then position placement at appropriate pay scale

4. Objective: Upgrade knowledge, skills and abilities by attending conferences, workshops, and professional development activities

Person(s) responsible: Sharon Easton, Career Counselor; Deann Burch, Career Center Coordinator, Nancy Miller, Instructional Assistant and anyone teaching career classes or working as career/re-entry counselor.

Timeframe: 2009-10 and on-going

Fiscal resources needed (if not applicable, indicate “NA”): NA

5. Objective: Relocate career assessment scoring station to secure space for confidentiality and to decrease interruptions.

Person(s) responsible: Nancy Miller, Instructional Assistant

Timeframe: 2009-10

Fiscal resources needed (if not applicable, indicate “NA”): NA

II. Goal: Keep current with technological advancements of computers, peripherals, career-related software and resource materials; replacement of technology as needed.

Supports Strategic Direction (if applicable): Directions 2

1. Objective: Purchase replacement for heavy-use (40,000/year) copy machine.

Person(s) responsible: Deann Burch, Career Center Coordinator; Nancy Miller, Instructional Assistant

Timeframe: Fall 2010

Fiscal resources needed (if not applicable, indicate “NA”): $6,000 / partial funds available in Department from monies collected for copies.

2. Objective: Replacement of student and staff computer systems (servers, CPUs, laptop, projector, monitors, printers and other peripherals) as need and technology dictates.

Person(s) responsible: Deann Burch, Career Center Coordinator; Nancy Miller, Instructional Assistant

Timeframe: Presentation laptop/projector cart and Staff systems – 2010-2011; Student systems – 2012-2013

Fiscal resources needed (if not applicable, indicate “NA”): Approximately $1,000 per system

3. Objective: Develop and provide in-service & training for classified staff, counselors, career class instructors, and student/hourly workers on upgrades/changes in career assessments, career software programs, career research projects, resources and department procedures.

Person(s) responsible: Sharon Easton, Career Counselor; Deann Burch, Career Center Coordinator; Nancy Miller, Instructional Assistant

Timeframe: 2009-10 and on-going

Fiscal resources needed (if not applicable, indicate “NA”): NA
III. **Goal:** Expand outreach and marketing efforts to specific student populations including undecided/undeclared majors, major-specific students, adult learners, those with 30+ units but no clear academic direction, probation students, and to all factions of the campus and community.

**Supports Strategic Direction (if applicable):** Directions 2, 4, 5

1. **Objective:** Continually maintain, enhance, and revise Career Planning/Re-entry website and important program documents (brochures, informational flyers, newsletters, give-a-ways) for marketing, outreach and recruitment

   **Person(s) responsible:** Deann Burch, Career Center Coordinator

   **Timeframe:** 2009-10 and on-going

   **Fiscal resources needed (if not applicable, indicate “NA”):** $5,000

2. **Objective:** Increase visibility and educate students, staff, faculty and the community about our services by giving presentations in Division meetings, classes and at special functions, e.g. Senior Day, Parent Night, school visitations, etc.

   **Person(s) responsible:** Sharon Easton, Career Counselor; Deann Burch, Career Center Coordinator; Nancy Miller, Instructional Assistant; and new counselor and staff

   **Timeframe:** 2009-10 and on-going

   **Fiscal resources needed (if not applicable, indicate “NA”):** Minimal for outreach materials, mileage, etc.

3. **Objective:** Purchase outreach items such as Career Passports, branded highlighters/pens, pencils, and key chains

   **Person(s) responsible:** Deann Burch, Career Center Coordinator

   **Timeframe:** 2010-2011

   **Fiscal resources needed (if not applicable, indicate “NA”):** $10,000

4. **Objective:** Expand offerings of career success and student success workshops; make presentation handouts available online and hard copy format.

   **Person(s) responsible:** Deann Burch, Career Center Coordinator; Sharon Easton, Career Counselor

   **Timeframe:** 2009-10 and on-going

   **Fiscal resources needed (if not applicable, indicate “NA”):** Less than $500 annually

5. **Objective:** Revitalize the Adult Re-entry Program and Re-entry Scholarship Fund

   **Person(s) responsible:** Deann Burch, Career Center Coordinator and second (new) career/re-entry counselor

   **Timeframe:** 2010-2011

   **Fiscal resources needed (if not applicable, indicate “NA”):** In addition to Goal 1. Objective 2 – approximately $4000 for marketing materials and supplies
6. Objective: Develop and provide “What Do You Want to Be When You Grow Up?”
   presentations for junior high, 5th and 6th grade students.
   
   Person(s) responsible: Deann Burch, Career Center Coordinator and second (new) 
career/re-entry counselor
   
   Timeframe: 2010-2011
   
   Fiscal resources needed (if not applicable, indicate “NA”): $1500

IV. Goal: Identify, develop and utilize achievable Student Learning Outcomes (SLOs) which will
   foster an approach to learning, and seek to increase student achievement and skill acquisition.
   
   Supports Strategic Direction (if applicable): Directions 1, 2

1. Objective: Work with instructors to incorporate an achievable and measurable career
   component into their course curriculum; develop major-specific research activities.
   
   Person(s) responsible: Deann Burch, Career Center Coordinator
   
   Timeframe: 2010-2011
   
   Fiscal resources needed (if not applicable, indicate “NA”): NA

2. Objective: Review department hours of operation on an annual basis.
   
   Person(s) responsible: Deann Burch, Career Center Coordinator
   
   Timeframe: 2009-2010 and on-going
   
   Fiscal resources needed (if not applicable, indicate “NA”): NA

Use the above outline format to add additional goals or objectives as necessary.

Additional resource requirement identified by the results of the Quality Review

Identify the resources needed by the department. The resource identification process should link the findings of
survey with SLOs and departmental mission. The resource needs should address two distinct areas:

- Facilities
  - Career information is dynamic and fluctuates with economic and global trends. It is
    imperative that resources, subscriptions, computer programs and materials in the Career
    Center be updated regularly to provide our students with the most current and accurate
    information.
  - Career development is a vital part of preparing for the Twenty-first Century workforce.
    Today’s complex job market requires workers to have more education and skill than ever
    before. The work world that students will experience will demand new skills in career
    self management. Students must prepare to respond effectively to a labor market
    characterized by volatility, global competition, contingent employment, and the need to
    continuously improve academic and work-related skills. For individuals to thrive in such
    conditions, they must be able to negotiate complex dynamic networks, understand their
    own skills and interests, and be able to market themselves as the need arises. People will
    need to be able to parlay their work experiences into new employment opportunities
    and may need to do this frequently. This translates into the need for staff.


Career counselors and career paraprofessionals provide critical services that facilitate the career development activities of students. The kinds of career self-management skills that students will need are developed through intentional career exploration, experiential learning, and reflection—in short, through career development experiences. Without these vital experiences, students will have little foundation for managing their work lives and their educational goals. In all cases, the quality of career information impacts the quality of the career counseling and career center experiences.

- Technology:
  - With the rapid expansion of the availability of computer-based career information and services, the need for well-documented, detailed industry standards of quality is more apparent than ever before. To plan for the future, the Career Planning Center staff must strengthen our ability to develop, deliver, monitor and utilize computer-based information.

**Fiscal resources and planning**

Describe how the department wants to utilize the resources to accomplish its goals. Please provide an analysis of how the department plans to achieve its goals if resources identified are not available immediately.

The greatest resource available to us is our Human Resources: the people who work in the Career Planning Center who serve our students and the community. This resource is enhanced by continually updating knowledge and skills as they relate to career development, and recognizing the symbiotic relationship this has to retention, persistence and student success.

Student success is the priority for our Department. Sometimes just communicating with the students and giving them support and valuable resources can help students identify and achieve their goals. Enhancing student awareness through workshops and group presentations can spur them toward exploring their options. Networking with other career development professionals brings a wide range of “best practices” to the table which can then be utilized to improve services. Being innovative in our service delivery methods such as online/email critique of resumes and group career assessment workshops enables us to do more with less.

The only constant is change and the only thing we have control over is our attitude and approach to the changes. The Career Planning Center staff will continue to provide quality services and resources to our students and community regardless of the changes we encounter.

**Reminder:** If fiscal resources are needed for next year’s goals, submit a separate Budget Request and Action Plan for budget unit review.